



Office of Children and Family Services

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DIVISION OF CHILD CARE SERVICES POLICY STATEMENT

17-5

Evaluating Qualifications for Day Care Center Directors, School-Age Child Care Program Directors and Providers in Home-Based Day Care and Small Day Care Centers

ID NUMBER: 17-5

TOPIC: Evaluating Qualifications for Day Care Center Directors, School Age Child Care Program Directors and Providers in Home-Based Day Care and Small Day Care Centers

MODALITIES IMPACTED: All Modalities

APPLICABLE REGULATIONS: Title 18 of the New York State Code of Rules & Regulations §§: 414.13, 416.13, 417.13, 418-1.13, 418-2.13

CONTACT: Regional Offices
<http://ocfs.ny.gov/main/childcare/regionaloffices.asp>

EFFECTIVE: IMMEDIATELY

THIS POLICY STATEMENT IS EFFECTIVE IMMEDIATELY AND CANCELS ALL PREVIOUS MEMOS OR STATEMENTS ON THIS TOPIC.

Purpose

The purpose of this policy statement is to clarify how to evaluate a candidate's qualifications to fill the positions of day care center (DCC) director, school age child care program (SACC) director, or provider in a family or group family day care program, or small day care center. The regulations are clear with respect to the overall qualifications needed to serve in these positions, but further explanation is needed as they pertain to evaluating degrees, and credit and non-credit bearing courses related to the early childhood field of study.

Importance of Evaluation

Evaluating the educational and experiential qualifications of candidates who aspire to work in a child day care setting is an important responsibility. Once approved, the director/provider will be the team leader of a small business whose primary function is to provide safe and high-quality care to children. Training and education has been shown to have a measurable, positive effect on the quality of child care provided. It is essential for a provider and director to have administrative skills and child development competencies to manage the program and set appropriate expectations.

Applicant's Obligation to Submit Documentation

Applicants for DCC director, SACC director, and family and group family day care or small day care center provider must submit to their Office of Children and Family Services (OCFS) licensor/registrar for evaluation any: diplomas, official transcripts, course descriptions of credit and non-credit bearing courses, training sessions, certifications and experiential histories that they want assessed as meeting the qualifications for the specific position for which they are applying. In addition, the applicant may describe, in writing, how the courses and experiences meet the regulatory requirements.

Guidelines for Evaluation

Course titles/names can sometimes be a poor indicator of the content covered or the scope of the coursework. When questions arise, individuals should be able to provide enough information about course content to permit the licensor/registrar to fully examine the course's relevance to the provision of child day care.

When evaluating the relevancy of a particular credit-bearing course to early childhood or child development, OCFS refers to the New York State Early Care and Education Core Body of Knowledge Framework, 3rd edition (2012) developed and published by the Career Development Initiative of New York State. This document outlines a knowledge base in areas pertinent to competencies associated with the child care field. Any area of study associated with the seven knowledge base areas may be considered "related" to early childhood and child development. The New York State Early Care and Education Core Body of Knowledge Framework can be read in its entirety at the following website: <http://www.earlychildhood.org/pdfs/CoreBody.pdf>. A brief summary appears below:

Child Growth and Development

This area refers to knowledge of patterns of child growth and development. In general terms, it encompasses the nature of adult/child interactions that support a child's growth and development, and techniques and adaptations available for children with special needs.

Environment and Curriculum

Environment includes all the relationships with people and all the various interactions with materials in all of the settings in which children grow and learn. This includes their families and neighborhoods and their child care settings. Further, classrooms/curriculum/content refers to a range of experiences that allow children to acquire, construct and practice skills, concepts, attitudes, and dispositions through their interactions with adults and other children, and through carefully selected materials and thoughtfully planned activities.

Family and Community Relationships

Families in society refer to the highly diverse structure and internal dynamics of family life. Healthy child development may take place within a variety of family types. Families include people who are related by birth, by marriage, or by other legal ties such as guardianship, and/or people who are related simply by affection and concern. Society consists of a system of beliefs and attitudes that are transmitted to family members through major government and private institutions (educational, religious and legal), social networks and the media.

Observation and Assessment

This area of study encompasses those procedures used to obtain valid and reliable information about an individual child's development, including information about growth, achievement levels, and levels of acquired knowledge, learning styles, interests, experiences, understandings, skills and dispositions. Assessment provides the information needed for appropriate curriculum planning, and influences decisions about strategies for fostering the development and learning of individual children and groups of children.

Health, Safety, and Nutrition

Health, safety, and nutrition includes being knowledgeable about the requirements dictated by law and regulation, relevant to these topics. This section addresses the importance of maintenance of the physical environment as well as familiarity with signs of neglect and abuse. Professionals must understand the importance of good nutrition to support healthy growth and physical, social, emotional, and cognitive development.

Administration and Management

Professionals in early care and education must keep track of several layers of performance and accountability. Administrators must be proficient and knowledgeable in accepted business practices, legal and regulatory requirements, financial management, marketing, and record-keeping. Administrators should also have the ability to develop and implement program policies, communication strategies, and management plans.

Professionalism and Leadership

Professionalism in early care and education programs involves making decisions and basing program planning and practice on the best professional standards, practices, and information available.

Evaluating Master's, Bachelor's, and Associate Degrees

Colleges and universities offer an assortment of degrees in an abundance of fields. With the exception of a college degree in early childhood education or child development, most college degrees will need to be reviewed to examine whether the individual received the required 12 credits in early childhood-related courses. Determining whether or not a particular degree fits the regulatory requirement as a related field is accomplished in much the same way a licenser/registrar determines the suitability of a single course. An examination of the coursework making up the degree is evaluated against the Core Body of Knowledge. Programs must submit official transcripts, course descriptions, and narratives describing the coursework under examination for pending directors in order for licensers and registrars to evaluate their relevance to the provision of child day care.

International Degrees

Individuals who are submitting international degrees are responsible for having their credentials translated into English if necessary, and evaluated to the equivalent of an accredited U.S. college degree and/or coursework. International Centers may be able to offer assistance with academic credential evaluation. Once submitted, translated degree information will be reviewed by OCFS to determine if the associated coursework or degree type fits the criteria specified in regulation.

Evaluating Experience

Regulations make a distinction between the experiential qualifications of an SACC director and day care center director/small day care center provider/provider of home-based programs. SACC directors are required to have experience *working with* children. Day care center directors/small day care center providers/providers of home-based programs are required to have experience *caring for* children.

DCC director – teaching experience required. New York State’s child day care regulations also require an experiential component in addition to the educational component. Day care center regulations require that directors have *teaching experience and supervision experience*. Teaching is a formal role that involves many of the following functions: designing lesson plans, monitoring and planning activities to meet the developmental needs of a group of children, evaluating children’s educational or developmental progress, and holding parent conferences. Positions that would qualify as having teaching experience include but are not limited to:

- Group teacher in a day care center
- Assistant teacher in a day care center
- Group teacher in a school age day care program
- Assistant teacher in a school age child care program
- Group teacher or assistant teacher in any other early childhood program
- Provider in a home-based program
- Student teacher
- Substitute teacher
- Elementary school teacher
- Religious instructor
- Scout leader
- Martial arts or dance teacher
- Coach
- Legally-Exempt group caregivers

Each of the above positions may be approved as teaching experience and may be prorated based on a time and attendance evaluation made by the licenser/registrar.

SACC director - experience *working with children* required. SACC regulations do not require teaching experience for the director position; instead, the SACC regulations require that the director have experience *working with children*. Teaching and experience with children, while similar, differ in an important way. Teaching is recognized as a more formal instructional role. Experience with children is an important, but less formal role that involves supervision of children without the formal educational component. Examples of this role include but are not limited to:

- Babysitting
- Parent's helper
- Operating a legally-exempt informal day care program
- Working with children in the babysitting room of a gym, church, shelter, etc. (on a paid or unpaid basis).

Because teaching is the more formal role, teaching may be used as meeting the qualification of experience with children. Experience with children may not count as teaching experience.

DCC and SACC Director Supervisory Experience

Supervisory experience is the third required component needed to meet the qualifications to fill the position of DCC and/or SACC director. In order to be considered as having qualifying supervisory experience, the individual must have supervised staff in a day care program or a related field for the period of time stipulated in regulation.

Supervising staff in a licensed/registered or legally-exempt child care program would meet the experiential component. Supervising staff in a grade school or Head Start program would also meet this experiential requirement. There may be other examples as well. Licensors/registrars must evaluate whether or not the supervisory experience that is submitted for review is in a field where children are the recipients of service, and the staff that were supervised held similar roles and responsibilities as that of staff in a day care program.

Provider Qualifications

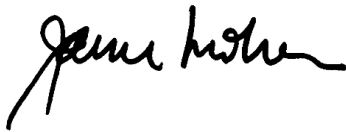
New York State's regulations offer alternative methods by which candidates qualify to be a provider of a child day care. Applicants for provider may meet the regulatory qualifications either by submitting documentation that they have two years of experience caring for children under six years old, or that they have one year of experience caring for children under six years of age and six hours of training or education in early childhood development.

Provider Experience Caring for Children

Regulations require that the provider have experience caring for children. If the applicant has teaching experience, it will qualify as experience caring for children. Experience working with children may or may not count as teaching experience.

The phrase "experience caring for children" can mean child-rearing as well as paid and unpaid experience caring for children. The term "training" can mean educational workshops and courses in caring for preschool-age children. If applicants have not completed two years of experience caring for children younger than six years old, they will need to submit documentation that they have had one year of experience caring for children younger than six years of age and six hours of training or education in early childhood development. Licensors and registrars will use the Core Body of Knowledge framework (described above on pages 2-3) to examine the training and education submitted by applicants. If the training or education is relevant to the provision of child care services, and providers have at least one year of experience with children, they will have met the qualifications described in regulation.

Approved By:

A handwritten signature in black ink, appearing to read "Janice Molnar". The signature is fluid and cursive, with a long horizontal stroke at the end.

Janice M. Molnar, Ph.D.
Deputy Commissioner

Date: 8-21-17