



The Registry Administrator Credential

Preparing your Project

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**Read this Booklet Carefully and Completely Before Beginning Your
Credential Project**

The Registry Administrator Credential

Reasons for Creating a Final Project:

1. It gives you, the student, a chance to present an example of your comprehensive knowledge gained from the credential courses
2. It gives you a chance to reflect as you write an autobiography and a personal philosophy. These will express your general beliefs and attitudes in regard to working as an Administrator
3. It offers you an opportunity to start, continue, or change your Profession Development Plan
4. You complete a project that is relevant to your work as a Group Early Childhood Care and Education Administrator or Director

Each student will prepare a unique final project. Your final project is more than a written document of what was covered in the classes. It is a demonstration of how you **apply** the acquired skills to increase the successful operation of your program.

Your project should include samples, models, materials that reflect each course and fully develop the content of your project. The project is something that you have done during the courses or that are well in the process of completing. It is not something that you plan to do. The exception would be if you are opening a new program or building a center or major construction project. In that case, there should be blueprints, drawings, models and other documents that clearly demonstrate your progress. Elaborate on the project. Include ideas and be clear about what counts and does not meet criteria for a project.

There are certain specific requirements that must be met in order to complete The Registry Administrator Credential. The final project will be presented to a Registry commissioner who will determine if you will be awarded the credential. The following pages will provide you with the required information that must be included in your project.

Project Checklist

Introductory Section

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- Overview of the Project and Project Agreement
- Autobiography
- Personal Philosophy Statement
- Professional Development Plan
- Resume

Project Section

- Course One: Administration and Supervision
- Course Two: Operations Management
- Course Three: Financial Management
- Course Four: Marketing and the External Environment
- Course Five: Best Practices
- List of Resources and References

Appearance of Your Project

Assemble your Project in the same order as the checklist on page 3 of this booklet **or** identify in some manner where the materials that correspond to each class are located. Strive to make your project creative and attractive. Your written work needs to be clear, legible, descriptive, grammatically correct and without spelling errors.

Your Project **must be** the development of an individual plan or strategy for change that incorporates many aspects of program management.

- *Your project plan requires the approval of the instructor and your director/administrator. Refer to page 11*
- *Your project must incorporate applications of theory and/or practice from each preceding course*
- *Your project must include a narrative describing the project and a list of references and resources. Refer to page 11*

If you have questions regarding the Project or the topic of your Project, you can contact The Registry for assistance.

Explanation of the Introductory Section

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Overview of the Project and Project Agreement: Your project overview is a brief statement of what the project is. You should include why you selected this project and how it will benefit your program. (Refer to page 11)

The Autobiography: Your autobiography should reflect the life experiences that influenced you to pursue a career in early childhood. It may reflect your life from childhood to the present or address only the areas of your life that directly influenced your career path. This has a two page maximum.

A Personal Philosophy Statement on Child Care Administration: You may wish to write this early in your classes (in course one or two) and then revise it in course six. This process demonstrates how your experiences in your classes have influenced your professional philosophy. Writing your philosophy early in the classes is not required for the project but can be an interesting way to reflect on how you have been influenced during the classes and credential process. This is a one page maximum.

A Professional Development Plan that includes:

- 1 Present professional level (Registry level and professional degree).
- 2 Self-assessment that identifies your strengths and areas for growth.
- 3 Goal statement(s) that identify your plans for future development that are directly related to areas that you wish to strengthen.

Your Resume: Your campus will have resources for developing a professional resume.

Guidelines for Your Final Project

1. **Make a copy of the printed materials before submitting your project to the commissioner.**
2. If you are submitting videos, attachments, and support materials, be sure that they are securely attached to the written documentation so they are not separated or lost if mailed or transported.
3. Clearly mark all parts and pieces of your project with your name. The commissioner usually receives the projects in a large container. Be sure that any items that are part of your project can be identified as part of your Project.
4. Notify the commissioner of materials that may require equipment in order to review it, such as VCR, CD-ROM, or tape recorder.
5. Label or color-code the sections of your project that identify each course. Dividers and color coding sections are commonly used to identify course content areas of the Project.

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Knowledge and Skills to Integrate into the Project

The Registry Administrator Credential final Project will demonstrate your ability to integrate and apply the knowledge and skills taught in five courses. The knowledge and skills that should be used as a basis for the project include:

- 1 Organizational management theory and practice.
- 2 Importance of family friendly and family centered environment and programming.
- 3 Multi-cultural and anti-bias considerations related to the Project.
- 4 Relationship of program quality to the fulfillment of both legal requirements and accreditation standards. Use the NAEYC accreditation standards or other national standards as they relate to your program. (For example: AMS or AMI Standards may be applied to your school if it is a Montessori Program).
- 5 Role relationships of parents, staff and board (or other management structure) in all aspects of program, including decision making and effective communication among these groups.
- 6 Relationship to short term and long term planning consistent with the mission and strategic plan of your program.
- 7 Principles and practices of participatory management as they relate to children's programs.
- 8 Sound financial planning and management, acquisition of funding, if needed for the project.
- 9 Development of new organizational systems, if needed, for the Project.
- 10 Assessment of the external factors which may impact on the Project such as: community need; local, regional and national political climates, community collaboration.
- 11 Use of appropriate means to evaluate the effect of the Project on the total program.

One: Administration and Supervision

Students will demonstrate the following:

- 1 Knowledge of basic concepts of organizational management theory and practice.
- 2 Understanding of the relationship of leadership, sound business practices and child growth and development principles to program quality for children and families.
- 3 Familiarity with the diverse models of early care and education programs.
- 4 Familiarity with basic state licensing concepts and accreditation standards applied to early childhood centers, school-age programs, and family child care homes.
- 5 Ability to identify the various roles and responsibilities of administrators, executives, managers, coordinators, and supervisors in early care and education programs in various settings. Also the role relationship between different sectors of a program including families, teaching staff, support staff, and boards or other management structures.
- 6 Understanding of ways to ease administrative overload and ability to apply that understanding to time management, delegation and role negotiation
- 7 Knowledge of how to develop policies and mission statements to maintain and improve program quality.
- 8 Overview of the basic principles and practices in formulating personnel policies, recruiting and working with teaching and non-teaching staff.
- 9 Labor laws

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- 10 Developing personnel policies
- 11 Equal opportunity guidelines, effective advertising and recruiting
- 12 Assessing qualifications and interviewing candidates
- 13 Understanding of the rationale and methods for involving staff in decision making.
- 14 Overview of the rationale and procedure for determining what families need from their child care, and offering families a variety of options for involvement in the program, including decision-making.

Two: Operations Management

Students will demonstrate the following:

- 1 Understanding of the basics of system theory and the ability to apply that understanding to the operation of quality early care and education programs
- 2 Understanding that there is a body of knowledge on management theories as it relates to children's programs
- 3 Understanding of standard operating practices and when they are needed
- 4 Understanding of the relationship of systems to quality in programs for children and families
- 5 Ability to design and implement systems within child care program. Following is a list of examples:
- 6 Scheduling for staff and children's program, consistent with principles of child growth and development
- 7 Scheduling services for families
- 8 Scheduling of calendar and development of annual tasks
- 9 Development of salary schedules and reward processes
- 10 Development of staff appraisal procedures
- 11 Teaching and learning aspects of the program
- 12 Nutrition plans and food service
- 13 Building and grounds maintenance and security, including emergency preparedness
- 14 Develop organizational methods for the program, such as project management
- 15 Maintenance of health, safety aspects of the program
- 16 Effective communication
- 17 Risk management system
- 18 Purchasing

Three: Financial Planning

Students will demonstrate the following:

- 1 Understanding of the basic principles of sound financial planning and management
- 2 Understanding of the relationship between financial management and program quality
- 3 Understanding of budget use and management including
 - O Utilization factors
 - O Deviation analysis
 - O Functional cost analysis

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- 4 Ability to develop a basic line item budget
- 5 Ability to develop a cash flow projection, monthly for one year
- 6 Ability to develop a staffing plan and project costs for 3 years
- 7 Understanding of breakeven concepts and applications and the ability to develop a breakeven chart
- 8 Ability to balance the budget, including principles for cutting and revenue enhancement
- 9 Ability to develop salary policies and scale
- 10 Understanding of fair salary policies
- 11 Understanding the cost of staff turnover
- 12 Understanding of basic customer orientation for marketing and cost of losing customers
- 13 Ability to spread costs across programs to derive program budgeting
- 14 Ability to spread costs across functions in order to analyze costs by function
- 15 Ability to compare budgeted expenditures to actual expenditures and to analyze differences
- 16 Ability to read and understand financial reports
- 17 Ability to develop a fee policy and sliding fee scale

Four: External Environment

Students will demonstrate the following:

- 1 Knowledge of the external factors and relationships that affect children's programs
- 2 Knowledge of licensing laws and regulations, other legal requirements and approvals, funding requirements and incentives, accreditation standards, and the ability to incorporate these requirements and incentives into program planning
- 3 Knowledge of current research findings on quality in early care and education and the ability to apply these findings to program development and implementation
- 4 Ability to analyze data to assess the community supply and demand for early care and education programs
- 5 Knowledge of basic concepts of marketing and the ability to apply them to program strategies
- 6 Knowledge of the configuration of community agencies and government officials at the local level, including resource centers, family support centers and rationale for collaboration
- 7 Ability to identify prospective funding sources, including new funding sources, to become familiar with effects of funding requirements on program policy
- 8 Awareness of skills needed to write proposals for funding
- 9 Knowledge of the role of administrators in policy leadership and community collaboration
- 10 Understanding of the relationships between the vision, mission, strategy, and culture, goals and objectives of an organization

Five: Best Practice

Students will demonstrate the following:

- 1 Knowledge of child development theories and principles and the ability to apply them to quality programming
- 2 Knowledge of curriculum standards and early learning standards

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- 3 Knowledge of licensing, funding and accreditation requirements for quality programs and the ability to apply them to program planning
- 4 Knowledge of professional and ethical guidelines for best practice in early care and education programs and the ability to apply them to program planning
- 5 Ability to plan for the development of the whole child physically, socially, emotionally, intellectually and artistically
- 6 Ability to plan for and implement a family-centered child care community
- 7 Understanding of diverse cultures of families served, and the ability to apply this understanding to recruitment, staff development, organizational relationships and program planning
- 8 Knowledge of how to establish and maintain good communication and partnerships with families, and to promote strong and meaningful family involvement in the program
- 9 Ability to plan for integration of a competent curriculum, materials and activities into all aspects of the program
- 10 Ability to choose developmentally appropriate supplies and equipment for early care and education
- 11 Knowledge of design principles and practices for the use of space in early care and education programs
- 12 Understanding of program evaluation and the ability to apply it for program improvement
- 13 Knowledge of environmental rating scales-ITERS, ECERS

Receiving the Wisconsin Professional Credential for Child Care Administrators

The final step in completing your credential is presenting your Project at The Registry Commission.

You must submit a *Request for a Commission* Form with the required documentation in order to be admitted to a commission.

Mail your completed *Request for a Commission* form to **The Registry** at the address listed below.

Please include the following information:

1. You must have a **Registry Certificate** to commission. If you need to update your Registry certificate, the processing time is 6-8 weeks. You do not need to send verification of your Registry certificate as we have that information. If you need an application please call, email or write to:

The Registry

2517 Seiferth Road

The Registry Administrator Credential

Madison, Wisconsin 53716

(608) 222-1123

registry@the-registry.org

You can download an application at: www.the-registry.org

- A Complete Transcript:** Each student must have a transcript or a grade report from the institution where the courses were taken. This transcript/grade report must show that you have successfully completed 5 of the courses. You will be permitted to participate in a commission with the signature of your instructor from the final class. Please note that your credential **will not** be processed until *The Registry* receives a complete transcript or grade reports that verify completion of all six courses. You must receive a C or better in each course to be eligible for the credential.
- Commission Fee:** Each student is required to pay a \$300 commission fee. Payment in full must be attached to the Request for a Commission. The Registry will send you a receipt and your commission confirmation. If you are a T.E.A.C.H. scholarship recipient, send a copy of this receipt to your T.E.A.C.H. scholarship counselor for reimbursement. This fee covers the processing of the credential and administration of the commission system.

The Commission

The Registry Credential Commissioner: Registry Commissioners are early childhood professionals who have been trained to objectively evaluate your Project. Each commissioner has completed The Registry Administrator Credential Courses, a project and has presented the project before a commissioner.

Project Review: The commission will be convened throughout the state several times each year. Candidates who have completed all the course work and their project may submit a Request for a Commission to *The Registry*. In most cases the instructor from your campus will schedule the commission.

The Commission Process

- The Projects are reviewed by the commissioner(s) prior to the date of the commission. If you have visuals, such as display/picture boards, samples, blueprints, or scale models do not submit them with the written portion of your Project.
- There are two parts to the commission

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- The Presentation: You will have about five (5) minutes to present an overview of your Project. During this time you will also present and explain any supporting materials. Your classmates and other commission candidates are present during the presentation.
 - Meeting with the Commissioner(s): You will meet with the commissioner to discuss your individual Project. You may ask your instructor to join you, if you wish. This is an opportunity for the commissioner to ask you any questions that they may have. The commissioner will give you feedback and comments about your Project.
3. You will be advised that you have successfully completed the commission during your individual meeting with the commissioner.
 4. There is one commissioner for every ten (10) credential candidates.
 5. If your project is not complete, the commissioner will advise you of what you need to do to complete the project. If you are asked to submit additional materials, you will submit the final information directly to The Registry.

Appeal Process

If you do not agree with the results of your commission, you may submit a letter of appeal to The Registry. The letter will be reviewed by The Executive Director or designated qualified staff. You will receive a letter indicating The Registry's decision within 30 days of the receipt of your letter. If your concern has not been resolved to your satisfaction, you may request that The Board of Directors review the Project and your letter of appeal. The Board of Directors will review your appeal at the next regularly scheduled meeting. The Registry Board meets three times per year.

Awarding the Credential

You will receive your credential within thirty (30) days of the commission, if:

- 1 You have successfully completed the commission process
- 2 All of your transcripts/grade reports are on file at *The Registry*

Graduation Celebration

Each year the recipients of the professional credentials are honored in a statewide celebration. This event celebrates your professional achievement. Information is available by visiting www.the-registry.org, by email at registry@the-registry.org or (608) 222-1123.

PROJECT OVERVIEW AND CENTER AGREEMENT

Student Name:

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Title of the Project:

Purpose (how the project will be used in the program) of the Project:

I have reviewed the project proposal and agree to support _____ in completing the project by providing materials and information as needed. I further agree that this project will be of benefit to the program.

Signature of Student: _____

Signature of Owner/Administrator/Director: _____

Date: _____

I have reviewed the project proposal and approved it for development.

Signature of Instructor: _____

Date: _____