



**NYSaeyc**<sup>TM</sup>  
ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN

## NEW YORK STATE FAMILY CHILD CARE CREDENTIAL

### PORTFOLIO WORKBOOK

***Credentialing Agency:***

NYSAEYC

230 Washington Avenue Ext.

Albany, NY 12203

518-867-3517

[credentials@nysaeyc.org](mailto:credentials@nysaeyc.org)

[www.nysaeyc.org](http://www.nysaeyc.org)

*Formally recognizing the value and specialized knowledge and skills necessary for individuals who provide care in the home setting*

## TOPIC 1: FAMILY CHILD CARE

### COMPETENCY AREA 1: RELATIONSHIPS

Competence is demonstrated by the ability to:

1. Develop and maintain relationships with families, listening and communicating daily to build mutual understanding and trust.
2. Respect for individual family's values, practices, culture, and beliefs.
3. Form secure relationships with each child by showing attention, affection, respect, and understanding based on each child's unique need.
4. Effectively and confidentially communicate sensitive information with families.
5. Encourage, support and allow family participation in the program.
6. Consider all other household members by respecting their personal needs, space and belongings.
7. Separate professional and personal relationships.
8. Accept the professional responsibility as a credible source of information and point of reference for families.
9. Implement a plan for transitioning children and families into and out of programs.

**1. Rewrite Statement from opposite page that you are choosing to demonstrate your competency.**

Competency statement #3

Maintain complete confidentiality involving the welfare of children and families.

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**2. Why is this important?** *(Min.50 words)*

It is important to maintain confidentiality about children and their families who are in my family child care program because we are working in a partnership between me and the families in that relationship I become privileged to private information about them. While our relationship appears to be one of friends, I constantly need to remember that they are my “clients” and as such I cannot talk to others about the information that I learn about them.

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**3. What I do or plan to do to demonstrate this competence.** *(Min. 50 words)*

I wanted to be sure that all the families knew of this professional responsibility that I believe is very important. It will make each of them more comfortable in knowing that what I know about their child and their family will not be discussed with other families. It will also keep them from asking about another child or family or not being put out if I answer that I cannot discuss that. The way I am showing my competence in this area is that I looked through resources such as the NAEYC Code of Ethical Conduct and the American Academy of Pediatrics Caring for Our Children and found some samples of confidentiality statements. I have changed them a bit to sound less formal and now print them in my handbook that I provide to families. Every once in a while I put it in my newsletter if I have a little space, just as a reminder. I’ve also had a friend paint me a little sign that I hung in my hallway, “Be sure to ask me about your child, but not someone else’s.”

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**4. Evidence Attached** *(Briefly describe evidence attached)*

Here is my confidentiality statement

OR

Here is a photo of the little sign in my hallway.

## TOPIC 1: FAMILY CHILD CARE

### COMPETENCY AREA 1: RELATIONSHIPS

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**3. What I do or plan to do to demonstrate this competence.** *(Min. 50 words)*

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**4. Evidence Attached** *(Briefly describe evidence attached)*

## TOPIC 1: FAMILY CHILD CARE

### COMPETENCY AREA 2: ETHICS AND LEGALITY

#### Competence is demonstrated by the ability to:

1. Identify and model ethical conduct to children and families, personnel and the community based on NAEYC Code of Ethics & NYS Core Body of Knowledge.
2. Separate child care and personal activities during business hours, prioritizing the children's needs and activities above all else.
3. Maintain complete confidentiality involving the welfare of children and families.
4. Comply with requirements of the ADA (American Disabilities Act) in child assessment and serving children with special needs.
5. Develop an emergency preparedness plan to protect children and families from a major disaster.

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**3. What I do or plan to do to demonstrate this competence.** *(Min. 50 words)*

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**4. Evidence Attached** *(Briefly describe evidence attached)*

## TOPIC 1: FAMILY CHILD CARE

### COMPETENCY AREA 3: PROFESSIONAL ACTIVITIES

#### Competence is demonstrated by the ability to:

1. Assess self as a professional to identify areas where performance could be improved.
2. Establish short and long-range professional and educational goals.
3. Continue learning and applying best practice.
4. Create quality experiences for children, parents, and staff.
5. Continually evaluate the program for quality improvement
6. Participate in professional organizations and/or professional activities to access up-to-date information in the field.
7. Develop professional networks with family child care providers and other support services to share common goals and concerns.
8. Work as a team member with co-workers, families, and the community.
9. Identify and collaborate with community resources available for screening, assessment and referral of children to services.
10. Advocate for yourself, children and families, and the profession.
11. Create and articulate program philosophy to families and community.
12. Maintain a professional development file that contains documentation of all professional development activities.



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**4. Evidence Attached** *(Briefly describe evidence attached)*

## TOPIC II: CHILD DEVELOPMENT

### COMPETENCY AREA 4: RESEARCH, THEORY AND ASSESSMENT

#### Competence is demonstrated by the ability to:

1. Identify developmental stages of children birth to twelve: physical, cognitive, language, social, emotional and creative.
2. Understand and apply the current research in brain development.
3. Recognize the influence of both nature (genetics) and nurture (environment) in a child's development.
4. Use assessment skills in observing and documenting children's development and behavior.
5. Use assessments based on observation in discussions with families and in planning for individual children.
6. Describe variations in children's temperaments and assess the impact on relationships and behavior.

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**4. Evidence Attached** *(Briefly describe evidence attached)*

## TOPIC II: CHILD DEVELOPMENT

### COMPETENCY AREA 5: SOCIAL–EMOTIONAL-CREATIVE

#### Competence is demonstrated by the ability to:

1. Support child's emotional well-being and establish a secure, trusting, and respectful relationship.
2. Encourage positive social interaction among children and promote strategies of conflict resolution.
3. Encourage the development of self-esteem in children and create opportunities for the child to learn about self-identity and self-care.
4. Support child's problem solving strategies.
5. Support and respect the child's attempts to gain autonomy, control and competence.
6. Use positive guidance methods, not punishment.
7. Use appropriate guidance methods based on a child's temperament, age, developmental stage and individual needs.
8. Recognize the signs of stress in a child, identify the cause, and work to alleviate it.
9. Foster creativity by providing a variety of experiences.

## TOPIC II: CHILD DEVELOPMENT

### COMPETENCY AREA 6: COGNITIVE, LANGUAGE/LITERACY, PHYSICAL

#### Competence is demonstrated by the ability to:

1. Create an environment that promotes literacy and language development.
  - a. Support infant and toddler's emergent literacy through the use of language and appropriate literacy activities.
  - b. Support children's emergent language through adult child verbal and non-verbal interactions.
2. Support children's efforts at developing fine and gross motor skills.
3. Provide daily opportunities for physically active play.
4. Recognize and use opportunities for learning.
5. Provide many opportunities for children to learn through exploration and repetition.
6. Apply knowledge of physical, cognitive and language development, and socio-emotional development of children.
7. Provide opportunities for children to observe and experience cause and effect.
8. Provide learning opportunities for children in mathematics, science and technology.
9. Recognize developmental indicators that suggest the need for a referral for further assessment and evaluation.
10. Use knowledge of children's families and their cultures to support decisions regarding program planning.

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**4. Evidence Attached** *(Briefly describe evidence attached)*

## TOPIC III: ENVIRONMENT

### COMPETENCY AREA 7: HEALTH AND SAFETY

#### Competence is demonstrated by the ability to:

1. Know and adhere to licensing and regulatory requirements.
2. Maintain supervision of all children to ensure their safety at all times.
3. Know the indicators of child abuse and maltreatment and follow the legal requirements and procedures for reporting child abuse or maltreatment.
4. Regularly review and update policies and procedures, such as safety requirements, fire prevention, and evacuation.
5. Use observation as a means of ensuring health, safety, and protection of children.
6. Apply knowledge and understanding of SIDS and Shaken Baby Syndrome.
7. Analyze environments regularly to support the development, implementation and maintenance of health and safety policies and procedures.
8. Remove any recalled child product.
9. Identify and apply standards and protocols for infection control and universal precautions.
10. Describe and identify the signs and symptoms of common diseases and illnesses.
11. Implement the latest professional information on nutrition and plan nutritious meals and snacks, based on individual child's needs.
12. Serve all food to children in accordance with the USDA guidelines.

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**4. Evidence Attached** *(Briefly describe evidence attached)*



## TOPIC III: ENVIRONMENT

### COMPETENCY AREA 8: FACILITIES

#### Competence is demonstrated by the ability to:

1. Create and maintain an environment in compliance with all applicable codes, rules, and regulations.
2. Arrange the space and use materials to create a balance to meet the needs of both the children and the adults including the provider's family.
3. Design safe and developmentally appropriate environments which uses the physical space to create learning opportunities.
4. Plan an environment that balances safety and exploration.
5. Design and provide space for activities, including areas for small-group play or individual activities.
6. Assess the environment regularly with research-based instruments (such as Family Child Care Environmental Rating Scale - FCCERS).
7. Implement a program with adequate age-appropriate and culturally-appropriate materials rotating and adding new materials accordingly.
8. Create an environment that encourages children to develop an appreciation of aesthetics.

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**4. Evidence Attached** *(Briefly describe evidence attached)*

## TOPIC III: ENVIRONMENT

### COMPETENCY AREA 9: CURRICULUM

#### Competence is demonstrated by the ability to:

1. Implement a program that promotes all aspects of development.
2. Use the sequence of developmental stages to design open-ended activities for multi-age groups.
3. Implement curriculum for children based on recorded observations of individual needs and interests.
4. Establish and maintain a bias-free, inclusive curriculum and environment.
5. Plan, implement, and evaluate developmentally appropriate curriculum through play.
6. Provide materials appropriate for children's developmental skills.
7. Develop written plans that provide children's choices as they pursue their own interests with the aim of channeling their efforts toward using emerging skills.
8. Provide opportunities for repetition of mastered skills through consistent manipulation and exploration of materials.
9. Provide a balance of adult and child initiated activities.
10. Establish schedules and routines based on children's individual needs.

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**4. Evidence Attached** *(Briefly describe evidence attached)*

## TOPIC IV: BUSINESS PRACTICES

### COMPETENCY AREA 10: RECORDKEEPING

#### Competence is demonstrated by the ability to:

1. Establish and maintain a system of enrollment that includes written contracts programmatic and financial policies that clearly reflects all regulatory requirements.
2. Implement a system of recording and updating information on all children and families enrolled: enrollment, attendance, observation, medical, child abuse and maltreatment, health emergencies.
3. Implement a system to record and update records related to licensing/regulation such as professional development, medication errors and accidents.
4. Identify and evaluate business models that are most advantageous for individual circumstances.
5. Ensure confidentiality of all written or electronic records concerning children and families.
6. Implement a system of open communication with families.
7. Establish a system of business practices for tracking and monitoring income and expenses.
8. Explore technology to support effective recordkeeping.

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**4. Evidence Attached** *(Briefly describe evidence attached)*

## TOPIC IV: BUSINESS PRACTICES

### COMPETENCY AREA 11: FINANCIAL PLANNING

**Competence is demonstrated by the ability to:**

1. Develop a financial plan including income goals, benefits, and retirement.
2. Create, monitor and adjust program budget based on enrollment, including operating expenses, capital expenses, and insurance.
3. Separate personal finances from business finances.
4. Identify resources beyond parent fees to support the program.
5. Utilize accountants or financial advisors, as needed.
6. Develop marketing strategies and marketing materials.

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**4. Evidence Attached** *(Briefly describe evidence attached)*



## TOPIC IV: BUSINESS PRACTICES

### COMPETENCY AREA 12: HUMAN RELATIONS AND PERSONNEL MANAGEMENT

#### Competence is demonstrated by the ability to:

1. Develop and apply personnel policies and procedures in accordance to all applicable labor laws and regulations, including required benefits (FICA, Unemployment Insurance, Disability, Worker's Compensation), recruitment, hiring, supervising, termination, American with Disabilities Act, payment of withholding/taxes.
2. Comply with all applicable labor laws including those regarding family members who work in the child care program.
3. Establish and implement effective communications with individuals, community agencies and organizations that could provide support and services to the program and families.

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