



NYaeycTM

ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN

New York State Family Child Care Credential

Application Process, Competencies, Portfolio Instructions

Part 1: Join Aspire

Part 2: Complete
Candidacy Application

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The New York State Family Child Care Credential is designed to formally recognize those practitioners who demonstrate their competence, knowledge and professional practice in the areas of professional family child care, child development, healthy home learning environments and business practices. This credential incorporates the New York State Core Body of Knowledge, New York State Childcare Regulations, and the Code of Ethics of the National Association for the Education of Young Children.

Because research has shown that the education level of persons who care for other people's children directly affects the quality of care, this credential is designed to recognize the knowledge and skills acquired through college coursework and experience. It is intended to set a standard of care for family and group family child care providers and provide a vehicle for Candidates to demonstrate their competence through the submission of a portfolio to reviewers who have a solid background in the field and have dedicated themselves to be impartial judges of the merits of the work submitted. This credential is unique in that it gives the Candidate a number of ways or modalities to demonstrate competence, recognizing that individuals have different strengths and learning styles and that one single source of information (usually essay or tests) do not allow the Candidate or the Reviewers valid proofs of competence.

There are 12 Competency Areas in the Family Child Care 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 Family Child Care Credential (FCCC) 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 (NYAEOYC) website at <https://nyaeyc.org/fccc/>.
- Once you submit your Application for Candidacy, NYAEOYC will help you through the remainder of the FCCC process, including the FCCC Portfolio.

PART 1: Register with Aspire



About Aspire

Aspire is the state's new workforce registry. It is an online system that helps all early childhood professionals, including providers of professional development, keep track of their employment history, education, and ongoing professional development. It is also the first step in applying for any the New York Association for the Education of Young Children Credential Programs. All Credential Applicants must have an active Individual Professional Profile with Aspire.

Visit www.nyworksforchildren.org/aspire/go to begin.

Aspire: Get Ready

The Aspire application has two main parts: the online application and the supporting documentation. When you fill out your online application, you will be asked questions about your education and credentials. Based

on your answers to these questions, you will be required to send in documents that help Aspire staff verify what you have entered in your application. To make the application process smoother, you should gather these documents **before** filling out the application. The documents may help you answer the application questions, and you will have to provide NYWFC with copies of them when you are finished.

Be prepared with the following:

┆ **High School Graduation or GED Completion**

A copy of your high school diploma or GED complete certificate. This is required only if you have not been enrolled in a degree program at a college or university.

┆ **Degree Completion**

Copies of college or university diplomas.

┆ **College Coursework**

Copies of official college or university transcripts. Include transcripts for ALL credit-bearing coursework you've completed. Aspire will use all of the credits you've earned to calculate your level on the Career Ladder. If you have attended more than one college or university, please submit a transcript for each college or university attended and/or degree earned.

┆ **Early Childhood or School Age Credentials**

Copies of certificates for all credentials you've earned. This might include certificates for a CDA credential, Infant Toddler Credential, NAFCC Accreditation, etc.

┆ **State Certifications and Licenses**

Please submit copies of any certifications you currently hold. This includes New York State and out-of-state teacher and administrator certifications, as well as other professional licenses.

┆ **Professional Development**

Please submit copies of certificates for any CPR or First Aid training that you have attended since January 1, 2009. Submit copies of certificates for training in any other topics that you have attended in since January 1, 2011.

┆ **Membership to Professional Organizations**

Please provide proof of membership to any professional organizations to which you belong.

Aspire: Create an Individual Account

To begin using Aspire, you will need to set up an account. Your account is the username, password and other identifiers that you can use to access your information on Aspire. To set up your account, visit www.nyworksforchildren.org/aspire/go, then click "Create an Individual Professional Profile (Directors, Providers, Teachers and Trainers" under "Don't have an account?" in the left sidebar.

To set up an account, you will need to provide your

- First and last name
- Birth date
- Last 5 digits of your Social Security Number (to make sure your account is unique)
- Your email address (this is how Aspire will send your password)
- Your mailing address (where you will receive paper materials from Aspire, like your certificate)
- Your home/mobile phone number, work phone number and fax number
- A security question and answer to enable you to access your account if your password is lost.

Once you submit this information, an email will be sent to you with your user name and password.

Aspire: Complete your Online Application

To start your Aspire application, you must first log in to your account. Retrieve the assigned ID and password from the email you received after creating your Aspire account (Note: you will be able to change your password).

- Go to: www.nyworksforchildren.org/aspire/go
- Select Individual Professional Profile. Sign in with your Aspire ID and Password.
- Follow the application instructions on your screen. You will be asked to fill out 5 sections:
 1. **Personal Information** (Basic background and contact information)
 2. **Education** (Any degrees, credentials or certifications in early childhood education)
 3. **Employment history** (Any position working with children and families in early childhood). **Be sure to find out whether the organization for which you work already has an Aspire Organization ID. You will need this ID to enter your employment correctly and to ensure that you will show up on your organization's list of trainers.**
 4. **Training** (Any workshops, coaching or other professional development in early childhood)
 5. **Professional Memberships/Contributions** (Membership to early childhood organizations like NAEYC or contributions, such as presenting at an early childhood conference).

Aspire: Send Documentation to Aspire

After you have submitted your application, you have **10 days** to send your documents to Aspire. You should receive an email with the list of documents you must send in, based on your application responses. (For instance, if you stated in your application that you have an Associate's degree in early childhood education, you must send in a copy of your official transcript). You will also receive a link to the Documentation Checklist. NYWFC will review your documentation to verify that the information in your application is accurate.

Start by following the link to the Documentation Checklist and print it out. Then gather official copies of all documentation required on the list you received from Aspire. (Note: For college/university degrees, you are required to send your transcripts, not your diploma.)

Next, make copies of these official documents. Please note that only copies of official documents are necessary, and that Aspire cannot return your documents after they have been reviewed. Do not send original documents. Complete the document checklist.

Finally, place the Documentation Checklist on top of all of your documents, and send the Checklist and all of your documentation in ONE ENVELOPE to: **New York Works for Children, Aspire, 16 Court Street, 31st Floor, Brooklyn, NY 11241**

Review Process

Once Aspire receives your documentation, it may take an average of 6 weeks to complete the review process. Aspire will verify your professional development certificates, membership and contribution documentation, high school diploma, and college or university degrees. Based on a review of any transcripts you send in, Aspire will also use any coursework in early childhood education or related fields to adjust your level on the Career Ladder (which is based on a combination of your education, credentials, and years of experience in the field).

At the end of the review process, you will receive your Professional Development Record and an Aspire Certificate with your Career Ladder level and Trainer Level at the mailing address provided in your application. You will receive one of the following Trainer Levels: Registered Trainer or Verified Trainer at the mailing address provided in your application. If you do not receive these three items, or believe there has been an

error on your Professional Development Record or in calculating your career level, please contact Aspire at 718-254-7353.

Update and Renew

After your application has been completely processed and you have received your Certificate, you will be able to use your Aspire ID and password to access your Professional Profile and Professional Development Record online at any time, in order to update any changes to your Personal, Education, Employment, Training/Professional Development, Professional Memberships or Contributions information. Simply follow the onscreen instructions to make the necessary changes to your Profile, print and complete a Document Coversheet, and send in any relevant documentation to NYWFC. You will now also be ready to complete the Trainer Credential Application.

PART 2: Complete FCCC Candidacy Application



Once you have an active Aspire Professional Profile, complete the FCCC Candidacy Application which can be found the NYAeYC website: <https://nysaeyc.formstack.com/forms/familychildcarecredential>.

You will need to complete the application in its entirety and submit a copy of your transcripts and your resume with the application assessment fee.

Basic Eligibility

Candidate must be at least 18 years of age and be an owner or employee of a NYS Office of Children and Family Services (OCFS) regulated Family or Group Family Day Care Provider in good standing (see Regulatory Compliance).

Regulatory Compliance

- Candidate must have no pending enforcement actions cited on the OCFS Child Care Facility Search website
- Candidate must have no Serious Violations – uncorrected
- Candidate must have no Serious Violations – corrected within the last six months

Upon completion of the Candidate's portfolio review, before the credential is issued, there must be no Serious Violations – corrected or uncorrected since the date of application. If this is the case, the credential award will be deferred for six months, after the violation has been corrected. If another violation occurs within that six month period the credential will not be awarded.

College Coursework

Coursework in child development and professional practice: Twelve (12) credits from a nationally accredited college in early childhood coursework that meet the standards of the New York State Family Child Care Competencies; three (3) of the 12 credits must have been completed within the last 5 years. Or nine (9) credits from a nationally accredited college in early childhood coursework and 45 hours of documented community based training completed within the last 5 years that meets the standards of the New York State Family Child Care Competencies.

Experience

- Two years of experience as a NYS regulated Family or Group Family Day Care provider
- OR**
- Two years of experience as an employee in a NYS regulated Family or Group Family Day Care program

Need for this Credential

Nationwide more children receive out of home care by people opening their homes to care for other people's children than any other mode of child care. Sometimes that care is by a relative, a neighbor, or by a caring adult who performs this service as a small business. In New York State, approximately 13,000 family and group family day care programs are regulated by the Office of Children and Family Services (OCFS) to care for other people's children as a small business, providing supervision, care and affection and educational opportunities. The increasing attention to the early years as learning years and recognition of these people as part of the child care profession has led OCFS to commission NYAEYC to create a NYS state-specific credential to recognize those individuals who go beyond the basic regulations and demonstrate competence in knowledge and professional practice in the areas of professional family child care, child development, healthy home learning environment and business practices. The result will be to increase the professionalism of the family child care field by giving individuals recognition for the expertise required to provide quality environments and education for children. It addresses the unique set of skills and knowledge needed to run a child care program in a home. A group of professionals from around the state, including several family child care providers have collaborated to formulate statements in twelve areas that are indicators of a family child care provider's competence. Many are applicable to all modalities of early child care and education but some are specific to family child care. Candidates for this credential will document their competence in each of the four areas through a portfolio-review process which demonstrates their understanding and how they apply these principles in their business.

Terms and General Information

PROSPECTIVE CANDIDATE: Individual who has submitted the required documentation and fee described in Phase II (see pg. 6) for consideration of candidacy for the NYS Family Child Care Credential.

CANDIDATE: Prospective Candidate who has submitted the required documentation and received written notification from NYAEYC that they meet the requirements for candidacy. Candidates then have one year from the date of notification to submit their official transcripts and NYS FCCC Portfolio for review (the remaining assessment fee is due at this time--\$250 for members or \$275 for non-members).

PORTFOLIO: Documentation of the Candidate's competency submitted for review (see Portfolio Guidelines in this booklet) within one year of receiving candidacy acceptance letter. Portfolio workbook must be accompanied by the remainder of assessment fee and finalized transcripts and experience documentation.

COLLEGE COURSEWORK: Twelve credits of college coursework (successfully completed at an accredited higher education institution) OR 9 college credits AND 45 hours of applicable training that matches the Credential Topics and Competency Areas. Three of the twelve credits or the 45 hours of applicable training must have been completed within the last 5 years. The Candidate will submit a document that will match coursework topics to the competencies and also submit formal transcripts from the college.

COMPETENCIES: Four topic areas and twelve competencies that Candidate must achieve to be eligible to be reviewed for the credential.

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 Early Care and Learning Council (formerly NYS Child Care Coordinating Council) and the Career Development Initiative.

EXPERIENCE:

- Two years of experience as a NYS regulated Family or Group Family Day Care provider
- OR**
- Two years of experience as an employee in a NYS regulated Family or Group Family Day Care Program

The Candidate will submit a document listing the above experience along with documentation from the program verifying that experience.

DOCUMENTATION: This is a “formal” attestation to what the Candidate is claiming. “Official” college transcripts must be sent directly from the college to NYAEYC. Copies of training certificates must be submitted when 45 contact hours of community-based training is substituted for 3 college credits.

PORTFOLIO REVIEW: Qualified reviewers will examine the Portfolio and evaluate its contents as documentation of the Candidate’s competence in each of the four (4) Topic Areas. This review will take place in the quarter following submission and the decisions communicated to the Candidate by the end of that quarter. If the decision is to award the Credential, the Candidate will receive notification in the form of a letter of congratulations as well as a certificate suitable for framing. If the Portfolio is lacking convincing documentation, the reviewers will make specific recommendations and the Candidate will have six (6) months in which to resubmit the revised Portfolio. If the revised Portfolio is still lacking in convincing documentation, the credential will be denied. The Candidate must wait one year before resubmission and then becomes a Prospective Candidate, repeating the Phases I, II, and III, including the Credential fee.

OBSERVATION: This credential requires no additional on-site observation. Representatives of OCFS inspect Family Child Care homes and a site with no violations is deemed acceptable for this credential.

EDUCATIONAL INCENTIVE PROGRAM: Scholarship funding towards the \$350 (members) or \$375 (non-members) credential fees may be available through the Educational Incentive Program (EIP). For more information or to apply for a scholarship, visit www.ecetp.pdp.albany.edu. You may also contact EIP at eip@pdp.albany.edu or 1-800-295-9616 for additional information regarding eligibility. When completing application for EIP funds, be sure to designate the credential as “The Family Child Care Credential of New York State” not NYAEYC.

PORTFOLIO EVALUATION: The Evaluation Rubrics (refer to separate document) will be used by the reviewers. This rubric’s purpose is both to inform the Candidate of the process but also to guide the Candidate in preparing a portfolio that will adequately demonstrate competence. The choices of evidence are provided to meet various learning styles and to match the competency area.

PART 3: Complete FCCC Portfolio

PURPOSE

The Portfolio presents evidence of your professional development and demonstrates your competency to receive the NYS Family Child Care Credential. The review process is completely based on your explanation of the importance of the competency areas and the compilation of your evidence documents. This portfolio review is intended for you to present your competency in each of the twelve areas so that reviewers can assess your understanding and application of the competency areas.

PORTFOLIO DOCUMENTATION

Please submit your portfolio online or mail one hard copy to NYAEYC.

1. DOCUMENTATION OF EXPERIENCE

- Providers - A copy of the day care license showing at least two years in operation as a regulated family or group family child care home.
- Employees – A letter or letters from current and previous employers verifying current employment and a minimum of two years' experience
- First Aid Completion Certificate
- CPR Completion Certificate
- Medication Administration Training Completion Certificate

2. PROFESSIONAL RECOMMENDATIONS

- One letter from college professor or instructor
- One letter from local early childhood professional, community based trainer or child care resource and referral staff professional
- Two letters from families whose child has been in the candidate's care for at least six (6) months, attesting to your competence in working with children and families.

3. COLLEGE TRANSCRIPTS

- "Official" college transcripts must be sent directly from the college to NYAEYC. At least 9 of the 12 credits needed for the credential must be obtained from an institution of higher education.

4. NON-CREDIT BEARING COURSE DOCUMENTATION

- Copies of training certificates must be submitted when 45 contact hours of community-based training is substituted for 3 college credits.

5. DEMONSTRATION OF COMPETENCY IN EACH OF THE TWELVE COMPETENCY TOPICS

- Completion of workbook covering all 12 competency areas (please note a-d must be completed for each of the 12 competency)
 - a. Choose one Competency Statement for each of the twelve areas
(See each topic on pages 10-15 – "Competence is demonstrated by the ability to.....")
 - b. Write a short essay (min 50 words) explaining why this is important to being a competent Family Child Care Provider
 - c. Write how you meet this competency (min 50 words)
 - d. Submit one piece of evidence or documentation of meeting this competency

General options for evidence:

- **Photo Journal with explanation,**
- **Video with explanation,**
- **Essay (min 250 words),**
- **Ethical dilemma and how you addressed it,**
- **Other evidence specifically based on competency** (Some examples are provided but evidence of competency is not limited to these examples)

TYPES OF EVIDENCE OR DOCUMENTATION

- **Photo Journal** – Recognizing that visual images can be the manifestations of knowledge, skills and attitudes, this Portfolio choice may include 5-10 labeled photos that demonstrate the Candidate’s competence in the Topic. This is accompanied by the Candidate’s description (audio taped or written) of what is depicted and, most importantly, how what the Candidate did, said, or did not do demonstrates knowledge, skills and attitudes of a competent early childhood educator. See the Evaluation Rubric for specific expectations of the Photo Portfolio entry in each topic area.

For example:

Topic A 1 Relationships – could be of greeting families, interacting with children

Topic B 5/6 – Social/Emotional or Cognitive – could be of implementing curriculum with children

Topic C 8 – Facilities – could be a virtual tour of your home/center

- **Video** – Recognizing the importance of the environment in quality family child care, this Portfolio entry gives the Candidate the opportunity to “show” competence. This is one choice for competence evidence. It should be 10-15 minutes in length to demonstrate the competency area. See the examples in Photo Journal.
- **Essay** – This Portfolio choice is a written essay (minimum of 250 words) in which the Candidate discusses the topic area, clearly demonstrating knowledge, skills and attitudes through explanations of selected competency statements. See the Evaluation Rubric for specific expectations of the Essay Portfolio entry in each topic area.
Note: The audiotape is given as a choice for those who are more comfortable explaining orally what is taking place. This also may be in the Candidate’s first language.
- **Ethical dilemma** – This Portfolio choice is a written essay regarding a controversial issue in policy or practice in which the Candidate has personal experience. It describes the situation, the opposing sides of the issue, explores possible solutions, and selects a position based on knowledge. For this Portfolio entry, we refer the Candidate to NAEYC’S Code of Ethical Conduct at <https://www.naeyc.org/resources/position-statements/ethical-conduct>. See the Evaluation Rubric for specific expectations of the Ethical Portfolio entry in each topic area.
- **Other evidence** – If you can show evidence of your competency in another obvious way – you may submit it for review. For example if you are talking about confidentiality – and you can show your confidentiality statement in your handbook that would suffice.

PLEASE NOTE:

The following is required:

- Use at least two different types of evidence or documentation within the 12 submissions required
(For example: all 12 submissions cannot be a photo journal)

6. PROFESSIONAL DEVELOPMENT PLAN

Each candidate is required to complete a professional development plan that includes the following information:

1. Career goal
2. Educational Plan: the position has been researched and the qualification for this position is_____.
3. Action Steps planned (*for example* :)
To obtain a two-year early childhood degree (knowledge)
To strengthen my skills in communicating with parents (skill)
To become more consistent in my work with children (attitude)
4. For each of your action steps
 - a) Describe how you will accomplish the step
 - b) When you will do it
 - c) When you expect to complete it.

(A more detailed plan for professional development may be found on the Council on Children and Families website at www.earlychildhood.org).

REVIEW PROCESS

1. Candidate sends two copies of portfolio and \$250 (members) or \$275 (non-members) 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 NYSAEYC 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 \$225 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.

FAMILY CHILD CARE CREDENTIAL COMPETENCIES

TOPIC I: FAMILY CHILD CARE

COMPETENCY AREA 1: RELATIONSHIPS

Competence is demonstrated by the ability to:

1. Develop and maintain relationships with families, listening and communicating daily to build mutual understanding and trust.
2. Respect for individual family's values, practices, culture, and beliefs.
3. Form secure relationships with each child by showing attention, affection, respect, and understanding based on each child's unique need.
4. Effectively and confidentially communicate sensitive information with families.
5. Encourage, support and allow family participation in the program.
6. Consider all other household members by respecting their personal needs, space and belongings.
7. Separate professional and personal relationships.
8. Accept the professional responsibility as a credible source of information and point of reference for families.
9. Implement a plan for transitioning children and families into and out of programs.

COMPETENCY AREA 2: ETHICS AND LEGALITY

Competence is demonstrated by the ability to:

1. Identify and model ethical conduct to children and families, personnel and the community based on NAEYC Code of Ethics & NYS Core Body of Knowledge.
2. Separate child care and personal activities during business hours, prioritizing the children's needs and activities above all else.
3. Maintain complete confidentiality involving the welfare of children and families.
4. Comply with requirements of the ADA (American Disabilities Act) in child assessment and serving children with special needs.
5. Develop an emergency preparedness plan to protect children and families from a major disaster.

COMPETENCY AREA 3: PROFESSIONAL ACTIVITIES

Competence is demonstrated by the ability to:

1. Assess self as a professional to identify areas where performance could be improved.
2. Establish short and long-range professional and educational goals.
3. Continue learning and applying best practice.
4. Create quality experiences for children, parents, and staff.
5. Continually evaluate the program for quality improvement
6. Participate in professional organizations and/or professional activities to access up-to-date information in the field.
7. Develop professional networks with family child care providers and other support services to share common goals and concerns.
8. Work as a team member with co-workers, families, and the community.
9. Identify and collaborate with community resources available for screening, assessment and referral of children to services.
10. Advocate for yourself, children and families, and the profession.
11. Create and articulate program philosophy to families and community.
12. Maintain a professional development file that contains documentation of all professional development activities.

TOPIC II: CHILD DEVELOPMENT

COMPETENCY AREA 4: RESEARCH, THEORY AND ASSESSMENT

Competence is demonstrated by the ability to:

1. Identify developmental stages of children birth to twelve: physical, cognitive, language, social, emotional and creative.
2. Understand and apply the current research in brain development.
3. Recognize the influence of both nature (genetics) and nurture (environment) in a child's development.
4. Use assessment skills in observing and documenting children's development and behavior.
5. Use assessments based on observation in discussions with families and in planning for individual children.
6. Describe variations in children's temperaments and assess the impact on relationships and behavior.

COMPETENCY AREA 5: SOCIAL-EMOTIONAL-CREATIVE

Competence is demonstrated by the ability to:

1. Support child's emotional well-being and establish a secure, trusting, and respectful relationship.
2. Encourage positive social interaction among children and promote strategies of conflict resolution.
3. Encourage the development of self-esteem in children and create opportunities for the child to learn about self-identity and self-care
4. Support child's problem solving strategies.
5. Support and respect the child's attempts to gain autonomy, control and competence.
6. Use positive guidance methods, not punishment.
7. Use appropriate guidance methods based on a child's temperament, age, developmental stage and individual needs
8. Recognize the signs of stress in a child, identify the cause, and work to alleviate it.
9. Foster creativity by providing a variety of experiences.

COMPETENCY AREA 6: COGNITIVE, LANGUAGE/LITERACY, PHYSICAL

Competence is demonstrated by the ability to:

1. Create an environment that promotes literacy and language development.
 - a. Support infant and toddler's emergent literacy through the use of language and appropriate literacy activities.
 - b. Support children's emergent language through adult child verbal and non-verbal interactions.
2. Support children's efforts at developing fine and gross motor skills.
3. Provide daily opportunities for physically active play.
4. Recognize and use opportunities for learning.
5. Provide many opportunities for children to learn through exploration and repetition.
6. Apply knowledge of physical, cognitive and language development, and socio-emotional development of children.
7. Provide opportunities for children to observe and experience cause and effect.
8. Provide learning opportunities for children in mathematics, science and technology.
9. Recognize developmental indicators that suggest the need for a referral for further assessment and evaluation.
10. Use knowledge of children's families and their cultures to support decisions regarding program planning.

TOPIC III: ENVIRONMENT

COMPETENCY AREA 7: HEALTH AND SAFETY

Competence is demonstrated by the ability to:

1. Know and adhere to licensing and regulatory requirements.
2. Maintain supervision of all children to ensure their safety at all times.
3. Know the indicators of child abuse and maltreatment and follow the legal requirements and procedures for reporting child abuse or maltreatment.
4. Regularly review and update policies and procedures, such as safety requirements, fire prevention, and evacuation.
5. Use observation as a means of ensuring health, safety, and protection of children.
6. Apply knowledge and understanding of SIDS and Shaken Baby Syndrome
7. Analyze environments regularly to support the development, implementation and maintenance of health and safety policies and procedures.
8. Remove any recalled child product.

9. Identify and apply standards and protocols for infection control and universal precautions.
10. Describe and identify the signs and symptoms of common diseases and illnesses.
11. Implement the latest professional information on nutrition and plan nutritious meals and snacks, based on individual child's needs.
12. Serve all food to children in accordance with the USDA guidelines.

COMPETENCY AREA 8: FACILITIES

Competence is demonstrated by the ability to:

1. Create and maintain an environment in compliance with all applicable codes, rules, and regulations.
2. Arrange the space and use materials to create a balance to meet the needs of both the children and the adults including the provider's family.
3. Design safe and developmentally appropriate environments which uses the physical space to create learning opportunities.
4. Plan an environment that balances safety and exploration.
5. Design and provide space for activities, including areas for small-group play or individual activities.
6. Assess the environment regularly with research-based instruments (such as Family Day Care Rating Scale).
7. Implement a program with adequate age-appropriate and culturally-appropriate materials rotating and adding new materials accordingly.
8. Create an environment that encourages children to develop an appreciation of aesthetics.

COMPETENCY AREA 9: CURRICULUM

Competence is demonstrated by the ability to:

1. Implement a program that promotes all aspects of development.
2. Use the sequence of developmental stages to design open-ended activities for multi-age groups.
3. Implement curriculum for children based on recorded observations of individual needs and interests.
4. Establish and maintain a bias-free, inclusive curriculum and environment.
5. Plan, implement, and evaluate developmentally appropriate curriculum through play.
6. Provide materials appropriate for children's developmental skills.
7. Develop written plans that provide children's choices as they pursue their own interests with the aim of channeling their efforts toward using emerging skills.
8. Provide opportunities for repetition of mastered skills through consistent manipulation and exploration of materials.
9. Provide a balance of adult and child initiated activities.
10. Establish schedules and routines based on children's individual needs.

TOPIC IV: BUSINESS PRACTICES

COMPETENCY AREA 10: RECORDKEEPING

Competence is demonstrated by the ability to:

1. Establish and maintain a system of enrollment that includes written contracts programmatic and financial policies that clearly reflects all regulatory requirements.
2. Implement a system of recording and updating information on all children and families enrolled: enrollment, attendance, observation, medical, child abuse and maltreatment, health emergencies.
3. Implement a system to record and update records related to licensing/regulation such as professional development, medication errors and accidents.
4. Identify and evaluate business models that are most advantageous for individual circumstances.
5. Ensure confidentiality of all written or electronic records concerning children and families.
6. Implement a system of open communication with families.
7. Establish a system of business practices for tracking and monitoring income and expenses.
8. Explore technology to support effective recordkeeping.

COMPETENCY AREA 11: FINANCIAL PLANNING

Competence is demonstrated by the ability to:

1. Develop a financial plan including income goals, benefits, and retirement.
2. Create, monitor and adjust program budget based on enrollment, including operating expenses, capital expenses, and insurance.
3. Separate personal finances from business finances.
4. Identify resources beyond parent fees to support the program.
5. Utilize accountants or financial advisors, as needed.
6. Develop marketing strategies and marketing materials.

COMPETENCY AREA 12: HUMAN RELATIONS AND PERSONNEL MANAGEMENT

Competence is demonstrated by the ability to:

1. Develop and apply personnel policies and procedures in accordance to all applicable labor laws and regulations, including required benefits (FICA, Unemployment Insurance, Disability, Worker's Compensation), recruitment, hiring, supervising, termination, American with Disabilities Act, payment of withholding/taxes.
2. Comply with all applicable labor laws including those regarding family members who work in the child care program.
3. Establish and implement effective communications with individuals, community agencies and organizations that could provide support and services to the program and families.

Need Help?

For help with Aspire

New York Works For Children

Phone: 718-254-7353

Email: info@nyworksforchildren.org

For help with the Family Child Care Credential Application or Portfolio Process

New York Association for the Education of Young Children Phone:

518-867-3517

Email: credentials@nyaeyc.org