Step Forward
Leading a Successful Program
and bringing the pieces together
School age and early childhood director training

Four steps to launching your successful career as a professional director
in children and youth programs

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Welcome!

We are so glad to be here with you and teach you the steps to building your professional foundation for directing an early childhood or youth program.

After speaking with many of those in our live programs - as coaching clients, friends and colleagues – we recognize the frustration that you feel when you’re not ready for the world. We are so blessed to have figured out a way to help you.

This system has been a long time in the making. In many ways the information we are going to share with you has been downloaded to us. It has come to us so clearly and effortlessly – which has been such a learning experience itself - because often we think to create something, it must be hard and/or a struggle.

Whether you are brand new in your position, you came to this program because you have an issue that is overwhelming, you’ve been procrastinating on something and are looking to move forward professionally, or you’re very experienced and ready to get out on your own. We promise you will discover some strategies, tips and new methodology for thinking, along with tools to help move your future forward again and again.

That is one of the key things about this program. We are providing something that you will be able to use repeatedly when new things arise in your professional career. We will be sharing with you in detail the program. We promise, if you show up and do the work you will build a solid foundation!

While you will be doing the work in this program independently, we do want to hear from you and learn about your progress and the intention that you have for yourself. Please send us email at any time to kate@thechildcarecoach.org

We wish you great success in your professional growth.

Kate
How to Use the Step Forward Program

The program is set up to support you in the four steps to launching your successful career as a professional director in children and youth programs.

Thank you for joining our multi-media course. The course is designed to be interactive, fun and manageable. The book, video/audio files and the online classroom work together. This combination is designed to support you and allow you to complete your assignments. You are also supported with Q&A sessions either in person or webinar.

You should have an online username and password for the online classroom. From the classroom you can access the videos online.

Begin by watching the Introduction video or listening to the MP3 files. If you have any questions at that point please contact us. You will then begin the first section in the first step. In general you will want to:

1. Watch the video relating to the section.
2. Read over the section in your book.
3. Complete any workbook questions for that section.

Anytime during the program you can contact us with questions at kate@thechildcarecoach.org

Video: Introduction

UNIT I: Building a firm foundation

Step One: Know who you are
Video sections:
1. Professionalism
2. Goal Setting
3. Time Management
4. Management Styles
5. Learning Styles

UNIT II: Maintaining a firm foundation

Step Two: Know your business
Video sections:
1. Organizational Systems
2. Budgeting
3. Money Management
4. Marketing
5. Staffing and Hiring

Step Three: Know your program
Video Sections:
1. Quality
2. Environment
3. Ages and Stages
4. Curriculum
5. Observation and Guidance
6. Safety
7. Health, Food and Nutrition

Step Four: Knowing your community
Video Sections:
1. Parent Communication
2. Regulations
Step One – Know Who You Are

Professionalism
Being the best at what you do.

Professional or unprofessional behavior colors all the activities of a program. If you want your program to be a professional and high quality program, you must set the stage. As the leader and manager of the program, the parents and staff will look to you for cues. If you hold up high standards of professional conduct, your program will follow. If you are lackadaisical, they will follow that too. Your first job at your program is that of role model. Model well.

Defining Professional
What makes someone a professional? What traits do professionals have? What do they do? What do they look like?

Write your definition of a professional: ____________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

Define child care professional: ________________________________________________________________

__________________________________________________________________________________________

What does professionalism look like?
If you want to be seen as a professional (and perhaps more importantly to see yourself as a professional), you must be constantly learning and carry yourself in a professional manner. Child care professionals have an especially hard time in this area. We do not, as a whole, dress in office clothes, carry briefcases and look like other types of professionals. We need to take some time to look at the message we are sending with our demeanor.
How do you usually dress for work? ________________________________
What messages might this send? ________________________________

How do you answer the phone? ________________________________
What messages might this send? ________________________________

How do you handle inquiries into your school? ________________________________
What messages might this send? ________________________________

What do parents see when they arrive at your program? ________________________________
What messages might this send? ________________________________

What other messages might you be sending? ________________________________

A definition of a child care professional is someone who provides quality care for children and their families while implementing best practices, and continuing to increase their knowledge base. This person would dress appropriately for their program, be mindful of social media, email and technology uses and how it reflects on them and their program. They are active in their community.

Keys to professionalism in early education
Okay, we have established what professionalism is in general, and what it looks like. What does that translate to in our field?

We need to be ever mindful of the effect we have on others lives. We are taking care of this world’s most precious commodity: the children. How they are treated affects what the world will be like tomorrow and for years to come. When you are in a tight spot, ask yourself how you would want to be treated if you were in the other person’s shoes? What is morally right? If you use these as your guideposts, you will have a lot fewer professionalism concerns.
Confidentiality: The three rules that you and your staff MUST make reasonable efforts to keep confidential:
- Medical and developmental issues
- Family status
- Financial information

Consistency: Questions to ask your self:
- Is this what is in my documents?
- Did I do this last week?
- Is this how I want to be remembered?

Education: Continue professional development through continuing education courses, workshops or college courses. Participate in professional organizations and conferences.

Ethical Conduct: If you have questions on what is right or wrong, review one of the professional codes of conduct in the next section.

Resourcefulness: Have an active Rolodex, appropriate resource directories and actively network in and out of your field.

Honesty: Convey the facts to clients. Keep staff up to date about issues. Be accurate in paperwork.

Alertness: Know your staff and your parents, spot observations. Read pertinent periodicals.

Mindfulness: You are a model to the community, your staff, children in your care and parent.

Ethics are moral codes of conduct. What does that mean for business? What nouns and verbs do we associate with ethics? What are accepted standards of honesty, confidentiality, fairness and respect?

Now, draw the line between quality and ethics. Regulations typically represent only a base requirement for care. Quality programs don’t just follow regulations; they exceed them because the providers choose to make them that way.

1. Make up statements that describe behaviors that are associated with these ethics. For example: “Keep all information about families and children confidential.”

2. There are several ways ethics can be established and applied with standards and accreditation, state and local regulations and professional development.

Professional associations create different codes of conduct. For the NAEYC code of conduct visit http://www.naeyc.org/store/node/450. Below you will find the Code of Conduct from NACCP.
National Association of Child Care Professionals Code of Ethics

The National Association of Child Care Professionals is an Association of people who are leaders in the field of early care and education. As part of the Association, we believe that child care is a profession and that it is our responsibility as professional women and men to lead our centers in an ethical manner. Recognizing that the Association is a vital link in this process, we determine to govern our individual centers as follows:

1. To maintain the ethical standards of the National Association of Child Care Professionals to more effectively serve our children, their parents, and the field.

2. To continually remember that ours is a service industry. We are committed to providing quality child care to our children and their families, and we place this service above personal gain.

3. To conduct our business in a way that will both maintain goodwill within the field and build the confidence of parents, the community and fellow professionals.

4. To cooperatively work with parents and faithfully deliver the kind of service promised to them, whether orally, in writing, or implied.

5. To charge a fair tuition that will enable us to pay a fair living wage to the director and staff at our centers.

6. To maintain the appropriate child-to-staff ratios that will ensure provision of quality service to our children and their families.

7. To hire qualified individuals and to train them to work within the guidelines of this code of ethics.

8. To avoid sowing discontent among the employees of competitors with the purpose of embarrassing or hindering their business.

9. To avoid possible damage to a competitor’s image by purposefully misleading parents, members of the community, or fellow professionals.

10. To support the policies and programs of our Association and to participate in its regional and national activities.

11. To conduct our selves at all times in a way that will bring credit to our Association and the child care field.

The privilege of membership in the National Association of Child Care Professionals is granted to those who make a professional commitment to the field of child care. In turn, the resources of this Association are dedicated to assisting members in areas of professional growth.
Goal Setting

Goal Setting is perhaps the most important aspect of personal growth and career

Staying On Track: What Are We Doing and Why?

Goals are beneficial to all of us as long as we stay focused enough to achieve them. The daily events in a busy early childhood program usually dictate how our time and energy are spent. When this happens, goals may be pushed to the back of the priority list.

Specific goals are achieved through specific actions. The methods that are successful in achieving accreditation may not be the same as those necessary for modifying and enriching your curriculum or increasing your family involvement. Let's look at some specific goals and see how you might most effectively achieve each one.

Goals for child care programs and professionals

Achieving Accreditation

This is an exciting and time-intensive goal, but it can feel like a never-ending process. Staff and parents need to recognize and be proud of the progress of each teacher and classroom.

Plan mini-celebrations when different phases of the process are completed. For example, get together to applaud the teachers' efforts after they have completed their classroom observations, accomplished a series of environmental or interaction improvements, or discussed with directors and agreed on the final classroom ratings. Other occasions to celebrate include: after staff and parent surveys have been completed, when the request for the final accreditation visit has been made, and, of course, when the accreditation is final. Each stage is a small victory in the process of achieving the larger goal.

Creating a New Professional Development Program

Start by involving those who will benefit the most and find out who would like to be part of the committee to plan the program. Ask what they want to learn, how they would like to learn (a class, a conference, on line, reading selected articles), when they can make the time (during naptime, have staff meetings, evenings, weekends), and whom they would like to learn from (you, a colleague, the licensing rep.).

Reenergizing Staff Training and Development

This is different from the previous goal in that you will be building on a policy or a process that you already have developed. Move toward this goal by identifying one or two staff members who have not taken advantage of your staff training and development program. Ask for their help in rethinking your training system and requirements.
They may be skeptical at first, but assure them that you need real, honest feedback and help. Ask why the program you have in place isn't utilized, why it isn't fun, and how you could all work together to make it more interesting. Listen carefully and create a plan to follow their suggestions.

**Working on the School Improvement Plan**

This may be a single or multi-year project. Tackle each part of the goal or plan and break it into small segments. Find a colleague from another program who is working on a similar project and suggest you help each other. If you both need help on a particular topic, go to another source in the school or district and ask for assistance. Agree on checkpoints and monitor each other’s progress. Celebrate when one of you meets a target, you will motivate each other!

**Improving Family Participation**

Begin with one or two interested and involved family members and ask for their ideas, suggestions and help in gaining the support of others. Consider involving the individual who questions or wants to discuss everything about the program. Ask them to be the chair or to serve on the executive committee of your parent support group. Channeling this energy and concern in a positive direction can be very exciting and productive!

**Strategies for Meeting Your Goals** By: Kimberly B. Moore, Ph.D.

Use these strategies to help you evaluate your program goals and successfully achieve them.

- **Reassess the Goal** — Ask yourself: Why did I set this particular goal? Is it still important? If the answer is "No," discard it and move on. If the answer is "Yes," explore new ways to achieve it.

- **Divide the Project Into Smaller Parts** — It is much easier to tackle a large project when it is broken into smaller pieces. Ask yourself: How can this project be divided? Can I delegate some parts of this? Who is better at this than I am?

- **Recognize and Value Individual Skills** — Each person in your program has skills that can be used to help you achieve your goals. Ask staff, parents and appropriate community members what they can contribute. Take advantage of their talents.

- **Use Teamwork** — Teams are the method of choice in education today because research and practice demonstrate they are often more effective than a single idea. Involving staff, parents and the community can create a powerful team to accomplish your goals.

- **Set Checkpoints** — Progress checks help everyone stay on track. Ask the team to set several mini-goals over a short term. Commit each of these goals to a "to be completed by" date and assess progress often.

Whatever your project or goal, what is most essential is that it is valuable and important to you and others in your program. If it is, (and you stay on track) you will succeed!
Reflect and Reenergize!
Are you staying on track with the goals you have set for your program? Reflect on these questions to evaluate your goals and assess where you are today.

1. **What progress have I made** toward meeting the goals I have set for children, teachers, our program, and myself?

2. **How are these goals improving** the quality of care and education for children and their families? Should my limited time be devoted to these goals or should I be pursuing others?

3. **How can I delegate and create** teams of people who are interested in and excited about these goals? Who else could take the lead in these areas?

4. **How am I responding to successes?** To underachievement? Am I supporting each team or individual in the most helpful manner?

5. **Who will benefit** when the goals have been met? What will be the evidence of success?

Honest answers will help you reflect on your progress and provide renewed energy that will support achieving your goals.

---

**Why Goal Setting is misunderstood:**

1. Goals set for you by others won’t work.
2. Never tamper with a set goal.
3. A goal is an end in itself.
4. You have to go public with your goal.
5. Even progress is good.
6. Chip away at your goal a little at a time.

**The Time of Your Life**
Use milestones in your life as an opportunity to set goals. These may include job changes, mate changes, address changes, changes of seasons, or even birthdays.

**The Seven Basic Personal Goal Categories**

Seven key areas of life when it comes to setting and reaching goals are:

1. Physical
2. Mental
3. Family
4. Social
5. Financial
6. Spiritual
7. Career
The Seven Basic Business Goal Categories

Seven key areas of life when it comes to setting and reaching goals are:
1. Environmental
2. Staff development
3. Client
4. Community
5. Financial
6. Advocacy
7. Business plan

Assessing yourself

Common goal areas for personal development:

Mind Over Matter
- Make your mind work for you
- Don’t play games with your mind
- Attending college in your car – Audio books, Podcasts, etc.

Let’s get Physical

Get a check up every 5 years or so, if you are under 40 years old. If over 40 get annual check-ups. You must take care of yourself before you can take care of others.

- Sleep – Do you get enough? What is enough? How many hours do you want to achieve?
- Weight – set goals for your waistline
- Blood Pressure

Goals for family life

Many of the goals you have for your family life are likely interrelated with the other major goal areas of your life.

- It’s axiomatic but true: The family that plays together stays together.
- Every relationship has roles, responsibilities, and expectations – agreed upon or unstated.
- Long-term relationships happen when both parties have common goals.
- Children need parents.

Goals for a social life

If you have to tell your friends you have to go tinkle – this is a sign that perhaps you are not spending enough time with adults.

- Watch good movies, read books, eat adult food with adults.
- Social life is NOT interacting with friends via technology.
Your Financial Life
Don’t let excuses stop you from engaging in establishing important financial goals. The longer you wait, the harder the task.

- Habitual indebtedness isn’t pretty or I’d gladly pay you Wednesday for a hamburger today!
- Concern, Yes. Action, No.
- Credit Damage Control
- Out of Debt – the moment you climb out of debt, be sure to put your money to its best use. Recognize that why you save is more important than what you earn.
- Automatically invest every month.

The Spirit In You
- Defining Spirituality - synonymous with being aware of your inherent goodness.
- Religion and spiritually - You may be religious or spiritual, but the two are not necessarily equal.
- Community Service - Aid the less fortunate, serve in volunteer groups, look for good in others.

You and Your Career
Love it or leave it. You must thoroughly enjoy what you do in order to sustain a healthy, happy, and prosperous career.

- Does your career support you? Financially?
- Position yourself for success – Networking – what is it and how or why?
- Job Security or Career Opportunities? Read trade publications, attend classes outside of your field. Study the movers and shakers in your field.

Progressive Goals for Progressive People
You can establish specific goals to squash any technology related anxiety you experience and actually embrace technology both at the workplace and in your personal life. Change is here to stay: Simply acknowledging this fact helps you to be more prepared for the future and set career goals accordingly.

Secrets of Master Goal Setters
Now that you have a well-rounded view of the seven basic goal areas in life, let’s look at another dimension of reaching your goals.

Personalizing your goals
In the pursuit of any challenging goal, it is natural to second guess and even self doubt yourself. Hardly anyone can maintain a constant pace in pursuit of any particular goal. Some of the greatest goal achievers in recent times were essentially following the orders of others.
Personal Influences on the Goals you establish
Acknowledge the influences that helped you initiate or sustain a goal. It’s likely that you have some leeway in the goals imposed on you and that you then can shape them.

1. First pick the general area that you want to address. Such as, “Spending personal time with peers.”
2. Once you have picked this area, brainstorm some different ways to make this happen.
3. Take a look at your list and choose two or three that look realistic.
4. Look at the risks and benefits of each of your realistic options.
5. Pick one of these options to move forward.

It’s all in the wording
Even though on a conscious level you might truly want to change, your subconscious may automatically conclude that you want to stay right where you are. Your subconscious is no match for your ability to master powerful career and life enhancing positive thoughts. An affirmation is a positive phrase that supports a goal and can be read silently or out loud.

You can’t afford to use negative language or to harbor negative thoughts if you intend to make swift progress toward positive goals. When steeped in negativity, keep reading your positively worded goal statement. On some level you’re making progress.

What is the difference between a goal and a dream? Committing it to paper and setting a deadline.

Committing to paper
You need some quiet time to reflect on the goals you’ve set and the goals you’d like to set. No one does his or her best thinking amid clamor and commotion.

When putting your goals on paper, you have many options: including simply listing them or creating one of a variety of charts. Pursue only a few goals at a time and keep things as simple as possible.

When will I set my goals? _________________________________

Where will I set my goals? _________________________________

Notes: ________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
Listing Your Goals

<table>
<thead>
<tr>
<th>Goal</th>
<th>Sub-goal A1</th>
<th>Sub-goal A2</th>
<th>Sub-goal A3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal B</td>
<td>Sub-goal B1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal C</td>
<td>Sub-goal C1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal D</td>
<td>Sub-goal D1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Or you might just simply list sub-goals under your goal with associated timelines to the right.

<table>
<thead>
<tr>
<th>Goal A</th>
<th>Sub-goal A1</th>
<th>Month 1</th>
<th>Sub-goal A2</th>
<th>Month 2</th>
<th>Sub-goal A3</th>
<th>Month 2 and 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal B</td>
<td>Sub-goal B1</td>
<td>Month 2</td>
<td>Sub-goal B2</td>
<td>Month 4</td>
<td>Sub-goal B3</td>
<td></td>
</tr>
</tbody>
</table>
You can also list your goals via matrix.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Sub-goals</th>
<th>Identified Resources</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A1</td>
<td>1.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A2</td>
<td></td>
<td>1.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>B1</td>
<td>1.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.</td>
<td></td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

When pursuing a goal, remember that factors may change. Modify your commitment as necessary on paper and get right back to the pursuit of your goal.

When tracking your progress, don’t be disheartened if nothing seems to be working initially. The good that is taking place is probably not visible yet.

A Question of Time

If your timelines are too stringent, any goal can grow quickly out of reach. If they are too lenient, you may lose your focus. You need to have a challenge.

When you strive for a highly challenging goal broken into sub-goals, as you achieve each sub-goal your subconscious works on your behalf and helps you go on to the next sub-goal. If you set and reach goals often, your subconscious eventually accepts that as the status quo.

Affiliating with others: Capitalizing on those around you

Affiliating with like-minded others, opens up a world of possibilities and helps accelerate your goal progress. It helps if:

- Those whom you affiliate with are seeking the same thing as you, at the same time and with the same intensity. If they are located nearby, that is all the better.
- Small teams and one-on-one partnerships can help propel you to heights you simply can’t achieve on your own.
- Synergy is when one and one equals more than two. Partnerships and affiliations help make synergy possible.
Time and Work Management
You need to be aware of how you manage your time, resources and activities that you enjoy doing. Spreading yourself too thin, running out of time, and getting stuck on tasks that you dislike instead of doing what you enjoy, can cause you to burn out!

Assessment of Personal Time Use
The next steps of the journey are to start identifying some of the time loss factors. Everyone uses timewasters every day. Examples are: procrastination, idle time, daydreaming, inconsistency, absent mindedness, a watch that is not accurate, doing other people’s work, too much attention to small details, not having a schedule, no self imposed deadlines, lack of unwritten goals, relying on mental notes, too long on the telephone, reading junk mail, messy work areas and no alone time to process.

How do you lose time?

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________

Planning
The way to increase the amount of time available is to plan. Sometimes you feel so busy that it will appear that there isn’t time to plan. This is exactly the reason to plan, to find more time.

Some people choose to plan in the morning.
This is good because you are fresh, energetic, less likely to get sidetracked, ready to tackle the day and ready to set goals.

Some people choose to plan in the evening.
This is good because you have the day all set when you wake up. Your unconscious mind can work overnight on developing planned ideas, you know what you accomplished that day, you have a good perspective on deciding activities for tomorrow and it can alert time for you.

Which would work best for you? ________________________
**Time Self-Assessment - How well do I Use My Time?**

This test is a quick and fun way to get the self-assessment process started.

Circle the number that best indicates your normal working behavior. Be honest with yourself!

This exercise will show where you're doing well and where you could improve.

1. Have I documented my actual time use within the last year?  
   1 = ALWAYS  2 = USUALLY  3 = SOMETIMES  4 = SELDOM  5 = NEVER

2. Do I write out a weekly time plan?  
   1 = ALWAYS  2 = USUALLY  3 = SOMETIMES  4 = SELDOM  5 = NEVER

3. Do I prepare a daily activity list, which includes priorities for each item?  
   1 = ALWAYS  2 = USUALLY  3 = SOMETIMES  4 = SELDOM  5 = NEVER

4. Do I spend time each day and prioritize with my peers and subordinates?  
   1 = ALWAYS  2 = USUALLY  3 = SOMETIMES  4 = SELDOM  5 = NEVER

5. Can I find large blocks of uninterrupted time when I need it?  
   1 = ALWAYS  2 = USUALLY  3 = SOMETIMES  4 = SELDOM  5 = NEVER

6. Do I use travel and waiting time productively?  
   1 = ALWAYS  2 = USUALLY  3 = SOMETIMES  4 = SELDOM  5 = NEVER

7. Do I prevent my subordinates from delegating their tasks and decisions upward to me?  
   1 = ALWAYS  2 = USUALLY  3 = SOMETIMES  4 = SELDOM  5 = NEVER

8. Do I utilize my clerical and key subordinates as well as I could?  
   1 = ALWAYS  2 = USUALLY  3 = SOMETIMES  4 = SELDOM  5 = NEVER

9. Do I take time each day to sit back and think about what I’m doing and what I’m trying to accomplish?  
   1 = ALWAYS  2 = USUALLY  3 = SOMETIMES  4 = SELDOM  5 = NEVER

10. Have I eliminated one “time waster” activity within the past week?  
    1 = ALWAYS  2 = USUALLY  3 = SOMETIMES  4 = SELDOM  5 = NEVER

11. Do I feel in control of time and on top of my job?  
    1 = ALWAYS  2 = USUALLY  3 = SOMETIMES  4 = SELDOM  5 = NEVER

12. Is my office well organized and free of clutter?  
    1 = ALWAYS  2 = USUALLY  3 = SOMETIMES  4 = SELDOM  5 = NEVER

13. Have I discussed time management problems with my subordinates within the last month?  
    1 = ALWAYS  2 = USUALLY  3 = SOMETIMES  4 = SELDOM  5 = NEVER

14. Did I resist the temptation to get directly involved with my subordinates work within the past week?  
    1 = ALWAYS  2 = USUALLY  3 = SOMETIMES  4 = SELDOM  5 = NEVER

15. Do I control my schedule so that other people do not waste their time waiting for me?  
    1 = ALWAYS  2 = USUALLY  3 = SOMETIMES  4 = SELDOM  5 = NEVER

16. Am I reluctant to interrupt my peers or key subordinates unless it is really important and can’t wait?  
    1 = ALWAYS  2 = USUALLY  3 = SOMETIMES  4 = SELDOM  5 = NEVER

17. Do I meet deadlines and finish all my tasks on time?  
    1 = ALWAYS  2 = USUALLY  3 = SOMETIMES  4 = SELDOM  5 = NEVER

18. Can I identify the few critical activities that account for the majority of my results in my job?  
    1 = ALWAYS  2 = USUALLY  3 = SOMETIMES  4 = SELDOM  5 = NEVER

19. Do I effectively control interruptions and drop-in visitors rather than allowing them to control me and my use of time?  
    1 = ALWAYS  2 = USUALLY  3 = SOMETIMES  4 = SELDOM  5 = NEVER

20. Am I able to stay current with all my work-related reading?  
    1 = ALWAYS  2 = USUALLY  3 = SOMETIMES  4 = SELDOM  5 = NEVER

Add up all the numbers you have circled

Score: _____

Scoring guide – the lower your score the better. A good score is less than 40. The higher your score goes beyond 40, the more improvements in time management you could make.
Develop a daily schedule

1. List goals
2. Write a to do list
3. Break down complex tasks into smaller easier tasks
4. Identify tasks that can be delegated
5. Update as the day progresses

Different Methods for Managing Time

Priority Setting System
Alan Lakein developed this system. It has six basic steps:

1. List realistic goals and set priorities.
2. Make a daily “To Do” list at the same time every day.
3. Start with the “A’s”, not the “C’s.”
4. What’s the best use of my time right now?
5. After sorting, handle each piece of paper only once.
6. Do it now!

NOTE: Other examples of this type include Steven Covey’s, *First Things First* and Planner systems such as Day Timers (Franklin Covey and Day Runners also use this general concept). Not everyone can use a “planner” system effectively.

Others cannot use electronic calendars effectively either. Find what works for you. We have included a copy of the Directors Daily Page and Monthly Page in the Index.

Management Time: Who’s Got the Monkey?

(Adapted from an article in the Harvard Business Review as an analogy that underscores the value of assigning, delegating and controlling.)

In any organization the Director’s bosses, peers, clients and staff - in return for their active support - impose some requirements; just as the director imposes some requirements upon them where they draw on his support. These demands constitute so much of the director’s time that successful leadership hinges on an ability to control this “monkey-on-the-back” input effectively.

Why is it that directors are typically running out of time while their staff is typically running out of work? In this article, we shall explore the meaning of management time as it relates to the interaction between directors, their bosses, their own peers, and their staff. Specifically, we shall deal with three different kinds of management time:

*Boss-imposed time* – to accomplish those activities which the boss requires and which the director cannot disregard without direct and swift penalty.
System-imposed time – to accommodate those requests to the director for active support from his peers. This assistance must also be provided lest there be penalties, though not always direct or swift.

Self-imposed time – to do those things which the director originates or agrees to do. A certain portion of this kind of time; however, will be taken by staff and is called, “staff-imposed time.”

The remaining portion will be your own and is called “discretionary time.” Self-imposed time is not subject to penalty since neither the boss nor the system can discipline the director for not doing what they did not know the director had intended to do in the first place.

The management of time necessitates that directors get control over the timing and content of what they do. Since what their bosses and the system impose on them are subject to penalty, directors cannot tamper with those requirements. Thus their self-imposed time becomes their major area of concern.

Directors should try to increase the discretionary component of their self-imposed time by minimizing or doing away with the ‘staff’ component. They will then use the added period of time to get better control over their boss-imposed and system-imposed activities. Most directors spend much more staff-imposed time than they even faintly realize. Hence we shall use the analogy of a monkey-on-the-back to examine how staff-imposed time comes into being and what the superior can do about it.

Where is the Monkey?
Let us imagine that a director is walking down the hall and he notices one of his teachers, Jones, coming up the hallway. When they are abreast of one another, Jones greets the director with, “Good morning. By the way, we’ve got a problem. You see…”

As Jones continues, the director recognizes in this problem the same two characteristics common to all the problems his staff gratuitously brings to his attention. Namely, the manager knows (a) enough to get involved, but (b) not enough to make the on-the-spot decision expected of him. Eventually, the director says, “So glad you brought this up. I’m in a rush right now. Meanwhile, let me think about it and I’ll let you know.” Then he and Jones part company.

Let us analyze what has just happened. Before the two of them met, on whose back was it? The teacher. Now whose back is it on? The director. Staff-imposed time begins the moment a monkey successfully executes a leap from the back of a staff member, to the back of his superior and does not end until the monkey is returned to its proper owner for care and feeding.

In accepting the monkey, the director has voluntarily assumed a position subordinate to his staff. That is, he has allowed Jones to make him the subordinate by doing two things a subordinate is generally expected to do for a boss: the director has accepted a responsibility from his staff, and the director has promised a progress report.
The staff – to make sure the director does not miss this point – will later stick their head in the director’s office and cheerily query, “How’s it coming?” This is called, “supervision.”

Or let us imagine again, in concluding a working conference with another staff, Johnson, the director’s parting words are, “Fine. Send me a memo on that.”

Let us analyze this one. The monkey is now on the staff’s back because the next move is his, but it is poised for a leap. Watch that monkey.

Johnson dutifully writes the requested memo and drops it in his out-basket. Shortly thereafter, the director plucks it from his in-basket and reads it. Whose move is it now? The director. If he does not make that move soon, he will get a follow up memo from the staff. This is another form of supervision.

The longer the director delays, the more frustrated the staff will become (he’ll be “spinning his wheels”), and the guiltier the director will feel (his backlog of staff imposed time will be mounting).

Or suppose once again that a meeting with a third staff member, Smith, the director agrees to provide all the necessary backing for a fundraising campaign he has just asked Smith to develop. The director’s parting words to her are, “Just let me know how I can help.”

Now let us analyze this. Here the monkey is initially on the staff’s back, but for how long?

Smith realizes that she cannot let the director ‘know’ until her proposal has the director’s approval. And from experience, she also realizes that her proposal will likely be sitting in the director’s briefcase for weeks waiting for him to eventually get to it.

Whose really got the monkey? Who will be checking up on whom? Wheel spinning and bottlenecking are on there way again.

A fourth teacher, Reed, has just been transferred from another classroom in order to launch and eventually manage a newly created after school program. The director has said that they should get together soon to hammer out a set of objectives for the new job, and that “I will draw up an initial draft for discussion with you.”

Let us analyze this one, too. The staff has the new job (by formal assignment) and the full responsibility (by formal delegation), but the director has the next move. Until he makes it, he will have the monkey and the staff will be immobilized.

Why does it all happen? Because in each instance the director and the staff assume at the outset, wittingly or unwittingly, that the matter under consideration is a joint problem. The monkey in each case begins its career astride both their backs. All it has to do now is move the wrong leg, and presto the staff deftly disappears.
The director is thus left with another acquisition to his menagerie. Of course, monkeys can be trained not to move the wrong leg. But it is easier to prevent them from straddling backs in the first place.

**Who is working for whom?**

To make what follows more credible, let us suppose that these same four staffers are so thoughtful and considerate of their superior’s time that they are at pains to allow no more than three monkeys to leap from each of their backs to his in any one given day.

In a five-day week, the director will have picked up 60 screaming monkeys, far too many to do anything about individually. So he spends the staff-imposed time juggling his “priorities.”

Late Friday afternoon, the director is in his office with the door closed for privacy in order to contemplate the situation, while his staff is waiting outside to get a last chance before the weekend to remind him that he will have to, “fish or cut bait.”

Imagine what they are saying to each other about the director as they wait? “What a bottleneck.” “He just can’t make up his mind.” “How anyone ever got that high up in our company without being able to make a decision, we’ll never know.”

Worst of all, the reason the director cannot make any of these “next moves” is that his time is almost entirely eaten up in meeting his own boss-imposed and system-imposed requirements. To get control of these, he needs discretionary time that is in turn denied him when he is preoccupied with all these monkeys. The director is caught in a vicious cycle.

But time is a wasting (an understatement). The director calls his secretary on the intercom and instructs her to tell his staff that he will be unavailable to see them until Monday morning.

At 7.00 pm., he drives home, intending with firm resolve to return to the office tomorrow to get caught up over the weekend. He returns bright and early the next day only to see, on the nearest green of the golf course across from his office window, a foursome. Guest who?

That does it. He now knows who is really working for whom. Moreover, he now sees that if he actually accomplishes during this weekend what he came to accomplish, his staff’s morale will go up so sharply that they will each raise the limit on the number of monkeys they will let jump from their backs to his.

In short, he now sees – with the clarity of a revelation on a mountaintop – that the more he gets caught up, the more he will fall behind.

He leaves the office with the speed of a person running away from a plague. His plan? To get caught up on something else he hasn’t had time for in years: a weekend with his family. (This is one of the many varieties of discretionary time he has been denied.)
Sunday night he enjoys ten hours of sweet, untroubled slumber, because he has clear cut plans for Monday. He is going to get rid of his staff imposed time. In exchange, he will get an equal amount of discretionary time, part of which he will spend with his staff to see that they learn the difficult but regarding directorial art called, “The Care and Feeding of Monkeys.”

The director will also have plenty of discretionary time left over for getting control of the timing and content not only of his boss-imposed time but of his system-imposed time as well. All of this may take months, but compared with the way things have been, the regards will be enormous. His ultimate objective is to manage his management time.

Getting rid of the monkeys
The director returns to the office Monday morning just late enough to permit his four staff to collect in his outer office wanting to see him about their monkeys. He calls them in, one by one. The purpose of each interview is to take a monkey, place it on the desk between them, and figure out together how the next move might conceivably be the staff’s.

For certain monkeys, this will take some doing. The staff’s next move may be so elusive that the monkey sleep on the staff’s back over night and have him or her return with it at an appointed time the next morning to continue the joint quest for a more substantive move by the staff. (Monkeys sleep just as soundly overnight on the staff’s backs as on the superiors’.)

As each staff leaves the office, the director is rewarded by the sight of a monkey leaving his office on the staff’s back. For the next 24 hours, the staff will not be waiting for the director. Instead, the director will be waiting for the staff.

Later, as if to remind himself that there is no law against his engaging in a constructive exercise in the interim, the director strolls by the staff’s office, sticks his head in the door and cheerily ask, “How’s it coming?” (The time consumed in doing this is discretionary for the director and boss-imposed for the staff.)

When the staff (with the monkey on his or her back) and the director meet at the appointed hour the next day, the director explains the ground rules in words to this effect:

“At no time while I am helping you with this or any other problem will your problem become my problem. The instant your problem becomes mine you will no longer have a problem. I cannot help a person who hasn’t got a problem.

“When this meeting is over, the problem will leave this office exactly the way it came in, on your back. You may ask my help at any appointed time, and we will make a joint determination of what the next move will be and which of us will make it.

“In those rare instances where the next move turns out to be mine, you and I will determine it together. I will not make any move alone.”
The director follows this same line of thought with each staff until at about 11.00 am. He realizes that he has no need to shut his door. His monkeys are gone. They will return but by appointment only. His appointment calendar will assure this.

**Transferring the initiative**
What we have been driving at with this monkey-on-the-back analogy is to transfer initiative from superior to staff and keep it there. We have tried to highlight a truism as obvious as it is subtle. Namely, before developing initiative in staff, the director must see to it that they have the initiative.

Once he takes it back, they will no longer have it and the discretionary time can be kissed goodbye. It will all revert to staff-imposed time. Nor can both director and staff effectively have the same initiative at the same time. The opener, “Boss we’ve got a problem,” implies this duality and represents (as noted earlier) a monkey astride two backs, which is a very bad way to start a monkey on its career.

Let us, therefore, take a few moments to examine what we prefer to call, “The Anatomy of Directorial Initiative.” There are five degrees of initiative that the director can exercise in relation to the boss and to the system; (1) wait until told (lowest initiative), (2) ask what to do, (3) recommend, then take resulting action, (4) act, but advise at once, and (5) act on own, then routinely report (highest initiative).

Clearly, the director should be professional enough not to indulge in initiatives 1 and 2 in relation either to the boss or to the system.

A director who uses initiative 1 has no control over either the timing or content of boss-imposed or system-imposed time and thereby forfeits any right to complain about what he is told to do, or when. The director who uses initiative 2 has control over the timing but not over the content. Initiatives 3, 4 and 5 leave the director in control, with the greatest control being at level 5.

The director’s job – in relation to staff initiatives – is twofold. First: to outlaw the use of initiatives 1 and 2, thus giving staff no choice but to learn and master, “completed Staff Work.” Second: see that for each problem leaving the office there is an agreed upon level of initiative assigned to it, in addition to the agreed upon time and place of the next director staff conference. The latter should be duly noted on the director’s appointment calendar.
Care & Feeding of monkeys
In order to further clarify our analogy between the monkey-on-the-back and the well known processes of assigning and controlling, we shall refer briefly to the director’s appointment schedule, which calls for five hard-and-fast rules governing the “Care and Feeding of Monkeys” (violations of these rules will cost discretionary time):

Rule 1
Monkeys should be fed or shot. Otherwise, they will starve to death and the director will waste valuable time on postmortems or attempted resurrections.

Rule 2
The monkey population should be kept below the maximum number the director has time to feed. Staff will find time to work as many monkeys as he finds time to feed, but no more. It shouldn’t take more than 5 to 15 minutes to feed a properly prepared monkey.

Rule 3
Monkeys should be fed by appointment only. The director should not have to be hunting down starving monkeys and feeding them on a catch-as-catch-can basis.

Rule 4
Monkeys should be fed face to face or by telephone, but never by mail. If by mail, the next move will be the director’s – remember? Documentation may add to the feeding process, but it cannot take the place of feeding.

Rule 5
Every monkey should have an assigned “next feeding time” and “degree of initiative.” These may be revised at any time by mutual consent, but never allowed to become vague or indefinite. Otherwise, the monkey will either starve to death or wind up on the director’s back.

Concluding note
“Get control over the timing and content of what you do” is appropriate advice for managing management time.

The first order of business is for the director to enlarge his discretionary time by eliminating staff imposed time.

The second is for the director to use a portion of this new found discretionary time to see to it that each staff member possesses the initiative without which he can not exercise initiative, and then to see to it that this initiative is in fact taken.

The third is for the director to use another portion of the increased discretionary time to get and keep control of the timing and content of both boss-imposed and system-imposed time.

The result of all this is that the director’s leverage will increase, in turn enabling the value of each hour spent in managing management time to multiply, without theoretical limit. Watch out for monkeys. The woods are full of them.

General Summary
Use delegation and take responsibility for your decisions and actions. Be aware that there is always a next move and that’s where knowledge will allow you to be better prepared.

**Delegation**

**The process of delegation**
Ask and answer the following questions of yourself:

1. What are the elements of the task?
2. What are the abilities of the person to whom I want to delegate the task?
3. What are the resources available to do the task?
4. What outcomes are expected?
5. What date, time or hour is the task due?
6. Are progress reports are due?
7. When will you be available to consult on the task?

**Remember the 7 P’s**

Prior Planning Prevents Personal Pathetically Poor Performance

**How to do safe delegation**
1. Give the person a reason for doing this task.
2. Be sure to provide a safety net of your availability.
3. Present reasons why this task is good for the person and the “organization.”
4. Provide a reward, preferable an “Atta person” for the record.

**Unscheduled Schedule**
The unscheduled schedule is designed to look at your use of time as you are committing time loss. When you finish this class, the process you will want to follow is using forms to write down what you think your schedule will look like. Then, use the forms to write down what happened over the week. **Compare the results.**

Planning and scheduling will work for you. It is best to try a variety of methods to find one that best suits you and your personality.

**Priority Setting**
A “To Do” list can get long. By prioritizing each item you can get the things that need to get done first and can productively check things off the list.

**Triage Principal**
Assign priorities to each task. Triage is a three-step process of sorting:

1. Tasks that will be completed without my intervention.
2. Tasks that will be completed only with my intervention.
3. Tasks that will not be successful regardless of my intervention.

**Priorities**
- Top Priority – those tasks that need to be done as soon as possible.
- High Priority – those tasks to be done within two days.
- Medium Priority – those tasks that need to be done this week.
- Low Priority – those tasks that need to be completed in a week or more.

Look at your list of priorities. Which lights you up and brings joy to your life? If that thing or things are low down on your list, then perhaps the reason you're not productive is the conflict between what your heart wants and what your mind wants. Spend some time sorting out this piece and you'll find that perhaps you can care less about your work identity - which will free up time and space to serve your parenting priority - or your inner whittler.

Once you have your priorities in alignment, see which you need to attend to now, which can wait, and which can be dropped. If you are still tying your sixteen-year-olds sneakers, trust me, you can let that go. Obsessively worrying about next Christmas can wait. Fixing the hole in the roof? That's a now thing.

There is no point in being busy for the sake of being busy. It's all wasted movement that generates nothing as stated so eloquently in, *The Tragedy of Macbeth, Act 5, Scene 5, by William Shakespeare:*

> ...Life's but a walking shadow, a poor player
> That struts and frets his hour upon the stage
> And then is heard no more: it is a tale
> Told by an idiot, full of sound and fury,
> Signifying nothing."

Signify something. Drop the busyness in favor of efficient productivity.

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**Notes:**
Management Styles

Everyone has a style to do something. The way you walk, dress, talk and move are your style. There are dozens of theories on personality, management, leadership and communication styles. As a child care professional you need to understand how your different roles will also have different styles. As the director of a program you will have a style that works best with parents, a style that works best with staff and most likely a style that works best with children in your program.

We are going to look at different management and leadership styles as they relate to working with your staff. First we are going to look at four personality styles that are described in the language of management. We can even speak of them as four, “management styles” although the underlying concepts are more generic, and apply to more than just management.

The Producer (Henry Ford)

This is the individual that has the drive and the discipline necessary to see real results produced. Impatient, active, and always busy, the Producer has little time for idle chit-chat. Direct and to the point, typical Producers are behind-the-scenes movers and shakers. Many Producers are attracted to high-intensity sales departments. They are too busy to "waste time" with meetings. They prefer to cut the small talk and get out there to get the job done.

The Administrator (George H. Bush)

This personality ensures that rules are in place and followed, that plans are made and adhered to. Precise and accurate, the Administrator creates methods and procedures to make sure things are done "right." Analytical and logical, Administrators clean up other people's carelessness. They like to keep the organization humming at a steady pace, and are willing to do things more slowly and carefully. Administrators are drawn to tasks that require systemic thinking and precision, such as accounting.

The Entrepreneur (Madonna)

This personality is an ideas person, always asking "why?" or "why not?" A visionary with dreams, plans and schemes, the Entrepreneur leads others to ideas that they would not pursue on their own. Success for an Entrepreneur requires both creativity and risk. They sometimes get bored with short-term tasks, and prefer developing the long-term vision. Entrepreneurs are often charismatic, and generate ideas for new projects, new approaches to problems, or even new businesses.

The Integrator (June Cleaver)

This personality is people-oriented. True Integrators value social harmony and thrive on peacemaking and teamwork. The Integrator's pleasantness is unmistakable. Amiable and empathetic, the Integrator is the first to cooperate in helping with tasks or problems. They prefer to work by consensus instead of taking a strong position against others. Integrators are attracted to people-oriented occupations like human resources.
After you have been in this position for at least six months, come back and do the following Leaders Questionnaire.

**Empowerment Motivation for Employees – Walking the Talk**

This questionnaire on employee motivation focuses on the role of leaders in empowering employees and improving motivation. Answer the questions honestly to score your motivational capability by placing a check next to each question, then adding up all the checks at the end.

1. I arrive at the center on time and do not leave early.
2. I expect the same levels of accuracy in my own work as my employees.
3. I do not blame others. I take responsibility for my part in mistakes.
4. I encourage a “no blame” culture where staff is able to admit mistakes and learn from them.
5. I do not keep secrets from my employees.
6. I do not encourage gossip or rumors.
7. I set high ethical standards for my behavior towards employees and hold myself to those standards.
8. I ensure that staff has the training they require.
9. I participate in training to improve my own skills and competencies.
10. Employees have an active role in developing objectives for themselves, their team and the program as a whole.
11. I regularly check that objectives between different parts of the center are congruent. Everyone pulls together for the same end rather than competing for different results.
12. I have a clear system for handling employee discontent.
13. Employees are aware of the system for handling discontent and feel encouraged to use it to address problems.
14. Members of my team do not ask me simple questions. Significant matters are brought to my attention. But smaller challenges are considered and resolved by those responsible. I am not bothered by minor matters.
15. I do not build rapport with my team by sharing my weaknesses and fears. I am honest, but professional.
16. Employees are encouraged to make mistakes.
17. Employees tell me when mistakes have been made, how they have been rectified and what the key learning’s are from such mistakes.
18. I have a coach or mentor who keeps me focused and motivated about my work.
19. I do not teach. Instead I lead, share, encourage and stimulate team members to grow, develop and learn.

20. I trust my staff.

Total score: ______ out of 20

Interpretation:

15 to 20: Well done. You are walking the talk. Of those statements you were unable to tick, which ones would you like to work on?

10-14: The basics are there. Now you need to upgrade. What would need to change for you to score 15 or more?

5-9: You need to raise your standards. Some essential systems are missing in terms of empowerment motivation for employees. Commit to raising your score to 15 in the next three months.

0-4: You can probably see the results of your lack of integrity in your team. Take three simple steps to improve employee motivation immediately. Commit to raising your score to 15 in the next 6 months.

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Notes:
Awaken the Leader in You

Ten easy steps to developing your leadership skills by Sharif Khan

The miracle power that elevates the few is to be found in their industry, application and perseverance, under the promptings of a brave determined spirit… Mark Twain

Many motivational experts like to say that leaders are made, not born. I would argue the exact opposite. I believe we are all natural born leaders, but have been deprogrammed along the way. As children we were natural leaders; curious, humble, always hungry and thirsty for knowledge, with an incredibly vivid imagination. We knew exactly what we wanted, were persistent and determined in getting what we wanted, and had the ability to motivate, inspire and influence everyone around us to help us in accomplishing our mission. So why is this so difficult to do as adults? What happened?

As children - over time - we got used to hearing, “No,” “Don’t,” “Can’t,” “No!” “Don’t do this,” “Don’t do that,” “You can’t do this,” “You can’t do that,” “No!” Many of our parents told us to keep quiet and not disturb the adults by asking silly questions. This pattern continued into high school with our teachers telling us what we could and couldn’t do and what was possible. Then many of us got hit with the big one: institutionalized formal education known as college or university. Unfortunately, the traditional educational system doesn’t teach students how to become leaders; it teaches students how to become polite order takers for the corporate world. Instead of learning to become; creative, independent, self-reliant, and to think for themselves, most people learn how to obey and intelligently follow rules to keep the corporate machine humming.

Developing the Leader in you to live your highest life then requires a process of unlearning by self-remembering and self-honoring. Being an effective leader again will require you to be brave and unlock the door to your inner attic, where your childhood dreams lie, going inside to the heart. Based on my over ten years of research in the area of human development and leadership, here are ten easy steps you can take to awaken the leader in you and rekindle your passion for greatness:

1. **Humility.** Leadership starts with humility. To be a highly successful leader, you must first humble yourself like a little child and be willing to serve others. Nobody wants to follow someone who is arrogant. Be humble as a child always curious, always hungry and thirsty for knowledge. For what is excellence but knowledge plus knowledge plus knowledge - always wanting to better yourself, always improving, always growing.

   When you are humble, you become genuinely interested in people because you want to learn from them. And because you want to learn and grow, you will be a far more effective listener, which is the #1 leadership communication tool. When people sense you are genuinely interested in them, and listening to them, they will naturally be interested in you and listen to what you have to say.

2. **S.W.O.T.** is an acronym for Strengths, Weaknesses, Opportunities, and Threats. Although it’s a strategic management tool taught at Stanford and Harvard Business Schools - and used by large multinationals - it can just as effectively be used in your own professional development as a leader. This is a useful key to gain access to self-knowledge, self-remembering, and self-honoring.
Start by listing all your Strengths including your accomplishments. Then write down all your Weaknesses and what needs to be improved. Make sure to include any doubts, anxieties, fears and worries that you may have. These are the demons and dragons guarding the door to your inner attic. By bringing them to conscious awareness you can begin to slay them. Then proceed by listing all the Opportunities you see available to you for using your strengths. Finally, write down all the Threats or obstacles that are currently blocking you, or that you think you will encounter along the way to achieving your dreams.

3. **Follow Your Bliss.** Regardless of how busy you are, always take time to do what you love doing. Being an alive and vital person vitalizes others. When you are pursuing your passions, people around you cannot help but feel impassioned by your presence.

This will make you a charismatic leader. Whatever it is that you enjoy doing; be it writing, acting, painting, drawing, photography, sports, reading, dancing, networking, or working on entrepreneurial ventures. Set aside time every week, ideally two or three hours a day, to pursue these activities. Believe me, you’ll find the time. If you were to video tape yourself for a day, you would be shocked to see how much time goes to waste!

4. **Dream Big.** If you want to be larger than life, you need a dream that’s larger than life. Small dreams won’t serve you or anyone else. It takes the same amount of time to dream small than it does to dream big. So be Big and be Bold! Write down your One Biggest Dream, the one that excites you the most. Remember; don’t be small and realistic, be bold and unrealistic! Go for the Gold, the Pulitzer, the Nobel, the Oscar and the highest you can possibly achieve in your field. After you’ve written down your dream, list every single reason why you CAN achieve your dream instead of worrying about why you can’t.

5. **Vision.** Without a vision, we perish. If you can’t see yourself winning that award and feel the tears of triumph streaming down your face, it’s unlikely you will be able to lead yourself or others to victory. Visualize what it would be like accomplishing your dream. See it, smell it, taste it, hear it and feel it in your gut.

6. **Perseverance.** Victory belongs to those who want it the most and stay in it the longest. Now that you have a dream, make sure you take **consistent** action every day. I recommend doing at least 5 things every day that will move you closer to your dream.

7. **Honor Your Word.** Every time you break your word, you lose power. Successful leaders keep their word and their promises. You can accumulate all the toys and riches in the world, but you only have one reputation in life. Your word is gold. Honor it.

8. **Get a Mentor.** Find yourself a mentor, preferably someone who has already achieved a high degree of success in your field. Don’t be afraid to ask. You’ve got nothing to lose.
www.mentoring.com is an excellent mentoring website and a great resource for finding local mentoring programs. They even have a free personal profile you can fill out in order to potentially find you a suitable mentor. In addition to mentors, take time to study autobiographies of great leaders that you admire. Learn everything you can from their lives and model some of their successful behaviors.

9. **Be Yourself.** Use your relationships with mentors and your research on great leaders as models or reference points to work from, but never copy or imitate them like a parrot.

Everyone has vastly different leadership styles. History books are filled with leaders who are; soft-spoken, introverted and quiet, all the way to the other extreme of being outspoken, extroverted, loud and everything in-between. A quiet and simple Gandhi or a soft-spoken peanut farmer named Jimmy Carter (who became president of the United States and won a Nobel Peace Prize) have been just as effective world leaders as a loud and flamboyant Winston Churchill, or the tough leadership style employed by, “The Iron Lady,” Margaret Thatcher.

I admire Hemingway as a writer. But if I copy Hemingway, I’d be a second or third rate Hemingway at best, instead of a first rate Sharif. Be yourself, your best self. Always competing against yourself and bettering yourself, you will become a first rate YOU instead of a second rate somebody else.

10. **Give.** Finally, be a giver. Leaders are givers. By giving, you activate a universal law as sound as gravity: Life gives to the giver, and takes from the taker. The more you give, the more you get. If you want more love, respect, support and compassion, give love, respect, support and compassion. Be a mentor to others. Give back to your community. As a leader, the only way to get what you want is by helping enough people get what they want first. As Sir Winston Churchill once said, “We make a living by what we get; we make a life by what we give.”

*Sharif Khan* is a professional speaker and author of the highly acclaimed, *Psychology of the Hero Soul*, an inspirational book on awakening the Hero within and developing peoples leadership potential. You can reach him at sharif@herosoul.com or visit www.HeroSoul.com
Learning Styles
As an adult learner it is good to know what kind of learner you are and how to make sure that you are teaching to all learning styles. This is important when you are doing staff training, sharing information with your parents and even more important for your staff to understand about their students.

There is an old saying:
I hear and I forget, I see and I remember.
I do and I learn, I teach and I know.
I read and I understand.

Individual Learning Styles
Different people have different learning preferences that stem from how they learn best. There is no right or wrong way to learn. There are three basic learning styles:

- Visual (learning by looking at images)
- Auditory (learning by listening)
- Kinesthetic (learning by experiencing and doing)

Most children start out as kinesthetic learners and then develop visual strengths in third grade and auditory skills around fifth grade. Western cultures tend to have more visual learners and fewer auditory ones.

Although everyone uses all three modes of learning-visual, auditory and kinesthetic-at some level, people tend to rely on one mode more than another. To determine your particular learning style, read the “Modes of Learning-Which Do You Prefer?” chart on the pages to follow. Check the boxes that best describe the way you prefer to: learn, remember, solve problems, communicate, use language, etc. The category with the most checks is your primary learning style. You will review the chart during the session.

The Basic Learning Process

This training system follows a structure that accommodates all individual learning styles. This structure called is a five-step progression of activities designed to meet the learner’s needs, interaction, relevance, self-direction and practicality, while accommodating all three learning styles.

The five steps of the Basic Learning Process are as follows:
1. Understand why the skill is important.
2. Discuss the specific behaviors involved in the skill.
3. Watch a demonstration of the skill.
4. Practice the skill.
5. Use the skill.
STEP ONE

- Understand why the skill is important.
- Discuss the specific behaviors involved in the skill.
- Watch a demonstration of the skill.
- Practice a skill.
- Identify opportunities for using the skill.

Notes:
## Modes of Learning—Which Do You Prefer?

<table>
<thead>
<tr>
<th></th>
<th>Visual</th>
<th>Auditory</th>
<th>Kinesthetic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning</strong></td>
<td>Learns by seeing; benefits from demonstrations.</td>
<td>Learns through verbal instruction, either from others or self.</td>
<td>Learns by doing and hands-on involvement. Feels way through experiences. Understands big picture before detail.</td>
</tr>
<tr>
<td></td>
<td>Forms mental picture to make sense of what is happening.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Memory</strong></td>
<td>Remembers faces, forgets names. Takes notes and looks at them. Recalls colors and shapes easily.</td>
<td>Remembers names, forgets faces. Remembers by hearing the repeating.</td>
<td>Remembers events, forgets details. Takes notes, but does not look at them.</td>
</tr>
<tr>
<td><strong>Problem Solving</strong></td>
<td>Is deliberate; plans in advance. Organizes thoughts by writing them. Keeps lists of problems or things to do.</td>
<td>Talks problems out or thinks them through verbally. Talks to self. Can go around and around before deciding.</td>
<td>Attacks problems physically. Impulsive; often selects solutions involving greatest activity. Needs guidance through steps of a problem.</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Can talk quickly, but rarely at length. Becomes impatient if extensive listening is required.</td>
<td>Enjoys listening, but sometimes cannot wait to talk. Goes into long, detailed descriptions. Uses internal dialogue to work through problems.</td>
<td>Gestures when speaking. Does not listen well; stands close while speaking or listening, paces to think. Frequently pauses while speaking. Is unclear about body language.</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>Uses visual words such as see, look and watch. “I see what you mean.” “I see it clearly now.”</td>
<td>Uses verbal words such as ask, listen, hear, tell… “That rings a bell.” “I hear you.”</td>
<td>Uses action words such as impact, get, take, make and understand. “I get the picture.” “I feel good about that.” “I’ll handle that.”</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>Is affected by color of room and order or chaos. Seldom gets lost.</td>
<td>Speaks with a melodious voice. Does not always trust feelings. Likes music.</td>
<td>Can’t sit still long. Should sit where it won’t bother others. Listens better if touched.</td>
</tr>
</tbody>
</table>
Step Out on a Limb:

Use the information from this step to train your staff, discuss in staff meetings or share in a newsletter.

Ideas include:

- To help your staff better understand how professional conduct affects their relationship with clients and other teachers, do role playing at a staff meeting.

- Role-playing based on professional behavior.

  Role Play #1: Jane is at her doctor’s office for her annual exam. She is talking to the doctor, when the doctor’s cell phone rings. The doctor cuts Jane off and talks on the phone about a personal issue.

  Role Play #2: Mary is a parent looking for a new place for her child. She has been in a program with low standards and wants to vent to Tina, the owner of this new, spiffy program.

  Role Play #3: A parent notifies a teacher that her child was adopted and was born addicted to morphine. She asks that this information be kept confidential. There is another teacher in the class who has some concerns based on Sarah’s behavior.

  Role Play #4: Joanna is a parent at Missy’s school. Missy is coming to Joanna to get tuition payment and a penalty (it is the 6th). Joanna knows that last month Missy let Roger’s family pay on the 9th without any late fees.

- Have staff develop their professional goals and identify their learning style in preparation for developing their annual training plan.

- Managing your circle time (time management applied to the classroom).

- If ethical decisions have been an issue at your program, look to the NAEYC activity training book for staff, about their code of ethics. It’s a great couple hour workshop.
Step Two – Know Your Business

In step two we are looking at the foundation of your business. We like to recommend that you develop an advisory board or a business support system. This includes your: banker, accountant/bookkeeper, lawyer, business mentor, insurance agent, licensing representative, other oversight organizations and a marketing/PR professional.

What exactly do you do with this group of professionals and what do you tell them? This is a group to discuss your program growth, keep them up to date on business changes. So if you hire new staff, expand your program. Add a new opportunity. They can become your marketing arm and are a great sounding board.

Organizational Structure

One of the first decisions that a business owner has is how the company should be structured. As the manager of the business it is important for you to understand the owners/decision makers’ reason for this structure. Knowledge of the strengths and weakness of each business structure is important.

This decision will have long-term implications. The owner should consult with an accountant and attorney to help select the form of ownership that is right for their situation. In making a choice, the owner will want to take into account the following:

- Vision regarding the size and nature of the business.
- The level of control.
- The level of structure to deal with.
- The business’ vulnerability to lawsuits.
- Tax implications of the different ownership structures.
- Expected profit (or loss) of the business.
- Whether or not they will need to reinvest earnings into the business.
- The need for access to cash out of the business for the owner.

Sole Proprietorships

The vast majority of small businesses start out as sole proprietorships. One person - usually the individual who has day-to-day responsibilities for running the business - owns these firms. Sole proprietors own all the assets of the business and the profits generated by it. They also assume complete responsibility for any of its liabilities or debts. In the eyes of the law and the public, you are one in the same with the business.

Advantages of a Sole Proprietorship

- Easiest and least expensive form of ownership to organize.
- Sole proprietors are in complete control, and within the parameters of the law, may make decisions as they see fit.
- Sole proprietors receive all income generated by the business to keep or reinvest.
- Profits from the business flow directly to the owner's personal tax return.
- The business is easy to dissolve, if desired.

*Disadvantages of a Sole Proprietorship*

- Sole proprietors have unlimited liability and are legally responsible for all debts against the business. Their business and personal assets are at risk.
- May be at a disadvantage in raising funds and are often limited to using funds from personal savings or consumer loans.
- May have a hard time attracting high-caliber employees or those that are motivated by the opportunity to own a part of the business.
- Some employee benefits such as owner's medical insurance premiums are not directly deductible from business income (only partially deductible as an adjustment to income).

*Federal Tax Forms for Sole Proprietorship*  
(only a partial list and some may not apply)

- Form 1040: Individual Income Tax Return
- Schedule C: Profit or Loss from Business (or Schedule C-EZ)
- Schedule SE: Self-Employment Tax
- Form 1040-ES: Estimated Tax for Individuals
- Form 4562: Depreciation and Amortization
- Form 8829: Expenses for Business Use of your Home
- Employment Tax Forms

*Partnerships*

In a Partnership, two or more people share ownership of a single business. Like proprietorships, the law does not distinguish between the business and its owners. The partners should have a legal agreement that sets forth how decisions will be made, profits will be shared, disputes will be resolved, how future partners will be admitted to the partnership, how partners can be bought out and what steps will be taken to dissolve the partnership when needed. Yes, it's hard to think about a breakup when the business is just getting started, but many partnerships split up at crisis times and unless there is a defined process, there will be even greater problems. They also must decide up-front how much time and capital each will contribute, etc.

*Advantages of a Partnership*

- Partnerships are relatively easy to establish; however, time should be invested in developing the partnership agreement.
- With more than one owner, the ability to raise funds may be increased.
- The profits from the business flow directly through to the partners' personal tax returns.
- Prospective employees may be attracted to the business if given the incentive to become a partner.
• The business usually will benefit from partners who have complementary skills.

Disadvantages of a Partnership
• Partners are jointly and individually liable for the actions of the other partners.
• Profits must be shared with others.
• Since decisions are shared, disagreements can occur.
• Some employee benefits are not deductible from business income on tax returns.
• The partnership may have a limited life; it may end upon the withdrawal or death of a partner.

Types of Partnerships that should be considered:

1. General Partnership
   Partners divide responsibility for management and liability as well as the shares of profit or loss according to their internal agreement. Equal shares are assumed unless there is a written agreement that states differently.

2. Limited Partnership and Partnership with limited liability
   Limited means that most of the partners have limited liability (to the extent of their investment) as well as limited input regarding management decisions, which generally encourages investors for short-term projects or for investing in capital assets. This form of ownership is not often used for operating retail or service businesses. Forming a limited partnership is more complex and formal than that of a general partnership.

3. Joint Venture
   Acts like a general partnership, but is clearly for a limited period of time or a single project. If the partners in a joint venture repeat the activity, they will be recognized as an ongoing partnership and will have to file as such as well as distribute accumulated partnership assets upon dissolution of the entity.

Federal Tax Forms for Partnerships
(only a partial list and some may not apply)
• Form 1065: Partnership Return of Income
• Form 1065 K-1: Partner's Share of Income, Credit, Deductions
• Form 4562: Depreciation
• Form 1040: Individual Income Tax Return
• Schedule E: Supplemental Income and Loss
• Schedule SE: Self-Employment Tax
• Form 1040-ES: Estimated Tax for Individuals
• Employment Tax Forms

Corporations
A corporation chartered by the state in which it is headquartered is considered by law to be a unique entity, separate and apart from those who own it. A corporation can be taxed, it can be sued, and it can enter into contractual agreements. The owners of a corporation
are its shareholders. The shareholders elect a board of directors to oversee the major policies and decisions. The corporation has a life of its own and does not dissolve when ownership changes.

**Advantages of a Corporation**

- Shareholders have limited liability for the corporation's debts or judgments against the corporations.
- Generally, shareholders can only be held accountable for their investment in stock of the company. Note; however, that officers can be held personally liable for their actions, such as the failure to withhold and pay employment taxes.
- Corporations can raise additional funds through the sale of stock.
- A corporation may deduct the cost of benefits it provides to officers and employees.
- Can elect S corporation status if certain requirements are met. This election enables company to be taxed similar to a partnership.

**Disadvantages of a Corporation**

- The process of incorporation requires more time and money than other forms of organization.
- Corporations are monitored by federal, state and some local agencies, and as a result may have more paperwork to comply with regulations.
- Incorporating may result in higher overall taxes. Dividends paid to shareholders are not deductible from business income; thus it can be taxed twice.

**Federal Tax Forms for Regular or "C" Corporations**

(only a partial list and some may not apply)

- Form 1120 or 1120-A: Corporation Income Tax Return
- Form 1120-W Estimated Tax for Corporation
- Form 8109-B Deposit Coupon
- Form 4625 Depreciation
- Other forms as needed for capital gains, sale of assets, alternative minimum tax, employment tax, etc. (www.sba.gov)

**Subchapter S Corporations**

A tax election only; this election enables the shareholder to treat the earnings and profits as distributions and have them pass through directly to their personal tax return. The catch here is that the shareholder, (if working for the company and if there is a profit) must pay him/herself wages, and must meet standards of "reasonable compensation." This can vary by geographical region as well as occupation, but the basic rule is to pay yourself what you would have to pay someone to do your job, as long as there is enough profit. If you do not do this, the IRS can reclassify all of the earnings and profit as wages, and you will be liable for all of the payroll taxes on the total amount.

**Federal Tax Forms for Subchapter S Corporations**

(only a partial list and some may not apply)

- Form 1120S: Income Tax Return for S Corporation
• 1120S K-1: Shareholder's Share of Income, Credit, Deductions
• Form 4625 Depreciation
• Employment Tax Forms
• Form 1040: Individual Income Tax Return
• Schedule E: Supplemental Income and Loss
• Schedule SE: Self-Employment Tax
• Form 1040-ES: Estimated Tax for Individuals
• Other forms as needed for capital gains, sale of assets, alternative minimum tax, etc.

**Limited Liability Company (LLC)**

The LLC is a relatively new type of hybrid business structure that is now permissible in most states. It is designed to provide the limited liability features of a corporation and the tax efficiencies and operational flexibility of a partnership. Formation is more complex and formal than that of a general partnership.

The owners are members, and the duration of the LLC is usually determined when the organization papers are filed. The time limit can be continued, if desired, by a vote of the members at the time of expiration. LLC’s must not have more than two of the four characteristics that define corporations: limited liability to the extent of assets, continuity of life, centralization of management and free transferability of ownership interests.

**Federal Tax Forms for LLC**

Taxed as partnership in most cases, corporation forms must be used if there are more than two of the four corporate characteristics, as described above.

In summary; deciding the form of ownership that best suits your business venture should be given careful consideration. Use your key advisers to assist you in the process.
Managing the Daycare Dollar

Since we published this book first in 2002 - as well as its predecessor course in 1996 to the present - we have found that the SINGLE most stressful and least thought out part of running a program is frequently the money.

*We recommend that if you do not have a background in accounting that you set up your system with an accountant, bookkeeper or even Quickbooks. Taking a Quickbooks class is well worth the money. These folks will save your wallet and your sanity. It does not mean that you need them EVERY week or EVERY month. It could be annually or when special circumstances arise. We are not talking about your personal taxes or even business income tax. We are discussing business expenses, income and payroll responsibilities.*

We hope that this section will begin to educate and inspire you to learn more about how your program runs and what you can do to save money.

If you are not experienced in managing your personal finances on a budget – do that NOW. It is not a good habit to run your business based on “money in the account.” This is called cash flow management and is a sure fire way to close your business or to increase your stress level. We want you to be able to account for business growth and accounts payable.

The biggest expense for programs is either their occupancy or their staff. We will look at saving money with your staff scheduling, hiring and training later in this step.

First you need to understand that developing a budget requires creative decision-making, the ability to look at past business practices and the vision to predict future expenses and income. A budget is written for a specific period of time, typically a year and is a tool for helping child care providers predict business success, or in some cases, lack of success. *Some businesses are destined to failure because their expenses outweigh their income.* A good budget will determine success or failure before a provider invests a great outlay of financial and emotional resources.

Budget information can also help child care providers make educated decisions about the potential growth of their business. In the child care industry, staffing will encompass the greatest portion of the budget. Between paying staff wages, payroll taxes, and benefits, there is, typically, not a great deal of money left to pay for all of the other expenses. The information in this chapter can help child care center owners understand the different types of budgets. Each budget generates different information.
Definition of different budget types

**BUDGET**
A plan for how money will be earned and spent.

**START UP BUDGET**
A plan for how to get from an idea, to a point where a business will break even and begin to support itself.

**OPERATING BUDGET**
Projection of what it will cost to operate the business, as well as what the income potential will be.

**FISCAL YEAR**
A 12-month period of time, which may or may not correspond with the calendar year. This is the year that your budget revolves around.

**START UP BUDGET**
This is often the first budget a prospective business writes. During the planning phases of a new child care center, the business owner needs to know how much money it will take to get from the idea to the point where the business will break even and begin to support itself. Quite often a loan is necessary to cover expenses.

The start up budget will list all of the one-time expenses that the business will incur. These expenses may include:

- Building renovation costs
- Planning costs (architectural fees, building inspections, zoning fees)
- Office equipment/supplies
- Programming equipment/toys/supplies
- Recruitment of staff, marketing (signs, ads, press releases, promotional items, etc.)
- Salaries of administrator, director and/or staff while in planning phase
- Another factor to consider when writing a start-up budget is the "underutilization phase" of the business.
- When a child care center opens the doors, it is seldom full. In fact, typical enrollment is at around 10 - 20% of the licensed capacity. This means that although the business is open, it is not coming close to covering all of its expenses yet.
- Enrollment in child care centers builds slowly, with the big wave coming in August or September and a smaller wave again in January. But, there are no guarantees.
- The amount of money a new child care business spends on marketing makes all the difference.
• Failing to plan ahead for the amount of money needed to get a business off the ground is a fatal mistake many new child care centers make.

**OPERATING BUDGET**

Before investing large amounts of money into a new child care business, an operating budget should also be developed.

• This is the business owner's best guess at what the ongoing costs will be, as well as how much money will be earned.

• It is best to figure this out before you start your business. Sometimes a business will never make money, because the cost will always be more than the income.

• With the help of a lawyer, decisions will also need to be made regarding what type of business this will be: Sole Proprietorship, Partnership, Non-Profit and For-Profit Corporation are some of the possibilities.

• Once this decision is made, the operating budget can more accurately estimate the business taxes that may be due based upon the profit earned.

When writing an operating budget, develop a list of expense categories. This list will become your chart of accounts.

Examples of expense categories include:

• Administrative and teaching staff
• Field-trip expenses
• Payroll taxes
• Food and related costs
• Fringe benefits
• Occupancy
• Training
• Costs
• Liability insurance
• Employment expenses
• Utilities
• Cleaning
• Professional fees
• Vehicle
• Telephone
• Advertising
• Licensing & membership fees
• Office expenses

Income (or revenue) projections will also be part of the operating budget.

• Remember to factor underutilization into the projections. Underutilization refers to the slots within the licensed capacity that are not being used.

• It would be unrealistic to expect each classroom to be fully enrolled throughout the year. Typically in the first year of operation, the enrollment may average 40 -60%. With a strong marketing plan, by the end of the first year the center should have 75% of its licensed capacity filled. (Example: In an infant room with eight children charging $150 per child, per week, the revenue projection for the first year would be, 8 x $150 x 52 weeks x 50% enrollment = $31,200 per year.)

• Other potential sources of revenue to consider: registration fees, USDA food program reimbursement (check into the milk program if you do not qualify for the full food program), fund raisers, grants or donations, fees from additional services such as transportation or field trips.

• The difficulty in providing quality child care is this; the main source of revenue is parent fees. Centers can only charge as much as parents are willing to pay, and have to pay all their expenses (including staff) on that fixed income.
This is a sample chart for income and expenses. Use this to create your program’s budget.

<table>
<thead>
<tr>
<th>Income</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fees From Parents</td>
<td></td>
</tr>
<tr>
<td>As a general rule, calculate at 70% full during the first year.</td>
<td></td>
</tr>
<tr>
<td>Will you charge a flat weekly rate per child or charge an hourly fee?</td>
<td></td>
</tr>
<tr>
<td>Will parents pay for holiday, sick days, and vacation?</td>
<td></td>
</tr>
<tr>
<td>Will there be a second child discount for children from the same family?</td>
<td></td>
</tr>
<tr>
<td>Will you have a sliding fee scale?</td>
<td></td>
</tr>
<tr>
<td>Registration Fees</td>
<td></td>
</tr>
<tr>
<td>Will you charge a fee for a child to be enrolled in your program</td>
<td></td>
</tr>
<tr>
<td>Will that fee be per family or per child?</td>
<td></td>
</tr>
<tr>
<td>Is it an annual or one-time fee?</td>
<td></td>
</tr>
<tr>
<td>Transportation Fees</td>
<td></td>
</tr>
<tr>
<td>Will you provide transportation for children to and from their home or school to your center?</td>
<td></td>
</tr>
<tr>
<td>Will you charge for this service?</td>
<td></td>
</tr>
<tr>
<td>If so, consider gas, oil, tires, repairs and additional insurance.</td>
<td></td>
</tr>
<tr>
<td>USDA Food Program</td>
<td></td>
</tr>
<tr>
<td>Will you participate?</td>
<td></td>
</tr>
<tr>
<td>Potential income will vary depending upon the income levels of the families you will serve.</td>
<td></td>
</tr>
<tr>
<td>Gifts/Contributions/Fundraising</td>
<td></td>
</tr>
<tr>
<td>Will these funds be designated for a particular use or piece of equipment?</td>
<td></td>
</tr>
<tr>
<td>What will be your plan to solicit contributions?</td>
<td></td>
</tr>
<tr>
<td>Will you do fundraising events?</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Will you apply for grants?</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL INCOME</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td></td>
</tr>
<tr>
<td>What will be your staff/child ratio?</td>
<td></td>
</tr>
<tr>
<td>What are typical salaries in your area for each position?</td>
<td></td>
</tr>
<tr>
<td>Will you offer salaries above the average to attract top people?</td>
<td></td>
</tr>
<tr>
<td>Will you offer paid breaks and lunch periods?</td>
<td></td>
</tr>
<tr>
<td>Will you offer paid set-up and close-up time each day?</td>
<td></td>
</tr>
<tr>
<td>Will you have 1 – 2 hours paid planning time per week?</td>
<td></td>
</tr>
<tr>
<td>Will you have regular paid staff meetings?</td>
<td></td>
</tr>
<tr>
<td>What will you do when you or staff are sick or on vacation?</td>
<td></td>
</tr>
<tr>
<td>Will you need staff for cooking, cleaning, snow removal or transportation?</td>
<td></td>
</tr>
<tr>
<td>Personnel Sub-Total</td>
<td></td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td></td>
</tr>
</tbody>
</table>
Do you have information on:
- FICA
- Unemployment Compensation
- Worker’s Compensation

Will you offer additional benefits such as:
- Health insurance
- Tax deferred annuities
- Child care
- Paid sick time
- Paid holidays/vacations

Will you offer a percentage of salary for benefits and let each staff pick the one they want?

Insurance -
- What insurance will you purchase?
- Liability
- Building and premises
- Personal property
- Professional liability

Travel -
- Staff Travel
  - Will your staff travel to conferences or to conduct center business?
- Auto Expenses -
  - Will you lease/purchase a van only to transport children or have related auto costs?

Equipment (lasting longer than two years, $500 +)
- Will you need additional furniture for the children?
- Will you need additional toys/manipulatives for: Large and small muscle activity, dramatic play, creative expression, intellectual stimulation

Kitchen -
- Will you need additional equipment for meal preparation (stove, pans)?

Housekeeping
- Vacuum
- Office
  - Will you need additional equipment for the administration of your center?
    - (Computer, desk, copier, file cabinet)

Supplies/Operating Expenses
- Rent/mortgage
- Utilities: electric, heat, water
- Taxes
- Maintenance/Repairs: plumbing, lawn care, snow removal, maintenance of heating/air conditioning, etc.

Telephone
- Licensing fee
- Educational: paper, paint, glue, games, balls, etc.
- Kitchen Supplies: dish soap, cleanser, blender, etc.
- Housekeeping Supplies: paper towels, soap, toilet paper, etc.
- Office Supplies: file folders, paper, pens, ink cartridges, etc.
- Food -
<table>
<thead>
<tr>
<th>What meals and snacks will you serve?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will the children bring their lunch or will you serve one?</td>
</tr>
<tr>
<td>Will you serve breakfast? (To figure for a meal or snack, multiple the average cost of one serving times the number of children times the number of days.)</td>
</tr>
<tr>
<td>Advertising -</td>
</tr>
<tr>
<td>Will you advertise in the yellow pages?</td>
</tr>
<tr>
<td>Will you pay for ads in a newspaper?</td>
</tr>
<tr>
<td>Will you distribute flyers and/or brochures?</td>
</tr>
<tr>
<td>Will you have business cards?</td>
</tr>
<tr>
<td>Postage and Mailing -</td>
</tr>
<tr>
<td>Will you mail brochures or packets to prospective parents?</td>
</tr>
<tr>
<td>Will you mail your newsletters to parents or hand them out?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contract Services and Consultants -</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will you need the services of people who are not on your regular payroll?</td>
</tr>
<tr>
<td>Accounting</td>
</tr>
<tr>
<td>Legal</td>
</tr>
<tr>
<td>Transportation</td>
</tr>
<tr>
<td>Construction</td>
</tr>
<tr>
<td>Cleaning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff Training -</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will you or your staff participate in to meet the continuing education requirements?</td>
</tr>
<tr>
<td>Will you pay for entry-level courses?</td>
</tr>
<tr>
<td>Will you pay for registration fees, travel, meals and/or overnight expenses?</td>
</tr>
</tbody>
</table>

| TOTAL EXPENSES |  |

**BUDGET JUSTIFICATION**

This is the narrative report that accompanies the budget.

It is an explanation of how the numbers in the budget were determined.

- This justification helps explain your expenses and income to funders (banks), to the board (if your incorporated), and to parents (if necessary to explain a rate increase or policy changes).

- Writing an explanation of how the expenses were calculated will help when the next year's budget needs to be written.
TIPS ON INCREASING THE UTILIZATION FACTOR

As stated earlier, a new child care center should budget for and try to become 75% full by the end of the first operating year; however, even during the following years the revenue projections will never be for 100%. That would be unrealistic!

It is reasonable to hope to be 85 - 95% full on average, knowing that sometimes enrollment may be higher than at other centers. There are ways to increase or maintain a high utilization factor:

- Be aware of when there are openings - even part day openings - that can be filled. If there are several openings from 6:00 a.m. until 9:00 a.m., perhaps the center could develop or enhance a before-school program. The school bus may be willing to transport the children to school. *Never develop a program that exists just to fill space and make money. If it’s not going to be a good place for children to be, don’t do it!*

- Even when the center is full, continue to market. Remember: the average consumer needs to hear or see about a business three times prior to making an initial contact. This means the business name and logo needs to be out there.

- Centers that have developed good reputations in their communities are in demand. Parents will call these centers before their baby is born just to be put on a waiting list. The centers then have a list of parents waiting for slots when they become available. It is the center’s responsibility to check this list regularly and stay in touch with parents waiting to get their children into the center.

There are several tricks to balancing full time and part time schedules for children:

- Look for opportunities to match up children with opposing schedules to become full time equivalencies. If a child is scheduled mornings and another is scheduled for afternoons, they fill only one slot as long as they do not overlap.

- Develop policies for scheduling part-time care, which allow this to happen. Perhaps parents who need half-day care can be scheduled from 6:00 a.m. until noon, or from noon until 6:00 p.m. This allows you to fill empty slots more easily and establishes a clear policy for parents to understand.

- It is best to limit the amount of part-time care you offer. This helps to keep a steady flow of full-time revenue that can be counted on.
- Also, part-time child care is typically priced higher. Think of two cans of tomato paste sitting on the shelf. The larger one costs less per ounce, because it contains more. The shopper who buys the smaller can knows they are paying more per ounce, but they are willing to do it because they only want a small amount. It works the same way with child care costs. A parent who only needs care on a daily basis may pay a daily rate equal to 1/4 the weekly rate rather than 1/5. (Example: If the weekly rate for a 4 year old is $100, then a daily rate might be set at $25/day. If the director can schedule a child on Monday and Wednesday and another child on Tuesday, Thursday and Friday, the revenue for that slot will be $25 x 5 days or $125 for the week. That is more than the weekly rate for a full time child.)

- If part-time enrollment leaves many openings in the enrollment, consider marketing drop-in care, which can help fill the voids.

BREAK-EVEN ANALYSIS
In any business, it is important to know at what point you will "break even" or cover all your costs. In child care, a break-even analysis is typically done for each classroom, since the child-to-staff ratios are different for each age group. By calculating the break-even point, the business owner will know how many children need to be enrolled in each classroom to cover the costs. In order to calculate the break-even point, first you have to look at the chart of accounts that has been established. Expenses have to be divided into categories:

- **Fixed costs** - those costs that stay the same no matter what the enrollment is (such as rent, director's salary, and repayment of a loan)
- **Variable costs** - those costs that increase as enrollment increases (such as food, toys and supplies)
- **Semi-variable costs** - costs which remain level until enrollment reaches a certain number of children and then increases (such as teaching staff, benefits, and staff training)
- **Revenue** - will increase steadily as enrollment increases

NOTE: SEE THE POWERPOINT PRESENTATION IN THE APPENDIX FOR HOMEWORK HELP

FUNCTIONAL COST ANALYSIS REPORT
This report requires the business owner to combine different costs together into general categories. Examples of the categories used in a functional cost analysis report are:

- Care and teaching, training
- Transportation
- Administrative
- Parent services, special events
- Feeding
- Occupancy
- Health services
This report can help the business owner to see where money is being spent, as well as show funders (banks) how costs are being spread. If the majority of the center's expenses were in “administrative,” a bank might consider the center to be a poor risk.

**CASH FLOW ANALYSIS**

This report lets the business owner know how the money is flowing on a monthly basis. Some expenses are predictable and will be the same no matter what month it is, no matter what the enrollment is. Some examples of this are the rent and administrator's salary.

Other costs will vary depending upon the month. For example, a center owner may concentrate the advertising dollars in August, December and May.

Finally, some expenses will vary depending upon enrollment, such as food costs. By projecting how the money will flow in and out of the business, the business owner can predict which months the business may be in trouble and need a line of credit or take money out of an emergency fund.

**PROGRAM BUDGET**

As part of the budgeting process, it is very helpful to evaluate the expenses and revenue by classroom, or program. This means calculating what it costs per child to provide care in the Infant/Toddler room, the Preschool rooms or the School-age room. To accomplish this, expenses are divided up among the classrooms. You may want to ask your accountant to help you determine these classroom costs.

**OTHER FINANCIAL REPORTS FOR BUSINESS OWNERS**

**Deviation Report (Profit and Loss Statement)**

- This report utilizes the line items used for the operating budget and compares the budgeted amount with the actual spending and earnings of the business. This comparison allows the business owner to track whether or not they are on track with the budget. This report is generated either quarterly or monthly.

**Balance Sheet**

This report shows the business owner how their assets and liabilities balance out. It reflects the net worth of the business at that moment in time.

Most child care center owners contract with an accountant to help them produce financial reports. Trusting this professional is critical, because part of the "art of budgeting" is also learning to read and understand the financial reports that accountants produce. This knowledge can mean the difference between success and failure. Knowing how your money is flowing can and should affect financial decision making. It is best to be pro-active, planning ahead to prevent problems rather than reacting to disasters.

*Although we will discuss cash flow and budgets, we will not be preparing documents for a business plan. Business development assistance can be obtained through your local Chamber of Commerce, the SBA and community colleges.*

**Balance Sheets**

A balance sheet is a snapshot of a business’ financial condition at a specific moment in time, usually at the close of an accounting period. A balance sheet comprises of: assets, liabilities and owners’ or stockholders’ equity. Assets and liabilities are divided into short and long-term obligations including cash accounts such as; checking, money market, or government securities. At any given time, assets must equal liabilities plus owners’ equity. An asset is anything the business owns that has monetary value. Liabilities are the claims of creditors against the assets of the business.

**What is a balance sheet used for?** - A balance sheet helps a small business owner quickly get a handle on the financial strength and capabilities of the business. Is the business in a position to expand? Can the business easily handle the normal financial ebbs and flows of revenues and expenses? Or should the business take immediate steps to bolster cash reserves?

Balance sheets can identify and analyze trends, particularly in the area of receivables and payables. Is the receivables cycle lengthening? Can receivables be collected more aggressively? Is some debt uncollectable? Has the business been slowing down payables to forestall an inevitable cash shortage? Balance sheets, along with income statements, are the most basic elements in providing financial reporting to potential lenders such as banks, investors and vendors who are considering how much credit to grant the firm.

The assets and the liabilities are the two elements of a balance sheet. The assets include current assets, (cash, accounts receivable, note receivable, etc.) and long-term or fixed assets, (land, buildings, equipment, machinery, vehicles, etc.). The liabilities and owner’s equity are the other half of the picture. These include; accounts payable, loans, accrued payroll and withholding taxes, mortgages, owner’s equity, common stock and retained earnings.

**Income Statements – Profit and Loss** - An income statement, (otherwise known as a profit and loss statement) is a summary of a company’s profit or loss during any one given period of time such as a month, three months, or one year. The income statement records all revenues for a business during this given period, as well as the operating expenses for the business.

**What are income statements used for?** You use an income statement to track revenues and expenses so that you can determine the operating performance of your business over a period of time. Small business owners use these statements to find out what areas of their business are over budget or under budget. Specific items that are causing unexpected expenditures can be pinpointed such as; phone, fax, mail, or supply expenses.
Income statements can also track dramatic increases in product returns or cost of goods sold as a percentage of sales. They also can be used to determine income tax liability.

It is very important to format an income statement so that it is appropriate to the business being conducted. Income statements are one of the most basic elements required by potential lenders such as banks, investors and vendors. They will use the financial reporting contained therein to determine credit limits.

1. Sales
The sales figure represents the amount of revenue generated by the business. The amount recorded here is the total sales, less any product returns or sales discounts.

2. Cost of goods sold
This number represents the costs directly associated with making or acquiring your products. Costs include materials purchased from outside suppliers used in the manufacture of your product, as well as any internal expenses directly expended in the manufacturing process.

- **Gross profit**: Gross profit is derived by subtracting the cost of goods sold from net sales. It does not include any operating expenses or income taxes.

3. Operating expenses
These are the daily expenses incurred in the operation of your business. In this sample, they are divided into two categories: selling, general and administrative expenses.

- **Sales salaries**: These are the salaries plus bonuses and commissions paid to your sales staff.

- **Collateral and promotions**: Collateral fees are expenses incurred in the creation or purchase of printed sales materials used by your sales staff in marketing and selling your product. Promotion fees include any product samples and giveaways used to promote or sell your product.

- **Advertising**: These represent all costs involved in creating and placing print or multi-media advertising.

- **Other sales costs**: These include any other costs associated with selling your product. They may include: travel, client meals, sales meetings, equipment rental for presentations, copying, or miscellaneous printing costs.

- **Office salaries**: These are the salaries of full and part-time office personnel.

- **Rent**: These are the fees incurred to rent or lease office or industrial space.

- **Utilities**: These include costs for: heating, air conditioning, electricity, phone equipment rental and phone usage used in connection with your business.
• **Depreciation**: Depreciation is an annual expense that takes into account the loss in value of equipment used in your business. Examples of equipment that may be subject to depreciation include: copiers, computers, printers, and fax machines.

• **Other overhead costs**: Expense items that do not fall into other categories or cannot be clearly associated with a particular product or function are considered to be other overhead costs. These types of expenses may include insurance, office supplies, or cleaning services.

4. **Total expenses**
This is a tabulation of all expenses incurred in running your business, exclusive of taxes or interest expense on interest income, if any.

5. **Net income before taxes**
This number represents the amount of income earned by a business prior to paying income taxes. This figure is arrived at by subtracting total operating expenses from gross profit.

6. **Taxes**
This is the amount of income taxes you owe to the federal government and, if applicable, state and local government taxes.

7. **Net income**
This is the amount of money the business has earned after paying income taxes.

*Source: Streetwise Small Business Start-Up*

**Financial Records**
You should maintain records on various financial aspects of your business. Basic types of financial data you will be collecting have been discussed in the finance sections of this class. We will now be discussing the keeping and maintaining of those records. Data that pertains to payroll or income taxes should be kept for seven years. This includes: receipts, account registers, tuition reports, payroll reports, W-2 & W-4 forms, federal tax forms, state tax forms and supporting documentation.

Additionally, if you have stockholders or bank loans, periodic profit and loss and/or balance sheets may be required. Keep copies of any documentation provided to outside interested parties for 1-5 years depending on your agreements with those individuals.
Money Management: Money makes the world go around.

How you spend and control the money that you earn and the money that your businesses need to operate will say a lot about you. As a professional, your financial matters make a lasting impression. Do you pay your bills on time? Do you use the most cost effective service providers? Would you be embarrassed to show your face at your bank?

Your banker should become one of your best friends and key business advisors. Use the same bank, go inside and say hello. Developing this relationship is key to the longevity of your business. Will you need a loan? Will you need a line of credit? These are questions that you don’t know at this time – your business might need to grow.

Professionals and other advisors that can save you time and lots of money: Attorneys and accountants are important to utilize before you need them. Having lawyers look over contracts or review policy manuals is a cost saving measure in the long run.

Developing Money Management Skills

Do you ever feel that you’re not in control of your finances? As simple as it may seem, itemizing your expenses and sources of income will give you a clearer picture of where you stand and help you plan for the short and medium term. For example: it’s a good idea to make a budget if you want to pay off your loans quickly, or save up for a project.

Here are some tips to help you determine your spending habits and make financial decisions that are in line with your goals:

Step 1: Brainstorm
Write down all of your monthly fixed expenses (rent, car payments, courses, etc.). Go through your bank account and credit card statements. Even if the amount isn’t always the same, try not to underestimate. Next, make a list of all your sources of income. Try not to overestimate by anticipating an increase in enrollment, tuition rates, or a fundraiser. Stick to the facts.

Step 2: Itemize your expenses
Using recent receipts, add variable expenses (supplies, equipment, salaries, training, food, etc.) to your list. If you don’t have any receipts, make a rough estimate. Next, break down your expenses in a table by type (occupancy, classroom staffing, overhead and optional). Don’t forget to add a column for any unforeseen expenses.

Evaluating your financial fitness is important when moving forward. If you can confidently say that you can work with your household budget effectively then you can operate your business budget effectively.
1. Assess the current situation
2. Determine “have to,” “need to,” and “want to’s”
3. Identify total “take home” pay
4. Calculate present expenses
5. Consider availability of funds for unexpected or irregular expenses
6. Evaluate Savings

**Step 3: Crunch the numbers**
Total your expenses by type. There are a number of electronic tools available online.
Now compare your expenses to your sources of income.

**Step 4: Look at the big picture**
Now that you have an overall picture of your finances, you need to make choices in order
to reach your goals. How much do you want – and can you afford – to save for a project?
Over what period do you want to – and can you – spread out your payments? The
answers to these questions will mean changing your spending habits; however, setting
priorities is not the end of the process. You have to keep your budget up to date. Take a
few minutes each week to fine-tune it to make sure your goals are still realistic.

**Step 5: Plan**
Establish a budget. As a Director of a child care program you may or may not be the
business owner. Either way, the financial success of the program is your responsibility.
The budget should include money coming in and money going out. We will discuss this
more later.

**Step 6: Keep records**
All financial records need to be kept for 7-10 years. It is a good idea to keep them in two
different ways – both electronic and paper – and in two different locations. Think about
your paper, is it the type that the ink will disappear after a few months? Did you only
keep things on your palm pilot then get a new computer or lose the charger to your palm
pilot without backing it up or printing? (I know this from experience. It was an expensive
audit!)

**Other financial habits for you and the business**

**Successful Credit Management**
Once a year will assist you in maintaining a positive credit report and allow you to
dispute incorrect data in a timely fashion. (www.equifax.com, www.experian.com,

Beware of credit repair companies and bankruptcy. There are scams and tricks that could
latter hurt your personal or professional credit.

**Good financial habits**
1. Identify your goals.
2. Make informed choices about financial resources.
3. Develop a monthly budget.
4. Save what you can each month, even if it is only $5.
5. Keep accurate, well-organized records of your financial activities.
6. Establish and maintain a strong credit history.
7. Pay bills prior to the due date.
8. Borrow the minimum amount you need to achieve your goals and repay all that you borrow.
10. Limit the number of credit cards or lines of credit you have and your available credit.
11. Pay your credit balance in full each month.
12. Be realistic.

Business Concept Statement – The purpose of a concept statement, (or elevator speech) is to communicate your idea and its uniqueness to other people including: employees, clients and business partners. This is an organic part of your business and should reflect what is unique. It will change as the market changes and you respond to the market changes. BE AWARE this does not mean shifting your business mission to chase “money.”

Business Plan (small business – if you are a nonprofit – see strategic plan)
As we have discussed in other sections, goals and plans are important in various areas of business and program management. If you are not the owner, you need to become acquainted with the owner’s business plan. This assures that their plan is what you understand the “business” goals of the organization to be. If the owner and Director are not on the same page, it can cause undue stress.

A business plan should be reviewed regularly, at least annually. The business plan is designed to be a living document. If you are a Director for an outside owner, ask if they have one. If not, help them find the resources to develop one. This should not be an online or software package. Most cities have Chamber of Commerce organizations that can steer your owner in the direction of appropriate resources. A business plan should include:

- The statement of purpose
- The table of contents
- Description of business
- Product or service
- Management plan
- Operations plan
- Risk
- Marketing plan
- Market, location, competition, industry analysis
- Financial data
- Sources and application of funding, capital equipment list, balance sheets, break-even analysis, income projections (Profit & Loss), three-year summary, detail by month for first year and quarterly for the second and third years. Notes of explanation.
- Cash Flow projection: detailed by month for first year, detailed by quarters for second and third years.
Historical financial reports: balance for past three years, incomes statements.

**Strategic Planning (in smaller Non-profit Organizations)**

The workload for nonprofit organizations has increased, and all the while resources have grown scarcer. No longer, (as if they ever could) can nonprofit organizations assume their funds will arrive automatically from generous donors, nor can they assume they will have dozens of capable volunteers available to work. Increasingly, funding organizations and even individual donors want to see evidence that their gifts will be put to good use. One piece of evidence they often demand is a strategic plan. So, what is a strategic plan and how can an organization prepare one? *This short guide is designed to help board members and staff of smaller nonprofit organizations, develop strategic plans that can help them strengthen and sustain their organizations' achievements.*

This guide contains some suggested steps and methods organizations can use to complete these steps. You will need a **comfortable room** with tables and chairs and space to move around.

It also helps if the room is one that has plenty of **wall space** that can be used to tape sheets of paper that will come out of the strategic planning process. **Supplies** needed include: at least one 27” x 33” easel pad, markers for writing on the large sheets of paper, masking tape, one each of 4” x 6” pads of Post-it® Notes per person (i.e. post-its), and felt-tip pens (one per person).

**What is Strategic Planning?**

Most of us know that planning is a way of looking toward the future and deciding what the organization will do in the future. *Strategic planning* is a disciplined effort to produce decisions and actions that guide and shape what the organization is, what it does, and why it does it (Bryson, 1995). Both strategic planning and long range planning cover several years; however, strategic planning requires the organization to examine what it is and the environment in which it is working. Strategic planning also helps the organization to focus its attention on the crucial issues and challenges. It, therefore, helps the organization's leaders decide what to do about those issues and challenges.

In short - as a result of a strategic planning process - an organization will have a clearer idea of what it is, what it does, and what challenges it faces. If it follows the plan, it will also enjoy enhanced performance and responsiveness to its environment.

**Who Should be Involved?**

Each organization must carefully decide who should be involved in strategic planning. There are several key roles to be played in a strategic planning process including:

- **Planning Process Champion** - This is usually a key member of the board of directors or the executive director. The person must be someone who believes in strategic planning and will help keep the process on track. This person does not have to be an expert in strategic planning, but s/he should be someone respected by board and staff members.
- **Plan Writer** - Someone must assemble the planning group's decisions into a cohesive document. This person takes notes during planning meetings and uses them to prepare a plan, often in the form of several drafts for review by the entire planning group. Writing the plan; however, is more than simply compiling a record of planning meetings. The plan writer must also insert options and next logical steps into the drafts at each stage of the planning process.

- **Planning Process Facilitator** - This person may be from outside the organization, though it can also be played by a member of the board. The facilitator's main responsibility is to plan each meeting's agenda and to ensure the group stays on track.

- **Planning Team** - The planning team's members are those who are most directly involved in laying out the issues and options for the future of the organization. This might be the entire board of directors plus the executive director.

  It might also be a committee of the board plus the executive director. Key staff beyond the executive director may also be involved. It might also include one (or more) representatives of people served by the organization. What is important to remember is to ensure that the people who are fairly representative of and respected by the organization's leadership are included on the planning team.

- **Board of Directors** - The board of directors will ultimately adopt the plan and will use it to guide its decisions and actions. If the entire board is not involved directly in the planning process, it must at least approve a planning process and be kept informed of its progress. The process of developing a strategic plan is a special opportunity to engage the board of directors in an active role in shaping the organization's future.

- **Staff** - Staff members (particularly the executive director), have expertise and information that should be tapped during the planning process. Since they will be the ones who will carry out the plan on a day-to-day basis, they should be informed - and to whatever extent is appropriate for the organization - involved. Larger organizations often rely on representation from staff, while smaller organizations may include only the executive director on the planning team.

- **Clients**. Those who benefit from the organization's services are sometimes involved in the planning process. Each organization makes its own choices about whether to include clients on the planning team or whether to consult them in some other way.

**Getting Started**

Each organization needs to decide for itself when the time is right for a strategic plan. It is sometimes easier to describe when the time is not right than when it is. For example: when the roof has blown off the building, an organization should replace it, not start strategic planning. The organization should get its crisis resolved, preferably by acting strategically, and then begin planning.

Something less than a "roof-blown-off" crisis usually prompts organizations to begin strategic planning. Some organizations find the loss of a significant funding source - or,
conversely, the opportunity to obtain a new source of funds - an impetus to plan. Other organizations recognize that their clients are changing, and therefore ought to prepare for these changes. And so on. There are as many reasons for starting a strategic planning process, as there are nonprofit organizations.

After deciding to engage in strategic planning, the organization should take the following initial steps:

- **List some of the main issues that face the organization.** This need not be a complete list, nor does it need to be fully organized; however, knowing some of the concerns of the organization will help those who will be asked to be involved in planning to prepare.

- **Decide when the plan should be adopted by the board.** Developing and drafting a plan will take a few weeks to a few months. The board should set a future board meeting to be the target date for adopting the plan.

- **Set aside some time for the planning process.** Members of the board and staff who will be involved in planning should agree to take time for the planning process. This could involve a few hours a week for three to four weeks or it could involve a single day or weekend. The plan writer, of course, will spend more time than others as s/he will be preparing a document that represents decisions made at planning meetings. I recommend that the total time frame from starting the planning process to adopting the plan not stretch out for more than three months for a small organization.

- **Decide if a facilitator would be helpful.** Some organizations find that an individual who is not directly involved with the organization's regular work can help them with their planning process.

- **Decide who should be involved and how they should be involved in planning.** See the list on pp. 1-2 for suggestions about the major roles.

- **Find a place for the planning meetings to occur.** It is often helpful to meet someplace other than the standard meeting location for the organization because a different setting can help members of the group step out of their usual patterns. The planning location should be comfortable, include tables or other surfaces for participants to write, and have room to move around. Having the ability to provide refreshments for planning participants is also needed. Some organizations use large sheets of paper to record ideas, so having a planning location that permits hanging paper (using masking tape or other nondestructive adhesive) on the walls is ideal.

**Steps in the Strategic Planning Process**

The following outline of steps is a suggestion only. Each organization will need to decide what works and what doesn't. Suggested methods for completing each step and an approximate time frame for each are included as well.

**Step 1: “Mission Review” (approximate time required: 30 - 45 minutes)**
Nearly every organization these days has a mission statement. It is helpful to periodically review the mission and to change it if necessary. An organization's mission is its reason for being, its purpose, or its social justification for existing. Just stating the organization's mission is not enough. Clarifying the organization's purpose helps eliminate a great deal of unnecessary conflict and helps channel the organization's discussions and activity.

**Suggested Method:** Before the meeting begins, write the mission statement on an easel pad. Post the paper on the wall or an easel where everyone can see it. Ask someone in the group to read the mission aloud. Identify words or phrases that stand out and circle them. Then discuss each of the questions listed below.

Write summarized responses to each on separate large sheets of paper. This is usually best done with the whole group participating.

The classic planning process begins by writing a mission statement. I recommend instead that the planning team members simply start by reviewing the mission statement, including asking the following questions to help them understand the mission better.

- Who are we? If the organization were walking down the street and someone asked who it was, what would the answer be? Distinguish what it is and what it does.

- In general, what are the basic social or political issues or problems the organization exists to address? This is the basic social justification for the organization's existence.

- What, in general, does the organization do to recognize, anticipate, and respond to those needs or problems? How does the organization find out about them and decide what to do?

- Who are the key stakeholders for the organization, and how should we respond to them? How do we find out what they want from the organization?

- What is the organization's philosophy, its culture, and what are its values?

- What makes the organization unique or distinctive? That is, what gives the organization its competitive advantage?

  1. Stakeholders are people and other organizations for whom your organization matters. They are the people and organizations that hold your organizations accountable. For example they include: funding entities, the landlord for the building, those who select members of the board of directors, clients or their representatives and staff.

**Step 2: “Organizational Mandates” (approximate time required: 15 - 30 minutes)**

Formal mandates are those required by a funding or authorizing group. If these mandates are not met, the organization may face serious sanctions including (possibly) the inability to operate. Informal mandates are those expectations that may remain unspoken. Often the expectations of clients or staff are informal in nature. Mandates include both those things an organization is required to do as well as those things it is required not to do. A simple way to state this is to ask the question,-“What are we supposed to do? And, “Who
requires it of us?” A similar question could be asked about informal mandates, “How can we find out what stakeholders expect of us?”

**Suggested Method:** Post a large sheet of easel pad paper on the wall. Have the group leader ask the question, "What are we supposed to do?" Explain the concept of mandates briefly. For a few minutes, have the members brainstorm some of the key mandates. After brainstorming, have the group review the initial list and mark the ones that are formal mandates with an "F" and the informal mandates with an "I." Have the group then review the list one more time to identify who or what group mandates each item.

Following this, briefly review the mission statement to determine if the list of mandates suggests any gaps in the mission statement. Are there expectations that are not fairly represented in the mission statement? Do not take time now to rewrite the mission, but have someone make notes of any potential gaps.

**Step 3: "Back to the Future" (approximate time required: 45 - 60 minutes)**

In planning we usually assume we are thinking only of the future; however, the organization's past is a source of much information about what has been effective and what has not. It is highly useful for the planning team to look backwards for the same number of years it is expecting to plan into the future. For example, if the planning horizon is five years into the future, then look back over the previous five years.
**Suggested Method:** Tape four large sheets of easel pad paper together (this should provide a sheet of about 4’ x 5’). Using a strip of masking tape, mark a line horizontally across the middle of the large 4’ x 5’ sheet. Across the top of the sheet, write the years (e.g., 2005, 2006, 2007, 2008, 2009). Give each participant a pad of 4”x 6” Post-its and a pen or marker. Be sure to mark the year on each Post-it.

Have the facilitator or leader then give instructions to the group to think about all of the organization's "highs" or "lows" that occurred in the past five years. Have each participant write silently, noting each event or incident on a separate Post-it. Be sure to mark the year on each Post-it. After a few minutes of writing, have the leader instruct the members of the group to start posting their notes on the sheet at the appropriate place along the line. The organization's "highs" go above the line, and the "lows" go below the line. The height of the Post-it notes above or below the line indicates just how high the "high" was or how low the "low" was.

Once the group members have completed this task, review the items. Usually the leader reads these aloud, perhaps asking for clarification on each.

Have the group discuss the items and look for themes among them. On a separate large easel pad sheet, note the themes. They might include funding levels (obtaining grants or losing them), arrival or departure of certain leaders, and successful or unsuccessful management of crises. Asking questions like the following can help clarify some of the issues:

- What opportunities has the organization had? How has the organization responded to these opportunities? (ex: taken advantage of them, unable to take advantage of them, ignored them.)

- What threats has the organization had to deal with during this time period? Which were handled successfully, which unsuccessfully, and which were ignored?

- What strengths did the organization rely on to deal with threats or opportunities? Which strengths did the organization ignore?

- What weaknesses has the organization had in dealing with threats and opportunities? What has the organization done about them?
Step 4: “Envisioning the Future” (approximate time required: 15 - 45 minutes)

At this stage, it is helpful to start looking briefly into the future of the organization. This is an exercise requiring imagination, not necessarily "practical" ideas; however, this kind of exercise can often result in some of the best ideas for an organization's future; along with some of the wackiest!

Suggested Method: Have the group's leader ask each member to imagine s/he has a friend who has been deeply involved in the organization, but who has left the area and lost touch with the organization. However, five years later, this friend writes to the member and asks about the organization. The member writes back to his/her friend, describing in great detail what the organization is doing. The member describes the activities and programs, the clients, the organization's finances, and its staff and board. In short, the member describes what is happening. Have each member be as specific as possible and have them write it down on the notepads, but do not have the members talk to one another. Spend about five minutes on this.

Next, divide into groups of three to five people and gather around easels or large sheets of paper with the notes and draft letters to the friends who have "left." Have members write their comments on the large sheet of paper and discuss them among themselves. They may want to list some of the common elements on each large sheet of paper as well as identify some of the unique or interesting ideas. Spend about 10 - 15 minutes in small groups.

Have the group leader then use a "master" sheet of paper and ask the first group to read its first item. Have the other groups that have similar item(s) cross them off their lists. Have the leader then put it on the "master" list of common ideas. Keep going around the room in the same manner. By the end, there should be a list of ideas that are common to two or more of the groups.

Lastly, have the group leader hand out five to eight sticky dots per person. Have the group members then vote on the items they like best by putting one dot on each item they like. They may vote on the "master" list or on the items remaining on the original sheets. The items receiving the most votes become higher priority items for the group to consider when planning.

Step 5: “S.W.O.T.” (approximate time required: 60 - 120 minutes or considerably longer to research thoroughly.)

"S.W.O.T" (pronounced swat) stands for Strengths, Weaknesses, Opportunities, and Threats. This is a key part of strategic planning because it examines the organization itself and the external and future environment of the organization. Strengths and weaknesses refer to the organization itself and are akin to assets and liabilities. They are current, that is, they exist now. Opportunities and threats exist outside the organization and/or refer to the future.
**Brainstorming Guidelines**

- Try to get as many ideas out quickly.
- Hitchhike: generate or spin off on another idea.
- Do not criticize, either through comments or body language.
- Do not "justify" or explain.
- Have the mindset that there are no "bad" ideas.

**Suggested Method:** One way to get information about these quickly is to brainstorm. The leader should remind participants that brainstorming means not making judgments because those will come later. Participants should just speak what is on their minds, piggybacking on something that someone else might have said earlier. There will be time later to screen out some of the duplicates, and even the "dumb" ideas.

If the group is small (about 10-12 people), this can be done by brainstorming on each item, one at a time. Examples: strengths, weaknesses, opportunities and perhaps threats. Have the leader write the items on sheets of easel pad paper as they are brainstormed.

If the group is large (more than 12 people), divide the group into four smaller groups. Give each small group a sheet of easel pad paper, and assign each group a name (e.g., group #1, group #2).

Assign a SWOT item (e.g., group #1 works on strengths, and so on…) to each small group. Have the members of the group brainstorm on their item for about 15 minutes. Then have the leader announce to the groups that they should rotate to another item. So group #1 would brainstorm about weaknesses, group #2 would brainstorm about opportunities, etc. Have each group spend another five minutes on that item and add or alter what is already on the previous group's easel pad of paper. Have them spend five minutes working on the paper. Then have them rotate again, and yet again until all participants have reviewed all four SWOT items.

After the SWOT items have all been listed, have the group as a whole discuss them, add any more information and clarify them. Have someone take careful notes at this point to ensure accurate records of the information that comes out of this part of the process.

Finally, give 12 dots to each person: three for each swat. Have the individuals use the dots to vote on the three most important or most serious S. W. O. or T. Following the voting, have the group further discuss the results. It is likely as well that additional information will be needed, including some research to fully understand the specifics of some of the swot’s. Have one or more people assigned to conduct this research outside the organization's meetings and bring the results back to the group for further discussion. This research might include asking stakeholders in the organization about their opinions.

**Step 6: “Planning Themes” (approximate time required: 30 - 60 minutes)**
One of the first steps the organization should have taken in deciding to plan was listing some of the issues around which to plan (p. 3). At this point in the planning process, the planning team will synthesize information from its earlier steps in planning and combine it with the issues or themes identified at the outset. This will form the basis for developing specific steps and tasks to implement the plan.

**Suggested Method:** In Step 4, “Envisioning the Future,” the planning team dreamed about the future and voted on the most important options to be considered. Once again, using the easel pad paper, list the items in descending order from the "envisioning the future" list. Next, review the SWOT analysis to identify the most important opportunities and strengths. List those on the large sheet of paper. At this point, some of the items from the SWOT list and the "envisioning the future" list may seem very similar. These similar items should be combined into a single item whenever possible. Through discussion among the members of the group, have the planning team come up with up to 10 issues or themes. However, there is no magic number of themes, and each planning team will have to decide for itself if the themes are distinct from one another or are too broad. Some questions the group might ask itself include:

- Is each issue or theme consistent with the organization's mission? If not, then should the mission be changed or should the theme(s) be restated?

- Are the themes consistent with one another? It may seem obvious that the organization does not want to suggest, for example: expanding and contracting the same program at the same time. But it is easy to miss these contradictions.

- Are the themes or items distinct enough from one another that they can be easily categorized? For example: issues related to the physical plant or space occupied by the organization may be separated from issues related to the personnel of the organization. There may be inter-relationships (more staff may require more space, for example), but the themes should be listed separately. They will be linked later on in the process.

- Is anything missing? Conversely, is there too much? Sometimes planning teams are too caught up in the immediate issues, so they fail to see the larger picture or they become too global and too general. One way to check whether anything is missing is to review the notes from all the previous steps in the planning process, including the issues originally set out by the organization. Also, the planning team might wish to check with the organization's board of directors at this point to ensure the themes are inclusive enough.

- Does everyone understand the items? A way of checking this is to ask individuals to quickly restate each theme in their own words.

**Step 7:** “Setting Out the Steps and Time Frame” (approximate time required: 60 - 120 minutes, or longer)
**Suggested Method:** Using the themes developed in the previous step, list each on a separate easel pad sheet. Have the members of the planning team then begin to brainstorm the major steps or components of each theme. Have the facilitator or leader write them down. For example; if the organization identified its building as inadequate and a theme for planning is replacing the building, some of the brainstormed steps might include investigating buying a new building vs. renting more space and conducting a needs analysis for size and space usage.

In some themes, there will be many items brainstormed, including some that will be contradictory. That is all right because they will be resolved later on in the process. This stage is simply designed to flesh out the framework a bit. Next, tape several large sheets of paper together and draw vertical lines on them to divide the years into the future (see diagram above). Label the years at the top of the large sheet.

Post the lists of planning themes and their major components near this large sheet so everyone can see them. Using large Post-its, have individual planning team members write components on separate ones. Individually and silently, have them begin to post the notes on the large sheet of paper within the year in which the planning component or step is largely finished or resolved. For example, if the organization needs more space, a team member might write, "space needs analysis completed" on a Post-it and put it in the column for 2011. Another might write the same thing, but put it in the column for 2010. Have the members also develop additional steps and post them on the large sheet. Once the group has slowed its pace of posting items, have the group leader then begin to discuss what is posted on the large sheet.

At this point, the process may become somewhat messy, and members of the planning team should feel free to move around, write on the large sheet, post more Post-its, move them around, and so on. Have the discussion focus on whether the steps are in the right order (e.g., one shouldn't prepare to move into a new building before signing the lease) and whether they can be accomplished in the time available. Also, having members identify interim steps (these can be listed with smaller-sized Post-its) are very useful at this point. Some groups may also use markers to draw lines between some of the Post-its and to add information to them (be sure the markers don't bleed through to the wall). Some of the items the group should consider include:

- Are the major steps in the "right" order?
- Are the completion dates realistic?
- Are there critical starting points and interim steps that should be listed?
- What are some of the connections between the themes and their major components? Draw lines between these if necessary.
• How will we know when we have accomplished this objective? What will determine whether we have been successful?

• What are some of the weaknesses and threats that will affect the organization's ability to complete each step? How can they be dealt with, and are additional steps needed in order to ensure that the organization can accomplish its goals?

• What resources (e.g., time, personnel, talent, and money) are needed to accomplish each component or step? Are these resources currently available to the organization or must they be acquired? If they must be acquired first, then they should be identified in the appropriate place(s) on the large sheet of paper.

Most people are familiar with the structure of goals and objectives. What emerges from this stage of discussion is a set of goals, (the themes) and objectives (the steps or components within each theme). Stating the objectives in action-oriented, time-delimited terms is very important. Organizations need to be able to measure their successes and understand their failure. They need to state clearly what is to be done, when it is to be done and by whom. Therefore, this is a very important component of the plan.

It is; however, likely that there will be more objectives listed in the early years of the planning period than in the later years. This is fine, and as the organization moves through its planning cycle, it will add objectives to accomplish in future years.

If possible, provide different colored Post-its for each theme area. Alternatively, mark horizontal lines on the large sheets of paper to separate the themes' steps or components from one another.

Step 8: “Bringing It All Together-Writing the Plan” (approximate time required: 20 - 60 hours)

The plan writer will have been taking careful notes throughout the process, including preparing interim reports between planning sessions. The plan writer now must assemble the information into a coherent document that reflects the key decisions of the planning team that enables the organization to move forward towards implementation.

**Suggested Method:** The plan writer may wish to begin with a basic outline and prepare the minutes of each session or meeting of the planning team. The plan writer; however, should also add to the plan so it becomes more than simply a set of minutes or a record of what occurred. The writer will need to insert some ideas and clarification into the plan. Following is a suggested outline for the final plan:

• The organization's mission. This section may also include any relevant comments summarizing some of the ways the organization's mission makes it unique or provides it a competitive advantage.

• The organization's mandates and its stakeholders.

• A summary of the SWOT analysis.

• Vision of success. This section may include descriptions of key items the planning team identified in its "envisioning the future" exercise. The plan writer may wish to
modify the items on the list somewhat so that it will be clear how the organization will know it is succeeding.

- Strategic issues, goals, and objectives. This section will be the meat of the plan, because within it will be a listing of each planning theme, (now identified as a strategic issue) and the goals and objectives associated with it.

- Financial implications of the plan.

- Timeline for reviewing and updating the plan.

**Step 9: “Reviewing and Revising the Mission” (approximate time required: 30 - 60 minutes)**

Early in the planning process, the organization's planning team reviewed the mission statement. At this later stage in the planning process, it is important to review the mission once again and to modify it to reflect the plans and ambitions of the organization. Sometimes a mission is too narrowly stated and a strategic planning process may identify areas needing broader focus. Conversely, a mission may be too vague and it will need specifics.

Once the organization has a draft of a plan, it is helpful to review the mission with the plan in mind. If the items in the plan are out of sync with the mission, either the mission or the plan will need revision. Depending on the plan writer's capabilities, s/he may suggest some wording changes as a draft for revising the mission.

**Suggested Method:** Post the original statement of the mission, (from Step 1) where the planning team can easily see it. Re-read the mission aloud, noting those words or phrases identified earlier that raised questions or special interest. Next, review the planning themes (i.e., the strategic issues). Are there linkages between the strategic issues and the mission statement? Using a marker pen, add or delete items from the mission or from the strategic issues. More large easel pad sheets may be needed to accurately reflect the results of this discussion.

Once the planning team has prepared suggested changes to the organization's mission, the entire board must adopt the mission statement.

**Step 10: “Adopting the Plan” (approximate time required: 30 - 45 minutes)**

The planning team and the plan writer may have considered several drafts of the plan before presenting a final version to the board of directors. As a separate item at a regular board meeting, the plan should be formally presented to the board for its consideration and adoption. Ideally, the board members will have read the plan before the board meeting, but it is often helpful to provide a verbal overview of the plan's contents.

**Step 11: “Checking Progress on the Plan” (approximate time required: 15 - 30 minutes)**

Once the board has adopted the plan, it should also plan to check the progress on accomplishing the plan's goals and objectives. Such checkpoints should occur at regular board meetings, perhaps every three months. The time for checking may vary with the
nature of the objectives, but their review should be an important part of the board's business on a regular basis.

Getting Finished

Just as it is important to get started with planning, it is also important to finish a planning process. In some ways, though, effective planning never ends because a plan must be revised and updated on a regular basis. Nonetheless, the planning process champion must ensure that the planning process comes to a successful conclusion and that the organization can move to implementing the plan.

References


TAXES – Giving People Your Money

This is not something that you can forget to do. These must be paid on time. Because of their size it is recommended that you make frequent deposits. Payroll taxes can be done through a payroll service or through an online service (e.g. www.intuit.com). Federal taxes can be paid through automatic deposits and electronic funds transfer.

It is Important to Pay Taxes in Full

Whether paying with a timely filed tax return, or filing late and paying late after receiving a bill from the IRS, (and the bill is correct) taxpayers are encouraged to pay the taxes they owe in full. If taxes are not paid and no effort is made to pay them, the IRS can ask a taxpayer to take action to pay the taxes (such as selling or mortgaging any assets owned or getting a loan). If effort is still not made to pay the bill, or make other payment arrangements, the IRS could also take more serious enforced collection action (such as levying bank accounts, wages, or other income, or taking other assets). A Notice of Federal Tax Lien could be filed that may have a detrimental effect on a taxpayer’s credit standing.

When do Penalties and Interest Apply?

Penalties and interest do not apply in years in which a taxpayer is entitled to a refund. About a third of those who file returns for past years discover they have a refund coming.

Penalties and interest apply to years in which money is owed. The interest charged on late payments changes quarterly. During the last several years the interest rate has ranged from a high of 9 percent to a low of 4 percent.

The penalty for filing late is generally 5 percent per month, or part of a month, up to 25 percent of the amount of the tax shown due on the return. The penalty for paying late is 1/2 of 1 percent per month, up to 25 percent of the unpaid amount due.
The IRS recognizes that many people drop out of the system because of personal problems including; serious illness, a death in the family, or loss of financial records in a natural disaster. Depending on the situation, informing the IRS why returns have not been filed could result in a waiver of penalties.

Other Considerations:

- Taxes paid in a timely manner, reduces the amount of penalties and interest a taxpayer may owe.
- Interest is calculated on the unpaid balance, penalties, and interest has been charged to the tax account.
- While making payments on a tax debt through an installment agreement, penalties and interest continue on the unpaid portion of that debt.
- The interest rate on a bank loan or cash advances on a credit card may be lower than the combination of penalties and interest imposed by the Internal Revenue Code.


Important Information for Employers

Employment taxes are the amounts an employer should withhold from employees for income, Social Security and Medicare taxes (also called withheld or trust fund taxes), plus the amount of Social Security tax and Medicare taxes an employer pays on behalf of each employee.

Not following Federal tax deposit and filing requirements can dramatically increase the amount of tax owed. Paying employment taxes late, or not including payment with a return if required, could result in additional penalties and interest on any unpaid balance. Failure to Deposit (FTD) penalties of up to 15% of the amount not deposited may be charged depending on how many days the payment is late.

Unpaid employment taxes could cause additional collection action to be taken. IRS could require an employer to file and pay employment taxes monthly, rather than quarterly, or open a special bank account for the withheld amounts under penalty of prosecution.

Enrolling in and making current tax deposits through the Electronic Federal Tax Payment System (EFTPS) can help employers stay up-to-date with their payment requirements.


INSURANCE

Insurance is legalized gambling and is legal in all 50 states. You are not required in the state of Texas to have workers compensation insurance – however you may wish to have it. Any insurance you do not purchase you are considered self insured for. The insurance company is betting that you will not need the insurance; you are betting that you will when you purchase coverage. Basically, if you don’t have workers compensation insurance or any other type that does not mean that you will not have to pay for the
injury. Do not think we are dictating that you MUST get any of these types of insurance. We just want you to be informed.

Very few insurance agents specialize in insuring child care businesses, so they may try and sell you products that you may not need and will not offer you resources you should have.

Different types of insurance policies include:

- General limits of liability up to $1,000,000 per occurrence / $3,000,000 aggregate
- Teacher Professional Liability
- Sexual Abuse & Molestation coverage
- Corporal Punishment Liability
- Optional endorsements, including:
  1. Medical Personnel Liability
  2. Child Abduction Liability
  3. Directors' and Officers' Liability
  4. General Liability Extension Endorsement
  5. Employment Practices Liability

**Accidental Medical Payments** - This is a feature of Business Interruption Insurance. It functions such that you are covered for day care children's accidental injuries up to $5,000.00 per accident with a zero deductible to the provider. Coverage is considered primary, meaning that we do not ask the parent to present the claim to their medical carrier before we will pay the claim. Coverage is no-fault and is applied to necessary items such as: first aid, medical, surgical, dental services, ambulance, hospital, and professional nursing services. Exclusions are the children's eyewear.

**Additional Insured** - Your family members.

**Business Interruption Insurance** - A time element coverage that pays for loss of earnings when operations are curtailed or suspended because of property loss due to an insured peril. A Business Owner Policy works in these three ways:

1. Defends you if you are sued related to your child care operations.
2. Pays for medical expenses for day care children's trip and fall with zero deductible.
3. Pays for your loss of business income due to necessary suspension of your operations caused by: fire, smoke, windstorm, hail, falling objects, or bursting
of pipes. All of this coverage requires no waiting period, no set limit, and up to a 12 month period of recovery

**General Aggregate Limit** - A commercial general liability limit that applies to all damages paid for: bodily injury, property damage, personal injury, advertising injury, and medical expenses (except damages included in the products-completed operations hazard).

**Liability Insurance** - Insurance that pays and renders service on behalf of an insured for loss arising out of his or her responsibility to others imposed by law or assumed by contract.

**Occurrence Coverage** - A policy providing liability coverage only for injury or damage that occurs during the policy period, regardless of when the claim is actually made. For example, a claim made in the current policy year could be charged against a previous policy year, or may not be covered, if it arises from an occurrence prior to the effective date.

**Professional Liability Insurance** - This functions such that the insurance company will provide first dollar defense by providing legal protection to the insured for anything they do, don't do, or do in error. Limits start at $300,000.00 and are consistent with the General Liability limit chosen.

**Umbrella Liability** offers extra liability insurance, above your primary liability and auto policies. This coverage is designed to protect you and your assets in the event of a catastrophic accident.

**Property** covers damage to; buildings, personal property, equipment and contents caused by specific perils, like: fire, lightning, explosions, windstorms and hail, smoke, aircraft or vehicles, vandalism and more (as named in the policy).

- Coverage for playground equipment, fences and signs.
- Optional coverage’s include Commercial Property Extension, Business Income-Communicable Disease and Food Contamination Coverage and Key Employee Replacement Coverage.

**Crime** coverage protects you against the potential dishonest acts of your employees who handle checks, money, merchandise or equipment at the facility or in your office, as well as theft or burglary of money or securities.

- Coverage with a single limit of your choice.
- Additional coverage for alteration of a check you have already issued by a third party.

**System Breakdown** - Protects you from the perils of mechanical and electrical breakdown to all covered electrical, mechanical and pressure systems equipment. It also covers loss from a boiler explosion, if there happens to be a boiler present. Any interruption in day-to-day operations can mean a tremendous loss of dollars, plus the additional expense for repairs to damaged equipment.
• Coverage by a simple endorsement to the Property Form
• Policy limits and deductible based on Property coverage

**Commercial Automobile** insurance covers owned, leased, non-owned and hired automobiles, such as vans, pickups and buses used at your facility.

• Coverage for complete liability and physical damage
• Limits up to $1,000,000
• Optional endorsements, including employees as insured’s and rental reimbursement

**Medical** coverage insures against injuries sustained at your facility.

• Limit options up to $20,000.
• Accidental Death & Dismemberment limit options up to $10,000
• Coverage that applies while traveling to or from the center
• Reimbursement for medical expenses from providers such as physicians, hospitals and labs
• Primary or excess coverage, with or without a

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**MARKETING AND BUSINESS DIVERSITY**

Making your program better and different on a shoestring to make a profit.

Head count is the most important part of business development. Without the students in your school you have no way to create a budget. How do you get students in your school? Marketing is the process by which we manage the perceptions in the mind of the parent. You need to be focused, flexible and fast. The perception is the reality; everything else is an illusion.

One of the LAST items you should EVER cut in your budget is your marketing dollar. This is INSURANCE for future business

**PLAN FOR SUCCESS**

You have a new service to sell. You want to get your programs name established within your market. Where do you start?
Every good idea needs a strong plan of action to support it and make it work. A well thought out marketing plan can help put things in perspective and serve as a guide to achieve your goals.

Here are key steps for developing your market plan:

1. **RESEARCH** is a necessary preliminary step. Know your market by knowing as much as you can about your customer and your competitors.
2. Establish your **GOAL**, a one-to-two sentence statement defining what you want to accomplish. Be specific (how much, in what time period, at what percentage of profit, etc.).
3. Develop a **POSITIONING STATEMENT** that defines your niche and explains how you will position your product or service within your market place. Avoid words like quality, service and competitively priced. Those are everyone else’s lines. Instead, create something that is memorable and has the ability to break through the clutter.
4. **OBJECTIVE** for the marketing plan. Explain the action needed to obtain your goal, or what obstacles you need to overcome in order to achieve success. It might be things like: expanding market share, a new location, a new service, a better image, or more market recognition.
5. Define your **TARGET MARKET**. Who is your customer? Analyze your marketplace geographically, demographically, socio-economically and any other way possible to pinpoint your ultimate buyer. Highlight primary audiences; those who actually make the purchasing decision and secondary audiences; those who influence the decision to buy your service.
6. List your program’s **STRENGTHS AND WEAKNESSES**. Weigh your strengths against those of your competitors to uncover your competitive advantages. Analyze your weaknesses to determine where you may fall short and vulnerable to your competition. Identify weaknesses that need to become strengths.
7. Plan your **STRATEGIES**. These are broad ideas relating to your objectives. Your strategies represent a “big picture view” of how you are going to address each objective to reach your goal. If you’ve taken the time to complete steps one through six, the strategies will automatically begin to take shape.
8. Define your **TACTICS** from the strategies. These are step-by-step approaches based on your strategies, highlighting the specific tasks needed to accomplish each objective.
9. A **TIMELINE** is an implementation calendar to match your tactical plan of action steps; prioritizing them first quarterly, then monthly.
10. No marketing plan is complete without a **BUDGET** that defines all costs involved in implementation. Your budget can be based on a percent of sales, (usually somewhere between 1% and 10%) or the task method where you identify the necessary tasks and determine priorities.
11. **TRACKING** will help you to determine which tactics are working and which are not. Survey calls, traffic counts, percentage of sales increases, and number of inquiries, are some of the common forms of tracking. What you may discover from tracking your results is that your method of marketing made the phone ring, but perhaps your enrollment suffered because your staff couldn’t answer the
phone professionally or return calls or answer the phone at all.
12. EVALUATION defines performance milestones and measurement guidelines to
determine the degree of your plan’s success monthly or quarterly.

A marketing plan is the key to successfully growing your program.
Take yourself away from your day-to-day environment and spend four to eight
hours of quality time planning. It will pay off!

Who Are Your Potential Clients and Why Do You Want Them?

Step 1: Examining Your Present Client Base

Write a brief paragraph, (no more than four sentences) that describes what you do and the
long-term goals you’re trying to reach. These goals should be more on a philosophical
stance, not financial.

____________________________________________________________________________________

____________________________________________________________________________________

Create your “ideal client” profile.
List 5 characteristics that would tend to identify your most profitable clients.

1. _____________________________________________________________
2. _____________________________________________________________
3. _____________________________________________________________
4. _____________________________________________________________
5. _____________________________________________________________

List 5 characteristics that would tend to identify your least profitable clients.

1. _____________________________________________________________
2. _____________________________________________________________
3. _____________________________________________________________
4. _____________________________________________________________
5. _____________________________________________________________

List 5 of your existing clients that have those least profitable characteristics.

1. _____________________________________________________________
2. _____________________________________________________________
3. _____________________________________________________________
4. 

5. 

What would the impact be on your net profit if you were able to replace those five clients with five others that possessed the characteristics you’ve listed for your most profitable clients? (List specific, quantitative items including impacts on your profit, overhead, and personal impact.)

Step 2: Examining Your Business

What type of work do you do most?

Is that kind of work profitable? 

How profitable is it compared to other services you offer? 

What type of work do you most enjoy? 

How much of that type of work are you doing? 

The three advantages of specializing:
1. Allows for a more focused and cost effective marketing program
2. Commands higher fees because of a perceived higher value.
3. Easier to keep up with new developments in your field.

The four dangers of being too specialized:
1. Could be too narrow for sufficient number of clients
2. Could have seasonal swings.
3. Could have cyclical swings.
4. The bottom completely drops out of that market segment.

Examples of child care businesses that specialize: 

Step 3: Your Internal Capabilities Audit

Select the “Red Flags” that apply to you:

- Slow pay/bad credit
- High turnover
- Unrealistic expectations
- Price or fee resistance
- Unreasonable concessions
- Excessive demands
- ________________________________

List your Expertise or Unique Talents (or that of the staff you employ).

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

List five areas of expertise that you are able to provide as well as, or better than other programs.

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________

The Agony and Ecstasy Index

List at least 10 common tasks or services that you do as part of your program. Then, go back and rank each one on a scale from one to five. One is pure agony. Five is ecstasy.

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<thead>
<tr>
<th>Task/Service</th>
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## Services Offered
List at least 10 main categories of the *types* of services that you offer. Then, rank them from one to five on profitability. One is break even. Five is huge profit.

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<th>Services Offered</th>
<th>Rank</th>
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## Course of Action
List five steps you could take immediately to enhance your profit potential and/or enjoyment of your work:

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________
Shoestring Marketing, the basics - Establishing Credibility So That Parents Take Notice

Seven Ways to Demonstrate Your Credibility
1. Credentials
2. Testimonials
3. Publicity
4. Publishing
5. Public speaking
6. Community involvement
7. A winning image

Testimonials
Four possible uses for testimonials are:
1. Marketing pieces
2. Publicity
3. Proposals, references
4. Referral building

List 10 existing or past clients whom you feel would be willing to write you a testimonial letter:

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 

MEDIA RELATIONS

When talking to a reporter in an un-established interview, there is no such thing as “Off the Record.”

Publishing Formats
1. Newsletters
2. Articles
3. Books

Publicity
Advantages:
1. It is free.
2. Greater impact than regular advertising.
3. Great for credibility and your info kit.

Disadvantages:
1. No control over the content.
2. No consistency of placement.
Two ways to contact the media:
1. Press release/press kit
2. Telephone

Getting the most Mileage Out of Your Media Efforts
1. Understand the audience from the editor’s point of view.
2. View the media you’re targeting for coverage.
3. Editors don’t usually care about what’s in it for you. Tell them what’s in it for them and their subscribers.
4. Of the thousands of press releases received a week, find a way to get your message noticed.
5. If you want to be a respected resource, only release information that has real news value.
6. A passive approach to media relations is like playing the lottery.
7. When talking to the media, be prepared and be able to substantiate facts you present.
8. Remember that when talking with the media there is no such thing as “off the record.”
10. Know the reporters that cover your industry’s beat.

Six Crucial Elements of a Press Release

1.) Who  2.) What  3.) Why  4.) Where  5.) When  6.) How

Headline:
• Must contain a reader benefit.
• Should be no more than five to seven words.
• Should be intriguing enough to catch a reader’s attention.

First Paragraph:
• Includes the most pertinent information being released.
• If that’s all that gets printed, it should be able to stand on its own.
• It should highlight information in order of importance to the reader.
• It should address the six crucial elements.
• It should mention the origin of the information, names, companies and people directly related to the information being released.

Additional Information:
• Address any subsequent information in its order of importance to the story or to the reader.
• Determine if the information is important to include.

Closing Paragraph:
Summarize the content of the release and include the contact person, company name and any information relating to how readers can get clarification or more information.
PUBLIC SPEAKING

Three primary formats for public speaking include:
1. Speech
2. Seminar
3. Workshop

Two participatory public speaking formats:
1. Panel discussion or moderator
2. Symposium

Five Audience Types that Can Help Get More Clients
1. Potential Clients
2. Vendor Referrals
3. Non-competitive service providers
4. Peers/associates
5. Friends

Platform Skills
Observe
By attending a local Chapter of National Speakers Association regular meetings, showcases, speaker’s school, speaker selection committee of a company or association.

Experience
The more experience you get speaking to groups, the easier it is and the better you become. A few places to get experience public speaking and working in front of an audience might include: Toastmasters, local theater groups, community service groups, (Kiwanis or Rotary) and trade associations.

Visual Aids
- Small group use a flip chart.
- Medium size group use an overhead and handouts.
- Large group use an overhead and or PowerPoint.

Room Set Up
Set up your room so that all attendees have a clear view of the speaker.

Follow up
Make sure that you get the names and addresses of those who attended your program. Put these people on your mailing list.

Why and Where Make it a point to speak at least once a month. The more you speak, the more people will learn about you.
COMMUNITY INVOLVEMENT
High Visibility with Low Liability

You receive **EXPOSURE** and **INQUIRIES** spending very little in **TIME** and **MONEY**.

List five non-profit organizations in your community whose members have the type of people you want to do business with.

1. 
2. 
3. 
4. 
5. 

How might your product or service lend itself to visibility in one of those groups, or provide a vehicle for a fundraiser with little to no cost to you?

__________________________________________________________________________

__________________________________________________________________________

**Winning Image**
What is the right image for the clients you serve?
1. How should you dress? _______________________________________________________________________
2. What kind of car should you drive? _______________________________________________________________________
3. How should your center look? _______________________________________________________________________
4. How should you speak? _______________________________________________________________________

People are prejudice about all sorts of issues. Which do you feel could make your efforts more challenging for you?
1. Age
2. Physical appearance
3. Gender
4. Race or religion
5. Physical challenges

How can you deal with these issues and even work them to your advantage?
Happy Clients Generate Referrals and Repeats.

1. If you make a promise, keep it. Regardless of Cost!
2. If for some reason you cannot make good on your promise, let the client know AS SOON AS POSSIBLE.
3. Answer phones promptly. No more than 3 rings.
4. Don’t make people WAIT.
5. Communicate. Assume the client knows nothing.
6. Encourage honest feedback.
7. Sell only what the client needs.

Marketing Differences

- It is not overnight
- Word of mouth
- 7 times to see or hear your name before action is taken
- Best time of year to enroll in your program is: _______________

Community Building – Grassroots:

1. Area schools, non-profits, churches
2. Enrichment programs – languages, karate, art classes, science clubs
3. Newsletters – promote your business in area newsletters through advertising, dear child care director column, parenting tips.
4. Parent Communication – center newsletter
5. Develop a brochure for your program.
6. Continuous marketing of the program
7. Design poster and put it up in supermarkets, shopping malls, stores, churches, libraries and any place people wait.
8. Open House – Carnival, reward of mouth, newcomers, bring a friend, weekend activity classes, summer programs, space for meetings (Girl Scouts, AAEYC, childbirth classes).
9. Marketing through real estate agents
10. Company newsletters, bank or credit union statements
11. Brochures to businesses, marketing cookies (bake secretaries for the local elementary school that have the centers name and logo)
12. Coffee break – pack up coffee break boxes for mothers. Include cookies, packets of tea and coffee. Mothers take to work and display them on their desks.
13. Caroling at work
14. Thank you letter from parents
15. Catchy classifieds, “What did your child have for lunch today?” Follow with the menu and, “Our monthly field trips will be followed as scheduled…”
16. Courting media, advocacy and working with professional organizations
17. Parenting seminars
18. Network with business leaders – park van in highly visible place in front of meeting place.
19. Work local events (women’s conferences, art fairs, etc.).
20. You are a professional and a business owner. Remember to treat your business like a business and you will make money.

TOP “SHOESTRING MARKETING” TIPS
- Send handwritten thank you and follow up notes.
- Return phone calls promptly.
- Be on-time for appointments and be sure to call if you are running behind.
- Join, attend and volunteer for professional organizations.
- Build and maintain an accurate database of parents and prospects.
- Send interesting news items to parents and prospects.
- Collect testimonials from satisfied parents.
- Print a brief synopsis of your school on the back of your business card.
- Ask satisfied parents for referrals.
- Send birthday, holiday and congratulation cards.
- Be consistent with image, logo and use of color.
- Contact media with meaningful news for “free” publicity.
- Donate an evening of care to charitable auctions and organizations.
- Use your stationary and formatted pages as your literature package.
- Buy your own paper to avoid a printer’s mark-up.
- Use the same artwork for your #10 envelope and your mailing label.
- The more pieces you have design or printed at one time, the less it will cost per piece.
- Look for opportunities to co-op advertise with other businesses.

Promotional Newsletters
Promotional newsletters can build recognition and an image for your company. Newsletters keep current customers up-to-date with your company and provide specific reasons why prospects should buy your product or service. If you choose to publish a promotional newsletter you must have consistent design and content and be committed to monthly, bimonthly or quarterly mailings.

Newsletter Introduction Checklist - Preliminary steps for your promotional newsletter.
- Define marketing goals
- Establish a budget
- Identify prospective readers – select sources for names
- Compile mailing list
- Research audience interests
• Develop content and editorial calendar
• Select name and subtitle
• Determine newsletter size, format and frequency
• Design newsletter format

**Newsletter Production Checklist** – *Ongoing activities for each promotional newsletter issue.*

• Gather information
• Conduct interviews
• Locate Visuals
• Write articles, headlines and captions
• Edit and proofread
• Page layout
• Mailing
• Follow up on inquiries
• Evaluate effectiveness

**Newsletter DOs and DON’Ts**

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<th>DON’T</th>
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<tr>
<td>Provide valuable, timely, brief information.</td>
<td>Publish a newsletter, unless you can make a year-long commitment.</td>
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<td>Work with writing, editing and design professionals.</td>
<td>Rely too heavily on desktop publishing software.</td>
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<tr>
<td>Have a clear newsletter name and subtitle.</td>
<td>Expect immediate results.</td>
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<tr>
<td>Increase interest with photographs, illustrations, cartoons and charts.</td>
<td>Change the look of each issue.</td>
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<tr>
<td>Provide easy to read headlines, subheadings and pull-quotes.</td>
<td>Give vendors free reign. Be clear about marketing and budget expectations.</td>
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<td>Keep articles short and use bullets for long listings.</td>
<td>Forget to include relevant information in each issue.</td>
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<td>Keep entire articles on one page.</td>
<td>Make your newsletter too long.</td>
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<tr>
<td>Plan a year’s worth of content – industry news, new products and services, Q &amp; A’s, tips, etc.</td>
<td>Be too technical.</td>
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<tr>
<td>Make sure it is part of an overall marketing plan.</td>
<td>Publish a lengthy, boring letter from the president.</td>
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**MONEY SAVING TIPS**

• Print a year’s supply of base “shells” and laser print black copy in each issue.
• Produce a newsletter that prints on your existing stationery.
• Investigate exchanging services with a writer, designer or printer.
• Keep content and design short and simple.
• Consider postal automation discounts.
• Plan ahead to avoid rush charges.
• Be clear about your goals to avoid costly revisions.
• Ask your vendors if they have ideas for cost savings.
• Make sure the newsletter meets postal regulations for first class or bulk mailing.
• Consider using a syndicated newsletter.
MAKING YOUR MARK – ESTABLISHING AN IDENTITY

An identity can be defined as the look and recognition factor of a program; the programs image. A program identity plan starts with the creation of a trademark or logo. Do not underestimate the importance of this step. Many times it constitutes one of the first impressions potential clients have of you and your program. And keep in mind that this is a long-term commitment!

Spend as much time as necessary on this step. Research, research, research to determine what it is you want to communicate. Remember that your program identity WILL communicate. Make sure it’s sending the right message.

- Consult with marketing professionals if necessary to determine your needs.
- Once created, you’ll need to apply it to business cards, stationery, and envelopes.
- Many programs like to include a brochure in their program identity program right away. This will serve as an introduction.
- Follow the brochure with a promotional piece on a regular basis – every 30 to 90 days, as your marketing program dictates and your budget allows.
- Systematic reminders, in flyer or postcard form, serve as continual reminder of who you are and what you do.
- Other promotional pieces could include newsletters or specialty items with your logo. This is especially appropriate to mark holidays or program milestones.
- Every aspect of typography, imagery, and its application must be considered part of an integrated presentation.
- This integrated image presents the corporation to the public in a positive and memorable light.
- Always present a unified visual identity and apply it to all of your promotional pieces.
- The identity program must be flexible enough to adapt to future needs.

GIVING YOURSELF A GRAPHIC OVERHAUL. If you are happy with the image you’re projecting and it’s working for your business, then great! Maybe it’s time to apply your identity to other advertising materials, such as newsletters or brochures. If not, maybe it’s time for a graphic overhaul. Consider the following factors when redesigning or redesigning your identity.
Type:
- Do the typeface choices reflect the nature of your program?
- Is the type legible?
- Seek a type that is appropriate to the audience and/or publication.
- Is the letter spacing appropriate?
- Does important information stand out?

Color: Do the graphics add to the overall message or are they just put there, actually detracting from or diminishing your message?

In General:
- Eliminate clutter and produce a clearly articulate design.
- The choice of type, graphic, illustration and/or colors must communicate the essence of your business.
- Your logo is often reproduced in many different sizes. Your design must remain legible and strong in all circumstances.
- Because your logo may be reproduced in newspaper ads or with limited duplicating facilities, it must reproduce well in one color.

Many trademarks are seen in adverse viewing conditions, such as short exposure, poor lighting, competitive surroundings, etc. Under such conditions, simplicity is a virtue. A viewer bothered by bad elements will pay less attention to the quality or content of the message. Once again, be consistent in design, intent and purpose.

SELF-PROMOTION ON A LIMITED BUDGET

- Smaller budgets dictate smart decisions. The more you can plan and organize in the beginning, the less potential for costly changes or mistakes in the end.
- You want promotional packages to be economical, but not to look cheap. Seek marketing and design professionals for services, or at the very least hire them as consultants.
- Choose smaller marketing and design companies that don’t charge the higher fees of large agencies.
- Try the barter system to cut cost.
- Good graphics do not have to mean four-color printed extravaganzas.
Program Diversification

Diversity in your program allows you the opportunity to attract different markets and different populations. With various income streams you will be less likely to notice large changes in your revenue. Would you put all your eggs in one basket? Diversifying your program can be as simple as providing meal service to offering enrichment programs and summer camps. We will explore why those options are advantageous and what you can do to implement them tomorrow.

There are many ways to diversify your program. Adding care for ages you don’t currently serve is often the first place to look. Are you offering care for the full range of ages from infant to 12 years old? If not, why? Another area that offers potential for diversification is the hours of care you offer. Part day, partial week, early arrival, all day, late night, and 24-hour care are all needed by some segment of your market. You need to determine if that need is great enough to warrant adding services to assist them. Are you eligible for grant funding? Do you participate in the federal food program sponsored by the USDA? Do you rent your space out in the evening or weekends? Could you sell meals to the families to add another revenue stream? Are there other sources of funding for children’s enrollment such as: Child Care Block Grant funds, large employer contracts, non-profit partnerships, or local government programs?

Below is a brief outline of some of the issues to consider when examining different options.

Program Basics

- Minimum standards, ratio.
- Additional staff.
- How much additional wear and tear will this add to your facilities?
- Is the building zoned for this service?
- Will additional permits be required?
- Must licensing be notified?

The Math for Adding Ages - Staff, Supplies, Snacks, Average Rate:

Number of kids you can have in your program ________________________________
How many staff? ________________ Monthly payroll for that staff ________________
Supplies and snacks _______________________________________________________
Average rate for afterschool program ________________________________
Multiply the average rate by the number of your students. Subtract supply fees, snacks and monthly payroll = ________________________________
Why Diversify?
Why do we want you to add options to your program? Markets change quickly and often beyond recognition. Shortly after the turn of the century, there was a dramatic change in the funding of child care in many states. The Federal Child Care Block Grant was funded at a lower level than anticipated. This coupled with state legislatures’ financial difficulties resulted in a near crisis in funding for centers serving low-income families. The grant is a matching program, meaning that dollars spent by states are matched by federal money. If the states do not allocate funds to this project, they do not receive federal dollars. Thus state government’s inability to fully fund the initiative was a double loss to the families relying on this funding and the centers that which served them.

To further exacerbate the problem, many of these centers relied almost exclusively on this type of funding. The sentiment was that the checks would clear and would be issued in a timely manner. This was a reliable source of income. If 80% of your income is based on a single stream, (federally funded) when that stream is dammed you are in significant difficulties. Some programs that had a large percentage of their tuition had diversified their total revenue by seeking grants and other types on non-profit support, and/or participating in the USDA food program. Facilities that had private enrollment, federally funded enrollment, grants and the federal food program were the most likely to survive the change in the marketplace.

AFTER SCHOOL CARE
What does after-school look like?

- Tutoring
- Homework
- Snack
- Curriculum
- Enrichment
- Free Time Centers

Notes:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
STAFFING AND HIRING
The Business of Human Resources

Selecting the team that will work with you to create a professional and positive environment for children is a critical role as a director. There is more to finding staff than getting your friends to work for you. You want to hire “professionals,” that are individuals that care about the industry, as well as the children in their care.

Applications, interviews, orientation and training are all a part of the “hiring” process. Staff motivation and continued training will be your responsibility. Training records should be kept up to date. This can be done during the staff quarterly file check.

Record keeping – C.Y.A. (Covering Your Assets)
Paper trail and record keeping is more than taxes and payroll, it is more than paying the bills. You need to be able to answer questions about your students, staff and facility at any moment. If you are not there and someone wants to know the answer it needs to be accessible and written down. Keeping records locked away in your head does NO good if you get hit by a BUS.

Determining the need for additional staff
You can’t afford to be unproductive. Hiring the right or wrong staff will make the difference. Human resource decisions need to be made with a good look at your budget. The following questions need to be considered:

1. What tasks need to be accomplished?
2. What skills are required for those tasks?
3. How much work will it take for each task?
4. How many employees does this amount of work require?
5. What financial resources are available?
6. How much additional revenue will new employees generate?
7. Are current employees fully utilized?
8. Are there significant seasonal changes in workflow?
9. What new costs will be incurred in addition to salary?
10. Will more space be needed? Telecommuting or from home an option?
11. Will training be required?
12. Who will conduct training?
13. Are these needs short or long term?
14. Is help needed part or full time?

Just like other aspects of your business, this area can be predicted and anticipated. Growth will prevent stressed out and unproductive staff.
**What type of Staff and How many?**

You’ve determined that additional staff is needed to get all the work done. What are the “categories” of responsibilities?

______________________________________________________________________________________________________________________________________________________________________________________________________________________

______________________________________________________________________________________________________________________________________________________________________________________________________________________

How many hours a week? ____________________________

Total Number of staff needed. ____________________________

---

**Job Descriptions**

Job descriptions are a formal definition of the employee’s responsibilities and are designed to benefit everyone. This prevents misunderstandings and makes it easier to recruit, train, promote and provide your staff with career planning.

**Develop an outline**

1. **Position:**
   - Title
   - Tasks to be competed
   - Full or part time
   - Exempt or non-exempt

2. **Skills needed**

3. **Experience or education required**

4. **Management level** – to whom does the position report?

---

**Preparing Job Descriptions**

**Position:**

- Title
- Rank (if appropriate)
- Job definition (brief summary of type of job)
- Location
- Office/department
- Title of supervisor
- Salary range
- Hours
- Working conditions

**Required qualifications:**

- Education
- Other Training
- job experience/job skills necessary
- Specialized skills or licenses required
Job Responsibilities:
1. Job Duties (Describe all job functions and areas of responsibility. Allow room for adding new projects, a change in emphasis and individual, initiative. The phrase “other duties as assigned by supervisor” can cover a lot of ground.
2. Use of special equipment.
3. Committee membership.

Working Relationships:
1. Reports to?
2. Supervises?
3. Group leadership?
4. Contact with Public?

Promotion:
1. Possibilities within present job.
2. What positions will job qualify employee for in future?
3. Length of average service at this position?
4. Promotion policy concerning pay increases.

Recruiting/Finding Applicants

With a good job description, clear objectives and a sensible plan for hiring the best employees, you can begin the process of finding them. Some small business owners find this task long and hard. Often they take the first applicant who applies, just to get the task over with. This is NOT the best approach.

Seven ways to find the employee of your dreams:
Employment agencies
Advertising
Word of mouth
High schools, technical schools
Colleges
Workforce commission
Personal contact

Applicants: C.Y.A. alert!
Generally, the first contact you have with a potential employee is your job posting. This can take the form of a newspaper advertisement, on-line job posting, listing with a job bank, flier, or a verbal appeal to contacts.

In any of these cases it is a good idea to keep some sort of record of the posting. This is helpful in seeing what types of advertising works well to bring in applicants and staff that meet your needs. Additionally it can provide a record of minimum qualifications required, basic job description, and that you are an equal opportunity employer.
This is to protect you from claims of discrimination. This is not a specifically mandated type of record keeping, but it is highly recommended that you maintain this information for at least 1 year and longer if you rarely have the need to solicit applicants.

The next step is generally receiving an application or résumé. Once you have this material in hand, the person submitting is legally considered an applicant and you and he have a basic legal relationship. You must document that you have conducted yourself appropriately in this relationship. You need to keep all résumés and applications, indefinitely. Any notes that you make based on the application (either your application form or their résumé) that are attached must be kept for the same length of time.

If you interview an applicant, your interview notes must also be kept. Again, this will protect you from any claims of discrimination and refresh your memory as to why an applicant was or was not hired. If an applicant was considered as a finalist for a position but not hired, when another position becomes available you may wish to contact the applicant to see if s/he might be interested in the new position. If you have your interview notes, you will not have to revisit old ground and can have a more productive second interview.

The Job Application

The job application is a great way to find out information about the person applying for the job. You can “buy” job applications, use computer templates, or create your own. Protect yourself, paperwork can save you. The job application must stay in the employee’s personnel file. This form is necessary to:

- Process criminal history checks.
- Make reference check phone calls.
- Contact someone in case of emergency.
- Identify additional needs of your staff.

Red Flags
Warning signs that tell you things are “not right:”

1. Handwriting. Is it neat and orderly? Does the application look as if the person took time and “cared” about its presentation?

2. Who wrote it? Whenever possible have the application filled out in person. This can let you know the reading level and perhaps the “English” language skills of a prospective staff person.

3. On the go: These are people who move around a lot. This can be determined by the length of time at their current residence and previous job. The past often repeats itself.


The new trend towards receiving applications and/or a résumé online makes it hard to spot some of these red flags. If it has such a major draw back, why are so many large corporations going to this method? One reason is record keeping. Since applications need
to be kept indefinitely, keeping hard copies of thousands of applications a quarter can be quite a large burden. At first, evaluating an applicant based on employment and educational history eliminates many opportunities for prejudicial screening.

Making hiring decisions based upon primary characteristics, (race, gender, ethnicity, sexual orientation, etc.) is prohibited by law. It is also bad business practice. If the first round of eliminating ineligible applicants is done in such a fashion, it can make for an equal opportunity workplace.

Types of references
Professional references are very important. Personal references are not as key in a hiring decision. Advantages of job related professional references:

Personal references are still important. They can disclose information that professional ones cannot. Additionally, the applicants’ choice about whom to list can also tell the employer quite a lot. Advantages of job personal reference:

Type of Experience
Although experience may look and even sound great, remember that different child care centers have different philosophies. These philosophies can be related to how the business works and/or how children are looked after (re: curriculum vs. babysitting).

Interviewing
Before you ask the applicant a single question, you have started to make decision based on their “application” and their first impression.

Interview by “10” To make sure that you are not favoring your applicant’s, keep a check-list of reminders:
1. Handshake
2. Small Talk
3. Explanation
4. Personal background
5. Education history
6. Job history
7. Your questions
8. Describe the position
9. Applicants questions
10. Close

Looking for the “one”
- Presents a positive attitude
- Smiles
- Listens attentively
- Loves being and working with children
Making the offer
After you have reviewed the applicants, interviewed them and made a decision on the best fit for your organization, you need to make them an offer. This will include rate of pay, hours and any benefits (this includes discounted staff tuition and vacation time). At this time you can ask additional questions concerning your organizations policies. You will also need to set up a time to provide orientation and training. You have invested time and money into this person. Make sure they are the best person for your children.

Staff Records
As employers, we are required to maintain excellent records. Many of the elements of human resource record keeping will be touched upon in the future sections. In this section we will bring those elements together and propose some guidelines for how long to keep various types of records. This section is written with the small employer in mind.

If your company will employ more than 50 employees, there are additional requirements. Please request the supplemental larger employer package to familiarize yourself with these additional requirements.

Confidentiality

Who should have access to employee files? That is a sticky question.

- Your licensing representative
- health department,
- law enforcement agencies,
- taxing agencies

Also, internal supervisors can all have access to elements of the file, but the file as a whole is considered confidential. There are various ways to handle this dichotomy:

1. You can have two or more files for each staff person.
2. You can sub-divide the file with dividers.
3. You can have some of the most sensitive information locked digitally in a passworded file on the computer.

There are, of course, other ways to handle this challenge. All of the proposed solutions have pros and cons. It can be troublesome having one file that contains: I-9 form, application with confidential material blocked out and a training log with other information of a non-confidential nature, available for inspection.

A separate file with all the additional information in a locked area with restricted access requires that two files be updated with required information. It also requires easy access to a copier or similar duplication technology. The advantage is that there is very little chance of confidential information being obtained by unauthorized people.

Separating the file into different sections is by far the easiest option. It requires only dividers and labels. The largest drawback; confidential information could easily be accessed by those who have no rights to it.
Keeping confidential data on a computer requires the most outlay of expense. If you do not already have a computer, scanner, other equipment and specific software you might need to fill this need.

If you want to keep all confidential material digitally, you will need to be able to scan in documents such as the employment application, résumé and conflict resolution write-ups.

You can also elect to simply keep the most sensitive material on the computer such as pay rate results of evaluations and similar data keeping the rest of the information in paper files.

Steps I will take to ensure confidentiality:

Orientation and training

Once a hiring decision has been made, the applicant has been offered the position and the applicant has accepted the position, you enter into a new relationship; employer and employee. The new hire will need to receive a new employee orientation and fill out additional paperwork.

The orientation should include:
- Going over job description
- Basic health precautions
- Locations of safety equipment
- Staff handbook or employee manual
- A basic overview of the governing regulations (minimum standards, health regulations, etc.).

Additional elements for orientation will depend upon your program's specific needs. If you are accredited, the requirements of that accreditation will need to be included. This can take place at one sitting or over the span of a few days. As each element is covered have the employee sign that they have been oriented in that area.

Additionally, pre-service training is required of any person new to the child care field. This must take place before the employee is scheduled to work in a classroom. A copy of a certificate of training needs to be placed in the employees personnel file.

The first day on a new job

Unless your interview process includes the entire staff, chances are the new employee will see no familiar faces. You are the connection for that staff person. It is important that whoever is going to provide the orientation and training be early and ready to greet the new staff person. Make sure they are welcome and that the staff is expecting them.

It is also a good idea to let the parents and children of the classroom know that there will be a new staff person. You are ultimately responsible for the training of this staff person.
which will affect their behavior with other staff, the children and the parents. Make sure that the goals for the day are clear and set. Just like children, adults want to have a routine and know what to expect.

**Orientation Guidelines**
1. Where to park? Let new staffers know if another staffer has a “favorite” place to park. You don’t want to ruffle feathers the first day.
2. Show them where to put their belongings. This can be a shelf or drawer in their room, a closet. This includes sweaters, coats, purses, lunches or anything else. Encourage all staff to leave valuables at home.

Be careful about additional contents of purses and pockets. Perfume, makeup and even pills can be poisonous. Make sure that it is poisonous that it is no where that the children can get it.

**Sign In and Sign Out**
Describe your process for determining the hours each employee works every day. Some form of tracking hours is a must. A time clock or sign in sheet are both good approaches. If you have a sign in sheet, make sure to describe the rules about the sheets. Some rules are that no one is ever to fill in another person’s time sheet and that all hours are to be kept current.

**Fill out important forms**
Orientation day is a good day to complete all necessary paperwork for working in a center. A W-4 and I-9 need to be filled out to establish withholdings and employment eligibility. Criminal background authorization could be filled out at this time. You can also request physicals and must have an employee health and emergency form on file. Do you know the allergies of your staff?

**Children’s Forms**
This is the time to go over the forms used for children’s record keeping. The employee is shown where they are kept and each form is explained, such as: medication forms, emergency release forms, accident reporting forms and daily attendance forms.

Remember the more the new staff member is familiar with center policies and procedures, the more likely they will be a great staff person.

**Give Tour of Building and Introduce to other staff**
This is the fun part of the day. As you tour the building, introduce your new staff member to all other staff. Your new staff person wants to belong and not be the “new person”.

Your attitude counts. Be friendly as you do this. Make all the people feel important by stating warm qualities they each have as you introduce them.

For example:
“This is Mary. Mary has been here for two years and always smiles and has a positive attitude. Mary, this is Sue. Sue has just completed her training as a Child Care Professional and is excited to be with us.”
These introductions need to be made to ALL the staff.

**What will you say about your staff?**

Infant teacher: ____________________________________________________________

________________________________________________________________________

Toddler teacher: __________________________________________________________

________________________________________________________________________

Pre-K: _________________________________________________________________

________________________________________________________________________

Other staff: _____________________________________________________________

________________________________________________________________________

Include in your tour the following places as you explain any rules that you want the new staff member to know:

- Place for personal belongings
- Parking place
- Storage areas for both teacher and children supplies
- Employee and children’s bathrooms
- Parent Bulletin boards
- Food or snack supplies
- Cleaning supplies
- First aid supplies
- Playground
- All classrooms
- Office
- Other rooms such as teacher’s lunchroom or workroom

What areas will be included in your tour? _______________________________________

________________________________________________________________________

**Discuss the need for team unity**

It is important for all the members of your staff to know and understand they are each an important member of the team. They are all working together to create the best possible program. This may mean that sometimes, a staff member has to make some adjustments. He or she may have to fill in for another staff member if needed. They will do this a lot more easily if you, too, are doing your share and filling in. Remember, you are the model for your children and staff.

**Discuss Confidentiality**

Explain how children will talk and say just about anything. In a short time, they will provide a lot of personal information about themselves, their parents, and their home
time. This information is to be kept strictly confidential unless there is reason to believe that there is an abusive situation. We have the same responsibility as other professionals such as doctors and lawyers. They cannot run around talking to friends about clients and neither can we.

Go over Employee Manual
The employee manual covers every expectation and responsibility required by the staff member. This helps the staff member know exactly what you expect and helps the staff member to be successful.

Describe the Schedule
The work schedule is very important. The staff member was hired because he or she was needed. Explain how important it is to be on time and to work the full schedule every day. The children need the stability and routine. Remind them that it is important to be flexible.

Grounds for instant dismissal
Every center needs to have rules for dismissal. These are causes that would create great danger for your children. For example:
- Being under the influence of drugs or alcohol
- Sleeping during their shift
- Leaving the children unattended even for a minute
- Striking or abusing a child
- Humiliating a child, teacher or other staff member
- Withholding food from a child
- Forcing a child to eat
- Smoking in the building
- Filling in someone else’s time sheet
- Removal of children’s or staff member’s records from the building
- Refusal to do assigned work

Any others?

Employee Manual
This needs to be so thorough in that it includes rules, procedures and the complete job description. This way the employee has a clear idea what is expected. Success depends on knowledge, it doesn’t happen by chance. Areas to be covered are:
- Educational philosophy of the center
- Salary issues
- Benefits
- Professionalism
- Medication
- Telephone use (cell phones, texting, etc.)
- Emergency procedures
- Bathroom procedures for children
- Procedure for release of children
- State licensing rules
- Storage
Fire and safety  
Resignation and termination  
Classroom procedures  
Playground  
Confidentiality  
Guidance policy  
Equipment usage  
Dating and babysitting for staff  
Dress code – including shoes  
Asking for leave/scheduling/vacation  
What is absenteeism  
When to write them up

Most are important to you? __________________________________________

_______________________________________________________________

Any others? _____________________________________________________

_______________________________________________________________

What issues have come up at your program? __________________________

_______________________________________________________________

Classroom Management

On orientation day you will begin the training process.

Step 1: New staff member observes a master teacher

The new staff member is assigned to a master teacher. This teacher will become a mentor and a model for the new staff member. The new staff will observe and take notes for a period of time necessary to see all phases of the classroom:

1. Arrival and Dismissal of Children. *Watch for:*
   - Individual greeting of children and parents by name
   - Classroom completely set up before the children’s arrival
   - Classroom activities that take place upon arrival and dismissal

2. Teaching time. *Watch for:*
   - Circle time activities
   - The reinforcement of positive behaviors
   - The enthusiasm and energy of the master teacher shining brightly
   - The daily curriculum followed from a weekly lesson plan
   - Interaction with children
   - Encouraging children’s involvement in both group and individual activities
3. Activity Changes. Watch for:
   - Techniques used to make smooth transitions from one activity to another.
   - Circle time to playground time
   - Circle time to classroom learning time
   - Ending learning time by putting learning materials away

4. Snack and lunch. Watch for:
   - The encouragement of appropriate table manners and skills
   - Meal time conversations

5. Nap Procedures. Watch for:
   - Length of nap
   - Techniques to calm the children
   - Storage areas for mats, sheets, pillows and blankets that adequately separate the children’s sleep time equipment
   - Master teacher’s activities during that time

6. Playground. Watch for:
   - Circulating to watch all children
   - Adjusting children’s clothing for weather
   - Outdoor activities such as planting a garden, listening for sounds, collecting

7. Communication with Parents. Watch for:
   - Techniques used to make parents feel welcome
   - Positive feedback of day’s activities to parents

8. Toileting procedures. Watch for:
   - Bathroom procedures
   - Changing diapers
   - Reminding young children to go to bathroom
   - Washing hands

Which is the most important area and why? ________________________________

**Step 2: Discuss observation**
Talk about the philosophy of the center and rules observed in the classroom. Discuss the strengths of the master teacher. Discuss how discipline problems were tackled. Allow plenty of time to ask questions.

*AFTER STEP 1 AND STEP 2 THE TRAINEE IS READY TO WORK WITH CHILDREN*

**Step 3: Start probationary apprenticeship**
This is usually 90 days. This time period should be in your employee manual. This is when the staff person learns and studies classroom management. They discuss the procedure used by the master teacher. It would be great to provide feedback consistently during the 90 days. At the end of the 90 day’s give an oral or written exam. Why an exam? What should be in the exam?

**Step 4: Certifications of new employee**
After working very hard, your new teacher should be rewarded. Have a certification dinner, lunch or ceremony. Give them some sort of a small raise. Remember, this is a career path and you want them to feel like a professional.
Step 5: The new employee becomes a master teacher
When they have the knowledge and the confidence needed to teach someone else, have them become a mentor.

The Personnel File
What is it? What goes in it? Who has access to it? The personnel file acts as an all-inclusive record of the employee's tenure with your firm. It includes:

- the application
- résumé, if provided
- annual evaluations
- other evaluations
- the I-9 form
- the criminal history statement and report
- the high school diploma or GED, and other education history
- the training certificates for the current year and the one preceding
- a training log
- conflict resolution forms for the past two years
- any incident reports for the past two years
- pay rate history
- medical information required by your health department or company
- any other relevant information?

This seems like quite a lot of information and it is; however, each piece goes to creating a complete picture of your relationship. The file as a whole needs to be kept for three years and ninety days after the last day of employment in Texas.

Attendance
The last element of staff record-keeping is attendance. You are required to keep track of the dates and times your staff are scheduled to work, actually do work and the reason given when a staff person does not work a scheduled shift. This information is considered tax related and must be kept for at least three years, but seven is recommended.

Motivating and keeping staff
What do staff members want most from their jobs? The key to keeping an employee and to motivating that employee is to know what he or she really wants. Most directors/owners think that what employees want most is MONEY. Most employees think that money is what they want, too. Yet, studies show that this not what they really want at all. They will stay at a job and work hard if their other needs are met. This is what they really want.

1. Full appreciation of work done
First and foremost, employees want to hear that they are appreciated for what they do. Too often what they hear is what they do wrong, not what they do right. Think how good it feels for you to hear often throughout these lessons, “Good job!” Your employees want to hear those words too. A good rule is to never ever let a day go by without finding something to praise about your staff member.
2. Clear expectations
Your employees cannot possibly do a great job if they do not know what their job entails. What does it mean to lead a group of three year olds? Be very clear on what you expect from them: total control of the class, children listen and respond to parents, create a curriculum and so on.

Be very clear and include a schedule of what you expect. 8:00 a.m. arrival at work, 8-8:30 a.m. to set up classroom and get out lesson plans, 8:30 a.m. – 9:00 a.m. circle time, 9:00 a.m. – 10:30 a.m. learning centers, 10:30 a.m. – 10:45 a.m. snack time, etc.

3. Feeling of belonging
Your staff wants to feel that they are part of a team and that they “belong there.” Each staff member wants to feel that he or she is a vital link to providing what is needed for children in their care and that they are not easily replaced. They want to feel pride in “their” center. They will want to use words like, “we” when they talk about the program. You can promote this feeling of “we” by talking as a “team” and by making each staff member feel important. It’s actually the same as creating a family atmosphere.

The goal is to have loyalty. You can do this. You must realize that you are a team, and that you cannot play the child care game, which means having a strong powerful center, without a strong and powerful team. It’s similar to a football team. You are the coach, the one that inspires your players to make each one feel valuable and that he or she each belongs on the team.

4. Feeling that personal life is important to you – family friendly policies
Each staff member has his or her own life. Some are married, some are single, some have children. They each live in their own unique way outside of work. Staff members want to be able to share a little about this other part of their lives. You do not have to be a therapist. It is more about being a caring human being.

5. Job security
Job security is vitally important. Your employees want to know that their place of employment is stable. It will be there for as long as they want to work there and for as long as you are happy with them. If an employee goes to work for a company and finds out that the company is on the edge, it is frightening to that employee. There is no stability, and then the employee feels, “Why should I put my energy into this organization?”

6. Wages and benefits
This is the area that most employers have always thought was number one. Instead, it is far down on the list. Yet it is still important. It may be impossible for you to give your employees the salaries that they deserve for the hard work that they do. They are the backbone of your center. They are the ones who are “making it happen” for you. You can make it a joy to work for your company. One great benefit is to walk in and see your smile every day because you are genuinely glad to see that person.
When you hire an employee, have a starting salary and then another salary at the end of the probationary period that is higher. Also, have the salary raised each year so the employee knows that something is coming. It doesn’t have to be a lot. It just has to be. You can offset the cost through your tuitions. Each fall is a good time to increase your tuition a little – parents expect for prices to increase. You and your employees deserve to get paid more.

Another benefit is discounted tuition for employee’s children, health insurance, paid professional days, overtime, and parties.

7. Stimulating work
Your employees want to have work that is interesting and stimulating. They want something to get excited about so that they will want to come to work. You can solve this by giving each employee some responsibility in improving his or her job. One example is to have the lead teacher be in charge of coming up with new themes and decorating their room to match what is being taught.

Everyone needs things to do that are interesting. You would get bored if everything were the same day in and day out. Another example could be something as simple as a new and creative movement exercise to do with the children each day. Encourage your staff to be creative.

8. Example of director
Your staff members need to know that they can count on you. They need to know that you will be loyal, that you can be trusted. You have to set the tone of enthusiasm. You set the tone for being caring, for being loving, for being everything that you want your employees to be. They will be it. They will copy you, their leader. They need you to believe in yourself and your ability to do a great job.

9. Pleasant work atmosphere
The actual building has to feel good. It has to be a warm and loving place to come to. Again, you are in charge of creating that wonderful and pleasant atmosphere. The walls, the floors and the noises of the building all contribute to whether it is pleasant or not. We will be talking about how to create the best classroom and building in environmental design. It is up to you to enhance it.

What are the sounds you hear when you enter the building?

What is unpleasant?
10. Tactful discipline
Employees need to know when they are not doing something right. You are the one who will have to tell them. They will value you more if you can honestly and tactfully tell them what you expect and what is “bugging” you.

Increase Staff Productivity
As easy as 1, 2, 3…
1. Celebrate Staff Birthdays
2. Send “Happy Grams”
3. Present a fresh flower each week
4. Have weekly team building meetings. Not your ordinary staff meeting. Use is to acknowledge all the good things that each person has contributed during the week. You can describe how someone handled a parent, a child, a personal problem. Keep the meetings short and informative. This is a great time to have faculty members ask for help with discipline problems, share something new they learned and also acknowledge each other.
5. Give an award for employee of the week. This is a special employee, even though each employee is special. Everyone has voted in a secret ballet to decide who it is. This is a person who has contributed something especially valuable to the center this week.

The employee of the week gets a badge that says, “I am special” and gets to park in a special place for the week. Even more important is the recognition from peers.

Which idea will you use first? __________________________________________

Delegating – building team work through partnerships
Delegating is something that will totally change your job and everyone else’s too. If done properly, it establishes an atmosphere where everyone wins.

- More Time for you
- Established Atmosphere of Trust and Respect
- Uses People’s highest skills
- Promotes Professionalism

Which is most important to you? ____________
Did you delegate this week? _______

How to delegate:
1. Plan what needs to be delegated
2. Select the person
3. Meet with the person
4. Create a plan of action
5. Inform the other faculty members
6. Implement the plan
7. Follow-up
8. Thank the person

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Progressive discipline
Let the employee know that there is a problem and work together to overcome the problem. Everyone would like to think that discipline is never needed.
Step 1: Make your expectations clear
Step 2: Provide a safe atmosphere to discuss problem
Step 3: Discuss the problem.
Step 4: Agree on a method to solve the problem.
Step 5: Implement the plan

Handling a problem employee
1. Be friendly, but firm
2. Be supportive
3. Use the 5 steps of progressive discipline
4. Follow through
5. Be tough
6. Praise all progress

Antidiscrimination Laws

Disability Laws: Americans with Disabilities act (ADA)
An individual with a disability is a person who has a physical or mental impairment that substantially limits one or more major life activities; has a record of such an impairment; or is regarded as having such an impairment. A qualified employee or applicant with a disability is an individual who (with or without reasonable accommodation) can perform the essential functions of the job in question. Reasonable accommodation may include, but is not limited to:

1. Making existing facilities used by employees readily accessible to and usable to persons with disabilities.
2. Job restructuring, modifying work schedules, reassignment to a vacant position.
3. Acquiring or modifying equipment or devices, adjusting or modifying examinations, training materials or policies and providing qualified readers or interpreters.

An employer is required to make an accommodation to the known disability of a qualified applicant or employee if is would not impose an “undue hardship” on the operation of the employer’s business. Undue hardship is defined as an action requiring significant difficulty or expense when considered in light of factors such as an employer’s size, financial resources and the nature and structure of its operation.

An employer is not required to lower quality or production standards to make an accommodation, nor is an employer obligated to provide personal use items such as glasses or hearing aids.

Inquires About Medical Examinations
What can I ask of the employee?
Drug and Alcohol Abuse
Are these employees covered under ADA rules? If not, you have the right to terminate on the spot.

Age Discrimination
The Age Discrimination In Employment Act (ADEA 1967) prohibits employment discrimination against persons forty years of age or over in the United States.

Job Notices:
How should I list the position available? Use a very specific job description.

Benefits
*Can I deny benefits to a new worker who is 65 years old?*

In 1990, Congress passed the Older Workers Benefit Protection Act (OWBPA) which amended the Age Discrimination in Employment Act (ADEA) to safeguard older workers' employee benefits from age discrimination. Even with the OWBPA amendments, employers may observe the terms of "bona fide employee benefit plans" such as retirement, pension, or insurance plans that contain age-based distinctions, but only if the distinctions are cost-justified. Employers must pay the same amount for each benefit provided to an older worker as is paid for a younger worker. But the OWBPA does make provision for the increased costs of providing certain benefits, such as life insurance, to older workers.

Pregnancy
You may not single out the fact that someone is pregnant when not hiring, but they must be able to meet standards if you do hire them.

Race and Color Discrimination
You cannot discriminate or require a particular religion.

Speak English Only Rules
The Equal Employment Opportunity Commission (EEOC), in its Compliance Manual, offers the following examples of situations in which business necessity would justify an "English-only" rule:

-- For communication with customers, co-workers, or supervisors who only speak English.

-- In emergencies or other situations in which workers must speak a common language to promote safety.
For cooperative work assignments in which the "English-only" rule is needed to promote efficiency.

To enable a supervisor who only speaks English to monitor the performance of an employee whose job duties require communication with co-workers or customers.

Under Title VII of the Civil Rights Act of 1964, and various state laws, "'English-only' policies cannot unfavorably affect only employees of a certain race or national origin. Employers adopting an 'English-only' rule should ensure that all affected employees are notified about it, and about any disciplinary consequences for rule violations. Employers can provide notice in meetings, e-mails, or other written communication. It may be necessary for an employer to provide notice in English and the other languages spoken by employees.

Minimum Wage: ________

Payroll records:
How long should payroll records be kept? Three years, FLSA – wage, manual record, I-9, W-4, cards signed by employer and doctor.

Do I have to give “breaks”? ONLY when a staff person works more than 4 hours straight

Do I have to give paid holidays? No federal law – it is the courtesy of the employer.

Do I have to give sick time pay? There is no federal law requiring sick time pay.

What is the statute of limitation to recover back pay? 2 years.

What is the Polygraph Protection Act? The Employee Polygraph Protection Act of 1988 (EPPA) generally prevents employers from using lie detector tests, either for pre-employment screening or during the course of employment, with certain exemptions. Employers generally may not require or request any employee or job applicant to take a lie detector test, or discharge, discipline, or discriminate against an employee or job applicant for refusing to take a test or for exercising other rights under the Act. In addition, employers are required to display the EPPA poster in the workplace for their employees.

What is the Family Medical Leave Act (FMLA)? This applies to your company if you employ over 50 employees, and at least 50 of your employees work 20 or more work-weeks in the current or preceding calendar year. An “eligible” employee allowed leave under the FMLA is an employee that has been employed with your company for at least 1,250 hours during a 12 month period prior to the start of the leave. The 12 months do not need to be consecutive months. The burden is on the employer to show records that the employee has not worked the required 1,250 hours. If the employer cannot show record of work hours, the employee is eligible to use FMLA.

Do I have to pay for training hours?
If one of the below criteria is met, the answer is no:
1. Attendance outside regular work hours
2. Voluntary  
3. Not directly related to employees job  

**Hiring Laws**  
Many questions found on an application for employment have become sources of discrimination suits. A non-discriminatory job application should not contain questions about the following 11 topics.

1. Marital status, maiden name  
2. Number of children and their ages  
3. Race, age, sex, religion and national origin. (An employer may ask if the applicant is 18 years of age or older and has a legal right to work in this country)  
4. Employment of the spouse and child care arrangements  
5. A woman’s pregnancy or related conditions  
6. Arrest records, which did not result in convictions  
7. The existence of a disability or its severity  
8. Height, weight  
9. Organizational affiliations except professional memberships related to specific job  
10. Military history unless the job requires such a background  
11. Lowest salary acceptable for a specific position

**Hiring/Firing Process**  
**Proper Interviews**

*What kinds of questions can I ask?*  
- Can they work the business hours?  
- Work well with others?  
- Do you think ________ is important?  
- Would you buy from here?  
- What if “situational”?  
- Specific questions to the job

**How to fire, guilt free**  
You are terminating or ending this relationship, you are not hurting them. That person was responsible for creating what happened and is simply experiencing the consequences of those actions.

**Here are ways to get rid of guilt:**  
1. Stay focused and centered on serving your parents and children the best way possible.  
2. Follow the methods of progressive discipline.  
3. Be kind to yourself for trying.  
4. Forgive yourself for not saving the other person.  
5. Forgive the other person for not being able to live up to the job expectations.  
6. Know that you’re letting the other person be released may be exactly what that person needs for his or her growth.  
7. Thank yourself for doing your job well.
Which of these can you relate to most? ____________________________________________

Why? ________________________________________________________________________

____________________________________________________________________________

**Firing Laws**

*What steps should I follow to fire an employee?*

Texas is an at-will state, anyone can be fired at anytime as long as the reason is not related to race, creed, marital status, religion, sexual orientation, national origin, military, etc. (see hiring laws); however, your Texas Workforce Commission taxes will go up if you terminate employment without going through **three or more steps:**

Steps 1: Documented verbal reprimand.

Step 2: Written warning in file, having discussed the challenge and the action plan to address the issue.

Step 3: Placement on probation (loss of hours, benefits, and/or last pay increase).

Step 4: Suspension without pay.

Step 5: Termination.

**Handling the Termination**

*What should I tell the employee? What documents should be kept?*

Top management must approve the action. Document conversations, inform co-workers.

**Job Security**

*What is job security?* It protects termination at will. Unjustifiable: Whistle blower, violation of employee rights, lawful union activity, claim to workman’s compensation, garnishment of wages.

**Justifiable Termination**

*What is justifiable termination?* Violate any personnel policy (theft, insubordination, harassment, and failure to respond to warnings). Right to give complete information, 60 day notice if layoff. Honest personal statement - do not degrade or humiliate.

**Sexual Harassment:**

*What is sexual harassment?* Unwelcome sexual advance

*What steps should the employee take?*

1. Tell harasser to stop
2. Say no, tell employer, document
3. File case

*What legal steps will end sexual harassment? ________________________________
Step out on a limb:

Next time you are giving counseling to an employee ask them: “If you were in my position would you hire yourself after a working interview like you worked yesterday?” RESPOND: Then why should I continue to give you money 😊

Staff meeting – Have a staff member do an orientation to the staff as though they are all new employees.

What does your staff say when they answer your phone? You need to come up with a one sentence – your “Tag line.” For example: a car window replacement business might say, “Hello, you have reached ABC car window repair. We fix your panes.”
Step Three – Know Your Program

Quality and Program improvement. How do we measure quality? More importantly perhaps, how do our clients measure quality?

There are a number of ways for our clients to determine if a program is high quality. One of the ways is locked into our marketing. How do we present ourselves? This says a lot to our market (i.e. parents). Do we reach them through direct mail, word of mouth, telephone solicitation, or newspaper ads? The possibilities are virtually endless. How we present our programs says a lot about not only our professionalism, but also our quality. Many programs inadvertently hide their light under a bushel, by not reaching out to the community and inviting them in. If you are so great then why isn’t everyone allowed in? There are reasons that we don’t want free traffic in our centers, but please be aware of the possible messages you are sending.

Another way our clients look for quality is through their senses. Does the program look tidy? Does it smell clean? Are the materials well set up? Are the children loud and engaged, or are they out of control? Some of these issues are difficult for educators to see from a parent’s point of view.

Program A is loud. It uses an eclectic model. It takes some methods from traditional schools, and some from Reggio Emilia. That means that the children are actively exploring and interacting with their environment. For some parents this is unacceptable, a sign of poor quality. They want to see children working quietly at tables. If this is not the type of program you offer make sure you let the parents know. Educate them about how you measure quality and where you get your information.

Program B uses the Montessori method, (for more information on this method look up the curriculum section) which stresses a quiet and contemplative classroom. This is also a quality classroom with children exploring their abilities. The materials are set out around the room and children are working alone or in pairs primarily. If a parent is looking for active social involvement and lots of interactions, they may not see this in program B. That does not mean it is exceptional. This program will need to educate parents on the virtues of Montessori programs.

In both of these situations the class size; space available, materials available, ratio of children to caregivers and the knowledge of the caregivers need to be evaluated. In addition to these, there needs to be good communication between parents and staff. This allows a genuine relationship between the caregivers and the families.

All participants need to feel an investment in the success of the child. These are the key elements of quality. 20 four-year-old children being cared for in a 600 square-foot room by one inexperienced teacher using ripped materials with missing pieces will not result in quality child care. Below you will see a sample checklist for parents to use for evaluating programs.
When you place your child in the care of someone else, be it family child care, a center, a relative or a friend, the key to your peace of mind is trust. The more you trust the caregiver, the more secure you will feel. Here are some questions to ask:

**DOES THE CAREGIVER ...**

- have child-rearing attitudes similar to yours?
- have training to understand what children can and want to do at different stages of growth?
- spend time holding, playing with, and talking to your baby?
- have enough time to look after all the children in care?
- welcome visits from parents at any time?

**DOES THE HOME OR CENTER HAVE ...**

- a license?
- only a few children? Remember, infants do better in small groups.
- a clean and comfortable look?
- equipment that is safe and in good repair?
- nutritious meals and snacks?

**ARE THERE CHANCES FOR CHILDREN ...**

- to be held, cuddled, rocked, smiled at, and talked to?
- to relax and rest when they need to?
- to crawl and explore safely?
- to play with objects that develop their senses of touch, sight and hearing, such as: mobiles, mirrors, rattles, things to squeeze and roll, pots and pans, or soft toys?
- to learn language through the caregiver talking to the child by naming things, describing what he or she is doing, and responding to the child's actions?
Recipe for Quality

*You will need the following ingredients:*

One cup of honesty  
One cup of knowledge  
One cup of common sense

*Sift above ingredients together and mix with:*

Two cups of compassion  
Half a cup of patience  
And a dash of adventure and creativity

Now stir in two cups of liquid laughter and bake in the warmth of your program.

This recipe yields endless satisfaction and *quality* care for those you care for.
Environmental Design

Facility and Room Environment

Making your center work for you, not against you.

Whether the child care is provided in a large center or a small center, the quality should be the best possible within your budget. Although the physical setting is important, don’t over-emphasize the facilities. Spend your money on education and professional development before facility improvements unless it is unsafe and needs to be fixed or if the facility needs to look more attractive to generate business or if it needs improvement for the staff and children to feel more comfortable. Areas in the center include: office space, isolation for sick children, kitchen, playground, classrooms and storage.

First Impressions are the important thing to remember.

What do parents see when they drive by your center?

What do parents see when they walk into your center?

What do parents see when they walk into a classroom?

Office Space

A simple office with a desk and storage space for files will give a more professional look to your operation as well as help you become better organized. An office can also be used for parent conferences and small meetings. It will give you the need place for privacy and even relaxation.

This office space with tell anyone who enters the room what type of person you are. Are you neat, clean, or scattered? This will be where first-time parents may meet you. This is where the professionals that you work with will meet you: Licensing, Inspectors and Contractors.

It is important to spend some time organizing your office and giving yourself the space to work. What are the areas of your office you need to spend time on like files, walls, piles, shelves, etc.? You want your office to have a professional appearance, yet on a limited budget. You can acquire professional looking furniture without spending lots of money. This is a great item to get donated.

Isolation for sick children

It is important for there to be a place for the sick children to be isolated while waiting to be picked up from a parent. The room for isolating children should be a separate room from the other children, but not so far away that the sick child will feel lonely or where supervision is difficult. There needs to be a mat or a cot with a pillow and blankets.

Where is the ideal place in your facility for an isolation room? _________________________

Kitchen

The size and type of equipment will depend on several factors:

- number of children
o type of program
o type of food service provided

If you do not serve meals, a small kitchen with a refrigerator/freezer, storage space, utensils, sink and a microwave will probably provide proper snacks. If full meals and snacks are prepared, many pieces of equipment are necessary: refrigerator, freezer, stove, oven, sink, microwave, dishwashing equipment, cabinets, cooking equipment and storage areas. This should be separate from the dining area. Check with The Health Department for additional regulations.

Playground
The location of the playground is key. Can it be seen from the road? Is it in good shape? Do you have a maintenance log on your playground? This is the part that gets some kids excited. Remember that once they can talk, they will tell their family what they want. If you have a great looking playground, they will tell their family that they want to go to your center.

What’s on your playground?
Can it be seen from the road?
Does it look like fun or does it look like a mess?
Who cleans up the toys when the kids go inside?

Classrooms
Organizing the classroom is a result of planning the activities for your classroom and how they will work best in your classroom. Do you put noisy activities together with quiet activities?
- Organize the space
- Organize the interest areas
- Organize the specific learning activities
- Organize time schedules and routines
- Organize the people

Organize the space
Encourage your teachers to actively take part in the environmental design of their room. You want them to be comfortable and to feel at home. It should reflect the personalities of the staff and students who are in the classroom.
- You want to foster children’s feeling of security and confidence
- To stimulate children’s independence and active learning
- To enable teachers to work with individuals and groups.

Organize the centers
An interest center is an area of the room or yard devoted to a particular type of learning. This may be: blocks, dramatic play, large motor skills, music and movement, reading or puzzles and games.
What are the centers in your classrooms?

- Infants
- Toddlers
- 3-5’s
- School Age

Arrange interest centers so that:

- Conditions are appropriate with supplies and equipment nearby the activity. Ex: art activities are near the sink.
- Children can use the supplies and equipment with maximum independence.
- Toys and supplies are near the area of expedited use, and near a surface appropriate for their use.
- The number of seats or lay spaces suggests the number of children appropriate for the space and materials, and reflect the number an adult can comfortably watch.
- There are clues to appropriate behavior for that space.
- It is in an interesting way that invites participation (open shelves).
- About 50 percent more play spaces than the total number of children in the group.
- Some have both quiet activities and loud activities.

Organizing specific learning activities
The interest centers should be set up before children arrive. Set up many of them so that the activities can be accomplished independently.

Organizing time schedules and routines
Young children tell time by the sequence of events, not by the clock. They are more secure when they can predict what event happens next.

Organizing Human Resources
This includes the parents and the teachers. The teachers will need to encourage the participation of the students to assist with the daily activities when possible. This is using your “man power” wisely.
The ABC’s of Classroom Assessment

This easy checklist will help you reflect on the physical space, interactions and systems that make up your classroom learning environment:

- **Accessibility**: Materials meant for children are easily available for independent use.
- **Balance**: There’s a balance in spaces and materials between quiet/loud, big/small, open/closed, soft/rigid, novel/familiar and group/individual.
- **Choice**: Children have opportunities to choose from a variety of activities and materials whenever possible.
- **Diversity**: The materials, activities and physical space reflect the diversity of the children including their; diverse cultural backgrounds, families, physical and emotional needs.
- **Engagement**: The environment engages children in many different ways.
- **Flexibility**: The environment is designed to allow adjustment in materials, learning areas and daily schedule in response to children’s needs.
- **Groups**: There is adequate space for both whole and smaller group gatherings.
- **Humor**: Children’s humor is incorporated into the learning environment.
- **Independence**: Children can create their own activities and use learning areas independently.
- **Joy**: The sheer joy of learning is ever-present.
- **Kindness**: The physical and social environment encourages children to be considerate of and kind to one another.
- **Literacy**: Children’s language, books and meaningful print are integrated into activities around the room and throughout the day.
- **Memories**: Children’s experiences are recorded and displayed through drawings, photos, writing and other creations.
- **Nurturing**: Children share feelings, sit on laps, receive and give hugs and have ample one-on-one time with adults.
- **Ownership**: Children can collaborate to help design and enhance their classroom. Each child has a place in the room that is his or hers. A cubby, mailbox, shoe box, and so on.
- **Privacy**: The environment allows children to do things alone when they wish to.
- **Questions**: The environment invites children to ask questions and solve problems.
- **Richness**: The benefits of a rich and varied curriculum are apparent in the classroom.
• **Systems:** Management systems and daily routines are built in and children have input into rules and classroom systems.

• **Time:** Children are given more time when they need it to enjoy and get the most out of activities and to complete projects.

• **Unity:** There is a unifying vision for the environment that includes the perspectives of children, as well as of the teacher.

• **Voices:** Children’s voices and opinions are welcomed and encouraged!

• **World:** Children’s outside world is reflected in their classroom.

• **eXamination:** Teachers continually examine children’s needs and make adjustments in the environment accordingly.

• **Yes:** There is a positive atmosphere where yes is more prevalent than no.

• **Zzzz:** There is time and space for rest, relaxation and, if necessary, sleep.

**Storage**

*Do you have enough? What can you use for storage? Where should storage be? What should be in storage?* Each class does not need to have all of their glue, construction paper, paint and other supplies that they will use during the year in their room. Use your resources wisely. This is inventory and should be treated with respect.

*Do your classrooms have supply budgets? Who buys the supplies? How often?* Storage can be: shelves on the wall with labeled plastic shoeboxes, a file cabinet, book shelves, or locked cupboards.

*Out of sight? Easy to find? What is the style and personality of the staff in your classroom?* If you like things out of sight, check to see if your teachers work that way before you buy a cupboard. You want your staff to find what they are looking for easily. You want them to be happy with the room and school layout. This is “their” classroom.

**Exterior**

Location, Location, Location. If you have the best teachers, the best classrooms and there are bars on your windows, you won’t get people in your doors. Your facility needs to be clean, simple and happy. There is no need for wild decorations on your building or lots of flowers and plants.

*Where is your parking? Where is your signage? Do you have numbers on your building? Can people find you? Will they drive by your center and not realize it is a child care center?*
Real Estate Site Evaluation

Weight: Simply a measure of the relative value of a site factor.

Two Basic Types of Businesses: Convenience (drop in) & Destination

Convenience example: Convenience stores, gas stations, etc. It fits conveniently in your daily routine. The center will often receive unplanned visits.

Destination example: Child care Centers, Restaurants, Retail stores. Visits planned ahead of time. Attract their customers in part through their uniqueness.

The type of business will determine the relative weight for a particular feature. A child care facility can attract both planned visits and drop in. Thus the question of whether a business is a convenience or a destination concept is always a matter of degree. A site is labeled good or bad not because of the immediate site features, but because of the perspective evaluator. Within the site evaluation process, perspective has a great deal to do with the decision. Also, a commercial lease is a legal and binding contract, and should be professionally negotiated.

Site Quality is one of many factors associated with sales forecasting or sales predictions (the number of students that you enroll in your program). Other factors are marketing, marketing presence, operations, customer perception and timing.

Factors that influence the site evaluation:

<table>
<thead>
<tr>
<th>Site features</th>
<th>Physical characteristics</th>
<th>Demographics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Market knowledge</td>
<td>Customer knowledge</td>
<td>Competition</td>
</tr>
</tbody>
</table>

Four Perspectives on Site Evaluations:

1. National: Which markets within a nation are most suitable for your business?
2. Market: Town, city or metropolitan statistical area (MSA) is a commonly used term to describe the core city and its associated satellite towns that are effectively part of the city.
   - Section of the city to locate
   - Where are customers living/working?
   - Where is the competition located?
   - How many sites within the market do you plan to open?
3. Trade: Geographic area that contains 70 to 80 percent of your customers.
   - Impact of competition or strategic position (site feature)
   - Population or the availability of certain types of customers
   - If concepts are destination oriented and have only one site, your trade area many actually include most of the market.
4. Site: How good is this location? Evaluation of many site specific features:
   - Visibility
   - Access
   - Type of Location
   - Parking
   - Trade area evaluation
**Basic principles about real estate evaluation**
The success of your business and quality of its location will be based on the objective factors measured or studied using scientific tools in order to make intelligent estimates of future potential. The effects of good or bad location are determined by behavior of the parent (your customer).

- How much effort will be used to locate you?
- How different are you from the competition?
- What is your uniqueness?

Site quality contributes to sales, but there are many other factors in enrollment predictions. You can have a site of average quality with very high risk because of a few specific factors:

- High or no competition
- Poor visibility or poor strategic position

Strategic decisions are strengthened when complemented by a comprehensive understanding of the factors that determine site quality. Immediate success for your center depends less on location quality and more to do with image or marketing. Over a period of several years, good locations will always prevail over poor locations.

**What does McDonald’s do better than any other company?**
They understand their market and buy the best real estate – Location, Location, Location

Money spent on customer research, market selection of site evaluation before you build or lease is *good money*. How do you do this? There are statistical research companies that can do it for you, or you can do a simple one on your own:

1. Identify your “market.”
2. Drive around the neighborhood, talk to the local businesses, churches, schools and ask them about the need for child care.
3. Contact licensing and find out how many other locations are in your “general” area.
4. Contact a referral agency to find out if many inquires are in that area.

*Bad money* is money spent after a site is open either to keep it operating despite losses, changing it to improve enrollment, or closing it after a period of decline. Short-term enrollment numbers are rarely a trustworthy indicator of site quality.

1. Develop a goal and a process for site evaluation.
2. Know your customers: Who would use your center? Where do they work? Where do they live?
3. Have or develop a strategic plan for marketing.

**Knowing your customer**

*Customer Behavior*

- Distance traveled
- Origin and destination
- Linkages with other activities
- Proximity to home or work
Customer Sources
- Residents: people living in the area.
- Employees: those employed in the area.
- Commuters: going to and from work, travel past your location daily, but do not live/work in your area.

Linkages
Linkages are businesses that relate in a way to support the multiple needs of the parent (customer). Program diversification: after school, evening care, meals, eldercare.

Look for linked clusters of activity that support your business. Remember that people prefer to have their children near their work.

Demand
Actual volume of customers for your center are influenced by:
- Image
- Competition
Demand = Total customers/competition

Check for zoning regulations
- Convenience Zones
- Residential Zones
- Destination Zones

Where are your customers?
- What do the demographics show? How accurate is it?
- What statistics do the local resources and referrals show?
- How many customers are in the Convenience Zone (CZ), Residential Zone (RZ), and the Destination Zone (DZ)?
- Drive the neighborhoods; talk to the residents. Know their interests, their languages and their preferred method of payment.

Why would these be important? ________________________________

Is your site accessible to your customer?
- Are freeways, secondary, artery roads convenient to your frequent customers (parents)?
- What other residential zones can conveniently access your site?

Where is your competition?
If no competition, why? What might be wrong?

Is the site in a strategic location?
Is competitor’s location more strategic now or in the future? Does it have any linkages?

Basics of the Commercial Lease
Most printed leases are titled: “Standard Form Lease”. Remember, as a practical matter there is no such thing as a lease in a standard form. The simplest leasing matter can be
confusing. Request a sample copy of the lease and study it. Have a real estate attorney help you. Request that any questionable changes be explained to you (a dollar reducing exercise). A complete understanding will replace a negative surprise!

**Types of Leases Tenants Pay:**

*Gross Lease:* base rental rate. The landlord pays all or part of the operating expenses, such as taxes, insurance, maintenance and utilities.

*Adjusted Gross Lease:* part of the utilities directly to the service company.

*Graduated lease:* In altered or graduated lease the rent is adjusted on some regular basis, either annually or every two or three years.

*Triple net lease:* base rental rate and all utilities, maintenance, taxes and janitorial costs. The base rental rate in a *Triple Net Lease* should be lower than that of a gross lease.

**Some possible Negotiation questions:**

1. How much is the quoted rental rate?
2. What are parking costs?
3. What is the term of the lease?
4. Who pays for getting the space ready to move in?
5. How much will it cost me?
6. When can I expect to move in?

**Landlord’s Terms**

*The set-up form*

Information presented in letter form that includes the pertinent points.

*Rental rate*

Rate per-square-foot, per-month or per-year.

*Length of Occupancy*

Five years is usually the minimum term.

*Cost of living increase (COL)*

Some landlords believe that because the consumer price index exists, they are entitled to share in the profits. Based on the CPI in each particular area, an increase is passed on to the tenant at the end of each year of the lease.

*Escalations (pass-throughs)*

These are the annual increases in certain costs to run the building, including; taxes, insurance, utilities, maintenance, salaries for those who service the building, etc.
Parking
This may be a figure such as 3 per 1000. This means the building is required by city code to have three parking spaces available for every 1000 square feet of leased space.

Tenant Improvement Allowance
The landlord might offer a lump sum of money to help the tenant with costs.

Availability
An example of availability is 90 days. This depends on how long it takes to negotiate the lease; prepare floor plans, acquire approved permits from the city, line up contractors and so forth.

Turn Key
This means the space is turned over to you completely finished as agreed.

Making Sense of the measurements
Usable Area: Square footage of the exclusive area of the building that is utilized by your business.

Rentable Area: Areas that are commonly used by all tenants (lobby area, washroom, corridors and so forth). The pro-rate share percentage is added to the usable area.

Load Factor: This is the difference between the usable square footage and rentable square footage. Also know as the common area percentage.

Other issues
- Using a graduated rent schedule.
- Do you have hidden costs?
- Freeze your load factor.
- Free rent – Cash advance of free rent, free rent for another month, free rent and bottom line.
- Business signs and restrictions.
- Exclusive use.
- Expansion and the right of first refusal.
- Renewals/options.
- Legal ways to cancel your lease.

Environmentally Friendly Child Care Centers

Green Daycare
Mercury, lead and pesticides can harm small children. Using the criteria by the Oregon Environmental Council, child care centers can become environmentally friendly. Selecting child care can be an overwhelming task. Not only do parents want to find a safe, high quality child care center, but more and more parents are seeking child care that is also environmentally safe and responsible.

Since there is new awareness that the environment impacts the health and wellbeing of the children and families it serves, there is a trend toward green daycare centers and preschools.
A green child care center is one that is environmentally friendly. They take measures to ensure that the environment provides the best in health for children, offer locally-grown or organic food, and celebrate multiculturalism. Also children are taught to respect the earth and its precious resources.

_Eco-Healthy Child Care Checklist:_

The Oregon Environmental Council (OEC) provides an Eco-Healthy Child Care Checklist which has 25 environmental-health criteria for daycare centers. Of those 25 criteria, daycare centers must meet at least 20 of 25 items. Two of the 25 items are mandatory: The use of nontoxic techniques for controlling pests and no smoking anywhere on the premises or in sight of children is allowed.

_Eco-Healthy Measures for Child Care Facilities_

There are 10 categories that child care centers should focus on in order to become eco-healthy which are highlighted by the OEC:

1. _Pesticides and pest prevention._ Pesticides and insecticides used to treat pests like roaches and ants as well as weeds, should be non-toxic whether they are used inside or outside of the facility. The OEC says that if toxic techniques are required; a professional must apply the least toxic treatment available, parents must be notified in advance and children cannot be exposed for at least 12 hours after application.

2. _Air quality._ This category is concerned with environmental factors that lead to mold and mildew. These factors include: proper ventilation, humidity and attention to water leaks. In addition; smoking, scented candles and air fresheners must be prohibited.

3. _Household chemicals._ The chemicals in common household products used for cleaning or other domestic activities like bleach and paint can be harmful to children and the environment. Guidelines call for the use of nontoxic and biodegradable products as well as minimal bleach use. Also facilities should use low-VOC (volatile organic compound) paints which have fewer odors and are less toxic than other paints.

4. _Lead._ These measures deal with reducing lead exposure. Avoid the use of imported or handmade pottery for food service. The OEC recommends using only cold water for making formula, cooking and drinking. Lead paint was banned after 1978, so child care centers built before this are at risk of high lead exposure. Also all visitors, staff and children should be required to wipe their shoes on a rough mat before entering the facility.

5. _Mercury._ Switch to digital thermometers instead of mercury-based thermometers.

6. _Furniture and carpets._ Avoid wall-to-wall carpet and make sure to clean all carpets. Rugs and carpet should be vacuumed daily. Use biodegradable carpet cleaners at least twice a year to clean area rugs and carpets. Buy solid wood furniture and avoid particleboard.
7. **Art supplies.** The Art and Creative Materials Institute (ACMI) provide an approved list of non-toxic art supplies which the OEC recommends. Look for the ACMI seal when buying art supplies.

8. **Plastics and toys.** Avoid heating all plastic items in the microwave and toys constructed out of soft plastic vinyl. The safe bet is to buy toys labeled PVC free.

9. **Treated playground equipment.** When selecting playground equipment, avoid items that are made of treated wood.

10. **Recycling and garbage storage.** Recycle items like glass, paper, plastic and aluminum. When storing garbage, keeping it covered will reduce pests.

While these criteria only represent the standards set forth by the OEC, these actions make for a good foundation for further environmentally friendly activities. Child care centers can always add in their own eco-healthy touches like starting a garden or using organic foods and materials at the facility. Getting all staff, parents and children on board will ensure that the daycare facility maintains a cooperative eco-friendly environment.

**Design of the Green Child Care Center**

Traditionally child care centers are designed and built to meet minimum licensing and building codes. This process minimizes the initial costs but creates centers that are not designed to be comfortable, healthy and productive for children and staff. Given the rise of environmentally linked health and developmental problems in children such as asthma, autism and developmental disabilities, it makes sense to create healthier buildings. Decades ago, green child care construction could cost as much as 20% in additional costs. Current costs for green child care center construction - which looks at life cycle assessment - show that the additional cost would be around 2%. In some cases, designing a child care center to be “green” does not increase its cost.

Often times green buildings and sustainable practices are used interchangeably. Sustainable practices are actions that sustain human needs and improve the quality of life while making efficient and environmentally responsible use of natural, human and economic resources. Sustainability is a value at the core of a new way of life. Green building is construction using any various methods that promote resource conservation (materials, energy, water, etc.) and reduces environmental impact while keeping operational costs low. Green building also looks at the lifecycle of a building in terms of energy use and environmental impact.

The practice of building green is one that works with nature and the occupants, focuses on an integrated design approach and requires planning and coordination. The benefits of a green child care design and construction include:

- Reduced operating expenditure for energy
- Reduced maintenance costs
- Healthier staff and children
- Improved employee production
- Improved air circulation and acoustics
• Reduction in water usage

While there is a certification process for green buildings called L.E.E.D. (Leadership in Energy & Environmental Design), not all buildings can afford to go through the certification process. There are many shades of green, so not every child care center will need to be LEED certified. Easy, cost effective decisions can lead your center to a healthier environment.

Just because a child care building is LEED-certified does not mean the interior or outdoor environment is truly sustainable, developmentally appropriate for, or even healthy for children. LEED is a point-rated certification system and does not assure that certain minimum standards are maintained from a children's health perspective. Children have developing neurological systems and are much more susceptible to chemicals, so to have a green environment for children requires toxic free environments, including nontoxic cleaning practices. A healthy indoor environment also includes one with high quality indoor air and appropriate furniture that does not give-off gas-toxic chemicals.

LEED has no standards for the design of the outdoor play environments. We teach young children to value the environment by providing them the opportunity to act upon and be in the natural world, not by providing them playgrounds with manufactured equipment void of vegetation. Currently a child care center can be LEED certified but have less plant materials than a Wal-Mart parking lot. Children need outdoor environments that are as healthy and as supportive as their indoor environments. A supportive outdoor environment includes plants, trees and shrubs for shade, hiding, collecting and investigating, sand, water, art, music, places to socialize, bike riding and gross motor play.

**How to Make Your Local Day Care Greener**

If there are no green (or even greenish) day cares in your area, or if you already have a day-care provider, consider discussing some of your thoughts with them. You can suggest small changes that would make the facility safer for everybody.

Some easy and inexpensive changes:

• Switch from chlorine-based to peroxide-based bleach. It’s just as easy to find in the stores and is better for everybody’s lungs.

• Use nontoxic art supplies.

• Use PVC-free plastic toys and bottles. Stores are expanding their offerings of non-PVC baby goods, so they're increasingly easy to find.

• Turn the day care into a shoe-free facility. That way less dirt and pollutants will be tracked into the building.

• Switch to mercury-free thermometers (and recycle the old mercury ones properly!).

Experience, education and personality may be a perfect match between a child care provider and family, but many parents are taking it a step further by checking out a home or center's overall "green health" before making a decision. Common chemicals can have
adverse affects on certain kids, making those parents vigilant in choosing only facilities that are green. A growing number of families are also asking additional questions about use of pesticides, paint, lead in toys, cleaning products and foods served. After all, kids in full-time care can spend 40 hours there every week, making these questions valid.

GREENWASHING
The Child Care Industry practices “Green Washing”

With rapidly increasing consumer interest in environmentally friendly products, manufacturing and building, the practice of "green washing" has reared its ugly head and crept into even the child care industry. Find out why "eco-friendly" is sometimes more about marketing than stewardship of the environment.

A building in Berkeley, California certified through LEED has a platinum rating with a child care center located in it. While there are thousands of LEED certified public and private schools, there continues to be a lack of environmentally certified child care centers. There is an eco-friendly child care program in Oregon, but it consists only of a checklist for a center director to complete and mail in. This would be similar to allowing centers to complete their own NAEYC accreditation with a checklist. Instead, we offer training, support and a third-party professional certification process.

Just because a child care center is LEED certified it doesn’t necessarily mean the building or outdoor environment is developmentally appropriate for children. The new LEED-certified child care center previously mentioned has an outdoor environment modeled after the Australian, Steve Irwin. According to press releases, children can learn about the environment by riding their bike on an anaconda-like bike track, observing wooden animals with binoculars, or playing in a house like Steve’s son, Bindi.

For those designers and early childhood staff who think this is developmentally and culturally appropriate, I remind you that children learn about the outdoors and the natural world by direct experiences with nature that is relevant to their culture and home place. Children need to develop empathy and understanding of their own local flora and fauna before they “save the rainforest” a million miles away. Steve Irwin’s work is admirable, but most of the children you will work with might not relate to Australia. How can a building that is so right on the inside be so “wrong” on the outside?

The press release also talks about using a curriculum to teach children about the environment. We teach young children about the environment by providing them the opportunity to act upon and be in the natural world, not by providing them a curriculum. We also transmit our values by being good role models for children. Children need outdoor environments that are as healthy and supportive as their indoor environments. A supportive environment includes plants, trees and shrubs for shade, hiding, collecting and investigating. We are good role models by showing children how we recycle and make good decisions.

Another child care center in the same city as the LEED certified building discussed earlier claims to be a “green” center, yet it has an outdoor environment that appears to be void of plant life, including trees for shade. While a center touts itself as being so healthy inside, what is healthy about an outdoor environment with nothing but plastic and concrete? Centers are using the word “green” to cash in on parent’s fears about health
without truly doing what is right for young children. This practice is called “green washing.”

This same “green” child care center states it imports rugs from New Zealand. I hate to be the one to tell them, but we have sheep right here in the U.S. that produce wool we make rugs from. So why use enough gas to kill several hundred trees by shipping a rug around the world from New Zealand? These are not sustainable practices for neither children nor the environment.

You can view the U.C. Berkeley Haste Street Program Day Care Center YouTube video at www.youtube.com/watch?v=N6zjblH0TA8. So much about this center seems right when it comes to a sustainable child care center. It is not LEED certified, but the indoor environment is bright with sunlight, neutral furnishings, nontoxic cleaning and green building materials. The outdoor environment shows children in the natural world of plants and is rich with as many loose parts and as much sensory input as the indoor environment.

These examples show that early childhood centers can get sustainable practices right, but most early childhood staff need ongoing training and support for creating environments both indoors and outdoors that are healthier for the children, staff and the planet. Early childhood centers can be models in our country for demonstrating to young children the responsibility of being good Earth stewards.

The practice of “green washing” in child care -- exaggerating a company’s environmental claims for marketing reasons -- is one that will no doubt hurt the sustainable movement. Some people will use it as just one more excuse to do nothing; however, let me remind you that our country considered lead and asbestos good building materials until we proved how unhealthy and toxic both are for our environment. So do the right thing. If you are going to call yourself sustainable, “eco-friendly,” green, or anything similar, please do your homework and do it right for everyone’s sake. Educate your staff and parents on how to live lighter and be good role models for young children. We are all connected on this place we call Earth.

**Does Your Child Have Asthma, Allergies or a Weak Immunity?**

While most kids are fine around chemicals such as cleaners and pesticides, certain children with weaker immune systems may get overloaded with toxins in their environment. Everyone wants their kids to be cared for in a clean environment, but many of the professional-grade cleaners and processes aren't green. If concerned, ask whether eco-friendly cleaners are used (these can be baking soda, white distilled vinegar, hydrogen peroxide, etc.). Keep in mind that national statistics show that 1.6 millions tons of household hazardous waste is generated every year, most of which is from common products.

**What type of Pesticide Treatment Program should be utilized?**

Schools and institutional daycare centers typically rely on carefully restricted mainstream products and practices. These procedures not only protect children but employees as well,
and notices are usually posted in advance prior to treatment. Those rules don't apply to family caregivers; however, concerned parents should ask what type of pesticide program is done and what products are used.

**Ozone Alert Days: What Policies/Practices are used to Limit outdoor activity?**

Ozone, particulates and even heavy metals in the air can cause respiratory problems for kids with asthma or those with weakened immunity systems. Many large communities feature ozone alert days or general air quality reports, but savvy parents need to make sure they understand what the various levels mean and whether their kids should be kept indoors on certain days. Don't be afraid to inform your child's caregiver of indoor requirements, but realize also that providers may not have the back-up care means to watch your child if the rest plan an outdoor field trip or picnic under conditions most kids will be fine with.

**What Do Your Kids Eat in Daycare?**

While parents may prefer their kids eat only organic foods, the reality is that most care providers do not have the budget or the means to truly prepare and serve meals that meet these requirements. The same can be said for food additives and preservatives. Parents requiring this option may elect to find a nanny or in-home provider who can meet these preferences. A select few commercial daycare centers may offer meals in this fashion…at a price, of course. Parents should speak up with any food allergies or items that should not be served to THEIR child. That is an accommodation that should be easily met.

**Are Environmental Practices Followed?**

Teaching kids to be environmentally responsible can start in small steps. For starters, teach youngsters the 3 R's of recycling: reduce, reuse and recycle. Many green conscious families want the same efforts used at their child's daycare setting. So ask potential providers about their recycling efforts and how children in their care are being encouraged to be green.
Six Ways to Help a Child Care Program Manage Your Child's Food Allergies

Joni Levine with Child Care Lounge posted the following helpful food allergy information for parents and providers on the About Child Care Forum and agreed to have the information passed along. If your child has food allergies, you may be accustomed to taking the necessary precautions and managing allergic reactions. When your child is in child care, you will no longer be there to prevent or respond to their food allergies. Your child is too young for you to rely on them to manage their own health; therefore, close communication is key.

1. When possible, select a caregiver that has had training on how to recognize and respond to food allergies.

2. Pack all of your child's meals. Ask the program director or provider not to feed your child anything without your approval.

3. Prepare a written emergency treatment plan to be followed in the event your child has an allergic reaction. You should include a list of all allergens, signs of an allergic reaction, and types and doses of medications to be used. Identify a protocol for an emergency; be sure to include contact information for you and your child's doctor.

4. Ask the child care program manager to make sure all potential providers are aware of your child's allergies and that they have access to the written emergency treatment plan.

5. Have your child wear a Medic Alert bracelet.

6. Ask your providers to discourage the practice of food sharing. They should be particularly alert during special events such as picnics or parties.

Ages and Stages: Basic Formats of Development

This is a part of this field that has had 100’s of books written about it so we are NOT going to write a complete text on ages and stages. What this section is designed to do is give you a snapshot and a place to put your own ideas as to the normative development for different age ranges. If you are new to the field or feel that you do not have enough information on a specific age group, we urge you to attend training for teachers in the age group you feel you need more understanding about.

You can also visit the internet, local library, watch good training videos or spend time observing the children in your program. It is important to recognize what is normal and what is above and below the normal curve. These children will need special services.

Development generally progresses from the top of the body down the trunk, from the center of the body to the extremities, from large motor to fine, and from concrete to abstract. These basic principles cover development throughout childhood.
Examples of top to bottom development
This is the process by which the development of the child starts at the top of the body and progresses down the trunk and to the end of the feet. This process - in conjunction with center to extremities, and large to fine motor development - explains the progression of motor development. This is descriptive of typical development. Deviations do occur.

- Neck control before shoulder control
- Purposeful eye movement before purposeful mouth movement
- Rolling over: child can turn shoulders first, then hips
- Can control eating before eliminating

What other examples are there? ________________________________

Examples of center to extremities development
- Swing arm before flip hand
- Crawling (hip joint) before walking (ankles)
- First sense to fully develop is smell, last is touch
- Accuracy with hammering (shoulder) before accuracy with paint brush (fingers)

Other examples: ____________________________________________

Examples of large motor to fine
- Swallowing liquids to chewing and swallowing solids
- Finger painting to calligraphy
- Kicking a soccer ball to playing hacky-sack
- Crawling (thighs and other large muscles) to walking (foot placement and balance throughout the body)

Other examples: ____________________________________________

Examples of concrete to abstract
- Infants need dolls to hold, school-aged children can have virtual pets
- Development of object permanence (things that I can see and touch are real- things can exist outside of my area of perception-things can exist that I have no sensory information about)
• One to one correspondence before algebra
• Some rocks are crystals is understood before the rock cycle can be grasped

Other examples: __________________________________________________________

What exceptions to these rules are there? ___________________________________

___________________________________________

Children progress through various stages of development at a predictable rate. They generally follow the same steps, and arrive at the same place; functional adulthood. There will be variation in the timing of the steps. Some children progress steadily from step to step and others move forward in fits and starts. Both are normal. Some children progress steadily in all areas and others seem to put other areas on hold while moving forward in a particular area.

The areas of development are:
• Fine Motor
• Gross Motor
• Cognitive
• Verbal
• Self Help
• Social/ Emotional
• Self Concept/Spiritual

We will be focusing on the first six of these areas. There are many ways to break down the development of children from birth to 12 years. For ease of use we are going to use one-year age brackets for the first five years, and then go in two/three year groups for the remainder.
# First Year
## 0-12 Months Olds

<table>
<thead>
<tr>
<th>Category</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fine Motor Developments</strong></td>
<td>Holding items between thumb and fingers</td>
</tr>
<tr>
<td></td>
<td>Swallowing solid food</td>
</tr>
<tr>
<td><strong>Gross Motor Developments</strong></td>
<td>Rolling from back to front</td>
</tr>
<tr>
<td></td>
<td>Crawling, hitching, or creeping</td>
</tr>
<tr>
<td><strong>Cognitive Developments</strong></td>
<td>Recognizes familiar objects</td>
</tr>
<tr>
<td></td>
<td>Uses games like peek-a-boo to learn object permanence</td>
</tr>
<tr>
<td><strong>Verbal Developments</strong></td>
<td>Gains a sense of the rhythm of their language</td>
</tr>
<tr>
<td></td>
<td>Understands many words</td>
</tr>
<tr>
<td><strong>Self-Help Skills Acquired</strong></td>
<td>Holding bottle</td>
</tr>
<tr>
<td></td>
<td>Sitting, unsitting</td>
</tr>
<tr>
<td><strong>Social Developments</strong></td>
<td>Recognizing caregivers/strangers</td>
</tr>
<tr>
<td></td>
<td>Communicates moods</td>
</tr>
<tr>
<td><strong>Specific Challenges</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Second Year
1 Year Olds

<table>
<thead>
<tr>
<th>Category</th>
<th>Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fine Motor Developments</strong></td>
<td>Turns pages</td>
</tr>
<tr>
<td><strong>Gross Motor Developments</strong></td>
<td>Walks with few falls</td>
</tr>
<tr>
<td><strong>Cognitive Developments</strong></td>
<td>Object permanence</td>
</tr>
<tr>
<td><strong>Verbal Developments</strong></td>
<td>Has an expressive vocabulary of 100 words</td>
</tr>
<tr>
<td><strong>Self-Help Skills Acquired</strong></td>
<td>Feeds self</td>
</tr>
<tr>
<td><strong>Social Developments</strong></td>
<td>Becomes aware that others own things</td>
</tr>
</tbody>
</table>

**Specific Challenges**
<table>
<thead>
<tr>
<th>Third Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Year Olds</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fine Motor Developments</th>
</tr>
</thead>
<tbody>
<tr>
<td>First stage of drawing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gross Motor Developments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Runs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognitive Developments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong sense of order</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verbal Developments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wider use of verbs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Self-Help Skills Acquired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help with toileting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Developments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong need for approval</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specific Challenges</th>
</tr>
</thead>
</table>
### Fourth Year

#### 3 Year Olds

<table>
<thead>
<tr>
<th>Development Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Motor Developments</td>
<td>Can turn individual paper pages</td>
</tr>
<tr>
<td>Gross Motor Developments</td>
<td>Tricycle riding</td>
</tr>
<tr>
<td>Cognitive Developments</td>
<td>Remember what happened yesterday</td>
</tr>
<tr>
<td>Verbal Developments</td>
<td>Beginning humor “dancing chicken”</td>
</tr>
<tr>
<td>Self-Help Skills Acquired</td>
<td>Can use the toilet</td>
</tr>
<tr>
<td>Social Developments</td>
<td>Very focused on role-playing</td>
</tr>
<tr>
<td>Specific Challenges</td>
<td></td>
</tr>
</tbody>
</table>
**Fifth Year**

**4 Year Olds**

<table>
<thead>
<tr>
<th><strong>Fine Motor Developments</strong></th>
<th>Uses scissors to cut out pictures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gross Motor Developments</strong></td>
<td>Pump on a swing</td>
</tr>
<tr>
<td><strong>Cognitive Developments</strong></td>
<td>Understands gradation “This one has more”</td>
</tr>
<tr>
<td><strong>Verbal Developments</strong></td>
<td>Enjoys rhyming</td>
</tr>
<tr>
<td><strong>Self-Help Skills Acquired</strong></td>
<td>Can dress themselves</td>
</tr>
<tr>
<td><strong>Social Developments</strong></td>
<td>Social groups start forming</td>
</tr>
</tbody>
</table>

**Specific Challenges**
<table>
<thead>
<tr>
<th><strong>Sixth Year</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5 Year Olds</strong></td>
<td><strong>Fine Motor Developments</strong></td>
</tr>
<tr>
<td></td>
<td>Can write own name</td>
</tr>
<tr>
<td></td>
<td><strong>Gross Motor Developments</strong></td>
</tr>
<tr>
<td></td>
<td>Can skip</td>
</tr>
<tr>
<td></td>
<td><strong>Cognitive Developments</strong></td>
</tr>
<tr>
<td></td>
<td>Able to remember stories and repeat them</td>
</tr>
<tr>
<td></td>
<td><strong>Verbal Developments</strong></td>
</tr>
<tr>
<td></td>
<td>Uses 3-7 word sentences</td>
</tr>
<tr>
<td></td>
<td><strong>Self-Help Skills Acquired</strong></td>
</tr>
<tr>
<td></td>
<td>Generally uses words to accurately describe feelings</td>
</tr>
<tr>
<td></td>
<td><strong>Social Developments</strong></td>
</tr>
<tr>
<td></td>
<td>Takes turns often</td>
</tr>
<tr>
<td></td>
<td><strong>Specific Challenges</strong></td>
</tr>
</tbody>
</table>
## The Transition Years
### 5 – 6 Year Olds

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fine Motor Developments</strong></td>
<td>Increasing dexterity with writing letters and numbers</td>
</tr>
<tr>
<td><strong>Gross Motor Developments</strong></td>
<td>Frequently can swing a bat and hit a stationary ball</td>
</tr>
<tr>
<td><strong>Cognitive Developments</strong></td>
<td>Has internalized gender roles of the society</td>
</tr>
<tr>
<td><strong>Verbal Developments</strong></td>
<td>Very interested in what “might” be</td>
</tr>
<tr>
<td><strong>Self-Help Skills Acquired</strong></td>
<td>Bargaining as a way to get desired result</td>
</tr>
<tr>
<td><strong>Social Developments</strong></td>
<td>Very interested in what is fair</td>
</tr>
<tr>
<td><strong>Specific Challenges</strong></td>
<td></td>
</tr>
</tbody>
</table>
# The Middle Years
## 6 to 9 Year Olds

<table>
<thead>
<tr>
<th><strong>Fine Motor Developments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Skilled at using scissors and small tools</td>
</tr>
<tr>
<td>Can tie shoelaces</td>
</tr>
<tr>
<td>Copying designs and shapes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Gross Motor Developments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Good sense of balance</td>
</tr>
<tr>
<td>Can catch small balls</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Cognitive Developments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The lawyer is born</td>
</tr>
<tr>
<td>Enjoys planning and building</td>
</tr>
<tr>
<td>Longer attention span</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Verbal Developments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Like to talk; often use language to tell stories and express feelings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Self-Help Skills Acquired</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Live a world of games, rituals and humor inhabited only by children</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Social Developments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Like to take on responsibility</td>
</tr>
<tr>
<td>Have a rigid sense of right and wrong</td>
</tr>
<tr>
<td>Strong desire to perform well</td>
</tr>
<tr>
<td>Seeks a sense of security in groups, organized play and clubs</td>
</tr>
</tbody>
</table>

| **Specific Challenges** |
## Preadolescent Years
### 9 to 12 Year Olds

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Motor Developments</td>
<td></td>
</tr>
<tr>
<td>Gross Motor Developments</td>
<td></td>
</tr>
<tr>
<td>Cognitive Developments</td>
<td>Ask many questions and want thoughtful answers</td>
</tr>
<tr>
<td>Verbal Developments</td>
<td></td>
</tr>
<tr>
<td>Self-Help Skills Acquired</td>
<td>Are often careless about their clothes, room and body cleanliness</td>
</tr>
<tr>
<td>Social Developments</td>
<td>Develop strong interests and hobbies</td>
</tr>
<tr>
<td>Specific Challenges</td>
<td>Girls often have a sudden growth spurt</td>
</tr>
<tr>
<td></td>
<td>Global problems and social injustice</td>
</tr>
</tbody>
</table>
### Early Teen Years
#### 12 to 14 Year Olds

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Motor Developments</td>
<td></td>
</tr>
<tr>
<td>Gross Motor Developments</td>
<td>Awkward because of rapid growth rate</td>
</tr>
<tr>
<td>Cognitive Developments</td>
<td></td>
</tr>
<tr>
<td>Verbal Developments</td>
<td></td>
</tr>
<tr>
<td>Self-Help Skills Acquired</td>
<td>Adopt extremes and fads in clothing, speech, handwriting and mannerisms</td>
</tr>
<tr>
<td>Social Developments</td>
<td>Extremely critical of their parents and home</td>
</tr>
<tr>
<td>Specific Challenges</td>
<td></td>
</tr>
</tbody>
</table>
Assessment

Knowing the norms of development will help you to be able to spot variations. Within the first three years the need to detect deficiencies is particularly important. Many of the “sensitive periods” of children’s overall development happen during this period. Uneven or delayed development in the age-range can result in life-long learning challenges without services. If delays are noted and the child receives services, it is often possible to recover most or even all of the delay. If the deficiency cannot be ameliorated, then the coping mechanisms can become so ingrained as to make them second nature such as speaking with sign language instead of verbal language.

If you suspect a delay or aberrant ability, document your findings and discuss the concerns with the parents. Hopefully the parents will agree to a thorough screening by professionals trained in this area. Even if they do not, it is your responsibility to call your local Early Childhood Intervention agency. With their assistance, you should be able to get the child the services they need. This is a time where your teamwork skills will be crucial. It occasionally happens that a family is unwilling or unable to accept that the child has a delay or a significant challenge and will reject services. If this creates a situation where you cannot serve the needs of the child in your program, you may have to take the family off enrollment.

Development Assessment (Appendix provides example chart)

The methods for evaluating a child’s development are numerous. When looking at the development of an infant or toddler, developmental checklists are the most common tools utilized. They can also be used for older children, but skill tests are used as well. For instance: you may be checking to see how a child is doing in fine motor skill development, so a series of skill tests are presented to the child. These might include cutting a three inch wide strip of paper, pouring liquid into a container (milk into a cup), building a tower as high as the table, pedaling a tricycle and tracing a shape with a drawing tool.

Evaluation can be a checklist, evaluation of their portfolio, or other forms of assessment. What you are looking for is a continuation on a developmental path or significant deviation from the norm. Variation above or below the norm should cue you to alter your teaching methods for that child. Ask special needs professionals for assistance in tailoring your program to challenge and meet the needs of the child.

Most of the time, the assessment will show normal progression. Frequently taking time to step back from the day-to-day work with a child allows you to see him/her more clearly. Take time to appreciate the progress made and the child’s special talents. Use the child’s talents as a springboard for curriculum development for the next semester, month, or year. The notes from the evaluation will be a great thing to share with the parents. Share the accomplishments as you shared the work of educating and supporting their child.

Additionally periodic assessment of the class as a whole and the methods being utilized is important. What skills are in evidence in the class as a whole and what areas need support? Are the rules for guiding behavior appropriate? Are the activities serving the needs of the current group of children? Is the class able to change from one task to another effectively: i.e. from center time to hand washing for snack? Or are there many
disruptions and negative behaviors? Does the class have a pleasant sound most of the time or are the frequent outbursts of strident voices or conflict?

These types of evaluations can lead to the goals for the curriculum. Each group is different and very much need to have different activities and challenges. Some programs schedule teacher in-services a couple of weeks after the beginning of the term so that an evaluation of the class and the methods can be performed once the teachers have gotten a chance to know the class. This method of assessment can avoid periods of teacher frustration and class malaise.

**Developmental Levels**
It is important to know what the children are developmentally ready for, and how to support their growth. The developmental stages are predictable and sequential. The specific ages that a child reaches any specific milestone depends on their ability and support of their environment.

**Young Infants (0-8 months)**
- Has limited, purposeful movement.
- Is fed all food.
- Has no expressive language.
- Enjoys watching faces.
- Moves body in response to noises in the environment.
- Exploring fingers, toes, etc.
- By the end of this period, getting things to mouth successfully.
- Teething
- Recognizes familiar faces, voices, and scents.
- Enjoys the sound of adult voices in song, speech, and stories.

**Older Infants (6-14 months)**
- Can crawl, creep or hitch.
- Can feed themselves some.
- Recognizes familiar words.
- Can communicate with body language.
- Starts to play games (peek-a-boo, ball, etc.).
- Gets into and out of sitting position.
- Experiences stranger anxiety.
- Starts to pull up and cruise.
- Babbling and using a few words.
- Is working on object permanence.

Possible goals would include having non-mobile infants increase large motor control in the abdomen and back to assist in rolling and sitting. Activities to support this are tummy time with a mirror under the baby, infant massage and sitting with the assistance of teacher’s legs or a “boppy.”
Young Toddlers (10-30 months)
- Can feed themselves well.
- Recognizes familiar words.
- Communicates with others through speech, sign, and body language.
- Begins to separate from caregivers.
- Enjoys games and stories repeated often.
- Is concerned by incompleteness (open drawers).
- Has a strong sense of order.
- Has a need to use the rotator cup.

Older Toddlers (24-36 months)
- Can feed themselves well.
- Begins to use words in defense.
- Is able to climb stairs effectively.
- Understands two-part instructions.
- Are exploring their independence.
- Enjoys pushing and pulling.
- Has lots of parallel play.
- Enjoys building things high.
- Fascinated by cause and effect.
- Interested in helping (on their terms).
- Needs lots of warning of change (predictability equals safety).

Helping Your Toddlers Grow

Socially and Emotionally
- Self-centered
- Family and class is the child's social life
- Wants to do things for self
- Feelings swing suddenly
- Shows emotions openly (anger, frustration, happiness, jealousy) but is self-centered
- Fears
- Short attention span

Physically
- Brains grow fast. Read and talk to the children.
- Will need to learn to toilet at own speed.
- All teeth will be in by three years of age.
- Need to move a lot to grow and learn.
- May move fast and want to touch everything.

Mentally
- Uses senses (eyes, hearing, touch, and smell, taste) to learn about the world
- Learns by repeating actions over and over
- Watches what others are doing and copies.
- Learns by doing daily activities, dressing, seating, sitting at the table with others, doing chores, watching how things work, going on errands.
- Is curious. What to explore and see how things work.
- Is self-centered. Believes that he/she is at the center of the world and can control things.
- Can name items

Behaviorally
- independent
- have a hard time sharing
- act without thinking
- may throw temper tantrum
- try to get own way
- do not have self-control
- favorite word is "no"
- plays beside other children not WITH them
- likes to do things for self
- likes to be helpful and please adults

Inclusion
Inclusion is the process of having children who are developing above or below the normal range in a class with children who are at the normal range. This can be Gifted and Talented or kids with delays. Sometimes the same child can be gifted and delayed. Any special needs child will need to have an individual education plan (IEP) or an individual family education plan. This is a road map for your teachers and staff as well as the family as to “how to serve the best needs of that child.” The plan would be developed by the parents and professionals serving the child.

Following these plans are what inclusion is all about. Children should be placed in the least restrictive environment that can meet their needs. What does this mean for your program? Do you have to include this child? How do you staff a program with a child that requires special attention?

If Albert Einstein’s parents tried to enroll him in your program, he would alter the flow so you MUST make reasonable accommodations. For example, if Albert would like to talk to the ants on the playground instead of playing with the kids, this is a reasonable accommodation; providing a theoretical physics lab is not a reasonable accommodation. Reasonable accommodation does not mean providing one-on-one care for a child without additional compensation. Luckily; however, most special needs do not require this level of care. For example: Downs Syndrome, learning disabilities, speech delay, and sensory integration.

Your staff will need training about what this means to their classroom. This is generally free from either the school district or Early Childhood Intervention Vendor (1-800-250-2246).

Terminology
Child first: The child should always come first in our thoughts and actions. Place the child before their disability. Carrie has asthma, not the asthmatic child is Carrie.

IEP - Individual Education Plan: Each child should have an individual education plan, no matter what their abilities or needs. You need to know where you are taking the child.
This provides a road map. Children with challenges often have one drawn up by their parents and educational team that the classroom teachers can refer to as a guide.

*Therapist:* Someone who works to implement a particular therapy, such as speech, auditory, motor, or behavioral

**ADD - Attention Deficit Disorder**

**ADHD - Attention Deficit Hyperactivity Disorder**

**ODD - Oppositional Defiant Disorder**

**ED - Emotionally disturbed**

**PDD - Pervasive Developmental Delay:** Severe and pervasive impairment in several areas of development.

**Autism:** A spectrum of disorders characterized by marked deficits in communication and social interaction, preoccupation with fantasy, language impairment, and abnormal behavior, such as repetitive acts and excessive attachment to certain objects.

**Asperger’s Syndrome:** A milder variant of Autism.

**Sensory Integration Dysfunction**

**Cerebral Palsy**

**Downs Syndrome**

**Failure to thrive**

**Inclusion**

*Teaching Team:* All the people who work together to foster the educational, emotional, and physical development of a child or group of children.

**Online Resources:**

**LEARNING THROUGH PLAY**

*Teachers (and parents) set the stage for learning, and preschoolers eagerly accept the challenge. By Diane Trister Dodge and Toni S. Bickart*

When preschoolers play, they take the initiative: choosing where they want to play, coming up with ideas, and trying them out. However, this doesn't mean that their teachers do nothing but move around and watch. Rather, teachers have an important role in helping children learn through play.
Teachers set the stage for children's learning by selecting materials they know will engage preschoolers and organizing them effectively in interest areas. They provide guidance if children need help and ask questions to spark children's thinking while allowing and encouraging them to experience the power of feeling in charge of their own learning. In any one play period, your child might choose to work on a puzzle, build a block tower, look through a familiar book and retell the story, and play a game with a friend. When she's free to follow her interests, learning happens naturally.

Take playing with blocks for example. When your child can:

- Balance one large block on top of another, she is learning to control and coordinate small muscles.

- Place blocks of the same size together, she is learning to classify and sort objects by size, shape, and function.

- Experiment to see how high she can stack blocks until the pile falls, she is learning to predict cause-and-effect relationships.

- Judge how many blocks are needed to fill a space, she is learning to estimate and use addition and subtraction.

When babies play, they are learning about themselves and the world around them. Play encourages social growth, language growth, problem solving and imagination. In this section you will find exciting ways to encourage your baby to use play to explore the world.

From bubble blowing to blocks, from stuffed animals to stacking toys, babies love to learn through play. You can help your deaf or hard of hearing baby encounter the language that children with normal hearing experience as they learn from their play. You will find ways to expand everyday activities into creative play, and ways to support your baby's first attempts at exploring fantasy and imagination.

Play IS Learning
Babies spend lots of awake time exploring the world through play. To adults, it might look like the baby is “just playing around.” In fact, the baby is learning many new skills. For a baby, play is the best time for learning.

What is a baby learning while she mouths a toy or kicks her mobile over and over again? By the end of three months, a baby will make a little game of reaching and swatting at a mobile or hanging object. She discovers how to coordinate her hands and eyes to reach it. She learns that she can make the movement happen. These are big discoveries that stimulate her thinking skills. Let’s look at some more examples:

*What does the baby learn when…*

“*Oh boy, when I get this off, I can chew on it and play with my toes!*”
• The feat of finding his feet! This takes coordination of the eyes and hands and problem solving.
• A baby’s mouth is a “touch center” that has lots of nerve endings. Mouthing tells a baby a lot about what he puts in his mouth.

“How am I gonna get all these toys in the bucket? If I turn it over, can I dump them all out?”

• Hand/eye coordination
• Thinking skills as he solves new problems
• That his actions cause things to happen

“If I pull my blanket over me, I bet somebody will play peek-a-boo with me!”

• To start up games with others
• That she can socialize with others
• That she can take turns with family members playing “peek,” smiling and laughing.
• Conversations are a game of taking turns too, so she is learning to take part in conversations.
• That people are there even when she can’t see them.

“Wow, I leaned over and picked this toy up. When I shake it, it makes sounds! I can do it again!”

• Large muscle skills
• Balance
• That his actions cause things to happen
• That if he tunes in and listens, he can hear the sounds with his hearing aids or cochlear implant
For all babies, play is chock full of learning opportunities. When a baby is deaf or hard of hearing, families can use play to encourage the following L’s:

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<th>Language</th>
<th>Listening</th>
<th>Looking &amp; Communicating</th>
<th>Learning</th>
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<td>Self Help Skills</td>
<td>Cognitive Skills</td>
<td>Verbal Skills</td>
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<td>Table Games/ Work</td>
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<td>Blocks &amp; Building</td>
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<td>Outdoor Play</td>
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# The Ultimate Guide to Learning through Play

By Rory Halperin

Find out which toys can help boost your child's brain power.

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<tr>
<th>Ages</th>
<th>What Children Are Learning</th>
<th>Best Types of Toys</th>
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<tbody>
<tr>
<td><strong>Birth to 6 Months Old</strong></td>
<td>During the first six months of life, babies are using their eyes, ears, feet, hands, fingers, and mouths to explore their environment. As they reach the 6-month mark, they can focus their eyes, respond to different sounds, lift their heads while lying on their stomachs, roll over, and grasp items like rattles and small toys.</td>
<td>It's important to provide infants with playthings that give them a variety of tactile and visual experiences (different textures, colors, and patterns). Mobiles, crib mirrors, activity gyms, rattles, stuffed animals, bath toys, cloth blocks, teethers and cloth or board books all stimulate the senses. Avoid toys that have sharp edges or small pieces or that make loud noises.</td>
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<td><strong>6 to 18 Months Old</strong></td>
<td>Gross-motor skills are developing as babies start to hold items, sit up, stand, and eventually walk. Thanks to advanced finger and hand dexterity, they initiate contact with the world around them. Through trial and error, they learn to lift, push, and pull. By the time babies are about 1 1/2 years old, most can understand the concepts of object permanence and cause and effect.</td>
<td>Peek-a-boo discovery toys and hide-and-seek games enforce the concepts of object permanence (the idea that objects and people are still there even if you can't see them); pop-up toys -- like jack-in-the-boxes -- and busy boxes demonstrate cause and effect (when I do one thing, something else happens). Soft blocks and dolls, balls, cloth and board books, nesting blocks, and stackers are also good options.</td>
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<td><strong>18 Months to 3 Years Old</strong></td>
<td>Toddlers are imaginative and like to mimic what they see in the real world (Mom giving a baby a kiss, Dad cooking). They begin to show preferences and emotional attachments to people and objects. Language skills are developing rapidly, and children are able to conceive complex ideas and thoughts. They are also becoming much more independent (for example, feeding and dressing themselves).</td>
<td>Choose toys like shape sorters, puzzles with knobs, lacing toys, and building blocks to boost hand-eye coordination. Pretend kitchens, tool benches, and other props allow toddlers to imitate adults. Toddlers are very active, so they need toys that let them run, walk, and push (push and pull toys, small wagons, and tricycles). Encourage creativity with an easel and non-toxic art supplies or with everyday items like boxes.</td>
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<td><strong>3 to 5 Years Old</strong></td>
<td>Peers become more important as children move from parallel play to group play. Through fantasy and pretend play -- having tea parties and playing store and school -- kids learn about different relationships and roles. Children this age are learning social skills, practicing</td>
<td>Dress-up clothes, pretend kitchens, puppet theaters, and other props foster preschoolers' imagination. Simple board games, like Chutes and Ladders and Candy Land, are a great introduction to rules; rhyming, word, and memory games encourage language and cognitive development.</td>
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negotiation, and beginning to understand rules. They are also fine-tuning their art skills. Concentration level and hand-eye coordination also improve. Skills. Blocks, train sets, tape players with microphones, and other open-ended toys nurture storytelling and creativity.

| 5 Years Old and Up | As children enter elementary school, they begin to master the concepts of teamwork, problem-solving, trial and error, strategic planning, and logic. Fine-motor skills and social skills such as turn-taking, cooperation, and rule-setting are also refined. School-age children begin to identify activities they enjoy and excel in, from music to science to sports and art. | Board games, brain teasers, and card games teach kids about rules, working together, and complex thinking. Kids this age enjoy starting collections -- cards, coins, shells, and so on. Educational and creative computer software hones hand-eye coordination and spatial skills, but be sure to provide outdoor toys (jump ropes, balls, bikes) to keep kids active, as well as science and art supplies (microscopes, painting sets) to inspire children's creativity. |


**Curriculum**

You can develop your own curriculum, buy packaged programs, or blend the two methods. The curriculum should be developmentally appropriate, fun, and challenging. If children are not being challenged in some areas, your curriculum is not developmentally appropriate. If it does not allow the children a high level of success, it is also not developmentally appropriate. You must make sure the children have a blend of activities that are comfortable and challenging.

Curriculum is a cycle which supports the children for whom it is being utilized. The first portion of curriculum is evaluation. There are two types of evaluation; there is developmental assessment of the child and an assessment of the environment. After the assessment is complete, that information is used to create goals. The goals can either be specific to each child or general to the group of children. The goals lead to the selection of activities.

These activities are the basis of the planned learning activities. After the children have completed the activities, the adults once again evaluate, recognizing what worked well, if there is progress and adjusting the goals as needed. Together these elements are a complete curriculum. If an element is left out, the program is unbalanced. If you have not seen where the class or child is developmentally, or where you want to support their growth, how can you design lessons for them? In sections to come, there are examples of tools that could be used to meet the curriculum needs for that age.

*To get started, you will work though one lesson-plan step-by-step using the four-year-old age group as an example. The curriculum guide provided will serve as our guide. The subject is dinosaurs.*
**Art**

Given these guidelines and what we know about the fine motor abilities of four-year-olds, we will need to have some cutting work, some gluing work and find a way to word one-on-one correspondence. You might want to have two-person art projects, or small group projects to help with their growing friendships.

<table>
<thead>
<tr>
<th>Art</th>
<th>Begin work on Chinese style multi-person puppet.</th>
<th>Cut out dinosaur pieces for paper bag puppet.</th>
<th>Work more on group puppet.</th>
<th>Cutting and pasting dinosaurs to match number cards</th>
<th>Parade around in group with puppets</th>
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<tbody>
<tr>
<td></td>
<td>Trace dinosaur stencils</td>
<td>Assemble puppet</td>
<td>Make dinosaur costumes for dramatic play center.</td>
<td>Work on a group puppet</td>
<td>Make collage of favorite dinosaurs</td>
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</table>

**Group**

In planning group time you will need to find opportunities to ask open-ended questions and record their words. Again, we need to be aware of their needs, and what skills are just over the horizon.

<table>
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<tr>
<th>Group</th>
<th>Introduce subject</th>
<th>Look at show and share objects brought in.</th>
<th>How big do you think they were?</th>
<th>Are dinosaurs scary? (vote &amp; chart)</th>
<th>List as many dinosaurs as they can.</th>
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<tbody>
<tr>
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<td>Ask what they know-record &amp; post</td>
<td>Discuss carnivores and herbivores.</td>
<td>Chart answers (have a vote)</td>
<td>Follow up with discussion of why or why not.</td>
<td>Have the students share info one at a time about their favorite dinosaur (only 2 reports per type).</td>
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<td>Explain that they don’t live anymore, and what we know is based on fossils.</td>
<td>Introduce new dinos.</td>
<td>Discuss some of the smallest dinos and some of the largest.</td>
<td>What have you learned about them that you didn’t know?</td>
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<td>Show fossil, or bone</td>
<td>Share news of the day.</td>
<td>Read story</td>
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**Fine Motor**

Much of what you will be doing in this area for four-year-olds will be in the art center; however, you will also want to introduce manipulatives that are relevant to the subject, or that are fresh. You cannot always have materials that reflect the subject, but you should rotate the toys to keep interest up.

<table>
<thead>
<tr>
<th>Fine Motor</th>
<th>Put out animal puzzles</th>
<th>Scales with toy dinosaurs to weigh</th>
<th>Texture table with buried bones (brushes and shovels to excavate)</th>
<th>Do rubbings of different textures looking for dinosaur skin.</th>
<th>Dry transfer with tongs and dinosaur related items.</th>
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<tbody>
<tr>
<td></td>
<td>Play dough (cookie cutters)</td>
<td>Potato Heads</td>
<td>Marble works</td>
<td>Large Lego’s</td>
<td>Shaving cream</td>
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</table>
Curriculum Needs
The curriculum for each age needs to reflect their needs. All age levels need to address the areas of fine motor, large motor, self-image, verbal development, individual goals, creativity, social skills, and cognitive development. These need to be presented in a simple manner.

Young Infants (0-8 months)
- Move them around, change their view.
- Hold, feed, and talk.
- Model speech, hold conversations
- Place them in front of mirrors
- Put them on your belly and let them look at you and talk to you.
- Put rattles on feet and in hands for them to discover.
- Play different types of music. Also allow for silence.
- Keep frozen clothes, teethers, etc on hand for sore gums.
- Wear different scents from time to time.
- Read books.
- Sing songs.
- Build things for them to knock down.
- Give them interesting visual images to see.
- Have different fabrics for them to feel.

Older Infants (6-14 months)
- Provide space to move in and interesting destinations.
- Allow plenty of time for eating, and sample new foods.
- Focus on themes to bring out new vocabulary.
- Teach some baby sign language.
- Play floor games.
- Provide things at different heights to encourage reaching.
- Introduce new faces safely.
- Have fun art activities.
- Recognize new words and give lots of reinforcement for them.
- Play peek-a-boo with toys, blankets, people, and anything else.
- Have books for them to explore.
- Provide dump and fill buckets.

Young Toddlers (10-30 months)
- Allow plenty of time for eating, and sample new foods.
- Play rhyming games. Sing favorite songs.
- Continue to teach signs and new words.
- Allow for safe exploration by being accessible (sit on the floor).
- Have story time at least once a day.
• Provide opportunities for opening and shutting.
• Have well defined centers, and encourage replacement of materials.
• Have soft balls to throw, and/or hammer tables.
• Have matching games.
• Be alert to aggression.
• Have play dough and art supplies out and available.
• Allow lovies.
• Invite the world into your class and take the class outside.

Older Toddlers (24-36 months)
• Have more foods that require the use of tools (spoons, forks)
• Model appropriate words, “Don’t hurt my body.”
• Act as a translator in social conflict.
• Have a vertical element in the room if possible.
• Ask for what you want simply.
• Change toys often.
• Have things that indicate this is their space.
• Have trucks, cars and riding toys.
• Make sure every center has room for at least three children.
• Have a well equipped block center with lightweight blocks.
• Have an opening and closing center.
• Provide opportunities for helping (on their terms).
• Provide lots of warning of change (predictability equals safety).
• Have different types of manipulatives for building/linking.
• Provide opportunities for serration exploration.
• Have props in the dramatic play center that are familiar.
• Have two to four puzzles available.
• Provide opportunities for cutting and pasting.
Sample Blank Infant Lesson Plan

Group ___________________ Week of ___________________

Theme ________________________________________________

Health/Self Help Focus __________________________________

Featured Music _________________________________________

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### Infant Curriculum
- Focuses on motor skills
- Should be goals based
- Individualization needs to happen
- Needs to involve books, stories and songs
- Can include elements like infant massage
- Include toys/equipment highlighted
- Group times possible with small groups (2-4)

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**Toddler Curriculum**

- Language stimulation is key
- Can be theme based
- Needs to address different centers
- Large motor activities need to be listed daily
- Start group times as part of daily routine
- Have many opportunities for art (they will eat it)
- Highlight specific self-help skills
- Books can be a bit longer, repletion will be required
- Repeat topics often

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Two Year-Old Curriculum
- Language stimulation
- Social interactions
- Opportunities to widen their world
- Repetition, repetition, repetition
- Separation challenges
- Story time
- Units based on their world (shapes, colors, pets)
- Have visitors come and talk

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**Three Year-Old Curriculum**

- Computers can be introduced
- Circle time adds daily reports
- Units can be a bit wider (farms for city dwellers)
- Self help skills
- Their place in the world
- Scissor skills
- Dictation
- Varied writing utensils

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### Four Year-Old Curriculum
- Starting tracing
- One-to-one correspondence solidified
- Beginning letter recognition
- “Best friends”
- Block play expands
- Dramatic play explodes
- Verbal skills allow them to do felt boards
- Helper charts

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Five Year-Old Curriculum
- Reading readiness
- Simple Addition
- Developing sense of own skills
- Dictation books
- Longer term projects
- Field trips linked to units
- Skipping
- Number recognition

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The Transition Years
Five and Six Year-Old Curriculum

- Basic addition, subtraction
- Letter recognition
- Emerging interest in history
- Rough housing
- Beginning reader
- Longer attention span
- Time concepts

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The Middle Years
Six to Nine Year-Old Curriculum

- Addition/subtraction/multiplication
- Reader
- Virtues training very helpful
- Helping
- Niche learners
- Money, time concepts
- Geography
- Slang elimination

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The Preadolescent Years  
Nine to Twelve Year-Old Curriculum

- Science
- Cooking
- Advanced Basic Math
- Adventures
- Reader
- Computer research
- Drama, fine arts

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The Early Teens
Twelve to Fourteen Year-Olds

- Advanced problem solving skills
- They plan some activities
- Service projects
- Public speaking
- Social graces
- Social identity

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### SAMPLE COMPLETED LESSON PLAN

Week of **March 17**  
Theme: St. Patrick’s Day, Green, make Shamrocks

Skills/Concepts to emphasize: Describe weather using rainy, sunny, calm & windy. Cutting and tearing paper along designated lines.

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<tr>
<td><strong>Group time</strong> (songs, stories, games)</td>
<td><strong>Talk about March weather. – check knowledge</strong></td>
<td><strong>Introduce new vocabulary about weather</strong></td>
<td><strong>Discuss yesterday’s field trip Chart types of grass.</strong></td>
<td><strong>Shamrocks as a luck symbol</strong></td>
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<td>Number: 14, Alphabet: M</td>
<td><strong>St. Patrick’s Gold, Lucky, Grass</strong></td>
<td><strong>I Know My Colors Mouse Paint</strong></td>
<td><strong>Where is Ireland? What was the weather on the walk?</strong></td>
<td><strong>St. Patrick’s Gold</strong></td>
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<td><strong>I Know My Colors</strong></td>
<td><strong>Show and Share</strong></td>
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<td><strong>Review of concepts</strong></td>
<td><strong>Video day</strong></td>
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<td><strong>Special activities</strong></td>
<td><strong>Make a rainbow</strong></td>
<td><strong>Shamrock headband</strong></td>
<td><strong>Finger painting with green shaving cream</strong></td>
<td><strong>Shamrock stained glass</strong></td>
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<td><strong>Shamrock rubbing</strong></td>
<td><strong>Shamrock collage</strong></td>
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<td><strong>Shamrock stained glass</strong></td>
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<td><strong>Outdoor activities</strong></td>
<td><strong>Blowing bubbles</strong></td>
<td><strong>Painting fence with green water</strong></td>
<td><strong>Blowing bubbles</strong></td>
<td><strong>Finger painting with green shaving cream</strong></td>
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**Dramatic Play**  
Green dress-up clothes

**Art**  
Easel painting (ensure blue, yellow, green and white are available)  
Paint daubers

**Sand and Water Table**  
Measuring toys  
Yellow and blue food coloring

**Blocks**  
Houses, People

**Table Toys**  
Puzzles  
Transparent color builders

**Library**  
Books on Ireland, M books, Color books

**Cooking**  
Irish potatoes  
Green milkshakes/smoothies

**Music/Movement**  
Dancing a jig  
Celtic music

**Computers**  
Reader Rabbit

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**Evaluation:** What worked well?

---

**What should be done differently next time?**

---

**Ideas of things to add**

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Guidance and Observation

One of our primarily roles as child care professionals is to help a child create a basic understanding of how the world works. One of the most powerful ways we do this is through the guidance that we provide. This guidance is the framework upon which the structure of this understanding rests. Our guidance is a way for children to learn the social rules of our society, and that actions have consequences.

All children need guidance. This is one of the few basically undisputed truisms in child education. Without limitations, children have low self-esteem, poor performance, negative self-image and low achievement in a variety of areas.

To be an effective leader at your center you will need to think about your guidance philosophy:

This begs the question, what exactly is guidance?

Is it discipline?
Is it spanking?
Is it time-out?
Is it redirection?
Is it praise?
Is it yelling?
Is it asking five times for something to be done?
Is it playdough?
Is it asking a child to clam down?
Is it restraining a child?
Is it biting a biter?
Is it hugs?
Is it lecturing?
Is it telling a child they won't get lunch if they don't clean up?
Is it modeling play?

All of these methods have been used to try to guide behavior. There is a great range of techniques that can fall under the heading of "guidance." For our purposes we are defining guidance as: tool and techniques an adult uses to reinforce desired behavior and detour undesired behavior.

The three basic types of guidance are punishment, indirect guidance and direct guidance. Punishment is the arbitrary imposition of a negative consequence for an action. Indirect guidance is the guiding of behavior by adjusting the environment. Direct guidance is shaping behavior through direct interaction with a child.

Discipline has very little if any place in quality education. Name calling and bullying is a child's way of internalizing this method of guiding behavior. Use discipline as rarely as possible.
INDIRECT GUIDANCE (*ideas, suggestions*)
Indirect guidance is an excellent method of minimizing the amount of work the teacher has to do to keep the classroom functioning well. This is a primary form of guidance in traditional Montessori programs.

*Balance the number of children and the age composition of the group with the number and experience of staff.*

Consideration needs to be given to more than legally required adult/child ratios. Appropriate placement of children balances the caregiver’s skills, experience and the children’s developmental needs. Inexperienced or new staffers need to be given time and opportunity to develop skills, confidence and supportive networks.

*Use routines and rituals to influence behavior.*

Routines help children to feel secure and enable them to predict what will happen next. Through the use of routines, children get to know what to expect and what is expected of them. They gain security from knowing when things like snack time will occur and can begin to guide their own behavior, reducing the need for as much adult supervision. This helps the caregiver’s and gives the children a sense of control.

Routines; however, need to be flexible and responsive to individual needs. For example; hungry, tired, restless or bored children, will have difficulty behaving appropriately if their needs go unmet. Similarly, if aspects of the routine are not useful change them, discuss changes with children so that they are aware.

Routines get adjusted for all sorts of reasons. Some children do not happily accept changes to their routine; therefore, plenty of warnings and reminders that changes are coming up may be necessary. This will offset distress and allow the children time to adjust and prepare themselves.

Children who have difficulty remembering routines (such as younger children or children with autism, A.D.H.D., developmental delays, learning difficulties, intellectual impairment, language difficulties, etc.) may benefit from visual reminders of the routine. Display a picture board with photos of various activities planned for the day, in the order they are to occur. Thus the child has something solid to refer to when they need to know what’s going on, something that also allows for their greater independence.

Picture displays of routines can be done as booklets, pocket photo albums, wall charts, poster boards or whatever suits your setting and the children in your care. As routines change between days and even during a day, pictures should be able to be moved and replaced (Velcro, Blu-Tack, hooks or clear pockets are good ideas for attaching photos).

Having rituals - doing things the same way everyday - provides children with a sense of security. This may be very important for some children, particularly those with developmental problems or even those who simply find their lives at home are...
unpredictable. For instance; preparing to go outside to play can be made into a ritual. “First we get our sunscreen on. Then we get our hats. Now we can go out to play.” Simple, but the act of repeating the sequence enables children to feel secure and develop greater independence in their actions.

*Have the physical environment provide clues and reminders of appropriate behavior.*

Children can regulate their own behavior more effectively if they know what is expected and appropriate within various areas. Clues as to what is appropriate within a certain area can be indicated by the materials/equipment set out, or by the pictures on display, or by the customary uses made of certain areas. As habits can take time to develop, it may be necessary to keep the same space arrangements for a time in order for the children to learn what is expected and where.

Arranging the classroom or play space thoughtfully will help to limit misbehavior. Keep “running lanes” to a minimum by staggering centers. Place centers that might need water near the sink. You should group loud centers such as block play, woodworking and dramatic play together and quiet centers such as art, reading and science together.

Other types of environmental clues to define specific areas can be rugs, hula hoops, fences or markings on the floor. For instance; using a fence to outline a playing field, a hula hoop to indicate where the Legos® must stay, or use a rug to indicate the area for story time or afternoon tea. Following a discussion of what is expected, such physical clues allow children to be more self reliant as they won’t have to check with adults so often to see if their actions are appropriate or not.

For some children - especially those who are tense or very active - space issues can be a problem. Children can feel worried about their space being imposed upon or they may stretch their play so that it invades another’s space. Marking appropriate/allotted space may help avoid unnecessary conflicts. For instance; using masking tape on table tops to define a child’s workspace, or giving individual trays for sand or water play so children can benefit from parallel play without having to share the materials directly.

*Plan a program that is reflective of the interests and appropriate to the ages, abilities and needs of the children in your care.*

Program planning and preparation of materials is an important part of indirect guidance. If children are interested and engaged in the experiences/activities offered then they will have little time to misbehave.

*If children are unruly then one of the first places to look is the richness and appropriateness of the program offered. It is much easier to change the program then it is to change children.*

Boredom is a major cause of misbehavior. If activities are too easy or too hard or offered too often then children will lose interest - or worse - they find other unacceptable or harmful ways to use materials to produce interesting results.

Pacing activities and expectations to suit individual children will similarly help reduce behavioral problems. If an individual child’s needs are not addressed then the child will
often react through their behavior. For instance; two children are in after-school care. One will want to eat and get outside and release the energies pent up throughout the day. The other may have struggled to concentrate and follow directions all day and simply wish to stop being directed about and veg out for a while. Expecting that either do other than their needs dictate will result in problems. Similarly, toddlers generally have relatively short attention spans, so expecting a toddler to attend to any adult selected task for long periods of time is not reasonable.

*Arrange activities so they attract interest and invite participation.*

Having material out and ready to go can stimulate children to become involved with little direction from adults required. How you arrange materials can also suggest their appropriate use.

*Arrange materials and equipment so that children can use them with minimum help.*

Children like to feel “big” and independent. Keeping things within children’s reach can make self-help easier.

*Store out of sight materials you’d rather children did not use.*

Only have out in view the materials that you are prepared to let children use. Store the rest out of sight so that you don’t have to continually retrieve them or enter into discussions about why people can’t have them.

*Model appropriate behavior.*

Take time to play in the centers. Through your actions, show the children what is expected in each center. Sit down with them during meals and eat as well. They will watch you and have a better idea of what you require of them.

*Arrange storage for toys and supplies near the area of expected use and near a surface appropriate for their use.*

Children need less guidance when things are well organized for them. For example; if puzzles are stored near a table they can be used on them. Then the habit of playing with puzzles at that table will easily develop and the problem of lost pieces will be avoided more easily than if puzzles were carried to other rooms.

Similarly, the need to caution children and supervise activities is reduced if they are carried out on suitable surfaces. For instance; anything involving fluids, food, paints, or glues should be done in areas with hard surfaces that can be fairly easily cleaned instead of on carpet. Toys that can scratch wooden floors may be better stored in carpeted areas.

*Equip the room and yard with sufficient play spaces for the number of children in the group*

It is a simple thing to count the number of possible play space to see how many children your room or yard can serve (Hildebrand, 1994). For example; with two bikes, two swings and a trampoline you have five spaces. Indoors you might have the set-up for two at painting, four in the homemaking corner and three at a puzzle table making nine play
spaces. There should be about fifty-percent more spaces than children in order to provide freedom of choice and suitable alternatives. For 14 children there should be twenty-one play spaces. Having well operating equipment that provides adequate play spaces will help keep harmony.

Another aspect to consider is social space (also referred to as “the territorial imperative” or territoriality). This refers to the area of space around a child that they feel belongs to them. The amount of social space needed varies with each child and if a child has some sort of turmoil in their life (birth of a sibling, parent separation, etc.) they may feel even less generous about accepting incursions on their space or their possessions. Perceived violation of this space can cause a child to feel discomfort and irritation. If they cannot achieve physical distance they may establish psychological distance from other children, retreating to solitary play with less social interaction (Hildebrand, 1994).

Caregivers can eliminate many guidance problems by avoiding crowding children in their various activities. If there are frequent behavior problems, then caregivers should look into the use of space and the number of children using the space. Reducing the number of children who can be in an area or an activity at the same time may reduce problems.

**DIRECT GUIDANCE (*ideas, suggestions)*

*Use redirection whenever possible*

Redirection simply means to direct a child away from inappropriate behavior, then guide her or him into a more appropriate activity. Redirection only works when there are good/appropriate choices available. For instance; if a child is misbehaving while she is waiting her turn at the water fountain, you cannot redirect her activity unless you have an appropriate transition activity to offer her instead.

Redirection often means spending enough time with the child to help show her concretely what you expect of her. Redirection and modeling quite often go hand-in-hand. For instance; if you want a child to quit throwing blocks and throw bean bags instead, it may be necessary to take the child by the hand, guide him or her to the bean bag toss, and play bean bag toss with the child for a while.

*Keys to effective redirection:*

- Active, hands-on participation of the adult.
- Specific alternate choices.
- Requests for appropriate actions.

*Catch the child being good*

Another way to redirect a child is to "catch the child being good." You can "catch the child being good" when you ignore misbehavior and notice only the desired behavior. For example; the teacher calls the children to sit down on the rug for a small group activity. Some children sit, but other children continue to run, wrestle and carry on otherwise. Rather than scold, nag, or reprimand these children, the teacher ignores them completely and says, "Joey is sitting down. Lakeesha is waiting patiently. Buddy is sitting down."
An important distinction needs to be made, though, between genuine acceptance and support which guides practice through positive feedback, and that which is simply intended to manipulate and control behavior. When children are rowdy at circle time, for instance, we might say, "I like the way Suzie is sitting quietly," at which time, fifteen little bottoms will hit the floor simultaneously and fifteen little voices will cry out, "Do you like the way I'm sitting quietly?" “How about me?” “How about me?” Clearly, the teacher is using the child's need for approval to control and manipulate behavior.

If, on the other hand, you focus on the outcomes of children's behavior beyond our mere approval, you will demonstrate respect for the choices children make while helping them learn self-control. In the example of the rowdy behavior at circle time, for instance, instead of stating what she likes, if she says instead, "Suzie is sitting quietly. She's ready to hear the story now," the teacher shows her that the behavior has positive consequences for her beyond mere approval and invites other children to decide if this is indeed an outcome they would also like to achieve.

By catching some of the children being "good," we provide a concrete example of the desired behavior to the children who are running and wrestling. As each child makes the appropriate choice, she or he is acknowledged and self-esteem is enhanced. Finally, all of the children are made aware of the positive social outcome of their choice (hearing the story).

*Use "I" Messages*

Sometimes as adults, certain behaviors of children affect us personally. Children who chew with their mouth wide open might make us lose our appetite. Children who talk loudly all day long might give us a headache. Children who use racial slurs might (indeed, should) offend us. It is appropriate in these situations to redirect the child by giving her or him an "I" message - which are, explaining to the child how her or his behavior affects us. "I don't want to see a mouthful of peas." “I get a headache when people shout at me.” “It hurts my feelings,” or “It offends me when I hear those words,” are all examples of appropriate “I” messages.

It is important to note that none of the “I” messages refer to the child, but instead refer only to the behavior. No one – adult or child – takes criticism very gracefully. If we talk about behavior instead of the child, the child can change his or her behavior without feeling bad about him or us.

Some adults will frequently use another kind of “I” message. “I like it... that you put your blocks away, that you’re quiet in the hallway, .that you asked nicely for the paint.” Although these kinds of “I” messages do exert a strong influence on behavior, they do not necessarily teach self-control. In fact, behavior aimed at earning an “I like” from the teacher is not much different than behavior aimed at earning stars or stickers.

In the long run, the use of the phrase “I like it” teaches children that the only good behavior that matters is that which is noticed, and does little to prepare a child for the vast majority of situations in life in which there is no one around to approve or disapprove.
A better way to encourage appropriate behavior is to emphasize outcomes rather than personal approval. For example, if Jamie is quiet in the hallway, we might be tempted to say, “I like the way Jamie’s being quiet,” in hopes that the other children will get quiet, too. However, we can help Jamie learn more about positive outcomes if we say, “Jamie’s being quiet. Now we won’t disturb the other classrooms.” This helps Jamie and the other children see that being quiet in the hallway is a good choice even if the teacher is not there to say, “I like it.”

*Trouble Shooting Social Conflict*

Social conflict among the children generally involves property disputes, acts of aggression, and occasionally, name-calling. Children who scream because someone took their toy, children who hit when they get mad, or who tattle when someone calls them a name, need to learn more appropriate ways to resolve their problems.

A common mistake that adults make in these situations is to intervene too quickly and to impose solutions, therefore losing valuable opportunities to teach children how to resolve conflict on their own.

In the case of the child who screams because his toy was taken by another child, most adults are highly motivated to stop the screaming at all costs. They might remove the toy altogether "until you learn to share" or, they might snatch the toy from one child and give it to the one who "had it first." The problem with this approach is that it teaches kids to look to adults for conflict resolution. Therefore, the child who screams when her toy is taken once will surely scream again the next time her toy is taken, secure in the knowledge that an adult will intervene to hand out justice.

Other well meaning adults might make suggestions such as, "Use words," or, "Tell him how you feel." These suggestions are on the right track, but they are so vague as to be useless. Use words? What words? Young children don’t have a lot of words to choose from.

These kids need concrete strategies, modeled by an adult that they can apply on their own. "Tell him to give it back," "Ask him if you can have it when he's done," are good examples of words that we can give to kids to resolve conflicts. "Let's go play with something else until he's done," is a good strategy, too. Sometimes the disputed toy becomes less valuable to the owner when the other party loses interest (or even pretends to).

As for learning to share, this is a life-long process that children can begin learning from a concrete model. If the toy in question lends itself to sharing (such as a ball or a truck), the adult can say, "Let's sit down together and roll it back and forth." If it is a whole set of materials, such as blocks or Legos, the adult can say, "Would you like to build something
with me? Can Joey help, too?" Once again, redirection works best when the adult is active and helps children get started in more appropriate play.

Children who are hit or pushed need to begin to learn ways to deal with the aggression of their peers. When their rights are violated, children need to learn to say, "Leave me alone!" "Keep your hands to yourself!" "Give it back to me!" or "I don't like that!" rather than always looking to the teacher to protect them (which in real life does not occur very often). Sometimes a simple suggestion like, "Tell him you won't play with him if he hits," helps the child understand that s/he does not have to be a victim, but that s/he can actively avoid unpleasant situations.

Children who do the hitting and pushing need to be aware that such behavior is unacceptable, and that it hurts other children. They also need to learn other ways to express their anger or to get what they want without resorting to physical violence. Rather than instantly putting these children in time-out, teachers should practice restraint and patience and help these children learn appropriate strategies to express anger or to get what they want without hitting. "Ask Joey if you can have a turn," or "Tell Joey you don’t like it when he calls you names," are examples of alternate strategies that children can use when they are angry.

Giving attention to the victim of aggression is a good way to show children who may be misbehaving in order to receive attention that it will not work. Also, the ability to have empathy for others is still emerging in young children, and they often do not really understand that hitting or other physical aggression really hurts others. Therefore; phrases like, "That hurts Joey when you hit!" tells the child that his or her behavior produces negative social outcomes and assists in the long slow process of developing empathy for others.

Finally, it is simply an inappropriate expectation to think that young children can share or handle anger and frustration without adult guidance. It is also silly to believe that adults can administer perfect justice. In most cases, adult imposed solutions are arbitrary and are aimed at ending the conflict, not resolving it.

As there is a wide range in techniques that can be termed “guidance,” there is also a wide range of efficacy of those techniques. Take time to think about your own experiences and what tools have been most successful for you and the children in your care. You will feel more comfortable with some techniques and very uncomfortable with others.

The types of behavioral management tools I will use

Punishment

Indirect Guidance

www.texasdirector.org
Direct Guidance

Positive Guidance (*ideas, suggestions)

A positive approach to guidance focuses on a child’s strength and takes a developmental view of behavior. Rather than constantly seeking to control children’s behavior or narrowly focusing on an inappropriate behavior, positive guidance acknowledges that learning to behave is like any other developmental task a child has to learn. Just as a child needs to learn to walk, a child needs to learn how to behave in a socially acceptable manner. We wouldn’t punish a toddler for falling over, nor should we punish a child who makes a behavioral mistake. Mistakes are an opportunity to teach a child a more skilful behavior.

Positive guidance is based on the concept that it is always better to ask for what you want than to tell a child to stop. It does not mean never saying no, nor failing to curb negative behaviors. It involves focusing on the positive - looking at what can be done to generate appropriate behavior.

The aim of guidance is to give children the confidence to take increasing responsibility for their own actions and for their effect on other people. To do this, caregivers need to guide rather than control children.

*A positive approach to guidance involves:

- treating children with respect and dignity
- ensuring that expectations of behavior are individually, culturally and developmentally appropriate
- helping children recognize their feelings and find appropriate/acceptable ways of expressing them
- teaching children what is appropriate behavior and making expectations and limits understandable and clear to children, parents and staff
- teaching children about the consequences of their behavior— how it affects people around them
- supporting and acknowledging children’s efforts to meet expectations
o reminding children of the boundaries, when necessary

o being honest– instead of delaying response to children’s behavior (because we are nice, caring people and don’t want to risk hurting our relationships) we need to be honest and acknowledge when we are asking ourselves to tolerate the intolerable

o stopping children firmly, when necessary

o making sure that children do not profit by it when they behave outside the boundaries set

o listening to children and helping them explore alternatives to unacceptable behavior

o expecting children to learn gradually, to take responsibility for their behavior which includes taking responsibility to try to make amends after poor behavior

o teaching new skills such as negotiation, conflict resolution and social skills

Natural Consequences

Behavior has its consequences, be they positive or negative. The child who runs in the classroom will fall down and hurt him or herself. The child who refuses to eat breakfast will get hungry before lunch. The child who refuses to wear a coat will get cold. These are all natural consequences of the child's choices.

Since experience is the best teacher, adults can use these consequences to teach self-control. It is important, though, to point out to children that it is their behavior that caused these unhappy outcomes. Otherwise children will not learn to take responsibility for their actions. For instance; the little girl who is hungry because she skipped breakfast may try to blame her teachers for not feeding her on demand, or the child who hurt himself while running in the classroom might simply chalk his injury up to bad luck.

Therefore; the best response an adult can make to a child who is experiencing pain or discomfort due to her or his own actions is to point out in a sympathetic way the relationship between the actions and the outcome of her actions. For instance; if a child skips breakfast and tells us she is hungry at ten-thirty we should reply, "I'm sorry you're hungry. It's because you didn't eat breakfast. I'll remind you tomorrow morning so you don't get hungry again." Or, if a child hurts himself while running in the classroom we should say, "I'm sorry you bumped your head. That can happen when you run inside."

Avoid Power Struggles

Other than pointing out the relationship between cause and effect, the second role of the adult in the use of natural consequences is to decide when to intervene and when not to. For instance; we can always "make" a child wear a coat when we go outside - although with some children, that is no easy task - but by choosing not to intervene, that is allowing the child to go outside and experience the consequence of not wearing a coat (s/he gets cold). The child will learn first-hand that wearing a coat is a better choice.
What is most effective about the decision not to intervene is that the child's "good" behavior - the decision to wear a coat after all - is totally the child's own choice and is no longer the result of a power struggle with an adult. Children are very much like us, they hate being forced to do anything. If they perceive any situation as "I can make you. No you can't" they will find ways to resist our orders and undermine our rules at every opportunity, however; when they are free to make their own choices and learn from experience about the outcome of their behavior, they will become better decision makers and gain greater self-discipline.

**Logical Consequences**

Quite often, however; adults do have to intervene in order to protect children from dangerous situations, or because the natural consequence of the child's behavior is unacceptable. For instance; if a child runs away from the group during a walk around the neighborhood, the natural consequence is that s/he may be lost, injured or even killed. The natural consequence of a child throwing sand in the sand center is that other children will get sand in their eyes. Obviously, these are situations that require adult intervention.

In these cases, the appropriate response of the adult is to use logical consequences. A logical consequence can sometimes be confused with punishment because, like a punishment, an adult imposes it as a result of a child’s misbehavior. It differs from a punishment in that:

1. A logical consequence is directly related to the child's behavior. Punishment, on the other hand, is not logically related to the child's action. It would be inappropriate and illogical for instance, to tell a child who ran away from the group that he would not get to play with his favorite truck when he returns to the classroom.

2. A logical consequence never damages a child's self esteem. "I'm sorry I have to hold on to you, but I'm afraid you might get hit by a car." "I'm sorry you have to leave the sand center, but throwing sand hurts other children. You can come over here and play with play dough for a while."

3. A consequence involves prevention and redirection.

4. The adult must make it very clear that it is the child's behavior that has caused the consequence, not the adult.

On the other hand, we can nag and threaten. "If you pour that water on the floor one more time, I'll..." or, "Am I going to have to remove you from the water table?" or, "Didn't I tell you not to do that?" The child learns that it is not the behavior that causes her removal from the water table. If it were the behavior, then she would have been removed immediately. But rather it is the adult who arbitrarily decides when a consequence is imposed. The amount of time a consequence would last should not be imposed arbitrarily by the adult. The child should be able to demonstrate her ability to control her own behavior and thereby bring the consequence to an end.

**OBSERVATION**

Observation is one of your most powerful management tools. It can help you spot potential trouble, assess situations, and plan for the future.
Some things observation can do for me:

How to observe
Observation is the systematic watching and documenting of events. This means that you are documenting what actually happened, not what you felt or how people felt. You must always keep to facts in observations. You will focus on: time, date, those involved, what they did, what they said, and facial expressions. By keeping to the facts, you will have a more accurate picture of what happened and tend to leave potential biases out of the situation. You can then use this information to formulate your ideas and look for problems.

Keys to avoid:
- preconceptions
- drawing attention to yourself
- subjective point of view

After you have watched the situation unfold, you must document it in a timely manner. Write down the events within an hour when at all possible. The longer you take to record your impressions, the less accurate they will be.

The other key thing to keep in mind when observing is confidentiality. Your notes may be accessible to others and will frequently contain information not for public consumption. Therefore; you must institute measures to guard confidentiality. Using initials or pseudonyms on notes helps, so does filing the notes appropriately and quickly. Notes pertinent to staff’s performance should go into confidential files. Notes concerning a child’s behavior or development should go in the child’s confidential file. Notes about policies should go in a file for staff meetings, or other relevant files. Observations about a current concern need to be filed in such a way as to keep the matter fresh in your mind while guarding its confidentiality.

Steps you might take to protect confidentiality
- Only use initials
- Type your observations in a password protected file
- Use nicknames
- Not refer to the child by age
Insuring that all observations are confidential, keep in a locked drawer when not needed.

*Your observations will generally fall into one of two categories: formal and informal.*

**Formal Observation**

Formal observations are primarily useful for evaluation purposes. In this type of observation, the adults involved generally know when the observation will occur and the broad outlines of what the goals of the observation are. In many cases, staff have received a full copy of the observation criteria. Accreditation validation visits are a prime example of this type of scrutiny.

Some examples of formal observation in action are:

---

This procedure is used when preparing for any type of certification, when doing developmental assessment, for screening at the end of probationary employment period, and to verify that procedures are working properly. Additional reasons for using this method will occur from time to time.

Take a moment to write down times you plan on using formal observations.

---

**Informal Observation**

You will more frequently be engaging in informal observation: watching what is happening on an on-going basis. This can take the form of leaving your office door open in the morning to see how a teacher handles the greeting with a parent who has had concerns. It can be visiting with a parent in a classroom while watching what else is happening in the room. These types of events are the lifeblood of your center and making sure that they are happening appropriately is a daily duty. Watching the mundane activities of your center also gives you a great way to compliment your staff on what they are doing right and boost morale.

The thing to keep in mind with informal observations is that they too need to be documented. After you get back in your office (or out of the classroom) take a moment to objectively jot down what you saw. As with the formal observation, you will need to guard confidentiality.

Take a moment to write down times you plan on using informal observations.
When to observe
Now that you know the two basic types of observation and have some ideas as to how you will use them in your program, we need to talk about the nuts and bolts of what to look for and when to look for it.

Staff Evaluation - what
- adherence to health practices
- interaction with children
- noise level
- children’s response to teacher
- consistency
- ratio of no: yes
- does teacher go to child
- appropriate language
- positive guidance
- parent-teacher interactions
- curriculum implementation

Staff Evaluation - when
- before 90 day trial employment period is over
- during hiring process
- as part of annual assessment
- after parent complaints
- when there is a conflict
- when there are continual behavioral issues
- before paying for college classes
- before CDA assessment
- when considering promotion
- after implementing a new policy
- after counseling staff

Child Assessment - what
- teacher-child interactions
- no : yes ratio
- eating habits
- peer interactions
- fine motor skills
- self-stimulation activities
- gross motor skills
- frustration threshold
- areas of interest
- types of play
- sleep habits
- level of play
- noise level
- eye-contact
• social skills
• self-help skills
• stress indicators
• tells

**Child Assessment - when**

• arrival
• transitions
• meal time
• circle time
• before moving up
• after moving up
• when there are continued behavioral concerns
• departure
• before parent conference
• when delay is suspected
• when gifts are suspected
• work periods
• outside play
• when the child has issues

The other primary purpose of observing is to evaluate the program.

**Observation documentation**

There are several types of observation documents.

Some possible uses for tally sheets:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Some possible uses for anecdotal notes:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Some possible uses for “Caught in the act” sheets:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Some possible uses for an incident report:

- 
- 
- 
-
# Tally Sheet

Class observed ___________________________ Date __________________

Goal ___________________________ From _____ to ______

Behavior/Activity monitored __________________________________________

__________________________________________

<table>
<thead>
<tr>
<th>Observed</th>
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<td>:30</td>
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</tbody>
</table>
Anecdotal Notes

Class observed ___________________________ Date ________________
Goal ___________________________ From _____ to ________

Period/Person monitored _______________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Notes:
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

STEP THREE
Caught in the Act

Today __________ I saw you ________________________________
________________________________________________________

I was really impressed because ________________________________
________________________________________________________
________________________________________________________
...........................................................................

Thank you so much for all you do!

Caught in the Act

Today __________ I saw __________ doing ______________________
________________________________________________________

I was excited because ________________________________
________________________________________________________
________________________________________________________
.................................................................

It is so great to have time with such a great kid!

Incident Report

Today __________ I saw __________ doing ______________________
________________________________________________________

I needed to remind you ________________________________
________________________________________________________
...........................................................................

Thank you so much for all you do!
Safety and Supervision

In addition to being regulated by the state, you will have to comply with the regulations of your local health department, fire department and city zoning codes. Please refer to those agencies for specific guidelines for your area.

State standards are set in place to ensure that the basic health and safety of children are protected. These standards are designed to provide a base level of care. Programs are strongly urged to surpass these standards and provide excellent care. Standards are reviewed periodically and proposed changes are developed. The proposed changes are then mailed out to interested parties (including child care providers) for comment. The comments of the community are taken into account before new standards are put in place. When new standards go into effect, some elements of the new standards will be transitioned and others will be binding immediately.

Our first priority in providing child care must be to ensure and enhance the health and safety of the children. We do this by being aware of potential dangers and taking steps to eliminate or minimize those risks.

The two primary types of hazards are behavioral and environmental.

- Environmental hazards indoors

Children spend most of their day inside and most teaching is done there. Before children enter a room it should be examined for potential dangers. There should be a thorough examination of the building before children enter in the class and periodically thereafter. There should also be a daily safety check. The complete examination should include:
  - looking for potential hazards with the flooring
  - examining the paint
  - checking all electrical outlets
  - making sure that there are no head entrapment risks
  - no rough edges to equipment or walls
  - climbing equipment has sufficient cushioning under it
  - all cords are secured

Sample checklist:
  - check outlet covers
  - clear any tripping dangers
  - look for toys or equipment that is out of place or broken
  - choking hazards

The key thing to remember is that what you see at adult height is not what children see. Get down on their level to spy out potential problems. Children’s hands can and will pick up things you would hardly notice, and examine them with as many senses as they can. Each issue dealt with is an injury report you are not writing.
Things to put on my daily classroom safety checklist:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Specific things to look for at your program are:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Once you have eliminated risks you should also be proactive in preparing for bad things to happen. Each room should have a posted evacuation diagram with at least two routes to exit the room and the building in case of emergency. Your program may have additional forms.

Pro-active steps I will take at my program to enhance safety are:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
## Office and Classroom Safety Self-Audit Checklist

**Complete the following self-audit.**

<table>
<thead>
<tr>
<th>A. Walking Surfaces</th>
<th>Y</th>
<th>N</th>
<th>NA</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Aisles established and clear</td>
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<td>2. No tripping hazards present</td>
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<td>3. Floors even (no holes or cracks)</td>
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<td>4. Carpets and rugs secure</td>
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<tr>
<td>5. Floors kept dry - not slippery</td>
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<td>6. Entrance mats available (wet weather)</td>
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<tr>
<td>7. Outside walkways, stairs, and parking areas in good repair</td>
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</table>

<table>
<thead>
<tr>
<th>B. Bookcases, Shelves, Cabinets</th>
<th>Y</th>
<th>N</th>
<th>NA</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Wall shelves designed for intended load</td>
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<tr>
<td>2. Shelves not overloaded</td>
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<tr>
<td>3. Heavy storage cabinets, bookcases and file cabinets secured from tipping</td>
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<td>4. File drawers closed when not in use (only one open at a time to prevent tipping)</td>
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<thead>
<tr>
<th>C. Electrical Hazards</th>
<th>Y</th>
<th>N</th>
<th>NA</th>
<th>COMMENTS</th>
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</thead>
<tbody>
<tr>
<td>1. All extension cords are 3-wire type and in good condition - no splices or broken insulation</td>
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<td>2. Limit extension cords to ten feet in length</td>
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<td>3. Only one extension cord used - not plugged into other extension cords</td>
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<td>4. Equipment power cords in good condition - no splices or broken insulation</td>
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<td>5. Plugs in good condition - no exposed wires</td>
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<td>6. Wall outlet and junction box covers in place</td>
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</table>
### Office and Classroom Safety Self-Audit Checklist

#### Complete the following self-audit.

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#### D. Stairways, Ramps, Corridors, Storage Areas

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<tr>
<th></th>
<th>Y</th>
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#### E. Office Equipment

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<thead>
<tr>
<th></th>
<th>Y</th>
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<th>COMMENTS</th>
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#### F. Fire Prevention, Emergency Exits, Housekeeping

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<tr>
<th></th>
<th>Y</th>
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<th>NA</th>
<th>COMMENTS</th>
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<tbody>
<tr>
<td>1. Fire extinguishers have current inspection tags</td>
<td>Y</td>
<td>N</td>
<td>NA</td>
<td>COMMENTS</td>
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<tr>
<td>2. Fire doors not blocked open</td>
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<td>3. Exits not obstructed and kept unlocked during normal business hours or special events</td>
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<td>4. Exits properly marked, exit signs illuminated</td>
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<td>5. Good housekeeping practiced - excess paper, computer cartons, and trash removed</td>
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<td>6. Office has current emergency action plan - occupants trained upon initial hire and as necessary thereafter</td>
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<td>7. Electric space heaters only as approved by Facilities Engineering</td>
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**G. Miscellaneous**

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<tbody>
<tr>
<td>1. Desks, tables are in good condition</td>
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<td>2. Chairs are in good condition</td>
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<tr>
<td>3. Items are stored appropriately</td>
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</table>
Outdoor Play Spaces

According to the National Program for Playground Safety, there are four key elements to safe play when outdoors. These key elements are easy to remember when you know they spell the word S.A.F.E.

Elements of Safe Outdoor Play

S. Supervision of children in the outdoor play area
A. Age Appropriate equipment in the play area
F. Fall season: surfacing in the proper depth under equipment over four feet in height
E. Equipment maintenance

KEY ELEMENTS OF SAFE OUTDOOR PLAY

Supervision
Supervision means actively being aware of the movements of each child in the play area. It may be necessary to divide the outdoor play space into key areas and assign staff to a specific area. Staff needs to know the expectations of the outdoor supervisor job and the area to which they have been assigned.

Age Appropriate Equipment
Children from the age of two to five do not have the upper arm strength, handgrip size and other coordination of school age children, although they like to think they do. Equipment in the outdoor play area should be labeled indicating the age of children for which it is designed to be used. Equipment should be grouped by age thus enabling school age children and preschool children to have their own outdoor play area.

Fall Surfacing
The surface used to cover the ground under playground equipment can be a major factor to help reduce the number of injuries children receive while playing on playground equipment. There are several different types of surfacing materials available with varying costs and various advantages and disadvantages. For more information, please see the list of resources at the end of this tip sheet. Wisconsin Group Day Care Licensing Rules require that equipment four feet or more above the ground needs an impact absorbent material at a depth of at least nine inches under it. It is important to maintain the impact absorbent material at the depth required.

Equipment Maintenance

All equipment should be inspected on a regular basis for safety. A checklist of items inspected should be completed on a minimum basis of once a week. Documentation of inspections is a good risk management strategy. A system to address any items that are in need of maintenance and who is responsible for making these changes is also vital.
PLAYGROUND SAFETY FACTS
The following facts should help you answer the playground safety quiz. They are intended to make you aware of some of the risks children encounter while using playground equipment. Your watchfulness and attention to safety and maintenance of equipment is the key to prevention of injuries.

These facts do not indicate whether the children using the equipment were properly supervised or whether the equipment was scaled to the age and developmental levels of the children:

- Over 200,000 children receive emergency treatment for playground injuries.
- Boys (53.5%) receive slightly higher injuries than girls (46.5%).
- Nearly 70% of injuries occur on public playgrounds.
- Two thirds of deaths occurred on home playgrounds.
- Injuries to the head and face accounted for 60% of all injuries to children ages 0-4.
- Injuries to the arm and hand accounted for 43% of injuries to children ages 5-14.
- Swings have the highest incidence rates for children ages 0-4.
- Climbing equipment had the highest incidence rates for ages 5-14.
- Approximately 36% of injuries are classified as severe.
- Falls to the surface were a contributing factor in 70% of all injuries.
- The majority of injuries (71%) occurred in April through September.

LAYOUT AND DESIGN OF PLAYGROUNDS
Careful planning regarding the layout and design of a playground is another key to promoting safety for children playing out of doors.

Selecting a site
- Consider hazards for children while traveling to the outdoor play area.
- Consider the slope and drainage of the area; will the play space retain water?
- Consider traffic hazards and placement of a barrier so children may not enter traffic areas.
- Choose a barrier material that complies with zoning requirements and allows easy vision of the children at play.

Locating equipment
- Equipment should be located so that active play areas are separated from quiet or passive play areas.
- Popular, heavy use equipment should be dispersed throughout the play area to avoid crowding in any one area.

- Equipment should be placed so that a person supervising the playground can clearly see all areas of the play space.

- Equipment that moves, such as swings and merry-go-rounds, etc. should be located towards a corner of the playground so that children do not need to pass near this area to reach other equipment.

- Equipment should be placed to clearly separate children of differing ages, e.g., all equipment for ages 2-5 are located in one area, and equipment for ages 5-12 are grouped in another area.

- Equipment exits such as slides should be located in a "low traffic" area of the playground.

**Signage**

- All equipment should have an attached sign indicating the age for which it is intended.

- All signs should be attached in such a way that they are permanent.

- The entrance to the play area should bear a sign indicating ownership and hours of use.

**USE ZONES**

As defined by the Handbook for Public Playground Safety (available from the U.S. Consumer Product Safety Commission) the use zone is the surface under and around a piece of equipment onto which a child, falling or exiting from equipment, would be expected to land. This is the area where protective surfacing or an impact absorbent material needs to be provided. The following information contains recommended use zone standards as written in the Handbook for Public Playground Safety. The use zone differs according to the type of equipment.

**Stationary Equipment (excluding slides):** The use zone should extend at least six feet in all directions from the perimeter of the equipment.

**Slides:** The use zone in front of the access to the slide and the sides of the slide should extend a minimum of six feet from the perimeter of the slide. (Embankment slides are an exception to this expectation.) The use zone in front of the exit of a slide should extend the height of the slide plus four feet.

**Single Axis Swings:** Because children may attempt to exit a swing while it is still in motion, the use zone in front and in back of the swing should be twice the height of the swing. For example, if the distance from the swing to its pivot (support/hinge) is five feet, then the use zone extends 10 feet in the front of the swing, and ten feet in the back of the swing. The use zone also extends six feet on each side of the swing unit.
ADDITIONAL RECOMMENDED SAFETY GUIDELINES

Swings

- Swings should be equipment which stands alone.
- Two swings to a bay, or section of the support structure, is a maximum.
- The distance between the swing seat and the nearest support structure should be at least 30 inches.
- The distance between swing seats should be a minimum of 24 inches.
- Swing seats should be made of a soft, flexible material (no wooden or metal swing seats should be used).
- For pre-school children, the pivot points should be less than eight feet above the surface.
- For pre-school children, the distance from the bottom of an occupied swing seat to the surface below should be no less than 12 inches.
- For school-age children, the distance from the bottom of an occupied swing seat to the surface below should be no less than 16 inches.

Elevated Platforms

- For pre-school age children, platforms more than 20 inches above the ground should have guardrails to prevent unintentional falls.
- For school-age children, platforms more than 30 inches above the ground should have guardrails to prevent unintentional falls.
- For pre-school children, platforms more than 30 inches above the ground should have protective barriers. A protective barrier is intended to prevent both inadvertent and deliberate attempts to pass through the barrier.
- For school-age children, platforms more than 48 inches above the ground should always have protective barriers.

Head Entrapments Hazards

- Openings that are closed on all sides should be less than three and one half inches or greater than nine inches. (Openings between three and one half inches and nine inches permit a child to enter feet first, but they are too small to permit the head to pass through, thus preventing potential injury or death.)
- Bike helmets should be removed when playing on playground equipment.

Hazardous Playground Equipment

- Animal figure swings are not recommended because their rigid metal framework is heavy and leads to the risk of injury.
- Free swinging ropes are not recommended because the ropes may fray or otherwise form a loop and present a potential strangulation hazard.

- Swinging dual exercise rings and trapeze bars are generally on long chains and considered to be items of athletic equipment and are not recommended for public playgrounds.

- Monkey bars that allow a child to fall onto another section of the equipment is not recommended. There should be nothing except the cushioning materials below the monkey bars.

**Playground Resources**

*The National Program for Playground Safety*
University of Northern Iowa
Cedar Falls, Iowa 50614-0618
Website: http://www.uni.edu/playground

*Handbook for Public Playground Safety*
U.S. Consumer Product Safety Commission
Washington, DC 20207
http://www.cpsc.gov

*The American Academy of Pediatrics (AAP)*
141 Northwest Point Boulevard
P.O. Box 927
Elk Grove, IL 60007-1098
http://www.aap.org

*National Association for the Education of Young Children (NAEYC)*
1509 16th St., N.W.
Washington, DC 20036
800-424-2460
http://www.naeyc.org

*National Resource Program for Health and Safety in Child Care*
800-598-KIDS
http://nrc.uchsc.edu
## DOES YOUR PLAYGROUND MAKE THE GRADE?

Evaluate the risk factors in your playground using the following format.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

### SUPERVISION

1. Adults present when children are on equipment  
2. Children can be easily viewed while on equipment  
3. Children can be viewed in crawl spaces  
4. Rules posted regarding expected behavior

### AGE-APPROPRIATE DESIGN

1. Playgrounds have separate areas for ages 2-5 and 5-12  
2. Signage indicating age group for equipment provided  
3. Platforms allow change of direction to get on/off structure  
4. Platforms have appropriate guardrails  
5. Equipment design prevents climbing outside the structure  
6. Supporting structure prevents climbing on it

### FALL SURFACING

1. Appropriate surfacing provided  
2. Six foot use zone has appropriate surface  
3. Appropriate depth of loose fill provided  
4. Concrete footings are covered  
5. Surface is free of foreign objects

### EQUIPMENT MAINTENANCE

1. Equipment is free of broken parts  
2. Equipment is free of missing parts  
3. Equipment is free of protruding bolts  
4. Equipment is free of noticeable gaps  
5. Equipment is free of head entrapments  
6. Equipment is free of rust  
7. Equipment is free of splinters  
8. Equipment is free of cracks/holes

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Choking Hazards

Seemingly harmless objects- a pen left uncapped after writing or a bowl of candy left on the coffee table- pose a choking hazard for children. Every year, 300 children die from choking on food or other small objects, making it the most common cause of accidental death in children under the age of one. All children under the age of four are at high risk for choking injuries, but these incidents are largely preventable.

**High Risk Foods:**

Many choking incidents occur when food is not properly chewed or is accidentally swallowed whole. Nuts top the list. Many toddlers can’t chew foods like nuts and hard candy because these foods require a grinding motion by the rear molar; teeth they don’t have yet.

Foods that are naturally round or are cut into round pieces are also dangerous because they lodge easily in the throat. These foods should be cut into small, bite-size pieces or avoided altogether.

The following foods have been labeled dangerous by the American Academy of Pediatrics and contribute to the greatest number of choking incidents in young children:

<table>
<thead>
<tr>
<th>Nuts</th>
<th>Hot Dogs</th>
<th>Peanut Butter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hard Candy</td>
<td>Chunks of Meat</td>
<td>Popcorn</td>
</tr>
<tr>
<td>Grapes</td>
<td>Raw Carrots</td>
<td>Apples</td>
</tr>
</tbody>
</table>

**Be Aware of Small Objects:**

Common household objects also pose a choking threat. Anything smaller than a table-tennis ball is small enough to fit into a child’s mouth. The following objects have been identified as top household hazards:

<table>
<thead>
<tr>
<th>Buttons</th>
<th>Marbles</th>
<th>Snaps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coins</td>
<td>Paper Clips</td>
<td>Safety Pins</td>
</tr>
<tr>
<td>Earrings and Rings</td>
<td>Pen Caps</td>
<td>Screws</td>
</tr>
</tbody>
</table>

**Shop Smart:**

In 1996, an estimated 140,700 children were treated for toy-related injuries, most of them from choking on small toy parts. When holiday shopping, parents should buy only toys appropriate for their child’s age range. The label, "Not recommended for children under 3” means the toy has small parts that can be swallowed; it doesn’t refer to intelligence or skill level.

Latex balloons are dangerous. When swallowed, they conform to a child’s airway and block and airflow to the lungs. A 1995 study published in the Journal of the American Medical Association found that almost one-third of nonfood choking deaths were the result of swallowing a deflated or partially inflated balloon. Mylar balloons were proven safer than latex, but parents should never allow children to play with balloons.
In Case of Emergency:

Most choking episodes in children occur when an object "goes down the wrong way" and are not serious. But if the object is blocking the airflow to the lungs, the situation can be life threatening.

If the child is coughing:

Do Not pat the child on the back, as this could force the object further into their airway.

They are getting some air and should be able to cough up the object on their own. Try to get them to lean forward slightly and allow them to keep coughing until the object dislodges.

If the child is wheezing or not making any sounds:

The child can’t breathe and emergency action is necessary. Call 911 immediately.

Begin abdominal thrusts (for children over the age of one). For children under the age of one, alternate back blows and chest thrusts until the object dislodges or emergency personnel arrive.

Always follow-up with your physician or healthcare provider.

This information was prepared by: The American Academy of Pediatrics and Vito P. Mannino, Program Coordinator/Public Educator, 1999.

Health, Food and Nutrition

Before a child begins coming to your program, they must have a statement regarding that they have seen a doctor in the past 12 months and an immunization record (see index for schedule). Exceptions to this rule can be found in Texas Minimum standards.

Immunizations are important to protect children from diseases that could kill or cripple them. These diseases have not "disappeared". Immunization records should be kept up to date. This can be done during the students quarterly file check. Questions regarding immunizations should be directed to the local health department. See Appendix for suggested immunizations.

These are general guidelines. For your area, call ____________________________

Differences from the suggestions: ____________________________

__________________________

The Medical Form

Every state has its own requirements for this form. This usually includes an immunization record and a special statement signed by a state licensed physician.

"__________________________ has no previous history of illnesses and or injuries that would interfere with participating in the school's program. The child has been examined by me, and is both physically and mentally able to participate in the program's program."

The doctor needs to sign and date this statement.
Emergency Authorization Form
Hospitals and doctors need consent before they can treat a patient. In a real emergency in which you are seeking medical help for one of your children, you need to have a form that will authorize treatment.

The Program’s Policy Statement
Make sure you have a policy statement that tells your program’s rules and procedures. This should include tuition information – and clearly that if students are SICK they MUST stay home. Add that after a fever – they should stay home an additional 24 hours.

Your Program’s Policy Statement: ________________________________

______________________________________________________________

______________________________________________________________
Medical Form

Date: __________________________ School: __________________________
Child’s Name: __________________ Date of Birth: _________________

Enrollment Form present? Yes No
Parent Acknowledgement present? Yes No

Please make sure that your teacher has a list of foods your child can eat.

We have your home address as __________________________
And your home phone as __________________________
We have work numbers listed as _______________ and as _______________
You have made arrangements with __________________ at ____________
if you cannot be reached in an emergency. The following people are allowed to pick up your child:

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Immunizations and doctor information:
Polio: 2 mos _____ 4 mos _____ 12 mos _____ 5 years _____
DTP: 2 mos _____ 4 mos _____ 6 mos _____ 15 mos _____ 5 years _____
HIB: 2 mos _____ 4 mos _____ 15 mos _____
MMR: 12 mos _____

Your doctor is listed as ______________ at __________________________
The following are listed as special needs for your child: ________________

__________________________

Well child signature present yes no
TB test present yes no

We have permission to:
Administer emergency medical treatment yes no
Take your child on field trips yes no
Allow your child to participate in water activities yes no
Take your child in private vehicles yes no

If there is information missing or wrong, please give us corrections by: ________
Forms for the Child Care Professional

The following forms should be in the file of each employee at your program:

**Medical Form Including physician’s statement:**

“________________________ has been examined by me and appears to be physically and psychologically able to care for children. All immunizations are current.”

**Personal Checklist**

When was the last time that you had a physical? ________________

When will you make your next appointment? ________________

**Annual TB Test**

History should include two references. These references should be people who know the employee and what kind of person they are, their views on children, work skills, dependability and a signed statement related to abuse, neglect or public indecency.

“I have never abused or neglected children, and I have never been convicted of a misdemeanor or a felony against any person or family or of public indecency.”

Not just “anyone” should be able to work with children.

**Good Health Practices**

*Employee’s Health (that includes you)*

It is important to protect your health. When working with children, staff may find themselves getting colds as often or more than the children. It may take some staff two weeks to a few months to get “acclimated”. Keeping strong immune systems are important to staff.

**Your Child’s Health**

*Check a child on arrival for good health*

Children do get sick. A sick child needs to be with parents. There is no substitute. It is the responsibility of your staff to make sure that all children in their care are well.

Staff should greet the children when they arrive. Make a mental note and keep an eye on a child who might look flushed or pale. Fourteen things to look for during the day are:

1. Signs of fever
2. Rash
3. Frequent trips to the bathroom
4. Loose stools in infant or toddler
5. Infected-looking sores
6. Bad cough
7. Red or runny eyes
8. Ears being rubbed
9. Lack of appetite
10. Sleepy
11. Irritable
12. Vomiting or diarrhea
13. Yellowish skin
14. Scratching

If one of the children becomes sick and or contagious, immediate action must be taken.
Step One: Call parents
Step Two: Treat if able or appropriate
Step Three: Fill out “Your Child is sick!” form
Step Four: Send child home with parent.

Taking Care of a Sick Child
1. Remove the child from the other children (preferably a separate room).
2. Call the parents (make sure that all staff know where to find phone numbers). If the parents are unavailable, go down the “list.”
3. Call doctor if needed.
4. Make the child comfortable.
5. Send the child home. Make parent feel appreciated. No parent wants to have to come and get his or her child.
6. Let the children in the class know where their friend went and why.
7. Make get well cards if appropriate.

If the child was contagious, make sure that a note is received from the either the parents or the doctors stating that the child is no longer contagious. Again have them sign and date this “note:”

<table>
<thead>
<tr>
<th>Your child is sick!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: ______________</td>
</tr>
</tbody>
</table>

**Symptoms:**
- Has a fever ______
- Had diarrhea ______
- Is coughing ______
- Is sneezing ______
- Has vomited ______
- Loss of appetite ______
- Other ____________________________________________

**Your child needs:** To see a doctor __ Rest ______

**We treated your child by:** ____________________________________________

**Remember:** Your child cannot return until 24 hours after he/she has no fever without medication or 24 hours after the last loose stool.
Children and Medication
There is a lot of responsibility in giving a child medicine. If your staff gives the wrong
dose or the wrong medicine it could cause critical illness to that child. Be very careful
and DOCUMENT. Medication can only be given with the permission of the parent. This
includes aspirin or Motrin products. Over the counter medicine is MEDICATION. The
parent should bring medication. If it is a
prescription medication, the label should have the
following information:

A. The child’s name
B. Current date
C. Amount of medicine to be given
   1. Times medicine will be given
   2. Doctors name

Staff should be trained to deal with child medication, medication record forms and where
all medication is kept. This is something that Minimum Standards has changed in the
past. Make sure to follow your minimum standards regarding medications.

Medication should be kept in one place out of the reach of children. During cold and flu
season it would be ideal if a “medicine” time was a ritual in the daily routine for all
children who have medicine to take. Make sure that parent’s know what time medication
was given so that they can follow-up on the medication with an evening dose.

Non-prescription medication must have the child’s name and date. Make sure you have
written permission to give the medication to the child. When the child is feeling better –
return the medication to the parents.

List the information that should be on the medication daily records.


Abuse, Neglect and Molestation: Indicators of Child Neglect
*Abandonment
   - Children are left completely alone
   - Children are left for a long period of time

*Lack of Supervision
   - Very young children are unsupervised
   - Children left with older sibling that is too young to care for them
   - Children are allowed to participate in dangerous activities

*Inadequate Clothing
   - Children dressed inadequately for the weather
- Children suffering from illnesses or sunburn that are associated with excessive exposure

*Poor Hygiene
- Severe rash or persistent skin disorders from poor hygiene
- Children are chronically dirty or unbathed

*Lack of Medical or Dental Care
- Children whose healthcare needs are consistently unmet
- Children who are repeatedly ill with the same condition

*Lack of Adequate Nutrition
- Children with insufficient quality and quantity of food
- Children consistently complaining of hunger
- Children significantly developmentally delayed

*Lack of Opportunity
- Child doesn’t interact with their environment
- Doesn’t play with toys/books
- Stays sitting in one place for extended periods (1 hour)

*Behavioral Indicators
- Regularly listless
- Steals food, begs food from friends
- Frequently absent or tardy
- Self destructive

In identifying neglect, be sensitive to issues of poverty vs. neglect, differing cultural expectations, values and child-rearing practices.

**Indicators of Sexual Abuse**

*Clothing
- Age inappropriate clothing
- Torn, stained or bloody underclothes
- Not wearing underclothing

*Physical Indications
- Pain or itching in genital area
- Redness around the mouth
- Difficulty walking or sitting
- Bruises, abrasions or bleeding in external genitals
- Frequent urinary or yeast infections

*Activity with Adults
- Excessive closeness
- Children uneasy with a specific gender
- Unease with a specific adult
*Behavioral Indications
- Withdrawn
- Depression
- Overly concerned for younger siblings
- Inappropriate sex play (includes kissing)
- Threatened by physical contact
- Poor self esteem
- Weight changes
- Peer issues

In identifying neglect, be aware where limited sexual play and self body exploration is normal.

Physical Indicators of Abuse
*Bruises and welts
- Bruises on any infant, especially facial bruises
- Bruises on the back side of a child’s body
- Bruises in unusual patterns that might indicate an instrument or bite marks
- Bruises in various stages of healing
- Bruises on the trunk of the body
- Unexplained bruises or bruises with fishy explanations

*Burns that may indicate abuse
- Immersion burns that might indicate submersion in hot liquids
- Cigarette burns
- Rope burns that indicate confinement
- Dry burns that might indicate intentional burning

*Lacerations and abrasions that may indicate abuse
- Lacerations of the lip, eye, or any portion of an infants face
- Any laceration or abrasion to external genitals

*Skeletal injuries that may indicate abuse
- Multiple fractures to the same bone/limb
- Repeated strains & sprains

*Behavioral Indications
- Self destructive
- Withdrawn/aggressive behavioral extremes
- Seeming to be afraid of certain people or types of people
- Wearing long sleeves & long pants on a hot day
- Complains of soreness

In identifying abuse, be sensitive to:
- Clumsy children
- Large pets in the household
• Differing child-rearing practices

**How to Respond to Suspected Abuse, Neglect or Molestation**

Steps to reporting

1. Find a quite place to talk with the child
2. Ask open ended questions
3. Have a witness or recording device if feasible
4. Take pictures of physical indications
5. Document all “red flag” events
6. Tell the child this is a safe place
7. Ask others if they have noticed anything alarming
8. Talk to your director
9. Call the Child Abuse Hotline or local police if the child is in imminent danger

**Keys to remember**

- A history is more likely to get action than an isolated event
- Your goal is to get the family help
- What you see might have another explanation
- They might leave your program
- The system is flawed, but it is a safety net

**Nutrition**

In order to have happy and healthy children, you must feed them a well balanced and interesting assortment of food. Children in care for more than six hours a day need to have at least half of their nutritional needs met while they are with you. The children may bring the food from home, or you can prepare it at the program. A high percentage of programs opt to provide at least some of the meals during the day. If you cook for the children you will need to take precautions, and will generally need to comply with your local health department's regulations regarding food service establishments. You can provide excellent snacks without cooking, but meals will necessitate more preparation. (See index for credited training resource information).

**Nutritional Needs**

Please take a moment to look at the nutritional needs chart below as well as the charts in the appendix. Generally speaking children over one need protein two times a day, dairy four times, 5-7 fruit and vegetable servings, and grains four times in the course of a twenty-four hour period. This does not mean that children will always or consistently eat what the guidelines suggest. Providing a wide variety of food choices over the course of a month will help to even out daily deficiencies in a child's diet.
The new food guide pyramid
The food guide pyramid has been rebuilt! The biggest change is that the food groups are no longer horizontal blocks of the pyramid. Now, a rainbow of vertical stripes represent the five food groups (as well as fats and oils). Here's what the colors stand for (from left to right):

Orange - grains  
Green - vegetables  
Red - fruits  
Blue - milk and dairy products  
Purple - meat, beans, fish, and nuts  
Yellow - oil

The U.S. Department of Agriculture (USDA) changed the pyramid because they wanted to do a better job of telling Americans how to be healthy. Notice the guy climbing the staircase up the side of the pyramid. That's a way of showing how important it is to exercise and be active. For a kid, that means playing a lot! The steps are also a way of saying that you can make changes little by little to be healthier, one step at a time. Get it?

The Pyramid Speaks
Some of the other messages this new symbol is trying to send are:

Eat a variety of foods. A balanced diet is one that includes all the food groups.

Eat less of some foods, and more of others. The bands for meat and protein and oils are skinnier than the others. That's because you need less of those kinds of foods than you do fruits, vegetables, grains and dairy foods. You also can see the bands start out wider and get thinner as they approach the top. That's designed to show you that not all foods are created equal, even within a healthy food group like fruit. For instance; an apple pie might be in that thin part of the fruit band because it has a lot of added sugar and fat. A whole apple - crunch! - would be down in the wide part because you can eat more of those within a healthy diet.

Make it personal. Through the USDA's MyPyramid website at www.mypyramid.gov, people can get personalized recommendations about the mix of foods they need to eat and how much they should be eating. A kids' version of the pyramid is available at http://kidshealth.org/kid/stay_healthy/food/pyramid.html.

How much do children need to eat? Everyone wants to know how much they should eat to stay healthy. It's a tricky question, though. It depends on your age, whether it’s a girl or a boy and how active they are. Kids who are more active burn more calories, so they need more calories. Below are some estimates for how much they need of each food group.

Grains are measured out in ounce equivalents that are just another way of showing a serving size. Here are ounce equivalents for common grain foods. An ounce equivalent equals:
1 piece of bread
1/2 cup of cooked cereal, like oatmeal
1/2 cup or rice or pasta
1 cup of cold cereal

4 to 8-year-olds need 4 to 5 ounce equivalents each day.
9 to 13-year-old girls need 5 ounce equivalents each day.
9 to 13-year-old boys need 6 ounce equivalents each day.

And one last thing about grains: Try to eat a lot of whole grains, such as 100% wheat bread, brown rice, and oatmeal.

**Vegetables**
Of course, you need your vegetables, especially those dark green and orange ones. But how much is enough? Vegetable servings are measured in cups.

4 to 8-year-olds need 1 1/2 cups of veggies each day.
9 to 13-year-old girls need 2 cups of veggies each day.
9 to 13-year-old boys need 2 1/2 cups of veggies each day.

**Fruits**
Sweet, juicy fruit is definitely part of a healthy diet. Here's how much you need:

4 to 8-year-olds need 1 cup to 1 1/2 cups of fruit each day.
9 to 13-year-old girls need 1 1/2 cups of fruit each day.
9 to 13-year-old boys need 1 1/2 cups of fruit each day.

**Milk and Other Calcium-Rich Foods**
Calcium builds strong bones to last a lifetime, so you need these foods in your diet.

4 to 8-year-olds need 1 cup to 2 cups of milk (or another calcium-rich food) each day.
9 to 13-year-old girls need 3 cups of milk (or another calcium-rich food) each day.
9 to 13-year-old boys need 3 cups of milk (or another calcium-rich food) each day.

If you want something other than milk you can substitute yogurt, cheese or calcium-fortified orange juice, just to name a few.

**Meats, Beans, Fish and Nuts**
These foods contain iron and lots of other important nutrients. Like grains, these foods are measured in ounce equivalents.

An ounce equivalent of this group would be:

1 ounce of meat, poultry or fish
1/4 cup cooked dry beans
1 egg
1 tablespoon of peanut butter
A small handful of nuts or seeds
That's a lot to swallow for a child. The good news for them is that their mom, dad, and the other grownups in their life will help them eat what is needed to stay healthy. There's more good news, children don't have to become perfect eaters overnight. Just remember those stairs climbing up the side of the new pyramid and take it one step at a time.

Reviewed by: Barbara P. Homeier, MD
Date reviewed: April 2005

Anatomy of MyPyramid

One size doesn't fit all
USDA's new MyPyramid symbolizes a personalized approach to healthy eating and physical activity. The symbol has been designed to be simple. It has been developed to remind consumers to make healthy food choices and to be active every day. The different parts of the symbol are described below.

Activity is represented by the steps and the person climbing them, as a reminder of the importance of daily physical activity.

Moderation is represented by the narrowing of each food group from bottom to top. The wider base stands for foods with little or no solid fats or added sugars. These should be selected more often. The narrower top area stands for foods containing more added sugars and solid fats. The more active you are, more of these foods you can fit into your diet.

Personalization is shown by the person on the steps, the slogan, and the URL. Find the kinds of amounts of food to eat each day at MyPyramid.gov.

Proportionality is shown by the different widths of the food group bands. The widths suggest how much food a person should choose from each group. The widths are just a general guide, not exact proportions. Check the website for how much is right for you.

Variety is symbolized by the 6 color bands representing the 5 food groups of the Pyramid and oils. This illustrates that foods from all groups are needed each day for good health.

Gradual Improvement is encouraged by the slogan. It suggests that individuals can benefit from taking small steps to improve their diet and lifestyle each day.

In addition to the general nutritional guidelines, children must receive 100% of their recommended daily allowance of vitamin C and need to have a good source of vitamin A three times a week. Juice is the easiest way to meet the vitamin C requirement.

Vitamin A is prevalent in orange and leafy green produce.

The amount of fat and sugar in the children's diet should be limited.
Low fat milk is recommended for children over two years old.

Try to keep the amount of fatty foods such as pizza to a minimum, and serve more lean protein sources like chicken.

Sugared foods (such a cakes and cookies) should be reserved for special occasions if served at all.

Menu Planning

You need to decide what meals you are serving. The choices are breakfast, morning snack, lunch, afternoon snack, late day snack, and supper. Children love snacks. If a child is with you all day they should probably eat at least three times, and one of those times ought to be a fun snack.

Once you have decided which meals you will be serving and preparing at your program, you have your destination. Then you get to plan fun ways to get there. Make sure that your menus are varied and reflect the ethnic and cultural background of the families at your program. This does not mean that you need to have foie gras every Tuesday for afternoon tea!

Create a menu plan for one week on the provided spreadsheet. Now that you are familiar with menu planning, create a monthly menu plan to turn in at our next class.

Food Safety

We must ensure that we take precautions to ensure that the food we serve is free from pathogens and is not a health risk. Food poisoning can be as mild as an upset stomach or it can result in hospitalization or even death. Many of the foods we as adults eat without a second thought are choking hazards to young children. Please give thought to your food safety plans and revisit this issue with your staff at least annually.

Some basics to keep in mind in this area are:

- Serve food soon after it is prepared
- Cook all meat to an internal temperature of at least 140 degrees
- Thaw frozen foods either in the refrigerator or stove
- Use separate cutting boards for meat and produce
- Sanitize food preparation items after each use
- Wash produce before use
- Keep refrigerated items cold (at least 40 degrees)
Step out on a limb:

**Monthly Items to put on your calendar**

- Safety Day
- Fire drill
- Check smoke and carbon monoxide detectors
- Check Fire extinguishers
- Monthly classroom and playground checks
- Spot call 4 emergency contacts from files
- Change A/C filter
- Clean the dryer vent and under refrigerator
- Drain sediment from hot water heater
- Check temps in refrigerators and freezers
- Check first aid kits
- File check day:
  1. 10% of staff files
  2. Shot/medical records that need to be updated next month
  3. Follow up with last month’s notices
  4. Make sure that any new enrollees have their medical form in the appropriate file. (To keep on top of medical information without software, have 13 files, one for each month and another that is annual. Copy each child’s medical form and place it in the month that they will need new medical information such as immunizations, screenings, or doctor’s notes. Any students who don’t need to be updated in this calendar year, place in the annual file.)
  5. Check the designated number/percent of files to ensure they are complete and up-to-date
- Prospect follow-up day:
  1. Call all tours from the last month
  2. Make sure that all prospects are in the data base
  3. Send e-mail to 2-3 month old prospects with information about an upcoming event
  4. Send survey to 6 month old prospects to find out what child care decisions they made, what their favorite element of their choice was and things they liked about your program.
  5. Ask one parent for an article for the newsletter about their child or their class.
  6. Send out any thank you notes needed for tours or parents who did something for the program.
- Computer maintenance day:
  1. Remove cookies
  2. Check for program updates
  3. Check for malware
  4. Backup system
  5. Disk defragmentation
- Staff evaluation day:
  1. Do staff evaluation with any staff who are due
2. Update notes on all staff
3. Catch at least one staff person doing something great

**Every Quarter**
- Payroll taxes
- Maintenance schedule (stain playscape, tighten bolts, paint a room, system check up, Defrost, oven clean)
- Staff Audit/arrival-pick up audit
- Check training logs and plan for the next quarter

**Every Six months**
- Severe weather drill (pick the two that make sense for your area- tornado, wildfire, hurricane, flood, chemical spill)
- Schedule inspections
- Call Licensing rep to touch base
- Order supplies and equipment

**Annually**
- Call county health department to see if there are any changes in immunizations or food service rules as well as to see what health concerns there currently are in your area.
- Evaluate market
- Survey clients
- Staff evaluation of program and director
- Program Goal Setting
- Review/Update Business Plan
- Review Handbooks
- Meet with advisors (lawyer, financial advisor, banker, mentor, licensing rep, marketing guru, trainers, relationship guru, hard nose).
Step Four – Knowing Your Community

Accreditation
Why consider accreditation?
• The accreditation process results in program improvement.
• Accreditation recognition demonstrates commitment to excellence.
• In some states, funding dollars are marked for accredited centers.
• Accreditation is a marketing tool with parents.
• Accreditation assists in recruiting new staff.
• Accreditation raises staff morale and commitment.

What is the process?
As in most major accreditation processes, there are three-steps:
1. Self-Study
2. On-site visit by a Validator/Verifier/Endorser
3. Accreditation decision by commissioners

Administrators, staff and parents have a role in the self-study and program improvement process.

Quality Rating Systems: Information on systems that are designed to rate the quality or level of a child care program, identify areas for improvement, inform consumers about levels of quality, and target technical assistance. Resources typically include information on both program standards and staff qualifications. They may also include resources on financial incentives for rating attainment or improvement.

<table>
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<tr>
<th>Organization</th>
<th>Setting and Age Level</th>
<th>Accreditation Components</th>
<th>Contact Information</th>
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<tbody>
<tr>
<td>Accredited Professional Preschool Learning Environment (APPLE)</td>
<td>Preschool School Age</td>
<td>Application and fees Self-study Portfolio Onsite verification visit</td>
<td>Florida Association for Child Care Management 850-222-9923 or 800-322-2603 <a href="http://www.faccm.org/apple.asp">www.faccm.org/apple.asp</a></td>
</tr>
<tr>
<td>American Montessori Society (AMS)</td>
<td>Montessori programs for children from birth to high school Infant and toddler Preschool School age</td>
<td>Application and fees Self-study Evidence Report Onsite peer review visit</td>
<td>AMS (212) 358-1250 <a href="http://www.amshq.org">www.amshq.org</a></td>
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<td>Association of Christian Schools International</td>
<td>Preschool&lt;br&gt;School age (elementary and secondary)</td>
<td>Application and fees&lt;br&gt;Self-study&lt;br&gt;Candidacy Status&lt;br&gt;Onsite verification visit</td>
<td>Early Education Services&lt;br&gt;719-528-6906, ext. 228&lt;br&gt;www.acsi.org</td>
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<tr>
<td>Council on Accreditation (COA)</td>
<td>Preschool&lt;br&gt;School age&lt;br&gt;Family and children’s agencies&lt;br&gt;Adult day care&lt;br&gt;Foster care/Int’l adoptions</td>
<td>Application and fees&lt;br&gt;Timeline&lt;br&gt;Self-study Report&lt;br&gt;Onsite verification visit</td>
<td>COA&lt;br&gt;212-797-3000 or 866-COA-8088&lt;br&gt;www.coanet.org/front3/index.cfm</td>
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<tr>
<td>National Accreditation Commission for Early Care and Education Programs (NAC)</td>
<td>Child care centers only&lt;br&gt;School age programs (only those that are operated in conjunction with child care centers)</td>
<td>Application and fees&lt;br&gt;Self-study&lt;br&gt;Onsite verification visit</td>
<td>National Association of Child Care Professionals&lt;br&gt;512-301-5557 or 800-537-1118&lt;br&gt;www.nacccp.org</td>
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<tr>
<td>National Association for the Education of Young Children (NAEYC) Academy for Early Childhood Program Accreditation</td>
<td>Infant and toddler&lt;br&gt;Preschool&lt;br&gt;School age (kindergarten)</td>
<td>Application and fees&lt;br&gt;Self-study&lt;br&gt;Candidacy report&lt;br&gt;Portfolios&lt;br&gt;Onsite verification visit</td>
<td>NAEYC Academy for Early Childhood Program Accreditation (202) 232-8777 or (800) 424-2460&lt;br&gt;www.naeyc.org (checklist available in the index)</td>
</tr>
<tr>
<td>National Association for Family Child Care (NAFCC)</td>
<td>Infant and toddler&lt;br&gt;Preschool&lt;br&gt;School age</td>
<td>Application and fees&lt;br&gt;Self-study&lt;br&gt;Evidence and documentation&lt;br&gt;Onsite verification visit</td>
<td>NAFCC&lt;br&gt;(800) 359-3817&lt;br&gt;www.nafcc.org</td>
</tr>
<tr>
<td>National Early Childhood Program Accreditation (NECPA)</td>
<td>Infant and toddler&lt;br&gt;Preschool&lt;br&gt;School age</td>
<td>Application and fees&lt;br&gt;Self assessment&lt;br&gt;Action plan&lt;br&gt;Portfolio</td>
<td>The NECPA Commission, Inc.&lt;br&gt;800-505-9878&lt;br&gt;www.necpa.net</td>
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</table>
Example of Quality Standards

The following standards - referred to as the NSACA Standards - are those used by the National After school Association to define a quality after school program.

Keys to Quality
Human Relationships

Staff relate to all children and youth in positive ways.

Staff respond appropriately to individual needs of children and youth.

Staff encourage children and youth to make choices and to become more responsible.

Staff interact with children and youth to help them learn.

Staff use positive techniques to guide the behavior of children and youth.

Children and youth generally interact with one another in positive ways.

Staff and families interact with each other in positive ways.

Staff work well together to meet the needs of children and youth.

Indoor Environment

The program's indoor space meets the needs of children and youth.

The indoor space allows children and youth to take initiative and explore their interests.

Outdoor Environment

The outdoor play area meets the needs of children and youth, and the equipment allows them to be independent and creative.

Activities

The daily schedule is flexible, and it offers enough security, independence, and stimulation to meet the needs of all children and youth.

Children and youth can choose from a wide variety of activities.
Activities reflect the mission of the program and promote the development of all the children and youth in the program.

There are sufficient materials to support program activities.

**Safety, Health & Nutrition**

The safety and security of children and youth are protected.

The program provides an environment that protects and enhances the health of children and youth.

The program staff tries to protect and enhance the health of children and youth.

Children and youth are carefully supervised to maintain safety.

The program serves foods and drinks that meet the needs of children and youth.

**Administration**

Staff/child ratios and group sizes permit the staff to meet the needs of children and youth.

Children and youth are supervised at all times.

Staff support families’ involvement in the program.

Staff, families, and schools share important information to support the well-being of children and youth.

The program builds links to the community.

The program’s indoor space meets the needs of staff.

The outdoor space is large enough to meet the needs of children, youth, and staff.

Staff, children, and youth work together to plan and implement suitable activities, which are consistent with the program’s philosophy.

Program policies and procedures are in place to protect the safety of the children and youth.

Program policies exist to protect and enhance the health of all children and youth.

All staff are professionally qualified to work with children and youth.

Staff (paid, volunteer, and substitute) are given an orientation to the job before working with children and youth.

The training needs of the staff are assessed, and training is relevant to the responsibilities of each job. Assistant Group Leaders receive at least 15 hours of training annually. Group Leaders receive at least 18 hours of training annually. Senior Group Leaders receive at least 21 hours of training annually. Site directors
receive at least 24 hours of training annually. Program Administrators receive at least 30 hours of training annually.

Staff receives appropriate support to make their work experience positive.

The administration provides sound management of the program.

Program policies and procedures are responsive to the needs of children, youth, and families in the community.

**Advocacy**

As directors of programs serving families we have the potential to make significant changes in the community. We can work to increase funding for research into childhood diseases, broaden public transportation options, decrease advertising directed at young children, or increase funding for education at various levels. Perhaps you are concerned with support for small business or litigation reform. We represent a powerful force in the economies of our communities. This means we can work with others to improve the lives of our clients, their children, or our employees.

Archimedes famously said that if you gave him a long enough lever, he could lift the world. Well, it works both ways. Using the long lever arm of mass media, a tiny core of politically powerful people controls the rest of the population's choices, economics and future.

Systems design is the study of how to balance inputs into outputs from a dynamic process so that it optimally serves the needs of the highest possible number of users of the process. From a systems design standpoint, American politics is a disaster:


**Why You Need to Get Involved**

The Power of Your Voice: Right now, elected officials are being asked to sustain programs by appropriating money through school, city, state and federal budgets. You know firsthand the profound impact quality program have on the lives of children, their families and your community. Because you have a story to tell about the programs, you can be the most effective advocate for sustaining and expanding programs in your community.

What Does Advocacy Mean? Advocacy is the process whereby people mobilize to communicate a message to a targeted audience. In this case, the audience is elected officials who serve you. The future of early childhood and school age programs lies in the level of commitment that public officials take to fund programs. Your voice will impact their level of commitment.

What Is Your Message? The future of our children also depends on how we take care of them and teach them to grow. Your message to elected officials must convey that in
today's society that school age and early childhood programs keep kids safe, help working families and improve academic achievement.

Your goal is to convince your elected officials that it is in the best interest of people they serve that they support school age and early childhood programs financially. Indeed, three years of national school age and early childhood polling shows that nine of ten American voters believe school age and early childhood programs are a necessity for all children (see Poll Reports).

It is your responsibility to get the message out. It is the duty of elected officials to respond. That is why we call them public servants.

_Bear in mind that those of you working in programs that receive federal grants may not use your federal funding to lobby elected officials, although you can communicate the successes of your programs and hopes for continued support._

**Tips for Contacting Policy Makers.**
Ten simple Principles of Advocacy (www.afterschoolalliance.org)

1. **Consider yourself an expert information source.** Elected officials have limited time, staff and many competing issues to deal with every day. They cannot be as well informed as those actually implementing or witnessing the programs. You can fill their information gap and be their "expert."

2. **Always tell the truth.** Make your word impeccable.

3. **Know who is on your side.** This is your strength. The elected official will want to know this.

4. **Know who is not on your side.** The elected official will want to know who stands against your issue. Anticipate the opposition arguments and provide the answers and the rebuttals.

5. **Make the elected official aware of any personal connections you may have.** If you have friends, relatives, or colleagues in common with an elected official let them know. This is how we connect with one another.

6. **Admit you don't know something.** It gives you a reason to follow-up with the official after you have researched an answer.

7. **Be specific.** Tell the official what you want. Ask them directly. Expect a direct answer in response.

8. **Follow-up.** The elected official should be held accountable for any statements they make to you. Find out if the official took action. Then thank them for any action they took and make your next request.
9. **Don't "burn bridges."** It is easy to get emotional about these issues. Don't lose it. Your enemies today may be your allies tomorrow. Always leave your dealings with elected officials on positive terms. You will be back.

10. **You are the boss.** You should be courteous but not intimidated. Elected officials work for you.

*Organize Your Supporters*  There are many people who help make your program work. Individually, each has talent and experience that can help spread your message. Together, you can become an advocacy team.

*Create a database of your supporters.* Include contact information for program staff, parents, grandparents, business supporters and other private financial supporters.

*Elected officials represent people within geographical boundaries.* Identify the elected officials that represent each of the members of your advocacy team and/or supporters.

*Add allies to your team.* Your community includes a rich diversity of groups that may have a vested interest in your advocacy efforts. These allies are essential and may already be connected to elected officials. For example, your business allies (such as the Chambers of Commerce) and law enforcement allies work with elected officials all the time.

**Get Information**

*To be a good advocate, you need to spend twice as much time listening as you do talking.* You will need to listen to your supporters as well as to the elected officials with whom you communicate. The information that you derive from listening will be the basis for your actions.

*Do your homework.* What group of elected officials are you targeting? Is it a school board, a city council, a state legislature or your U.S. Congress representatives? Try to gather information on the elected officials' backgrounds from websites, newspapers or from the elected officials' staff. Try some of these links:

- Project Vote Smart: www.vote-smart.org
- U.S. Senate: www.senate.gov

Decide who can best communicate your message to a particular elected official. Try to encourage individuals who actually live in the elected official's district or have a connection to the official to be the spokesperson.
Communication with Staff and Parents

Stereotyping
What is stereotyping? Stereotypes are ways of “classifying” or “labeling” people based on their membership in a group (race, gender, ethnicity, age, national origin, disability, class, sexual orientation, etc.)

What are stereotypes about women?
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How does stereotyping work?
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Impact of Stereotyping
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Brainstorm common stereotypes of women that people still hold, consciously or unconsciously. (For example; women are weak)
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Good communication skills require a high level of self-awareness. Understanding your personal style of communicating will go a long way toward helping you to create good and lasting impressions on others. By becoming more aware of how others perceive you, you can adapt more readily to their styles of communicating. This does not mean that you have to be a chameleon, changing with every personality you meet. Instead, you can make another person more comfortable with you by selecting and emphasizing certain behaviors that fit within your personality and resonate with another.
There are three basic communication styles:

- Aggressive
- Passive
- Assertive

Discovering which style best fits you can be done in a number of ways including personality tests such as the Myers-Briggs Type Indicator® (MBTI®) instrument, psychological assessments, and self-assessments. *(MBTI, Myers-Briggs, and Myers-Briggs Type Indicator are registered trademarks or trademarks of the Myers-Briggs Type Indicator Trust in the United States and other countries.)*

**Elements of the Aggressive Style**

**Mottos and Beliefs**
- "Everyone should be like me."
- "I am never wrong."
- "I've got rights, but you don't."

**Communication Style**
- Closed minded
- Poor listener
- Has difficulty seeing the other person's point of view
- Interrupts
- Monopolizing

**Characteristics**
- Achieves goals, often at other’s expense
- Domineering, bullying
- Patronizing
- Condescending, sarcastic

**Behavior**
- Puts others down
- Doesn't ever think they are wrong
- Bossy
- Moves into people's space, overpowers
- Jumps on others, pushes people around
- Know-it-all attitude
- Doesn't show appreciation

**Nonverbal Cues**
- Points, shakes finger
- Frowns
- Squints eyes critically
- Glares
- Stares
- Rigid posture
- Critical, loud, yelling tone of voice
- Fast, clipped speech

**Verbal Cues**
- "You must." (should, ought, better)
- "Don't ask why. Just do it."
- Verbal abuse

**Confrontation and Problem Solving**
- Must win arguments, threatens, attacks
- Operates from win/lose position

**Feelings Felt**
- Anger
- Hostility
- Frustration
- Impatience

**Effects**
- Provokes counter aggression, alienation from others, ill health
- Wastes time and energy over supervising others
- Pays high price in human relationships
- Fosters resistance, defiance, sabotaging, striking back, forming alliances, lying, covering up
- Forces compliance with resentment

**Elements of the Passive Style**

**Mottoes and Beliefs**
- "Don't express your true feelings."
- "Don't make waves."
- "Don't disagree."
- "Others have more rights than I do."

**Communication Style**
- Indirect
- Always agrees
- Doesn't speak up
- Hesitant

**Characteristics**
- Apologetic, self-conscious
- Trusts others, but not self
- Doesn't express own wants and feelings
- Allows others to make decisions for self
- Doesn't get what he or she wants

**Behaviors**
- Sighs a lot
- Tries to sit on both sides of the fence to avoid conflict
- Clams up when feeling treated unfairly
- Asks permission unnecessarily
- Complains instead of taking action
- Lets others make choices
- Has difficulty implementing plans
• Self-effacing
Nonverbal Cues
• Fidgets
• Nods head often; comes across as pleading
• Lack of facial animation
• Smiles and nods in agreement
• Downcast eyes
• Slumped posture
• Low volume, meek
• Up talk
• Fast when anxious, slow/hesitant when doubtful
Verbal Cues
• "You should do it."
• "You have more experience than I do."
• "I can't..."
• "This is probably wrong, but..."
• "I'll try..."
• Monotone, low energy
Confrontation and Problem Solving
• Avoids, ignores, leaves, postpones
• Withdraws, is sullen and silent
• Agrees externally, while disagreeing internally
• Expends energy to avoid conflicts that are anxiety provoking
• Spends too much time asking for advice, supervision
• Agrees too often
Feelings Felt
• Powerlessness
• Wonders why doesn't receive credit for good work
• Chalks lack of recognition to others' inabilities
Effects
• Gives up being him/herself
• Builds dependency relationships
• Doesn't know where he or she stands
• Slowly loses self-esteem
• Promotes other’s causes
• Is not well-liked
Elements of the Assertive Style

Mottoes and Beliefs
- Believes self and others are valuable
- Knowing that assertiveness doesn't mean you always win, but that you handled the situation as effectively as possible
- "I have rights and so do others."

Communication Style
- Effective, active listener
- States limits, expectations
- States observations, no labels or judgments
- Expresses self directly, honestly, and as soon as possible about feelings and wants
- Checks on other’s feelings

Characteristics
- Non-judgmental
- Observes behavior rather than labeling it
- Trusts self and others
- Confident
- Self-aware
- Open, flexible, versatile
- Playful, sense of humor
- Decisive
- Proactive, initiating

Behavior
- Operates from choice
- Knows what is needed and develops a plan to get it
- Action-oriented
- Firm
- Realistic expectations
- Fair, just
- Consistent
- Takes appropriate action toward getting what you want without denying rights of others

Nonverbal Cues
- Open, natural gestures
- Attentive, interested facial expression
- Direct eye contact
- Confident or relaxed posture
- Vocal volume appropriate, expressive
- Varied rate of speech

Verbal Cues
- "I choose to..."
- "What are my options?"
- "What alternatives do we have?"

Confrontation and Problem Solving
- Negotiates, bargains, trades off, compromises
- Confronts problems at the time they happen
- Doesn't let negative feelings build up

**Feelings Felt**
- Enthusiasm
- Well being
- Even tempered

**Effects**
- Increased self-esteem and self-confidence
- Increased self-esteem of others
- Feels motivated and understood
- Others know where they stand

Clearly, the assertive style is the one to strive for. Keep in mind that very few people are all one or another style. In fact, the aggressive style is essential at certain times such as; when a decision has to be made quickly, during emergencies, when you know you're right and that fact is crucial and stimulating creativity by designing competitions destined for use in training or to increase productivity.

Passiveness also has its critical applications; when an issue is minor, when the problems caused by the conflict are greater than the conflict itself, when emotions are running high and it makes sense to take a break in order to calm down and regain perspective, when your power is much lower than the other party's, when the other's position is impossible to change for all practical purposes (i.e., government policies, etc.).

**Remaining aware of your own communication style and fine-tuning it as time goes by gives you the best chance of success in business and life.**

**Listening Skills**


Only about 25 percent of listeners grasp the central ideas in communications. To improve listening skills, consider the following:
<table>
<thead>
<tr>
<th>Poor Listener</th>
<th>Effective Listener</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tends to &quot;wool-gather&quot; with slow speakers.</td>
<td>Thinks and mentally summarizes, weighs the evidence, listens between the lines to tones of voice and evidence.</td>
</tr>
<tr>
<td>Tunes out speaker when subject is dry.</td>
<td>Finds what's in it for me.</td>
</tr>
<tr>
<td>Easily distracted.</td>
<td>Fights distractions, sees past bad communication habits and knows how to concentrate.</td>
</tr>
<tr>
<td>Takes intensive notes, but the more notes taken, the less value; has only one way to take notes.</td>
<td>Has two-to-three ways to take notes and organize important information.</td>
</tr>
<tr>
<td>Is over stimulated, tends to seek and enter into arguments.</td>
<td>Doesn't judge until comprehension is complete.</td>
</tr>
<tr>
<td>Inexperienced in listening to difficult material; has usually sought light, recreational materials.</td>
<td>Uses &quot;heavier&quot; materials to regularly exercise the mind.</td>
</tr>
<tr>
<td>Lets deaf spots or blind words catch his or her attention.</td>
<td>Interprets color words, and doesn't get hung up on them.</td>
</tr>
<tr>
<td>Shows no energy output.</td>
<td>Holds eye contact and helps speaker along by showing an active body state.</td>
</tr>
<tr>
<td>Judges delivery, tunes out.</td>
<td>Judges content, skips over delivery errors.</td>
</tr>
<tr>
<td>Listens for facts</td>
<td>Listens for central ideas.</td>
</tr>
</tbody>
</table>

**Importance of Body Language**

It is not only what you say in the classroom that is important, but it's how you say it that can make the difference to students. Nonverbal messages are an essential component of communication in the teaching process. Teachers should be aware of nonverbal behavior in the classroom for three major reasons:

- An awareness of nonverbal behavior will allow you to become better receivers of students' messages.
- You will become a better sender of signals that reinforce learning.
- This mode of communication increases the degree of the perceived psychological closeness between teacher and student.

Some major areas of nonverbal behaviors to explore are:

- Eye contact
- Facial expressions
- Gestures
- Posture and body orientation
- Proximity
- Para linguistics
- Humor
**Eye contact:**
Eye contact, an important channel of interpersonal communication, helps regulate the flow of communication. It signals interest in others. Furthermore, eye contact with audiences increases the speaker's credibility. Teachers who make eye contact open the flow of communication and convey interest, concern, warmth and credibility.

**Facial expressions:**
Smiling is a powerful cue that transmits:
- Happiness
- Friendliness
- Warmth
- Liking
- Affiliation
Thus, if you smile frequently, you will be perceived as more likable, friendly, warm and approachable. Smiling is often contagious and students will react favorably and learn more.

**Gestures:**
If you fail to gesture while speaking, you may be perceived as boring, stiff and unanimated. A lively and animated teaching style captures students' attention, makes the material more interesting, facilitates learning and provides a bit of entertainment. Head nods (a form of gestures) communicate positive reinforcement to students and indicate that you are listening.

**Posture and body orientation:**
You communicate numerous messages by the way you walk, talk, stand and sit. Standing erect, but not rigid, and leaning slightly forward communicates to students that you are approachable, receptive and friendly. Furthermore, interpersonal closeness results when you and your students face each other. Speaking with your back turned or looking at the floor or ceiling should be avoided; it communicates disinterest to your class.

**Proximity:**
Cultural norms dictate a comfortable distance for interaction with students. You should look for signals of discomfort caused by invading students' space. Some of these are:
- Rocking
- Leg swinging
- Tapping
- Gaze aversion
Typically, in large college classes, space invasion is not a problem. In fact, there is usually too much distance. To counteract this, move around the classroom to increase
interaction with your students. Increasing proximity enables you to make better eye contact and increases the opportunities for students to speak.

**Para linguistics:**
This facet of nonverbal communication includes such vocal elements as:
- Tone
- Pitch
- Rhythm
- Timbre
- Loudness
- Inflection

For maximum teaching effectiveness, learn to vary these six elements of your voice. One of the major criticisms is of instructors who speak in a monotone. Listeners perceive these instructors as boring and dull. Students report that they learn less and lose interest more quickly when listening to teachers who have not learned to modulate their voices.

**Humor:**
Humor is often overlooked as a teaching tool, and it is too often not encouraged in college classrooms. Laughter releases stress and tension for both instructor and student. You should develop the ability to laugh at yourself and encourage students to do the same. It fosters a friendly classroom environment that facilitates learning. (Lou Holtz wrote that when his players felt successful he always observed the presence of good humor in the locker room.)

Obviously, adequate knowledge of the subject matter is crucial to your success; however, it's not the only crucial element. Creating a climate that facilitates learning and retention, demands good nonverbal and verbal skills. To improve your nonverbal skills, record yourself speaking on video tape. Then ask a colleague in communications to suggest refinements.

By Vicki Ritts, St. Louis Community College at Florissant Valley and James R. Stein, Southern Illinois University, Edwardsville. (Reprinted by permission)

As we discussed in the professionalism and the marketing steps, how you present your center will impact how parents feel about you. To a large degree, how you position your center will determine who calls your program for information and who comes in to look around.
What is my preferred customer looking for?

Some things I can do to position my program to attract that customer:

When parents or potential clients call, spend time talking to them. The longer you talk with them the more insight you will gain into their needs, your customer profile and additional services you could offer to improve your profitability. Then, they are more likely to take the next step.

**Take notes on the phone calls.** You can collect contact information, demographics, concerns, hours of care they need, and other useful information. Document, document, document! The notes should be in one central location.

Some possible ways to track phone calls & drop-in inquiries:

**Follow up**
Changing callers into prospects consistently takes follow-up and follow-through. Follow-up means getting back in touch with them. Follow-through means doing what you say you will. If you say you will call them back, do it. The more positive interactions you have with a family, the more likely they are to enroll at your center and refer other families to your program.

The ways I will follow-up with callers are:

**Tours/Interviews**
Once you have transformed the family from a caller to a prospect, it is time for the real work to begin. You need to have a message you repeat several times. This is called your tag line or your bumper sticker. Use the information you gained in your phone call, or other contact to customize your presentation.
Your tours will be somewhat scripted. There are things that you must cover with every perspective family. What those areas are will depend upon your center’s strengths, and your policies. You will want to cover your hours, age groupings and basic health policy.

**Things I need to mention in tours:**

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After the tour you will need to follow up again. This can be a post card, thank you note, or telephone call. Repeated contact will help move them from prospects to enrolled families.

**Interview/Orientation**

Another venue for parent communication at many centers is the pre-enrollment interview. This is a chance for you to decide if the family is right for your program. Go through your policies in depth. This is also when the parent will tell you what their concerns are, what their skills are, how they can help you and what their hopes are. This can be done individually or as a group orientation.

How I will handle the orientation

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**Enrollment**

How you handle enrollment sets the tone for their tenure with your program. Meet their needs to the best of your ability. You can; schedule a weeklong transition, two days of transition, having them sit in on routines, allow them to drop in one day or have them start full-time the first day. There are pros and cons to each of these methods.

List 3-5 pros & cons of one or two on the enrollment styles:

---

You will have a preferred method of enrollment. Rank the methods from your favorite, to your least favorite.
Established Families
Communication with established families is often overlooked. The parents need to hear from you early and often.

- Talk to them.
- Write to them.
- Call them.
- Give them newsletters.
- Tell them what is happening.
- Ask them questions.

Keys to effective communication
You will have parents who are visual, kinetic, auditory, and tactile learners. You need to have a variety of ways to communicate with your client base to make sure you get your message out to all of them. Remember that the most successful communication has a goal behind it.

Before you initiate communication,

- Determine your goal
- Craft a message
- Script your tag line
- Think about possible challenges
- Prepare responses
- Go do it!

Effective communication is also two-way. You need to listen to what they are saying. Active listening is key.

- Reflect back what they are saying: “So, you are worried that Timmy won’t do well in a class with mostly girls?”
- Ask for clarification: “I am unclear on what you are wanting on the menu? Are you asking for more raw foods?”
- Express concern: “I understand this is a rough time for your family.”
- Take time: “I am not sure, let me look into that.” “Why don’t you go on into my office. I just have to give Ms. Becky a message.”
- Set up follow-up: “Okay. I will talk to those people and get back to you on Friday.”
Communication Methods

Informal conversations

Formal conversation/conference

Notes

Contracts (including behavioral modification)

Newsletters

E-mail

Pictures

Surveys

Questionnaires

Meetings

Phone calls
When They Leave (Too Bad, So Sad)
When a parent leaves the center you need to visit with them. They are a fount of information. You need that information. You can have an interview; send out a follow-up survey, informal conversation, and phone conversations. Find out what they think your strengths are. Find out why they are leaving. Find out what your biggest weakness is.

I will do this by ____________________________________________

Ten Commandments of Parent Relations
1. The parent is never an interruption to your work.
2. Greet every parent with a friendly smile.
3. Call parents by name.
4. Remember, you and your employees are the company!
5. The parent is always right. Never argue with a parent.
6. Don’t say, “I don’t know.”
7. Remember, the parent pays you and your staff.
8. Say it positively!
9. Brighten the parent’s day.
10. Go the extra mile!

Licensing
To ensure basic health and safety of children, child care in Texas is regulated through the Texas Department of Family and Protective Services. The regulator agency overseeing child care in the state has changed over time. It has been supervised by the Departments of Health Service, Health and Human Services, and Protective and Regulatory Services. Each time the supervising agency changed was due to an act of the Texas legislature; although, it can also be changed due to Sunset Commission or other means.
The Texas Department of Family and Protective Services (DFPS) was created when House Bill 2292 was passed by the 78th Texas Legislature in the regular session. Previously called the Texas Department of Protective and Regulatory Services; DFPS is charged with protecting children, adults who are elderly or have disabilities living at home or in state facilities and licensing group daycare homes, daycare centers, and registered family homes.

The agency is also charged with managing community-based programs that prevent delinquency, abuse, neglect and exploitation of Texas children, elderly and disabled adults. Every day almost 6,800 DFPS employees in more than 249 offices across the state protect the physical safety and emotional well-being of the most vulnerable citizens of Texas.”

Quoted from the DFPS web site on April 1, 2006, http://www.dfps.state.tx.us/About/About/#history

The rules and regulations governing listed, registered and licensed care are comprehensively reviewed by the agency at least once every six years. The rules are examined on an ongoing basis as complaints are made, or as new developments occur. Examples of new developments are the implementation of the new United States Department of Agriculture food pyramid. This new set of federal guidelines was adopted and incorporated into the state standards. Similar actions are taken when medical research generates new findings and best practices, or new economic situations create new pressures for families or child care programs.

For instance; when the use of syrup of ipecac for treatment of accidental ingestion of poisons under the guidance of poison control centers was removed from the recommended course of treatment - its sale to non-medical institutions was limited - the licensing standards were changed to remove it from the required items in the first aide kit.

When the agency feels there is a need for revisions to the standards, drafts of the changes are created. These are then reviewed by focus groups. Revisions are made and then the proposed changes are sent out to all affected programs and some interested parties for comment. These reactions are reviewed, the concerns are weighed and the final decisions are made. The final changes are then sent out to the programs notifying them of the date of implementation.

**Health Agencies**

In addition to licensing, child care is regulated by public health agencies. At the local level, this is the County Health Department. Some Counties with low populations are serviced by a regional health department or by the State Offices in Austin, but most Counties have their own department. This agency performs annual inspections of all licensed child care programs, which it is the center’s responsibility to schedule. The inspection is designed to ensure that the program is functioning in a sanitary manner that focuses on hand washing, cleanliness, food services, pest control and toileting issues.
Program with wells and/or septic systems may have additional inspections required to ensure that water service meets standards. If the program serves food to the children - which most program do - then a food service inspection may also be required. Food handler and/or food manager licenses may be required for staff involved in food service.

The last area of oversight for the local health department is infectious disease control. This is a role that local, state, and federal health agencies share. If any staff member or student contracts a serious infectious disease, the health department must be notified within 48 hours. A complete, current list of reportable conditions can be gotten from the state health department. Generally this information is simply used in statistical analysis, but occasionally it necessitates action by the department such as screening of all persons who may have come into contact with the infection, quarantine, or temporary closure of a possible contagion site such as a school or restaurant. Every year schools are closed for a period of time to allow for disinfection or simply to allow time for all cases to become evident and allow healing. The time frame is generally between 3 days and two weeks. The children are to stay home, not go to another school for that time frame to contain the outbreak.

The state department of health determines what immunizations and screening are necessary for the residents based on the current medical conditions. In general the state health department reflects the Center for Disease Control guidelines for immunizations, but it may add or remove immunizations due to localized issues. The screening for tuberculosis is determined by the state health department based on the number of cases of TB in an individual county.

Fire

Before occupying a building for the purposes of caring for children it is important to ensure that the building meets the fire code requirements for this use. The size of the building, its proximity to other buildings, and the materials used in construction will all play a role in the fire code issues related to a building. All programs must have smoke detection and suppression devices, but the type and installation will be determined by this code. Additionally there will be requirements as to the types of evacuation routes approved.

To limit the instances of fire in the close confines of schools and child care centers, the state of Texas requires annual inspections of all programs of this type. These are generally requested by the program and scheduled at the local fire department’s discretion. The inspector will review the log of the monthly fire drills, review the primary and secondary evacuation routes, and test safety devices.

Child and Protective Services

It is incumbent upon all professionals working with children to report any suspected abuse, neglect, or molestation immediately and to assist in the investigation by Child and Protective Services. This does not mean that child care staff should investigate. It means
that they should support the investigation and allow reasonable access to children and staff to the investigators. Investigators may come to a center and present their credentials and ask to speak to involved parties. Support them in doing so with supervision. The center has custody of the children and cannot give that custody up to individuals not approved in writing in advance unless that person is an officer of the court such as a police officer. Additionally the child will be more comfortable with a familiar face in the room. Staff may be working on other things so as to allow the conversation/investigation to proceed without comment.

**Policing Agencies**

Policing agents such as sheriff deputies, marshals, municipal officers may come into your business at any time to conduct investigations or in the pursuit of their duties. Fire marshals, OSHA agents and tax assessors are also agents of agencies that have oversight over your program.

It is considered best practices to get the badge number of any agent, whether licensing representative, marshal, or other officer, to assist in follow-up communication. In this manner if there are two Mrs. Smiths working in a department, you can be assured that you are referencing the correct one.

In general, general information can be exchanged by conversation, as long as you respect the rules of confidentiality. In this case that means that information that the agent has oversight over can be discussed, but any other type of confidential information is to be avoided. For instance if a public health nurse is trying to determine the possible individuals to screen for tuberculosis because a child has come down with an antibiotic resistant strain, it is appropriate to discuss which staff and children the student had frequent contact with. It would not be appropriate to discuss the child’s development or payment history. It at any point you feel uncomfortable you can ask to terminate an interview to consult with your advisors. Written information from your files is a bit trickier. Asking for what is desired in writing helps to avoid misunderstandings and allows you a bit more time to consider whether this is information you wish to disclose without judicial oversight. When in doubt, consult with an attorney or other advisors who are in a position to know how to protect your rights such as an accountant.

**Employment Law**

If your program has any employees, you also have to comply with all relevant employment laws. Some of these are addressed in the hiring section of this text. In addition there are Texas specific laws that affect your program. Two that we have found that child programs are frequently unaware of are the Texas New Hire Reporting Act which requires that all new hires be reported to the state attorney general’s office so that any outstanding judgments can be garnished, and the Payday Law which requires that all
employees be paid on specific days and advance notice be given if there is any need to change this.

Employment law is an area where laws and ruling change often. For instance, according to the statute, child care givers are exempt from the federal minimum wage act, but the Texas Workforce Commission has written policy advisories in the Texas Child Care Quarterly about this law's effect on child care and how to ensure that you are following it. Large businesses and organizations have entire departments dedicated to keeping them in compliance with these laws. Few child care programs have the ability to do this. It is, however, important to make an effort to comply with these laws and regulations because ignorance of the law is not a defense for violation.

**SUMMARY**

Therefore it is very important to read all communications from regulatory agencies, since it may be a request for information or notification of rule changes. This is particularly likely when it comes to taxing agencies, licensing, and public health agencies. A partial list of agencies that have oversight over your program follows:

Texas Workforce Commission
Internal Revenue Service
Department of Treasury
Equal Employment Opportunity Commission
Department of Labor
Texas Department of Transportation
Texas Department of Motor Vehicles
Texas Attorney General
Occupational and Safety and Health Administration
State Fire Marshal
Centers for Disease Control
County and Municipal Zoning Board
County Health Department
Department of Family and Protective Services
Texas Department of Mental Health and Mental Retardation
Record Keeping

Staff Records
As Employers, we are required to maintain excellent records. Many of the elements of human resource record keeping have been touched upon in the previous sections. In this section we will bring those elements together and propose some guidelines for how long to keep various types of records. This section is written with the small employer in mind. If your company will employ more than 50 employees, there are additional requirements. Please request the supplemental larger employer package to familiarize yourself with these additional requirements.

Applicants

Generally, the first contact you have with a potential employee is your job posting. This can take the form of a newspaper advertisement, an on-line job posting, a listing with a job bank, a flier, or a verbal appeal to contacts. In any of these cases it is a good idea to keep some sort of record of the posting. This is helpful in seeing what types of advertising works well to bring in applicants and staff that meet your needs. Additionally it can provide a record of minimum qualifications required, basic job description, and that you are an equal opportunity employer. This is to protect you from claims of discrimination. This is not a specifically mandated type of record keeping, but is highly recommended that you maintain this information for at least 1 year and longer if you rarely have the need to solicit applicants.

The next step is generally receiving an application or resume. Once you have this material in hand, the person submitting is legally considered an applicant, and you and he have a basic legal relationship. You must document that you have conducted yourself appropriately in this relationship. You need to keep all resumes and application indefinitely. Any notes that you make based on the application (either your application form or their resume) that are attached must be kept for the same length of time.

If you interview an applicant your interview notes must also be kept. Again this will protect you from any claims of discrimination, and refresh your memory as to why an applicant was or was not hired. If an applicant was considered as a finalist for a position, but not hired, when another position becomes available you may wish to contact the applicant to see if she might be interested in the new position. If you have your interview notes, you will not revisit old ground, and can have a more productive second interview.

Notes:
Employees

Once a hiring decision has been made, the applicant has been offered the position, and has accepted it, you enter into a new relationship – that of the employer and employee. The new employee will need to receive a new employee orientation and fill out additional paper work. The orientation should include going over their job description, basic health precautions, the locations of safety equipment, going through the staff handbook or employee manual, and a basic overview of the governing regulations (minimum standards, health regulations, etc.). Additional elements for orientation will depend upon your program's specific needs. If you are accredited the requirements of that accreditation will need to be included. This can happen at one sitting or over a space of a few days. As each element is covered have the employee sign that they have been oriented in that area. Additionally, pre-service training is required of any person new to the child care field. This must take place before the employee is scheduled to work in a classroom. A copy of a certificate of training needs to be placed in the employees personnel file.

Notes:

Personnel files

Speaking of the personnel file, what is it, what goes in it and who has access to it? Personnel file acts as an all-inclusive record of the employee's tenure with your firm. It includes their application; resume, if provided; annual evaluations; other evaluations; their I-9 form; their criminal history statement and report; their high school diploma, GED, and other education history; their training certificates for the current year and the one proceeding; a training log; conflict resolution forms for the past two years; any incident reports for the past two years; their pay rate history; medical information required by your health department or company; and other relevant information. This seems like quite a lot of information, and it is. However, each piece goes to creating a complete picture of your relationship. The file as a whole needs to be kept for three years and ninety days in Texas.

Confidentiality

As to who has access to the file, that is the sticky question.

www.texasdirector.org
Your licensing representative, health department, law enforcement agencies, taxing agencies, and internal supervisors can all have access to elements of the file, but the file as a whole is considered confidential.

There are various ways to handle this dichotomy, you can have two or more files for each staff person, you can sub-divide the file with dividers, and you can have some of the most sensitive information digitally in a passworded file on the computer. There are, of course, other ways to handle this challenge. Each of the proposed solutions has pros and cons. Having one file that contains the I-9, application with confidential material blocked out, training log and other information of a non-confidential and inspectable nature available for inspection and a separate file with all the additional information in a locked area with restricted access requires that two files be updated with required information, which can be troublesome. It also requires easy access to a copier or similar duplication technology. The advantage is that there is very little chance of confidential information being obtained by unauthorized people. Separating the file into different sections is by far the easiest option. It requires only dividers and labels. The large draw back is that the ability for confidential information to be accessed by those who have no right to it is high. Keeping confidential data on a computer requires the most outlay of expense, if you do not already have a computer, scanner, other equipment and specific software you might need to fill this need. If you want to keep all confidential material digitally you will need to be able to scan in documents such as the employment application, resume', and conflict resolution write-ups. You can also elect to simply keep the most sensitive material on the computer such as pay rate results of evaluations, and similar data on the computer, and keep the rest of the information in paper files.

Steps I will take to ensure confidentiality:

__________________________________________________________

Attendance

The last element of staff record keeping is attendance. You are required to keep track of the dates, and times your staff are scheduled to work, actually does work and the reason given when a staff person does not work his scheduled shift. This information is considered tax related and must be kept for at least three years, but seven is recommended.

Student Records

Student records are an invaluable resource if used well. The student file serves a similar role to the staff file in that it documents the journey the family and the school are going on. However, the student file, additionally, acts as a window in the lives of the children in your care. You can tell a lot about the child's home life with well developed enrollment forms, annual questionnaires, and teacher reports. These documents must be kept for
at least 3 years. You may elect to keep them longer, based on the statute of limitations in your state. In Texas lawsuit may be brought on behalf of a child at any time up until their eighteenth birthday.

Enrollment Forms

The first element of the student file is the enrollment paperwork. You can use your enrollment form to find out the parents' occupation, employer, and special talents which can help you incorporate them more effectively into your program. This information might lead you to ask a parent who is an amateur bird-watcher to come visit your preschool or after school classroom to discuss birds and help identify birds seen from you playgrounds. Finding out that a parent is a mediator might prompt you to ask her to serve on a parent board. This is a gold mine of useful information. Use it well! The enrollment forms can also be used to ask the parents about their expectations of your school, their fears, and their child's personality. This gives the teacher a place to start from when establishing a relationship with the family.

What I want on my center’s enrollment paperwork

Student file

Other things that can go in the student's file are copies of injury reports, immunization records, releases (such as photography, swimming, transport), periodic update forms, doctor's notes, parent-teacher conference notes, any letters from the family, letters sent specifically to the family, results of any screenings, medical forms, student's sample work, developmental assessments and other related items.

What I want on my center’s student files

Confidentiality

As with the staff files, there are confidentiality issues with student files. Licensing, the health department and other governing agencies will need access to various portions of the file. Additionally if there is concern that a child may have a special need, service providers may want to review teacher's notes, and medical information. However the information in the files is not for general consumption.

Many centers elect to keep multiple file for children's records. One with contact information and licensing requirement in either the class or in central location, and a master file with additional/historical information. In this way if there is an emergency the teacher does not have to go through multiple update forms to locate contact information, but simply has the most recent information only. Since this file will be accessible to many people, an effort must be made to eliminate confidential information.
Another file that might be kept is one with the child's work, developmental assessments, teacher notes, conference reports and similar data. This type of file is generically called a portfolio. Portfolio assessment is a popular way of documenting and assessing learning in early childhood.

**Attendance**

Attendance records must also be maintained for the children. There are two primary sources of this information, both of which should be kept. The first is the daily sign-in sheet. Whenever a child is dropped off or picked up the sign-in sheet must be noted by the person picking up or dropping off. Staff can note on the sign-in sheet that a child has arrived or departed, but if this is happening regularly with a family, the situation needs to be addressed. The second form is the daily attendance sheet kept in each classroom. This is filled out by the teachers in the class and acts as a backup to the sign-in sheet, as parents do not always complete their form. On the attendance sheet late arrivals and the reason for absence should be noted. This will help in analyzing possible health problems or relating behavioral concerns to attendance. Another useful tool is a class note sheet. This tool can again be cross referenced with the other two to validate attendance. The class note sheet has a list of the children in attendance and space for notes. On this form comments about the children's mood, activities, and events of the day can be recorded and the will be greater continuity of care over shift changes.

**Financial Records**

You should maintain records on various financial aspects of your business. Basic types of financial data you will be collecting have been discussed in the finance sections of this class. We will now be discussing the keeping and maintaining of those records.

Data that pertains to payroll or income taxes should be kept for seven years. This includes receipts, account registers, tuition reports, payroll reports, w-2 & w-4 forms, federal tax forms, state tax forms and supporting documentation.

Additionally if you have stockholders or bank loans there will need to be periodic profit and loss and/or balance sheets may be required. Keep copies of any documentation provided to outside interested parties for 1-5 years depending on your agreements with those individuals.

**Food Service Records**

You will need to maintain a current menu that meets the children's nutritional needs. Keeping at least three month's worth of menus on hand at all times will ensure that you meet your record keeping requirements for the state. You can set this up on a rotating menu as we discussed earlier.
If you participate in the federal food program you will have substantial record keeping in this area. Since not all of our participants are food service vendors, we will not be going into that area. There is a supplemental chapter available if you need it.

**Maintenance Records**

You will need to perform eminence on your major pieces of equipment. This includes vehicles, plays capes, riding equipment, cribs, cots, and other large items. There should be daily, weekly, monthly, quarterly, and annual checklists. These need to be completed on a regular basis by the same few people. Having two or three people observing the playground or infant environment over the course of time will increase the chances that a trouble spot will be spotted before it becomes a hazard. Having the morning teacher do the daily check and the afternoon teacher or cleaning person doing the weekly checks is one possible way to achieve this.

For larger pieces of equipment, including vehicles, there will be recommended eminence schedules and failure to follow these can invalidate warranties. Add these specific elements to your overall schedule. For instance, if you have a playscape with wooden elements it may need to be treated annually, to prevent decay and maintain safe playing condition.

Keeping copies of maintenance records creates a sense of accountability, decreases your potential liability in case of an injury, and ensures full warranty protection. Perhaps its biggest payoff is financial. By having your staff constantly on the lookout for incipient problems, books can be repaired instead of replaced, wooden toys can be sanded and glued instead of thrown away. Empowering your staff helps your bottom line.

**Records for Regulatory Agencies**

You will also have to keep records for various regulatory agencies. Any organization that has oversight over your operation will probably have some requirements for record keeping.

Health Departments often ask that you keep shot records for their inspection. Outbreaks of certain illnesses will necessitate notifying your health department. They may ask for information on people who may have come into contact with the person afflicted with the disease. They may ask you to have the children in your care screened for vision and/or hearing deficiencies and to keep records on the results. The Health Department will have additional requirements for record keeping if you elect to prepare food. Possible examples of documentation in this area are grease trap maintenance, training in food safety for staff, and menus.

Fire Departments will require all schools to do periodic fire drills, and evacuation drills. Smoke detection devices need to be checked monthly if they are battery powered. It is a good idea to document this preventative step. If your facility has a linked smoke detection system there will be maintenance documentation requirements.
City Codes will generally not impact day to day operations. However maintaining documentation of all contact with zoning or other departments will protect you down the line, should a problem manifest itself. Keep this documentation indefinitely while you are at your location. If you change facilities, you may not need to keep this material.

Other state agencies may also have oversight over your program. If they do, be proactive in asking what documentation they might require. Going the extra mile will save you stress in the long run.

Step out on a limb

CACFP Program Enrollment Information
USDA’s Child and Adult Care Food Program plays a vital role in improving the quality of day care and making it more affordable for more low income families. Day care centers may participate in the CACFP on their own but many have found that having a sponsor alleviates the burdensome paperwork. Day care centers must be licensed to participate. Some programs provide reimbursement for meals based on a blended rate with at least 25% of the children on free or reduced meals depending on household income. To eligible to participate in the CACFP, day care centers must be: public institutions (i.e. federal, city, county, military); or private, non-profit tax-exempt organizations.
<table>
<thead>
<tr>
<th>DAY/Month/DATE</th>
<th>Appointment Schedule</th>
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Caught in the Act!
# Developmental Assessment

**6 weeks - 5 months**

<table>
<thead>
<tr>
<th>Evaluation Dates</th>
<th>1</th>
<th>2</th>
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<th>4</th>
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</thead>
<tbody>
<tr>
<td><strong>Child's Name</strong></td>
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<tr>
<td><strong>Birth date</strong></td>
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<tr>
<td><strong>Gross Motor</strong></td>
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<tr>
<td>Turns from side to back</td>
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<tr>
<td>Rolls over</td>
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<tr>
<td>When held standing, lifts foot</td>
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<tr>
<td>Prone, holds arms extended</td>
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<tr>
<td>Holds head without support</td>
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<tr>
<td>Able to raise head when lying on tummy</td>
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<tr>
<td>Startle reflex with feeling of falling</td>
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<tr>
<td>Hips bent with bottom in the air when on tummy - fetal position</td>
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<tr>
<td>Takes hands to mouth</td>
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<tr>
<td>Sits with assistance</td>
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<tr>
<td>Sits without assistance</td>
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<tr>
<td>Attempts to crawl/creep hitch</td>
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<tr>
<td>Attempts to reach items out of reach</td>
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<tr>
<td>Crawls, scoots, hitches, or creeps</td>
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<tr>
<td>Stands firmly when held</td>
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<tr>
<td>Able to rotate upper body with lower body</td>
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<tr>
<td>Puts self in sitting position</td>
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<tr>
<td>Gets self out of sitting position</td>
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<tr>
<td>Reaches for moving objects</td>
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<tr>
<td>Stands by holding fixed objects</td>
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<tr>
<td>Able to bear weight on forearms</td>
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<tr>
<td><strong>Fine Motor</strong></td>
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<tr>
<td>Holds hand in a tight fist</td>
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<tr>
<td>Strong grasp reflex</td>
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<tr>
<td>Holds rattle briefly</td>
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<tr>
<td>Eyes track moving objects/sound</td>
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<tr>
<td>Can grasp objects put in hand</td>
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<tr>
<td>Can voluntarily release objects in hand</td>
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<tr>
<td>Can reach for and grasp desired object</td>
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<tr>
<td>Can grasp with thumb and fingers</td>
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<tr>
<td>Can grasp with thumb and single finger</td>
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<tr>
<td>Pulls string to get toy</td>
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<tr>
<td>Transfers object from hand to hand</td>
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<tr>
<td>Recovers toy from basket</td>
<td></td>
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<tr>
<td>Hands usually open</td>
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<tr>
<td>Bangs objects during play</td>
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<tr>
<td>Holds rattle or similar for extended play periods</td>
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<tr>
<td>Tucks chin in to gaze at the floor</td>
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<tr>
<td>Sucks well, swallows semi-liquids as well as liquids</td>
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<tr>
<td><strong>Cognitive</strong></td>
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<tr>
<td>Learned behavior can cause predictable response 😊 gets 😊</td>
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<tr>
<td>Inspects own hands</td>
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<tr>
<td>Visually recognizes mother, father, other caregivers</td>
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<tr>
<td>Has differentiated cries for different needs</td>
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<tr>
<td>Social-Emotional</td>
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<td>----------------------------------</td>
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</tr>
<tr>
<td>Smiles</td>
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<tr>
<td>Likes to be held and rocked</td>
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<tr>
<td>Quiets when held or picked up</td>
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<tr>
<td>Cries to get attention</td>
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<tr>
<td>Laughs</td>
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<tr>
<td>Plays with own body</td>
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<tr>
<td>Enjoys lively play (rough housing)</td>
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<tr>
<td>Smile, coos, talks and pats pictures or mirror</td>
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<tr>
<td>Expresses emotion through vocalization</td>
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<table>
<thead>
<tr>
<th>Self-Help</th>
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</thead>
<tbody>
<tr>
<td>Wiggles &amp; squirms to aid in gas release</td>
</tr>
<tr>
<td>Stretches arms out to be picked up</td>
</tr>
<tr>
<td>Tries to hold own bottle</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verbal</th>
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<tbody>
<tr>
<td>Grunts and sighs</td>
</tr>
<tr>
<td>Repeats a syllable when crying</td>
</tr>
<tr>
<td>Reacts to others crying</td>
</tr>
<tr>
<td>Responds to adult voices</td>
</tr>
<tr>
<td>Responds differently to unusual sounds like vacuum</td>
</tr>
<tr>
<td>Recognizes name</td>
</tr>
<tr>
<td>Uses voice patterns “ah-ah-uh”</td>
</tr>
<tr>
<td>Babbles</td>
</tr>
<tr>
<td>Vocalizes in response to singing</td>
</tr>
<tr>
<td>Takes turns vocalizing…has a conversation</td>
</tr>
<tr>
<td>Vocalizes to express pleasure/displeasure</td>
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</tbody>
</table>
My Food Pyramid Training resource:

http://www.mypyramid.gov/professionals/index.html

Earn CPE Credits! Registered Dietitians (RDs) and Dietetic Technicians, Registered (DTRs) can earn Continuing Professional Education (CPE) credits for reviewing the MyPyramid Food Guidance System Educational Framework (1 CPE) and the PowerPoint Presentation, MyPyramid: USDA's New Food Guidance System (2 CPEs).

Immunization Schedule

This schedule may vary depending upon where you live, the child's health, the type of vaccine, and the vaccines available. Some of the vaccines may be given as part of a combination vaccine so that your child gets fewer shots.

Birth
Hep B: Hepatitis B vaccine (HBV); recommended to give the first dose at birth, but may be given at any age for those not previously immunized.

1–2 months
Hep B: Second dose should be administered 1 to 2 months after the first dose.

2 months
DTaP: Diphtheria, tetanus, and acellular pertussis vaccine
Hib: Haemophilus influenzae type b vaccine
IPV: Inactivated poliovirus vaccine
PCV: Pneumococcal conjugate vaccine
Rota: Rotavirus vaccine

4 months
DTaP
Hib
IPV
PCV
Rota

6 months
DTaP
Hib
PCV
Rota

6 months and annually
Seasonal influenza. Influenza vaccine is now recommended every year for children older than 6 months (instead of just the youngest, as before). Kids under 9 who get a flu vaccine for the first time will receive it in two separate doses a month apart.

Although young tots (from 6 months to 5 years old) are still considered the group of kids who need the flu vaccine the most, updated guidelines from the Centers for Disease Control and Prevention (CDC) now recommend that all older kids and teens get it, too (as long as enough is available).

It's also especially important for high-risk kids to be vaccinated. High-risk groups include, but aren't limited to, kids with asthma, heart problems, sickle cell anemia, diabetes, and human immunodeficiency virus (HIV).

It can take up to 1 or 2 weeks after the shot for the body to build up protection to the flu.

H1N1 (Swine) Influenza. All children 6 months and older should receive this vaccine in addition to the seasonal flu vaccine. Kids under 9 will receive the vaccine in two separate doses (a month apart), while older kids will receive just one dose. Following the 2009-2010 flu season, recommendations for this vaccine may change.

6–18 months
Hep B
IPV

12–15 months
Hib
MMR: Measles, mumps, and rubella (German measles) vaccine
PCV
Varicella (chickenpox) vaccine

12–23 months
Hep A: Hepatitis A vaccine; given as two shots at least 6 months apart

15–18 months
DTaP

4–6 years
DTaP
MMR
IPV
Varicella

11–12 years
HPV: Human papillomavirus (HPV) vaccine, given as 3 shots over 6 months. It's recommended for girls ages 11 or 12, and also recommended for girls ages 13 to 18 if they have not yet been vaccinated. The vaccine also may be given to boys ages 9 to 18.

Tdap: Tetanus, diphtheria, and pertussis booster
MCV: Meningitis vaccine; should also be given to 13- to 18-year-olds who have not yet been vaccinated. Children between the ages of 2 and 10 who have certain chronic illnesses will also need this vaccine, with a booster shot a few years later, depending on the age at which the first dose was given.

Reviewed by: Elana Pearl Ben-Joseph, MD
Date reviewed: January 2010
### NAEYC Accreditation Tool

**NAEYC Accreditation Tool**

Not Applicable = 0  Needs Improvement = 1  Emerging = 2  Developing = 3  Meets Criterion = 4  Exceeds Criterion = 5

**NAEYC Standard 1 - Promoting Child Development and Learning**

Interns use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Rating</th>
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<tbody>
<tr>
<td></td>
<td>Phase I Mid-pt</td>
</tr>
<tr>
<td>1.1 Demonstrates an understanding of young children’s characteristics and the many influences on young children’s development and learning</td>
<td></td>
</tr>
<tr>
<td>1.2 Understands the developmental level of individual students and adapts instruction accordingly</td>
<td></td>
</tr>
<tr>
<td>1.3 Uses knowledge of child development to help each student derive meaning from his/her experiences</td>
<td></td>
</tr>
<tr>
<td>1.4 Demonstrates his/her belief in each child’s ability to learn</td>
<td></td>
</tr>
<tr>
<td>1.5 Constructs learning environments that are achievable, yet challenging for all children</td>
<td></td>
</tr>
<tr>
<td>1.6 Promotes children's physical and psychological health, safety, and sense of security</td>
<td></td>
</tr>
<tr>
<td>1.7 Models and affirms an anti-bias perspective on development and learning</td>
<td></td>
</tr>
</tbody>
</table>

**Overall Promotion of Child Development and Learning**

---

**Phase I Mid-point Comments:**

**Phase I Final Comments:**

**Phase II Mid-point Comments:**

**Phase II Final Comments:**
NAEYC Standard 2 - Building Family and Community Relationships
Interns know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Works with mentor teacher to build positive relationships with families,</td>
<td></td>
</tr>
<tr>
<td>taking families' preferences and goals into account</td>
<td></td>
</tr>
<tr>
<td>2.2 Demonstrates an understanding of young children's family and community</td>
<td></td>
</tr>
<tr>
<td>characteristics (i.e. impact of poverty, learning a second language)</td>
<td></td>
</tr>
<tr>
<td>2.3 Applies knowledge of family and community factors (ethnicity, low income, etc.)</td>
<td></td>
</tr>
<tr>
<td>to help children learn and develop</td>
<td></td>
</tr>
<tr>
<td>2.4 Identifies resources and knows how to connect families with services</td>
<td></td>
</tr>
<tr>
<td>(i.e. counselor referrals)</td>
<td></td>
</tr>
<tr>
<td>2.5 Involves families and communities in many aspects of children's</td>
<td></td>
</tr>
<tr>
<td>development and learning (i.e. math/literacy nights, ways to help child</td>
<td></td>
</tr>
<tr>
<td>at home)</td>
<td></td>
</tr>
<tr>
<td>2.6 Utilizes a variety of methods to communicate and foster respectful,</td>
<td></td>
</tr>
<tr>
<td>reciprocal relationships with families (in native language whenever</td>
<td></td>
</tr>
<tr>
<td>possible), such as: notes, newsletters, flyers, phone calls and conferences</td>
<td></td>
</tr>
</tbody>
</table>

Overall Building Family and Community Relationships

Phase I Mid-point Comments:

Phase I Final Comments:

Phase II Mid-point Comments:

Phase II Final Comments:
NAEYC Standard 3 - Observing, Documenting, and Assessing to Support Young Children and Families
Interns know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning.

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Rating</th>
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<tbody>
<tr>
<td></td>
<td>Phase I Mid-pt</td>
</tr>
<tr>
<td>3.1 Practices responsible, ethical assessment that supports children</td>
<td></td>
</tr>
<tr>
<td>3.2 Demonstrates skill in conducting systematic observations, interpreting these observations, and reflecting on their significance</td>
<td></td>
</tr>
<tr>
<td>3.3 Actively collects objective data about individual learners and maintains accurate records of student progress</td>
<td></td>
</tr>
<tr>
<td>3.4 Gathers information about student performance using a variety of appropriate assessment tools and incorporates assessment-related activities into teaching activities and daily routines</td>
<td></td>
</tr>
<tr>
<td>3.5 Creates opportunities to observe children in play situations as well as in more formal learning contexts</td>
<td></td>
</tr>
<tr>
<td>3.6 Uses results of assessment to plan instruction and to identify children who may benefit from additional resources</td>
<td></td>
</tr>
<tr>
<td>3.7 Demonstrates an understanding of appropriate assessment practices for all learners</td>
<td></td>
</tr>
<tr>
<td>3.8 Uses assessment procedures that are sensitive to cultural and linguistic differences among students</td>
<td></td>
</tr>
<tr>
<td>3.9 Participates in conferences to discuss strategies for communicating about student progress (i.e. with mentor teacher, family, etc.)</td>
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</tbody>
</table>

Overall Observation, Documentation and Assessment

Phase I Mid-point Comments:

Phase I Final Comments:

Phase II Mid-point Comments:

Phase II Final Comments:
NAEYC Standard 4- Teaching and Learning
Interns integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines, to design, implement, and evaluate experiences that promote positive development and learning for all children.

4a. Connecting with Children and Families
Interns know, understand, and use positive relationships and supportive interactions as the foundation for their work with young children.

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Rating</th>
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<tbody>
<tr>
<td></td>
<td>Phase I Mid-pt</td>
</tr>
<tr>
<td>4.1a Demonstrates understanding of the importance of relationships in early education</td>
<td></td>
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<tr>
<td>4.2a Exhibits skill in creating responsive relationships</td>
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<tr>
<td>4.3a Displays warm, nurturing interactions with individual children and their families</td>
<td></td>
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<tr>
<td>4.4a Communicates genuine liking for and interest in children’s activities and characteristics</td>
<td></td>
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<tr>
<td>4.5a Adapts teaching practices to be culturally sensitive and emphasizes cultural sensitivity among the children</td>
<td></td>
</tr>
<tr>
<td>4.6a Demonstrates skill in developing positive, respectful relationships with children of other cultures and/or children who have developmental delays/disabilities</td>
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</tbody>
</table>

Overall Connections with Children and Families

Phase I Mid-point Comments:

Phase I Final Comments:

Phase II Mid-point Comments:

Phase II Final Comments:
4b. Using Developmentally Effective Approaches.

*Interns know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence children’s development and learning.*

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<thead>
<tr>
<th>Performance Criteria</th>
<th>Rating</th>
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</table>
| **4.1b** Draws from a continuum of teaching strategies, ranging from child-initiated | **Phase I**  
| to adult-directed learning, and from free exploration to scaffolded support         | **Final**               |
| and teacher modeling                                                                  | **Phase II**            |
| **4.2b** Selects teaching approaches based on knowledge of individual children,     | **Final**               |
| research evidence, and on an understanding of appropriate and challenging teaching   |                         |
| and learning goals                                                                     |                         |
| **4.3b** Creates physical environments and routines that offer predictability and    | **Final**               |
| opportunities for language development, social interactions, and investigations        |                         |
| **4.4b** Displays skill in designing learning/play centers that keep the child at     | **Final**               |
| the center while also supporting specific standards and learning outcomes in order    |                         |
| to expand student learning/development                                                |                         |
| **4.5b** Demonstrates skill in selecting and adapting bias-free, culturally relevant  | **Final**               |
| learning materials that support learning by focusing on children’s individual        |                         |
| characteristics, needs, and interests                                                |                         |
| **4.6b** Utilizes engaging conversations, thought-provoking questions, provision of   | **Final**               |
| materials, and spontaneous activities in order to build children's language, concept  |                         |
| development, and skills                                                               |                         |
| **4.7b** Uses play as a foundation for children's learning to foster oral language    | **Final**               |
| and communication                                                                     |                         |
| **4.8b** Links children’s language and culture to the early childhood program        | **Final**               |
| **4.9b** Connects new information to children’s prior knowledge and areas of          | **Final**               |
| individual interest                                                                    |                         |
| **4.10b** Utilizes the peer group as a teaching tool by promoting positive social     | **Final**               |
| interactions and social skills                                                        |                         |
| **4.11b** Collaborates with specialists (e.g. ESOL, specialists, etc.) in planning      | **Final**               |
| for instruction                                                                       |                         |
| **4.12b** Designs daily, weekly, and long-term schedules which exhibit understanding | **Final**               |
| of children’s need for balance, order, depth, variety, and challenge                  |                         |
| **4.13b** Demonstrates sound knowledge and skills in using technology as a teaching   | **Final**               |
| and learning tool                                                                      |                         |
| **4.14b** Uses technology as needed to augment communication for children             | **Final**               |
| with disabilities                                                                     |                         |

**Overall Use of Developmentally Effective Approaches**

*Please add comments on next page*
4.b. Developmentally Effective Approaches

Phase I Mid-point Comments:

Phase I Final Comments:

Phase II Mid-point Comments:

Phase II Final Comments:
4c. Understanding Content Knowledge in Early Education.
Interns understand the importance of each content area in young children’s learning. They know the essential concepts, inquiry tools, and structure of content area, including academic subjects, and can identify resources to deepen their understanding.

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<tr>
<th>Performance Criteria</th>
<th>Rating</th>
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<tbody>
<tr>
<td></td>
<td>Phase I Mid-pt</td>
</tr>
<tr>
<td>4.1c Models engagement in challenging subject matters</td>
<td></td>
</tr>
<tr>
<td>4.2c Understands the importance of each content area in children's development and learning</td>
<td></td>
</tr>
<tr>
<td>4.3c Understands the developmental foundations of children’s interest in, and understanding of, each content area</td>
<td></td>
</tr>
<tr>
<td>4.4c Skillfully observes and describes children’s interests and capacities in each content area</td>
<td></td>
</tr>
<tr>
<td>4.5c Demonstrates high expectations and strong support for all children</td>
<td></td>
</tr>
<tr>
<td><strong>Overall Understanding of Content Knowledge</strong></td>
<td></td>
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</tbody>
</table>
## Content Areas

### Language and Literacy

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Rating</th>
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<tbody>
<tr>
<td></td>
<td>Phase I</td>
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<tr>
<td>4.6c</td>
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<tr>
<td>Possesses extensive, research-based knowledge and skill in the area of language and literacy</td>
<td></td>
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<tr>
<td>4.7c</td>
<td></td>
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<tr>
<td>Helps children develop basic concepts of print, phonemic awareness, and story structure</td>
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<tr>
<td>4.8c</td>
<td></td>
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<tr>
<td>Encourages children to use a variety of print and non-print resources</td>
<td></td>
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<tr>
<td>4.9c</td>
<td></td>
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<tr>
<td>Uses a range of strategies to help children derive meaning from stories and texts</td>
<td></td>
</tr>
<tr>
<td>4.10c</td>
<td></td>
</tr>
<tr>
<td>Promotes children’s association of reading and writing with pleasure and enjoyment as well as with skill development by teaching children to use language, reading, and writing for various purposes</td>
<td></td>
</tr>
<tr>
<td>4.11c</td>
<td></td>
</tr>
<tr>
<td>Provides developmentally appropriate opportunities for children to converse at length and in-depth</td>
<td></td>
</tr>
<tr>
<td>4.12c</td>
<td></td>
</tr>
<tr>
<td>Encourages children to explore their environments and develop the conceptual, experiential, and language foundations for learning to read and write</td>
<td></td>
</tr>
<tr>
<td>4.13c</td>
<td></td>
</tr>
<tr>
<td>Provides high-quality, meaningful language and literacy experiences across a developmental continuum in order to promote children’s learning of vocabulary that reflects their growing knowledge of the world around them</td>
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<tr>
<td>4.14c</td>
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<tr>
<td>Promotes verbal and nonverbal communication in its diverse forms</td>
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<tr>
<td>4.15c</td>
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<tr>
<td>Understands the benefits of bilingualism and the special needs of young English language learners (ELL)</td>
<td></td>
</tr>
<tr>
<td>4.16c</td>
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<tr>
<td>Utilizes language, reading, and writing to strengthen children’s individual cultural identity and the shared identity of the school environment</td>
<td></td>
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</tbody>
</table>

**Overall Instruction of Language and Literacy**

Please add comments on next page
## Mathematics

### Performance Criteria

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Phase I Mid-pt</th>
<th>Phase I Final</th>
<th>Phase II Mid-pt</th>
<th>Phase II Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.17c Utilizes the school system guidelines to develop a coherent mathematical curriculum that is well integrated across grades and developmental levels</td>
<td></td>
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<tr>
<td>4.18c Encourages children to learn with understanding by building new mathematical knowledge from prior knowledge</td>
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<tr>
<td>4.19c Understands what children already know and need to learn, and challenges and supports them in understanding the material</td>
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<tr>
<td>4.20c Teaches math skills and concepts with an emphasis on the process (i.e. problem solving, reasoning, etc.)</td>
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<tr>
<td>4.21c Administers assessments that support mathematical learning and gives useful information to teachers and children</td>
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<tr>
<td>4.22c Utilizes technology in teaching mathematics as a tool to enhance learning</td>
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<tr>
<td>4.23c Promotes collaborative work, sharing, discussion of ideas, and listening</td>
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</tbody>
</table>

### Overall Instruction of Mathematics

**Phase I Mid-point Comments:**

**Phase I Final Comments:**

**Phase II Mid-point Comments:**

**Phase II Final Comments:**
<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Rating</th>
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<tbody>
<tr>
<td></td>
<td>Phase I Mid-pt</td>
</tr>
<tr>
<td>4.24c Provides opportunities for children to explore materials, objects, and events by acting upon them and noticing what happens</td>
<td></td>
</tr>
<tr>
<td>4.25c Encourages children to raise questions about objects and events around them</td>
<td></td>
</tr>
<tr>
<td>4.26c Helps children make careful observations of objects, organisms, and events, using all their senses</td>
<td></td>
</tr>
<tr>
<td>4.27c Helps children describe, compare, sort, classify, and order in terms of observable characteristics and properties</td>
<td></td>
</tr>
<tr>
<td>4.28c Provides opportunities for children to engage in simple investigations, including making predictions, gathering and interpreting data, recognizing simple patterns, and drawing conclusions</td>
<td></td>
</tr>
<tr>
<td>4.29c Teaches children to record observations, explanations, and ideas through multiple forms of representation</td>
<td></td>
</tr>
<tr>
<td>4.30c Promotes collaborative work, sharing, discussion of ideas, and listening</td>
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</tbody>
</table>

**Overall Instruction of Science**

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**Phase I Mid-point Comments:**

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**Phase I Final Comments:**

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**Phase II Mid-point Comments:**

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**Phase II Final Comments:**
Social studies

Note: Mentors can rate the interns on these objectives based on observations made in other content areas.

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Rating</th>
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<tbody>
<tr>
<td>4.31c Helps children ask identifying questions, locate and analyze information, and reach conclusions</td>
<td></td>
</tr>
<tr>
<td>4.32c Provides opportunities for children to develop awareness of the difference between wants and needs</td>
<td></td>
</tr>
<tr>
<td>4.33c Promotes understanding of the contributions of those who produce goods and services</td>
<td></td>
</tr>
<tr>
<td>4.34c Provide opportunities for children to observe the physical characteristics of the places in which they live (i.e. identify landforms, bodies of water, climate, etc.)</td>
<td></td>
</tr>
<tr>
<td>4.35c Encourages children to record and discuss the changes that occur in their lives, recalling their immediate past</td>
<td></td>
</tr>
<tr>
<td>4.36c Teaches children to become participating members of the group, giving up some individuality for the greater good</td>
<td></td>
</tr>
<tr>
<td>4.37c Teaches the principles of democracy, working cooperatively with others, sharing, and voting</td>
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</tr>
<tr>
<td>4.38c Encourages children to respect others, including those who differ in gender, ethnicity, ability, or ideas</td>
<td></td>
</tr>
<tr>
<td>4.39c Helps children recognize similarities among people of many cultures</td>
<td></td>
</tr>
<tr>
<td>4.40c Promotes collaborative work, sharing, discussion of ideas, and listening</td>
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</table>

Overall Instruction of Social Studies

**Phase I Mid-point Comments:**

**Phase I Final Comments:**

**Phase II Mid-point Comments:**

**Phase II Final Comments:**
<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Rating</th>
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<tbody>
<tr>
<td>Phase I Mid-pt</td>
<td>Phase I Final</td>
</tr>
<tr>
<td>4.41c Encourages children to interact musically with others</td>
<td></td>
</tr>
<tr>
<td>4.42c Provides opportunities for children to sing, play, and create music with various tempos, meters, modes, and genres</td>
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</tr>
<tr>
<td>4.43c Helps children express themselves through structured and informal musical experiences</td>
<td></td>
</tr>
<tr>
<td>4.44c Utilizes music to encourage children’s expression of emotions, conflicts, and needs</td>
<td></td>
</tr>
<tr>
<td>4.45c Teaches children to understand and apply artistic media, techniques, and processes</td>
<td></td>
</tr>
<tr>
<td>4.46c Helps children make connections between visual arts and other disciplines</td>
<td></td>
</tr>
<tr>
<td>4.47c Provides opportunities for children to express themselves in the visual arts</td>
<td></td>
</tr>
<tr>
<td>4.48c Encourages children to try new movement activities and skills and helps children develop mature forms of selected physical skills</td>
<td></td>
</tr>
<tr>
<td>4.49c Provides opportunities for children to gain competence and experience increased enjoyment in movement/physical activity</td>
<td></td>
</tr>
<tr>
<td>4.50c Teaches children to apply rules, procedure, and safe practices, and monitors effectively</td>
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</table>

**Overall Instruction of the Arts**

Phase I Mid-point Comments:

Phase I Final Comments:

Phase II Mid-point Comments:

Phase II Final Comments:
4d. Building Meaningful Curriculum

*Interns use their own knowledge, school or school system curricula, and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.*

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>4.1d Utilizes school/system curriculum to plan clear, appropriate goals, and desired outcomes for learners</td>
<td></td>
</tr>
<tr>
<td>4.2d Builds curriculum from relationships, daily interactions, and routines</td>
<td></td>
</tr>
<tr>
<td>4.3d Develops curriculum to include both planned and spontaneous experiences that are developmentally appropriate, meaningful, and challenging for all young children</td>
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</tr>
<tr>
<td>4.4d Develops curriculum which promotes children's feeling of security and self-regulation</td>
<td></td>
</tr>
<tr>
<td>4.5d Develops curriculum which supports young children's ability and motivation to solve problems and develop higher-level thinking skills</td>
<td></td>
</tr>
<tr>
<td>4.6d Plans instruction using multiple resources (i.e. books, standards documents, Web resources, individuals, etc.)</td>
<td></td>
</tr>
<tr>
<td>4.7d Considers multiple learning modalities when planning</td>
<td></td>
</tr>
<tr>
<td>4.8d Provides focused learning opportunities within a specific content area</td>
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<tr>
<td>4.9d Integrates academic disciplines with other content in an emergent, interdisciplinary, or thematic curriculum</td>
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</tr>
<tr>
<td>4.10d Implements plans in an organized, yet flexible, way</td>
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<tr>
<td>4.11d Monitors and adjusts strategies in response to learner feedback</td>
<td></td>
</tr>
<tr>
<td>4.12d Modifies lessons and teaching strategies in the light of self evaluation and feedback from supervisors</td>
<td></td>
</tr>
<tr>
<td>4.13d Uses effective oral and written communication when presenting information and gives clear directions</td>
<td></td>
</tr>
<tr>
<td>4.14d Uses questioning techniques that promote and expose student thinking by extending and refining their knowledge</td>
<td></td>
</tr>
<tr>
<td>4.15d Paces instruction effectively</td>
<td></td>
</tr>
<tr>
<td>4.16d Uses wait time and every pupil response strategies</td>
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</tbody>
</table>

**Overall Development of Meaningful Curriculum**

*Please add comments on next page*
4d. Building Meaningful Curriculum

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<th>Phase II Final Comments:</th>
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</table>
**Standard - Classroom Management**

Interns understand the elements of individual and group motivation and create a learning environment, which encourages positive social interaction, active engagement in learning, and self-motivation.

<table>
<thead>
<tr>
<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td>1. Involves students in creating class rules and in resolving recurring problems</td>
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<tr>
<td>2. Uses strategies that encourage participation by all learners and maintains a classroom environment respectful of diversity</td>
<td></td>
</tr>
<tr>
<td>3. Aims to develop children’s self-regulation and respect for others by guiding students to resolve social conflicts in a productive manner</td>
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<tr>
<td>4. Anticipates potential management issues when planning lessons and uses proactive management strategies</td>
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</tr>
<tr>
<td>5. Demonstrates a variety of effective behavior management techniques and models behaviors that promote positive social interactions</td>
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</tr>
<tr>
<td>6. Demonstrates skill in reading young children’s behavior cues</td>
<td></td>
</tr>
<tr>
<td>7. Communicates clear expectations and appropriately addresses children’s challenging behaviors</td>
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<tr>
<td>8. Exhibits skill in meeting the special needs of children whose behavioral difficulties are related to stressful life circumstances (i.e. disabilities, family/community violence, etc.)</td>
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<td>9. Demonstrates the ability to modify the learning environment/lesson plan as a management tool</td>
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<td>10. Collaborates with mentor, other professionals and families regarding ongoing behavioral concerns</td>
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<tr>
<td>11. Understands the ethical considerations inherent in classroom behavior management.</td>
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**Overall Classroom Management**

*Please add comments on next page*
Standard - Classroom Management

Phase I Mid-point Comments:

Phase I Final Comments:

Phase II Mid-point Comments:

Phase II Final Comments:
# Technology

## Performance Criteria

<table>
<thead>
<tr>
<th>Phase I Mid-pt</th>
<th>Phase I Final</th>
<th>Phase II Mid-pt</th>
<th>Phase II Final</th>
</tr>
</thead>
</table>

1. **Standard I: Information Access, Evaluation, Processing and Application**
   Able to retrieve information through technology and then evaluate it, organize it and accurately apply the information in order to solve a problem or answer a question. (example: The intern will access and evaluate the websites of the county, state and/or professional organizations in order to apply appropriate teaching strategies to the unique needs of their placements.)

2A **Standard II A: Use Technology Effectively and Appropriately to Interact Electronically**
   Use telecommunications to collaborate with peers, parents, colleagues, administrators and/or experts in the field. (example: The intern will use e-mail and or websites to receive and send information and to collaborate with fellow interns, mentor(s), parents and University personnel.)

2B **Standard II B: Use Technology to Communicate Information in a Variety of Formats**
   Select appropriate technologies for a particular communication goal. Use productivity tools to publish information. Use multiple digital sources to communicate information online. (example: The intern will use e-mail to communicate with colleagues and parents and know how to create and use a Webpage as a communication tool with students and parents.)

3. **Standard III: Legal, Social and Ethical Issues**
   Demonstrate an understanding of the legal, social and ethical issues related to technology use. Be able to identify and analyze these issues as well as establish classroom policies and procedures that comply with the laws, creating an equitable, safe and healthy environment for students. (example: Interns will become aware of University, county and school site policies regarding the use of technology by professionals and students.)

4. **Standard IV: Assessment for Administration and Instruction**
   Use technology to research and analyze data related to student and school performance. Develop data-driven solutions for instructional and school improvement and share results and solutions with others (parents and community) using appropriate technology. (example: The intern will access assessment data via the web, evaluate and organize it in order to inform and drive instruction for individual and/or groups of students. The intern will then know how to communicate the results via e-mail or WebPages to parents and colleges.)

5. **Standard V: Integrating Technology into the Curriculum and Instruction**
   Design, implement and assess learning experiences that incorporate use of technology in a curriculum-related instructional activity to support understanding, inquiry, problem solving, communication and/or collaboration. (example: Interns will collaborate with their mentor and/or school site technology experts in order to integrate the use of technology into the delivery of their lessons and student learning activities.)
### Performance Criteria

**Standard VI: Assistive Technology**
Understand human, equity and developmental issues surrounding the use of assistive technology to accommodate and enhance individual student learning needs. Apply assistive technology to the instructional process and evaluate its impact on learners with diverse backgrounds, characteristics and abilities. (example: Interns will evaluate the individual needs of their students and use appropriate adaptive technology in order for the students to meet their learning goals.)

**Standard VII: Professional Growth**
Develop professional practices that support continual learning and professional growth in technology. Create a professional development plan using technology from various resources and identify and use local, state and national standards to improve teaching and learning. (example: Interns will demonstrate the integration of technology and instruction in their teaching portfolios.)

### Overall Use of Technology

<table>
<thead>
<tr>
<th>Phase I</th>
<th>Phase II</th>
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<tbody>
<tr>
<td>Mid-pt</td>
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<td>Final</td>
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**Phase I Mid-point Comments:**

**Phase I Final Comments:**

**Phase II Mid-point Comments:**

**Phase II Final Comments:**
NAEYC Standard 5 – Professionalism

Phase I Mid-point Comments:

Phase I Final Comments:

Phase II Mid-point Comments:

Phase II Final Comments:
Interns identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

### Performance Criteria

<table>
<thead>
<tr>
<th>5.1</th>
<th>Arrives and departs on time</th>
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<tbody>
<tr>
<td>5.2</td>
<td>Is consistently present and/or makes appropriate notifications when absent</td>
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<tr>
<td>5.3</td>
<td>Dresses appropriately</td>
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<td>5.4</td>
<td>Can read, write, speak and listen effectively in English</td>
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<tr>
<td>5.5</td>
<td>Communicates with students using appropriate language</td>
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<td>5.6</td>
<td>Exhibits appropriate non-verbal behaviors</td>
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<td>5.7</td>
<td>Establishes role as teacher with students</td>
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<td>5.8</td>
<td>Willingly assists with classroom duties</td>
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<td>5.9</td>
<td>Takes initiative by actively pursuing learning opportunities</td>
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<tr>
<td>5.10</td>
<td>Is reflective about his/her practice and is receptive to feedback</td>
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<tr>
<td>5.11</td>
<td>Teams effectively with mentor teacher</td>
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<tr>
<td>5.12</td>
<td>Easily collaborates with others in preparing and delivering instruction</td>
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<tr>
<td>5.13</td>
<td>Interacts positively with staff in the school</td>
</tr>
<tr>
<td>5.14</td>
<td>Demonstrates membership in the school community by participating in school-based professional development and meetings</td>
</tr>
<tr>
<td>5.15</td>
<td>Demonstrates knowledge of and obeys laws pertaining to early childhood practice by advocating for students</td>
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<tr>
<td>5.16</td>
<td>Adheres to NAEYC Code of Ethics</td>
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### Overall Professionalism

Please add comments on next page
BONUS

Monthly Items to put on your calendar

Safety Day
- Fire drill
- Check smoke and carbon monoxide detectors
- Check Fire extinguishers
- Monthly classroom and playground checks
- Spot call 4 emergency contacts from files
- Change A/C filter
- Clean the dryer vent and under refrigerator
- Drain sediment from hot water heater
- Check temps in refrigerators and freezers
- Check first aid kits

File Check Day
- 10% of staff files
- Shot/medical records that need to be updated next month
- Follow up with last month’s notices
- Make sure that any new enrollees have their medical form in the appropriate file. (To keep on top of medical information without software, have 13 files, one for each month and another that is annual. Copy each child’s medical form and place it in the month that they will need new medical information such as immunizations, screenings, or doctor’s note. Any students who don’t need to be updated in this calendar year, place in the annual file.)
- Check the designated number/percent of files to ensure they are complete and up-to-date

Prospect follow up Day
- Call all tours from the last month
- Make sure that all prospects are in the data base
- Send e-mail to 2-3 month old prospects with information about an upcoming event
- Send survey to 6 month old prospects to find out what child care decisions they made, what their favorite element of their choice, things they liked about your program
- Ask one parent for an article for the newsletter about their child or their class
- Send out any thank you notes needed for tours or parents who did something for the program

Computer maintenance Day
- Remove cookies
- Check for program updates
- Check for malware
- Backup system
- Disk defragmentation

Staff evaluation Day
- Do staff evaluation with any staff who are due
- Update notes on all staff
- Catch at least one staff person doing something great

Every Quarter
- Payroll taxes
- Maintenance schedule (stain playscape, tighten bolts, paint a room, system check up, Defrost, oven clean)
- Staff Audit/arrival-pick up audit
- Check training logs and plan for the next quarter

Every Six months
- Severe weather drill (pick the two that make sense for your area-tornado, wildfire, hurricane, flood, chemical spill)
- Schedule inspections
- Call Licensing rep to touch base
- Order supplies and equipment

Annual
- Call county health department to see if there are any changes in immunizations or food service rules as well as to see what health concerns there currently are in your area.
  - Evaluate market
  - Survey clients
  - Staff evaluation of program and director
    - Program Goal Setting
    - Review/Update Business Plan
    - Review Handbooks
    - Meet with advisors (lawyer, financial advisor, banker, mentor, licensing rep, marketing guru, trainers, relationship guru, hard nose)