SECTION 1: OVERVIEW OF QUALITY

The early care and education system has been described for many years as a crazy quilt of programs, regulations and funding streams. The complex relationships among the various agencies and organizations that regulate or administer early childhood programs have only grown in the past decades as funds, particularly in North Carolina, have increased and new programs have been created. This system appears fragmented and complex, not only to those who work in it but also to families who must sort out the many child care options available to them. As child care providers and directors, you must understand funding availability and eligibility, training and educational programs and roles of the various funding and regulatory bodies. The more you uunderstand the system, the better you will be able to do your job.

North Carolina has many types of child care – centers, homes, part-day preschool, NC Pre-K, Head Start, school-age care, etc. While some programs are for-profit operations, others are non-profit. Some programs require licenses, and others do not. North Carolina has the "Rated License" system under which facilities are awarded one to five stars, with five being the highest quality. Scores are based on points earned in three areas: Staff Education, Program Environment (using the Environment Rating Scales© as the basis) and a Quality Point. Child care programs may also voluntarily seek accreditation from national professional associations.

Three major issues confront the early care and education field – quality, affordability and availability. Often referred to as the "trilemma," these issues are interrelated, and a change in one can alter the others. For example, if child care is available and of high quality, it is often unaffordable. On the other hand, if child care is affordable and available, then frequently it is not high quality. These challenges exist because child care is a labor-intensive, high cost/low return business. This is especially true for high quality care and infant care. Most of the costs of running a child care business are the salaries and benefit to recruit and retain excellent, educated teachers and directors and the cost of maintaining low child to staff ratios and small group sizes necessary for high quality. The high cost of high quality care contributes to its scarcity.

To improve the child care system, strategies must address quality, affordability and availability. In North Carolina, we are fortunate to have many resources focused on these issues.

Major early childhood resources in North Carolina include:

<u>North Carolina Division of Child Development and Early Education</u> a branch of the state Department of Health and Human Services which oversees a variety of programs and services including: monitoring and licensing all child care programs in North Carolina; developing policy related to child care subsidies; overseeing child care provider credentials and offering training opportunities to assist in meeting credentialing requirements; processing criminal background check applications submitted by child care providers; approving training from private and agency training before it is presented to child care professionals for in-service credit hours; and evaluating applications submitted by providers completing specific coursework for the credentials.

<u>Child Care Resource and Referral (CCR&R)</u> is a community-based organization whose purpose is to deliver coordinated direct services that facilitate access to early care and education and school-age care options to families, improve the quality of those options through a variety of services to providers, employers and communities, and provide objective information for planning and policy development to public and private sectors. CCR&Rs provide the bridge between parents, providers, community leaders and policy makers – a distinct and vital role in the child care field. While other organizations may offer comparable services, CCR&Rs are unique because they provide comprehensive services that are free or at little cost to community residents.

The NC Child Care Resource & Referral Council funds core service delivery in all of the fourteen CCR&R regions throughout North Carolina through a Managing Hub model. Child Care Resources Inc. is the Managing Hub for services in Regions 2, 6, 7, 9 & 13. Southwestern Child Development Commission is the Managing Hub for services in Regions 5, 8, 10 & 11 and Child Care Services is the Managing Hub for services in Regions 1, 3, 4, 12 & 14. Within each of the fourteen regions, one CCR&R agency is identified as the Regional Lead Agency. The Regional Lead Agency is accountable to the CCR&R Council and is responsible for developing strategies to address and successfully meet council established regional/county Core Service goals and outcomes.

The North Carolina Child Care Resource and Referral (CCR&R) Core Services Project ensures that the key elements of Core Services including: 1) consumer education and counseling, 2) professional development and training, 3) technical assistance, 4) data collection, evaluation and analysis and 5) public awareness, are available in all counties of the state.

The North Carolina Resource and Referral Council also provides statewide project management to the following initiatives:

Infant Toddler Enhancement Project

The Infant Toddler Enhancement Project provides 25 regional Infant/Toddler Specialists statewide to serve child care providers, families and community agencies. The specialist work to improve quality and availability of infant/toddler care across North Carolina by providing training, technical assistance and an increase in access to resources. This project is managed by Child Care Services Association.

School-Age Child Care Quality Improvement Project

Statewide School-Age Specialists provide training and technical assistance to school-age child care programs ensuring that they can achieve licensure or improve/maintain level of star rated license resulting in high quality child care for school-age children. This project is managed by Southwestern Child Development Commission.

Promoting Healthy Social Behaviors in Child Care Settings

Statewide Behavior Specialists provide resources, technical assistance, and training to assist teachers in child care settings by:

- promoting the social and emotional development of children as a means of preventing challenging behaviors,
- providing techniques, methods and strategies to facilitate the attainment of appropriate behaviors(s), and
- collaborating with mental health practitioners, educators, and technical assistance personnel to develop a comprehensive resource list and protocols for referring children to promote positive behavioral changes.

The Promoting Healthy Social Behaviors in Child Care Settings project is managed by Child Care Resources Inc.

Local community college early childhood programs

There are 58 community colleges serving each of North Carolina's 100 counties, and all have early childhood departments that offer many of the same courses, credentials and degrees. Your local community college can advise you concerning articulation agreements between community colleges and four-year institutions that allow for course credit transfers.

<u>Smart Start</u> is North Carolina's nationally recognized early childhood initiative designed to ensure that all children under the age of six are healthy and prepared. Independent, private organizations work in all 100 North Carolina counties through The North Carolina Partnership for Children, Inc., and 77 Local Partnerships. Of Smart Start funds, 70 percent is spent on child care related activities such as subsidy, professional development, CCR&R, quality improvement and salary supplements. The reminder of the funds may be used for health and family support related activities.

<u>Head Start and Early Head Start</u> are federal comprehensive child development programs that serve children birth to age five, pregnant women and their families. These programs are child-focused and have the overall goal of increasing the school readiness of young children in low-income families. Head Start is designed to foster healthy development in low-income children. Services include early care and education, family support services, medical, dental and mental health services, nutrition services and parent involvement. Head Start programs are run by a local or regional grantee agency. All programs must meet certain performance standards for their child and family services. Early Head Start provides high quality programs that enhance children's physical, social, emotional, and cognitive development; enable parents to be better caregivers and teacher to their children; and help parents meet their own goals, including economic independence. Local Early Head Start programs operate as a national laboratory to demonstrate the impact of early, continuous, intensive and comprehensive services when provided to pregnant women, very young children and their families.

<u>North Carolina Pre-Kindergarten (NC Pre-K)</u> The North Carolina Pre-Kindergarten (NC Pre-K) is a program of the North Carolina Division of Child Development and Early Education. NC Pre-K previously known as More at Four is a state funded community-based voluntary pre-kindergarten initiative designed to prepare unserved or underserved at-risk four year olds for success in school. Students are typically from low income families. Children with disabilities and limited English proficiency are also considered for eligibility. Children from military families and children with chronic health conditions diagnosed by a professional health care provider are eligible to participate in NC Pre-K. Classrooms can be located in four and five star licensed child care centers, Head Start programs and public schools. All NC Pre-K classrooms must meet specific state standards that address curriculum, teacher credentials, class size and other factors affecting quality. Program requirements are built on the premise that to be successful academically in school, children need to be prepared in all five of the developmental domains outlined by the National Education Goals Panel. Each of these domains is critical to children's well-being and for success in

reading and math as they come to school. The five domains, as reflected in *Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding Their Success* are:

- Approaches to learning
- Emotional and social development
- Health and physical development
- Language development and communication
- Cognitive development
- Programs must use an approved program curriculum emphasizing literacy, numbers, physical/fine motor development and problem solving/thinking skills.

Class size is limited to 18 with one lead teacher and one teacher assistant. All lead teachers must hold, or be working toward a North Carolina (NC) Birth through Kindergarten (BK) or Preschool Add-on Standard Professional II licensure. Teacher assistants must have a high school diploma or GED and hold, or be working toward, a minimum of an AAS degree in early childhood education or child development (ECE/CD) or a Child Development Associate (CDA) credential. Programs must have a four or five star license to be eligible to participate in NC Pre-K.

<u>Early Intervention</u> is a state and federally funded program that provides and/or funds services and supports for children under age three with special needs. Based on the documented needs of the child, child care centers that incur additional expenses in caring for these children may be eligible for increased subsidy payments. Services such as case management, speech/physical/occupational therapy or special instruction may also be available to the child. In addition, consultation related to meeting the child's needs may be available to center staff and the child's family. Public schools have a similar program for children ages three to five. Partnerships for Inclusion (PFI) is a statewide technical assistance project with offices in the western, central and eastern regions of North Carolina. PFI provides training and consultation to support the inclusion of young children with disabilities, from birth through age five, in all aspects of community life.

<u>Child Care Services Association</u> in Chapel Hill, North Carolina runs several statewide programs that help improve the quality of child care including T.E.A.C.H. Early Childhood© Project, an educational scholarship program; Child Care WAGE$© Project, a salary supplement program linked to increased educational levels; and T.E.A.C.H. Early Childhood© Health Insurance Program which provides partial funding for health insurance for individuals working in child care programs.

<u>North Carolina Institute for Early Childhood Professional Development</u> serves as an advisory group to the Division of Child Development and Early Education in the NC Department of Health & Human Services in matters related to developing an educated workforce to care for children who are in group care. Members develop resources for the early childhood field and conduct public awareness activities related to professional development and compensation of the workforce.

<u>Philanthropic organizations</u> like United Way, community foundations and various other charitable organizations sometimes give money to local programs to help subsidize child care.

A. Why Quality Is Important

Most people who start a business do so for two reasons – they want to provide a certain service or product and the want to make money. In child care, sometimes there is friction between profit and quality. It is also a business with a tremendous impact on the current and future lives of children. These factors make it even more important that, when planning your program for children, the quality of the programming and environment for children is emphasized as strongly as the quality of your business administrator and overall management.

There is ample research demonstrating that high quality child care experiences have many benefits to children and society. What this means for your job as a center director/owner is that you have an enormous responsibility. You will play a role in shaping children's emotional, social, physical and intellectual development. What you do in your program will have a life-long impact on the children enrolled.

Here are some facts on brain research to consider:

- During certain parts of pregnancy, the brain can grow 250,000 cells per minute.
- A baby is born with over 100 billion brain cells.
- At birth only 25% of the brain is developed.
- By age three, 90% of the brain is developed.

The neuroscience associated with brain research is complicated, but its lesson is simple: babies' brains develop at astonishing rates in the first few years after birth. Young children have a tremendous capacity to learn from the moment they are born, but optimal development hinges on the experiences provided for them by the adults who take care of them. Scientists have long believed that reading with children creates a context in which learning can occur. Today, however, there is evidence that reading is one of the experiences that actually influences the way young brains develop – that is, the way the brain's circuitry is "wired." Many families and early childhood professionals have instinctively understood the importance of the language activities (e.g., reading, storytelling, singing, and ordinary exchanges) that they share with children beginning in the first years of life. Now, after 20 years of study, brain research is revealing true what was once only intuition. Because of this research, many pediatricians place such value on the stimulation children receive when read to at a young age that they have begun to prescribe reading to babies along with regular check-ups and vaccinations.

But how does this work? At birth children have most of the brain cells, or neurons, they will need for a lifetime of learning, but these brain cells are not yet linked with the complex networks that are needed for mature thought processes to take place. In the early years, young children's brain cells form connection – synapses – very rapidly. What causes brain cells to form connections? Genes control some of the process, but experience is also a crucial ingredient. Every time a caregiver interacts with an infant or toddler, connections are formed. Positive interactions with nurturing caregivers – like the attention children receive when they are read to – profoundly stimulate young brains. This stimulation causes new connections to form neural pathways (that we might think of as "learning pathways") and strengthens existing ones.

In the first years of life, children form extra synapses. In fact, a three-year-old has twice as many connections as an adult. In the second decade of life, as children move toward adulthood, trillions of extra connections are eliminated. But this is not a random process. Those connections that have been used repeatedly in the early years have become stronger and tend to remain; those that have not been used often enough are shed.

In adolescence, young people are losing connections or synapses at a rapid rate – which can be especially worrisome, as they become eligible for drivers' licenses. But in fact, the process of shedding excess synapses is perfectly natural and, in fact, beneficial for the human brain. It is something like pruning plants in a crowded garden: the ones that remain can grow larger and stronger. By eliminating seldom-used pathways, the brain leaves room for sturdier, more efficient neural networks. The result is a brain whose "circuitry" is better suited for learning the more difficult concepts and skills that a young adult needs to master. This pruning process is therefore critical to optimal brain development. It also explains why early experience is so crucial. Children whose neural pathways have been reinforced by a great deal of positive early experience – including a variety of language activities – will be better off when the brain's pruning process begins.

Sharing books with children not only lays the groundwork for much of the language and critical thinking skills they will need later in life, it also helps prepare them for many of the emotional challenges all people eventually face. Children who have continual, healthy interactions with nurturing caregivers become better prepared – both emotionally and biologically – to deal with and learn from the stresses and disappointments of everyday life.

(This section adapted from the About Children's Health web site (December, 2004) and R. Shore*, Rethinking the Brain: New Insights into Early Development*, Families and Work Institute, Rev. 2003, www.kidshealth.org/paretn/misc/about.html).

B. Key Elements of Quality Child Care

Research tells us that there are certain necessary elements to ensure a quality child care program. These elements include the following:

1. Educated, well compensated staff
2. Workforce stability
3. Excellent curriculum-driven learning environment
4. Safe, appropriate and plentiful space, furnishings, equipment and supplies for children and staff
5. Child staff interactions
6. Child staff ratios and group sizes
7. Sound business and management policies and practices.

The text below offers descriptions and advice on seven key elements of quality child care.

<u>Educated, well-compensated staff.</u> Teachers who have more education and better wages and benefits leave their jobs at much lower rates than those who do not. Education of staff, rather than experience, has the biggest impact on the quality of your program. Educated, well-compensated teachers are **<u>key</u>** to the successful operation of your program. Positive interactions between teachers and children and teachers and families are at the heart of high quality programs.

<u>Workforce stability.</u> Having good teachers who stay with your program keeps families happy and reduces your costs of rehiring and retraining new staff. When a teacher quits, it is usually not possible to find a replacement and retrain a new teacher as quickly as is needed. Yet, you must continue to meet your staff-child ratios. That means finding substitutes or filling in yourself (which takes time away from your management duties.)

<u>An excellent curriculum-driven learning environment.</u> A National Research Council publication demonstrates that a pre-k classroom with a planned curriculum has a more positive impact on child outcomes than one with no set curriculum. However, there is no evidence that one specific curriculum is superior to all others (Schweinhart & Weikart, 1997). One review of curriculum comparison studies concluded that all the curricula included in the studies led to better performance for the children when the curricula are carefully implemented (Royce, Darlington & Murray, 1983).

A curriculum should be one that supports your philosophy of how children learn, is developmentally appropriate and meets local, state, and national standards. It should help guide your decisions about what and how to teach, taking into consideration program goals, subject matter, social and cultural values, parental input and the age and experience of the children. A comprehensive curriculum will address all areas of child's development including social and emotional, physical and health, cognition and general knowledge and language and communication. For example, activities promoting literacy, math and science concepts, music, art and social studies are typically included.

A curriculum should be research based, tied to children's level of development, he supported by age appropriate materials, reflect a balance of teacher planning and input and child initiation of learning activities, include an ongoing instructional assessment component, include materials and plans for children with disabilities and have adequate information for the teacher on how to implement the curriculum.

The National Association for the Education of Young Children (NAEYC) has issued developmentally appropriate guidelines for programs for young children that are based on what the field knows about young children. The guide, <u>Developmentally Appropriate Practices in Early Childhood Programs</u>, also describes developmental stages for children birth to age eight and provides examples of appropriate and inappropriate practices/activities by age group. This book is one of the field's fundamental resources. Use it to evaluate any curriculum you develop or consider purchasing.

<u>Safe, appropriate and plentiful space, furnishings, equipment and supplies for children and staff.</u>

Space for children means not only ample square footage indoors and out and how the rooms are arranged. There should be a variety of interest centers where children can play actively or quietly but also where teachers can visually supervise them. You should work closely with your licensing consultant and local child care resource and referral staff to develop your plans. Space and supplies for adults include a library of professional resources (books, videos, computers), a safe place to put personal belongings and a place for breaks, to name a few. Furnishings, equipment and supplies for children should be:

- Child-sized;
- Age appropriate;
- Durable;
- Unrestrictive (do not confine children);
- Safe;

- Reflective of many cultures, abilities and both sexes;
- In keeping with the program's philosophy; and
- Reflective of the teacher's interests.

Furniture and equipment should include items for indoor and outdoor play and for routines like napping, eating and toileting. Supplies include such items as books, tapes/CDs, dress-up clothing, art materials and manipulatives.

<u>Child staff interactions.</u> Much of what children need "must be provided through the interactions staff have with them." Interaction "refers to the ways in which staff relate" to children. It can include gestures, facial expressions, verbal communication and physical contact. Negative interactions such as anger, impatience, disrespect and coldness tend to have much more impact on the child than positive or neutral interactions. Therefore, you will want to hire teachers who are skilled in positive interaction and you should provide ongoing training and evaluation of staff in this area. (Taken from "All About the ECERS-R")

<u>Child staff ratios and group sizes.</u> Licensing regulations determine not only the number of children in a classroom but also the number of teachers per group of children. The smaller the group and the fewer children per teacher, the better the environment will be for the teachers, the children and the quality of your program. Younger children, in particular, benefit from a small group setting. Keep in mind, your facility is their home away from home and small groups allow for more individualized attention from the teacher and time and space for the child to play alone or quietly. Ratios and group size will also have an impact on your budget.

To earn 7 points in the Program Component, the following ratios and group sizes must be maintained:

Age	Staff	Children	Group	Total Staff
0 – 12 months	1	4	8	2
1 – 2 years	1	5	10	2
2 – 3 years	1	8	16	2
3 – 4 years	1	9	18	2
4 – 5 years	1	12	24	2
5 – 6 years	1	14	25	2
6 years and older	1	19	25	2

Some questions to consider when determining child-staff ratios and group sizes include:

1. With how many children can you effectively and safely work? When planning the group size and ratios, you should ensure the teacher will be able to provide frequent personal attention to the children in his/her classroom, be able to effectively manage the classroom, handle emergencies and provide a high quality curriculum.
2. How does your philosophy of early childhood education affect your decisions about group size and ratios?
3. How will inclusion of children with special needs affect your space, group size and ratio needs? Your decisions in this area will affect the overall environment and experience for both children and teachers.
4. Are you planning to be a NC PRE-K site? If so, you will be required to meet more stringent staff/child ratios and group size requirements (e.g., one teacher to nine students with a maximum group size of 18) than those listed in the chart above.

<u>Sound business and management policies and practices.</u> These elements go hand-in-hand with a quality environment for children and staff. Directors must have a multitude of skills and be able to:

1. Develop a budget and live within it;
2. Develop a business plan;
3. Develop and implement a marketing plan;
4. Staff a program;
5. Supervise, lead, mentor, develop and evaluate staff;

6. Conduct ongoing self evaluations and program evaluations;
7. Communicate effectively with parents; and
8. Access and use community resources.

C. Measures and Standards of Quality Child Care

One of the features defining a profession is that it sets standards for its members both at the individual and the program levels. The early childhood field has a number of nationally recognized measures, as well as, state standards.

North Carolina Star Rated License

North Carolina has its unique standard of quality care – the star rated license, a process managed by the NC Division of Child Development and Early Education. The star rated licensed, developed in 1999 and revised in 2006, is a licensing system through which your program can earn points in different areas:

- Program Standards
- Staff Education
- Quality Point

Listed below is the breakdown for the number of stars received based on the total points earned in each of these three areas. The more points your center receives, the higher the number of stars it will be awarded.

Number of Stars Received	Total Points Earned
★ ★	4 – 6 Points
★ ★ ★	7 – 9 Points
★ ★ ★ ★	10 – 12 Points
★ ★ ★ ★ ★	13 – 15 Points

All programs will receive a temporary license for the first six months of operation.

During this time, you should be preparing for the rated license visit. You should have determined how many stars you intend to apply for before you open your facility. A one-star license is the minimum star rating you may receive. If you are a religious sponsored organization, planning to operate under GS 110-106, you may

operate with a Notice of Compliance. Having additional stars is a great marketing tool to use with families. You can apply for higher stars at the end of the Temporary Time Period.

When you apply for a star rated license, a licensing consultant will visit your program and evaluate each of the components. You will receive one point for meeting minimum requirements but can earn up to seven points in each area by meeting higher voluntary standards. A summary of those components and standards are listed below:

1. <u>Program Standards: Child Care Centers</u> One or more points can be earned based on the following criteria:
    - Completing operating and personnel policies
    - Increasing the number of activity areas in classrooms
    - Higher square footage per classroom
    - Reducing staff child ratios
    - Scores from the appropriate Environment Rating Scale assessment conducted by an NC Rated License Assessor. The assessor arrives when your center opens or when children are arriving. Classrooms to be assessed will be chosen randomly by the assessor and director that day. At least one classroom representing each age group per appropriate scale will be assessed and at least one-third of classrooms will be assessed. The observation will take approximately three to five hours during which time the assessor will observe a variety of activities, interactions and materials used as well as indoor and outdoor space, room arrangement, health practices and more. A closing interview, typically lasting from 30 to 45 minutes, will be completed with the classroom teacher and/or director to help clarify any questions the assessor may have about what was observed.

      There are four scales designed for use in child care programs that help teachers and directors create developmentally appropriate learning environments for the following groups: Infant/Toddler, Early Childhood, Family Child Care and School Age. The seven-point scales evaluate physical environment, basic care, curriculum interaction, inclusion and diversity, schedule and program structure and parent and staff education/development. These scales were developed by researchers at Frank Porter Graham Child Development Institute in North Carolina and are a highly reliable way of assessing many aspects of the child care environment. Individual programs can use the scales to assess themselves to see where improvement is needed. The NC Pre-K Program uses the rating scale to monitor its

programs, as well. Local child care resource and referral and Smart Start programs often use these scales in determining what type of assistance to provide centers and homes and in awarding quality improvement grants.

2. <u>Education Standards: Child Care Centers</u>

The number of points you earn in education standards is based on the education level of your staff, including the director. The Division's Workforce Unit will evaluate transcripts to determine the number of semester hours that can be counted towards the higher levels in this component. See the NC Division of Child Development and Early Education's Child Care Handbook for alternative methods of meeting these education requirements. Scoring points in this area is critical since the education of the staff is one of the key components of a high quality early childhood program.

To earn more than one point:

- The administrator and lead teachers must have completed their credential requirements.
- A certain percentage of staff must have extra semester hours and/or child care experience.

You will earn more points if more staff and the administrator have completed early childhood coursework and have more experience working with children. For example, at the highest level in Education Standards, seven points are earned if:

- On-Site Child Care Administrator: (1) shall have a Level III NCECAC9 or its equivalent; AND (2) Either: (A) 4 years of full-time verifiable work experience in an early childhood center teaching young children; OR (B) 4 years of administrative experience; OR (C) 4 years of a combination of both; AND (3) if providing school-age care, 900 hours of verifiable experience working with school-aged children in a licensed child care program; or 1350 hours of verifiable experience working with school-aged children in an unlicensed school-age care or camp setting; or shall have completed the BSAC10 training or its equivalent. Completion of these requirements may count toward meeting experience requirements in Subparagraph (2)(A), (B) and (C) of this Paragraph.
- Program Coordinator: Shall have completed all coursework required by; AND (1) shall have completed 6 additional semester hours of school-age care related coursework and 900 hours of verifiable experience working with school-aged children in a licensed child care program or 1350 hours of verifiable experience working with school-aged children in an unlicensed school-age care or camp setting; OR (2) 9 additional semester hours of school-age care related coursework and

600 hours of verifiable experience working with school-aged children in a licensed child care program or 900 hours of verifiable experience working with school-aged children in an unlicensed school-age care or camp setting; OR (3) a BA/BS degree with 6 additional semester hours of school-age care related coursework and 300 hours of verifiable experience working with school-aged children in a licensed child care program or 450 hours of verifiable experience working with school-aged children in an unlicensed school-age care or camp setting (4) a Level IV or higher certification12 on the SA scale14 and 300 hours of verifiable experience working with school-age children in a licensed school-age care

program or 450 hours of verifiable experience working with school-aged children in an unlicensed school-age care or camp setting.

- Lead Teacher: All Lead Teachers shall have the NCECC6, its equivalent or a Level I or higher certification12 on the ECE scale13; AND 75% of the Lead Teachers shall have either: (1) an AAS degree in ECE/CD1 or an AAS degree in any major with 12 semester hours in ECE/CD1 and 2 years of full-time verifiable early childhood work experience; OR (2) a Level VI or higher certification12 on the ECE scale13 and 2 years of full-time verifiable early childhood work experience; OR (3) any combination of Subparagraph (1) and (2) of this Paragraph.

- Teacher (counted in staff/child ratio): 50% of the Teachers shall have the NCECC6, its equivalent or a Level I or higher certification12 on the ECE scale13; AND EITHER (1) completed 6 additional semester hours in ECE/CD1 (not including NCECC6 coursework) and 2 years of full-time verifiable early childhood work experience; OR (2) a Level III or higher certification12 on the ECE scale13 and 2 years of full-time verifiable early childhood work experience; OR (3) any combination of Subparagraph (1) and (2) of this Paragraph.

- Group Leader: All shall have completed the BSAC training or its equivalent; AND 75% of the group leaders shall have: (1) completed 2 semester hours of school-age care related coursework and have completed or be enrolled in 2 semester hours of school-age related coursework; OR (2) 600 hours of verifiable experience working with school-aged children in a licensed child care program; OR (3) 900 hours of verifiable experience working with school-aged children in an unlicensed school-age care or camp setting; OR (4) any combination of Subparagraph (A) through (C) of this Paragraph.

- Assistant Group Leader: Must be at least 18 years of age and completed the BSAC10 training or its equivalent.

To improve the quality of child care in North Carolina, the NC Division of Child Development and Early Education created two credentials that are available through all 58 community colleges. These credentials

are: (1) NC Early Childhood Credential for lead teachers and (2) NC Early Childhood Administration Credential for administrators of child care programs.

What are some of the things you can do to earn more points?

A C T I O N	D E S C R I P T I O N
Enroll all staff in early childhood classes	While you earn the most points when staff members receive a degree, you might also be eligible for more points as they complete individual classes. Extra benefits for completing ongoing classes are: • One caregiver can share her knowledge from classes with other caregivers which improves the overall level of care provided to the children; • You will have more flexibility if one caregiver quits and you have to fill that position with someone with equal education to maintain the education points you have already earned; and • Staff may be eligible for salary supplements.
Use environment rating scale results	If you had an Environment Rating Scale completed initially use the information contained in the summary to make improvements in all classrooms. Your local CCR&R program may offer training and technical assistance on how to use the scales.
Use environment rating scale	If you have not had an Environment Rating Scale done, use the Rating Scale books to do individual assessments prior to applying. Some providers find it helpful to have a teacher from one classroom observe in a different teacher's room. Read thoroughly the information in the books, as well as at www.ncrlap.org to help you complete the observation correctly. Your local CCR&R program may offer training and technical assistance on how to use the scales.
Develop operating and personnel policies	Work with local CCR&R staff to develop or review operating and personnel policies. Make sure all the content areas in the rules are included.
Continuing to meet licensing requirements	Continue to meet all licensing requirements so that you maintain a high compliance history rating.

The following resources are available to assist you in increasing your points:

- Your NC Division of Child Development and Early Education licensing consultant should be your first contact and is available to provide technical assistance.

- CCR&Rs provide training and technical assistance on a variety of topics, including assistance in using an environment rating scale. There are Regional Specialists on staff in the areas of children's health social behaviors, school-age child care and infant-toddler care.

- Local Smart Start partnerships support a variety of quality improvement strategies and initiatives to help individual child care programs improve their quality of care. Some partnerships also directly provide training and technical assistance to child care programs.

- The T.E.A.C.H. Early Childhood© Project can help offset the cost of classes.

- Child Care Health Consultants can assist in improving the overall health and safety of your child care program. To find out if there is a child care health consultant in your area, call the NC Child Care Health and Safety Resource Center at 1-800-367-2229.

- Child Care WAGE$ Project is a salary supplement program providing an incentive for caregivers to complete coursework and stay in the child care field.

- Contact your local CCR&R to inquire about application for grants.

SECTION 2: DEVELOPING A PROGRAM PHILOSOPHY

The planning of an early child care program should begin with the development of a program philosophy. The American Heritage Dictionary defines philosophy as a "basic theory, a viewpoint, the system of values by which one lives." Or, in the child care business, it is a system of values that governs and guides all your decisions from classroom curriculum to staffing to equipment purchases to budgeting. Your program philosophy should reflect what you believe about caring for and educating young children. Remember that one of the key elements of quality is a research-based curriculum that is grounded in your philosophy.

Therefore, your program philosophy should include your views on how a child learns, outcomes you want to be achieved, the process, sequence and resources your program will use to facilitate learning; the teacher's child's and program's role in that learning process and the role of the family in your program.

Below are two examples of program philosophies. You can use these as models to help you develop your own unique statement.

> *"It is my belief that every child deserves the opportunity to grow and learn in a warm and nurturing environment with caring, educated, and experienced individuals that focus on the needs of the child, provide developmentally appropriate activities and positive interactions and supervision; while promoting diversity, values, and creativity. I believe as an early childhood educator, we must embrace the whole family to assure the success of the child, and that family involvement and support enhances a child's growth."*
>
> -Anna Mercer-McLean, Community School for People Under Six, Chapel Hill, NC.

> *"The program is designed to meet the developmental needs of young children (3-5 years). It provides experiences that enrich and enhance each child's cognitive, language, social, emotional, physical and creative development. Within the center's daily schedule, each child has opportunities to create, explore the environment, learn problem-solving and personal interaction skills and learn concepts through first hand experiences. Children develop a positive self-concept through a balance of self and teacher directed activities. Opportunities for solitary play as well as group activities are provided. Staff serve as positive role models and provide care that is supportive, nurturing, warm and responsive to each child's individual needs. We respect families as the primary and most important provider of care and nurturing and we believe families and teachers are partners in children's care and education."*

> 8. Taken from <u>Developing and Administering a Child Care Center</u>, 4th Edition, D.J. Sciarra & A. G. Dorsey, 1998.

SECTION 3: PROGRAM POLICIES

The book, <u>Developing and Administering a Child Care Center</u>, describes a policy as a "course of action that guides future decisions" – or a principle by which you operate. Policies spell out what your staff and your customers can expect of you and your program and what you expect of them. Sound policies are an

important part of providing high quality services. You will also need procedures which are the steps (who, what, when, where, how) taken to carry out your policy.

Here's an example of the difference between a policy and procedure:

- Policy: The Happy Days Child Care Center will operate on the same schedule as the public schools on inclement weather days.
- Procedure: The director will post closing information on the WRAL-TV and WUNC radio by 6:30 a.m. In the event of a mid-day closure, the center will call all families with that information in addition to posting on the above ratio and TV stations. Transportation will not be provided during inclement weather.

Why are policies necessary?

- Policies indicate a high level of professionalism and a business focus.
- Policies ensure you are consistent and equitable in your decisions and actions.
- Policies enable you to make decisions quickly without agonizing over whether you will hurt one parent's (or teacher's) feelings or whether you told another parent (or teacher) the same thing. Policies help keep your relationships with families and teachers on a professional level.
- Policies reduce the anxiety level of staff by clearly explaining expectations so they can focus on doing their jobs.
- Policies reduce your risk of legal conflict. You need to do everything you can to ensure a safe, secure environment and that starts with well-though out policies and procedures for how you will handle everything from the simple to the difficult. It is always a good idea to have your policies reviewed by an attorney.
- Policies are required to receive a higher star rating for your center.

Policies and procedures should be specific, clearly written, comprehensive and in the best interests of the staff, children and families. Clear policies help establish a trusting relationship with the families you serve. Following are some of the types of policies and procedures you will need for staff and key components of each.

Personnel: Personnel policies cover all matters, including laws and regulations, relating to employment. Staff members who know what their responsibilities are will be more successful in

implementing your program's goals and policies. You, as director, can feel more assured in your role because you can handle many issues and conflicts by referring to the policies and procedures.

Hiring: You will need to advertise and recruit for positions and determine the application and interview processes. It is always a good idea to form an interview team to develop and ask the 1questions of prospective employees. A program job description should outline what is expected from the employee including education, experience and other requirements. It should also include the position title, to whom the employee will report and supervision and reporting responsibilities, duties, salary and work schedule. The program should have policies that address Equal Employment Opportunity Act (EEO) and the Americans with Disabilities Act (ADA) regulations. Be sure to check references and to search State and Federal Bureaus of Investigation records on potential employees. Require employees to sign a contract, which should include terms for an initial probationary period.

Salaries: Policies should clearly state salary ranges for each position and describe the salary scale and how it relates to your career ladder. There should be details about overtime, taxes withheld, reimbursement, bonuses, merit pay and cost-of-living raises. Make sure your policies are compatible with all state and federal laws regulating minimum wage and overtime pay. This is an area you must know about before starting your business. Training is available on request from Small Business Centers at community colleges, the Wage and Hour Bureau and Small Business and Technology Development Centers at universities.

Benefits: Benefits available to employees must be clearly stated in your personnel policies, and they may include health, life, disability, liability and other insurance overage, retirement plan, medical savings account, Workman's Compensation and professional development/education assistance (tuition, fees, time off and substitutes). Benefits also include vacation, sick leave, personal leave, disability, Social Security, Family and Medical Leave Act, holidays, leave without pay, jury duty, and bereavement. Policies should explain the scope and sequence of the benefits, accrual and leave request processes and forms.

Work and Pay Schedules: A staff schedule should be included in your policies that will ensure coverage so that required ratios are maintained throughout the day. You must also provide enough staff to guarantee the safety of the children and maintain a quality program throughout the day. Consider

staffing needs before early children arrive, at peak hours, during lunch and nap times and at the end of the day when you may have to implement staggered staff schedules. Having two staff always present at any one time helps protect the children and the staff. Policies should address staff break time away from the children and to whether the breaks are morning or afternoon breaks, bathroom breaks or split schedules and where staff may go to take their breaks. Policies and procedures should give the pay schedule and process for payment. The schedule for staff, parent and board meetings/conferences should also be included in your policies.

Termination: Under what circumstances will employment be terminated? What are the procedures for doing so? What is your appeal process?

Evaluation: Policies should ensure regular evaluation of employees. The evaluation should be related to the job descriptions and the center's goals and philosophy. Policies should state the schedule, who conducts the evaluation, what method and instrument are used and what the consequences are of a poor evaluation.

Training/Education: Policies should explain the licensing requirements for in-service training and any additional center requirements. In addition, child care licensing regulations require a professional development plan for each individual staff member as well as an overall plan for the program.

Other personnel policies might include: Grievance, resignation, drugs, smoking, outside employment, dress code, safety and confidentiality.

Operational/Program Policies deal mainly with issues involving the children and how the program functions. Below are some of the issues regarding operations and programming for which you will need to institute policies.

Operations: State your hours and days of operation, licensed capacity in the various age groups and classrooms and the child/staff ratios that will be maintained.

Daily schedule: Describe the program's typical schedule, regularly scheduled special events (like story hour at the library), holidays celebrated and the policy on birthday celebrations, etc.

Payments: Address your daily, weekly and/or monthly rates, payment schedule and how you deal with nonpayment or late payments. Make sure families understand your policies regarding payments for holidays, vacations and other days when the center is closed.

Fees: Specify types and amounts of late fees and fees for registration, special activities, materials or classes.

Enrollment of children: Address necessary forms, the planning and timing of the process including interviewing of families, families orientation and/or visit to the center, phasing in children, parent contact information, parent contracts, physicals and immunization records and roles of staff.

Termination of children: Under what circumstances will you require that a child leave the program? What are the procedures you and your staff will follow?

Meals: Include in your policy the number of meals and snacks provided daily, what type of food is served and how the meal is served (for example, family style where staff eat with children and they help serve themselves). Include a sample menu. How will you address food allergies and special diets? Under what circumstances can children bring food from home?

Holiday and weather-related: What holidays will the center be closed? You also need policies and procedures for closing or closing early on snow or other inclement weather days.

Health and safety: These policies and procedures should address administration of medication (signed permission, record keeping, etc.), hand washing procedures, sanitation, food storage/preparation, child and staff health requirements and records, communicable diseases, care for sick children (which illnesses will exclude a child from care, under which conditions will you send a child home), liability and medical insurance carried by the center, expectations on who a child can be released to and what you will do when an unauthorized person comes for the child.

Emergencies: How will you handle evacuations? What is your fire drill procedure? What do you do in the case of an injured child? What is the role of staff in these instances?

Abuse and neglect reporting: By law, you and your teachers are required to report any suspected case of abuse and neglect in or outside the child care facility. Your policy should describe this obligation and explain how your center will handle the process, forms required, etc. Useful information is available from the NC Division of Child Development and Early Education's SUPERVISION training series.

Transportation: State what transportation services are and are not provided including daily to and from school and/or special trips. They should include who can drive, what their qualifications are and their training, pick-up and delivery schedules, clear and easy-to-follow safety measures and permission forms.

Discipline: Corporal punishment is not allowed in licensed child care programs. Your policies should explain how your staff will guide and manage children's behavior, what is allowed and what is not.

Family participation: You need a policy on parent/teacher conferences addressing how often they occur, on what schedule and the purpose. What is your policy on the various roles families' can/are encouraged to play (board member, classroom volunteer, driving or assisting on field trips, building equipment, clerical, fundraising), visiting the classroom?

Inclusion of children with special needs: The Americans with Disabilities Act (ADA) requires that children with special needs be cared for in regular educational settings with their peers. The law prohibits child care centers from denying admission to a child because of a disability unless such admission would fundamentally "alter the nature of the program" or would be an "undue burden" on the program. You must consider each child with special needs on an individual basis. If your program can make "reasonable accommodations" in the environment, then you should. Your policies should address the ADA requirements, how you will work with the child's families and professionals involved in their care and treatment and how your teachers and volunteers will be trained and prepared to provide care and support.

It is important to inform staff and families in writing about your program and its policies to help them understand what to expect. These policies should be discussed with families when they first inquire

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about enrolling their child in your center. You will want to create handbooks for both that contain the relevant program policies and procedures.

A parent handbook might include the following information:

- Names of staff and contact information

- Program philosophy and mission

- Services the program will offer to children and families (meals, transportation)

- Days and hours the center operates

- Age range of children served

- Example of daily schedule

- Fees and arrangements for payment

- Admission requirements and enrollment procedures

- Expected arrival and departure times and procedures

- Health and safety precautions to be taken by family and staff

- Liability and medical insurance carried by the program

- Discipline policy for behavior management

- Expectation for families regarding items to be provided and visiting the program

- Family involvement expectations

- Summary of scheduled events such as birthdays and holiday celebrations

- Description of legal obligations to report suspected cases of child abuse and neglect

A staff handbook might include information on the following topics, which are listed alphabetically:

- Affirmative action statement

- Confirmation of staff receipt and review of policies and procedures

- Disciplinary action

- Employees with children in the program

- Exit interviews

- Expectations of all employees

- Grievance procedures

- Health and medical requirements (e.g., physical exam, TB test, criminal records check)

- Hiring policies and procedures
- Internet and cell phone usage
- Job description for each position
- Meeting schedules
- Performance evaluations
- Personnel records
- Probationary period
- Process for amending and changing policies
- Program goals and purpose
- Resignation and termination of employment
- Tine records
- Salary and benefits information
- Staff assignments
- Staff development and training, both pre-service and in-service
- Substitutes
- Working hours

In developing these policies, your focus should be on efficient operation rather than total control of the program. Asking for staff input into how the policies will be implemented helps them feel respected and a part of the process rather than seeing it as something done to them. Remember, too, that policies are not static and will need to change. You should review all your policies at least once per year.
In order to receive a star rated license of two or higher, you will need written personnel and operational policies. The personnel policies must be discussed with each employee at the time of employment and a copy made available to all staff. Staff must be notified of any changes in writing. Operational policies should be discussed with families at the time they inquire about enrolling their child in your center. A copy must be given to families when the child is enrolled and they must be notified in writing of any changes. Copies must also be distributed to staff. .

Policies may also be affected by laws that govern your business, such as Wage and Hour. It is advisable to seek the advice of an attorney and an accountant before starting your business and developing your

policies. For more information and assistance on legal and policy issues, see the Resource Section of this manual.

SECTION 4: RELATIONSHIPS AND COMMUNICATION

Quality child care occurs in an environment that supports strong, healthy relationships between teachers and children, and among teachers; between teachers and the director; and among teachers, director and families. As director, you will also need to build and nurture relationships with businesses, community members and peers. Each group has its own unique needs and makes it own unique contributions to your program. To be productive and rewarding, these relationships require mutual respect, cooperation, shared responsibility and frequent communication.

Being a director can be a lonely job but having a strong and varied support network can minimize the risk of isolation. One specific way to develop supportive relationships is by forming an advisory committee for your center to help you develop policies and procedures, solve problems and fundraise. Before forming such a group, you should be clear about the purpose. This will help you decide which community members to invite to serve on your advisory committee.

Relationship Between Leaders and Staff

In your role as center director, you set the tone for your entire center. You must be a leader and an advocate. You are responsible for the effectiveness of your program. Its success or failure depends on the quality of your leadership. Becoming a leader is not easy but everyone has the capacity to do so if they have the will to do so.

Researchers have found that the following qualities distinguish leaders from others:
- Clear vision of what they want to accomplish and why and the strength and perseverance to keep going even after discouragements and failure. A leader also is competent in the area she is leading and able to develop ways to overcome barriers to getting where she wants to go;
- Passion for their profession and for their course of action and the ability to communicate that vision to others and create a team spirit around the goals and tasks;

- Integrity which includes knowledge of oneself, candor in word and deed, devotion to principle and maturity;
- "Curiosity and daring" – a leader is eager to learn, learns from her experiences (including mistakes) and is willing to take risks. Leaders are innovative, trying things other people have not; and;
- Knowledge of the early childhood field. Leaders have education and experience to ensure they are leading in the right direction. They are constantly learning and serve as a model of life-long learning for their staff and others.

As one center director put it, "In order to be successful as a director of a child care center, above all else, you have to be a people person. You have to realize that this job goes far beyond administrative policy and paperwork, that being the leader has to do with forming trusting relationships with your staff, respecting their individuality…"

One of the decisions you must make early on is <u>how</u> you want to lead and manage. *Do you believe that only the director can make important decisions? Do you think that conflict is something to be avoided? Or do you believe that open discussion of ideas is healthy and improves the decisions and that staff are responsible and capable leaders and have ideas and skills to contribute to decision making?* You will need to spend some time reflecting on your leadership and interpersonal style and what values and beliefs you have about decisions will be made in your program. Often times, people tend to use strategies that they are most comfortable with, but these may not be the most effective ones.

A shared decision-making model is one of the most effective methods for improving employee morale and job satisfaction and increasing staff commitment to the program. Finding success with this collaborative model, though, may require a shift in both your head and your heart. To shift your thinking, you must take a win/win approach to solving problems. It isn't always necessary for someone to win and others to lose.

While shared decision-making offers many benefits, it is by no means an easy approach. Group decision-making is definitely more time consuming than individual decision making. It demands more

advanced leadership skills from you as director and requires you to be willing to give up some of your control over all decisions. It is also difficult to implement with frequently changing staff or with a very small or very large staff.

The pulses, of shared decision making, outweigh the minuses. It is almost always true that the whole is greater than the sum of its parts and the more participation, the better the decisions. Your staff will be more supportive of and more likely to follow through on shared decisions. You will encounter less resistance to your leadership when you are willing to share in that role. Conflicts will be more easily resolved when you share a common purpose and goals with staff. And, with more content staff, you are more likely to have a higher quality program with reduced turnover.

What are some specific strategies for improved communication with and among staff?
- A system of communicating that ensures everyone on staff knows about news events, current issues, regulations, etc.
- Regular staff meetings with staff input into the agendas
- Planned staff functions that create a feeling of a team
- Opportunities for experienced staff to mentor new staff and for teachers to work together on projects or center concerns
- Staff have input into decisions that affect their work life (e.g., scheduling, deciding on classroom arrangement and teaching activities, ordering classroom supplies and equipment, interviewing prospective staff, reviewing center mission, goals and policies).

It would be well worth your time to invest in learning all you can about alternative ways to lead and manage your program. There are many books and training opportunities on leadership and management that could help you through this process.

Relationships with Families

As center director, you must have enormous skill, particularly in working with parents. It requires that you be friendly, understanding and empathetic but also retain an appropriate distance and the ability to be firm when necessary. The relationship between staff and families should be one of partnership where both work together to achieve a common set of goals. Leaving your child in the care of someone else is

hard for most families and they express this anxiety in different ways. Being able to understand the various ways families have of coping takes training and experience on the part of the teacher. The important thing is that families know that you share their special concern for their child.

Here are some ways programs can build partnerships and strong communication with families:

- Make sure families are welcome in the program – to observe, to participate in activities and to share in decisions made about the children's care and education.
- Teachers should establish and maintain regular, frequent two-way communication with families. This can be done by setting aside time at the beginning and/or end of the day to share information about what the child did during the day, writing notes to the family, making telephone calls and scheduling regular, individual meetings.
- Hold regular parent meetings to share information and solicit feedback.
- Involve families in meaningful ways – planning and evaluating the program, serving on committees, interviewing prospective staff and evaluating current staff or sharing their skills, interests, hobbies and professions. Form a parent advisory board. Place a suggestion box in a visible location.
- Acknowledging families' choices for and concerns about their children and respond sensitively without abdicating professional responsibilities.
- Provide links to a range of services and resources in the community.
- Work with other agencies and individuals who may be working with the child or family.
- Have written policies and procedures on program operation that make clear what is expected of families and what they can expect of the staff and program. Families' participation in program activities will be more satisfying for both parties if the ground rules and expectations are clear.
- Make sure all staff members have sufficient and ongoing training in building partnerships with families, resolving conflicts and improving interpersonal communication skills.

Relationships with Key Community Partners

A director is responsible for working with and being involved in community agencies, business and programs in addition to their work with families. All of the leadership and interpersonal skills discussed thus far are also applicable when talking about relationships with community members.

Some of the key community partners you want to cultivate a relationship with include the following:

- Child Care Resource and Referral (CCR&R) agencies provide required and other training sessions, technical assistance, listing in their database for referrals to families, lending libraries and many other resources. Some CCR&R agencies also provide subsidies and scholarships, substitute programs, grants, etc.

- Your local Smart Start Partnerships have opportunities for child care providers to serve on their boards and/or committees that address planning for early childhood programs or you may want to investigate how you can be a grantee or recipient of Smart Start funds.

- Child Care Consultants for the NC Division of Child Development and Early Education are based in or near your community. Besides their responsibilities to license and monitor child care facilities, they also provide technical assistance on child care regulations and are knowledgeable about child care issues and resources.

- Your local Purchasing Agency which could be your Department of Social Services (DSS), your CCR&R or a state level contractor will assist you with becoming familiar with information regarding child care subsidy.

- NC Pre-K Programs operate in all North Carolina counties. You may want to become an NC Pre-K site or serve on your local NC Pre-K County Committee.

- Local Interagency Coordinating Councils (LICC) screen referrals for services and determine eligibility for children with special needs to receive services, plan Child Find and public awareness campaigns and identify and plan for local service delivery needs. Child care providers serve on the LICC, as well as, their sub-groups.

- Your local Health Department, physicians, and dentists may provide free screenings to your center's children.

- Build relationships with teachers and principals in your local school system to ease the transition for children from your center into school.

- You may want to become a member of your local Chamber of Commerce. Chamber of Commerce provides training and networking opportunities with other business owners and operators in your community.

Other community resources may include the following:

- Public library – take children to story hours, work with librarians to offer programs on-site at your center, check out books for children and teachers; and

- Police, churches, arts organizations, museums, parks and recreation programs and senior citizens' services – they may be able to provide volunteers, programming, and resource materials in addition to becoming an advocate for your program.

All of these people and programs can be great sources of information, training and services for families and staff. Through your association with these groups, you can get help with marketing your program and learn about the variety of funding that is available. Be sure to share information about what is happening in your program on a regular basis and what your needs are. When you receive help from any of these organizations, be sure to acknowledge their contributions publicly and privately, verbally and in writing through personal notes, recognition events or newsletters.

Relationships with Peers

Building and maintaining relationships with your peers in the early childhood field is part of being a professional. There are many levels of professional relationships, and below are some examples:

- Take advantage of membership and participation in local, state and national early childhood and business associations.

- Networking can be done formally or informally. It can be "job-based" which might include your staff, parent committees, work teams, etc. or it can be "community-based," including early childhood agencies and associations that provide access to professional resources – both people and materials. Whether job-based or community-based, both types of networking are critical to your career and serve as sources of information, expertise, support and long-term professional and personal relationships. The best way to become involved in these networks is to volunteer on a variety of community and state level committees.

- Most good leaders have had a mentor. Mentors can be friends, teachers, colleagues or historical figures. Find someone in the profession whom you respect and is respected by others an ask them to take you under their wing. Talk with them and observe them in their work setting and with the people they lead.

- Enrolling in classes at your local community college is a great way to meet colleagues as well as continue your professional development.

Remember to encourage and support your staff in developing these types of peer relationships, too. Make sure you provide them information on professional associations, advocacy efforts, planning committees, and other opportunities to develop relationships with peers and community members.

References for the above section: <u>On Becoming a Leader</u> by W. Bennis, <u>Circle of Influence</u> by P.J. Bloom, <u>Developing and Administering a Child Care Center</u> by D.J. Sciarra & A.G. Dorsey and <u>Developmentally Appropriate Practice</u> by C. Coppel & S. Bredekamp.

SECTION 5: BUDGETING FOR QUALITY

Providing quality child care should be the number one goal of all child care programs. It will be up to you to lay the groundwork and provide the leadership to ensure your services are of high quality. This means you must not only have skills in planning and implementing a developmentally appropriate curriculum but also in financial management. Poor financial management leads to a constant lack of funds and will interfere with your ability to run a long-term, high quality program.

This section will focus on key considerations when budgeting for quality. There are many excellent local resources for training and one-on-one assistance where you can – and should – seek additional help beyond the introductory information presented here. One of the decisions you will need to make immediately is what type of corporation you will form.

The advantages to forming a legal entity under which to operate your business to include:

- Eliminating the possibility of legal liability on personally owned items (home, car, personal bank accounts);
- Increasing the possibility for other sources of funding; and
- Developing credibility in the community.

There are five types of for-profit corporations (sole proprietor, partnership, c-corporation, s-corporation and limited liability company) and not-for-profit. For profit corporations have shareholders who invest in the corporation with the expectation that they will earn a profit on their investment. A not-for-profit corporation does not expect to make a profit. These entities focus on providing services to the community. Not-for-profits generally do not pay taxes and so can reinvest a larger share of revenue in the business than for-profits. Not-for-profits are more frequently eligible to receive grants from the public, foundations, government sources and businesses. Your choice will affect your budget and the types and amount of funding available to your program so it is important to work with a tax attorney to review and provide advice on the type of incorporation to choose.

There are several types of budgets and forms you will need to become familiar with but this manual will address two of these: start-up and operational.

Start-up Budget

A start-up budget is used when you are planning and just beginning operation. It includes all the expenses incurred in starting the center.

Start-up expenses include:

- Personnel salaries, benefits and payroll taxes. You will need a director's salary for several months prior to opening and any other personnel needed to assist the director. In your first year of operation, you will need to phase in staff based on your enrollment;

- Building expenses such as down payment on the purchase of a building, remodeling or renovation and rent deposit;

- Utilities deposits or installation; Equipment for the office, classrooms, playground and kitchen plus any installation costs;

- Supplies for the office, educational program, housekeeping food service, classrooms, health and first aid;

- Insurance including liability, vehicle, property;

- Food service;

- Staff development – orientation, workshop and course fees, resource materials, contracted services of trainers;

- Advertising such as brochures, yellow pages and newspaper ads, open house;

- Legal and professional fees for accounting/payroll, legal retainer fee, janitorial/landscaping services, license and permits;

- Dues and subscriptions for professional association memberships, magazine and journal subscriptions;

- Taxes such as FICA and sales; and

- Miscellaneous expenses such as travel, postage, telephone.

Your start-up budget should also include at least three to six months of operating costs since you will open your program with many few children than your licensed capacity. Most new programs operate at a maximum enrollment of 75 percent of their licensed capacity for up to two years. There are many factors which will affect this percentage including the location of your program, its quality and the quantity and quality of your competition. In addition, start-up costs vary widely. Income sources for start-up usually include personal savings, government or private grants (sometimes limited to private-non-profit organizations) and loans from a bank or other lending institution. You can get help from a variety of places with your start-up budget including your community college's Small Business Center.

Operating Budget

The remainder of this section will focus on the second type of budget, the operating budget. As with your start-up budget, it is a good idea to contact an accountant to help you with developing your operational budget. This type of budget includes an estimate of al center income and expenses for one year of operation beginning when children enroll. Most programs operate on a calendar year (January 1 – December 31), the state's fiscal year (July 1 – June 30) or a school year (September 1 – August 31). Once you select your budget year, you should not change it without a compelling reason. This budget is your financial plan and it is your job as owner/director to see that it is followed. Budgets may occasionally need to be adjusted for changes in income or other unanticipated events.

You should always begin your budget process by figuring out your program cost. Then, you must figure how much income is available and what more is needed to equal the income or make a profit. If you don't develop your budget in this order, you will find your program being governed by your budget instead of by your goals. Keeping your program's philosophy and goals I mind during this process will help you prioritize expenses, too.

Below are some of the questions and dilemmas you will need to address when developing your operating budget:

- How many children and what ages of children will you serve? Realize that the cost for infant care is significantly higher than for preschool age children, largely because of the lower staff/child ratios required. Even though the cost for infant and toddler care is higher than other ages, the need and demand for such care is huge.

- Children with special needs may be a part of your program. They will bring riches to your classroom environments but may need some special equipment, supplies or staffing.

- What staff/child ratio do you want to maintain in order to be a quality program? How will you staff the program to maintain ratios when staff are sick or on vacation?

- How are you going to make decisions about holding places for children when they are ready to move up to the next age group? How long can you keep that space unfilled? Juggling this issue along with your waiting list is challenging and has big implications for the budget and your income.

- How many teachers are you going to need for what hours of the day? In your first year of operating, you will need to stagger the hiring of staff based on your enrollment. Because this number is unpredictable, it makes budgeting a challenge.

- Will you need assistant teacher, a floater, a substitute, a cook, a janitor, a secretary, a bookkeeper or a bus driver?

It is critically important to understand the economics of child care center operations in the context of the community in which your center will operate. Pay special attention to the size of and rates charged by other centers in your community, their program features, the wages paid to their staff, and the demand for the type of child care you seek to offer. Your child care resource and referral agency should e good source of this type of information.

If you seek to operate a financially self-sufficient high quality child care program, a rule of thumb is that it should serve _at least_ 75 children. Your community, however, may not be able to sustain a 75-child center and you may need to consider operating a smaller center. You will learn that it is very challenging to operate a stand-alone, economically self-sufficient child care center serving 50 or fewer children. If you are interested in operating a center of this size, you will need to be very creative and entrepreneurial in identifying non-traditional revenue sources to improve its economic viability (such as ongoing in-kind contributions, area scholarship programs, family-focused products/services, or Smart Start funds).

Visit the Division of Child Development and Early Education's website to learn what the child care market subsidy rate is for your county. The county market rate is set at the 75th percentile of the private paying parent rate for your county (when it was last assessed by the state). County market rates are not adjusted annually and in practice can be out of date with private paying parent rates. Regardless, if you

intend to serve low-income children receiving child care subsidy, you will only receive reimbursement for these children based on, your private paying parent rate or your county's subsidy reimbursement market rate, whichever is less. If your budgeted revenue assumes a rate that exceeds your county's child care subsidy market reimbursement rate, you will have to determine what other revenue sources are available to offset the gap between the subsidy reimbursement rate and your center's private paying parent rate. Although state policy currently allows you to charge any differential amount to families, low-income families are frequently unable to afford more than the co-payment amount that they are required to pay to access child care subsidy. Programs are reimbursed at the one star market rate for the first six months of operation. In order to continue to receiving subsidy reimbursement a program must apply and achieve a star rating of 3, 4 or 5 stars. Programs achieving 1 or 2 stars will no longer receive subsidy reimbursement after the initial six months of operation.

Although most individuals choose to operate a child care center because of their commitment to the education of young children, some also hope to make a profit. It can, however, be difficult to balance your budget with less than 50 children. It is important to also take into account that you will not often operate with full enrollment so your budget should be based on less than that number, usually no more than 90 percent for established programs. For new programs, it may take up to two years to reach this percentage. In your first few years, you should have a budget that phases in children and income as well as staff to meet your changing needs.

A critical part of your budgeting process should include an estimate of how you will distribute your annual expected income and expenses. Your budget will not be divided into twelve equal amounts. A projection of your cash flow will enable you to plan for large purchases, adjust for variances in your enrollment and know when expenses like semi-annual insurance payments are due. A cash flow statement can help you be sure you have the revenue to cover such periodic expenses and fluctuations. Keep in mind that government reimbursements for subsidy and food program expenses can run on a 30 - 90 day schedule so you must have enough in the bank to carry you through those waiting periods. Project low estimates of income and high estimates of expenses to insure a safe operating margin. Keep notes beside your projections on what assumptions you were basing them on. This cash flow statement will need to be regularly revised.

Staffing expenses are a critical component of any child care center's budget. When you budget your center's staffing costs, the number of staff should enable your center to provide individualized and appropriate care and education since even the most qualified teacher cannot meet the needs of individual children and adequately supervise too large a group at the same time. For all preschoolers, this means continuity of the relationship between the caregiver and the child over a given day and across months and even years.

Expenses

Personnel: This will be your primary expense (up to 80 percent of your budget) and the key to successful operation of a quality program. It is important to pay your staff a decent, more-than-minimum wage. Not only are staff critical to the quality of your program, they are the key to keeping families happy and loyal and to reducing your turnover costs. Every time a teacher leaves your program, you incur costs to replace the loss – that is, expenses for orientation, retraining, professional development, advertising, and criminal records checks for a new teacher. In addition, you lose revenue when prospective parents won't enroll their children because of staff changes or when current parents take their children out of the center because of the staff turnover. Successful business executives have learned that retaining good staff makes good business sense.

Your budget should include wages for full-time and part-time staff and substitute, benefits and applicable taxes. You should consult your personnel policies for salary schedules and fringe benefits. When hiring staff, you will need to decide how much credit you want to give to education and/or experience. You should become aware of the salary pay scale for equal work in your community.

You must also ensure that you are complying with wage and hour laws, tax laws and employment laws. As an employer, you must pay percentages of staff salaries for Social Security, Workman's Compensation and Unemployment Compensation. You are also required to withhold certain taxes from each staff's paycheck, to accrue the funds and to submit them to the appropriate government agency in a timely manner. Your program incurs record keeping costs associated with them.

There are several types of employees (full-time, part-time and temporary) and different rules apply to each. Some employees are considered "exempt" while others are categorized as "nonexempt." Non-

exempt employees are hourly workers and must be paid overtime. There are state and federal laws governing wages, benefits, leave and overtime. Be sure you are familiar with these regulations. Detailed information is available on the NC Department of Labor's website (www.nclabor.com) as well as a list of training available on labor laws.

While benefits may seem like an expendable cost, they can make the difference between a stable staff and a transient staff. Most employers offer full or partial health coverage, holidays, vacation and sick leave. Some offer a cafeteria plan that may include dental, life and disability insurance and retirement savings accounts where the employee pays part or all of the cost of the plans they choose.

Related to personnel costs are contracted services. These include payments for specific services such as bookkeeping, audits, accounting/payroll, legal, janitorial, etc. You typically pay these contractors a set fee for the job you need done. You should have a written agreement with the contractor that states both your and their responsibilities.

Supplies: You will need the following types of supplies or items you consider consumable:
- Office/general supplies like pens, pencils, paper, stationary
- Janitorial supplies such as toilet paper, soap, brooms, mops, cleaning materials
- Children's classroom supplies such as paint, crayons, construction paper, glue, dolls
- Teacher's classroom supplies such as notebooks, files, paper, pens, scissors, staplers
- Kitchen supplies like plastic and paper products
- Promotional supplies like pens, tee shirts, mugs with your center's logo

Food: Your hours will dictate that you provide children with specific numbers and types of meals and snacks. You will benefit from participating in the Child and Adult Care Food Program (CACFP) which requires that you serve nutritional meals of a certain size and frequency and reimburses you for part of the costs. Be sure to order enough food so teachers can eat with the children. In some communities, meal services can be purchased form other agencies such as your CCR&R, Head Start, Public School or hospital.

Staff Development: Certain types of training and/or coursework are needed for your staff during their employment. It is the director's responsibility to introduce new employees to the work environment.

Within the first six weeks of employment, the director should provide a detailed orientation which comprises sixteen on-site hours. The orientation should include a tour of the facility and introductions to other staff, as well as, review of all aspects of the child care handbook. Within the first two weeks of employment specific attention must be paid to recognizing symptoms of child abuse/neglect and the employee's duty to report suspected abuse/neglect, review of the center's operational policies and/or parent handbook, including the center's safe sleep policy for infants and a review of adequate supervision of children. Other suggested topics include:

- Program goals and objectives, roles and responsibilities, human relationships, cultural awareness and sensitivity, children's environments, curriculum activities, appropriate discipline techniques, community resources, code of ethics, safety and health/nutrition.

- Some staff will have additional training needs. For example, a five hour Basic School-Age Care (BSAC) training is required of any staff supervising school-age children. The training must be completed within three months of employment for fulltime employees. All staff working with Infants must complete the ITS-SIDS training within four months of assuming work with Infants, less than twelve months of age. You should plan to provide individualized training to all staff, based on their education and experience. Identify costs associated with this training such as fees, travel and staff time.

- DCDEE has annual *in-service training* requirements that specify approved and the number of hours. Your local CCR&R and community college early childhood department can assist you in meeting this requirement. The hours required vary from five to twenty according to the education and/or experience of the staff person. You should count on prying fees and travel expenses for staff to attend this training. Encourage staff to seek additional training beyond the minimum required.

- An annual professional development plan for each staff member that includes licensing required training hours, community college courses, local state and national conference attendance, online courses and/or independent study. Most of these options have costs associated with them— registration fees, tuition, internet access, travel, hotel, meals and books. There are resources to help with some of these costs and some will be free. Increasing your and your staff's level of

education will help your program reach a higher star rated license by scoring more points on education standards.

- Every center should have some books, videos and professional magazines available as reference material and professional development for staff. Often times, the local CCR&R or Smart Start office will have a lending library with these types of resources available for check-out. Other great resources for staff development are the public library and the internet.

- Budget costs are associated with paying the match requirement for increases in staff salaries or bonuses for enrollment in the T.E.A.C.H. Early Childhood© Project.

Employee Travel: This includes travel not only to classes, workshops and conferences but also to committee meetings and for business related errands. Out-of-town conferences may require that hotel and meal expenses be paid.

Communication:
- Postage covers the cost of mailings to families and prospective customers and paying bills, etc.
- Telephone (landline and/or cell line) covers monthly service charges, long distance, faxes, multiple lines and phones, with at least one available to staff for personal use.
- Advertising included such items as newspaper and telephone book ads, business cards, flyers and website design and maintenance.
- Internet service, broadband, digital cable.

Utilities: These include heat, water, electricity and garbage pick-up.

Printing: This item would include flyers/brochures, newsletters, invitations, parent and staff handbooks.

Repair and Maintenance: This includes building and grounds maintenance and repairs. In the long run, it is economical to perform maintenance on a regular basis. It is difficult, though, to predict all the maintenance and re pairs you will need during the year. The best approach is to allocate a lump sum based on an assessment of how old things like your roof, plumbing, air conditioning/heating units are. Also included in this category are pest control services.

Fees: These include business licensure, licensing fees, license renewal, fingerprinting, bank, drug testing and accreditation.

Taxes: Property taxes, for example.

Center-Related Meetings and Family Involvement: Includes meeting supplies, food, resource materials, open house, and parent meeting/outings.

Facilities: This includes rent or mortgage payments.

Equipment: This includes the purchase, replacement, maintenance, and repair of equipment for the office (computer, copy/fax machines), kitchen (stove, microwave, and dish washer), classrooms (children's tables and chairs, shelves) and playground (swings, sandbox, slides, outdoor learning centers). In a budget, usually rental is listed separately from replacement and purchase.

Dues and Subscriptions: This includes dues to professional organizations and purchase of subscriptions to professional magazines and journals. Some organizations allow centers to hold a membership while others require that individuals join.

Insurance: You will need, at a minimum, property, theft, liability, abuse and neglect, accident, and vehicle coverage. If your center is run by a board of directors, you will need Directors and Officers insurance. You will have invested a lot of time and money in your business and it is only prudent to have enough insurance to protect you from weather events, crime, injury or a lawsuit.

Books, Videos and Curricula: These include teacher resource books, videos, required and/or elective curricula and administrative resources.

Building and Improvements: This includes building additions, roofing, and flooring.

Equipment and Furniture Replacement: This includes cooking and kitchen equipment, toys and games, tables, chairs, cribs, outdoor equipment, etc.

Child Transportation: This category may include the purchase or lease of a van or vans for transporting children to and from school and/or on field trips. If this is your case, you will also need to budget for insurance, gas, safety seats, inspections, and maintenance and license fees. Children under three years of age may not be transported for field trips. You may want to consider contracting with a transportation agency or company to provide transportation or rent a bus for special field trips.

Loan Repayment: Loans you take out for building or equipment purchases are a regular expense to be included in your budget.

You should begin developing your subsequent years' budget several months prior to the end of each budget year. You can use the previous year's budget figures as a guide but your new budget will be different because of program changes and your added knowledge of how to budget.

Direct Revenue Sources

There are a variety of revenue sources available to the child care program director/owner that demonstrates the initiative to access them. The ones listed below put funds directly into the program's budget.

Child Care Fees: Include those paid by both fee-paying families and child care subsidies. Other fees may include registration or enrollment fees, activity fees for special supplies, trips or lessons and penalty fees for late pickup or late payment. While all these fees will be your single largest source of income, they alone will probably not cover the full cost of a high quality program. Providers have typically kept their prices artificially low to stay in line with what families are assumed to be able to pay. However, other sources of revenue may also be needed.

Child Care Financial Assistance Program: North Carolina operates a statewide child care financial assistance program for low-income and other eligible families. Each year, the NC Division of Child Development and Early Education allocates a combination of state and federal funds to county department of social service or child care resource and referral agencies for use at the county level. Funds can be used to help pay for the full or partial child care costs of income eligible families working, seeking work, in school, or those who have children with developmental needs or are at risk for abuse and neglect. Families pay a portion of the child care cost depending on their income and family size. The General Assembly determines the amount of state funding to be allocated. Many counties have waiting lists for these funds and often must establish priorities for services. The Division sets what are called "market rates" for each county. This rate is based on the results of a survey of prices charged for child care and varies by county, by age group of children and by star licensing levels. These rates are ranked by the amount of the fee from high to low in each age group and each star level. After the first six months of operation, a program must qualify for a minimum of THREE STARS in order to continue receiving subsidy funding. Do you know the market rates for your county? You will need to find that out before developing your budget. Remember that child care fees come from families or the statewide assistance program or both (combined to equal the fee charged for one child).

The Child and Adult Child Care Food Program (CACFP): CACFP is a small but significant source of funding for child care centers. The program, funded by the U.S. Department of Agriculture, reimburses

child care program for part of their cost of providing nutritious meals and snacks to low-income children. The reimbursement rate is based on family income and can equal several hundred dollars per child per year. Nonprofit centers are automatically eligible to participate in the program. For-profit centers must meet Title XX criteria or 25% of their enrolled children or 25% of their licensed capacity (whichever is less) must be eligible for free or reduced prices meals.

The T.E.A.CH Early Childhood© Project: This project provides educational scholarships and defrays costs associated with release time for child care teachers and center directors working in licensed facilities. These scholarships may be used in public community colleges and selected universities in North Carolina to partially fund the cost of tuition, books, and travel for individuals who are interested in formal education in early childhood education or child development.

The T.E.A.CH Early Childhood© Health Insurance Program: This program helps fund the cost of health insurance for individuals working in child car programs that have made a commitment to supporting the education and compensation of their staff. A center must have 1-2 staff, depending on the size of the center, on a T.E.A.C.H. Early Childhood© Associate, Bachelor, Birth-Kindergarten License or Model/Mentor Teacher scholarship in order to participate. Any child care program that has all teaching and administrative staff with two and/or four year degrees in child development or early childhood education is eligible without having to support staff on T.E.A.C.H. Early Childhood© Project Scholarships.

North Carolina Prekindergarten Program (NC Pre-K): This program provides funding to assist in providing a high quality pre-k program. Additional resources are required and typically come from public school funds, Smart Start, Head Start, child care subsidy, county funds, private contributions and grants. There is also funding available to help with start-up costs. If you want to participate by enrolling NC Pre-K funded children, you must meet all of the related program standards and requirements. Contact your local Smart Start partnership or School System for more information.

Developmental Day Certification: Four and Five Star Licensed Programs can be certified as Developmental Day. A Developmental Day Center offers specialized services to children who are diagnosed with developmental delays or developmental disabilities. The goal is to assist exceptional children in preparing for ongoing growth and learning in less restrictive, inclusive environments.

Grants: Grants from government agencies other than those listed here and from private foundations are sometimes available for special projects. More of these grants area available for private nonprofit centers. Your CCR&R could help you identify possible sources.

Donations: Donations are often available to the resourceful director. Civic organizations and your own families may be willing to make donations of equipment and supplies if they know what you need or to volunteer to help build playground equipment, for example. If you are a private nonprofit, these donations are tax deductible to the giver, making the idea more attractive.

Fundraisers: Fundraisers can bring in small amounts of money, usually that is earmarked for something particular like a piece of outdoor equipment the center needs. Fundraisers might include selling items, yard sales, auctions, etc.

Other Resources

Child Care WAGES© Project provides alary supplements to low paid teachers and family child care providers and center directors. Participants must be employed in a participating, licensed child care program and working with children between the ages of 0 – 5 at least 10 hours each week. They must have some formal child care credential or education beyond a high school diploma. The amount of the supplement increases as the level of education increases. In NC, teachers, directors and family child care providers who participate in the program have lower turnover rate compared to the state average. Not all counties participate in the Child Care WAGES© Project; some counties operate their own salary supplement programs funded by their local Smart Start Partnership.

Local Smart Start Programs often fund services that improve child care quality and affordability such as quality improvement grants, salary supplements, insurance programs, child subsidies, substitutes, scholarships and incentives to help child car providers pursuing coursework in early childhood education/child development. Sometimes there are funds to help new quality programs get started. Programs and eligibility requirements vary. Contact your local Smart Start partnership for more information.

<u>Child Care Resource and Referral (CCR&R)</u> programs provide training, technical assistance and referral services in every county. Many of their services are free or low cost. Many operate toy and professional development lending libraries. Some provide child care health consultants to provide training and on-site assistance to child care centers. Many families call them for information on and referrals to child care facilities. This can be a valuable source of advertising for your program.

<u>Educational grants and loans</u> offer many types of financial aid available at all North Carolina community colleges and 4-year colleges and institutions – grants, scholarships, work study and loans. Every institution has a financial aid office and the staff will be able to provide you and your staff with detailed information on any aid available and how to apply for it.

SECTION 6: RESOURCES – WHERE TO GO FOR HELP

Resource Topics	Contact Information
Professional Development, Training and Technical Assistance	
CACFP and Nutrition	www.nutritionnc.com/snp/training.htm
NC Child Care Resource and Referral Council	www.childcarerrnc.org/
Child Care Services Association	www.childcareservices.org
Cooperative Extension Service	www.ces.ncsu.edu/depts/fcs/human/child.html
NC Department of Health and Human Services/Division of Public Health/Children's Environmental Health	http://ehs.ncpublichealth.com/hhccehb/cehu/index.htm
Division of Child Development and Early Education	www.ncchildcare.nc.gov
Division of Child Development SUPERvision Training & Curriculum	http://ncchildcare.nc.gov/providers/pv_supervision.asp
NC Pre-K	http://ncchildcare.nc.gov/general/mb_ncprek.asp
NC Child Care Health and Safety Resource Center	www.healthychildcarenc.org or tel. 800-367-2229
NC Community Colleges	http://www.nccommunitycolleges.edu/colleges_map.aspx
NC Government Agencies	http://www.ncgov.com/government/agencies/
NC Institute for Child Development Professionals	http://ncicdp.org/
Smart Start & The North Carolina Partnership for Children	www.smartstart-nc.org
NAEYC	www.naeyc.org
National Association of Child Care Resource & Referral Agencies (NACCRRA)	www.naccrra.org
NC-aeyc	www.ncaeyc.org
NC Early Childhood Association	www.ncearlychildhoodassoc.com
NC Highway Safety Research Center	www.hsrc.unc.edu
NC Public Universities	http://www.northcarolina.edu/campus_profiles/index.php
Partnerships for Inclusion	http://projects.fpg.unc.edu/~pfi/
NC Rated License Project	www.ncrlap.org
Program Curricula/Development Explorations with Young Children	www.ghbooks.com
Bright Beginnings	http://www.cms.k12.nc.us/cmsdepartments/ci/pre-kservices/Pages/SchoolList.aspx
Creative Curriculum	www.teachingstrategies.com
High/Scope	www.highscope.org

Montessori	www.montessori.edu
NC Department of Public Instruction's Early Learning Standards	www.ncpublicschools.org/earlylearning/
NC Guide to Early Years	800-663-1250
Program Assessments/Standards All About the ECERS-R and All About the ITERS-R	www.kaplanco.com/index.asp
Children's Outdoor Environments: A Guide to Play and Learning	http://www.naturalearning.org/
Center for Early Literacy Learning (CELL)	www.earlyliteracylearning.org
Environment Rating Scales	http://ers.fpg.unc.edu/ or 336-256-0100
NAEYC Accreditation	800-424-2460 x 2008 or information@naeyc.org
National AfterSchool Association (NAA)	http://naaweb.org/ or 617-298-5012
National Association for Family Child Care (NAFCC)	www.nafcc.org or 801-269-9338
Early Childhood Professional Associations National AfterSchool Association	http://naaweb.org/ or 617-298-5012
NAEYC	www.naeyc.org
NC-aeyc	www.ncaeyc.org
NC Early Childhood Association	www.ncearlychildhoodassoc.com
Children with Special Needs NC Children's Developmental Services Agency	www.togetherwegrow.org
Business and Management Skills Child Care Law Center	www.childcarelaw.org
Child Care Information Exchange	www.childcareexchange.com
Developing and Administering a Child Care Center	www.delmarlearning.com
Duke University Nonprofit Management and Annual Institute in Nonprofit Leadership	www.learnmore.duke.edu/nonprofit
Good Work, Durham, NC	www.goodwork.org
Leadership North Carolina	www.leadershipnc.org
Local Chambers of Commerce	http://www.ncchamber.net/mx/hm.asp?id=localchambers
NC Business Service Center	http://www.thrivenc.com/smallbusiness/start-a-new-business
NC Small Business Center Network	https://www.ncsbc.net/
NC Small Business & Technology Development Centers	www.sbtdc.org

NC Wage and Hour Bureau	www.nclabor.com/wh/wh.htm or 800-NC Labor
Online credit reports	www.myfico.com
Sample Salary Scales	http://ncicdp.org/projects/resource-library/compensation/salary/
S.C.O.R.E.	www.score.org
Tax Tips	www.irs.gov
US Equal Employment Opportunity Commission	www.eeoc.gov
US Small Business Administration	www.sba.gov
Women's Institute for Financial Education	www.wife.org

SECTION 7: GLOSSARY OF TERMS

ADA – Americans with Disabilities Act

BSAC – Basic School Age Care

CACFP – Child and Adult Care Feeding Program

CDA – Child Development Associate

CCSA – Child Care Services Association

CCR&R – Child Care Resource and Referral

DCDEE – NC Division of Child Development and Early Education

DPI – Department of Public Instruction

DSS – Department of Social Services

ECERS-R – Early Childhood Environment Rating Scale – Revised

EEOC – Equal Employment Opportunity Commission

ELLCO – Early Language and Literacy Classroom Observation

FICA – Federal Insurance Contributions Act (Social Security & Medicare)

FDCRS – Family Day Care Rating Scale

ITERS-R – Infant Toddler Environment Rating Scale – Revised

LICC – Local Interagency Coordinating Council

LPA – Local Purchasing Agency

NAA – National AfterSchool Association

NAEYC – National Association for the Education of Young Children

NAFCC – National Association for Family Child Care

NC-aeyc – North Carolina Association for the Education of Young Children

NCECA – North Carolina Early Childhood Association

NCECAC – North Carolina Early Childhood Administration Credential

NCECC – North Carolina Early Childhood Credential

NCRLAP – North Carolina Rated License Assessment Project

NCPC – North Carolina Partnership for Children

PAS – Program Administration Scale

PFI – Partnerships for Inclusion

SACERS – School-Age Care Environment Rating Scale

T.E.A.C.H. Early Childhood© Project – Teacher Education and Compensation Helps

USDA – United States Department of Agriculture

WAGE$ - Child Care WAGE$ Project – a salary supplement program