

## Florida Standards and Key Competencies for Directors and Administrators of Early Childhood and Afterschool Programs

### Standard 1: Organizational Administration and Programming

Directors are role models. Staff members look to the director to set the course, to create the tone of the program, and to build the best learning community. Directors incorporate best practices in education and child development into their programs and they involve all stakeholders in program improvement.

Key Competencies	Indicator
a. Effective Organizational Structure	<ol style="list-style-type: none"> <li>1. Creates an inclusive and diverse environment that values reflective thinking and an exchange of professional ideas.</li> <li>2. Establishes effective communication and decision-making structures with program staff and other stakeholders.</li> <li>3. Employs effective skills in facilitating groups and social relationships, team building, and conflict resolution.</li> <li>4. Develops the business plan and strategic direction for the program and implements goals and objectives into daily practice.</li> <li>5. Integrates a code of ethics into practice, policies, and instruction.</li> <li>6. Models ethical conduct as it relates to the field and to the stakeholders.</li> <li>7. Uses safe and effective technology for communications and program management.</li> <li>8. Develops targeted marketing strategies and materials using a wide variety of media.</li> </ol>
b. Program Planning and Development	<ol style="list-style-type: none"> <li>1. Develops, implements, evaluates, and revises program policies.</li> <li>2. Manages the program in a way that minimizes risk.</li> <li>3. Appraises and anticipates risk management issues and develops strategies to address them.</li> <li>4. Ensures that the program activities value and reflect the diversity of the community.</li> <li>5. Develops and implements public relations strategies to promote the program in the community and works effectively with stakeholders.</li> <li>6. Promotes and builds relationships between school day and out-of-school programs.</li> </ol>
c. Developmentally Appropriate Programming.	<ol style="list-style-type: none"> <li>1. Develops and implements a philosophically sound curriculum plan based on principles of child development best practices including, but not limited to, teacher-child interaction, and early learning and afterschool competencies.</li> <li>2. Designs and implements effective instructional practices tied to desired outcomes.</li> <li>3. Evaluates the center and its programs and uses the results for program improvement.</li> <li>4. Collaborates with other agencies to research and communicate information on social, physical, and cognitive development of youth.</li> <li>5. Selects appropriate informal and formal child/youth assessments and lead staff in using the results to guide classroom practices and instruction.</li> <li>6. Designs and implements written policies for using appropriate, positive child guidance.</li> </ol>
d. Communication Skills	<ol style="list-style-type: none"> <li>1. Collaborates with other agencies to research and share information on communication development.</li> <li>2. Collaborates with language specialists to modify and adapt curricular activities and experiences to meet the language and literacy needs of each child/youth.</li> </ol>

Key Competencies	Indicator
e. Creative Expression	<ol style="list-style-type: none"> <li>1. Demonstrates leadership in establishing partnerships with community organizations that stimulate creative and aesthetic experiences for children and youth.</li> <li>2. Collaborates with other agencies to research and communicate information on creative development.</li> <li>3. Teaches others about the importance of integrating creative activities into all curricular areas.</li> </ol>
f. Interactions with Children and Youth	<ol style="list-style-type: none"> <li>1. Creates and ensures an environment with clear written and practiced group agreements and conflict resolution processes, including suspension/expulsion policies, as appropriate.</li> <li>2. Involves stakeholders, including community, families, schools, children, and youth in developing written policies for effective child/youth guidance.</li> <li>3. Develops individual guidance plans, using relevant professionals for support as needed.</li> <li>4. Applies theories of child/youth growth and development to group management techniques.</li> <li>5. Designs and develops cooperative group activities based on current research and the curriculum.</li> </ol>
g. Youth Engagement*	<ol style="list-style-type: none"> <li>1. Develops policies and procedures that ensure appropriate emotional and physical boundaries between staff and participants.</li> <li>2. Evaluates program activities to support leadership opportunities for children and youth.</li> <li>3. Creates organizational policies and protocols that support meaningful participant engagement through youth advisory boards and advocates for youth-adult partnerships.</li> <li>4. Creates organizational policies that demonstrate the value and need of youth voice, youth leadership, and youth empowerment.</li> <li>5. Shares power with youth and interrupts adultism within internal and external organizational systems, groups, coalitions, committees, etc.</li> </ol>
h. Cultural Competency and Responsiveness	<ol style="list-style-type: none"> <li>1. Continually seeks new knowledge and approaches related to inclusion, culture, and equity.</li> <li>2. Advocates for ongoing training and deepened analysis of systems related to social equity for all staff and program participants.</li> <li>3. Partners with children, youth, and families to support them as advocates, decision makers, and leaders.</li> <li>4. Involves oneself in collaborative action and advocacy strategies that transform local and national systems towards social equity.</li> <li>5. Continuously analyzes organizational culture, policies, procedures, and implements changes that foster more equitable and culturally relevant and responsive practices.</li> </ol>

## Standard 2: Fiscal and Legal

Directors need to manage the financial matters central to the program. Budgeting, cash flow management, grant writing, and fundraising may be required. Additionally, directors and administrators need a working knowledge of the many regulatory systems governing the operations of all aspects of the facility and program services.

<b>Standard 2: Fiscal and Legal</b>	
<b>Key Competency</b>	<b>Indicators</b>
a. Fiscal	<ol style="list-style-type: none"> <li>1. Develops written fiscal policies and procedures, following generally accepted business practices and basic accounting principles that ensures compliance with applicable guidelines.</li> <li>2. Ensures that the budget reflects the program's goals and philosophy.</li> <li>3. Develops and operates within a balanced budget, as appropriate to the program.</li> <li>4. Prepares and presents budget and business reports to appropriate entities.</li> <li>5. Applies concepts of budgetary projection, including sliding scale policies and fee policies.</li> <li>6. Develops a compensation structure and manages payroll, as appropriate to the program.</li> <li>7. Manages the purchase and maintenance of supplies, materials, and equipment.</li> <li>8. Manages county, state, and federal reimbursement of funds.</li> <li>9. Identifies, seeks, and obtains available financial resources at federal, state, and county levels.</li> </ol>
b. Legal	<ol style="list-style-type: none"> <li>1. Adheres to all applicable federal, state, and county laws, codes and regulations.</li> <li>2. Complies with program policy and licensing regulations.</li> <li>3. Implements strategies for working cooperatively with regulatory agencies.</li> </ol>

### **Standard 3: Personnel Management**

Critical to program excellence is a qualified and motivated staff. The ability to hire, supervise, and evaluate employees is an essential component of the director's role. Creating a supportive work environment that builds loyalty requires effective staff development, fair performance appraisal, and appropriate incentives and benefits such as career advancement opportunities.

<b>Standard 3: Personnel Management</b>	
<b>Key Competency</b>	<b>Indicators</b>
a. Oversee Personnel	<ol style="list-style-type: none"> <li>1. Develops and implements written personnel policies that comply with applicable laws and regulations and align with best practices for recruiting, hiring, evaluating, and terminating staff.</li> <li>2. Coordinates and administers benefits program for employees.</li> <li>3. Develops and maintains staffing patterns that provide consistency and continuity of care.</li> <li>4. Develops a system to manage and maintain personnel records.</li> <li>5. Writes effective job descriptions using Florida's adopted Standards and Key Competencies and recruit personnel who understand children's unique qualities.</li> <li>6. Creates a positive and supportive work environment and seeks staff input for improvement strategies.</li> </ol>

b. Staff Development	<ol style="list-style-type: none"> <li>1. Incorporates a collaborative professional development model using standards and key competencies that helps staff self-evaluate, set goals, embrace learning opportunities and evaluate their growth.</li> <li>2. Uses professional development plans to develop skills and use the information for retention, succession planning, and promotion/advancement on the career pathway.</li> <li>3. Develops a reward/recognition plan related to performance and professional development.</li> <li>4. Develops a plan for ongoing staff development based on the Florida Core Competencies for Early Childhood Educators or Afterschool Educators, whichever is relevant.</li> <li>5. Supervises, coaches, and mentors staff in a way that maximizes capacity and program quality.</li> <li>6. Supports staff in their pursuit of various career pathways in the field of education, and share knowledge of formal and informal training and education possibilities to encourage their professional ambitions.</li> <li>7. Ensures regular staff training and oversees development of program policies, procedures, liabilities, and risk management regarding family and community involvement.</li> </ol>
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**Standard 4: Health, Safety, and Nutrition**

Keeping children/youth and staff safe and healthy is a fundamental requirement of any facility. The director effectively implements policies designed to promote sound health to include physical, mental, and dental health, safety, and nutrition.

<b>Standard 4: Health, Safety, and Nutrition</b>	
<b>Key Competency</b>	<b>Indicators</b>
a. Health and Safety	<ol style="list-style-type: none"> <li>1. Evaluates the facility for adherence to county, state and national standards.</li> <li>2. Adhere to health and safety requirements as defined by applicable state and local licensing regulations for children and staff and maintain necessary records, as applicable.</li> <li>3. Develops and implements written policies and procedures to ensure a healthy and safe environment for children and staff.</li> <li>4. Plans and monitors a system to ensure healthy children through exercise.</li> <li>5. Develops and implements an emergency preparedness plan to include policies and procedures that address staff training, maintenance of emergency supplies and equipment, and the continuation of the business.</li> <li>6. Develops and follows procedures to ensure that the center meets state and federally mandated child abuse and neglect regulations.</li> </ol>
b. Nutrition	<ol style="list-style-type: none"> <li>1. Creates or approves menus that provide a variety of foods and comply with nutritional regulations and individual children’s dietary needs.</li> <li>2. Plans and monitors a system for sanitary preparation and food service in compliance with all regulations.</li> </ol>

**Standard 5: Family and Community Relations**

Programs need partnerships with families and with members of the community. Directors must know their families, advocate on their behalf, and build alliances to ensure that children and families have the opportunities they need to be successful.

<b>Standard 5: Family and Community Relations</b>	
<b>Key Competency</b>	<b>Indicators</b>
a. Family	<ol style="list-style-type: none"> <li>1. Provides families with information routinely about their child’s growth and development.</li> <li>2. Designs, uses, and evaluates multiple strategies to communicate with and involve families in the program.</li> <li>3. Provide families with access to information on legislative and policy changes that affect early learning and/or afterschool services.</li> </ol>
b. School	<ol style="list-style-type: none"> <li>1. Explores key issues, barriers and resources for working with families and schools to develop school readiness and transition strategies.</li> <li>2. Engages school personnel in reciprocal relationships in which each party understands and respects the positive impact that each type of program and learning environment can have on child and youth outcomes and school achievement.</li> </ol>
c. Community	<ol style="list-style-type: none"> <li>1. Develops collaborative relationships with agencies and access community resources to meet the needs of all children and families.</li> <li>2. Incorporates the cultural diversity of the community into comprehensive services and develops guidelines to assess and ensure that programming reflects the value that all cultures are welcomed and respected.</li> <li>3. Works to expand community partnerships as well as mentoring and apprenticeship opportunities to expand resources for children, youth, families, and the program.</li> <li>4. Participates in community asset mapping and needs assessments, and networks with other children and youth development professionals.</li> <li>5. Develops a plan for volunteer participation.</li> <li>6. Represents the child and youth development fields in collaborative community endeavors.</li> <li>7. Develops mentoring and apprenticeship opportunities for children and youth to explore career interests, as appropriate.</li> </ol>

**Standard 6: Professional Development and Leadership**

Professional Development and Leadership requires that directors see beyond the day-to-day concerns of program operations. Leaders consistently help the program clarify its values and live its vision. They influence within and beyond their program, reaching out to the progression at large.

<b>Standard 6: Professional Development and Leadership</b>	
<b>Key Competency</b>	<b>Indicators</b>
a. Professionalism in Practice	<ol style="list-style-type: none"> <li>1. Articulates the program’s vision, mission, and values, and create a culture built on norms of diversity, continuous improvement and ethical conduct.</li> <li>2. Advances program practice by working collaboratively with other staff to understand and support the adoption of research and best/promising practices for children, youth, families, and staff.</li> <li>3. Advocates for the implementation of current research and policies relevant to child, youth, and family development.</li> </ol>
b. Ongoing Professional Growth	<ol style="list-style-type: none"> <li>1. Participates at local, state, regional, and national conferences and events to disseminate knowledge and establish external professional relationships.</li> <li>2. Engages in self-assessment, set personal and professional goals and demonstrate continuous learning.</li> <li>3. Defines problems and gather data and available evidence to inform decisions, and apply necessary skills to solve problems.</li> </ol>
c. Leadership and Advocacy	<ol style="list-style-type: none"> <li>1. Serves as a spokesperson to the community and media about child/youth development and best/promising practices in the field.</li> <li>2. Implement strategies to advocate for public policies that support children and their families.</li> <li>3. Provides leadership to professional associations and/or other boards, task forces, or committees.</li> </ol>