

Introduction to Skill Standards

**Our future depends
on a community of well-
educated, responsible
citizens—with the
necessary skills to
compete effectively in an
increasingly global
economy.**

*Phil Condit
President and CEO, The Boeing Co.*

As the demand for quality education and care of young children increases, the qualification gap between current levels of preparation and the need for higher levels of competence to work in early childhood professions must be closed.

With the aim of helping to close the qualification gap, an early childhood consortium was formed from volunteer members of the Washington Association for Educators of Personnel in Early Childhood Programs (WAEPECP) in the fall of 1996.

Federal School to Work grant funds from the State Board for Community and Technical Colleges were awarded to Peninsula College for project management in April 1997. The Consortium of eleven early childhood faculty from nine Washington Community and Technical Colleges began development of skill standards for the Early Childhood Professions. Representatives from businesses, agencies, and organizations that provide direct and support services for young children and their families were recruited for collaboration activities. The Career Development sub-committee of the State Child Care Coordinating Committee requested a Family Child Care project.

Voluntary Skill Standards are developed using specific research based processes. Research data for the standards is gathered from individuals currently employed in the job identified for the project. The steps to project development are as follows:

- ◆ The first major step is to implement a focus group, utilizing a research model in which panel members must be currently employed as family child care providers with demonstrated expertise. A panel of eleven experts identified the major functions and related tasks for their jobs. The resulting **Summary of Critical Work Functions and Key Activities** form the basis of the skill standards document.
- ◆ The second step is to conduct a SCANS survey. SCANS are foundation abilities required of workers in all occupations at varying levels specific to their jobs.
- ◆ The third step was to develop Performance Indicators for each key activity. Performance Indicators provide criteria to assess task performance.
- ◆ The fourth step was to identify the knowledge and skills required to effectively perform each key activity.
- ◆ Fifth, **Scenarios** are developed by family child care providers.
- ◆ Finally a survey of the work functions and key activities is sent to family child care providers for **validation**.

Early childhood skill standards generated for this project are expected to be used as a framework for the development or modification of curriculum and training.

Emerging research in child development and program models for the care and education of children, combined with revisions to program regulations continue to impact the early childhood professions. In order to stay current with changing needs in the early childhood professions, skill standards need to be reevaluated and updated on a regular basis and with the full participation of stakeholders. The process of revising skill standards would utilize some of the same steps used to develop the 1999 skill standards document.

National Context

Approximately one million family child care providers in the United States care for and educate about four million children, providing an important care option for families, and serving as an integral part of the evolving early care and education system in our country (NAFCC, 1999).

Early childhood care and education programs are more important than ever in today's economy. According to U.S. Department of Labor Statistics, in 1997, 29.1 million (41%) of U.S. families had children under the age of 14. In more than half of these families, either both parents worked (14.6 million) or the family was headed by a single working woman (4.7 million). More than 60% of mothers with children under age 6 are in the workforce (Herman, 1998). With national welfare reform, the number of single parents needing early childhood services continues to increase.

National initiatives related to early childhood career development helped to set the stage for the Early Childhood Skill Standards Project in Washington State. The demand for quality education and care for young children and the cry for worthy wages for worthy work in the child care professions depend on closing the qualification gap between the knowledge and skills needed in the child care workforce.

The federal 1991 Child Care and Development Block Grant program provided legislation which would improve our national system of education and care for children. Since that time, improvement of quality of care has been a focus for a number of states, including Washington, as they individually began to implement career development systems. The family child care profession has an important role to play in the building of career development systems in the states.

The organizational history of family child care began with a 1978 nationwide study that was undertaken by The Children's Foundation in Washington, D.C., as part of their National Family Day Care Project. The completion of this study led to networking across the country with the family child care community and other advocates; eventually an Advisory Panel was formed to be an organized voice at the national level. In 1982, the National Association for Family Day Care (NAFDC) was formed with just thirty-five members. In 1994, NAFDC became the National Association for Family Child Care (NAFCC). The mission of NAFCC, now with over 400 affiliated state and local family child care provider associations, is to promote quality child care. Six organizational goals include: strengthening state and local associations as a support system for individual providers; promoting a professional accreditation program; representing family child care providers through advocacy and collaboration; promoting diversity in the profession; delivering effective programs; and securing fiscal health through strong financial management.

The Family Child Care Project at Wheelock College (Center for Child Care Policy and Training) is a professional development and training program that focuses specifically on family child care. The Family Child Care Project is currently working in collaboration with the NAFCC to develop accreditation standards and systems that will improve the quality of care and education for children in family child care settings. This system will define standards of quality in these settings, help policy makers and consumers in recognizing high quality programs, promote professional development of caregivers, and serve as a "cornerstone" in career development system building in the states. The project is funded by the Ford Foundation, the A. L. Mailman Family Foundation, the Levi Strauss & Co. Child Care Fund, and Work/Family Directions.

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What are Skill Standards?

Establishing industry-based skill standards is essential: to ensure that employers understand what knowledge and skills are needed for present and future success; to focus the attention of educators and corporate training organizations on industry requirements; and to signal to students and employees what knowledge, skills, and abilities will be valued and rewarded in the workplace.

*Jon Abeles
Executive Director, NYNEX University
Chair, National Advisory Board, NWCET*

Voluntary skill standards establish the agreed-upon, industry-identified knowledge, skills, and abilities required to succeed in the workplace. For skill standards to be effective, they must reflect the consensus of early childhood professionals.

Voluntary, industry-based skill standards should be:

- ◆ Responsive to changing market needs.
- ◆ Free from gender, racial, or other forms of bias.
- ◆ Tied to measurable, competency-based outcomes that can be readily assessed.
- ◆ Inclusive of basic reading, writing, and critical thinking skills.
- ◆ Useful for upgrading employees' skills.
- ◆ Applicable to a wide variety of education and training providers, both work and school based.
- ◆ Based on a relatively simple structure to make the system user-friendly.
- ◆ A cooperative effort among all stakeholders.
- ◆ Developed independently of any single education/training provider or type of education/training provider.

National Alliance of Business

Skill standards provide behavioral and measurable benchmarks of skill and performance attainment. Skill standards answer two critical questions:

- ◆ What do family child care providers need to know and be able to do to succeed in today's workplace?
- ◆ How do we know when family child care providers are performing well?

Without this fundamental information, employers do not know whom to hire or how to evaluate employees; employees and new entrants to the early childhood workforce do not know what is expected of them; and educators do not know how to prepare students for the challenges of the workplace.

Why Skill Standards?

Industrialized nations that have maintained their competitiveness are characterized by a well established skill standards system. The declining economic competitiveness of the United States has caused government policy makers and educators to reevaluate existing approaches and to develop new strategies for workforce development. One of the responses was the enactment of the *Goals 2000: Educate America Act* in 1994. This act established the National Skill Standards Board to provide leadership in the development of voluntary skill standards for the U.S. The *School-to-Work Opportunities Act* (1994) encourages states to develop skill standards and link them to national efforts.

- ◆ Voluntary skill standards provide the framework toward the ultimate goal of worthy wages for the early childhood professions.
- ◆ Voluntary skill standards will facilitate the reform of education to match the curriculum to workplace requirements and to articulate community based training into college credit.

Who Benefits?

The success of a skill standards development project and its usefulness to the community is dependent on the full participation and commitment of all stakeholders. These benefits can be used as a benchmark for evaluating the effectiveness of collaborative efforts. Early childhood skill standards provide benefits to employers, educators, students, workers, and the government.

Early Childhood skill standards will enable employers to:

- ◆ Establish personnel qualification requirements.
- ◆ Design appropriate educational/training programs and measure their effectiveness.
- ◆ Assess employee skill levels based on the standards.
- ◆ Match employee skills to the work needed.
- ◆ Improve employee satisfaction and morale by clarifying expectations.
- ◆ More easily document employee skills, training needs, and performance quality.

Early Childhood skill standards will enable educators to:

- ◆ Provide effective and relevant career education.
- ◆ Develop benchmarks for the competent student.
- ◆ Communicate what family childcare businesses expect of employees.
- ◆ Develop new and evaluate existing curriculum and programs based on industry needs.
- ◆ Improve relationships with local businesses by using a common language.
- ◆ Communicate effectively about education reform to parents, family members, and legislators.

Early Childhood skill standards will enable students and workers to:

- ◆ Determine business' expectations of the skills needed for career entry.
- ◆ Improve mobility and portability of their credentials.
- ◆ Earn higher wages, enjoy employment security, and expand job opportunities.
- ◆ Certify the level of competency gained through experience, school, or self-study.
- ◆ Enhance their current performance.
- ◆ Contribute to the success of their organizations, agencies or businesses.
- ◆ Accurately evaluate their skills against those required for career movement and advancement.

Early Childhood skill standards will enable government to:

- ◆ Assist in the development of a highly skilled, high-quality, and competitive workforce.
- ◆ Evaluate the effectiveness of publicly funded education and training.
- ◆ Increase opportunities for under-represented populations.
- ◆ Provide links with other national efforts, such as school-to-work, vocational and technical education, and job training.
- ◆ Facilitate the collaboration between education and business.
- ◆ Communicate the need and the basis for change to business, education, and the public.

The Early Childhood Profession Skill Standards Project

The Early Childhood Education Skill Standards Consortium identified skill standards for the Family Childcare Provider. The development of this project coincided with several Washington State career development initiatives. In 1997 Washington State legislators allocated 1.6 million dollars over two years to:

- ◆ Adopt rules to require initial and annual in-service training for center directors, program supervisors, lead staff, and licensed family child care providers.
- ◆ Establish a state wide approval system and registry to track training completed. (S.T.A.R.S.)
- ◆ Develop outcome based training curricula.
- ◆ Establish a grant and scholarship program to enable providers to complete the required training.

One of the key partners in the skill standards effort is Washington Association of the Education of Young Children (WAEYC) who will administer the State Training and Registry System (S.T.A.R.S.). In Washington State community and technical colleges, community based providers of training, state agencies, community resource and referral agencies, and other community members are pulling together to ensure that this effort is successful. The Early Childhood Skill Standards Project expects to serve as an active partner in this training effort.

Project Goals

- ◆ Identify skill standards to serve as benchmarks for entry into a broad range of early childhood careers.
- ◆ Distribute the skill standards document and support its use by educators, agencies, businesses, individuals, students, workers, and government agencies.

Guiding Principles

- ◆ Experienced workers are the experts in their career fields and are best able to identify the work performed and the skills, knowledge, and abilities required to be successful.
- ◆ Businesses, organizations and education must work as partners to ensure the link between the work expectations and the curriculum.
- ◆ Standards must be flexible and portable, and should be updated continuously.
- ◆ Early childhood skill standards must be voluntary and adaptable to regional and local needs.
- ◆ Skill standards describe the major functions and tasks, as well as the performance criteria, technical knowledge, tools, foundation skills, and attributes needed to perform those functions and tasks well in a variety of work settings.
- ◆ Success of any skill standards project is critically linked to the full participation of all stake holders.

Description of the Family Child Care Provider

Family home providers serve as the business manager and children's caregiver in a home based business. Most providers care for a mixed age range from infants to age 12 on a daily basis; other providers serve a limited age group such as preschoolers only or schoolagers only. Some home providers manage the child care business alone; other providers hire one or more staff members to assist in the child care setting. In managing the home based business the provider maintains all records, manages the budget and makes all purchases for the home based business. In the caregiver role, the provider plans and carries out activities that meet the needs and interests of the children in care. It is crucial that the caregiver maintains a safe, clean and healthy environment and provides nutritious meals and snacks. Regular communication with the families of the children in care on a regular basis is an important role of the provider.

Summary of Critical Work Functions and Key Activities

Family Child Care Providers

A. Create and Maintain a Safe and Healthy Family Child Care Home

- A1. Develop and implement safety procedures and precautions.
- A2. Develop and apply health standards.
- A3. Maintain the physical site.
- A4. Plan and document a nutritionally balanced food program.
- A5. Prepare and serve a variety of foods that meet the needs of children in care.
- A6. Maintain sanitary and safe food handling and storage practices.

B. Support Each Child's Growth and Development

- B1. Interact with children to nurture a positive self concept.
- B2. Provide a home environment that supports the whole child's developmental and individual needs.
- B3. Guide children's developing independence, self control, and social skills.

C. Plan and Provide the Children's Program

- C1. Plan and provide for learning through play and daily living experiences.
- C2. Maintain a flexible routine which allows for emergent interests and experiences.
- C3. Organize space and equipment to encourage initiative, independence and responsibility.
- C4. Record, collect and share children's interests, activities and progress.

D. Support Family Systems

- D1. Communicate with families in multiple ways.
- D2. Demonstrate acceptance and respect for family diversity.
- D3. Respond sensitively to family issues, concerns and requests.
- D4. Encourage and facilitate family involvement.

E. Manage the Family Child Care Business

- E1. Develop and administer a continuing business plan.
- E2. Maintain accurate record keeping systems.
- E3. Hire appropriate staff. (optional/as needed)
- E4. Supervise staff development and performance. (optional/as needed)

E. Commit to Professional Development

- F1. Plan for professional and personal growth.
- F2. Participate in professional networking.

Validation Survey Data

The job functions and tasks identified during the May 29, 1998 focus group were validated by a statistically significant number of family home child care providers. A survey instrument was developed that asked respondents to rate the level of importance and level of frequency for performing each critical work function and key activity.

Level of Importance:

- 0 = not important*
- 1 = slightly important*
- 2 = important*
- 3 = very important*
- 4 = critical*

Level of Frequency for performing the key activity:

- 0 = never or rarely*
- 1 = occasionally (less than monthly)*
- 2 = somewhat frequent (more than monthly)*
- 3 = frequent (at least weekly)*
- 4 = very frequent (daily)*

Business partners from Washington State Family Child Associations and the Department of Social and Health Services Office of Child Care Policy assisted with the distribution of the surveys to providers across the state of Washington. A total of 159 surveys were returned. (Demographic Profile Data in Appendix C).

Summary of Demographic Profile in Appendix C

Gender: female, 153; male, 2

Race: White, 135 (85%)
African American, 4 (3%)
Hispanic, 2 (1%)
Native American, 4 (3%)
Asian American, 0

Ages: 18-24, 2 (1%)
25-34, 35 (27%)
35-54, 101 (64%)
55+, 20 (13%)

Experience:
Less than 4 years, 46 (29%)
4 or more years, 109 (69%)

Education:
High school diploma or less, 35 (22%)
Less than 45 college credits, 52 (33%)
More than 45 college credits, 51 (32%)
Advanced college degrees, 20 (13%)

Counties with the most returns:
Spokane, 32 (20%)
Pierce, 24 (15%)
King, 23 (14%)
Kitsap, 18 (11%)

Employability Skills

Employability Skills

Basic academic and employability skills are foundation skills needed to build more advanced competencies in the workplace. The foundation skills from the U.S. Department of Labor are based on broad workplace categories, known as SCANS (Secretary's Commission on Achieving Necessary Skills). SCANS is comprised of three foundation skill areas and five workplace competencies needed for successful job performance in today's workforce:

Foundation Skills

Competent workers in the workplace need:

- Basic Skills (reading, writing, arithmetic, mathematics, listening, speaking)
- Thinking Skills
- Personal Qualities

Workplace Competencies

Effective workers can productively use:

- Resources
- Interpersonal Skills
- Information
- Systems
- Technology

To determine the foundation skills required for a family child care provider position, the ADVANCE WORKPLACE Standards Skill Inventory from Advance Education Spectrums, Inc., was distributed to early childhood teachers. The child care providers were asked to rate the skills needed on a continuum of one to five levels of ability. Level one is the most basic level of competency and Level five is the highest level of competency for each item. Family Child Care Providers returned the completed survey and the results of their responses were tallied. The information in the graph on the following pages was created by taking a weighted mean of the profiles across the clusters. This summary information provides a general view of the key foundation skills deemed relevant and necessary for the entry-level Family Child Care Provider.

Sample survey questions
Adapted from the *Advance Educational Spectrums Job Profiler*

Applies <i>Applies creative thinking</i>	Level I <input type="checkbox"/> ♦ Makes connections between old and new ♦ Recognizes patterns/relationships	Level II <input type="checkbox"/> ♦ Paraphrases/summarizes/generalizes existing ideas ♦ Demonstrates creative thinking process while problem solving ♦ Utilizes brainstorming techniques	Level III <input type="checkbox"/> ♦ Develops creative solutions ♦ Applies creative solutions to new situations	Level IV <input checked="" type="checkbox"/> ♦ Generates unique solutions ♦ Formulates new ideas/plans/approaches ♦ Organizes new processes/procedures	Level V <input type="checkbox"/> ♦ Judges/validates creativity ♦ Actively pursues creative expression
Applies <i>Applies decision making strategies</i>	Level I <input type="checkbox"/> ♦ Understands decision making process ♦ Recalls basic rules/principles ♦ Identifies goals and constraints	Level II <input type="checkbox"/> ♦ Applies rules/principles to situation ♦ Gathers information	Level III <input type="checkbox"/> ♦ Analyzes situation/information ♦ Considers risks/implications ♦ Compiles multiple viewpoints	Level IV <input checked="" type="checkbox"/> ♦ Generates alternative solutions ♦ Evaluates alternative solutions ♦ Formulates plan of action	Level V <input type="checkbox"/> ♦ Judges consistency/precedence ♦ Justifies purpose/result ♦ Sets decision making parameters
Recognizes <i>Recognizes and solves problems</i>	Level I <input type="checkbox"/> ♦ Identifies the problem	Level II <input type="checkbox"/> ♦ Understands the complaint/discrepancy ♦ Appropriately refers complaint/discrepancy	Level III <input type="checkbox"/> ♦ Examines information/data ♦ Analyzes possible causes/reasons ♦ Recommends action plan	Level IV <input checked="" type="checkbox"/> ♦ Generates/evaluates solutions ♦ Devises/implements plan of action	Level V <input type="checkbox"/> ♦ Evaluates/adjusts plan of action ♦ Judges effectiveness/efficiency of solution

Foundation Skills (SCANS) Profile Family Child Care Provider

Foundation Skills and Personal Qualities	0	1	2	3	4	5	Critical Competencies
Basic Skills Demonstrates Effective Reading Strategies							<i>Probes to gain knowledge/information; qualifies/analyzes information; interprets and summarizes information</i>
Demonstrates Effective Writing Strategies							<i>Summarizes/paraphrases information; composes/edits correspondence; creates original documents</i>
Applies Arithmetic Processes							<i>Obtains data; performs measurements; interprets numerical data; converts numerical data; predicts arithmetic results</i>
Applies Mathematics Processes							<i>Summarizes mathematical data; translates mathematical data</i>
Demonstrates Effective Listening Skills							<i>Compares multiple viewpoints; relates intent to desired results; analyzes communication</i>
Demonstrates Effective Speaking Skills							<i>Presents basic ideas/information; explains concepts; actively participates in discussion; presents complex ideas/information; analyzes group/individual response; poses critical questions</i>
Thinking Skills Applies Creative Thinking/Generates Ideas							<i>Develops creative solutions; applies creative solutions to new situations</i>
Applies Decision Making Strategies							<i>Analyzes situation/information; considers risks/implications; compiles multiple viewpoints</i>
Recognizes and Solves Problems							<i>Generates/evaluates solutions; devises/implements plan of action</i>
Demonstrates Visualization							<i>Visually analyzes relationship between parts/whole, process/procedure; interprets charts/graphs/symbols pictures</i>
Knows How to Learn							<i>Analyzes application of learning tools; investigates new learning techniques; manipulates learning tools</i>
Applies Reasoning Skills							<i>Analyzes logic/rule/principle; examine information/data for relevance and accuracy</i>

Foundation Skills (SCANS) Profile Family Child Care Provider

Foundation Skills and Personal Qualities	0	1	2	3	4	5	Critical Competencies
Personal Qualities Demonstrates Responsibility							<i>Monitors performance standards; follows up on assigned tasks</i>
Demonstrates Belief in Self Worth							<i>Accepts responsibility for own behavior; understands own impact on others</i>
Demonstrates Sociability in Groups							<i>Works to identify/remove social barriers; encourages cooperation/negotiation</i>
Demonstrates Self-Management							<i>Appropriately modifies goals; aggressively pursues goal attainment</i>
Demonstrates Integrity/Honesty							<i>Responsibly challenges unethical practices/decisions; formulates ethical course of action</i>
Management of Time and Resources Manages Time							<i>Prioritizes daily tasks; prepares schedule; monitors/adjusts task sequence</i>
Manages Money							<i>Maintains balanced accounts; Reconciles accounts</i>
Manages Materials/Facilities							<i>Identifies future material needs; assesses need/quality/efficiency/safety; coordinates acquisition, storage and distribution</i>
Manages Human Resources							<i>Assesses individual knowledge/skills; determines workload (quality/quantity); monitors performance</i>
Management and Use of Information Acquires/Evaluates Information							<i>Analyzes data; integrates multiple items of data; contrasts conflicting data</i>
Organizes/Maintains Information							<i>Interprets information; applies processes to new information</i>
Interprets/Communicates Information							<i>Interprets information; prepares basic summaries; prepares basic reports; selects methods of communication</i>
Uses Computers to Process Information							<i>Utilizes integrated/multiple software; locates information; retrieves stored information/data</i>

Foundation Skills (SCANS) Profile Family Child Care Provider

Foundation Skills and Personal Qualities	0	1	2	3	4	5	Critical Competencies
Interpersonal Skills Participates as Team Member							<i>Demonstrates commitment; works to improve team skills; encourages/supports team members</i>
Teaches Others							<i>Provides constructive feedback/reinforcement</i>
Serves Customers							<i>Analyzes customer needs; demonstrates commitment to customer; relates to customers fears/concerns; obtains additional resources to meet customer needs; makes exceptional effort on behalf of customer; resolves conflict to customer's</i>
Exhibits Leadership							<i>Encourages others to adopt new concepts; demonstrates commitment to excellence; leads by example; interprets positions on issues; motivates others to extend their capabilities; displays enthusiasm/positive attitudes; develops minority/majority views</i>
Negotiates Agreements							<i>Analyzes group dynamics; distinguishes between facts and inferences; detects underlying issues</i>
Works with Diversity							<i>Responsibly challenges discriminatory practices/procedures</i>
Understanding and Management of Systems Understands System							<i>Understands system organization/hierarchy; follows processes/procedures; responds to system demand</i>
Monitors/Corrects System Performance							<i>Adjusts system operation; monitors system performance; troubleshoots system malfunction/failure</i>
Improves/Designs Systems							<i>Suggests system modifications/improvements; determines system components to be modified or improved</i>

Foundation Skills (SCANS) Profile Family Child Care Provider

Foundation Skills and Personal Qualities	0	1	2	3	4	5	Critical Competencies
Use of Technology Selects Appropriate Technology							<i>Knows available technology; identifies appropriate technology; understands technological results.</i>
Applies Technology to Task							<i>Understands technology applications; follows proper procedures; understands operation/interaction.</i>
Maintains/Troubleshoots Technology							<i>Outlines maintenance procedures; follows specified maintenance; identifies symptoms; identifies and corrects malfunctions/failures.</i>

About the Skill Standards Chart

Skill Standards for Family Child Care Providers

Each chart contains the following five components:

Critical Work Functions

Critical Work Functions represent the general areas of responsibility for the Family Child Care Provider. The functions tell us what must be done to achieve the core purpose of an occupation. The summary of work functions is on page 8 and the validation of the work functions is depicted in graph form on page 9.

Key Activities

Key Activities are duties related to the functional area of the career cluster and performed by workers in a given occupation.

The introductory page to each job function provides a graph of the results of the validation survey for the level of importance and the frequency for each key activity. Responses from 159 family child care providers from across Washington for each task on pages: 18-21(A); 23-24(B); 26-27(C); 29-30(D); 33-34(E); 36(F).

Performance Indicators

Performance indicators are specific behavioral evidence of a worker's achievement of skills, knowledge, and tasks. Although work functions and key activities begin to reflect a picture of work requirements in each occupation, the question remains: "How do we know when this task is performed well?" Performance Indicators provide the criteria for assessment.

Technical Skills, Knowledge, Abilities, and Tools

Technical skills, knowledge and abilities are those areas of expertise which our workers must have in order to perform a given occupational task with excellence. The Washington State Core Competency Document for Family Child Care was utilized to identify the knowledge and abilities needed to effectively perform each task.

Employability Skills

Employability Skills are basic academic and personal skills that are needed to build more advanced competencies. Foundation Skills are competencies required by all workers in order to obtain meaningful work and participate in the modern workforce. They are described more fully on page 11 and graphed on pages 12-15.

OCCUPATION CLUSTER for Family Child Care Providers
Critical Work Function A: Create and Maintain a Safe and Healthy Family Child Care Home

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
A1. Develop and implement safety procedures and precautions.	<ul style="list-style-type: none"> • Safe and appropriate use of indoor/outdoor equipment is routinely taught and encouraged. • Plans for emergency situations are in place and implemented as needed. • Safety rules for children are based on state licensing standards and NAEYC guidelines. • Rules for safety are reviewed and modified regularly based on developmentally appropriate practices and observations of children's abilities. • Recommendations for repairs, replacement or modification are based on observation of children's use and consumer product safety standards. • Emergency numbers for each child are maintained in more than one place, easily transportable, and updated regularly. • Medications are stored and dispensed according to state licensing regulations and procedures. • Constant and safe supervision of children is maintained. • Indicators of abuse and neglect are recognized and suspected cases are reported according to mandated law. • Policies authorizing access to children are clearly communicated and consistently followed. 	<ul style="list-style-type: none"> • Knowledge of family child care licensing regulations. • Knowledge of child growth and development. • Knowledge of the changing abilities of individual children. • Knowledge of signs and symptoms of child abuse, prevention measures, and mandated reporting requirements. • Ability to recognize and correct safety hazards. • Ability to manage in-home risks by applying appropriate rules and limits both indoors and outdoors. • Ability to develop and follow safety procedures. 	<ul style="list-style-type: none"> • Ability to select/obtain data/information relevant to the task. • Ability to predict outcomes. • Ability to monitor safe and efficient utilization of materials. • Ability to record information accurately. • Ability to read directions accurately. • Ability to consider risks.

OCCUPATION CLUSTER for Family Child Care Providers
Critical Work Function A: Create and Maintain a Safe and Healthy Family Child Care Home

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
<p>A2. Develop and apply health standards.</p>	<ul style="list-style-type: none"> • Appropriate practices are applied in emergency or hazardous situations that may require standard first aid and CPR, isolation of blood borne pathogens and application of universal precautions. • Accident report forms are completed accurately and promptly. • Children are routinely taught practices for maintaining health. • State licensing requirements for handwashing and hygiene are modeled, practiced and taught. • Equipment is sanitized to comply with or exceed state licensing requirements. • Appropriate procedures, based on licensing standards and center policy, are followed when potentially contagious illness is recognized. • A plan for staff illness or necessary closure is in place. • Communicable disease and injuries that require medical attention are reported to appropriate authorities according to state health requirements. • A written health care plan is consistently followed. • Health of children and staff is monitored daily. 	<ul style="list-style-type: none"> • Knowledge of appropriate health appraisal and management procedures. • Knowledge of universal precautions and food handling procedures. • Ability to recognize and respond to each child's health needs. • Ability to make referrals when necessary. • Ability to implement sanitation procedures. • Ability to perform First Aid and CPR. 	<ul style="list-style-type: none"> • Ability to apply rules and principles to process and procedure. • Ability to follow and implement policies and procedures. • Ability to pay attention to details. • Ability to clearly present basic ideas and information. • Ability to analyze individual and group responses.

OCCUPATION CLUSTER for Family Child Care Providers

Critical Work Function A: Create and Maintain a Safe and Healthy Family Child Care Home

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
A3. Maintain the physical site.	<ul style="list-style-type: none"> • The home is continuously maintained throughout each day to eliminate safety hazards that arise from routine usage. • Equipment and supplies are organized and safely stored near their place of use. • A regular maintenance schedule for indoors and outdoors is followed. • Local ordinances regarding site, structure, location, uses, maintenance and occupancy regulations are regularly followed. • Unsafe equipment is repaired or replaced as needed 	<ul style="list-style-type: none"> • Knowledge of space planning and utilization. • Knowledge of licensing standards. • Knowledge of local ordinances. • Ability to recognize and correct safety hazards. 	<ul style="list-style-type: none"> • Ability to analyze situations and information. • Ability to generate and evaluate solutions. • Ability to implement a plan of action. • Ability to order and maintain inventory. • Ability to acquire supplies and equipment.
A4. Plan and document a nutritionally balanced food program.	<ul style="list-style-type: none"> • Recommended dietary allowances (RDA) and food pyramid principles are consistently utilized in menu planning. • Family/cultural food preferences are regularly considered in menu planning. • Meals and snacks together provide 2/3 of a child's RDA's, according to USDA standards. • Menus/feeding procedures are regularly modified to fit the age group and/or children with special needs. • Proper food handling guidelines/practices are utilized in food service. • Children are routinely encouraged to try new foods and learn self help eating skills. 	<ul style="list-style-type: none"> • Knowledge of state and federal food program requirements. • Knowledge of food pyramid and nutrition guidelines. • Ability to model openness to trying new foods. • Ability to read and interpret nutritional labels. • Ability to do food comparisons. • Ability to make informed decisions about appropriate foods. 	<ul style="list-style-type: none"> • Ability to apply rules and principles to process and procedure. • Ability to gain knowledge and information. • Ability to perform measurement and basic mathematical procedures. • Ability to summarize mathematical data. • Ability to write simple documents.

OCCUPATION CLUSTER for Family Child Care Providers
Critical Work Function A: Create and Maintain a Safe and Healthy Family Child Care Home

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
<p>A5. Prepare and serve a variety of foods that meet the needs of children in care.</p>	<ul style="list-style-type: none"> • Children regularly participate in preparation of food as developmentally appropriate. • Foods provided are reflective of the family cultures of the children in care. • Appropriate meals and snacks are provided for children with food allergies and special needs. • Children’s eating patterns are monitored daily. • Meals and snacks served meet nutritional standards, according to family child care licensing requirements. • Ingredients needed to prepare posted menus are consistently available in the in-home business setting. 	<ul style="list-style-type: none"> • Knowledge of food preparation techniques to minimize nutrient loss. • Knowledge of developmental issues around food and nutritional needs. • Knowledge of foods that contain essential amounts of required nutrients, such as vitamins A and C. • Knowledge of family cultural food preferences. • Knowledge of licensing standards for a food program. • Ability to plan, prepare and serve nutritionally balanced meals and snacks. • Ability to safely operate and maintain kitchen appliances in the presence of children. 	<ul style="list-style-type: none"> • Ability to read and follow sequential directions. • Ability to probe for pertinent information. • Ability to analyze and interpret charts, graphs, and symbols. • Ability to use observation data to develop and adapt plans. • Ability to prioritize daily tasks. • Ability to recognize the value of diversity.
<p>A6. Maintain sanitary and safe food handling and storage practices.</p>	<ul style="list-style-type: none"> • Hands are washed with soap and water before and after handling food. • Utensils and cutting boards are thoroughly cleaned between each use. • Children are frequently monitored when handling or eating food to prevent sharing of eating utensils. • Foods are stored as they are received in appropriate packaging or containers. • Foods are dated and labeled before storage. 	<ul style="list-style-type: none"> • Knowledge of safe temperatures for storing hot and cold foods. • Knowledge of bacteria cross contamination. • Knowledge of cleansing and sanitation processes. • Knowledge of safety procedures for use and storage of dangerous utensils and tools in food areas. 	<ul style="list-style-type: none"> • Ability to perform accurate measurements. • Ability to follow processes and procedures. • Ability to predict outcomes. • Ability to pay attention to details.

OCCUPATION CLUSTER for Family Child Care Providers
Critical Work Function B: Support Each Child's Growth and Development

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
B1. Interact with children to nurture a positive self concept.	<ul style="list-style-type: none"> • Interaction with each child consistently exhibits respect for and acceptance of the child and his/her culture. • Children are routinely encouraged to identify and express their feelings appropriately. • Each child is frequently encouraged to choose activities and materials. • Children are consistently respected, accepted, and comforted, regardless of challenging behaviors. • Children's mistakes are routinely accepted as natural and used for learning opportunities. • Children are regularly encouraged to help with tasks in the family child care setting. 	<ul style="list-style-type: none"> • Knowledge of theories about the development of self concept. • Knowledge of research on individual differences. • Ability to use positive methods of guidance that are individually and culturally sensitive. • Ability to respond sensitively to differences in individual children's learning and personality styles. • Ability to teach age appropriate self help skills. 	<ul style="list-style-type: none"> • Ability to listen. • Ability to show understanding and empathy for others. • Ability to demonstrate a commitment to provide quality service. • Ability to recognize the value of diversity. • Ability to identify and remove social barriers.

OCCUPATION CLUSTER for Family Child Care Providers
Critical Work Function B: Support Each Child's Growth and Development

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
B2. Provide a home environment that supports the whole child's developmental and individual needs.	<ul style="list-style-type: none"> • Culturally sensitive observations of children's behaviors are used to interpret developmental needs and interests. • Resources and props that are safe and relevant to emerging interests are added to the environment to extend children's learning. • The environment is appropriately adapted to support behavior and learning styles of children in care. • Multiple concrete learning experiences that involve all the senses are routinely used. • Developmentally appropriate activities and materials consistently meet the individual needs of children in care. • Multiple play spaces are provided that encourage children's active involvement. • Home environment is arranged to meet the needs of mixed ages of children in care. • Needs of the provider's family are evident in the arrangement of the family child care space. 	<ul style="list-style-type: none"> • Knowledge of child growth/development. • Knowledge of the influence of the environment on child behavior. • Ability to use NAEYC developmentally appropriate practices as a guide. • Ability to observe child behavior. • Ability to recognize and respond to child initiated activities. • Ability to support diverse learning styles. 	<ul style="list-style-type: none"> • Ability to fully document observations. • Ability to clearly organize, analyze and summarize information. • Ability to understand the relevant aspects of the learning process. • Ability to be flexible and adaptable. • Ability to encourage and support individuality. • Ability to manipulate learning tools.
B3. Guide children's developing independence, self control, and social skills.	<ul style="list-style-type: none"> • Negotiating and problem solving are routinely taught and modeled. • Open-ended questions are frequently used to extend children's thinking and learning processes. • Descriptive statements are routinely used to encourage social learning. • Negotiation strategies are routinely used to help children problem solve. • Methods are consistently used which promote self-help skills, cooperation, and interdependence. • Children's conversations are regularly listened to and used as opportunities to promote problem solving. 	<ul style="list-style-type: none"> • Knowledge of child social and emotional development. • Knowledge of children's social interactions and group dynamics. • Knowledge of cultural influences on communication styles. • Ability to help children communicate feelings and needs. • Ability to use a variety of positive and age appropriate guidance techniques. • Ability to facilitate the development of children's problem-solving skills 	<ul style="list-style-type: none"> • Ability to research relevant topics. • Ability to make inquiries, promote ideas, present complex ideas/information, and pose critical questions. • Ability to encourage/support individuality and learner independence. • Ability to understand the learning process. • Ability to actively participate in discussion. • Ability to analyze group/individual response.

OCCUPATION CLUSTER for Family Child Care Providers
Critical Work Function C: Plan and Provide the Children's Program

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
<p>C1. Plan and provide for learning through play and daily living experiences.</p>	<ul style="list-style-type: none"> • Daily routines consistently provide active and quiet times, indoor and outdoor play opportunities. • Appropriate notice is given before transitions. • Clean-up time is routinely used for promoting responsibility and learning concepts. • Music, stories and creative activities are regularly planned and incorporated into daily living experiences. • Directions that support routines are clearly and concisely communicated to children. • Routines are regularly adapted to meet changing needs of children. 	<ul style="list-style-type: none"> • Knowledge of how children learn through play. • Knowledge of child growth and development. • Ability to improvise or select from a repertoire of music, stories and creative activities. • Ability to use positive guidance techniques. • Ability to assist children with transitions. • Ability to incorporate learning through play. 	<ul style="list-style-type: none"> • Ability to prepare and organize multiple schedules. • Ability to analyze individual and group responses. • Ability to pose critical questions. • Ability to manage timelines. • Ability to recommend timeline adjustments. • Ability to develop creative solutions. • Ability to apply creative solutions to new situations.
<p>C2. Maintain a flexible routine which allows for emergent interests and experiences.</p>	<ul style="list-style-type: none"> • Daily events are routinely used as a basis for planning. • Children's play is regularly observed as a basis for planning. • Resources and props that are safe and relevant to emerging interests are added to the environment to extend children's learning. 	<ul style="list-style-type: none"> • Knowledge of child growth/development. • Ability to observe child behavior. • Ability to recognize and respond to child initiated activities. • Ability to ask children open-ended questions. 	<ul style="list-style-type: none"> • Ability to fully document observations. • Ability to clearly organize, analyze and summarize information. • Ability to understand the relevant aspects of the learning process. • Ability to be flexible and adaptable. • Ability to self reflect, monitor and adjust one's own behavior.

OCCUPATION CLUSTER for Family Child Care Providers
Critical Work Function C: Plan and Provide the Children's Program

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
<p>C3. Organize space and equipment to encourage initiative, independence and responsibility.</p>	<ul style="list-style-type: none"> • Space is organized into identifiable interest areas which encourage the child's active involvement, initiative, responsibility, creativity and a growing sense of autonomy. • Interest areas are routinely planned and arranged to meet varying developmental abilities. • Equipment and supplies are conveniently stored near their place of use. • Equipment and supplies are accessible to children when appropriate to promote autonomy, initiative, cooperation and responsibility. • Play space arrangement allows children to have a variety of choices. 	<ul style="list-style-type: none"> • Knowledge of space planning and utilization. • Ability to promote age appropriate initiative, independence and responsibility. • Ability to apply child development principles. 	<ul style="list-style-type: none"> • Ability to analyze situations and information. • Ability to generate/evaluate solutions. • Ability to implement a plan of action. • Ability to order and maintain inventory. • Ability to acquire supplies and equipment. • Ability to follow through on assigned tasks.
<p>C4. Record, collect and share children's interests, activities and progress.</p>	<ul style="list-style-type: none"> • Goals for each child are routinely identified in collaboration with appropriate family members. • Written and oral observation objectively describe behaviors, skills and language for each child. • Written and oral observations of children provide the basis for planning activities. • Appropriate referrals are made when indicated. 	<ul style="list-style-type: none"> • Knowledge of NAEYC's position statement on assessment practices. • Knowledge of child growth and development and cultural expectations. • Ability to collect and interpret observation information. • Ability to maintain appropriate records of children's development. • Ability to set goals for individual children. • Ability to modify activities to meet the needs of children in care. 	<ul style="list-style-type: none"> • Ability to research relevant topics. • Ability to summarize and analyze information. • Ability to create original documents. • Ability to understand the relevant aspects of the learning process. • Ability to self reflect, monitor and adjust.

OCCUPATION CLUSTER for Family Child Care Providers
Critical Work Function D: Support Family Systems

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
<p>D1. Communicate with families in multiple ways.</p>	<ul style="list-style-type: none"> • Provider and family members informally exchange information on a daily basis. • Names of family members and children are known and consistently used. • Family members are greeted in a positive, personal, and professional manner as they enter the family child care. • Informal observations regarding a child's interests, skills and behaviors are shared in a timely manner with family members. • Separation issues between child and family members are appropriately assisted and supported. • Conversations with families about their children are done in private and out of the hearing range of others, including children. • Notes and/or other methods regularly inform families about pertinent events and information. • Written information to families is translated into home language when possible. 	<ul style="list-style-type: none"> • Knowledge of ways to support families. • Ability to share information with parents in a variety of formats. • Ability to create an emotionally safe environment for the family members. • Ability to respond sensitively to culturally diverse communication. • Ability to apply active and reflective listening techniques. 	<ul style="list-style-type: none"> • Ability to respond to verbal and nonverbal communication, interpret and clarify communication, and actively participate in discussion. • Ability to show understanding and empathy for families • Ability to recognize the value of diversity. • Ability to understand/accept responsibility for own behavior and impact of personal behavior on others. • Ability to display enthusiasm/positive attitude. • Ability to organize activities that promote partnership. • Ability to resolve conflicts.

OCCUPATION CLUSTER for Family Child Care Providers
Critical Work Function D: Support Family Systems

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
D2. Demonstrate acceptance and respect for family diversity.	<ul style="list-style-type: none"> Information is sensitively and regularly gathered about the family, including culture and child rearing practices. Home language is consistently recognized, accepted, respected and used as resources allow. The environment authentically reflects diversity of the families in the child care home and local community. Multiple perspectives are consistently supported and exchanged between families and provider. 	<ul style="list-style-type: none"> Knowledge of NAEYC Code of Ethical Conduct. Knowledge of family diversity, including ethnicity, socioeconomic belief systems. Knowledge of the impact of personal values on family functioning. Ability to create an inclusive environment for families with different abilities, languages and backgrounds. Ability to communicate acceptance and respect for cultural diversity. 	<ul style="list-style-type: none"> Ability to be respectful and open-minded. Ability to listen and communicate effectively. Ability to build positive rapport and empathy with others. Ability to confront issues and to be direct and up front. Ability to build trust and to be non-judgmental. Ability to identify and clarify personal values, preferences and biases.
D3. Respond sensitively to family issues, concerns and requests.	<ul style="list-style-type: none"> Active and reflective listening are consistently used in response to the concerns and requests from family members. Negotiation and problem solving methods are routinely utilized to build solutions to issues and concerns. Information is sensitively communicated to appropriate family members based on the NAEYC Code of Ethical Conduct. Families are referred to local resources and agencies as needed. Current resources on family life are maintained and accessible. Families are notified immediately of any health and safety concerns. Information shared by family members is kept confidential in accord with NAEYC Code of Ethical Conduct unless permission is granted by the family or is deemed necessary for health and safety reasons. Conferences and informal conversations with families avoid discussions about other children/families enrolled in the program as per NAEYC Code of Ethical Conduct. 	<ul style="list-style-type: none"> Knowledge of NAEYC Code of Ethical Conduct in interactions with families. Knowledge of family dynamics. Knowledge of available resources and ability to connect families to relevant resources. Ability to exchange information with families in clear and supportive ways. Ability to make appropriate and timely referrals. Ability to respond sensitively to the fears, concerns and interests of families. 	<ul style="list-style-type: none"> Ability to demonstrate commitment to families. Ability to respect the rights of others. Ability to recognize the value of diversity. Ability to detect underlying issues. Ability to use verbal and non-verbal communication skills to negotiate and problem solve. Ability to prepare messages. Ability to clarify communication. Ability to accept constructive criticism.

OCCUPATION CLUSTER for Family Child Care Providers
Critical Work Function D: Support Family Systems

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
D4. Encourage and facilitate family involvement.	<ul style="list-style-type: none"> • Family members and children are regularly introduced to other families in the program. • Family members are routinely invited to visit and participate in the family child care. • Family members are encouraged to contribute personal talents and resources to benefit the program. • A positive partnership with families is developed and consistently maintained. 	<ul style="list-style-type: none"> • Knowledge of ways to develop family and provider relationships. • Ability to plan and facilitate involvement of families in aspects of the program as appropriate. • Ability to create an emotionally safe environment. 	<ul style="list-style-type: none"> • Ability to respond to verbal and nonverbal communication, interpret and clarify communication, and actively participate in discussion. • Ability to show understanding and empathy for families • Ability to recognize the value of diversity. • Ability to resolve conflicts. • Ability to display enthusiasm/positive attitude. • Ability to organize activities that promote partnership.

Validation of Critical Work Function E:

Manage the Family Child Care Business

E1. Develop and administer a continuing business plan.

E2. Maintain accurate record keeping systems.

E3. Hire appropriate staff. *(optional/as needed)*

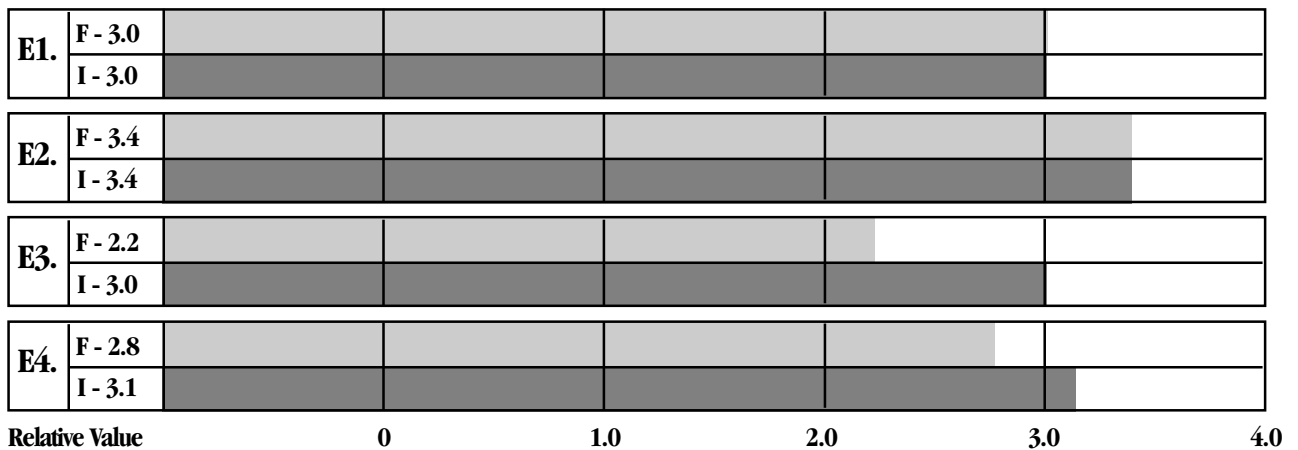
E4. Supervise staff development and performance. *(optional/as needed)*

Level of Frequency – F

	0= Never/Rarely	1= Occasionally	2= Often	3= Frequent	4= Very Frequent
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Level of Importance – I

	0= Not Important	1= Somewhat Important	2= Important	3= Very Important	4= Critical
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OCCUPATION CLUSTER for Family Child Care Providers
Critical Work Function E: Manage the Family Child Care Business

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
<p>E1. Develop and administer a continuing business plan.</p>	<ul style="list-style-type: none"> • Operating policies, procedures and contracts comply with current licensing regulations. • Home based business is in compliance with local, state, and federal tax regulations. • A budget plan is maintained and consistently used as a basis for business decisions. • Appropriate insurance policies are secured. • Supplies and equipment are purchased according to the business plan. • Enrollment is consistently maintained through public relations, marketing and advertising. • A regular maintenance schedule is clearly outlined and followed on a regular basis. 	<ul style="list-style-type: none"> • Knowledge of current licensing regulations related to family child care. • Knowledge of sound business practices and basic bookkeeping for in the home business. • Ability to identify and utilize community resources and knowledgeable professionals. • Ability to identify, describe and evaluate goals for the family child care business. • Ability to plan purchases for equipment, materials and supplies for the child care business. 	<ul style="list-style-type: none"> • Ability to design, plan and analyze a continuing business plan. • Ability to maintain balanced accounts. • Ability to perform basic business math functions. • Ability to summarize and translate mathematical data. • Ability to devise and implement a plan of action. • Ability to examine information and data for relevance and accuracy.
<p>E2. Maintain accurate record keeping systems.</p>	<ul style="list-style-type: none"> • Budget records are current and accurate. • Accounts payable and receivable are maintained in a timely manner. • Inventory records for supplies, materials and equipment are clearly maintained. • Children’s records are managed according to state requirements. 	<ul style="list-style-type: none"> • Knowledge of basic bookkeeping related to family child care business. • Knowledge of sound business management practices. • Ability to establish effective record keeping systems for children in care. 	<ul style="list-style-type: none"> • Ability to routinely and systematically record information. • Ability to organize and categorize information. • Ability to adhere to cyclic calendar schedules. • Ability to maintain balanced accounts and reconcile accounts. • Ability to prepare basic reports. • Ability to examine data for relevance and accuracy.

OCCUPATION CLUSTER for Family Child Care Providers
Critical Work Function E: Manage the Family Child Care Business

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
E3. Hire appropriate staff. <i>(optional/as needed)</i>	<ul style="list-style-type: none"> • Job descriptions accurately reflect the work. • Staff is recruited, oriented, and trained as needed. • Hiring practices adhere to all state and federal laws and guidelines that apply. • Employment guidelines are clearly written and followed. • Processes are in place to ensure hired staff meet minimum licensing requirements. 	<ul style="list-style-type: none"> • Knowledge of licensing requirements for staffing. • Knowledge of personal qualities necessary to work with children. • Knowledge of state and federal hiring laws and guidelines. • Ability to create accurate job descriptions. • Ability to orient and train new staff members. 	<ul style="list-style-type: none"> • Ability to pose critical questions. • Ability to analyze individual responses. • Ability to determine workload, both quality and quantity. • Ability to apply hiring laws and guidelines. • Ability to interview and select appropriate staff.
E4. Supervise staff development and performance. <i>(optional/as needed)</i>	<ul style="list-style-type: none"> • Information about opportunities for professional development is regularly provided. • A climate for cooperative staff relationships is developed and consistently maintained. • Employee compliance with current licensing regulations and program standards is consistently maintained. • Resources are routinely provided to support quality job performance. • Performance evaluations are provided on a scheduled basis. • Staff performance is monitored on a routine basis. 	<ul style="list-style-type: none"> • Knowledge of NAEYC Code of Ethical Conduct. • Knowledge of licensing requirements and program standards. • Knowledge of performance evaluation processes. • Knowledge of opportunities for staff development. • Ability to use resources to support quality job performance. 	<ul style="list-style-type: none"> • Ability to engage in collaborative decision making strategies. • Ability to develop positive communication channels between staff members. • Ability to engage staff in working toward shared vision. • Ability to participate in regular staff meetings. • Ability to provide constructive feedback and reinforcement.

OCCUPATION CLUSTER for Family Child Care Providers
Critical Work Function F: Plan for Professional and Personal Development

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
<p>F1. Plan for professional and personal growth.</p>	<ul style="list-style-type: none"> • A clear balance between personal and professional life is regularly maintained. • One or more seminar, course, or workshop is attended annually. • Professional articles and/or media is read and/or viewed on a regular basis. • A record of all professional development activities and accomplishments is maintained. • Opportunities are regularly sought to share experiences with colleagues in an open and respectful climate. • Short and long-term professional goals are written and sequenced into attainable steps. 	<ul style="list-style-type: none"> • Knowledge of current child care regulations and best practices for family child care. • Knowledge of training requirements for family child care. • Knowledge of professional resources and activities. • Knowledge of career opportunities and education requirements for work with children and families. • Ability to select appropriate professional development activities. 	<ul style="list-style-type: none"> • Ability to demonstrate open-mindedness to new ideas, learning and growth opportunities. • Ability to demonstrate commitment to self-improvement. • Ability to set well-defined, realistic goals. • Ability to follow through on a plan of action to achieve goals. • Ability to analyze and adjust goals.
<p>F2. Participate in professional networking.</p>	<ul style="list-style-type: none"> • Active membership in local affiliations and/or state and national professional organizations is maintained. • Providers and other professionals are contacted as needed for consultation when seeking information and/or solutions to issues and questions. • Opportunities are regularly sought to share experiences with colleagues in an open and respectful climate. 	<ul style="list-style-type: none"> • Knowledge of family child care and early childhood local, state, national organizations and agencies. • Knowledge of advocacy definitions and activities. • Ability to access public policies, information and resources for families. 	<ul style="list-style-type: none"> • Ability to actively seek self-improvement opportunities. • Ability to research relevant topics. • Ability to make inquiries and promote ideas. • Ability to display enthusiasm/positive attitude. • Ability to formulate an ethical course of action. • Ability to demonstrate a commitment to families.

SCENARIOS

Family Child Care Providers

The use of scenarios based on real-life work situations provides a powerful context to help family child care providers understand and master the necessary knowledge, skills and abilities needed to work with young children and their families in education and care settings.

Three early childhood program scenarios demonstrate how skill standards information can be directly applied to real workplace problems:

- ◆ **Scenario 1** — A typical situation that might occur in any family child care setting on a typical day.
- ◆ **Scenario 2** — A crisis situation that would challenge any family child care to provide an appropriate and timely response.
- ◆ **Scenario 3** — A long-term planning situation.

Using the completed Skill Standards charts, the key activities, knowledge, skills and abilities necessary to approach and successfully resolve the specified work-related challenge are listed.

Scenario 1

Typical Job Situation

Rose, Family Child Care Provider

One-year-old McCall arrives at Rose's family child care home at 6:45 a.m. She is barely awake. Rose greets McCall and her parents, Tom and Michelle. Michelle shares information with Rose about their hectic morning; then Rose and McCall wave good-bye to McCall's mom and dad. About then, Rose's two children, Jack, 14 months and Mac, age 2-1/2, get out of bed.

Once the diapering and toileting for Rose's two boys are finished and all hands washed, it is time for breakfast. On the menu for breakfast is oatmeal, blueberries, cantaloupe and milk. Rose helps the children into their seats and hands 2-1/2-year-old Mac a small pitcher and cup so he can pour his own milk. He spills a bit of milk, but Rose reassures him saying, "It's OK Mac, sometimes we spill things; here is the sponge to wipe it up." Once breakfast is finished the children wash their hands and face and move in to free play. Rose cleans up the breakfast dishes and diapers McCall. After washing both their hands she prepares for the next three children to arrive.

Mike and Anne, 2-year-old twins and their 8-year-old brother Dan (home on summer break) arrive with their mother, Cindy. Rose greets them at the front door. Cindy walks in carrying Anne, who is crying. Fourteen-month-old Jack immediately wants up into his mother's arms. Rose reassures Jack that he is OK, gives him a hug and sets him down with one of his favorite cars. Meanwhile Mike, age 2, starts to cry. Rose picks up Mike in one arm and twin sister, Anne, in the other and talks to them about some of the activities that are available to them today. Born prematurely, the twins have some special needs and Rose provides the appropriate support for the children as well as for Cindy, their mom.

They all wave as Cindy leaves. Rose invites all of the children over to the book corner to sing some songs. All but 8-year-old Dan join in. Dan sees the file folder of games on the table and decides to do that first. As Rose and the children begin to sing and move with "There's A Big Green Monster Under My Bed," Dan changes his mind and enthusiastically joins them with full body motions.

Rose helps the children wash their hands for snack. The children eat family-style. Today they have bagels and apple slices. They practice spreading cream cheese and pouring their own beverages. As they finish they place their dishes on the counter, wipe their places and head to the bathroom to wash their hands.

"You all did such a great job of cleaning up; now we can go outside," Rose tells the children. Out they go. The 2-year-old boys, Mike and Mac, both run over to the same bike. Rose says, "Mac, you can tell Mike that you want a turn on the bike when he is finished riding it." Mac tells Mike what Rose said, and then goes over to ride on the trike. Rose reminds the boys to put on the helmets whenever they ride on a bike or a trike. Anne heads to the sensory table which is filled with shaving cream. Jack goes to the sandbox, and Dan to the basketball hoop.

After a good play session, Rose tells the children that in five minutes they will need to park the bikes, put away the toys and head inside to wash hands for lunch.

Critical Work Functions and Key Activities involved in Scenario 1:

A. Create and Maintain a Safe and Healthy Family Child Care Home

- A1. Develop and implement safety procedures and precautions.
- A2. Develop and apply health standards.
- A4. Plan and document a nutritionally balanced food program.
- A5. Prepare and serve a variety of foods that meet the needs of children in care.
- A6. Maintain sanitary and safe food handling and storage practices.

B. Support Each Child's Growth and Development

- B1. Interact with children to nurture a positive self concept.
- B2. Provide a home environment that supports the whole child's developmental and individual needs.
- B3. Guide children's developing independence, self control, and social skills.

C. Plan and Provide the Children's Program

- C1. Plan and provide for learning through play and daily living experiences.
- C3. Organize space and equipment to encourage initiative, independence and responsibility.

D. Support Family Systems

- D2. Demonstrate acceptance and respect for family diversity.
- D3. Respond sensitively to family issues, concerns, and requests.

Scenario 2

Crisis Situation

Anne, Family Child Care Provider

It is a typical morning for Anne, the owner of Mac's Place Family Child Care. There are five children in care on this particular day. One of the five has just returned after being sick with the stomach flu for two days.

At about 10:00 a.m., as the children prepare to go outside, Anne feels a bit ill, but figures she'll feel better with some fresh air. She takes the cordless phone outside and calls her back up provider, Pat, to inquire about her schedule for the day. She reaches Pat on her cell phone. Pat says she can cover for Anne today, if needed.

While the group plays outside, Anne's youngest daughter Maile begins to cry. Anne picks her up and holds her. Just at that moment Maile vomits all over the two of them. Anne calls out to the other four children, "Ok, we all need to go inside so I can get Maile and myself cleaned up; we'll come back out again later." Anne has the children follow her inside. She directs them to the free choice area while she changes her clothes as well as Maile's clothes. She washes both of their hands and around Maile's face and neck area. Anne takes the soiled clothes out to the washing machine and starts a hot wash to get them clean. Anne washes her hands, fills a cup of water for Maile, and picks her up to check her temperature. Maile has a fever of 100 degrees and looks very pale. Anne immediately calls back up provider number two, her husband, to let him know that their daughter is sick and that she (Anne) feels a bit ill herself. She asks him to clear his afternoon schedule, in case matters worsen.

By 11:00 a.m. Anne knows for sure that she is getting ill. She is concerned about exposing the rest of the children in her care. Anne phones Pat and asks her to come over as soon as possible to fill in. She also phones her husband at work to come home immediately. Anne has TB tests on file for both providers. Pat is also certified in child CPR and First Aid.

After contacting her back up providers, Anne pulls out her list of parent phone numbers and begins calling the parents to let them know that she and her daughter are ill with flu-like symptoms, including fever and vomiting. She also tells them that her two back up providers are enroute to help. She informs the parents that she does not need to close the child care, and that she will isolate herself and her sick child for the remainder of the day. Anne also informs the parents that she will call them that evening to let them know whether or not she needs to use one of her three emergency shut down days on the following day.

Critical Work Functions and Key Activities involved in Scenario 2:

A. Create and Maintain a Safe and Healthy Family Child Care Home

- A1. Develop and implement safety procedures and precautions.
- A2. Develop and apply health standards.

D. Support Family Systems

- D1. Communicate with families in multiple ways.
- D3. Respond sensitively to family issues, concerns and requests.

E. Manage the Family Child Care Business

- E1. Develop and administer a continuing business plan.
- E2. Maintain accurate record keeping systems.
- E3. Hire appropriate staff (as needed).

Scenario 3

Long Term Planning

Dawn, Family Child Care Provider

Dawn has been a family provider for two years. She cares for six children including her own two-year-old daughter, Isabelle, Gina, age 3, David, age 5 and Dillon, 4, plus Analis, age 6 and Luis age 4, who recently moved here from Mexico. After their father died in an accident in Mexico, their mother, Maria Juarez came to the area to work with her brother in a local restaurant. Since English is the second language of the Juarez family, Dawn immediately knew that the language situation would present communication challenges to the family, other children in care and herself. She also knew that it was a great learning opportunity for all involved. She was excited and made a plan to ensure that the new family feels welcome and included and that all of the children could benefit from the experience.

Dawn had taken Spanish in high school. She enrolled in a Spanish class at her local technical college to review the basics of the language. She is making a plan to have all the children learn a few simple Spanish words during daily activities such as counting, naming food items, and singing a few simple songs in Spanish and English.

Dawn has a variety of multicultural pictures and dolls in the child care. She found some children's books written in Spanish and purchased them as well. She asked her child care licenser for assistance in locating local Latino groups that could provide additional information for her and resources for the family. He recommended a local Latino association. Dawn arranged a visit the following week.

Dawn spoke to the mother, Maria, on several occasions and learned about special holidays, celebrations and foods that were an important part of their family culture. Dawn planned how she could incorporate menu items that were familiar to the Juarez family, and that provided all the children with opportunities to experience new and delicious foods.

Dawn decided that she would focus on all the families of the children in her care over a month. She sent a letter home to the parents asking them to send something special from their family to share. Dawn took the pictures and things brought in by the children and made a poster for each family. These posters were hung them up along the entry wall. Each day during the month, the children shared with each other about the things on their poster. The children really enjoyed learning about each other's families, their special customs and celebrations.

Critical Work Functions and Key Activities involved in Scenario 3:

A. Create and Maintain a Safe and Healthy Family Child Care Home

A5. Prepare and serve a variety of foods that meet the needs of children in care.

B. Support Each Child's Growth and Development

B.1 Interact with children to nurture a positive self concept.

B2. Provide a home environment that supports the whole child's developmental and individual needs.

B3. Guide children's developing independence, self control, and social skills.

C. Plan and Provide the Children's Program

C1. Plan and provide for learning through play and daily living experiences.

C4. Record, collect and share children's interests, activities and progress.

D. Support Family Systems

D1. Communicate with families in multiple ways.

D2. Demonstrate acceptance and respect for family diversity.

D3. Respond sensitively to family issues, concerns and requests.

D4. Encourage and facilitate family involvement.

E. Commit to Professional Development

F1. Plan for professional and personal growth.

Skill Standards to Curriculum A Continuous Process

Once the skill standards document is completed, Phase 2 addresses the process of integrating skill standards into curriculum in three steps:

Step 1: Assessment

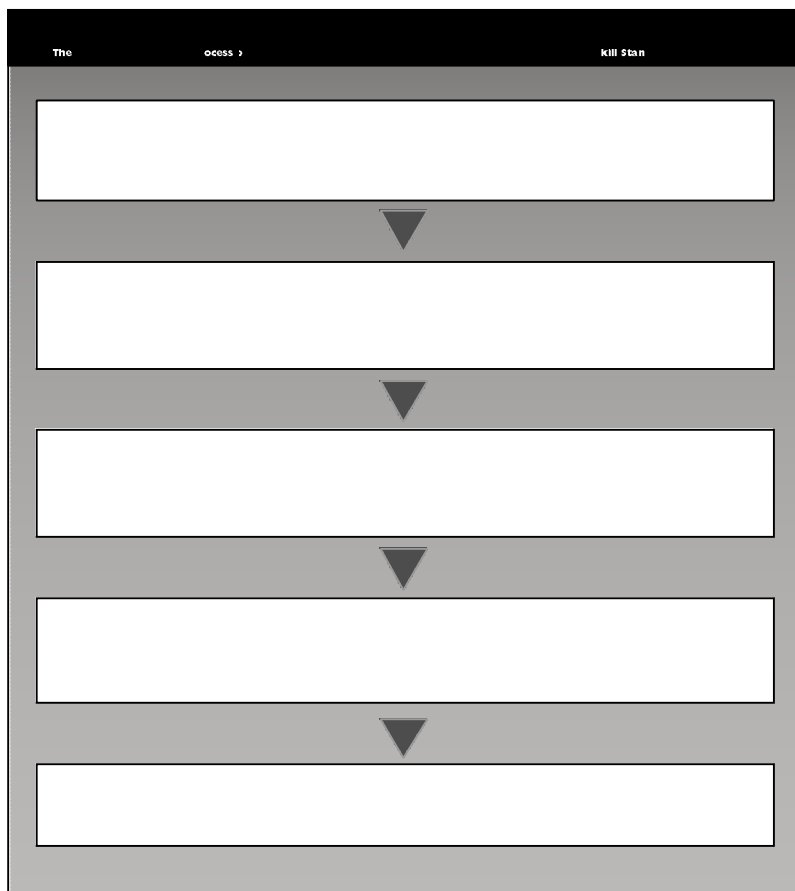
- ◆ A student, trainee, apprentice, prospective worker or worker seeking additional training is assessed to determine present skill level through direct and indirect evidence.
- ◆ Evidence includes products and items produced by the individual being assessed.
- ◆ Assessment results meet the criteria of validity, currency, authenticity and sufficiency.

Step 2: Curriculum Development

- ◆ Revise existing curriculum to better meet the current and future needs of the early childhood professions.
- ◆ Develop new curriculum and establish new programs based on the competencies.
- ◆ Develop program outcomes for specific academic and training programs, including Tech Prep, 2-year and apprenticeship programs.

Step 3: Articulation

- ◆ Develop models to support the articulation of program outcomes and competencies between academic and training systems.
- ◆ Establish articulation agreements between existing programs to ensure portability of skills.
- ◆ Connect competencies and Certificates of Competence with benchmark documentation to build national portability systems.



The Process of Integrating Skill Standards

Figure 2, Adapted from the
Skill Standards Guidebook I and II

Appendix B

Early Childhood Education Professional Core Competencies

The Washington State Core Competencies were developed by the Child Care Coordinating Committee's Career Development Subcommittee—1994.

- ◆ **Child Growth, Development and Learning** — To understand the nature of growth and development and the adult's role in supporting a child's development and learning.
- ◆ **Cultural and Individual Diversity** — To understand families as the primary context for children's learning and development, respect diversity in family structures and values, and develop skills in interacting with parents in ways that enhance children's education.
- ◆ **Family Systems** — To maintain an open, friendly and cooperative relationship with each child's family, encouraging family involvement and supporting the child's relationship with his or her family.
- ◆ **Communication** — To communicate effectively with children, parents, other caregivers, and colleagues.
- ◆ **Observation and Assessment** — To develop skills in observation, assessment, documentation and methods of reporting to family members.
- ◆ **Curriculum Development** — To understand that learning experiences are designed to meet the needs of all children, promote creativity, develop awareness of cultural backgrounds and diverse needs, and stimulate learning in all developmental areas.
- ◆ **Environmental Design** — To be able to plan and create an atmosphere, using physical and human elements, which fosters children's involvement and development and promotes children's self-esteem, social interaction and joy of learning.
- ◆ **Child Guidance** — To use organizational and guidance strategies that foster responsibility, autonomy, self-reliance and positive social interactions and to respond to children with respect, acceptance and comfort, acknowledging their individual diversity.
- ◆ **Health, Safety and Nutrition** — To promote good health and nutrition and to provide a safe environment for children.
- ◆ **Professionalism** — To make decisions based on knowledge of theories and best practice, to advocate for quality in programs and schools, and to improve one's competence, both for personal and professional growth.
- ◆ **Administration** — To be able to effectively and efficiently operate a program or school that assures quality services to young children and their families.

Principles of Multicultural Programming

- ◆ Everyone has a culture.
- ◆ Know your own culture first.
- ◆ Provide authentic unbiased images.
- ◆ Foster concrete experiences at the child's and adult's level.
- ◆ Make the cultural climate of the classroom and the home consistent.
- ◆ Support and value the home language.
- ◆ The staff must reflect the families served.
- ◆ Expose the staff and children to a variety of cultures.
- ◆ Examine and challenge institutional and personal bias.
- ◆ All staff must be involved in this effort.

From *Multicultural Principles for Head Start Programs* , U.S. Department of Health and Human Services, Administration for Children, Youth and Families, 1991. Adapted by the Multicultural Infusion Demonstration Network Project for the City of Seattle, Gloria Trinidad, et al.

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Appendix D

Demographic Profile of Survey Respondents Summer 1999

Respondents: 159 Family Child Care Providers

Currently employed in field 144 (91%) Not currently employed in field 13 (8%) *No answer* 2 (1%)

Gender: Female 153 (96%) Male 2 (1%) No Answer 4 (3%)

Race: Asian 0 (0%) Hispanic 2 (1%) African-American 4 (3%) Native American 4 (3%) Other Race 8 (5%)
White 135 (85%) *No answer* 6 (4%)

Current Age: [18–24] 2 (1%) [25–34] 35 (2%) [35–44] 49 (31%) [45–54] 52 (3%)
[55 or older] 20 (13%) *No answer* 1 (1%)

How long have you (or did you) worked as a family child care provider?

Less than 2 years 16 (10%) 2–4 years 30 (19%) 4–10 years 47 (30%) 10+ years 62 (39%)

Major field of study:

- Early Childhood Education 27 (17%)
 - Education (elementary, secondary, other) 11 (7%)
 - Special Education 7 (4%)
 - Child & Family Studies 2 (1%)
 - Other (21 (13%))
-

Highest level of education attained:

- Did not complete high school 7 (4%)
 - High school diploma or equivalency 28 (18%)
 - Some college: less than 45 college credits 52 (33%)
 - More than 45 college credits without degree/certification 21 (13%)
 - College vocational certificate 19 (12%)
 - College 2-year degree 11 (7%)
 - College 4-year degree 17 (11%)
 - College advanced degree 3 (2%)
 - *No answer* 1 (1%)
-

County where you work:

Chelan	1 (1%)	Mason	1 (1%)
Clallam	9 (6%)	Pacific	1 (1%)
Clark	3 (2%)	Pierce	24 (15%)
Cowlitz	2 (1%)	Snohomish	10 (6%)
Grays Harbor	5 (3%)	Spokane	32 (20%)
Jefferson	6 (4%)	Thurston	1 (1%)
King	23 (14%)	Whatcom	1 (1%)
Kitsap	18 (11%)	Yakima	6 (4%)
Lewis	2 (1%)	<i>No answer</i>	14 (9%)

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www.naeyc.org, NAEYC's web site for easy access to NAEYC's Early Childhood Resources

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www.wa-wbl.com www.wa-skills.com Information about Washington State Skill
Standards Projects

Ordering Information

For additional copies of the *Skill Standards for Family Childcare Provider*, please detach or photocopy this order form, and return it to:

Highline Community College
Skill Standards Resource Center (25-5A)
P.O. Box 98000
Des Moines, WA 98198-9800

If you have any questions about ordering, call (206) 870-3759. Payment can be made by check, money order, VISA, MasterCard, or by purchase order. Checks or money orders should be made payable to Highline Community College.

This document is available to educators and businesses in Washington State at no charge. (One copy per educator or business.)

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