Credential AREA: Family Childcare Credential (Levels 2-5)
TOPIC: Leadership/ Advocacy & Business Stackable Multi-Domain Assessment Example
Leadership/ Advocacy & Business Planning

I. **Assessment Competency & Standard Alignment**

Gateways Competencies Assessed
BUS1: Identifies, describes and implements at a basic level procedure 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.
LA2: Identifies strategies that support the development of collaborative relationships between family child care programs, families, and community agencies.
LA3: Identifies strategies that support the development of collaborative partnerships between family child care programs, families, and community agencies.
LA4: Advocates for policies, regulations, and safeguards that support family child care quality improvement, alignment and high-quality programming that is responsive to the development and learning of all children and families served within family child care homes
LA5: Demonstrates professionalism through participation in collaborative decision-making and extends care and compassion to colleagues and families in the community.
BUS3: Describes relevant standards of practices, codes of conduct, state and federal regulations and procedural safeguards, and outlines family child care plans for compliance.
BUS4: Develops effective fiscal, organizational, and financial goals and plans, marketing materials, and human resource documents to successfully operate family child care programs.

BUS5: Develops effective family child care business plan for increasing competencies and application of professional standards in business ethics, legal and regulatory oversight, and administrative management.
LA6: Provides leadership and guidance by demonstrating dispositions reflective of the needs of others, and displays mature family child care skills for leadership
LA7: Advocates for quality, excellence, and professionalism within and on behalf of the family child care community
BUS6: Uses professional knowledge to implement and evaluate program administration, organizational planning, human resource management, program operation and facilities management, and professional evaluation in written goals and business practices.
BUS7: Uses research-based and ethical standards in choosing and facilitating technology use and security for family child care program management, professional development, and quality improvement.

The following six assessments measure the competencies for both the Leadership and Advocacy and Business content areas, as indicated below. The assessments are leveled with some overlap between adjacent levels. They can be used individually or stacked from level 2 to 5.

Level 2/3

Part 1: (LA1; BUS 1-3)-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:

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.)

- o   Technology Policies and Procedures (appropriate and ethical use)
- o   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
  - o   Admission and Discharge of Children
  - o   Application Procedures
  - o   Health, Safety & Wellness
  - o   Behavior and Discipline
  - o   Activities, Curriculum & Instruction
  - o   Nutrition
  - o   Transportation
  - o   Fiscal Policies and Procedures (tuition, fees, etc.)
  - o   Technology Policies and Procedures (appropriate and ethical use)
  - o   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.

Level 4
Part 2: (BUS 4-5)

For this assessment, you will develop the fiscal policies, procedures and projected budget for your family child care center. All policies and procedures should represent best practice as well as state, federal and local mandates as well as sound fiscal management principals.

Your policies and procedures should include but not be limited to:
- Revenue
  - Tuition (including daily, 1/2 day, hourly rates and sliding scale parameters)
  - Fees (including registration, diaper, late, late payment, vacation etc.)
- Bookkeeping system and tuition collection policies for assessing, billing and collecting fees and tuition
- Expenses: Annual estimated budget
  - Salaries
  - Insurance
  - Taxes
  - Equipment upgrades, depreciation, & repair
  - Supplies, classroom and office
  - Food service
  - Parent training
  - Excursions and special activities
  - Ongoing recruitment/marketing
  - Telephone
  - Postage
  - Printing
  - Uncollected fees

- Startup Budget
  - Building/ space rent/purchase/ or build
  - Equipment
    - Materials
    - Supplies
  - Printing/communication/marketing
  - Postage
  - Phone
  - Utilities
 - Licensing/certification fees

Technology Option:
- Website options
- Collaboration options

Part 3: (LA 2 and LA 3): Create a resource file using Power Point or Prezi or Website that includes at least 10 community resources in your neighborhood that are supportive of children and families. Your **file** must include a written component with an **analysis** of the resources in the community. Make sure to comment on any collaborative strategies the resource uses or could use to foster partnerships with families, children and family child care.

What Is a Community Resource?

A community resource is anything that can be used to improve the healthy development of a child and their family.

Technology Option: ← Embedded

- It can be a person or people. (Child care teachers, Counselors etc.)
- It can be a physical structure or place (clinics, hospitals, grocery stores, fire stations, parks, community centers, community service center etc.)
- It can be a community service that makes life better for some or all community members (public transportation, early childhood education center, park district classes etc.)
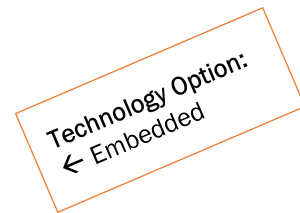
Level 4/5

Part 4: Advocacy Letter (LA 4, LA 5, LA 7):

Length: As Needed (typically 500-1,000 words)

A letter of advocacy is an argument directed to an individual or organization who has an interest in the subject and has the ability to make change. Typically, an advocacy letter is written in order to change the thinking of the recipient/readers and, thus, to change the direction of a particular policy initiative or plan of action, funding etc.

For your letter, choose an individual or organization (or a publication, if you opt for a letter to the editor) that can make a difference on your issue (The issue should be related to young children, family child care and community collaboration!). You may advocate broadly for a shift in paradigm or in a more limited fashion for a specific action. Make sure to use a professional and measured voice that displays the dispositions and professionalism of your role as an early childhood advocate. You must clearly address the letter to the intended recipient, establishing your credibility on the subject before launching into your argument. Answer the following questions for yourself: 1. Why should this person or organization trust you? 2. What authority do you bring to the issue? 3. Have you allowed room for the recipient's point of view? (which may function as a counter argument depending upon your own view). 4.Make sure to briefly detail the recipient's position before describing the changes you advocate.

Technology Option:
- Video/audio record options (ex. disseminating on social media)

Level 5

Part 5 (BUS 6-7) For this part, you will develop a measurable, strategic plan for your proposed or existing center/school which considers mission and vision, profitability, needs assessment and competition, employee recruitment and retention, and future growth. Research should be reviewed, needs assessed and data collected on each of the above to inform your development of strategic goals and measurable objectives in each area.

The following questions may serve you in choosing a strategic planning format/process and in the development of your strategic goals:
- What is the identified need/ target market for your family child care home?
    - Shifting community growth?
    - Types and numbers of current providers?
    - Changing community employers?
- How can your vision/ mission meet this need?
    - What strengths/ resources do you bring to meet this need?
    - What are your identifiable barriers or hindrances to meeting this need?
- What are your specific goals regarding expanse of service, profitability, and growth to meet the identified needs?
- How will you market your family child care operation?
- For each specific goal, articulate your measurable objectives in reaching this goal, your strategic plan should also provide:

Technology Option:
- 4 steps to a strategic plan

- Specific tasks to be accomplished in meeting each objective
- A timeline for each objective
- Human resources needed
- Projected costs,
- What evidence will be used to determine if the objective is met
- What will be your specific, systematic plan for involving all constituent groups (i.e. parents, community leaders and employers)

How will you annually evaluate progress toward goals, revise and update goals and meet shifting needs and evaluate the cost effectiveness and cost/benefit analysis of your marketing plan?

Part 6: (LA6): For this assessment you will **create** (or if you are a current provider, and have an existing manual you will revise it) a new manual for your current or dream family care home. Make sure that it reflects the policies and procedures that a family child care home must follow in Illinois. Use the following information to guide the development of your manual: 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)

II. **Assessment Rubric**

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	**Business: Business Plans...**	

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	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	

Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
LA2: Identifies strategies that support the development of collaborative relationships between family child care programs, families, and community agencies	Gives contextual examples of strategies that support and advocate the development of collaborative relationships between family child care programs, families, and community agencies	Cites strategies that support the development of collaborative relationships between family child care programs, families, and community agencies	Attempts to name strategies that support communication between family child care programs, families, and community agencies	Names strategies that minimize or weaken collaborative relationships between family child care programs, families, and community agencies	
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
LA3: Identifies strategies that support the development of collaborative partnerships between family child care programs, families, and community agencies	Gives contextual examples of strategies that support and advocate the development of collaborative partnerships between family child care programs, families, and community agencies	Cites strategies that support the development of collaborative partnerships between family child care programs, families, and community agencies	Attempts to name strategies that support work between family child care programs, families, and community agencies	Names strategies that minimize or weaken collaborative partnerships between family child care programs, families, and community agencies	
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
LA4: Advocates for policies, regulations, and safeguards that support family child care quality improvement, alignment and high-	Promotes and advocates for policies, regulations, and safeguards that support family child care quality improvement,	Consistently supports and encourages policies, regulations, and safeguards that support high quality programming that is responsive to the	Supports policies, regulations, and safeguards that support high quality programming	Through action and/or example, does not support policies, regulations, and safeguards that support high quality programming	

quality programming that is responsive to the development and learning of all young children and families served within family child care homes	alignment and high-quality programming that is responsive to the development and learning of all young children and families served within family child care homes	development and learning of all young children and families served within family child care homes			
Competency	**Distinguished**	**Competent**	**Developing**	**Unsatisfactory**	**Unable to Assess**
LA5: Demonstrates professionalism through participation in collaborative decision-making and extends care and compassion to colleagues and families in the community	Models and encourages professionalism by participating in collaborative decision-making and extending caring and compassion to colleagues and families in the community	Shows professionalism by participating in collaborative decision-making and extending caring and compassion to colleagues and families in the community	Attempts to show professionalism by extending caring and compassion to colleagues and families in the community	Demonstrates unprofessional behavior by not collaborating and or exhibiting behaviors, opinions or responses that lack caring and compassion	
Competency	**Distinguished**	**Competent**	**Developing**	**Unsatisfactory**	**Unable to Assess**
BUS4: Develops effective fiscal, organizational, and financial goals and plans, marketing materials, and human resource documents to successfully operate family child care programs.	Develops and promotes effective fiscal, organizational, and financial goals and plans, marketing materials, and human resource documents to successfully operate family child care programs.	Formulates effective fiscal, organizational, and financial plans and human resource documents to successfully operate family child care programs.	Develops some fiscal, organizational, and financial plans and human resource documents to operate family child care programs.	Cannot develop fiscal, organizational, and financial plans and human resource documents needed to effectively operate and maintain a family child care program.	

Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
BUS5: Develops effective family child care business plan for increasing competencies and application of professional standards in business ethics, legal and regulatory oversight, and administrative management.	Creates and promotes an effective family child care business plan for increasing competencies and application of professional standards in business ethics, legal and regulatory oversight, and administrative management.	Creates effective family child care business plans for increasing competencies and application of professional standards in business ethics and administrative management.	Tries to create a family child care business plan reflective of competencies and application of professional standards in business ethics and administrative management.	Creates ineffective family child care business plans which ignore competencies and application of professional standards in business ethics and administrative management.	

Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
LA6: Provides leadership and guidance by demonstrating dispositions reflective of the needs of others, and displays mature family child care skills for leadership	Promotes dispositions reflective of collaboration, partnership, and empathy. Advocates mature family child care leadership skills	Demonstrates and models dispositions reflective of the needs of others, and displaying mature family child care leadership skills	Demonstrates some dispositions reflective of the needs of others	Demonstrates dispositions that ignore or minimize the needs of others and/or displays immature family child care leadership skills	

Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess

LA7: Advocates for quality, excellence, and professionalism within and on behalf of the family child care community	Promotes others through example and support in defending quality, excellence, and professionalism within and on behalf of the family child care community	Supports and defends quality, excellence, and professionalism within the family child care community	Verbally supports quality and professionalism within the family child care community; however, practice is inconsistent	Does not, through words or practice, promote or support quality and professionalism within the family child care community	
Competency	**Distinguished**	**Competent**	**Developing**	**Unsatisfactory**	**Unable to Assess**
BUS6: Uses professional knowledge to implement and evaluate program administration, organizational planning, human resource management, program operation and facilities management, and professional evaluation in written goals and business practices.	Expands and deepens professional knowledge to implement and evaluate model program administration, organizational planning, human resource management, program operation and facilities management, and professional evaluation practices in written goals and business practices.	Uses professional knowledge to implement program administration, organizational planning, human resource management, program operation and facilities management in business practices.	Implements program administration, organizational planning, human resource management, program operation and facilities management practices that are inconsistently based in knowledge of best practice	Implements ineffective program administration, organizational planning, human resource management, program operation and facilities management practices with no basis in knowledge of best practice.	
Competency	**Distinguished**	**Competent**	**Developing**	**Unsatisfactory**	**Unable to Assess**
BUS7: Uses research based and ethical standards in choosing and facilitating technology use and	Employs research-based and ethical standards in modeling and advocating technology use and	Employs ethical standards in choosing and facilitating technology use and security for family	Attempts to utilize ethical standards in choosing and facilitating technology use and security for	Employs unethical practices and choices in technology use and security for family child care program	

security for family child care program management, professional development, and quality improvement.	security for family child care program management, professional development, and quality improvement.	child care program management	family child care program management	management	

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

IV. Data Collection & Analysis Tool

Competency & Standards Alignment	Cumulative Assessment Data				
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable To Assess
BUS1: Identifies, describes and implements at a basic level procedure 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.					
LA2: Identifies strategies that support the development of collaborative relationships between family child care programs, families, and community agencies.					
LA3: Identifies strategies that support the development of collaborative partnerships between family child care programs, families, and community agencies.					
LA4: Advocates for policies, regulations, and safeguards that support family child care quality improvement, alignment and high-quality programming that is responsive to the development and learning of all children and families served within family child care homes					
LA5: Demonstrates professionalism through participation in collaborative decision-making and extends care and compassion to colleagues and families in the community.					

BUS3: Describes relevant standards of practices, codes of conduct, state and federal regulations and procedural safeguards, and outlines family child care plans for compliance.					
BUS4: Develops effective fiscal, organizational, and financial goals and plans, marketing materials, and human resource documents to successfully operate family child care programs.					
BUS5: Develops effective family child care business plan for increasing competencies and application of professional standards in business ethics, legal and regulatory oversight, and administrative management.					
LA6: Provides leadership and guidance by demonstrating dispositions reflective of the needs of others, and displays mature family child care skills for leadership					
LA7: Advocates for quality, excellence, and professionalism within and on behalf of the family child care community					
BUS6: Uses professional knowledge to implement and evaluate program administration, organizational planning, human resource management, program operation and facilities management, and professional evaluation in written goals and business practices.					
BUS7: Uses research-based and ethical standards in choosing and facilitating technology use and security for family child care program management, professional development, and quality improvement.					