Ohio's Core Knowledge & Competencies for
Program Administrators

**A Resource for Programs Providing Child Care and
Learning Opportunities to Children Birth Through School-Age**

**Ohio Professional
Development Network**

Career resources for early childhood & afterschool professionals

Table of Contents

Introduction

Purpose

Most people working in the field of early care and education and afterschool programming would agree that program administrators are perpetually in need of greater resources and support. *Ohio's Core Knowledge & Competencies for Program Administrators* has been created in response to that need and with YOU in mind!

Succeeding in program administration has always required a tremendous amount of courage, persistence and initiative. In the past, there has been no career pathway for those aspiring to administer an early childhood/afterschool program. Many individuals stumbled into an administrative position because the need arose and they were asked.[1] Because states have historically required very little, if anything, in the way of professional preparation or training for the role, most administrators have found themselves scrambling to learn all they can, any way they can, and usually in isolation. It is a rare administrator whose initial knowledge and skills included both early childhood education and sound business practices.[2]

Happily, that scene is slowly but surely changing. As of August, 2008, 19 states had some form of director credential in place[3] officially acknowledging the specialized body of knowledge that is needed to effectively administer an early childhood/afterschool program.

This document, *Ohio's Core Knowledge & Competencies for Program Administrators*, is a critical step in the process of raising the level of professional status and experience of program administrators in Ohio. By delineating the specialized knowledge and skills within each of the spheres that make up a typical administrators' practice, the foundation is laid for a statewide, recognized system of professional preparation and development, including an Ohio director credential.

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[1] Larkin, E. (1999). The transition from direct caregiver to administrator in early childhood education. Child & Youth Care Forum, 28, 21-32.

[2] Muijs, D., Aubrey, C., Harris, A, & Briggs, M. (2004). How do they manage? A review of research on leadership in early childhood. Journal of Early Childhood Research, 2, 157-169.

[3] National Child Care Information and Technical Assistance Center web site.

Introduction

Guiding Principles

Professionals with expertise in early care and education and afterschool program administration from across the state wrote this document. The writing teams were strongly committed to a set of seven guiding principles, seeking to create a document that would:

1. Identify the key concepts that represent the scope of responsibility of the majority of program administrators.

2. Apply to administrators who work with staff, children, and families in a variety of programs.

3. Represent knowledge and observable skills needed for all levels of administrators, from beginners through those at an expert level.

4. Recognize that children with special needs are included in the population of children served by early childhood/afterschool programs.

5. Be culturally sensitive and respectful.

6. Be based on current research and recommended practice in all areas of programming.

7. Be reader-friendly and useful in a variety of ways.

Considerations

The knowledge and competencies identified in these pages were written with the following definitions in mind:

- **Administrator**: The focus of this document is the individual responsible for planning, implementing, and evaluating a child care program, although aspects of this CKC may be applicable to others who hold various types of administrative roles.

- **Children Served**: The majority of programs licensed through the Ohio Department of Job and Family Services provide child care and learning for infants, toddlers, preschoolers, and/or school-agers. In order to be inclusive of programs serving older and younger ages, the terms "early childhood/afterschool," early care and education/afterschool," and "child care" are used synonymously in this document.

- **Program**: Refers to businesses or agencies who offer group care and learning experiences for children on a regular basis. It is inclusive of programs that use a "whole child" perspective (i.e. that address all developmental areas). Regarding school-age children, it refers to programming for children during the hours that they are not in school.

These definitions are intended to help readers set their expectations for the contents of this document, but they should not be applied too strictly. Programs serving children in Ohio are extremely diverse in their size, structure and purpose, as are the administrative roles within any given program.

Please explore the Administrator CKC for the information that best fits your needs. It is our sincere desire that you will find these pages useful in your efforts to provide high quality programming for children and families in your community.

Part 1
Overview

Areas of Practice Defined

Content Areas

Five broad areas of practice were identified as key categories of specialized knowledge needed by program administrators. Here we give general definitions of each. They are in no particular order and should be seen as equally important areas of professional knowledge and competency that are interrelated and dynamic. They are touched on here and explained fully in Part 2: Areas of Practice.

- **Program Development & Evaluation:** This area of practice encompasses the "big picture" aspect of an administrator's work. Excellent administrators think about their programs in terms of how well all of the parts work together to fulfill a larger mission. They think about the program's connection to the larger community's needs, have a vision for where the program could and should go, and effectively plan how to get there.

- **The Curriculum Cycle:** The administrator provides leadership for the program's curriculum – the intentional experiences planned for children that are clearly connected to a solid understanding of developmental and learning theory and the principles of developmentally appropriate practice. It is the administrator who sets the curriculum philosophy and is responsible for ensuring that staff bring that philosophy to life through a continual cycle of planning, assessing and teaching.

- **Human Resource Leadership & Development:** Child care is a people-centered business. For the program administrator, the relationship with program staff is vital. This area of practice covers a wide range of knowledge and skills related to ensuring that those who have the greatest influence on children are well-prepared and fully supported in reaching their potential as early childhood and afterschool professionals.

- **Family & Community Partnerships:** Every child comes to an early childhood/afterschool program with connections to a family and a community. Excellent administrators are well aware that they are not just serving children but also serving families, neighborhoods and communities, and that they must do so in collaboration with boards, regulatory agencies, funders and other stakeholders. They also recognize that relationships are dynamic and interdependent. Children are the ultimate beneficiaries when all stakeholders learn from and work with each other. The administrator's intentions and skills are critical to the success of this endeavor.

- **Business & Operations Management:** Not only must an administrator be able to see the big picture and the long view for the program, s/he must also be able to understand and manage the immediate, everyday details of running a business. This area of practice identifies the range of knowledge and skills needed to successfully operate a child care business, including legal issues, marketing, facilities management and finances.

Framework

Content Sections

Each of the five practice areas has three sections:

- **Rationale:**
  This section states the reasons that the content area is crucial in the program administrator's practice. The statements identify the impact of professional competency and are based on current research and standards of practice. Reference sources are listed in Part 3: Resources.

- **Knowledge Base:**
  This section defines the concepts and facts that an administrator must know in order to be competent in each area of practice. This knowledge provides the cognitive foundation for the skills and behaviors defined in the competencies section.

- **Competencies:**
  This section is the bulk of the CKC Administrator document. In it, specific, observable, behaviors and skills are identified that describe the range of practice of a capable program administrator.

Competency Levels

In order to represent the development of professional practice over time, competencies are given for three levels of professional development. All program administrators would be expected to possess or be actively and intentionally pursuing the development of Level 1 competencies. As they continue learning and advancing their knowledge and skills, they would be expected to add the competencies in Level 2 and, eventually, Level 3.

- **Level 1** competencies tend to involve relatively basic skills, such as the ability to: *identify, recognize, describe, explain, monitor or maintain.*

- **Level 2** competencies tend to involve more complex skills, such as the ability to: *modify, examine, develop, utilize, analyze, or initiate.* At this level, administrators are often applying their knowledge to new situations, developing a more systematic approach, or enhancing the consistency or quality of aspects of the program.

- **Level 3** competencies represent the highest level of skills, such as the ability to *evaluate, generate/create, advocate, or educate.* At this level, administrators are eager to apply their expertise not only in the enhancement of their own program but also to the larger field. They are interested in extending and strengthening their influence and in the systems that impact and intersect with child care programs.

Note: The competencies in Part 2 are numbered for easy reference. The numbers **do not** necessarily denote a relationship across the three levels as each competency may not have three levels. (e.g., competencies labeled 1.1, 2.1 and 3.1 may not address the same skill).

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Alignment

Other Ohio CKC Documents

Ohio's other Core Knowledge and Competency documents, *Ohio's Early Childhood Core Knowledge & Competencies* and *Ohio's Core Knowledge & Competencies for Afterschool Professionals,* should be considered foundational for all professionals in the child care field, including program administrators. This document, *Ohio's Core Knowledge & Competencies for Administrators,* addresses **additional** knowledge and competencies needed for those in an administrative position.

National Documents

The CKC Administrator is closely aligned with three important source documents in the field:

- **Program Administrator Scale (PAS):** a widely recognized measure of program leadership and management.

- **National Association for the Education of Young Children (NAEYC) Early Childhood Program Standards and Accreditation Criteria:** articulates standards of excellence for ten different aspects of early childhood/afterschool programs, including administrative practices.

- **The Council on Accreditation's Standards for Afterschool Programs.**

The "Linkages with Primary Resources" table in Part 3 provides detailed information about the alignment of content within the four documents.

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Uses for the CKC Administrators Document

Audience	Use
Program Administrators	• Assess one's own skill level and identify knowledge or competencies to acquire. • Create a plan for developing as a professional.
Agency Executives & Program Boards	For those with responsibility for hiring and evaluation of program administrators: • Clarify knowledge and skills required of the program administration position. • Recognize and support administrator's professional development needs. • Assess administrator's performance. • Tie level of competency to pay levels. • Develop sound criteria for evaluating performance of program leadership systems.
Professional Development Community	• Organize and identify in-service professional training using CKC areas and levels. • Assess current availability of training across all areas of practice and all levels of competency. • Use as a framework for developing a comprehensive system of training. • Use as a framework for developing an Administrator's Credential.
Higher Education	• Create and/or assess coursework to adequately prepare students for program administration positions. • Use as a common framework to facilitate articulation between institutions.
State & Local Agencies	• Develop policy, initiatives and funding decisions that will increase the level of competency of early childhood and afterschool program administrators. • Identify common goals to improve inter-agency coordination.
Advocates	• Educate parents, policymakers, community partners, and the general public about the areas of administrative practice in early childhood/afterschool and the need for competent administrators. • Reinforce the concept and language of professionalism for the field.
Parents	• Assist in making informed decisions about enrolling in a program.
Others	• Assist in making an informed decision about pursuing program administration as a career choice. • Appreciate the degree of knowledge and skill required for professional competency in program administration. • Support public and private investments, incentives and initiatives that encourage and facilitate professional competency among all program administrators.

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Part2
Areas of Practice

Notes

Program Development & Evaluation

Program Development & Evaluation

Rationale

One of the hallmarks of programs that have sustained a positive impact in their communities over time is that they have a prominent, compelling vision of what they can be by which they continually measure themselves. At the core of such remarkable early childhood/afterschool programs are powerful ideas about their role in the lives of children, families and the community. Ideas that motivate every decision and are reflected at every level and in every aspect of operation.

Unfortunately, powerful ideas – in the form of statements of vision, mission and philosophy – do not automatically translate into daily actions and attitudes that powerfully influence the lives of children and their families. It is up to the administrator to champion these ideas, or work to create mission and vision statements that inspire, motivate and guide staff and families.

It is only when the program administrator routinely integrates these powerful ideas into discussions and decision-making with staff and families that they are elevated to a level of prominence where they affect daily operations. Lofty ideals become reality only when the administrator creates the expectation that all program activity will be measured against the goals of the vision.

It is a challenging set of skills to balance the management of everyday details – the "what is" – with long-range, big picture goals – the "what can be." But the ability to do so is a sign of effective leadership and is greatly admired and needed in the early childhood & afterschool community.

Knowledge Base

Excellent early childhood & afterschool programs are led by administrators who know and understand:

- The central role in program planning and decision-making of the knowledge of child development and recommended program practices.

- The definition and importance of a *vision,* mission* and *philosophy.**

- Variations of program purpose, philosophy, *structure** and funding.

- The purpose and process of *strategic planning.**

- That program structure should reflect the needs of the families served and the community.

- The roles and responsibilities that make up the *organizational structure** and how organizational structure impacts the program.

- Different kinds of *evaluation** and components of evaluation.

- That the purpose of evaluation is to assess the effectiveness of the strategies used to achieve program goals.

- What to evaluate, how to interpret results, and how to communicate results.

- *Ethical** behavior in all decision-making.

Definition for this term can be found in the Glossary in Part 3. Each term is only marked the first time it is used in the section.

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Competencies: Program Development

Program Development & Evaluation

Level 1

1.1 Identifies and articulates the program mission, vision and philosophy.

1.2 Identifies and articulates short and long term program goals.

1.3 Identifies and articulates current program structure, *policies** and *practices** and the rationale behind their use.

1.4 Recognizes the relationship between a program's current practices/policies, program goals, and program mission/vision/philosophy.

1.5 Adjusts program practices, policies and structures to meet the observed day-to-day needs of children, families and the community without compromising program quality or ethical practice.

1.6 Recognizes the relationship between the needs of the community to be served and program planning that will ensure that needed services are provided.

1.7 Develops or maintains an organizational structure that clearly delineates roles and responsibilities and their relationship to program goals.

1.8 Assesses own knowledge and skills in strategic planning and comprehensive program development and seeks opportunities to learn further.

Level 2

2.1 Implements a process whereby the program mission, vision and philosophy are periodically revisited, and amended if necessary.

2.2 Uses a collaborative process with staff, families and other *stakeholders** to develop and revise short and long term goals at regular intervals.

2.3 Assesses the degree of *alignment** between:
   - current program practices, policies and structures
   - short- and long-term goals
   - the program mission, vision and philosophy; adjusts as necessary, seeking support as needed

2.4 Works toward the development and implementation of a comprehensive *strategic plan.**

2.5 Collects *assessment data** on the immediate and long-term needs in the community, using external sources of support, information and/ or collaboration wherever possible.

2.6 Identifies the impact of the current organizational structure on the ability of the program to meet its goals and makes adjustments as needed.

2.7 Articulates knowledge of strategic planning (components, processes and benefits) and comprehensive program development to staff, families and other stakeholders.

Level 3

3.1 Engages staff, families and other stakeholders in reflective discussion about the mission, vision and philosophy of the program.

3.2 Seeks out and shares knowledge of alternative approaches to program structure, mission/ vision, organization, etc.

3.3 Encourages staff to evaluate the alignment of their personal philosophy, goals and practices with the philosophy, goals and practices of the program.

3.4 Identifies and pursues relationships and resources that can expand the capacity of the program to meet and exceed its goals and fulfill its mission.

3.5 Systematically evaluates the effectiveness of the strategic plan and makes changes as necessary.

3.6 Identifies strategic changes in organizational structure that will improve the program's ability to meet its goals, and develops a long-term plan to implement changes with minimal negative impact to staff, families or other stakeholders.

3.7 Positively influences decisions made by authoritative entities (e.g., boards, funders, legislators) when resulting outcomes will significantly affect the ability of programs to fulfill their goals and missions.

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Program Development & Evaluation

Competencies: Program Evaluation

Level 1

1.1 Can describe the definition, purpose and process of evaluation as applied to a program.

1.2 Identifies various types of *evaluation tools** (e.g., observations, interviews, surveys) that can be used in an early childhood or afterschool setting.

1.3 Identifies key questions regarding one's own program that can be answered through evaluation.

1.4 Collects and uses data to inform programming decisions.

1.5 Ensures that all evaluation activities follow ethical guidelines.

Level 2

2.1 Creates and implements a plan for program evaluation, including identifying resources, timelines and individual responsibilities within the evaluation process.

2.2 Plans for and utilizes appropriate evaluation tools and procedures, using external resources and supports as needed.

2.3 Organizes, interprets and reports evaluation data for the purpose of assessing the effectiveness of program strategies in achieving goals and informing decisions.

2.4 Incorporates evaluation into the determination, review and revision of program goals.

2.5 Includes allocations for program evaluation in short and long-term financial plans.

Level 3

3.1 Follows a continuous calendar of data collection as a component of a dynamic strategic plan.

3.2 Analyzes and utilizes evaluation results from multiple sources to effect systematic and strategic change.

3.3 Effectively communicates the importance of making evidence-based decisions and the role of systematic, high-quality evaluation in the decision-making process.

3.4 Shares expertise of evaluation processes, benefits and uses with early childhood/ afterschool professionals.

The Curriculum Cycle

The Curriculum Cycle

Rationale

The term "curriculum" has a range of meanings in the early childhood and afterschool community – everything from a list of 52 weekly themes with corresponding activities to a philosophical approach to care and learning. For the purposes of this document, curriculum is defined as not only **what** learning activities and experiences are provided to children, but **why** and **how**. All three aspects of the curriculum are based upon two important bodies of knowledge:

- **Knowledge of Children in General** – that draws on current theory and research on children's development and learning. Such a curriculum assists early childhood and afterschool professionals in identifying important concepts and skills, the progression of development of these concepts and skills, and effective methods for fostering children's learning and *development.**

- **Knowledge of the Specific Children in the Program** – individual children's current level of thinking and skill, factors that influence individual children's development and learning (e.g., family and cultural contexts, delays or disabilities, day-to-day circumstances). When informed by teachers' knowledge of individual children, a well-articulated curriculum guides teachers so they can provide each child with experiences that foster growth across a broad range of *developmental domains** and *academic content areas.**

The phrase "curriculum cycle" is used to represent the ongoing, iterative process of assessing, planning and teaching that results in the curriculum at any given time. The concept emphasizes that the curriculum is constantly being informed and adjusted based on the assessment of the effectiveness of the planned experiences in helping children reach developmentally and individually appropriate goals, and the adjustments to the planned experiences that result.

The administrator's role in establishing and maintaining an effective, consistent system of curriculum development and implementation is critical. Not only must s/he understand the components and process of curriculum development her/himself, but s/he must ensure that teaching staff develop knowledge and competence in implementing curriculum and must communicate an understanding of appropriate curriculum to parents and other stakeholders.

Knowledge Base

Excellent early childhood and afterschool programs are led by administrators who know and understand:

- That a *well-designed environment** can have enormous positive impact on the well-being of both children and adults.

- The needs and characteristics of children.

- How to create environments that are healthy, respectful, supporting and challenging where all children can thrive.

- Different theoretical positions on child development.

- Biological, environmental, cultural and social influences affecting children's growth and development, beginning at conception and continuing throughout childhood.

- *Developmental milestones** in children's physical, cognitive, language, *aesthetic,** social and emotional development.

- Current research and its application to the field.

- *Developmentally appropriate practice.**

- The relevance of *culture** and *community** to a program's approach to *curriculum.**

- *Inclusive** environments for children, families and staff.

- The characteristics and appropriate use of a range of evidence-based *curriculum models** and *instructional strategies** for all learners.

* Definition for this term can be found in the Glossary in Part 3. Each term is only marked the first time it is used in the section.

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Competencies: Curriculum Design

The Curriculum Cycle

Level 1

1.1 Ensures that a clearly stated curriculum or framework provides a coherent focus for planning children's experiences.

1.2 Applies current theory and research on child growth and development to ensure program curriculum is relevant and reflective of each child's individual knowledge base.

1.3 Ensures that curriculum aligns to the program's mission, vision and philosophy.

1.4 Uses state guidelines and standards to guide the curriculum choice and implementation.

1.5 Identifies and supports curriculum that is socially *relevant** and personally meaningful for children.

1.6 Intentionally seeks out knowledge of the cultures and populations within the individual families in the program and integrates it into curriculum design.

1.7 Ensures that curricular activities are designed so that all children in the group can fully participate, including those with special needs.

1.8 Supports staff in the development of knowledge and skills needed to implement a cyclical approach to curriculum in which assessment, planning and implementation are interrelated and ongoing.

1.9 Solicits input from families in making decisions about curriculum philosophy or design.

1.10 Communicates the philosophy of the curriculum to staff and families.

Level 2

2.1 Involves stakeholders, advisory groups and/or governing boards in curriculum development and evaluation through the use of relevant *data.**

2.2 Ensures that the chosen curriculum supports and enriches an environment that meets children's needs across developmental domains.

2.3 Ensures that the curriculum used throughout the program is based on knowledge of individual children's developmental patterns, family and community goals, institutional and cultural context, and state standards.

2.4 Educates and informs staff about the program's philosophy and how it aligns with relevant *standards,** curriculum, and learning experiences.

2.5 Guides staff to adjust, modify and enhance curriculum to respectfully reflect and incorporate the ethnicity, culture, language and family traditions of children.

2.6 Ensures that the staff knows, and is able to effectively communicate to families, the value of play and the connection between components of the curriculum and children's learning and development.

2.7 Ensures that families' perspectives are sought and considered in curricular decisions and that the decision-making process is systematic and transparent to all families.

Level 3

3.1 Evaluates the effectiveness of the curriculum and develops a system of continuous improvement that addresses the needs of various cultures and populations.

3.2 Supports and encourages staff's ability to design developmentally appropriate, integrated curricular experiences in the content areas of language and literacy, mathematics, science, social studies, art, music, drama, movement and technology.

3.3 Continually assesses and adjusts the alignment of program philosophy with standards, program curriculum, and learning experiences and shares the results with stakeholders.

3.4 Advocates for culturally relevant, anti-bias curriculum to support children and families, and the policies and infrastructure to support its implementation in all programs.

3.5 Intentionally seeks outside resources to support curriculum development, adaptation and modification in an effort to support the needs of children, staff, and families.

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Competencies: Teaching and Learning

The Curriculum Cycle

Level 1

1.1 Monitors daily program activities, environments and teaching practices to ensure consistent reflection of the curriculum and program philosophies.

1.2 Communicates the expectation that current research and best practice be applied to staff teaching and facilitates the achievement of that expectation (e.g., keeps own knowledge base current, makes resource materials available, supports professional development).

1.3 Plans for adequate usable space to ensure infants, toddlers, preschoolers and school-agers can fully engage in a variety of activities.

1.4 Ensures that program environments are aesthetically pleasing, intellectually stimulating, nurturing and physically and psychologically safe.

1.5 Selects and encourages using materials, equipment, and furnishings to support the curriculum, meet program goals, and foster desired outcomes for each child.

1.6 Ensures that activities and experiences are planned to support identified goals for children in each *developmental domain.**

1.7 Includes the outdoors as an extension of the learning environment.

1.8 Ensures that learning environments and experiences are designed, implemented and adapted so that children with disabilities and other special needs are able to fully participate along with their typically developing peers.

1.9 Ensures that all learning environments, experiences and teaching practices throughout the program are sensitive to, and inclusive of, the diversity represented among the families and community served.

1.10 Uses a continuous process of assessment to guide modifications to the environment, teaching strategies and expectations.

Level 2

2.1 Routinely involves staff in reflection on teaching practices and curriculum decisions.

2.2 Adapts research-based recommendations for teaching practices, learning environments and experiences to match the program's culture and vision.

2.3 Supports and encourages staff to learn about, implement, evaluate and share teaching strategies established or emerging as *best practice** in the field.

2.4 Ensures that materials and equipment that facilitate focused individual and peer play are available in sufficient quantities to meet each child's needs and interests.

2.5 Ensures that environments and experiences consistently reflect the curriculum goal of intentionally, explicitly and effectively addressing children's *holistic** needs.

2.6 Ensures that the staff has the knowledge and resources necessary to effectively use the outdoors as an integral and rich learning environment across the curriculum.

2.7 Supports staff in the use of *anti-bias** instructional strategies and learning experiences in which teachers and children acknowledge and appreciate individual differences.

2.8 Invites feedback from parents, staff, and, when applicable, boards, advisory groups and host agencies, for continuous improvement of teaching practices and learning experiences and environments.

Level 3

3.1 Encourages and supports the participation of skilled staff in overseeing curriculum implementation and making decisions about learning environments and experiences throughout the program.

3.2 Educates about and/or advocates for *enriched** learning environments and experiences and teaching practices based on current theory and research.

3.3 Creates a culture in which staff, children and families are active participants in continually assessing and improving the learning environment.

3.4 Advocates for and educates others about learning environments and experiences in which children and adults with disabilities are full participants alongside their non-disabled peers.

3.5 Promotes and/or engages in the development of standards of quality for teaching practices and learning environments and experiences.

3.6 Implements a variety of strategies to inform families, board members, and other *stakeholders** about the characteristics of developmentally appropriate environments and experiences and their benefits to children's learning, growth and emotional well-being.

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Competencies: Child Assessment

The Curriculum Cycle

Level 1

1.1 Chooses appropriate, *evidence-based** assessment methods that are informed by family culture, experiences, children's abilities and disabilities, and home language.

1.2 Ensures that staff understand and can implement a variety of child assessment *methods,** providing training when appropriate.

1.3 Works with staff to incorporate assessment, data collection, and observation* into the planning of curricular activities.

1.4 Ensures adequate training for all staff prior to the implementation of assessment.

1.5 Ensures that assessments are meaningful, accurate, & used in settings that are familiar to children.

1.6 Connects parents to appropriate community services to assist in the child's development, when additional help is suggested by the results of ongoing assessment.

1.7 Monitors all aspects of child assessment in the program to ensure that ethical standards are maintained (e.g., confidentiality, secured records, appropriate use of information).

Level 2

2.1 Works with staff to develop a system for *documentation** of observation, planning and assessment.

2.2 Provides ongoing supports to staff to effectively communicate assessment information to families, including the development of progress reports and other forms that facilitate communication.

2.3 Uses aggregated child assessment data to inform staff performance evaluation and professional development planning.

2.4 Supports families and staff in establishing and maintaining appropriate and effective communication with other professionals (e.g., pediatricians, school systems) to share information about a child's growth and development.

2.5 Demonstrates and monitors effective assessor characteristics such as appropriate language (verbal and non-verbal), demeanor, positive attitude and flexibility.

2.6 Communicates the expectation that effective and appropriate child assessment is a core element of the curriculum and reflects that value in budget planning, hiring, professional development support, evaluation, etc.

Level 3

3.1 Analyzes patterns among child assessment data aggregated and collected over time and uses the results to make decisions about: staffing, curriculum, the learning environment, resources and program development.

3.2 Articulates and advocates for the effective use of child assessment data in informing all aspects of curriculum and program development and evaluation.

3.3 Searches out emerging research, practices, technologies and resources that support an effective and efficient system of obtaining, maintaining and utilizing child assessment information.

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Notes

Human Resource Leadership & Development

Human Resource Leadership & Development

Rationale

Nothing is more central to the quality of a child care program than the people who care for, teach and support the children. The effective development and management of this most critical of resources – *human resources** – are essential to the success of the program. This is an essential responsibility of every child care program administrator. This responsibility requires the effective administrator to possess a keen understanding of people and the ability to communicate, motivate and delegate in respectful, positive and meaningful ways.

Research[1] indicates that highly skilled teaching professionals are the strongest predictor of positive outcomes for children in early childhood classrooms. Similar research[2] in the field of youth development highlights the central role of youth workers in the quality and success of programs serving older children.

It is the program administrator's role to ensure that all teaching staff, as well as support staff and volunteers, have the dispositions, knowledge and skills that will enable children and families to thrive under their influence. Administrators set the expectations for excellence, and then ensure that the environment, policies, funding and systems of the program empower staff in their pursuit of professional growth. Through example, education and *advocacy,** administrators communicate the high value of *professionalism** and increase program quality.

[1] e.g., Howes, C., Burchinal, M., Pianta, R., Bryant, D., Early, D., Clifford, R., & Barbarin, O. (2008). Ready to learn? Children's pre-academic achievement in pre-kindergarten programs. *Early Childhood Research Quarterly*, 23(1), p. 27-50.

[2] e.g., McLaughlin, M.W. (2000). *Community counts: How youth organizations matter for youth development*. Washington, D.C.: Public Education Network.

Knowledge Base

Excellent early childhood/afterschool programs are led by administrators who know and understand:

- The fundamentals of *child development** and predictors of quality in early care and education and afterschool programs.

- Factors that influence human productivity, motivation and performance.

- The characteristics and benefits of effective communication.

- The characteristics of *reflective** supervision and its value in guiding professional growth and development of staff.

- The elements and influence of a supportive work environment.

- The impact of positive teacher-child relationships and practices and policies that support their development.

- Effective personnel policies.

- Effective decision-making regarding human resources.

- Ethical responsibilities regarding human resources.

- How to seek out and take advantage of opportunities to develop personally and professionally.

- Strategies for recruiting, selecting and orienting new staff.

- Resource allocation for human resource management.

- The role of regulatory and labor laws related to human resource processes.

Definition for this term can be found in the Glossary in Part 3. Each term is only marked the first time it is used in the section.

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Competencies: Personal & Professional Awareness

Human Resource Leadership & Development

Level 1

1.1 Recognizes own personality and *learning style*,* communication style, beliefs, values and biases.

1.2 Recognizes own limitations in communication strategies and technologies, identifies and utilizes resources/support to meet immediate needs, and identifies strategy to meet needs in the future.

1.3 Identifies the ethical responsibilities of an administrator.

1.4 Creates and implements a *professional development plan** for self in which strengths and areas of growth are identified and plans are made to pursue relevant learning opportunities.

1.5 Describes how emotional needs impact his/her own attitude and performance.

1.6 Explains the role of the administrator to staff.

1.7 Demonstrates professional work habits including *confidentiality*,* respect for others, dependability, time management, independence, and team work.

1.8 Presents oneself as a professional in physical appearance, attitude and use of language.

1.9 Seeks out connection with a professional community.

Level 2

2.1 Applies principles of adult development and learning when engaging and interacting with staff.

2.2 Selects appropriate communication styles and methods for a variety of situations.

2.3 Examines own practice through reflection, self-appraisal, and a formal written appraisal by staff, families and other stakeholders.

2.4 Applies time management tools, including technology, to increase personal effectiveness.

2.5 Recognizes the impact of stressors in the early childhood/afterschool profession and how to develop strategies to maintain professional performance.

2.6 Uses professional relationships and membership in professional groups for mutual benefit.

Level 3

3.1 Modifies interpersonal interactions based on an understanding of own and others' learning style, communication style, beliefs, values and biases.

3.2 Models life-long learning by demonstrating an openness to novel or innovative ideas, including those generated from fields outside of early childhood/afterschool and those suggested by individuals with less overall experience in the field, while still critically analyzing the appropriateness of the idea for his/her program.

3.3 Anticipates the indicators of stress and intercedes and mediates a positive outcome.

3.4 Seeks opportunities to share expertise and positively influence others in the professional community.

Competencies: Human Relations

Human Resource Leadership & Development

Level 1

1.1 Develops mutually respectful and trusting relationships with staff, including those whose *cultural** values, beliefs and lifestyles may differ from his/her own.

1.2 Implements appropriate and effective oral and written communication techniques including current electronic communication modes.

1.3 Builds positive regard and confidence within staff by modeling appropriate teaching skills, identifying exemplary teaching practices, and explaining the rationale behind administrative decisions.

1.4 Recognizes the importance and characteristics of a supportive work environment.

1.5 Utilizes effective conflict resolution skills; identifies and utilizes resources/support when a need exceeds his/her skills.

1.6 Recognizes and maintains ethical practices when interacting with others.

1.7 Recognizes significant internal and external crises/events and utilizes appropriate strategies to create an atmosphere of security and stability.

1.8 Ensures that staff with non-traditional positions (e.g., part-time, "floating" between multiple roles, temporary) are recognized for their contributions and supported in meeting the unique challenges of their positions.

Level 2

2.1 Identifies individual personal characteristics and emotional needs of staff through a variety of means (e.g., observation, self-assessment, peer assessment) using a process that is transparent to staff.

2.2 Adapts communication styles to best meet the needs of a variety of stakeholder groups (e.g. owner, board, governing agency, staff).

2.3 Supports staff growth and development through effective *coaching** and *mentoring** activities.

2.4 Designs staff recognition approaches that enhance motivation, cooperation, satisfaction and retention.

2.5 Designs team-building opportunities to increase job satisfaction, increase productivity and improve program quality; involves all staff, including those with non-traditional positions (e.g., part-time, floaters).

2.6 Supports staff in the development of conflict-resolution strategies and skills and invites staff to participate in the development of strategies to improve staff relationships.

2.7 Uses knowledge to influence, guide and involve staff in appropriate and effective communication techniques in their interactions with families and with each other.

Level 3

3.1 Creates a work culture in which individual differences among staff (e.g., cultural values, beliefs, lifestyles) are acknowledged, respected and appreciated.

3.2 Encourages the development of effective communication exchanges, both verbal and non-verbal, between individuals using a variety of resources and strategies.

3.3 Involves staff in designing and implementing strategies to enhance the workplace environment and job satisfaction, including supporting staff in advocating for systemic improvements (e.g., higher wages).

3.4 Provides opportunities for staff members to share areas of expertise or skill in the enhancement of the program (e.g., mentoring others, taking on specialized responsibilities).

3.5 Articulates, analyzes and applies current theory and recommended practice in human relations, learning and motivation as it applies to the workplace and seeks out opportunities to learn about new developments in the field.

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Competencies: Leadership & Advocacy

Human Resource Leadership & Development

Level 1

1.1 Models the leadership behaviors and attitudes one seeks to instill in others.

1.2 Recognizes the impact on leadership capacity of consistency and impartiality in implementing personnel policies, written program procedures/policies, and regulatory rules.

1.3 Recognizes own strengths and areas of growth as a leader and seeks out opportunities for further development of leadership skills.

1.4 Facilitates staff discussions and decision-making about policies and procedures based on *program philosophy** and regulatory policies.

1.5 Encourages positive staff attitudes toward program regulations, *standards** and recommended practices.

1.6 Develops effective working relationships with *stakeholders** who have a significant role in the functioning of the program (e.g., board, owner, funder, licensing agent, organization/agency staff or management).

Level 2

2.1 Prepares staff for professional growth and *succession planning** through mentoring, training and leadership opportunities.

2.2 Utilizes professional connections and networking, community resources and professional membership for program improvement.

2.3 Serves as a community resource, spokesperson and advocate for quality programming for children.

2.4 Initiates collaborative opportunities for early care and education/afterschool professionals to improve programs and practices for children, for families and communities.

2.5 Empowers staff to initiate and collaborate on discussions and decisions related to policies and procedures based on program philosophy and child development.

2.6 Provides strategic leadership in relationships with governing/advisory boards, parent organizations/agencies, and/or community/ professional collaborations.

Level 3

3.1 Organizes advocacy efforts to increase awareness of policy makers and the general public about the importance of high quality programs and a well-qualified workforce.

3.2 Influences and participates in setting local, state, and/or national policy to support continuous improvement in the field by joining with other professionals in speaking with a clear and unified voice.

3.3 Seeks out leadership opportunities in the larger community (e.g., a professional organization, the business community).

3.4 Initiates potentially beneficial relationships with individuals or groups who have not previously been aware of, or engaged in, early childhood and afterschool issues.

Competencies: Staff Management

Level 1

1.1 Establishes and follows clear, consistent and transparent processes for recruiting, hiring, promoting and terminating staff. If volunteers are used, similar processes and policies are in place that are appropriate for their role.

1.2 Knows and follows labor laws and regulatory requirements related to employing staff.

1.3 Communicates performance expectations through the use of position descriptions, personnel policies, new hire orientation and ongoing coaching.

1.4 Facilitates the success of newly hired or positioned staff by establishing and following a detailed, written orientation plan and providing a comprehensive handbook of employee policies and procedures to every new hire.

1.5 Implements a written performance evaluation that includes staff self-assessment and aligns with position description, program philosophy* and policies.

1.6 Implements a schedule of regular observation and conferencing with each member of the teaching staff, documents progress, and incorporates into the performance evaluation process.

1.7 Writes an individualized professional development plan for each staff using information from the performance evaluation; identifies and, as possible, provides resources needed for individual success.

1.8 Acknowledges the unique challenges of staff in positions that are part-time or fill multiple roles when considering supervision issues, such as performance evaluation and support.

1.9 Recognizes performance that indicates a staff member is unable to satisfy reasonable expectations for practice and counsels the staff member to pursue a more appropriate position.

1.10 Recognizes performance that exceeds expectations for the position and facilitates advancement.

1.11 Maintains an accurate knowledge of the current functioning and demands of each classroom by frequently visiting at various times during the program day.

Level 2

2.1 Compares and contrasts candidates for hire by providing multiple opportunities to demonstrate skills and abilities (e.g. interview, demonstration teaching, writing samples, lesson plans, portfolio* review).

2.2 Selects candidate for hire by utilizing input from multiple staff members and/or families.

2.3 Obtains input from current and exiting employees in evaluating practices involving recruiting, hiring, orientation, promotion and retention.

2.4 Incorporates knowledge of appropriate compensation benefit structures and market rates* to effectively recruit and retain staff.

2.5 Reviews and updates employee policies and procedures regularly, ensures that all employees are informed of changes and have a copy of the most current staff handbook.

2.6 Creates and promotes policies and working conditions that are physically and emotionally safe that foster mutual respect, cooperation, collaboration, competence, well-being, confidentiality and self-esteem.

2.7 Designs and implements a performance management cycle that includes continuous performance observations, coaching and conferencing, summary reviews and written evaluations for each staff member.

2.8 Encourages and supports continual development of staff in becoming more skilled and knowledgeable practitioners.

2.9 Uses written performance evaluation data when making and communicating personnel decisions, including promotion, raises, position changes, probation and termination.

2.10 Interprets or forecasts changing needs of the program in developing goals related to staffing capacity and incorporates those goals into the program's strategic plan.

Level 3

3.1 Analyzes and evaluates personnel policies and practices on an ongoing basis, using multiple sources of data, and implements changes to facilitate staff retention and program improvement.

3.2 Seeks out information regarding emerging recommended practices, trends and regulations and revises and adapts personnel policies as appropriate.

3.3 Collects multiple sources of evidence for staff performance evaluations, such as family surveys, peer reviews and documentation.

3.4 Constructs a program supervision plan including timelines and expectations for formal and informal performance observations, conferencing and goal-setting.

3.5 Evaluates staff training opportunities and promotes those that represent current understandings of best practice and are relevant to staff positions.

3.6 Motivates staff to assume higher levels of responsibility within the program and in the community.

3.7 Expects, supports and empowers staff to pursue professional development that strengthens their commitment to the field so as to provide the community with high quality programs.

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Family & Community Partnerships

Family & Community Partnerships

Rationale

Children thrive when program administrators support families as the child's primary educator. Effective administrators form partnerships with families, respect their wealth of knowledge, and promote *reciprocal relationships** between families and programs to benefit children. Administrators are *culturally responsive,** recognizing and respecting the diversity of the families they serve. This reciprocal relationship benefits the family, program and community.

Families thrive when they are connected with the program and community. Administrators use a variety of strategies to engage families in their program and share information about how children develop. Administrators encourage staff to acknowledge each family's wishes regarding their child's care and learning. They help staff address those wishes within the boundaries of best practices and the program's mission and philosophy, whenever possible.

Communities thrive when families within them have strong support systems. Good administrators connect their programs, families and children to available community resources to enhance each child's well-being and each family's quality of life. They advocate for services that are needed in their community. Through advocacy and *family engagement,** administrators model the importance of collaborative practice to the greater community.

Knowledge Base

Excellent early childhood/afterschool programs are led by administrators who know and understand:

- The value of family, the experience and knowledge they bring to a child care program, and the benefits to all when the diversity of families is viewed as richness.

- How to acknowledge each family's wishes regarding their child's experience in the program while also maintaining the program's mission, philosophy and commitment to best practice.

- How to support teachers in understanding that families are children's primary educators and must be supported in that role by staff, program and community through a collaborative partnership with each family.

- That families have differing structures, support systems, and visions for their child and come to the program with varying expectations.

- *Ethical** responsibility to families, children and community.

- The value of family involvement as well as the various ways and means that families can be involved based on individual family needs, circumstances, resources and choices.

- The importance of their role as an advocate on behalf of families.

- The importance of building relationships with families and with community partners and how they impact programming.

- A variety of communication styles and skills and are able to use them to effectively communicate with a variety of families and to support staff in their interactions with families.

- How to be an effective facilitator and mediator in interactions with families and staff and to assist staff in working with families when needed.

- Responsive practices, and strategies for implementing them, that acknowledge and value all types of *diversity.**

- The system of community resources and how to interface with them to best meet individual family needs.

- Current research regarding family engagement and its implications to the program's family collaboration efforts.

- The importance of gathering feedback from families to help inform program planning and continuous improvement.

- The different types, techniques and methods of communication that are effective in generating mutually satisfying, meaningful relationships between families and program staff, volunteers and administrators.

* Definition for this term can be found in the Glossary in Part 3. Each term is only marked the first time it is used in the section.

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Competencies: Positive Relationships with Families

Family & Community Partnerships

Level 1

1.1 Intentionally creates an environment in which the message that families are valued partners in the care and education of their children is clearly and consistently communicated.

1.2 Sets staff expectations for positive attitudes and behavior toward families and ensures that expectations are clear, consistent, frequently communicated and firmly enforced.

1.3 Demonstrates respect for families by including them in decision-making, opinion gathering and acting on information provided. Also by incorporating their opinions into the planning and continuous improvement cycle when they support the program mission and philosophy.

1.4 Encourages staff to acknowledge and respect each family's opinions and wishes for their child's care and learning, and works with staff and families to identify the feasibility of addressing the family's preferences within the boundaries of the program's mission, philosophy and commitment to best practice.

1.5 Identifies and applies current research and/or best practices surrounding family engagement.

1.6 Critically examines own cultural experiences and their impact on practice and can model culturally responsive* practices that acknowledge and value diversity.

1.7 Understands and upholds the ethical standards involved in working with families and ensures consistent application of ethical and legal practices.

1.8 Establishes and/or implements written policies and procedures to guide the resolution of grievances raised by families or conflicts involving families; ensures that families and staff are aware of the policies/procedures.

1.9 Creates and maintains a communication system with families that is efficient, accessible, effective, mutually satisfying and that sufficiently addresses barriers to communication experienced by any families.

Level 2

2.1 Helps staff understand and implement responsive family practices and provides monitoring and guidance of these practices for ongoing program enhancement.

2.2 Includes staff and families in the design of family engagement strategies that are based on best practices and that are regularly evaluated to ensure that all families are engaged at the level they desire.

2.3 Uses proactive strategies to create and promote a culturally responsive program inclusive of all families.

2.4 Critically examines program decisions involving families utilizing the code of *ethical conduct** and ensures that staff are aware of the implications of the code of ethics for their relationships with families.

2.5 Assists staff in developing communication and mediation skills needed in working with families, in following written procedures when concerns arise, and in recognizing when administrative assistance is appropriate in a given situation.

2.6 Evaluates and adapts communication processes, strategies, and technologies used with families and identifies opportunities for the program to communicate more effectively with families.

Level 3

3.1 Implements strategies to create a program "community" that ensures that all its members (administration, boards, staff, families, volunteers, etc.) are valued, honored and respected.

3.2 Identifies opportunities and provides ways for family members to become involved in advocating for support of high quality care and education and/or shaping public policy decisions related to child care.

3.3 Collaborates with staff, families, volunteers, boards and communities to integrate culturally responsive, *anti-bias** practices into the daily life of the program and community.

3.4 Advocates for positive resolution of public policy issues involving ethical practices that affect families and the community.

3.5 Provides opportunities for ongoing discussions and professional development for staff in building relationships with families, including issues such as respect for diverse parenting practices, supporting at-risk families, and innovative tools and strategies for maintaining communication with families.

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Competencies: Community Collaboration

Family & Community Partnerships

Level 1

1.1 Is aware of, and can refer and connect families to, appropriate community resources (e.g., food bank, housing, medical assistance, transportation, etc.).

1.2 Coordinates with professional service providers (e.g., speech therapists, early childhood mental health consultants) who provide services to children and families in collaboration with child care programs.

1.3 Facilitates positive relationships between professional service providers and program staff and monitors the progress for delivery of services identified in a formal plan, such as an *IFSP,* IEP,* ISP,** or *behavioral plan.**

1.4 Encourages and supports staff in using community resources to enhance the curriculum.

1.5 Initiates and maintains positive relationships with area schools to ensure optimal support of school-age children and/or children transitioning from preschool to elementary school.

1.6 Initiates and maintains positive and collegial relationships with other early childhood/ afterschool programs in the community, collaborating when appropriate to maximize resources and family support.

1.7 Seeks out opportunities to establish connections to the business community, recognizing and effectively communicating the benefits of mutual support.

1.8 Explores opportunities to connect to local higher education institutions that offer programs related to early care and education or afterschool programming.

Level 2

2.1 Participates in outreach activities and works collaboratively with the community to identify needed resources and services.

2.2 Serves as a visible partner in community events and projects, such as *Week of the Young Child,* Lights on Afterschool** activities and community health and resource fairs.

2.3 Implements a research-based family engagement program to share and identify community resources to support families' roles as their child's first educator.

2.4 Connects with communities by serving on community boards, associations, or neighborhood projects to benefit the families that the program serves.

2.5 Ensures consistent and effective communication between staff, families and school personnel regarding school-age children or children transitioning to school, providing support to resolve conflicts or barriers as needed.

2.6 Facilitates collaborative relationships with other programs and agencies in the child care community to achieve community-wide goals in support of children (e.g., establishing a grant-funded initiative, raising public awareness of critical issues).

2.7 Identifies and seeks opportunities to effectively communicate to civic leaders and decision-makers the impact of quality child care programs on children, families and the community.

2.8 Collaborates with area higher education programs in supporting professionals in a variety of ways (e.g., providing a site for student teachers, facilitating enrollment of current staff in college courses).

Level 3

3.1 Articulates and promotes research-based family engagement practices that encourage *best practices** throughout the community and influences the broader field.

3.2 Advocates for public policies at the local, state and national level that provide family supports.

3.3 Advocates for and facilitates strong collaborations between the early care and education, afterschool, and K-12 communities.

3.4 Provides opportunities and mentoring for staff and families to engage in collaborative efforts/initiatives with community partners in support of children and families.

3.5 Facilitates communication, mutual respect, and collaboration between the early childhood/afterschool community and the higher education/teacher education community.

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Business & Operations Management

Business & Operations Management

Rationale

Many, if not most, child care administrators arrive at their positions by way of the classroom and have little, if any, professional preparation in the business and operational aspects of an early childhood/afterschool program. Not surprisingly, studies of child care administrators indicate that the majority feel least comfortable or adequate in these areas.[1]

Nevertheless, a child care program IS a business, and must be run with knowledge and skill in business practices to maintain long-term *sustainability** and to continue providing services to families and children. An understanding of financial and legal practices, records management, and program policies and procedures may not be as inherently interesting to a new administrator as supporting children's learning or engaging families, but the former is necessary if the latter is to flourish.

Another necessary brick in a program's foundation is the skillful management of program and facility operations. This is crucial to program sustainability, quality, compliance and safety. It is the administrator's responsibility to understand and manage the multiple layers of inter-connected systems and procedures that ensure these stay consistent over time.

*Marketing** and *public relations** are also critical to building a successful program. Consider that families and communities are diverse in structure and nature. Even if early childhood and afterschool programs are designed around this fact, they are still not likely to thrive unless the administrator understands how to effectively communicate this value to prospective customers.

A firm understanding of the needs of *stakeholders** and a well-executed marketing plan will lead to long-term sustainability. Finally, an accomplished administrator ensures that *ethical practices** prevail in marketing, business and operations.

[1] Sheerer, M. A., & Bauer, K. L. (1996). Models of supervision in early childhood programs: Implications for training. Early Childhood Education Journal, 23, 201-206.

Knowledge Base

Excellent early childhood/afterschool programs are led by administrators who know and understand sound business, facility operations and marketing practices, which include:

- The laws, regulations, policies and procedures that apply to business, finances, health and safety, and facilities.

- Components of quality related to program operations identified by national *program accreditation** and quality rating system criteria.

- The importance of establishing systems for record-keeping, financial planning and management; communication; scheduling, staff management and professional development; and facilities and equipment acquisition and maintenance.

- Administrative systems that effectively support the program *philosophy,** *mission,** *vision,** goals, objectives and values.

- Program and facility design and operation that reflect child developmental theory, philosophy and best practices.

- Adherence to the highest ethical conduct and standards.

- A proactive approach to industry-specific budgetary issues.

- *Emergency preparedness** concepts and practices.

- Fundamentals of effective marketing, public relations, and community outreach.

- Knowledge of the perspectives, concerns and potential contributions of each group that has a stake in the success of the program and the recognition that currently enrolled children and families are the primary stakeholders.

- How to communicate the program's philosophy and promote a positive public image to families, business leaders, public officials, and prospective funders.

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Competencies: Business Practices

Business & Operations Management

Level 1

1.1 Demonstrates knowledge of budgeting, financial systems, and accounting practices by establishing and managing a program budget that effectively supports day to day operations.

1.2 Implements and complies with an internal system of *checks and balances.**

1.3 Demonstrates knowledge of cost of care by developing and implementing a feasible fee schedule.

1.4 Maintains a recordkeeping system that encompasses information collection, *documentation,** storage, access, release and disposal of personnel, child, medical and financial records; ensures that record-keeping practices are in compliance with legal and ethical mandates; seeks professional counsel as needed.

1.5 Is knowledgeable about and ensures compliance with all applicable state, federal, and local regulatory requirements and concepts, seeking clarification from regulatory authorities as needed.

1.6 Identifies the *risk management** needs of the program and secures comprehensive insurance that covers, but is not limited to, facility, transportation, theft, loss of revenue, liability, professional liability, and health.

1.7 Demonstrates discernment when entering into legally binding contracts with families, personnel, volunteers, board members, contractors, vendors, grantors and regulatory agencies, as applicable.

1.8 Identifies the program's tax status, liability, and reporting requirements; seeks professional help as needed.

Level 2

2.1 Ensures that financial practices systematically and consistently support the program goals and vision.

2.2 Ensures and monitors consistent implementation of accounting and financial systems and utilizes financial statements on a regular basis to monitor fiscal status, procuring the services of external financial experts (e.g., auditor, Certified Public Accountant) as appropriate.

2.3 Conducts a *market analysis** and uses it to determine fee schedule to reflect cost of care, market rate adjustments, community need and competitor pricing.

2.4 Coordinates recordkeeping information with appropriate personnel to plan and implement program operations; accesses community resources as needed.

2.5 Analyzes, designs and implements effective policies, procedures and systems to comply with applicable regulations.

2.6 Develops and implements procedures to ensure that staff and parents receive information about legal and ethical best practices.

2.7 Regularly monitors and maintains a risk management plan.

2.8 Maintains effective contractual relationships with families, personnel, volunteers, board members, contractors, vendors, funders and regulatory agencies.

Level 3

3.1 Articulates, analyzes and evaluates best budgeting and accounting practices for program planning and strategic goals.

3.2 Generates and manages additional financial resources necessary to support high quality programs for children and families.

3.3 Evaluates and interprets market analysis and its impact on the program. Uses this information for strategic planning.

3.4 Analyzes and implements policy changes based on advice from external experts.

3.5 Utilizes technology capabilities to manage information, for the storage of records, and to maintain historical data; ensures that technology-dependent information management meets security standards.

3.6 Participates in advocacy efforts in the development of regulations, policies, and standards that promote quality.

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Competencies: Program Operations & Administration

Business & Operations Management

Level 1

1.1 Establishes an *organizational structure,** based on regulatory requirements and business needs, that allows for effective decision-making and *accountability.**

1.2 Ensures that written policies and procedures are in place to address all critical areas of programming and that they are clearly communicated, current, non-discriminatory, and in accordance with regulatory requirements.

1.3 Stays current on safety, health and education *standards;** when changes in standards are announced, makes necessary revisions and communicates changes to staff, families and relevant stakeholders.

1.4 Implements and/or oversees meal planning and food service to ensure that child nutrition standards and guidelines are followed for all ages of children served.

1.5 Implements and/or oversees transportation services to ensure child safety standards, guidelines and *developmentally appropriate practices** are followed for all ages of children served.

1.6 Puts in place staffing schedules to comply with regulatory ratios and consistency for children, including planned and unplanned absences such as staff meetings and professional development.

1.7 Designs, develops and implements an enrollment process that supports the emotional well-being of each child, addresses the needs of families, and meets all regulatory and fiscal requirements.

1.8 Utilizes technology to support program operations; ensures that technology systems are fully functioning and that necessary staff are trained in their appropriate use.

Level 2

2.1 Modifies *organizational structure** to allow for growth and specialization of roles to meet changing operational needs and increase organizational capacity.

2.2 Reviews the effectiveness of policies and procedures on a regular basis, seeking input from all relevant stakeholders, and making revisions where necessary.

2.3 Appropriately engages children, families and staff in developing and evaluating rules, policies and procedures intended to ensure safety, health and learning within the program.

2.4 Creates and implements food service policies to ensure that needs and preferences of families and staff regarding food choices and feeding practices are acknowledged and met whenever possible.

2.5 Ensures that adequate, appropriate transportation is available to support the integration of visits to community sites into the curriculum on a regular basis.

2.6 Analyzes and revises *staffing patterns** to reflect an understanding of: *evidence-based** practice; interpersonal dynamics of current staff; and efficient use of human resources* and financial revenues.

2.7 Designs and develops an enrollment system that allows for flexibility to meet emerging needs and that anticipates growth.

2.8 Evaluates the effectiveness of technological supports to communication and program operations; predicts future needs and stays abreast of technology advancements, incorporating both into financial plan.

Level 3

3.1 Stays current on organizational theory and emerging practice and engages staff in the change process when new organizational strategies or concepts are implemented.

3.2 Influences changes in policies, regulations and professional standards pertaining to health, safety and education of children and advocates for funding to support programs in meeting those standards.

3.3 Supports staff in learning and implementing effective strategies for optimizing meal and snack times, not only for meeting children's nutrition needs but also for supporting learning and relationship-building.

3.4 Advocates for resources and services to ensure that transportation is never a barrier to children and families' full participation in all program activities.

3.5 Creates/promotes staff placement decisions that incorporate the use of more skilled teachers to *coach** and *mentor** less skilled teachers.

3.6 Ensures that strategic plan includes technology replacement or enhancement, ongoing staff training related to recordkeeping and information systems, and the appropriation of funds to support those goals.

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Competencies: Facilities

Business & Operations Management

Level 1

1.1 Demonstrates knowledge of, and assures compliance with, applicable regulation and codes.

1.2 Implements/creates a basic emergency and *disaster preparedness plan.**

1.3 Demonstrates knowledge of a *facilities management plan** that includes the maintenance of indoor and outdoor spaces.

1.4 Designs, arranges and equips spaces (indoor and outdoor) that respect children, families and staff; ensures that space is organized and *aesthetically** pleasing.

1.5 Recognizes the daily use of the program's *consumable resources** and is aware of an impact on the local and global environment.

1.6 Ensures that a separate space is available for sensitive or confidential conversations.

1.7 Dedicates space to teaching staff for planning and breaks, including secured storage for personal items.

1.8 If space is shared, establishes/maintains a mutually beneficial relationship and documents details in a formal agreement.

1.9 Establishes/maintains satisfactory relationships with contracted service providers (e.g., janitorial services, waste removal) and monitors quality, taking action to address concerns when necessary.

Level 2

2.1 Participates in statewide groups and organizations to evaluate and develop regulations, policies and quality standards for facilities housing early childhood/afterschool programs.

2.2 Reviews and updates the emergency and disaster preparedness plan to include policies and procedures that address staff training, maintenance of emergency supplies and equipment, and continuation of the business.

2.3 Plans and secures financial resources for preventive maintenance, scheduled building updates and replacement of equipment.

2.4 Incorporates *natural and authentic materials** into the spaces occupied by children, families and staff and follows basic principles of design.

2.5 Implements policies/procedures and supports practices that reflect a respect and concern for the natural environment and that reduce unnecessary consumption.

2.6 Supports the development and maintenance of resources for adults, such as parent lending libraries and staff lounges.

Level 3

3.1 Analyzes, evaluates and influences federal, state, and local regulations, policies and standards.

3.2 Participates in or initiates community planning for emergency and disaster preparedness.

3.3 Ensures that the program's *strategic plan** addresses the impact of long-range goals on the capacity of the current facility and ensures that resources will be available for facility upgrading, expansion, etc.

3.4 Purposefully designs the facility to reflect the culture of the community, inviting family and community members to participate in design efforts.

3.5 Engages children, staff, family and community in local and global efforts to increase appreciation for natural resources, reduce harm to the environment, and restore the environment, where possible.

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Competencies: Marketing and Public Relations

Business & Operations Management

Level 1

1.1 Demonstrates the use of effective oral, written and electronic communication needed for a *marketing** strategy.

1.2 Articulates the importance of being the provider of choice* and effectively communicates the quality of services provided.

1.3 Identifies internal and external factors that influence the program and its goals.

1.4 Identifies stakeholders and their needs.

1.5 Defines and communicates the program's positive image to the public.

1.6 Knows the principles of marketing and identifies resources necessary to develop a viable marketing plan.

1.7 Recognizes the impact of a marketing plan on building and maintaining optimal enrollment and participation in services.

1.8 Utilizes basic technological resources in accomplishing marketing goals.

1.9 Identifies the need to promote specific aspects of the program.

1.10 Identifies the components of the program's image related to personnel.

1.11 Creates a crisis communication plan.

1.12 Recognizes the benefits of links to potential stakeholders.

1.13 Recognizes need for varying communication methods that respect the dignity, worth, and uniqueness of each individual stakeholder.

1.14 Recognizes unplanned opportunities to promote the program.

Level 2

2.1 Routinely creates effective oral, written and electronic communications for marketing purposes.

2.2 Creates a communication plan.

2.3 Analyzes how internal and external factors affect the program.

2.4 Designs and evaluates marketing strategies to maintain and strengthen relationships with stakeholders.

2.5 Establishes a *brand identity** that fosters a consistent professional image.

2.6 Develops and implements the marketing plan.

2.7 Analyzes current marketing plan to determine its impact on enrollment and participation in services.

2.8 Examines the effectiveness of technological resources to accomplish marketing goals.

2.9 Designs promotional materials and an effective campaign to promote specific aspects of the program.

2.10 Translates the components of the image for all of the various stakeholders.

2.11 Prepares self and staff for communicating in response to emergency situations.

2.12 Analyzes the *reciprocity** that exists in forming relationships with stakeholders.

2.13 Demonstrates respect of individuals through all methods of communication.

2.14 Prepares self and staff for responding to spontaneous opportunities to promote the program.

Level 3

3.1 Continually analyzes all communication to determine its effectiveness and modifies as needed.

3.2 Evaluates and revises the communication plan to respond to changing conditions and environments.

3.3 Develops and leads an appropriate course of action based on internal and external analysis.

3.4 Engages stakeholders, most notably currently enrolled families, to form lasting relationships that support the program and promote the value of high quality early childhood/ afterschool programming.

3.5 Constructs and refines the strategies and processes that achieve a consistent and memorable image for the program.

3.6 Manages the marketing plan by analyzing and revising strategies at least annually.

3.7 Modifies the current marketing plan to maximize effectiveness.

3.8 Embraces emerging technologies and adapts those that are useful in implementing marketing goals.

3.9 Evaluates the cost-benefit and effectiveness of the campaign strategies and makes changes as necessary.

3.10 Promotes the image of the program through effective communication, advocacy and active leadership in professional organizations.

3.11 Reviews and revises the crisis communication plan on a regular basis.

3.12 Develops and supports mutually beneficial relationships with stakeholders.

3.13 Supports an *inclusive** program by including multiple stakeholders in the creation and review of communication methods.

Part3
Resources

Academic Content Areas - Learning typically addressed in school-based settings; generally understood to include mathematics, science, social studies and literacy (reading and writing).

Accountability - Having to answer to others for reasons of authority or ethical obligation.

Advocacy - The action of pleading for or supporting a cause or proposal.

Aesthetic - Related to beauty or the senses.

Alignment - Coherence and continuity among parts.

Anti-Bias - An approach to education intended to create awareness of and eliminate prejudice against others on the basis of personal characteristics (including, but not limited to race/culture, gender, ability/disability).

Assessment - A systematic process for obtaining information that can be used to make judgments and decisions. The primary use in this document relates to assessing children's development or learning for the purpose of making decisions about curriculum, instructional supports and/or special services.

Assessment Methods - Specific strategies used to collect assessment data. A wide variety of methods are available for use in early childhood and afterschool settings. See the Child Observation and Assessment section in either the Early Childhood CKC or Afterschool CKC for more detailed guidance.

Behavioral Intervention Plan - A set of strategies designed to support children who have been formally assessed and identified with a disability that negatively impacts behavior. The development and monitoring of a BIP follow a formalized process and are part of the services provided under the federal Individuals with Disabilities Education Act.

Best Practice - A method or strategy that, through experience or research, has proven to be most effective in achieving the desired outcomes. A similar term, "recommended practice" is often used in specific professions to identify methods that are recommended by experts in that field.

Brand Identity - The perception that a business wants consumers to have about it.

Checks and Balances - Though originally a term applied to government, it has come to mean a system whereby each branch of an organization can limit the powers of the other.

Child Development - The social, emotional, physical and cognitive changes in children stimulated by biological maturation interacting with experiences.

Coach - A person who makes a commitment to build the capacity of another by encouraging that individual to generate ideas and refine existing skills and practices. The coach observes and conferences with that individual and offers guidance in ongoing application of new knowledge and skills in daily practice.

Community - A social group whose members share a common physical location, culture, language, purpose, etc. Often refers to a municipality (e.g., a town) but should not be limited to that definition when applied to early childhood/afterschool programs.

Confidentiality - Ensuring that information is accessible only to those authorized to have access. This includes any information, whether oral, written, or computerized, that is directly applicable to an individual requesting or receiving services from an agency.

Consumable Resources - Those materials that are depleted when used.

Culture - All of the socially transmitted behavior patterns, values, beliefs and knowledge that are typical of a population or community of people at a given time.

Culturally Responsive - Showing respect for children and their families regarding cultural identity and practices.

Curriculum - An intentional, systematic approach to children's learning. It reflects a philosophy about what children should learn while in a program, why they should learn it, and how learning is supported. Various curriculum models arise from varying philosophies.

Data - Factual information used as a basis for reasoning.

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Developmental Domains - Areas or categories of skills and concepts that children develop or learn over time. Domains typically include the following areas of development: social, emotional, cognitive, language and literacy, physical (large motor, fine motor, perceptual/sensory), and creative.

Developmental Milestones - Tasks or physical developments that commonly appear in certain age ranges.

Developmentally Appropriate [Practice] - Designed on the basis of: knowledge of how children typically develop and learn; knowledge of the strengths, needs, and interests of individual children; and knowledge of the social and cultural contexts in which children live.

Documentation - The process of keeping track of and preserving children's work as evidence of their progress or of a program's effectiveness.

Disaster Preparedness [Plan] - All activities designed or undertaken to minimize the effects of a hazard upon people, to deal with the immediate emergency conditions that would be caused by the hazard, and to repair or restore vital utilities or facilities destroyed or damaged by the hazard. Preparedness for the first and immediate response is called emergency preparedness.

Enriched - Increased value.

Environment - All of the physical surroundings and social and cultural conditions that physically and/or emotionally affect children and their ability to learn, grow, develop and feel comfortable.

Ethics - The moral issues that arise because of the special knowledge and position of the professional, and how the use of this knowledge and power should be governed when providing a service to the public. A "code of ethics" is a set of ethical behaviors agreed upon by a group. Codes of Ethical Conduct are available through The National Association for the Education of Young Children and the National AfterSchool Association.

Evaluation - The process of making judgments about the merits, value, or worth of educational programs, projects, materials, or techniques. In this document, evaluation is understood to be a systematic process that informs decision-making.

Evaluation Tools - Procedures and documentation used to determine the value of a program, piece of equipment or staff member's performance, and to make educational decisions. Evaluation tools include, but are not limited to, surveys, interviews, and observations.

Evidence-Based Practice - Refers to the use of research and scientific studies as a base for determining the best practices in a field.

Facilities Management Plan - Strategies to optimize the use of the physical buildings and infrastructure.

Family Engagement - Meaningful involvement by family members.

Gross Motor - Involving the large muscles of the body.

Holistic - Addressing every aspect of the child in a manner that acknowledges that all aspects are interrelated and interdependent.

Human Resources - The people that staff and operate an organization.

IEP - Individualized Education Plan; Federal law mandates that school districts provide every student with a free appropriate public education, which includes an IEP for children with identified disabilities. An IEP is a plan that is designed to meet the unique educational needs of one child with an identified disability, as defined by federal regulations.

IFSP - Individualized Family Service Plan; similar to IEP, but addressing the needs of a child under the age of three.

Inclusive - When referring to an early childhood or afterschool program, "inclusion" most often is defined as an educational practice whereby programs enroll both typically developing children and children with identified disabilities; accommodations are made so that children with disabilities are able to fully participate in all activities, routines and meaningful aspects of the day alongside their typically developing peers.

Instructional Strategy - An intentional approach, process or technique used to facilitate learning.

Learning Style - A learning theory based on research demonstrating that, as the result of heredity, upbringing, and current environmental demands, different individuals have a tendency to both perceive and process information differently.

Lights on Afterschool - A national advocacy event held annually to call attention to the importance of afterschool programs for children, families and communities. www.afterschoolalliance.org/loa.cfm

Market Analysis - Research intended to predict consumer behavior.

Market Rate - The current average cost of goods or services in a given area.

Marketing - The activities involved in transferring goods/services from the provider to the consumer. As a practice, it consists of the coordination of four elements: (1) identification, selection, and development of a product, (2) determination of its price, (3) selection of a distribution channel to reach the customer's place, and (4) development and implementation of a promotional strategy.

Mediation - An attempt to facilitate a peaceful resolution to a conflict between parties.

Mentor - A person who actively engages in the personal and professional development of another. A mentor serves as an advisor, confidant, or role model who provides guidance, knowledge, insight and support through the career development process.

Mission - A succinct statement that highlights the focus and intent of the program; a program's reason for being.

Natural and Authentic Materials - For the purposes of this document, this terms refers to materials that exist in nature rather than manufactured, and materials that are "real" rather than a manufactured replica intended for children.

Observation - Objectively gathering information through one or more of the five senses for the purpose of making a judgment.

Organization - A group intentionally created for the purpose of providing, in the case of this document, child care and learning opportunities.

Organizational Structure - The plan by which the interdependent parts of the organization are put together to clarify the relationships among the parts. An organization will usually create a chart indicating to whom each category of staff member reports. For example, teachers usually report to the director. Assistant teachers may report to a teacher.

Philosophy - Consists of assumptions about how children learn, values of the program planners and the families involved, and views of the planners regarding basic issues in care and education.

Policies - Documented set of guidelines and expectations developed and adopted to determine or influence organizational practice, decision-making and responses to specific situations.

Portfolio - Collection of assessments and artifacts systematically collected over time to document development and learning.

Practices - Usual behaviors, actions, responses.

Professional Development Plan - A strategic design for meeting an individual's work-related goals.

Professionalism - Actions, attitudes or character that reflect the values of a profession.

Program Accreditation - The process or state of being accredited, or approved as meeting a set of standards. NAEYC is one entity that accredits early care and education programs. Accreditation is available for afterschool programs through the Council on Accreditation.

Program Structure - Characteristics of the program that are intentionally in place to enable the program to fulfill its mission. Structural components include such features as hours of operation, ages of children served, etc.

Provider of Choice - The supplier of services preferred by the consumer.

Public Relations - Systematic effort to create and maintain the goodwill of an organization's various stakeholders.

Glossary

Reciprocal (Relationships) - Given or felt by each toward the other; mutual.

Reflective (Practice, Supervision) - Characterized by intentional thought about one's previous actions, decisions, thoughts, etc.

Risk Management - Policies, procedures, and practices involved in identification, analysis, assessment, control, and avoidance, minimization, or elimination of unacceptable risks.

Sensory Materials - Substances or objects that engage the child's five senses and that can be explored or manipulated using his/her senses. Most frequently used in early childhood settings to refer to materials that engage children's tactile senses, but can be defined more broadly.

Staffing Pattern - Management of the placement of individual staff to meet the varying needs of the program, particularly in relation to adhering to appropriate staff-child ratios.

Stakeholders - Those who have a shared interest in, and/or will be affected by, a particular activity, program or decision.

Standards - Agreed upon expectations for children, programs and teachers. Varying terms are used to describe standards:

- **Academic Content Standards** are expectations about what children should know and be able to do within a particular discipline, such as math, science, language, or the arts, at particular grade levels.

- **Program Standards** are expectations for the characteristics and quality of schools, child care centers or other education settings for children.

- **Professional Standards** are expectations identified by professional organizations for those working within that professional field.

Strategic Planning - Systematic process of envisioning a desired future, and translating this vision into broadly defined goals or objectives and a sequence of steps to achieve them. In contrast to long-term planning (which begins with the current status and lays down a path to meet estimated future needs), strategic planning begins with the desired end and works backward to the current status.

Succession Planning - Identification and development of potential successors for key positions in an organization, through a systematic evaluation process and training.

Sustainability - Ability to maintain or support an effort or organization over time.

Systems Approach - A group of units planned to work together simultaneously to form a whole. Some of the systems in an early childhood/afterschool program might be finance, human resources, curriculum planning, and assessment.

Vision - A mental picture, created by planners, describing an organization's fully developed and effective future self.

Values - Qualities or principles that individuals believe to be desirable or worthwhile and that they prize for themselves, for others, and for the world in which they live.

Week of the Young Child - An annual celebration sponsored by NAEYC intended to focus public attention on the needs of young children and their families and to recognize the early childhood programs and services that meet those needs.

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References & Recommended Resources

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Ohio Documents

- Ohio's Early Childhood Core Knowledge & Competencies
- Ohio's Core Knowledge & Competencies for Afterschool Professionals
- Standards for Ohio Educators

Ohio Professional Associations

- Ohio Afterschool Association – www.ohioafterschool.org
- Ohio Afterschool Network – www.ohioafterschoolnetwork.org
- Ohio Association for the Education of Young Children – www.oaeyc.org

Other State Core Competency Documents

- Illinois Director Credential Framework
- Kansas/Missouri Bi-State Director Credential Core Competencies
- Rhode Island Core Competencies for Afterschool and Youth Development Professionals
- Texas Core Knowledge and Skills in Early Care and Education for Practitioners

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The Director's Toolbox: A Management Series for Early Childhood Administrators from New Horizons Publishing. Titles:

- Circle of Influence: Implementing Shared Decision-Making and Participative Management
- From the Inside Out: The Power of Reflection and Self-Awareness
- Leadership in Action: How Effective Directors Get Things Done
- Making the Most of Meetings: A Practical Guide
- The Right Fit: Recruiting, Selecting, and Orienting Staff

Linkages with Primary Resources

Program Development & Evaluation

To make this table easier to use, the topics addressed within each CKC area of practice are listed in the first column rather than individual competencies.

Area of Practice & Topics Addressed	PAS Criteria	NAEYC Accreditation Criteria (Early Childhood)	COA Accreditation Criteria (Afterschool)
Vision, Mission & Philosophy	#15 Strategic Planning	10.A Leadership	AM 2 Program Planning, Guidance & Oversight PS 1 Program Mission & Philosophy
Program Goals	•	10.A Leadership 10.F Program Evaluation, Accountability & Continuous Improvement	AM 2 Program Planning, Guidance & Oversight PS 1 Program Mission & Philosophy
Strategic Planning	#15 Strategic Planning	10.B Management Policies & Procedures	AM 2 Program Planning, Guidance & Oversight
Program Capacity	•	10.B.07 Strategic Planning Process	•
Program Evaluation Process	#14 Program Planning & Evaluation	10.F Program Evaluation, Accountability & Continuous Improvement	AM 2 Program Planning, Guidance & Oversight AM 9 Continuous Quality Improvement
Organization, Interpretation & Reporting of Evaluation Data	•	10.F Program Evaluation, Accountability & Continuous Improvement	AM 9 Continuous Quality Improvement
Use of Data in Strategic Planning/Change	#14 Program Planning & Evaluation	10.F Program Evaluation, Accountability & Continuous Improvement	AM 9 Continuous Quality Improvement

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Alignment Table Key

PAS	Program Administration Scale
NAEYC	National Association for the Education of Young Children
COA	Council on Accreditation
•	Not Addressed

The Curriculum Cycle

Area of Practice & Topics Addressed	PAS Criteria	NAEYC Accreditation Criteria (Early Childhood)		COA Accreditation Criteria (Afterschool)	
Theory/Research Base	•	2.A	Curriculum: Essential Characteristics	PS 1	Program Mission & Philosophy
Diversity Among Children/ Families; Anti-Bias	•	1.B	Building Positive Relationships Between Teachers & Children	PS 13	Protecting the Rights of Children & Youth and Their Families
		1.D	Creating a Predictable, Consistent & Harmonious Classroom		
		2.A	Curriculum: Essential Characteristics		
		3.B	Creating Caring Communities for Learning		
Inclusion of Children with Special Needs	•	2.A	Curriculum: Essential Characteristics	PS 13	Protecting the Rights of Children & Youth and Their Families
		3.A	Designing Enriched Learning Environments		
		3.B	Creating Caring Communities for Learning		
		6.A.12	Specialized College Coursework for Teachers		
		10.B.10	Policies for Use of Specialists		
Children's Developmental & Learning Needs	•	1.B	Building Positive Relationships Between Teachers & Children	•	
		1.C	Helping Children Make Friends		
		1.D	Creating a Predictable, Consistent & Harmonious Classroom		
		1.E	Addressing Challenging Behavior		
		1.F	Promoting Self-Regulation		
		2.A	Curriculum: Essential Characteristics		
		2.B-D	Areas of Development		
		3.B.	Creating Caring Communities for Learning		
		3.G	Using Instruction to Deepen Children's Understanding & Build Their Skills and Knowledge		

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Linkages with Primary Resources

(The Curriculum Cycle Continued)

Family Involvement	•	3.F	Making Learning Meaningful for All Children	PS 10	Family Connections
		7.A	Knowing & Understanding the Program's Families		
Curriculum Evaluation & Continuous Improvement	•	4.A	Creating an Assessment Plan	AM 9	Continuous Quality Improvement
		10.F	Program Evaluation, Accountability & Continuous Improvement		
Relationship to Relevant Standards/Guidelines & Ethics	•	Standard 9	– Physical Environment	AM 3	Ethical Practices
		6.A.01	Ethical Guidelines for Teaching Staff		
Staff Knowledge/Skill in Curriculum Planning & Implementation	•	6.A	Preparation, Knowledge & Skills of Teaching Staff	HR 3	Training & Professional Development
Effective Teaching Practices	•	1.B	Building Positive Relationships Between Teachers & Children	PS 3	Building Healthy Relationships Between Children & Youth and Adults
		2.E-L	Curriculum Content Areas	PS 4	Promoting Positive Behavior & Healthy Peer Relationships
		3.A	Designing Enriched Learning Environments	PS 5	Programming & Activities
		3.D	Using Time, Grouping & Routines to Achieve Learning Goals		
		3.E	Responding to Children's Interests & Needs		
		3.F	Making Learning Meaningful for All Children		
		3.G	Using Instruction to Deepen Children's Understanding & Build Their Skills and Knowledge		
		4.D	Adapting Curriculum, Individualizing Teaching & Informing Program Development		
Learning Environments	•	2.A	Curriculum: Essential Characteristics	PS 6	Indoor Environment
		2.B-D	Areas of Development	PS 7	Outdoor Environment
		2.E-L	Curriculum Content Areas		
		3.A	Designing Enriched Learning Environments		
		9.A	Indoor & Outdoor Equipment, Materials & Furnishings		
		9.B	Outdoor Environmental Design		

(The Curriculum Cycle Continued)

Materials & Equipment Used for Learning	•		2.A	Curriculum: Essential Characteristics	PS 5	Programming & Activities
			2.B-D	Areas of Development		
			2.E-L	Curriculum Content Areas		
			3.A	Designing Enriched Learning Environments		
			9.A	Indoor & Outdoor Equipment, Materials & Furnishings		
			9.B	Outdoor Environmental Design		
Learning Activities & Experiences	•		1.D	Creating a Predictable, Consistent & Harmonious Classroom	PS 5	Programming & Activities
			2.A	Curriculum: Essential Characteristics		
			2.B-D	Areas of Development		
			2.E-L	Curriculum Content Areas		
			3.D	Using Time, Grouping & Routines to Achieve Learning Goals		
			4.D	Adapting Curriculum, Individualizing Teaching & Informing Program Development		
Assessment of Environment & Activities	#11	Assessment in Support of Learning	2.A	Curriculum: Essential Characteristics	AM 9	Continuous Quality Improvement
			4.A	Creating an Assessment Plan		
			4.D	Adapting Curriculum, Individualizing Teaching & Informing Program Development		
Child Assessment	#10	Screening & Identification of Special Needs	2.A	Curriculum: Essential Characteristics	PS 5.05	Activities Reflect Children's Needs & Interests
	#11	Assessment in Support of Learning	4.A	Creating an Assessment Plan		
			4.B	Using Appropriate Assessment Methods		
			4.C	Identifying Children's Interests & Needs and Describing Children's Progress		
			4.D	Adapting Curriculum, Individualizing Teaching & Informing Program Development		
			4.E	Communicating with Families & Involving Families in the Assessment Process		

Linkages with Primary Resources

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Human Resource Leadership & Development

Area of Practice & Topics Addressed	PAS Criteria		NAEYC Accreditation Criteria (Early Childhood)		COA Accreditation Criteria (Afterschool)	
Personal/Professional Growth & Self-Reflection (of Administrator)	•		10.A	Leadership	HR3.06	Administrator Training
Communication	#9	Internal Communications	•		HR 5	Positive Work Environment
Respectful, Supportive Relationships with Staff	•		10.A	Leadership	HR 5	Positive Work Environment
Advocacy	•		6.B	Teachers' Dispositions & Professional Commitment	•	
Increasing Capacity of Staff (Coaching, Mentoring & Professional Development Opportunities)	#3	Staff Development	6.A 10.E	Preparation, Knowledge & Skills of Teaching Staff Personnel Policies	HR 3	Training & Professional Development
Involvement in the Professional Community (Administrator & Staff)	#19	Community Outreach	6.B	Teachers' Dispositions & Professional Commitment	•	
Team-Building	•		10.A	Leadership	HR 5	Positive Work Environment
Conflict-Resolution	#9	Internal Communications	•		HR 5	Positive Work Environment
Work Environment	•		10.A	Leadership	HR 5	Positive Work Environment
Leadership	#19	Community Outreach	6.B 10.A	Teachers' Dispositions & Professional Commitment Leadership	HR 5	Positive Work Environment
Staff Hiring, Orientation, Promoting & Terminating	#1	Staff Orientation	6.A 10.B 10.E	Preparation, Knowledge & Skills of Teaching Staff Management Policies & Procedures Personnel Policies	HR 1 HR 3 HR 4	Recruitment & Selection Training & Professional Development Personnel Qualifications
Labor Laws & Regulations	•		10.B	Management Policies & Procedures	HR 1 HR 2	Recruitment & Selection Background Checks

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(Human Resource Leadership & Development Continued)

Personnel Policies	#1	Staff Orientation	10.B	Management Policies & Procedures	•	
			10.E	Personnel Policies		
Performance Evaluation	#2	Supervision & Performance Appraisal	6.B	Teachers' Dispositions & Professional Commitment	HR 3	Training & Professional Development
			10.E	Personnel Policies	HR 6	Supervision & Evaluation
Supervision of Staff	#2	Supervision & Performance Appraisal	10.E	Personnel Policies	HR 6	Supervision & Evaluation
Staff Compensation, Benefits & Retention	#4	Personnel Cost & Allocation	10.B	Management Policies & Procedures	HR 5	Positive Work Environment
	#5	Benefits	10.E	Personnel Policies		

Linkages with Primary Resources

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Family & Community Partnerships
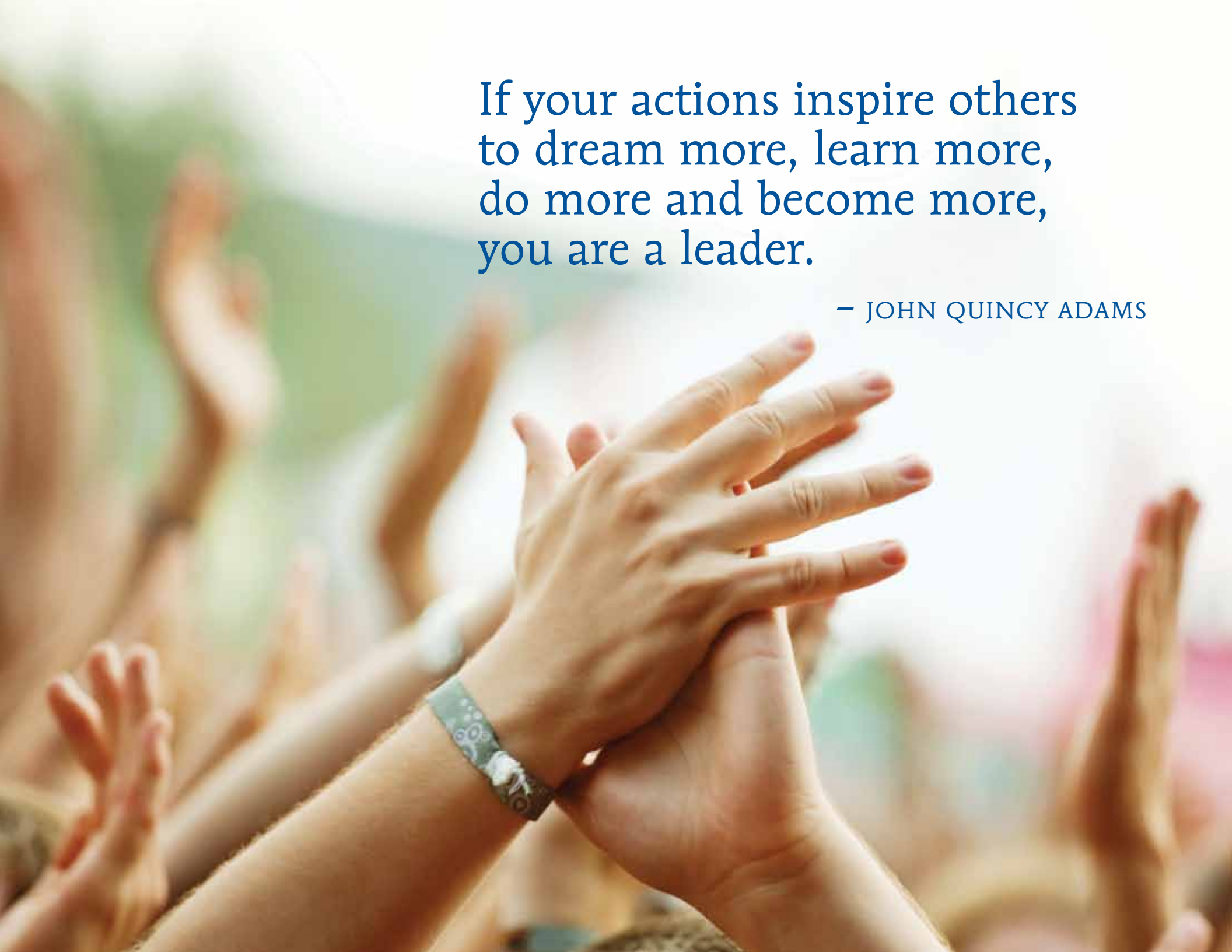
Linkages with Primary Resources

Area of Practice & Topics Addressed	PAS Criteria		NAEYC Accreditation Criteria (Early Childhood)		COA Accreditation Criteria (Afterschool)	
Family Engagement	#17	Family Support & Involvement		Standard 7 Families – All Criteria	PS 10	Family Connections
Diversity Among Families	#16	Family Communications		Standard 7 Families – All Criteria	PS 10	Family Connections
					PS 13	Protecting the Rights of Children & Youth and Their Families
Ethical Conduct with Families	•			Standard 7 Families – All Criteria	PS 10	Family Connections
					PS 13	Protecting the Rights of Children & Youth and Their Families
Communication	#16	Family Communications	1.A	Building Positive Relationships Among Teachers & Families	PS 10	Family Connections
			3.F	Making Learning Meaningful for All Children	PS 13	Protecting the Rights of Children & Youth and Their Families
			7.B	Sharing Information Between Staff & Families		
Conflict Resolution	•		7.C	Nurturing Families as Advocates for Their Children	PS 13	Protecting the Rights of Children & Youth and Their Families
Staff Development in Working with Families	•		6.A	Preparation, Knowledge & Skills of Teaching Staff	HR 3	Training & Professional Development
Connecting Families with Community Resources	#10	Screening & Identification of Special Needs	7.C	Nurturing Families as Advocates for Their Children	PS 10	Family Connections
			8.A	Linking with the Community		
			8.B	Accessing Community Resources		
Collaborative Relationships with Community Partners, Agencies, Higher Ed, Business Leaders & Civic Leaders	#19	Community Outreach	8.A	Linking with the Community	PS 11	Community Involvement & Partnerships
			8.B	Accessing Community Resources		
Advocacy in the Community	•		8.A	Linking with the Community	PS 11	Community Involvement & Partnerships
			8.C	Acting as a Citizen in the Neighborhood & the Early Childhood Community		
Community Involvement in the Program	#19	Community Outreach	8.B	Accessing Community Resources	•	

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Business Operations & Management

Area of Practice & Topics Addressed	PAS Criteria		NAEYC Accreditation Criteria (Early Childhood)		COA Accreditation Criteria (Afterschool)	
Financial Practices & Systems	#12	Fiscal Management	10.C	Fiscal Accountability Policies & Procedures	AM 5	Financial Planning & Management
	#13	Accounting Practices				
Recordkeeping Systems, Practices & Policies	#8	Risk Management	10.C	Fiscal Accountability Policies & Procedures	HR 7	Personnel Records
			10.D	Health, Nutrition & Safety Policies and Procedures	AM 7	Security of Information
			10.E	Personnel Policies	AM 8	Files of Children & Youth
Legal, Regulatory & Ethical Issues Related to Business Practices	•		10.B.04	Program Regulations	AM 1	Legal & Regulatory Authorization & Compliance
					AM 3	Ethical Practices
Tax Issues	#12	Fiscal Management	10.C	Fiscal Accountability Policies & Procedures	AM 1	Legal & Regulatory Authorization & Compliance
Policies/Procedures	#3	Staff Development	10.B	Management Policies & Procedures	•	
	#5	Benefits				
Meal Planning/Food Service	•		5.B	Ensuring Children's Nutritional Well-Being	PS 8	Health & Nutrition
Transportation	•		9.C.14-15	Vehicle Maintenance & Safety	PS 9	Safety
			10.B	Management Policies & Procedures		
			10.D	Health, Nutrition & Safety Policies and Procedures		
Staffing Schedule/Patterns	#6	Staffing Patterns & Scheduling	10.B	Management Policies & Procedures	PS 12	Supervision
Enrollment Process	•		•		PS 2	Registration & Orientation
Safety & Health for Children, Families and Staff	#7	Facilities Management	Standard 9 Physical Environment – Multiple Indicators		PS 8	Health & Nutrition
			Standard 5 Health – All Indicators		PS 9	Safety
			10.D	Health, Nutrition & Safety Policies and Procedures	PS 12	Supervision
Emergency/Disaster Preparedness Plans	•		10.D	Health, Nutrition & Safety Policies and Procedures	PS 9	Safety

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(Business Operations & Management Continued)

Variety of Communication Methods	#9	Internal Communications	7.B	Sharing Information Between Staff & Families	•	
	#16	Family Communications				
	#19	Community Outreach				
Risk Management & Comprehensive Insurance	•		10.B	Management Policies & Procedures	AM 6	Risk Management & Review
Marketing	#18	Marketing & Public Relations	•		•	
Public Relations	#18	Marketing & Public Relations	•		PS 11	Community Involvement & Partnerships
Technology Needs of Program	#20	Technology Resources	10.B	Management Policies & Procedures	•	
	#21	Use of Technology				
Facility Design, Use & Maintenance	#7	Facilities Management	Standard 9 Physical Environment – Multiple Criteria		PS 8	Health & Nutrition
					PS 9	Safety
Facility Planning	•		•		AM 9	Continuous Quality Improvement
Regulations, Policies & Standards Regarding Facilities	•		10.B	Management Policies & Procedures	PS 8	Health & Nutrition
					PS 9	Safety

If your actions inspire others to dream more, learn more, do more and become more, you are a leader.

– JOHN QUINCY ADAMS

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Ohio Professional
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Career resources for early childhood & afterschool professionals