

Competencies for Early Childhood Professionals Area VII: Program Management

Rationale:

The quality of early childhood education and care is dramatically affected by the competence and leadership of a program leader who plans, assesses, and modifies the program on a continuing basis. Successful programs have leaders who design and manage policies, procedures, and systems that comply with governmental regulations, ensure quality learning experiences for children, and maintain financial soundness. Because children's emotional well-being and social competency is dependent largely on stable and nurturing relationships with caring adults, effective program managers foster an organizational climate that is supportive of staff needs so that highly qualified personnel are recruited and retained. Since optimal development occurs in environments with safe, comfortable, and aesthetically pleasing surroundings that stimulate curiosity and promote active engagement with learning materials, the manager or administrator also oversees the design, arrangement, and maintenance of the facility in which the program is housed.

Knowledge:

Effective managers of early care and education programs understand the fundamentals of management principles, theories, responsibilities, and ethics. They understand that:

- Business/corporate law and regulatory compliance requirements are basic to establishing and operating a business.
- Managerial responsibilities (e.g., planning strategic, tactical, operational, and transitional models; financing, budgeting, organizing, directing, controlling and monitoring, staffing, marketing) are essential components of successful business operation.
- Problem-solving principles, strategies, and techniques as well as critical thinking are crucial to the successful operation of a business.
- Long range and short term strategies can keep a program viable and able to achieve its mission under changing conditions (e.g., macro-environmental scanning, trends analyses, cause-targeted problem-solving, and systematic approaches for continuous quality improvement).
- Policies, procedures and systems must be designed and managed in accordance with the program's mission.
- Positive organizational climate fosters trust, creativity, enthusiastic commitment to the mission, to teamwork, and to inclusion.

The physical facility in which a program is housed has a major impact on all aspects of program functioning and must be safe, comfortable, supportive, and welcoming to children, staff, and families.

Early childhood professionals understand that local, state, and national regulations govern the operation of the program.

- Early childhood care and education programs are subject to all laws and governmental regulations that affect licensure and operation.
- Continuous monitoring is required to ensure that all regulations are met.
- Clearly articulated policies and procedures provide a systematic framework for documenting and reporting compliance with regulation.
- High quality programs achieve standards of excellence that exceed standards for licensure and strive continuously to achieve optimal levels of functioning in all components of the program.

Fiscal soundness is required for program survival.

- Fiscal soundness requires effective budget planning, with attention to priorities that support the mission of the program.
- Effective financial management involves competent use of information and accounting systems.
- Appropriate insurance, including liability insurance, is needed for children, staff, and facilities.
- Income and expenditures should be reconciled on a regular basis.
- Periodic reports on the program's fiscal condition should be made to appropriate stakeholders (e.g., advisory board).



Early childhood professionals understand that human resources management is essential to program success.

- A supportive organizational climate is essential for establishing and maintaining employee satisfaction, which is known to affect recruitment and retention of highly qualified professionals.
- A supportive work environment fosters the abilities of professionals to perform early care and education functions optimally. The supportive work environment includes, but is not limited to the following:
 - Clearly articulated personnel policies and procedures
 - Hiring practices that reflect the social and cultural make-up of the community being served
 - Flexible schedules that accommodate needs of staff members for rest, family responsibilities, activity, planning, and collegial activities
 - Staff compensation that motivates employees to improve skills and continue their employment
 - A physical facility that is comfortable, clean, safe, and aesthetically pleasing with adequate space for rest, instructional planning, and preparation of learning materials
 - Cooperative, inclusive, and mutually supportive collegial relationships among staff members
 - Policies that comply with federal and state laws related to wages and working conditions and that include mechanisms for recourse and adjustment
 - Ongoing professional development opportunities that help retain highly competent early care and development professionals
 - Observation, documentation, and assessment procedures to support the professional development of program staff

Effective program leaders establish policies, procedures, and systems to facilitate implementation of the program's mission, goals, and philosophy. These functions include, but are not limited to the following:

- Curriculum planning
- Procedures that ensure practice of universal health and safety precautions, including first aid and CPR
- Communication with representatives of community organizations, agencies, and resources
- Communication with families, in writing and in a manner they can understand, regarding the following:
 - Child's developmental progress
 - Physical well-being including, but not limited to, food intake, sleep patterns, signs of illness, and administration of medications
 - Daily routines and plans for special activities
 - Procedures for addressing issues related to guidance of behavior
 - Transportation arrangements
 - Emergency communication and evacuation plans
 - Policies regarding confidentiality
- Procedures for individualized plans for children with special needs
- Space allocation for all program functions
- Schedules for programming, assessment, facility maintenance, employee breaks or vacation
- Staff assignments and relief staff roster to ensure ample staff to child ratios



Collaborative relationships with community organizations, agencies, and resources that contribute to early childhood care and education are mutually beneficial to children, families, and to the larger community.

Early childhood professionals with leadership responsibilities demonstrate knowledge of a variety of ways to evaluate and modify program goals and activities. For example,

- They develop and use both formative and summative evaluations to comprehensively ensure continuous quality improvement in the program.
- They use both reflective evaluations of their individual practices as well as collaborative evaluations as part of the ongoing program evaluation.
- They involve all stakeholders in program evaluation.

Practices Based on Knowledge:

Building on knowledge of sound business practices, effective educational programming, and human resources management, effective administrators design, implement, evaluate and modify policies and procedures that support the organization's mission to serve children and families. They provide leadership to:

1. Regulatory Standards

Implement the steps needed to ensure compliance with governmental laws and regulations and with professional standards.

2. Physical Facility

Design and maintain safe, comfortable and supportive physical environments for children, staff, and families.

3. Budget Management

Design and implement systems for planning and managing monetary resources.

4. Human Resources Management

Create an organizational climate that promotes the recruitment, support, development, and retention of highly qualified staff members.

5. Program Planning and Evaluation

Oversee the planning, implementation, assessment, and continuous improvement of the program mission, goals, and philosophy.

Utilize data from program evaluations and involve stakeholders to revise procedures and plan new program goals.

6. Families and Community

Establish and maintain collaborative relationships with community organizations and resources for the benefit of the children and families served as well as for the community as a whole.



Competency	Level I	Level II	Level III	Level IV
Early childhood professionals at ALL LEVELS have knowledge related to:	Professionals at Level I implement practices according to program guidelines and policies. They:	Professionals at Level II demonstrate the skills present at the previous level. In addition, they work independently and take initiative in designing environments to facilitate development. They:	Professionals at Level III demonstrate the skills present at the previous levels. In addition, they design, assess, and modify the learning environment to meet children's changing needs. They also model excellent practices and encourage others to develop proficiency in skills. They:	Professionals at Level IV demonstrate the skills present at the previous levels. In addition, they provide leadership for planning, implementing, assessing, and modifying the program to ensure continuous improvement. They conduct inquiry to advance the understanding of best practices for their communities. They:
1. Regulatory Standards				
1.1 Required Legal Standards	Understand and comply with all applicable legal and regulatory standards	Monitor the environment for continuous compliance with: <ul style="list-style-type: none"> • Staff policies and procedures • Applicable legal and regulatory standards 	Model and help others develop ways to establish and maintain high quality standards that meet or exceed minimal regulatory requirement Thoroughly analyze incidents of non-compliance and develop and monitor a plan of causal or systemic correction to ensure future compliance	Develop policies, procedures, and training systems to ensure compliance with governmental regulations and professional standards
1.2 Regulations from Other Agencies	Receive training about other agency requirements	Assist program leader by keeping records to document compliance with agency regulations	Help others understand and comply with regulations from other agencies	Ensure that staff members are appropriately trained on policies and information from other agencies, keep up-to-date information posted Develop and review training plans to meet the requirements from the Health Department, OSHA (Blood-Borne Pathogens and Hazardous Materials), Hourly Wage, FMLA, ADA, etc.

Competency	Level I	Level II	Level III	Level IV
1.3 Voluntary Compliance with Quality Standards	<p>Demonstrate awareness of standards of quality advocated by professional organizations</p> <p>Perform some tasks that are beyond the basic job requirements</p>	<p>Plan ways to meet quality standards that may exceed regulatory codes</p> <p>Often initiate practices that are beyond the basic requirements</p>	<p>Model and help others implement steps to meet quality standards that may exceed regulatory codes</p>	<p>Assume leadership for voluntarily developing, implementing, and revising the practices that exceed regulatory codes</p>
1.4 Record Keeping	<p>Keep records of children's attendance, growth, health status, and developmental achievements in accordance with program policies and methods designed to meet regulatory codes</p>	<p>Establish a system for maintaining daily records required by governmental regulations and check routinely to ensure that required information has been recorded</p>	<p>Model and help others understand the process of establishing record keeping systems that document compliance with regulatory codes, including systematic monitoring methods</p>	<p>Develop procedures for recording and reporting information, and for documenting compliance with all relevant legal requirements and professional standards</p>
1.5 Display of License or Certificate	<p>Indicate where license or certificate can be viewed</p>	<p>Display license or certificate of compliance in a publicly accessible place</p> <p>Encourage families to read compliance reports available on-site and online</p>	<p>Model and instruct staffs in the psychological and monetary value of the license or certificate and instill pride in their contributions to the team achievements the document represents</p>	<p>Display license or certificate of compliance in a publicly accessible place and ensure that staff are aware of this requirement</p>
1.6 Planning for Emergencies	<p>Follow program guidelines for responding to emergencies and share these with family members</p>	<p>Communicate to family members the program's guidelines for responding to emergencies and assist program leader by suggesting strategies for emergency responses</p> <p>Offer materials to encourage and assist families to develop home and family-based plans for response to emergencies</p>	<p>Help others understand and plan effective strategies for facilitating emergency response plans</p>	<p>Develop and enforce a written plan for responding to emergencies based on current recommendations from agencies and organizations that specialize in emergency preparedness</p>

Competency	Level I	Level II	Level III	Level IV
2. Physical Facility				
2.1 Facilities Management	Perform routine tasks that contribute to a well-organized, clean, safe, and aesthetically pleasing physical environment, both inside and outside	Initiate ways to engage children, staff, volunteers, and family members in enhancing the physical environment	Plan learning activities that help children appreciate and contribute to the design and maintenance of a well-organized, clean, safe, and aesthetically pleasing physical environment	Support others' efforts to enhance the program's facility by: <ul style="list-style-type: none"> • Keeping up to date and informing others of new theories and research on the effect various aspects of the physical environment on learning and development, including knowledge of environmentally friendly facility maintenance and operation • Providing budgetary support for proper maintenance, including preventive maintenance schedules, refurbishment, and enhancement of the physical facility
2.2 Environmental Monitoring	Monitor the physical environment continuously for evidence of potentially hazardous environmental conditions and promptly report such occurrence to a supervisor	Use behavioral guidelines that nurture children's ability to preserve a clean, safe, and well-organized learning environment	Model and nurture other professionals as they learn effective strategies for arranging and maintaining a clean, safe, well-organized, and aesthetically pleasing physical environment conducive to learning and development	Develop systematic policies and procedures for: <ul style="list-style-type: none"> • Monitoring the physical environment for potential health or occupational hazards • Reporting possible hazards to the public health authorities • Taking steps to mitigate potential problems, once identified

Competency	Level I	Level II	Level III	Level IV
2.3 Responsibility for Environment	<p>Use practices that contribute to a safe and pleasant learning environment</p> <p>Nurture children's ability to care for the physical environment (e.g., watering plants, sharing art work)</p>	<p>Conduct systematic monitoring to ensure that the internal and external environments are consistently maintained in safe and serviceable condition</p> <p>Take steps to arrange and modify the physical environment to support learning and group sharing of a common space</p>	<p>Nurture other professionals' abilities to arrange and improve the physical components of the learning environment</p>	<p>Oversee routine maintenance and enhancement of the physical environment in order to provide an optimal environment for learning and developing</p> <p>Establish preventive maintenance and housekeeping schedules designed to avoid breakdowns</p> <p>Oversee ordering, storage and inventory of supplies and equipment for facility maintenance</p>
2.4 Space	<p>Maintain personal space appropriately and perform routine tasks to manage the use of space for various activities</p>	<p>Plan for effective use of space by adults and children</p>	<p>Help others to arrange space in ways that enhance playful learning, social skills, community building</p>	<p>Provide for appropriate space for children and adults (e.g., staff lounge, meeting space, quiet space, etc.)</p>

Competency	Level I	Level II	Level III	Level IV
3. Budget Management				
3.1 Budget Management	Use materials, equipment, and other resources prudently to avoid waste without compromising quality	Keep an ongoing inventory of supplies and materials with attention to the use of low-cost, recyclable materials when possible	Continuously update knowledge of cost-effective materials and activities that can enhance children's learning experiences Provide information to staff members on budgetary matters, and teach them the principles of program-based budgeting	Develop long range and short-term budget plans designed to facilitate programmatic goals. This includes, but is not limited to: <ul style="list-style-type: none"> • Establishing fees • Developing procedures for staff to request resources equitably • Distributing budgetary resources equitably • Compensating staff for professional development and job performance
3.2 Budget Planning	Inform supervisor of specific materials or supplies needed, providing supervisor with sufficient lead time	Request supplies and materials as needed in accordance with prescribed procedures Track and project expenses in order to advise staff member with financial responsibility of potential short-falls or surpluses in order to use resources to best advantages	Participate in budget planning	Develop a yearly budget to include sufficient resources to achieve program goals; seek input from stakeholders in budget planning File appropriate reports to entities as required (e.g., taxes, licensing, etc.) Ensure an independent review of accounting records
3.3 Budget Monitoring	Assist as requested regarding monitoring of expenditures	Monitor own resource expenditures	Help others acquire skills for monitoring resource expenditure	Develop and/or review monthly and quarterly income and expense statements to determine fiscal status Adjust spending accordingly and report to appropriate stakeholders (board, funding sources, etc.)
3.4 Resource Acquisition	Demonstrate awareness of the resources (financial, human, material) needed to offer a high quality program	Develop strategies for gaining access to material and non-material resources	Provide information or assistance for securing grants or other resources	Initiate activities to secure resources (e.g., gifts, grants, in-kind contributions, volunteer time), including collaboration with community organizations

Competency	Level I	Level II	Level III	Level IV
3.5 Marketing	Provide information about ongoing activities and successes that merit public awareness	Accurately answer basic questions about program structure, philosophy, and affordability for potential clients	Participate in opportunities to increase public awareness of services provided by the program (e.g., news coverage, public appearances at community events)	Position program in the community to build awareness and positive reputation Capitalize on opportunities for public recognition of program in the community
3.6 Technology	Demonstrate awareness of and learn to use appropriate technology (e.g., computers for children's use, internet for research and updating knowledge)	Utilize available technology resources for professional development and communicating with other professionals Provide assistance with technology to new staff	Integrate technology in budget planning, curriculum, marketing, staffing, continuing education, and communicating with other professionals	Develop a technology plan for administration, staff, and children
3.7 Accounting	Make and record simple monetary transactions	Use the program's approved accounting system to track income and expenditures	Develop accounting system using up-to-date methods and help others develop basic accounting skills	Have an independent review or audit of financial records
3.8 Insurance	Demonstrate awareness of the importance of insurance coverage Use proper procedures to minimize risk	Submit appropriate information to the insurer when a claim is filed	Help others acquire skills for minimizing risk and, when necessary, filing an insurance claim when necessary	Contract for insurance coverage for children, personnel, property and professional liability and communicate the extent of coverage to staff and family members
3.9 Risk Reduction	Follow program guidelines for minimizing risk for injury, property loss, or professional liability Promptly advise management of newly detected hazards or weaknesses in the existing risk reduction plan	Plan learning experiences that reinforce safety procedures (e.g., evacuation drills) Continuously monitor environment for potential risks	Assist others in minimizing insurance risks	Provide leadership for developing a facility-wide risk reduction plan and for training and monitoring staff in order to minimize risk for injury, property loss, or professional liability
3.10 Emergency Drills	Be aware of and participate fully in emergency response drills	Monitor and plan for emergency response drills. Assist in post-drill evaluations	Develop policies and train staff on emergency preparedness. Assist in the assessment and revision processes Perform scheduled monitoring to ensure that emergency response supplies and equipment are available and in working condition	Update policies and any changes to emergency preparedness plan, including, but not limited to, child abuse, fire, severe weather storm, intruder, accident and illness Establish a process to evaluate and as necessary revise plans in response to new advisories, drills, rehearsals, and periodic reviews by staff and safety consultants

Competency	Level I	Level II	Level III	Level IV
4. Human Resources Management				
4.1 Human Resources Policies	<p>Review and accept personnel policies that describe the terms of employment; seek clarification or assistance for any performance expectations or terms of employment as necessary</p> <p>Utilize feedback from supervisors to improve practice</p>	<p>Monitor environment for signs of failure to comply with policies and report incidences of non-compliance to appropriate authority, if needed</p> <p>Inform others of your observation when incidences of policy violation are noted</p>	<p>Orient new staff to policies and keep others informed of changes</p> <p>Provide planned refresher training on policies and procedures</p> <p>Meet with staff member(s) immediately when policies or procedures need to be corrected</p> <p>Conduct regular, ongoing observations of staff and provide coaching to correct undesired practices and provide guidance toward exemplary practices</p>	<p>With input from stakeholders develop written human resources policies that are congruent with the program's mission, goals, philosophy, current laws, and evidence-based best practices</p> <p>Develop and provide staff members with a manual or notebook of standard operating procedures that clearly detail expected methods of performing duties</p> <p>Review and update periodically and after any major incident involving deviation from prescribed practices</p>
4.2 Internal Communication	<p>Attend staff meetings and supervisory conferences, and read memos and notices</p>	<p>Initiate internal communication (e.g., memos, notices, e-mail messages) when needed</p>	<p>Model and support others in initiating appropriate internal communication</p>	<p>Develop methods to communicate with staff members individually and collectively (e.g., oral, newsletters, memos, e-mail, bulletin board)</p>
4.3 Schedule	<p>Adhere to work schedule and maintain attendance</p> <p>Request personal leave well in advance and provide helpful information on activities, lesson plans, and status of each child for the person who will provide coverage</p> <p>Give maximum notice for any unscheduled leave (e.g., illness or family emergency)</p>	<p>Cooperate with colleagues and supervisor to create flexibility in scheduling</p>	<p>Develop and model for others various strategies for creating flexible scheduling and for integrating persons providing temporary coverage into the program with minimum disruption for children and staff</p>	<p>Construct flexible work schedule while providing needed consistency for children and families</p> <p>Develop plans and resources to ensure suitable coverage when staff are absent because of planned or unplanned leave, to include appropriate orientation or training and oversight of persons providing temporary coverage</p>

Competency	Level I	Level II	Level III	Level IV
4.4 Employee Satisfaction	Participate in assessments of job satisfaction	Express satisfaction in nurturing children's development as well as appropriately express concerns about issues related to working conditions	Express appreciation to other staff members for commendable service Express one's own concerns and listen to others regarding work conditions and professional satisfaction Articulate, from research and from experience, the contributions of early care and education to the well-being of society at all levels (i.e., from neighborhood to international aspects)	Provide leadership for designing a program environment based on research and theory about employee satisfaction – both intrinsic and extrinsic motivators Design and implement regular assessments of employee satisfaction and, when appropriate, take steps to reduce factors found to be contributing to dissatisfaction
4.5 Employee Recognition	Express appreciation to colleagues for their contributions to the organizational climate	Use various strategies to recognize contributions of colleagues, volunteers, and administrators Model the principle that success is contagious. Seize and create frequent opportunities to celebrate “little victories” – and involve children as well as staff	Model and nurture others' skills in recognizing contributions of colleagues, volunteers, and administrators	Provide leadership for continuous improvement of policies and systems for employee recognition, especially those that recognize or emphasize team or program-wide cooperation in achievements in order to avoid undue emphasis on competition rather than collaboration
4.6 Compensation	Work diligently to fulfill job requirements for which compensation is given Seek supervisor's advice on opportunities to attend training or engage in self-study to increase knowledge, effectiveness and value to the organization.	Participate in professional development activities that lead to increased compensation	Encourage others to participate in professional development activities that lead to increased compensation	Design pay scale so that outstanding performance can be compensated. Consider including several bonus plans to encourage excellence (e.g., special efforts to upgrade skills, accomplishment of projects that contribute to child or program achievement, etc.) as a potentially more affordable means of rewarding extra effort without altering the basic compensation structure Use a salary scale that is differentiated by role, education, specialized training, and years of relevant experience Review salary scale regularly

Competency	Level I	Level II	Level III	Level IV
4.7 Benefits	Utilize but do not abuse benefits offered	Provide feedback to administrators regarding satisfaction with and use of benefits	Consistently apply benefits to staff and help others to use benefits as appropriate	Provide leadership in securing benefits for staff (e.g., health, life and disability insurance, retirement, sick leave, vacation, training days, holidays, education, tax-deferred savings plans, medical savings accounts, free or reduced tuition for staff members' children, etc.)
4.8 Advocacy	Recognize the role of advocacy in improving work conditions of early childhood professionals	Participate in activities that support the early childhood profession	Articulate the importance of compensation for skilled professional services	Advocate on behalf of early education and care professionals for just compensation for skilled professional services Advocate on behalf of all citizens for sound evidence-based regulations and laws to protect the well-being of children, professionals, and society at large
4.9 Collegiality	Cooperate with and support co-workers and volunteers Express appreciation to others for guidance and for feedback on performance	Create opportunities to engage in positive, cooperative ways as a member of a team Initiate actions that express appreciation to coworkers for participating in a mutually reinforcing organizational climate	Model and help others contribute to positive organizational climate	Assess organizational climate and make adjustments on an on-going basis to maintain a positive and vibrant environment for staff and volunteers
4.10 Professional Development	Participate in orientation and further training opportunities Set personal and career objectives and develop a personal plan for ongoing professional development	Participate in professional development activities (e.g., reading, taking classes, attending workshops, professional meetings, etc.) on a regular basis	Model and encourage other professionals to engage in continuous professional development	Provide leadership and resources to support others in creating and fulfilling professional development plans Make information available on traditional and distance learning opportunities Share evidence-based research articles and Internet sites that will promote professional growth Create a knowledge-driven organization that includes research and discussion of practice issues informally and during staff meetings

Competency	Level I	Level II	Level III	Level IV
<p>4.11 Staff Assessment</p>	<p>Are aware of staff assessment procedures</p> <p>Participate in performance evaluations by completing self-assessment instruments and supplying information as requested</p> <p>Respond to feedback from supervisors to improve performance on an ongoing basis</p>	<p>Provide information requested for staff assessment</p> <p>Initiate self-assessment</p> <p>Seek assistance in knowledge or practice areas where skills are weaker and in areas where curiosity or desire for growth is greater</p>	<p>Participate in self-assessment</p> <p>Share progress with supervisor</p> <p>Encourage others to participate in self-assessment</p>	<p>Create and implement, with the staff, a plan for evaluating staff performance on a regular basis and share the results of the evaluation with staff. Include goals and professional development targets</p> <p>Reward professional competence and performance in a variety of ways including recognition, monetary compensation, and an invitation to assume responsibilities that require additional competencies</p>
<p>4.12 Assessment of Program Director</p>	<p>Participate by sharing perceptions of administrator's performance</p>	<p>Participate by sharing information regarding administrator's performance and by suggesting areas for improvement</p>	<p>Participate by sharing information regarding administrator's performance and by suggestion strategies for continuous quality improvement</p>	<p>Involve stakeholders in designing and using assessments of administrator's performance</p> <p>Respond to feedback by making programmatic changes when appropriate and feasible</p>

Competency	Level I	Level II	Level III	Level IV
5. Program Planning and Evaluation				
5.1 Planning the Learning Environment	Demonstrate awareness that daily activities and routines are created to fulfill the mission, goals, and philosophy of the program	Plan learning experiences that support the program's mission, goals, and philosophy	Help to assess and improve the plans effectiveness through systematic information collection and analysis	Communicate the plan to families, staff, volunteers, and community
5.2 Mission, Goals, Philosophy	Review and demonstrate an understanding of the program's mission statement, goals, and philosophy	Articulate the program's mission, goals, and philosophy to families and other professionals	Assist with research necessary for periodic assessment of changes in the internal and external environments, market base, labor pool, economic indicators, etc., to help determine whether adjustments in mission, goals, and objectives are needed	With input from stakeholders, provide leadership for developing mission statement, program goals, and philosophy
5.3 Program Evaluation	Participate in program assessment by sharing information as requested by evaluation team	Participate in program assessment by sharing information as requested by an evaluation team and suggesting additional areas that should be included	Participate in program evaluation by reviewing and interpreting assessment data Assist in using assessment results to develop action plans for professional development of staff members	Conduct an annual program evaluation and share the information with appropriate stakeholders Help stakeholders understand implications of evaluation results for developmental outcomes of children and their families Use assessment results to develop action plans for professional development of staff members Invite stakeholders to participate in analyzing and interpreting implications of assessment data for program revision Respond to feedback from governing or advisory board or council and take leadership for continuous quality improvement Plan, implement, and revise as needed, systemic procedures for assessing progress toward achieving program mission and goals

Competency	Level I	Level II	Level III	Level IV
5.4 Support of Learning	Develop or use an appropriate curriculum based on the ages, stages, goals, objectives, and philosophy of the program.	Extend and modify curriculum to maximize opportunities for learning that are appropriate for ages and stages of children as well as the goals, objectives, and philosophy of the program	Help others acquire skills for modifying and extending curriculum to optimize learning opportunities for all children	Review curriculum periodically to ensure that it is aligned with current research on best practices and make modifications when needed Observe staff members to assess curriculum and staff performance, provide feedback, and recommend modifications when appropriate

6. Families and Community

6.1 Family Communication	Demonstrate skill in communicating with family members about program goals/philosophy, events, and children's activities	Use various methods to communicate with families on a regular basis about program goals, events, and children's activities	Help others develop skills for communicating effectively with families	Develop procedures for orientation of family members and entry of child into program and communicate the plan to staff and families
---------------------------------	--	--	--	---