

**NC Division of Child Development and Early Education
Workforce Education Unit
Portfolio Submission Packet**

A portfolio is a collection of activities that demonstrate administrative skill and competency. Individuals who have successfully tested-out of either the Administration I or Administration II coursework may need to upload completed portfolio assignments for assessment. This additional requirement for completion of portfolio assignments is based on the level you are applying for in Administrator qualification (Level I, II or III). Refer to the “Worksheet for NC Child Care Administrators” on page 2 for more information about whether you are required to complete portfolio assignments.

If you are required to complete a portfolio packet, follow the below guidelines:

- ◆ A completed Level I portfolio has at least 6 specified assignments, 1 in each category
- ◆ A completed Level II portfolio has at least 12 specified assignments, 2 in each category with 6 in Level II or III
- ◆ A completed Level III portfolio has at least 18 specified assignments, 3 in each category with 6 in Level III
- ◆ The attached portfolio packet lists assignment options in each category and the minimum requirements for successful completion.
- ◆ **Each assignment must be clearly labeled** (category, level & letter, e.g. **Program I A**) or it will be returned without being assessed.

WORKSHEET for North Carolina Child Care Administrators *(Keep this worksheet for your records.)*

Choose the highest level that describes your current status. Under that level, check a box in each of the two required components to show how you meet it. To be eligible for the NC Early Childhood Administration Credential certificate, you must complete the requirements in the ★ boxes in the level that you have chosen. If you have met requirements by checking any of the non-star boxes in the level that you have chosen, you are eligible for an equivalency letter only. Completion of the NC School-Age Child Care Administrator requirements results in an equivalency letter; there is no certificate.

| Two Required Components | Level I Options (Mandatory) | ✓ | Level II Options (Voluntary) | ✓ | Level III Options (Voluntary) | ✓ |
|--|---------------------------------------|---|---------------------------------------|---|---------------------------------------|---|
| 1. Administration Coursework <i>plus</i> | EDU 261 and EDU 262 ★ or | | EDU 261 and EDU 262 ★ or | | EDU 261 and EDU 262 ★ or | |
| | 6 sch in Child Care Administration or | | 6 sch in Child Care Administration or | | 6 sch in Child Care Administration or | |
| | 9 sch in Business Administration or | | 9 sch in Business Administration or | | 9 sch in Business Administration or | |
| | Test Out*** (Prior to April 1, 2011) | | Test Out*** (Prior to April 1, 2011) | | Test Out*** (Prior to April 1, 2011) | |

***Test Out - If you tested out of Administrator I and/or Administrator II, you may need to complete additional requirements. (Please see below)

| Additional Requirements (Test Out) | Tested Out of Administration I <u>and</u> II - <u>6</u> portfolio assignments required for Level I | or | Tested Out of Administration I <u>and</u> II - <u>12</u> portfolio assignments required for Level II | or | Tested Out of Administration I <u>and</u> II - <u>18</u> portfolio assignments required for Level III | or |
|---|---|----|--|----|---|----|
| | Tested Out of <u>either</u> Administration I or Administration II and <u>not both</u> - No portfolio assignments required for Level I | or | Tested Out of Administration I <u>only</u> - No portfolio assignments required for Level II | or | Tested Out of Administration I <u>only</u> - <u>6</u> portfolio assignments required for Level III | or |
| | | or | Tested Out of Administration II <u>only</u> - <u>6</u> portfolio assignments required for Level II | or | Tested Out of Administration II <u>only</u> - <u>12</u> portfolio assignments required for Level III | or |
| | Documentation of 5 years experience as child care director, co-director, assistant director | | Documentation of 5 years experience as child care director, co-director, assistant director | | Documentation of 5 years experience as child care director, co-director, assistant director | |

Child Care Administrators (applies to child care programs serving children from birth to age 12)

| 2. Early Childhood/ Child Development Coursework | 7 sch in EC/CD ★ or | or | AA/AAS degree in EC/CD ★ or | or | BA/BS degree in EC/CD ★ or | or |
|---|---|--|---|----|---|----|
| | NCECC or equivalent <u>and</u> child care director, co-director or assistant director for 3 years | | AA/AAS degree in any major <u>with</u> 12 sch in EC/CD or | | BA/BS degree in any major <u>with</u> 18 sch in EC/CD | |
| | | Currently enrolled in BA/BS, 60 sch completed with 12 sch in EC/CD | | | | |

School-Age Administrators (applies to child care programs ONLY serving children age 5 and older)

| 2. Elementary Ed/ Human Growth & Development Coursework | 7 sch in EE/HG&D or | or | AA/AAS degree in EE/HG&D or | or | BA/BS degree in EE/HG&D or | or |
|--|--|--|---|----|---|----|
| | NCSACCC or NCECC or equivalent <u>and</u> child care director, co-director or assistant director for 3 years | | AA/AAS degree in any major <u>with</u> 12 sch in EE/HG&D or | | BA/BS degree in any major <u>with</u> 18 sch in EE/HG&D | |
| | | Currently enrolled in BA/BS, 60 sch completed with 12 sch in EE/HG&D | | | | |

KEY TO ABBREVIATIONS & TERMS

EDU 261: Early Childhood Admin I course taught at NC Community Colleges; **EDU 262:** Early Childhood Admin II course taught at NC Community Colleges

NCECC: North Carolina Early Childhood Credential; **NCSACCC:** North Carolina School-Age Child Care Credential; **NCECAC:** North Carolina Early Childhood Administration Credential

EC/CD: Early Childhood / Child Development; **EE/HG&D:** Elementary Education / Human Growth and Development; **sch:** semester credit hours

AA/AAS: Associate's Degree; **BA/BS:** Bachelor's Degree; **MA/MS:** Master's Degree

Portfolio: A collection of activities that demonstrate administrative skill and competency. A packet of specified portfolio assignments is completed in EDU 261/262 or independently by an applicant.

North Carolina Early Childhood Administration Credential
Minimum Standards for Completion of Portfolio Assignments

Leadership

| LEVEL I | LEVEL II | LEVEL III |
|--|---|--|
| <p>A. Identify a community, statewide or national organization concerned about children and/or families, and develop a plan to share information about the work of this group to teachers and/or parents in your center.</p> <p>A student would be successful if the plan identifies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the organization and services it provides <input type="checkbox"/> what information will be shared (i.e.-newsletter, resource books, research, etc.) <input type="checkbox"/> what audience will be targeted and why (i.e. parents of children with special needs) <input type="checkbox"/> how and when the information will be shared (i.e.- twice a year at staff meetings) <p>B. Develop a list of resources you would include in a resource library for you and your staff. Resources might include reference guides for local agencies, books on child care administration, early childhood journals, curriculum guides, etc.</p> <p>A student would be successful if the resource list includes identifying information like the title, author, copyright date and type of at least 10 resources (examples of types include “journal”, “book”, “video”, etc.). The resources listed should be appropriate as resources for child care programs, teachers and/or parents.</p> <p>C. Identify a professional organization to which you want to belong. Secure information on this organization, including information on becoming a member and list benefits to you as a director.</p> <p>A student would be successful if the submission identifies the organization and how to come a member, and describes 5 benefits of membership, at least two of which should refer to professional development.</p> | <p>A. Identify an instrument for director performance evaluation and describe how it will be used.</p> <p>A student would be successful if the description includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifying information for the instrument (title, author, copyright date, etc.) <input type="checkbox"/> what knowledge is to be gained and what outcomes are to be achieved <input type="checkbox"/> how and by whom the instrument will be administered <input type="checkbox"/> a timeline for implementing the evaluation and any recommended improvements <p>B. Identify legislation being proposed in your town, county, or state that will impact young children and families. Write a letter to the editor of your local newspaper explaining your support for or opposition to the legislation.</p> <p>A student would be successful if the letter clearly identifies the legislation or issue, and clearly and compellingly states the student’s reasons for support or opposition.</p> <p>C. Identify three leadership development activities in which you will participate over the next 12 months, and describe how these activities will increase your professional knowledge and enhance your skills as a director.</p> <p>A student would be successful if the identified activities are appropriate for developing leadership skills of early childhood professionals, and the descriptions reflect this appropriateness. Activities might be: presenting at a child care conference, taking a management course, joining a community organization, etc.</p> | <p>A. Write a letter to the editor of your local newspaper describing the importance of high quality early childhood programs for young children.</p> <p>A student would be successful if the letter:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies the author’s credentials (i.e. “I’ve been a child care director for 20 years.”) <input type="checkbox"/> references research or personal experience that supports the position <input type="checkbox"/> alludes to the relevance for the community <p>B. Assess your own leadership style using an instrument you choose, and identify areas that you want to improve. Develop a plan that includes at least 3 strategies you will use to improve the areas you have identified.</p> <p>A student would be successful if the plan:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies 3 areas for improvement, such as motivating staff or managing conflict <input type="checkbox"/> identifies 3 strategies to improve each area, such as attending a conflict management seminar, committing to facilitate the next staff conflict rather than “staying out of it”, etc. <input type="checkbox"/> includes a schedule or timeline for employing strategies and achieving goals <p>C. Prepare an outline of a workshop you want to present at a state or local conference. Topics can be on curriculum and/or administration. Include a list of resources to be shared with the participants.</p> <p>A student would be successful if the outline and resource list indicate attention to the level and information needs of the audience, and to varying learning styles. For example, it is likely ineffective to present academic research to an audience that needs practical information, and to do so orally with no visual aids.</p> |

Program

| LEVEL I | LEVEL II | LEVEL III |
|---|--|---|
| <p>A. Develop a written mission and goals statement for your center or a center in your community.</p> <p>A student would be successful if the mission and goals statement is focused on the needs of young children and their families.</p> <p>B. Develop written operational policies for families in your center that include 5 of the following items: program philosophy, program goals, family involvement opportunities, program policies, operating procedures, and/or a fee schedule.</p> <p>A student would be successful if the policies include at least 5 of the items listed above, if they are clearly written, and if they provide information about each item that is appropriate for parents. For example, relaying program policies such as child discipline policy is appropriate, but including staff discipline policy may not be.</p> <p>C. Describe 5 strategies you use or plan to use to involve families in your program.</p> <p>A student would be successful if the strategies truly invite parent involvement, and if the descriptions reflect this. Asking parents to contribute money for a field trip is not nearly as inclusive as inviting them to participate in the field trip. At least 2 of the 5 strategies should directly relate to the development of children, such as involving parents in planning curriculum activities or meeting with the teacher once a month, rather than participating in fundraising events.</p> | <p>A. Describe 5 strategies you will or do use to ensure that all children and families feel valued within your center.</p> <p>A student would be successful if the strategies attend to valuing children and parents as individuals and as members of a diverse society. At least 1 of the 5 strategies should focus on multicultural and ethnic diversity, and at least 1 should focus on children with special needs. Strategies might include: welcoming each child and parent on a daily basis, developing a parent advisory council, displaying cultural artifacts from children of other cultures, and using books about the special needs of some children.</p> <p>B. Compile 5 examples of materials that you provide to families on issues such as emergent literacy, growth and development, parenting, etc.</p> <p>A student would be successful if the 5 examples are appropriate and relevant for parents and provide information beyond just name and address (business cards are not appropriate). Examples might include an article on brain research, suggestions for appropriate discipline strategies, a magnet showing the immunization schedule, or a list of community resources for parents.</p> <p>C. Develop a written plan for inclusion of children with special needs that meets the requirements of the Americans with Disabilities Act.</p> <p>A student would be successful if the plan identifies and explains 5 strategies for inclusion and a timeline for implementing them. Strategies might include: constructing a ramp, requiring special training for your teachers, contracting with an inclusion specialist for an assessment of the classrooms, marketing your program to special needs families, etc.</p> | <p>A. Identify and use an instrument to evaluate your center or a center in your community.</p> <p>A student would be successful if the instrument is identified and is appropriate for assessing more than one component of the program (an instrument that assesses an individual child, or one that assesses only teacher hand-washing techniques is not appropriate). The student should demonstrate knowledge gained through the evaluation process.</p> <p>B. Identify a current topic or issue in the field of early childhood development. Develop a plan for how you will introduce this topic or issue to families and teachers in your program. Topics might include brain development, new child care standards, inclusion, portfolio assessment, or multicultural/bilingual education.</p> <p>A student would be successful if the plan includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a summary of the issue <input type="checkbox"/> an explanation of why it is important for parents and teachers to know about <input type="checkbox"/> two or more well thought out strategies for conveying the information (i.e. as an agenda item for a staff meeting, an article in the next newsletter, during parent conferences, or as an item in the center's resource library) <p>C. Identify/describe 5 family friendly strategies you use or plan to use in your child care program.</p> <p>A student would be successful if the strategies are clearly described and indicate sincere attention to family friendliness (keeping the lawn mowed is desirable, but not specifically family friendly). Strategies might include extending your hours of service to meet families' needs, partnering with the local health department to offer on-site immunizations, hosting parenting education classes, or using a sliding fee scale.</p> |

Rules & Regulations

| LEVEL I | LEVEL II | LEVEL III |
|--|---|--|
| <p>A. Create a form and describe how it monitors the education and ongoing training completed by staff.</p> <p>A student would be successful if the form includes space to record for each staff person:</p> <ul style="list-style-type: none"> <input type="checkbox"/> educational goals and/or training(s) required <input type="checkbox"/> projected and actual achievement dates <input type="checkbox"/> the school or training sponsor <input type="checkbox"/> continuing education or other credits earned <p>B. Describe the procedures a director should follow when responding to a complaint filed with the Division of Child Development and Early Education or the Department of Social Services.</p> <p>A student would be successful if the procedures include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> steps to learn more about the complaint <input type="checkbox"/> assessment of the validity of the complaint <input type="checkbox"/> a process for attempting to resolve it (i.e. setting a meeting with the complainant) <input type="checkbox"/> attention to legal concerns (i.e. including DSS or DCDEE representatives in a meeting, documenting any related communication) <input type="checkbox"/> a mechanism to ensure causes of a legitimate complaint do not recur <p>C. Create a resource file with contact information for key local and state consultants that can provide technical assistance and support in meeting local and state regulatory requirements. This resource file should be comprehensive to reflect the wide variety of regulatory issues such as fire, building, sanitation, food program and purchase of care standards.</p> <p>A student would be successful if the resource file includes 7 local and 3 state consultants (10). It should be organized effectively, and include sufficient contact info for each consultant (name and number is sufficient).</p> <p>D. Submit a form to regularly assess the safety of your playground and describe how it will be used.</p> <p>A student would be successful if the form includes space to record the inspection date and inspector, any problems noted, and action taken. The description of use should include the purpose of the assessment, a schedule for future assignments, and a mechanism for follow-up.</p> | <p>A. Create a staff schedule and monitoring instrument that insures the center maintains the staff/child ratio requirements for licensing. Show estimated number of children and staff in attendance at various times during the day.</p> <p>A student would be successful if the schedule reflects sound management decisions based on the outcome of an assessment. The instrument must include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> arrival/departure information (time) for every child in the center <input type="checkbox"/> staff schedule <input type="checkbox"/> mechanism to assess if ratio of children present to staff present meets requirements <p>B. Create an orientation plan for new staff.</p> <p>A student would be successful if the plan includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the goal or outcomes to be achieved through orientation <input type="checkbox"/> specific orientation activities and trainings <input type="checkbox"/> Information or requirements for completing these activities, and who will conduct them <input type="checkbox"/> a schedule for completing the activities <input type="checkbox"/> a mechanism for assuring orientation is completed timely and successfully <input type="checkbox"/> a mechanism to document in each employee's file their participation in orientation activities <p>C. Submit an instrument to assess the health practices of staff and/or the safety of the indoor environment, and describe how it will be used.</p> <p>A student would be successful if the description includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifying and descriptive information about the instrument <input type="checkbox"/> explanation of why the instrument was chosen <input type="checkbox"/> how, why and when the instrument will be used <input type="checkbox"/> how information gained through the assessment process will be used | <p>A. Develop a plan to upgrade the regulatory or accreditation status of your center.</p> <p>A student would be successful if the plan identifies: each step necessary for the update (i.e. reducing staff/child ratios)</p> <ul style="list-style-type: none"> <input type="checkbox"/> brief description of how each step is to be accomplished (i.e. hiring more staff) <input type="checkbox"/> a timeline for completion of each step and the entire upgrade process <input type="checkbox"/> identification of consultants or other resources that would be helpful <p>B. Create a management checklist to monitor routine requirements set forth in licensing standards such as monthly fire drills, child immunizations, staff CPR and first aid renewals, ongoing staff development requirements.</p> <p>A student would be successful if the checklist is organized effectively (i.e. on an annual calendar), lists as a minimum all of the above activities, and includes space to record for each requirement:</p> <ul style="list-style-type: none"> <input type="checkbox"/> activity related to the requirement <input type="checkbox"/> projected and actual achievement dates <input type="checkbox"/> reminder and follow-up dates and tasks <input type="checkbox"/> recognition of achievement <p>C. Create a health policy for your center that covers at least the following topics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Enrollment procedures for children with disabilities or chronic illness <input type="checkbox"/> caring for mildly ill children <input type="checkbox"/> recording and reporting accidents <input type="checkbox"/> handling emergencies <input type="checkbox"/> ongoing requirements for health and immunization updates <input type="checkbox"/> hand washing <p>A student would be successful if the policy includes the items listed above, is organized effectively for staff and parent review, is based on best practice, if the related practices are feasible, and policy includes mechanisms for monitoring and enforcement.</p> |

Financial Management

| LEVEL I | LEVEL II | LEVEL III |
|--|--|--|
| <p>A. Develop a written fee policy for your center or a center in your community. Policy should include information on amount of fees, when they are due, and consequences for late payment.</p> <p>A student would be successful if the policy includes the information indicated above, is readable and in a format that is useful to parents, and reflects fees that are appropriate for your program type and your community.</p> <p>B. Develop a center budget showing line items and amounts for both projected income and expenses.</p> <p>A student would be successful if the budget includes at least two revenue (income) and 8 expense line items. Amounts should reflect reasonable costs, and should indicate how the costs are determined. For example, \$5,000 in monthly tuition revenue might be based on projected enrollment of 10 infants at \$500 per infant per month.</p> <p>C. Describe 3 strategies for ensuring that a child care center's income and expenses balance, or that income exceeds expenses.</p> <p>A student would be successful if the submission includes a brief description of 3 different strategies, and an explanation for how each strategy determines that income and expenses balance. Strategies might include monthly cash-flow analysis, monthly budget reports, fee collection policies, enrollment monitoring, etc.</p> | <p>A. Develop a specific program budget for one age group within the center that illustrates the cost for that program. Be sure to include all administrative and occupancy costs that support this program.</p> <p>A student would be successful if the budget includes at least two revenue (income) and 8 expense line items. Amounts should reflect reasonable costs, and should indicate how the costs are determined. The specific program budget should not only reflect the direct costs of the personnel and purchases associated with that classroom, but also a percentage of the agency's overall administrative and occupancy costs. For example, if there are 50 children in the center and 10 children in this class, then it might be appropriate to include 20% of the director's salary.</p> <p>B. Create a start-up budget for a new infant/toddler or school-age component to your program.</p> <p>A student would be successful if the budget includes at least two revenue (income) and 8 expense line items. Amounts should reflect reasonable costs and should indicate how the costs are determined. The start-up budget should only reflect personnel costs and purchases associated with getting the program started, not with ongoing operation.</p> <p>C. Describe 3 strategies that you could use to raise the funds needed to provide staff with a 5% wage or salary increase. Strategies could include the areas of budgeting, fundraising, and/or community involvement.</p> <p>A student would be successful if the three strategies are appropriate for the type and amount of funds needed. (For example, it may not be appropriate to use funds budgeted for teachers' retirement benefits to provide them a 5% pay raise.) Descriptions should explain how each strategy works and why each would be successful.</p> | <p>A. Identify a plan and format to routinely evaluate your center's monthly income and expenses against your projected budget.</p> <p>A student would be successful if the plan identifies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> tasks necessary for the evaluation (i.e. verifying receipts, reconciling bank statements, calculating expenses) <input type="checkbox"/> a routine schedule for completing tasks <input type="checkbox"/> an appropriate and usable format/form on which to do the analysis (i.e. spreadsheet) <input type="checkbox"/> the center's budget as a comparison against which monthly income and expenses are made <p>B. Develop a salary schedule for staff that reflects at least two of the three components: education, experience and/or performance.</p> <p>A student would be successful if the schedule:</p> <ul style="list-style-type: none"> <input type="checkbox"/> describes the components used to set employee salaries <input type="checkbox"/> includes at least 3 levels for education and experience (i.e. HS plus training, NCEC Credential, AA degree, BA/BS, less than one year experience, 1-3 years, 3 or more years) <input type="checkbox"/> includes salary ranges within each category <p>C. Prepare a business plan or write a proposal to secure funds to develop an infant/toddler program, a school-age program, an improved playground, or an additional component for your child care center.</p> <p>A student would be successful if the plan or proposal includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> outcomes or goals to be achieved, such as number of spaces developed or improved <input type="checkbox"/> strategies for achieving the goals <input type="checkbox"/> costs for achieving the goals <input type="checkbox"/> mechanism to measure the success of the project (parent satisfaction, licensing achieved, etc.) |

Staff & Organizational Management

| LEVEL I | LEVEL II | LEVEL III |
|---|---|---|
| <p>A. Provide a written job description for a teacher in your center or in a center in your community.</p> <p>A student would be successful if the job description includes at least the following items. Each item should reflect characteristics typical to the work of child care teachers:</p> <ul style="list-style-type: none"> <input type="checkbox"/> job title <input type="checkbox"/> qualifications (education, experience, personal health, physical abilities, etc.) <input type="checkbox"/> job responsibilities/duties <input type="checkbox"/> work schedule <input type="checkbox"/> salary range <p>B. Develop written procedures for interviewing prospective candidates for an open staff position. Include questions that will be asked of the candidate, and information that will be provided to the candidate.</p> <p>A student would be successful if written procedures include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> who schedules the interview <input type="checkbox"/> who will participate (Director, Board members, parents, etc.) <input type="checkbox"/> what information will be conveyed about the program to the candidate <input type="checkbox"/> questions to be asked of the candidate <input type="checkbox"/> whether a classroom observation will be conducted <p>C. Write a newspaper classified ad for a teacher position in your center. What information will you include? What materials should the applicant submit?</p> <p>A student would be successful if the job advertisement includes at least the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> job title and brief description of duties <input type="checkbox"/> qualifications (education, experience, personal health, physical abilities, part-time or full-time etc.) <input type="checkbox"/> deadline for applying <input type="checkbox"/> who to contact or how to apply | <p>A. Submit an instrument for use in evaluating staff performance in your center or a center in your community, and describe how it will be used in your evaluation process.</p> <p>A student would be successful if the instrument is included, or is at least identified by title, author, and date of publication or copyright. The description should include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> which staff will be evaluated <input type="checkbox"/> how frequently the evaluation will occur <input type="checkbox"/> the purpose for using this particular instrument; what is to be determined? <input type="checkbox"/> who will conduct the evaluation <input type="checkbox"/> how will the information that is gained be used <p>B. Develop/provide personnel policies that cover at least 8 topics. Topics might include hiring procedures, employee performance reviews, employee benefits, grounds for disciplinary action/dismissal, continuing professional development, and overtime policy.</p> <p>A student would be successful if the personnel policies cover in appropriate detail at least eight items typical for personnel policies of a child care program.</p> <p>C. Several of your staff consistently arrive late. Develop an agenda for a staff meeting focused on addressing this problem, and describe how you would involve staff in identifying a solution.</p> <p>A student would be successful if the agenda identifies at what point in the meeting the problem will be raised <u>and</u> how the problem will be raised for discussion, (whether or not staff are given opportunity to discuss the problem and have input during the meeting), and include a provision for concluding the meeting either with a resolution or with a plan for reaching resolution.</p> | <p>A. Create a professional development plan and policies for your center. Be sure to cover employee requirements, description of any available center support for continuing professional development, community resources for continuing professional development, and any incentives provided.</p> <p>A student would be successful if the plan includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> professional development goals for each staff person (education, training, etc.) <input type="checkbox"/> how and when the goals will be achieved <input type="checkbox"/> what financial support is available from the center or the community <input type="checkbox"/> if benefits are available such as paid or unpaid release time <input type="checkbox"/> what consequences occur as a result of achieved goals, such as pay raises, etc. <p>B. Develop a list of guidelines for involving volunteers in your center. Include information about recruiting, training, and legally maintaining volunteers.</p> <p>A student would be successful if the guidelines indicate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> what activities will volunteers be used for <input type="checkbox"/> what requirements are held for using volunteers, by the program, by the state <input type="checkbox"/> how will volunteers be recruited, screened <input type="checkbox"/> how will volunteers be trained <p>C. Identify at least five time/organizational management strategies and describe how you use them.</p> <p>A student would be successful if she identifies at least 5 time/organizational management strategies that she already uses or would like to use, such as keeping a daily calendar, making to-do lists, scheduling time for the sole purpose of returning phone calls, etc. Each strategy should include a brief description of how the strategy is/will be used.</p> |

Public Relations & Community Outreach

| LEVEL I | LEVEL II | LEVEL III |
|---|--|--|
| <p>A. Create an ad to fill vacant 4 year old spaces in your child care center or in a center in your community.</p> <p>A student would be successful if the advertisement at a minimum identifies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> name and location of the program <input type="checkbox"/> brief description of program philosophy <input type="checkbox"/> age specification and number of vacancies <input type="checkbox"/> who and how to contact <p>B. Design a simple flyer or poster describing (1) a center event, (2) the need for increased enrollment, or (3) hiring opportunities in your child care center or a center in your community.</p> <p>A student would be successful if the flyer:</p> <ul style="list-style-type: none"> <input type="checkbox"/> briefly describes one of the items above <input type="checkbox"/> lists any stipulations or requirements, such as: who can attend the event, age range of vacancies, or qualifications of a staff position <input type="checkbox"/> identifies the program <input type="checkbox"/> provides contact information <p>C. Identify a list of at least 10 key community and/or statewide organizations that are a resource for you and your families. Pull together basic information about these organizations including name, address, phone, fax, e-mail, key contacts, and basic services.</p> <p>A student would be successful if the list includes at least 10 organizations, provides the basic information described above for each organization, and is organized so that it is usable. For example, organizations could be listed alphabetically by organization name, or they could be grouped according to type of services (i.e. organizations that serve or advocate for children with special needs could be grouped).</p> | <p>A. Identify 3 items of interest in your child care program or a center in your community that would be worthy of a feature article. Some items might include a special fundraising activity, a special family event, a unique field trip, or the addition of a new program. Write a letter or news release to your local newspaper on one of these 3 events encouraging their coverage.</p> <p>A student would be successful if 3 interest items are identified, and the letter/news release includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> name, location, and type of program <input type="checkbox"/> date, location, and nature of the event <input type="checkbox"/> the goals of the event <input type="checkbox"/> why and how the community can be involved <input type="checkbox"/> who and how to contact about the event <p>B. Develop a plan for an open house at your center that would attract prospective families.</p> <p>A student would be successful if the plan includes the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> target date and expected # of participants <input type="checkbox"/> agenda: activities/information to be covered <input type="checkbox"/> how the event will be staffed <input type="checkbox"/> how and to whom event will be marketed <input type="checkbox"/> attention to logistics such as child care, parking, chairs, refreshments, decorations <p>C. Develop a newsletter for your center that would inform families and the community about center and community programs and activities.</p> <p>A student would be successful if the newsletter:</p> <ul style="list-style-type: none"> <input type="checkbox"/> has an appropriate or meaningful title <input type="checkbox"/> includes at least one article about the center or center activities <input type="checkbox"/> includes information about community programs or events such as parenting education classes or a children's fair <input type="checkbox"/> is easily and/or cost-effectively reproduced | <p>A. Develop a plan for marketing your child care center (or use a center in your community). The plan should include at least 6 different activities. The plan should describe what the activity is, who the market will be, when the activity will take place, and who will have responsibility for getting it done.</p> <p>A student would be successful if the plan identifies 6 marketing activities and provides the information requested above for each activity. The plan should also reflect careful thinking about marketing strategies. For example, it may be appropriate to market an after-school care program during kindergarten enrollment, but it may not be very effective to market a child care program at an event for senior citizens.</p> <p>B. Develop a plan to invite public officials and community leaders to visit your center. Write a letter of invitation. The letter should include information about the event – when, where, what, who and why.</p> <p>A student would be successful if the invitation: includes the information noted above, is compelling, and indicates the student has carefully thought through planning the event. For example, are there advantages to holding the event during normal business hours? Will parents be asked to participate? Will officials from diverse political viewpoints be invited? Is the purpose of the event to garner funds from local government, or to raise awareness about children's issues? Will the media be notified?</p> <p>C. Design a brochure that provides information about your child care program. This information might include: program philosophy and goals, center license and size, location, a fee schedule, etc.</p> <p>A student would be successful if the brochure includes basic information about the program, and is informative, readable, and easy and cost-effective to produce (i.e. NOT 10 pages).</p> |