

**CHILDCARE PROGRAM ADMINISTRATOR/DIRECTOR
(Competency-Based)**

APPENDIX A

O*NET CODE 11-9031.00

Competency/performance-based apprenticeship occupations are premised on attainment of demonstrated, observable and measurable competencies in lieu of meeting time-based work experience and on-the-job learning requirements. In competency/performance-based occupations apprentices may accelerate the rate of competency achievement or take additional time beyond the approximate time of completion.

This training outline is a minimum standard for Work Processes and Related Instruction. Changes in technology and regulations may result in the need for additional on-the-job or classroom training.

Childcare Program Administrator/Directors plan, direct, or coordinate academic or nonacademic activities of preschools or childcare centers and programs, including before- and after-school care.

WORK PROCESSES

A. Administration and Management

1. Ensure program and childcare facility is operating in accordance with State and/or City licensing/regulation standards, business and employment laws.
2. Personnel
 - a. Implement and maintain effective personnel policies and procedures.
 - b. Develop effective systems for staff recruitment, development, management, and evaluation.
 - c. Organize staff development opportunities to encourage professional growth.
3. Finance
 - a. Understand and apply sound financial planning and management to the operation of children's programs.
 - b. Develop, manage, and authorize budgets (including allocations of funds, staff, and resources), and present budgetary information to constituents.
 - c. Determine the real cost of care and develop a financial resource plan.

4. Prepare and maintain systems for monitoring attendance, activity, accounting, and personnel for reporting purposes.
5. Develop and participate in workplace events (e.g., meetings, program/staff meetings, conferences, training sessions, etc.).

B. Program Operations

1. Administer an effective organizational structure in children's programs, including the management of staff resources to ensure the effective function and operation of children's programs.
2. Integrate and use data and case management systems (for scheduling, communication, tracking, progress monitoring, etc.) to foster and provide quality in children's programs.
3. Use technology to assist in managing children's programs:
 - a. Collect and analyze data, regulatory information, demographics, and employment trends to forecast enrollment patterns and need for data-informed program adjustment.
4. Determine scope of program offerings and use available resources to administer a children's program within that scope.

C. Safety and Health

1. Take appropriate actions to maintain a positive, safe, and nurturing environment, such as conducting monthly safety inspections of the premises in accordance with regulations from all applicable agencies, such as New York State Office of Children and Family Services (OCFS), NYC Department of Health (NYC DOH) and/or NYS Education Department (for Universal Pre-Kindergarten or Community Based Organizations).
2. Maintain systems for monitoring practices related to health, safety, and nutrition.
3. Foster a safe and healthy environment for children by maintaining cleanliness and adhering to safety protocols established by OCFS, federal regulations, and/or NYS/NYC DOH, such as: submitting a written Emergency Plan and Emergency Evacuation Diagram; holding shelter-in-place and other emergency drills; etc.
4. Develop safety procedures; review emergency response plans, and suggest updates, if appropriate.

D. Child Growth and Development

1. Develop, maintain, and sustain a developmental and culturally appropriate environment and curriculum based on basic principles of child development, to ensure all are treated fairly, respectfully, and with understanding.
2. Incorporate child growth and development theories and principles into quality programming for children that promotes their social, emotional, physical, and cognitive development.
3. Maintain a system for individualized, on-going child assessment and documentation that is related to monitoring students.
4. Plan programs, services, referrals, and transitions to other services and programs for children with special needs.

E. Family and Community Outreach

1. Implement professional principles and practices to support family involvement in appropriate aspects of children's program.
2. Implement policies that promote alliances with families and collaboration among programs, families, and the community.
3. Work collaboratively with families, community groups, agencies, etc., to meet and support children's needs.
4. Network in the field/community to access up-to-date information, strategies for problem-solving, and awareness of available resources.
5. Identify and incorporate community resources to comply with the Americans with Disabilities Act requirements to effectively serve children with special needs.
6. Interact and inform businesses, community groups, government agencies, etc. about educational needs, available programs, and program policies.

F. Leadership and Professionalism

1. Ensure staff maintain compliance with all policies, procedures, and standards of the workplace.
2. Administer program in accordance with applicable local, City, State, and Federal laws, regulations, policies and procedures (such as OCFS), and requirements of funding sources, and business and employment laws.
3. Maintain a commitment to professionalism and adhere to ethical standards.

4. Implement effective publicity and marketing strategies, incorporating an understanding of the relationship between marketing, financial planning, and quality programming.
5. Set educational standards and goals, and help establish policies, procedures, and programs to implement.

Approximate Total Hours 2500-3000

Apprentices must meet any minimum requirements recognized by OCFS or other applicable State or City agencies.

Apprentices in Competency-Based Programs shall participate in no fewer than the minimum documented hours of on-the-job training, in accordance with New York State Apprenticeship Regulations, 12 NYCRR Part 601, and will have demonstrated a competency for each skill in the Work Processes, with the understanding competencies will be demonstrated reasonably proximate to the maximum on-the-job training hours. Competency Assessment referenced in Appendix B.

Apprenticeship work processes are applicable only to training curricula for apprentices in approved programs. Apprenticeship work processes have no impact on classification determinations under Article 8 or 9 of the Labor Law. For guidance regarding classification for purposes of Article 8 or 9 of the Labor Law, please refer to <https://dol.ny.gov/public-work-and-prevailing-wage>

CHILDCARE PROGRAM ADMINISTRATOR/DIRECTOR

APPENDIX B

RELATED INSTRUCTION

Safety and the Workplace

1. General Workplace Safety and Policies
2. Occupational Safety and Health Administration (OSHA) and Hazardous Communication (HAZCOM) Trainings, such as: Right-to-Know/Safety Data Sheets
3. Fingerprint Clearance
4. Child Abuse Identification and Mandated Reporting
5. Sexual Harassment Prevention - must comply with section 201-g of the Labor Law
6. First Aid and CPR (if required by the organization to meet staff on site requirements)
7. Automated External Defibrillator (AED) Training (optional)
8. Bloodborne Pathogen Training (optional)
9. Medication Administration Training – MAT (optional)
10. All additional trainings and workshops as required by OCFS, or other applicable State or City agencies.

Related instruction should include, but are not limited to, higher level coursework around the following topics:

Knowledge and Skills in Children's Programs

1. Administration and Management
2. Personnel and Human Resources
3. Finance and Budgeting
4. Program Operations
5. Development and Implementation of Policies to Support Childhood Growth, Development (including Students with Special Needs), and Families
6. School Safety and Health
7. Leadership Skills (including Professional Standards, and Ethics)
8. Family and Community Engagement

Competency Assessment*

To be determined by the sponsor:

1. Advanced Degree or Certificate (e.g., New York State Children's Program Administrator Credential, or other OCFS, DOH, or federally recognized credential); or
2. Test Preparation, and Written/Practical Proficiency Examination(s).

Additional Topics as Required

At least 144 hours of Related Instruction per year must be available for the apprentice at the time of their enrollment. However, the apprentice may test out earlier if able to demonstrate competence for each topic on the Related Instruction outline.

*Any competency assessment must comply with New York State Apprenticeship Regulations, 12 NYCRR Part 601.

Appendix B topics are approved by New York State Education Department.