**Credential AREA: Family Child Care Credential (Levels 2, 3, & 4)**

**TOPIC: Leadership/Advocacy and Business Stackable Multi-Domain Assessment Example Leadership/Advocacy and Business Planning**

**I. Assessment Competency & Standard Alignment**

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| **Gateways Competencies Assessed** |
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| **BUS1**: Identifies, describes and implements, at a basic level, procedures and practices that ensure safety, protection and health in the family child care environment. |
| **LA1**: Identifies policies, legislation, issues and trends, and community connections and resources supportive of children, families, family child care programs, and the family child care professional. |
| **BUS2**: Describes appropriate identification and evaluation strategies for business, security, and technology systems supportive of family child care business management. |
| **BUS3**: Describes relevant standards of practices, codes of conduct, state and federal regulations and procedural safeguards, and outlines family child care plans for compliance. |

The following assessment measures competencies for both the Leadership and Advocacy and Business content areas, as indicated below. The assessment addresses competencies at levels 2, 3, and 4.

For this assessment you will complete a critical analysis of **an existing manual** which reflects the policies and procedures that guides a child care center **or** family child care home. Identify whether it covers the following: (LA 1; BUS 1, 2,3)

Illinois Licensing Standards for Day Care Homes and include policies and procedures for:

* <http://www.ilga.gov/commission/jcar/admincode/089/08900407sections.html>
  + Admission and Discharge of Children
  + Application Procedures
  + Health, Safety & Wellness
  + Behavior and Discipline
  + Activities, Curriculum & Instruction
  + Nutrition
  + Transportation
  + Fiscal Policies and Procedures (tuition, fees, etc.)
  + Technology Policies and Procedures (appropriate and ethical use)
  + Night Care (if applicable)

**OR**

Licensing Standards for Day Care Centers and include policies and procedures for

* <https://www.illinois.gov/dcfs/aboutus/notices/Documents/Rules_406.pdf>
  + Admission and Discharge of Children
  + Application Procedures
  + Health, Safety & Wellness
  + Behavior and Discipline
  + Activities, Curriculum & Instruction
  + Nutrition
  + Transportation
  + Fiscal Policies and Procedures (tuition, fees, etc.)
  + Technology Policies and Procedures (appropriate and ethical use)
  + Night Care (if applicable)

Make a list of any missing policies or procedures in the existing manual and make suggestions for any additional areas that should be addressed.

**III. Assessment Rubric**

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| **FCC Leadership and Advocacy and Business Custom Rubric** | | | |
| **Competency** | **Competent** | | **Unable to Assess** |
| **Checklist Criteria** | |
| **BUS1:** Identifies, describes and implements, at a basic level, procedures and practices that ensure safety, protection and health in the family child care environment  **Possible Codes:** I = identifies, D = describes, I = implements, O = observes in practice |  | steps in reporting abuse and neglect |  |
|  | maintenance of a safe and risk-free indoor environment for children in which hazards are identified, risks assessed, and threats responded to with appropriate corrective action |  |
|  | maintenance of a safe and risk-free outdoor environment for children in which hazards are identified, risks assessed, and threats responded to with appropriate corrective action |  |
|  | food preparation, and handling procedures |  |
|  | emergency medical and first aid procedures |  |
|  | ongoing wellness (providing instructions and required documentation for administration of different medicines and approved medical treatments and heath appraisals) |  |
|  | contagious disease prevention |  |
|  | contagious disease procedures |  |
|  | nutritional practices |  |
|  | record keeping related to health and safety (risk analysis documentation, accident reports, etc.) |  |
|  | standards & regulations related to health & safety |  |
| **Competency** | **Competent** | | **Unable to Assess** |
| **Checklist Criteria** | |
| **LA1**: Identifies policies, legislation, issues and trends, and community connections and resources supportive of children, families, family child care programs, and the family child care professional  **Possible Codes:** N = names, E = explains |  | issues & trends at federal level |  |
|  | issues & trends at state level |  |
|  | issues & trends at local/ community resources |  |
|  | federal legislation/ policies |  |
|  | state legislation/ policies |  |
|  | local legislation/ policies |  |
|  | federal resources |  |
|  | state resources |  |
|  | local/ community resources |  |
| **Competency** | **Competent** | | **Unable to Assess** |
| **Checklist Criteria** | |
| **BUS2:** Describes appropriate identification and evaluation strategies for business, security and technology systems supportive of family child care business management.  **Possible Codes:** D = describes, P = Provides examples of | **Business: Business Plans…** | |  |
|  | start-up plan |
|  | hopes and goals statement |  |
|  | marketing plan |
|  | insurance plan |  |
|  | program plan |
|  | professional development plan |  |
|  | record-keeping plan |
|  | financial plan |  |
|  | budget |
| **Security**… | |  |
|  | entrance and exit security |
|  | access policies for children |  |
|  | access policies for families/ guardians |
|  | access policies for tours & guests |  |
|  | access policies for deliveries |
|  | emergency policies and procedures |  |
|  | child check-in and check-out policies & procedures |
| **Technology**… | |  |
|  | specific software programs supportive of business management (example systems include tadpoles, EZCare, Kindertales, Procare, Brightwheel, etc.) |
| **Competency** | **Competent** | | **Unable to Assess** |
| **Checklist Criteria** | |
| **BUS3**: Describes relevant standards of practices, codes of conduct, state and federal regulations and procedural safeguards, and outlines family child care plans for compliance  **Possible Codes:** D = describes, P = provides example of |  | standards of practice |  |
|  | codes of conduct |  |
|  | ethical codes |  |
|  | state guidelines and standards |  |
|  | federal standards and guidelines |  |
|  | procedural safeguards |  |

Yellow = Level 2 Green = Level 3 Orange = Level 4 Blue = Level 5

**IV. Data Collection & Analysis Tool**

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| **Competency & Standards Alignment** | **Cumulative Assessment Data** | | | | |
| **Competency** | **Distinguished** | **Proficient** | **Needs**  **Improvement** | **Unsatisfactory** | **Unable To Assess** |
| **BUS1**: Identifies, describes and implements, at a basic level, procedures and practices that ensure safety, protection and health in the family child care environment. |  |  |  |  |  |
| **LA1**: Identifies policies, legislation, issues and trends, and community connections and resources supportive of children, families, family child care programs, and the family child care professional. |  |  |  |  |  |
| **BUS2**: Describes appropriate identification and evaluation strategies for business, security, and technology systems supportive of family child care business management. |  |  |  |  |  |
| **BUS3**: Describes relevant standards of practices, codes of conduct, state and federal regulations and procedural safeguards, and outlines family child care plans for compliance. |  |  |  |  |  |