

Minnesota Dual-Training Pipeline Competency Model for Child Care Occupation: School-Age Care Supervisor

Employer Requirements

Occupation-Specific Competencies*

Plan and supervise daily activities	Address needs of multilingual children and their families
Create schedules for staff	Provide coaching and mentorship opportunities
Create developmentally appropriate educational experiences	Prepare budgets and manage documentation
Establish positive relationships with children, their caregivers, and families	Lead and supervise staff to create a positive work environment
Communicate and enforce program policies	Address behavior issues in compliance with regulations
Create an engaging environment	Teach school-age care curriculum and step in for other roles
Practice standards of professionalism	
Ensure health, safety, and good nutrition	
Manage site inventory	

Industry-Sector Technical Competencies*

Child and youth education fundamentals | Foundations of language, literacy, and numeracy learning
 Child and youth development | Children with differing abilities | Practice positive behavior management
 CPR and first aid | Training and adult learning | Management principles | Basic budgeting
 Working with diverse families and children | Creative activities and environment | Children's mental health
 Health, wellness, safety and nutrition | Educational psychology | Site management | Individualization

Industry-Wide Technical Competencies

Early childhood learning and development | Diversity, equity and inclusion | Learning environments
 Child care ethics | Value of human relationships | Assessment | Safety systems | Instruction
 Importance of play in child development | Laws and regulations | Commitment to professional development

Workplace Competencies

Business fundamentals	Teamwork	Customer focus	Planning and organizing	Problem solving and decision making	Working with tools and technology	Checking, examining and recording	Scheduling and coordinating
Creative thinking	Health and safety	Sustainable practices					

Academic Competencies

Reading	Science and technology	Mathematics	Basic computer skills	Communication	Critical and analytical thinking	Writing
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Personal Effectiveness Competencies

Interpersonal skills	Integrity	Professionalism	Initiative	Dependability and reliability	Adaptability and flexibility	Lifelong learning	Compassion and empathy	Cultural competency
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Based on: Building Blocks for Competency Models – Foundational Competencies, Employment and Training Administration, United States Department of Labor, February 2025. For more detailed information about competency model creation and sources, visit dli.mn.gov/business/workforce/child-care.

Competency Model for School-Age Care Supervisor

School-Age Care Supervisor – An individual who supervises and leads their staff by ensuring instructional and emotional support is provided to children in a before-school, after-school, or non-school day care program for school-age children as defined in Minnesota Statute 142C.01, subd.10. The individual in this role is responsible for supervising school-age care staff and assistants, training new staff, ensuring the facility is operating in compliance with all laws and regulations, filling in to lead activities and instruction for children and communicating with parents and families.

An individual in this role must follow all applicable training requirements. Requirements will vary based on the setting. For more specific information, follow and consult with the Minnesota Department of Children, Youth and Families; the Minnesota Department of Education; the Minnesota Board of School Administrators; and/or the Minnesota Professional Educator Licensing and Standards Board.

*Pipeline recommends the Industry-Sector Technical Competencies as formal training opportunities (provided through related instruction) and the Occupation-Specific Competencies as on-the-job (OJT) training opportunities.

Industry-Sector Technical Competencies

Related Instruction for dual training means the organized and systematic form of education resulting in the enhancement of skills and competencies related to the dual trainee's current or intended occupation.

- **Child and youth education fundamentals** – Understand the roles, responsibilities, appropriate practice, play, home-school connections, diversity, community resources, reflective practices, and ethics.
- **Foundations of language, literacy, and numeracy learning** – Understand the use of language learning, theories, and developmental stages. Use teaching strategies to design play activities that embed literacy and numeracy experiences for children of different abilities and diverse backgrounds.
- **Child and youth development** – Understand typical and atypical child and youth development and development theories from birth through at least age 12 years. Examination of developmental domains, including physical, social, emotional, cognitive, language, and creative within the context of gender, socioeconomic, and culture.

- **Children with differing abilities** – Able to integrate strategies that support diversity and anti-bias perspectives; provide inclusive programs; apply legal and ethical requirements including, but not limited to Americans with Disabilities Act (ADA) and Inclusion, Diversity, Equity and Accessibility (IDEA); differentiate between typical and exceptional development; analyze the differing abilities of children with physical, cognitive, health/medical, communication, and/or emotional/behavioral disorders; work collaboratively with community and professional resources; utilize an individual education plan; adapt curriculum to meet the needs of children with developmental differences and their families.
- **Practice positive behavior management** – Understand how to address behavior issues within the site setting and to do so in a safe manner that ensures governmental compliance.
- **CPR and first aid** – Know how to perform pediatric cardiopulmonary resuscitation and first aid to children.
- **Training and adult learning** – Understand how to effectively train and present materials to adult learners.
- **Management principles** – Understand how to supervise staff in a manner that ensures high-quality school-age child care.
- **Basic budgeting** – Understand the finance knowledge that tracks income and expenses to improve efficiency. Evaluate the budget to monitor finances and remain adaptable to changes in business needs and unforeseen circumstances.
- **Working with diverse families and children** – Understand the importance of family/school partnerships, study methods of effectively communicating with families, and identify community organizations and networks that support families.
- **Creative activities and environment** – Know how to create developmentally appropriate cognitive, creative, social-emotional, and sensory-motor learning experiences recognizing each child's strengths, interests, and needs.
- **Children's mental health** – Able to integrate knowledge of child development, learning environments, and teaching methods to promote emotional development, moral development, self-concept, self-esteem, social skills, diversity awareness, and social studies.
- **Health, wellness, safety, and nutrition** – Understand the interrelationship of health, safety, and nutrition for the child's overall wellness. Able to describe signs of emotional distress, child abuse, neglect in children and know mandated reporting responsibility and procedures.
- **Educational psychology** – Understand the principles of cognitive, linguistic, personal, social, and moral development of children as it relates to learning and educational outcomes.

- **Site management** – Able to execute best practices to prevent or manage disruptive behavior and maximize student engagement and learning at the facility. Able to ensure that the site has the materials and equipment necessary to provide quality care.
- **Individualization** – Know how to recognize that each child learns in their best way possible and be able to create learning models that can meet the unique individual needs of the child.

Occupation-Specific Competencies

On-the-Job Training is hands-on instruction completed at work to learn the core competencies necessary to succeed in an occupation. Common types of OJT include job shadowing, mentorship, cohort-based training, assignment-based project evaluation and discussion-based training.

- **Plan and supervise daily activities** – Understand how to effectively plan and supervise daily activities of kids with responsiveness to the knowledge and skill of the child so that the activities meet learners where they are at and adjust accordingly.
- **Create schedules for staff** – Understand how to create staffing schedules that ensure appropriate levels of staff are available.
- **Lead and supervise staff to create a positive work environment** – Know how to supervise staff to ensure site objectives for care are met while having a positive workplace atmosphere so all may thrive.
- **Create developmentally appropriate educational experiences** – Understand that all children need a rich, engaging environment that is physically and emotionally secure. Know how to create predictable routines, high academic standards, follow a schedule, promote curiosity, offer a strong foundation in language and vocabulary, mathematical and scientific concepts through exploration, learning to behave and play through interacting with their peers.
- **Establish positive relationships with children, their caregivers, and families** – Able to build a positive, respectful relationship with children, their caregivers and families to support healthy development.
- **Communicate and enforce program policies** – Understand the rules and policies for the school-age site and be able to communicate those to parents, guardians, and families. Maintain consistency of enforcing policies to prioritize kids' well-being and enjoyment.
- **Create an engaging environment** – Understand the way to foster a thriving environment is through providing work direction, offering enrichment opportunities, arts and crafts, recreation, educational challenges, and social activities.
- **Practice standards of professionalism** – Able to interact professionally and participate in professional development and in organizations that increase knowledge and improve skills.

- **Ensure health, safety, and good nutrition** – Understand that adult supervision, nutritious food, and physical activities are needed to meet basic health needs of children.
- **Manage site inventory** – Able to monitor current levels of and ordering all supplies, equipment and snacks needed for current or new programs.
- **Address needs of multilingual children and their families** – Able to consider personal beliefs about language and culture and develop skills to promote a strength-based, language-focused environment for children and strategies for family engagement.
- **Provide coaching and mentorship opportunities** – Understand the need for providing work direction, creating and communicating work schedules, writing formal evaluations, updating staff files, and mentoring staff that will improve the site program.
- **Prepare budgets and manage documentation** – Able to manage finances that include expenses, long and short-term planning, staffing patterns, and overall budget implications while maintaining compliance with local, state and federal regulations.
- **Address behavior issues in compliance with regulations** – Understand what the child is communicating through the behavior and identifying why. Provide opportunities to respond to and support a child's behavior within regulatory compliance.
- **Teach school-age care curriculum and step in for other roles** – Because this position often requires the individual to step in for the teacher and other roles within the school-age care organization, it is important to meet the licensure requirements for school-age care child care teachers, know how to effectively teach children and be qualified to fill in for other roles that may need to be filled periodically.

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