

*NYS Office of Children and Family Services  
Division of Child Care Services  
Policy Statement*

**ID Number 08-3**

**Topic: Evaluating Qualifications for Day Care Center Directors, School Age Child Care Program Directors and On-site Provider Position in Family- Based Day Care Programs.**

**Modalities Impacted: All Modalities**

**Applicable Regulations: Title 18 of the New York State Code of Rules and Regulations (NYCRR) § 414.13, 416.13, 417.13, 418-1.13 and 418-2.13**

**Contact: Division of Child Care Services Regional Offices**

**Effective: December 16, 2008**

**This policy statement is effective immediately and cancels all previous memos or statements on this topic.**

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**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 child care program. 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 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 and child development skills 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 on-site provider must submit to the 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 must describe, in writing, how the courses and experiences meet the regulatory requirements.

## **Part I Educational Qualifications for DCC and SACC Directors**

New York State's day care regulations permit day care center and school age child care program directors to meet basic criteria needed to qualify for their positions through a number of educational and experiential alternatives. One of the four alternative qualification standards for a day care center director is the completion of a Bachelor's degree in any field of study, as long as he/she can show that 12 credit hours were successfully completed in early childhood, child development *or a related field*, and one year of both teaching experience and experience supervising staff. An applicant for director of a school age child care program could qualify by completing an Associate's degree in child development, elementary education, physical education, recreation *or a related field* and two years direct experience working with children, including one year of supervisory experience. Assessing whether or not a course or degree is "related" is the responsibility of the licenser/registrar assigned to the application. This policy paper will offer guidance for assessing a candidate's educational qualifications. In addition, experience working with children and supervisory experience will be examined.

### **Guidelines for Evaluation**

Course titles/names can sometimes be a poor indicator of the content covered or the scope of the course work. Due to this, when questions arise, providers should be able to provide enough information about course content to permit the licenser/registrar to fully examine the course's relevance to the provision of child day care.

In order to evaluate the relevancy of a particular credit-bearing course to early childhood or child development, the Office of Children and Family Services (OCFS) is relying on a number of resources. One such resource is *The New York State Early Care and Education Core Body of Knowledge Framework (2001)* 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 six 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 disabilities.*
- **Environment, Curriculum, and Content**  
*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.*
  - **Families in Society**  
*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.*
  - **Child 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, 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.*
  - **Communication**  
*Communication includes interactions between children, between adults and children, and among all adults involved in early care and education and related services. The value of a communication class/course is that when adults work cooperatively in responding to children's strengths and needs, as a group and individually, they promote effective communication. Communication includes: speaking, the use of adaptive communication techniques, signing, listening, reading, writing, body language, music, drama and dance. Courses associated with these topics as they relate to children may count toward credit hours needed to qualify for child care positions.*
  - **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.*

Using the above *Core Body of Knowledge* competencies, the licensor/registrar will evaluate the applicant's course work to make a decision as to whether it is a ***related field of study***. The following are credit-bearing courses that have in the past been examined for their relevance to child development, early childhood education, physical education or recreation. Each of these credit-bearing courses has been evaluated as being relevant to

competencies described in the core body of knowledge framework (covered above). The list below is not comprehensive, and an evaluation based on a course's content is always advised as the best method of determining a course's relevance to early childhood development or early childhood coursework. The names below are offered as examples of what licensor/registrar will see as submissions by applicants for director positions.

- Physical development
- Sensory-motor development
- Social-emotional development
- Cognitive-intellectual development
- Cultural diversity
- Cultural awareness
- Classroom environment
- Learning through play
- Social interaction
- Literacy topics
- Studies of human interaction
- Evaluating curriculum
- Curriculum planning
- Curriculum techniques
- Planning activities such as art, dance, literacy, and problem-solving, critical thinking
- Language and communication skills
- Family/child studies
- Family relationships
- Delivery of human services to families
- Family crises (such as divorce, disability, substance abuse, intra familial abuse, and death)
- Intergenerational aspects of family living
- Violence in families
- Child assessment techniques
- Topics in special education
- Purposes of assessment
- Classification and labeling
- Federal laws regarding children with disabilities
- Theories and issues in intelligence
- Interpreting standardized tests
- Language abilities
- Assessment of culturally and linguistically diverse children

### **Evaluating Master Degrees (MS), Bachelor (BA) and Associate Degrees (AS)**

Colleges and universities offer an assortment of degrees in an abundance of fields. With the exception of a college diploma in early childhood education or child development, most college diplomas 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 MS, BA or AS degree fits the regulatory requirement as *a related field* is accomplished in much the same way a licensor/registrar determines the suitability of a single course. An examination of the course work making up the degree is evaluated against the core body of knowledge. Providers must submit official transcripts, course descriptions, and narratives describing the course work under examination in order for licensors and registrars to evaluate their relevance to the provision of child day care.

## **International Degrees**

Individuals who are submitting international degrees, as meeting the regulatory standard, are responsible for having their credentials translated/evaluated to the equivalent of an accredited U.S. college degree and/or course work. International Centers may be able to assist with the academic credential evaluation.

## **Part II Evaluating Experiential Components**

### **A. Teaching Experience and Experience Caring for Children**

1. **DCC director – teaching experience required.** New York State’s 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:

- Head of group in a day care center
- Assistant to head of group in a day care center
- Head of group in a school age day care program
- Assistant to head of group in a school age child care program
- Head of group or assistant in any other early childhood program
- Family-based day care provider
- Student teaching
- Substitute teaching (may be prorated)
- Family-based day care assistant
- Family-based alternate assistant
- Elementary school teacher
- Home schooling
- Summer camp counselor
- Religious instructor
- Scout leader position
- Karate or dance teacher
- Coaching experience

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.

2. **SACC director - experience with children required.** SACC regulations do not require teaching experience for the director position; instead the SACC regulations require that the provider/director have *experience caring for 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. Experience with children involves supervision of children without the formal educational component. Examples of this role are: babysitting, mother’s helper/nanny positions, childrearing, operating a legally-exempt day care program, as well as paid and unpaid participation in caring for children in the babysitting rooms in gyms, churches and shelters. Because teaching is the more formal role, teaching may be

used as meeting the qualification as experience with children; experience with children may not count as teaching experience.

## **B. DCC and SACC Director Supervisory Experience**

Supervisory experience is the third required component needed to meet the qualifications to fill the position of day care center and/or school age child care program director. In order to be considered as 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 day care program would meet the experiential component. Supervising staff in a school, camp, nursery school, Head Start program or grade school would also meet this experiential requirement. There may be other examples as well. Licensors/registrar 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 who were supervised held similar roles and responsibilities as that of staff in a day care program.

## **Part III Family-Based Provider Qualifications**

The State's family and group family day care regulations also offer alternative methods by which candidates for provider could qualify to open a child day care program in their homes. Applicants for family or group family day care 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 they must have **one year of experience caring for children under six years and six hours of training or education in *early childhood development*.**

### **Evaluating Experience Caring For Children**

Family and group family regulations require that the provider have *experience caring for children*. This term (experience caring for children) holds the same meaning as explained above for SACC programs. Experience with children involves supervision of children such as babysitting, mother's helper positions, childrearing, operating a legally-exempt day care program, as well as other paid and unpaid participation in caring for children in the babysitting rooms in gyms, churches and shelters. In addition, if the applicant has teaching experience, it will also qualify as experience working with children. Again, teaching may be used as meeting the qualification as experience with children; experience with children may not count as teaching experience.

If family-based day care applicants have not completed two years of experience caring for children younger than 6-years-old, they will need to submit documentation that they have had one year of experience caring for children younger than 6 years of age and six hours of training or education in early childhood development. *Training can mean*

*educational workshops and courses in caring for preschool-age children.* Licensors and registrars will use the core body of knowledge framework (described above on pgs 2, 3, & 4) to examine the training and education submitted by applicants for family and group family day care programs. If the training or education is relevant to the provision of child care services, and providers have at least one year of experience with young children, they will have met the qualifications described in regulation.

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Approved [X]

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