



nyaeyc

New York Association for the
Education of Young Children

New York State Children's Program Administrator Credential

Application Process, Competencies, Portfolio Instructions

Step 1: Join Aspire

Step 2: Complete Candidacy
Application

Step 3: Complete Outstanding
Coursework and/or Practicum

Step 4: Submit CPAC Portfolio

The New York State Children’s Program Administrator Credential is an important standard by which to measure the 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 and represents a variety of titles used in early childhood and school-age programs to describe the role of director, site supervisor, executive director, or administrator.

There are [18 competency areas](#) in the New York State Children’s Program Administrator Credential. Candidates will be assessed on these competencies based on coursework successfully completed with a grade of C or higher as well as the culminating portfolio.

Step 1: Join 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.

An ACTIVE Aspire profile is mandatory to become a CPAC candidate. Your application will not be reviewed until you have an active profile. If you already have an Aspire profile, please make sure it is up-to-date before proceeding to Step 2.

How to Complete Your Aspire Profile

The application process takes an average of 15 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 select **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 the provided Aspire ID and password to log into 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

- ☀ Either on screen or through email, you will receive a list of the documents you need to send in for verification.
- ☀ The Aspire Registry accepts photocopies of all education and training documents, including

photocopies of official transcripts.

🔗 You will have the option to upload these documents or mail them within 10 days to

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

That's all it takes!

After your application is complete and your documentation has been submitted, Aspire will conduct its verification. The amount of time this takes varies. However, after your application is processed, you will receive an emailed welcome letter.

For help with Aspire:

New York Works for Children

Phone: 718-254-7716

Email: info@nyworksforchildren.org

Step 2: Complete Candidacy Application

After you have an ACTIVE Aspire profile, complete the [CPAC Candidacy Application](#).

When completing the application, include your Aspire ID and be prepared to upload your resume and a copy of OFFICIAL college transcripts. The \$100 application fee can be paid by credit card, check, or [EIP Scholarship](#). Applications will not be reviewed without payment.

At the time of application, candidates must have at minimum an Associate's Degree or at least 60 credits toward a Bachelor's Degree from a regionally accredited institution of higher learning. The degree or credits can be in any field. **The CDA does NOT count toward this requirement.**

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.

The application secondly requires the potential candidate to state the college-level courses taken in Children's Program Administration. A total of 18 credits are needed covering all six topics of the [CPAC Competencies](#).

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

Applications will be reviewed internally by NYAEC for completeness. An assessment letter will be emailed detailing the requirements that have been met and the items that are still outstanding. Candidates will have three years from the date of the assessment to complete any outstanding coursework in Early Childhood Education or Child Development as well as Children's Program Administration and submit their portfolio for review. The assessment letter can be submitted as proof to licensors that the candidate is pursuing the credential.

Step 3: Complete Outstanding Coursework and/or Practicum

Once the assessment letter is received, the candidate should proceed with the necessary coursework to fulfill any outstanding education requirements. Coursework can be taken at any regionally/nationally accredited institution of higher learning. There are colleges in New York State and beyond that have coursework written specifically for the CPAC. Please [visit our website](#) to view the colleges.

Additionally, the CPAC requires **at least one year of experience** as an assistant director or director of a childcare program. If the resume submitted with the candidacy application does not reflect that experience, candidates will be required to complete a practicum or internship (200 hours). Experience working with or owning an in-home daycare does not count toward this credential.

When this step is complete, the candidate must:

1. Update their Aspire profile with the additional coursework and submit the supporting documentation to NY Works for Children.
2. If applicable, submit administrative practicum forms to NYAEYC.

Step 4: Submit 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. The portfolio is intended for you to present a representative sample of your competency in each of the six major topics so that reviewers can validate that you meet the expectations of a Children's Program Administrator.

PORTFOLIO STRUCTURE

ALL PORTFOLIOS MUST BE SUBMITTED ELECTRONICALLY. NYAEYC will no longer accept hard copies or binders. The link for electronic portfolios is sent directly to those who are accepted as candidates.

A complete portfolio submission has six entries that present knowledge and work relative to the New York State Children's Program Administrator Credential Competencies:

Topic 1: Administering Children's Programs

Topic 2: Financial 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

Topic 6: Seminar in Children's Program Administration

PORTFOLIO COMPONENTS

- **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.
 - ⇒ **All letters must be combined into ONE document for upload.**

- **COPIES OF OFFICIAL TRANSCRIPTS**
This should be the final transcript showing coursework completed after the initial candidacy application.

- **DEMONSTRATION OF COMPETENCY IN EACH OF THE SIX TOPIC AREAS**
(Please refer to competencies in the back of this booklet.)
 - ◆ Read the competency statements of each topic (A, B, and C).
 - ◆ Determine one objective (A, B, or C) that illustrates your competency.
 - ◆ Select one project or document from your coursework that demonstrates your competency in the area (A, B, or C).
 - ◆ Respond to the prompts in the portfolio. You will be asked to:
 1. State the unmet need.
 2. Describe why the unmet need is a problem.
 3. Describe at least two possible solutions to the need.
 4. Describe the solution/project you chose to meet the need.
 5. Explain why you chose that solution/project.
 6. Detail what steps were taken to complete the solution/project, including the outcome.
 7. Provide the next steps based on the outcome, such as information on additional implementation plans, extensions and follow through.

 - ◆ Upload supporting project evidence, if needed.

- **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 completes the electronic portfolio and submits it with the credential fee of \$325 (NYAEYC members) or \$350 (nonmembers) to NYAEYC.
2. NYAEYC checks the portfolio for completeness and follows up with candidate on any questions.
3. NYAEYC notifies candidate when the portfolio is being sent for review and provides an estimated date for the determination.
4. Portfolio will be assigned to an independent external reviewer (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. Reviewers are given 45 business days to complete and return their review.
6. NYAEYC will consider the recommendation and make the decision as to award, defer, or decline the credential.

DETERMINATIONS

Award – Candidate will be sent an award letter and award certificate electronically and physically.

Defer – Candidate will receive by email a deferral letter with a summary of the reviewer scoring comments. Candidate will have 60 days to make revisions to the portfolio and resubmit to NYAEYC with \$225 resubmission review fee. Portfolio will then go through the review process again with a different reviewer.

Decline – The credential is declined when the portfolio has been deferred for a second time. Candidate will be notified of the decline decision through an emailed denial letter. Once declined the candidate cannot reapply for the credential for a period of one year.

For questions on the Children’s Program Administrator Credential application or portfolio process, call or email

New York Association for the Education of Young Children

Phone: 518-867-3517

Email: credentials@nyaeyc.org

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/nonprofit, 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 or 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 or quality issues 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 fundraising 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 and attendance.
- Devise or revise a diverse media system using print, email, 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 that 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 policies and procedures.
- Explain the program's demographics and how this information is used in planning.

COMPETENCY AREA B: ASSESSMENT AS AN ADMINISTRATOR

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

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

Suggested ways to measure outcomes:

- Write a self-assessment.

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

COMPETENCY AREA C: MANAGEMENT RESOURCES

Use available resources to administer a children’s program:

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

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.