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National Child Care Association



LYNN WHITE
Executive Director

NATIONAL CHILD CARE ASSOCIATION

1029 Railroad Street
Conyers, GA 30207
(800) 543-7161
(770) 388-7772 FAX
E-Mail - [nccallw @ mindspring.com](mailto:nccallw@mindspring.com)

National Child Care Association

QUALITY EDUCATION & EXPERIENCE

**CERTIFIED CHILDCARE
PROFESSIONAL**

CCP

INDIVIDUAL RECOGNITION

PROFESSIONAL ADVANCEMENT

*Early Childhood
Education Specialist*

Child Care Professional
Credentialing Program
for the
Early Childhood Education Specialist

Clinton Presidential Records Digital Records Marker

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NATIONAL CHILD CARE ASSOCIATION

July 10, 1997

Nicole

ADMINISTRATIVE OFFICE:
Lynn L. White
Executive Director
1016 Rosser Street
Conyers (Atlanta), GA 30207
800-543-7161
770-388-7772 (FAX)
nccallw @ mindspring.com
<http://www.NCCANet.org>

LEGISLATIVE OFFICE:
Nancy Granese
Director of Government Relations
Hogan & Hartson
Columbia Square
555 13th St. N.W.
Washington, D.C. 20004
202-637-5697
202-637-5910 (FAX)

Ms. Melanne Verveer
Assistant to the President and
Chief of Staff to the First Lady
The White House
Washington, DC

Dear Ms. Verveer,

NCCA was honored to be invited to participate in a planning session for the White House Conference on Child Care a few weeks ago. Joan's questions were provocative and elicited good comments and great ideas. I enjoyed listening to everyone, but it confirmed that there is no new information among the "child care junkies". I appreciate this opportunity to take you up on your offer to continue the dialogue.

Besides all the wonderful ideas on the table, I have a few random thoughts and hope they might be helpful in the context of the Conference.

- ▶ Change the name to the White House Conference on Childhood Care and Education or the White House Conference on Child and Youth Care and Education. Both take in the older child (schoolager) component and both would draw recognition to the education linkage we all feel is so important.
- ▶ One of the things the Federal Government could do to expand the supply and improve the quality is to remove any bias in legislation and policy towards private, tax paying child care companies. The stimulation of growth in the private sector can produce benefits in so many areas. Such policy would promote solid government fiscal policy and the Nation's economic development by utilizing available resources...not to mention the conservation impact such actions would have on our already strained education system.
- ▶ Recognize and celebrate our mixed child care delivery system which supports parent choice and options. It is important to realize that the private sector provides close to 90% of the available child care and

that at least 45% of that is provided by private, tax paying businesses.

- ▶ The federal government can play an important role in encouraging states to pay the full cost of quality care. I know this is difficult, but leadership is needed in this and it is needed now.
- ▶ Develop ideas to “incent” the growth of quality childhood care and education, i.e. loan pools, tax credits.

As I said in the meeting, what I would like to see come from this very important conference is solutions to what we all know are the problems. I suggest that we also use this opportunity to learn more about how to incent small business to provide child care benefits and what the federal government might be able to do to provide those incentives. Additionally, private providers are the backbone of this system -- this conference would be a good opportunity to ask them what is it that would make them increase their investment and enhance their quality?

I have enclosed a packet of information about NCCA. Please feel free to call if you have any questions or need help in identifying resources within the private, licensed child care community.

Again, thank you for including NCCA in your dialogue. I am hopeful that we will be involved in the Conference and look forward to working with you in the future.

Best regards,



Lynn L. White
Executive Director

LLW:cgc

cc: Dr. Joan Lombardi
NCCA Board of Directors

THE WHITE HOUSE
WASHINGTON

July 18, 1997

Ms. Lynn White
National Child Care Association
1016 Rosser Street
Conyers, GA 30012

Dear Ms. White:

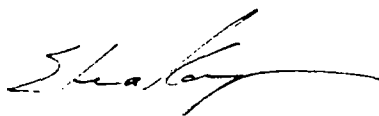
Thank you very much for joining us to discuss the upcoming White House Conference on Child Care. The meeting will help us both to shape the conference and to explore policy options.

We would appreciate your continued help and advice. Please send written comments to Jennifer Klein, Special Assistant to the President for Domestic Policy, 2nd floor West Wing, The White House, Washington, D.C. 20502, or feel free to call Jennifer or Nicole Rabner at (202)456-6266.

We hope that the White House Conference will make the compelling case -- which we heard from so many of you -- that making quality child care more affordable and accessible is good for the economy and central to a productive American workforce, as well as critical to our children's healthy development and ability to learn.

Thank you for your important contribution.

Sincerely yours,

A handwritten signature in black ink, appearing to read 'E. Kagan', with a long horizontal flourish extending to the right.

Elena Kagan
Deputy Assistant to the President
For Domestic Policy



NATIONAL CHILD CARE ASSOCIATION

July 10, 1997

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Best regards,



Lynn L. White
Executive Director

LLW:cgc

cc: Dr. Joan Lombardi
NCCA Board of Directors

**International
Long-Term Care
Association**



Working To Ensure Your Future

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FINDING QUALITY CHILD CARE

As a parent, you are bound to experience a wide range of emotions in your search for quality child care. The National Child Care Association (NCCA) and its member state associations are pleased to provide this publication. It is our hope that it will better enable you to recognize and understand high quality early care and education programs and appreciate their value, environments and advantages.

Choosing your child's first out-of-home care and education experience is an extremely important decision. You must feel confident in both your own feeling of security and your child's happiness.

NCCA and its member state associations recommend that parents make the search for quality early care and education a top priority. Here are some hints for the first steps to take you on the right path:

- Listen carefully to references from other parents—compare their likes and dislikes. Call your local Child Care Resource and Referral Service for referrals in your area.
- Phone several schools/centers that are convenient to your home or work. Centers will be very pleased to set up an appointment for you and your child to visit.
- Visit the school/center and encourage your child to become involved in his or her prospective classroom while you discuss the program with the director. Spend some time sitting in your child's potential classroom to listen and watch. Do the caregivers interact with each child? Do they speak to children on their level? Are the caregivers attentive and nurturing?
- Be sure to have a list of questions prepared to discuss with the center/school director. Don't forget questions about the program and school policies regarding holidays and late fees, staff stability, training and education of teachers (particularly in your child's classroom) and fees.

THE COST OF QUALITY PRESCHOOL EDUCATION

Parents are called on to make important decisions for their children. Conscientious parents not only have to look at quality but at the cost of that quality as they evaluate an appropriate child care setting.

We know that quality child care is viewed as expensive. In fact, however, when seen on a cost-per-hour basis, child care is likely to be one of the least expensive services you can buy today. Tuition varies greatly according to location, staff/child ratios, your child's age, schedules and services provided.

Make certain that you understand the purpose of the fees charged. Ask whether the center/school has a fund-raising program or parent volunteer group that will help keep tuition costs down. Find out how you can actively participate.

QUALITY EARLY CHILDHOOD LEARNING AND CARE ARE SOLID INVESTMENTS

Various studies have indicated that children enrolled in quality early childhood settings:

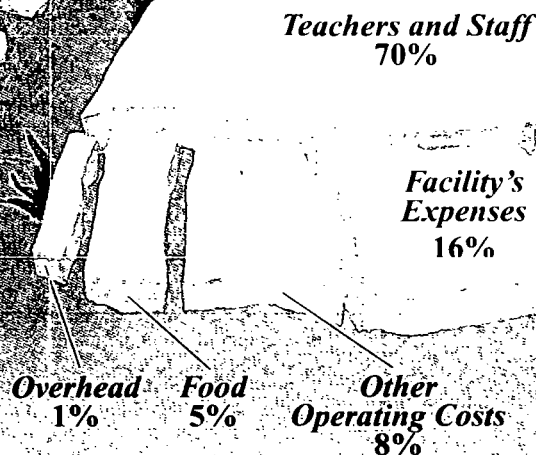
- Have increased socialization skills because of frequent peer and adult-child interactions.
- Exhibit superior problem-solving skills because of hands-on learning experiences.
- Are physically, emotionally, and cognitively well-rounded because of developmentally appropriate "whole-child" centered programs.
- Have increased confidence in social and academic situations because of early exposure.
- Enjoy frequent experiences in language and literature, mathematics, nature and science, art, music and social studies.
- Enter school ready and willing to learn because of positive, nurturing, appropriate early learning experiences.

© National Child Care Association

Brochure design developed by
Snyder Communications, L.P., creator of the free,
educational Your Kids WallBoards and free
Parents Pack product sampling program.
(301) 468-1010

Illustrations by Craig Adams

The Cost of Quality



(Percentages adjusted slightly to account for rounding.)

Source: Cost, Quality and Child Outcomes in Child Care Centers, April 1995.

CHECKLIST FOR QUALITY

When visiting an early childhood care and education center, seek answers to the following questions:

- | | YES | NO |
|--|--------------------------|--------------------------|
| • Is the center/school licensed by the state? If not, ask who regulates and monitors the center/school. | ☐ | ☐ |
| • Are you and your child given a leisurely tour of the entire center/school, and is your child invited to join in the appropriate age group? | ☐ | ☐ |
| • Do you see a mix of active and quiet play, a variety of activities for children to choose, and frequent staff/child interactions? Is there a schedule or daily routine posted for each group? | ☐ | ☐ |
| • What are the safety procedures of the center/school? Does it seem safe? Are teachers trained in pediatric CPR and First Aid? | ☐ | ☐ |
| • How does the center/school communicate with you regarding your child's progress, daily events, or special information such as accidents or illness? | ☐ | ☐ |
| • Does the center/school appear to be clean and well maintained? | ☐ | ☐ |
| • Are toys and equipment age-appropriate and easily accessible to the children? | ☐ | ☐ |
| • Is the center/school attractively decorated with children's work and learning materials that are on their level? | ☐ | ☐ |
| • What are the qualifications of the staff and director? Do they regularly attend ongoing training? Does the center/school have a national accreditation? Does the staff have the appropriate credentials? | ☐ | ☐ |
| • Do you and your child like the center/school and feel comfortable? | ☐ | ☐ |

THINGS I LIKED:

THINGS I DIDN'T LIKE:



Do you have more questions or need information? Call the NCCA at 1-800-543-7161 or contact your state association.

THE RIGHT PATH TO QUALITY CHILD CARE



*How Parents Can Make
Informed Decisions on
Early Childhood
Care and Education
Centers*



THE RIGHT PATH TO QUALITY CHILD CARE

How Parents Can Make Informed Decisions on Early Childhood Care and Education Centers

The National Child Care Association's (NCCA) brochure, **THE RIGHT PATH TO QUALITY CHILD CARE**, is offered to NCCA members at cost plus postage and handling. The brochure is designed with you in mind. There is a space for centers to add a personal sticker or stamp and/or for state associations to do the same.

THE RIGHT PATH TO QUALITY CHILD CARE can be used to market your center to parents by including it in enrollment packets, mailing information to parents, public display, etc. They are wonderful for educating others about how to find quality child care, the cost of quality preschool education and the fact that quality early childhood learning and care are solid investments. The tri-fold brochure is versatile and beautifully presented in four colors with original art.

ORDER TODAY

Brochures are sold in multiples of 100.

RP

THE RIGHT PATH TO QUALITY CHILD CARE

How Parents Can Make Informed Decisions on Early Childhood Care and Education Centers

100 brochures @ \$25.00 including postage and handling.

Please send me a sample. _____

Please send me _____ RIGHT PATH brochures. I have enclosed my check for \$ _____ made payable to NCCA.

NAME _____ CENTER _____

ADDRESS _____

CITY _____ ST _____ ZIP _____ PHONE _____

Please charge my order to my credit card.

MasterCard _____

Visa _____

Credit Card Number: _____ Expiration Date: _____

Signature _____

Date _____

Mail or fax to:

NCCA * 1029 Railroad Street * Conyers, GA 30207 * 800-543-7161

770-388-7772 (FAX)

APPLICATION

- OPTION I: _____ YES, I want to be part of NCCA and my state association. Please send state association information.
OPTION II: _____ YES, I want to be part of NCCA. My \$75 individual membership dues are enclosed.
OPTION III: _____ YES, I am a student and have enclosed my \$30 membership dues and verification of student status.

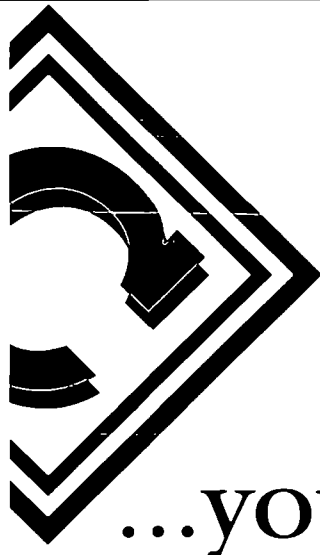
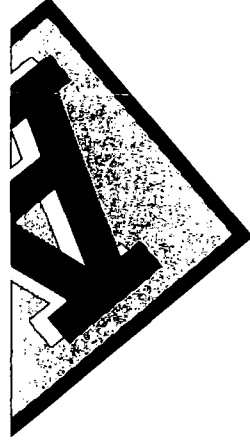
Contact (Owner/Director) _____ Center(s) _____

Address _____ City _____

State _____ Zip _____ Phone (_____) _____ Area Code _____ Fax (_____) _____ Area Code _____

MAIL TO: **NCCA** ■ 1029 Railroad Street ■ Conyers (Atlanta), GA 30207 ■ or call 1-800 543-7161

Contributions or gifts to the National Child Care Association (NCCA) are not tax deductible as charitable contributions for income tax purposes. However, they may be tax deductible as ordinary and necessary business expenses subject to restrictions imposed as a result of association lobbying activities. NCCA estimates that the non-deductible portion of your 1997-98 dues allocable to lobbying is 25%.



...you need
NCCA!

NCCA
National Child Care Association
1029 Railroad Street
Conyers, GA 30207



**Because
child care
is more
than
child's
play...**

IF YOU WANT TO

- ... be an advocate for quality, affordable licensed childhood care and education.
- ... retain control of the future of your business.
- ... help the public and the policy makers understand licensed childhood care and education from your perspective as a private provider.
- ... make a difference in the future of child care and early education in your community, your state and your country.
- ... recognize your staff as the true professionals they are.
- ... learn from your colleagues who share the same business and professional concerns and issues.
- ... be aware of industry trends and anticipate changes.
- ... become part of a vigorous, growing organization which advocates for quality licensed childhood care and education, AND protects your interests as a private operator ...

YOU NEED NCCA!!

The National Child Care Association is a professional trade association focusing on the needs of licensed, private childhood care and education programs. As an alliance of care and education professionals and owners, NCCA takes a singular position in the United States as the only organization representing the specific interests of the licensed, private childhood care and education community.

NCCA will continue to lead the nation's licensed, private child care and pre-school community while striving for high quality at an affordable cost to parents, business and government. NCCA consolidates the untapped strength of thousands of America's private care and education programs and forms an influential organization dedicated to the needs of the private sector.

NCCA is a non-profit professional trade association and governed by the membership through a representative Board of Directors. The NCCA Board of Directors is comprised of representatives from its State Association affiliates and at large representation.

NCCA OFFERS YOU ...

PROFESSIONAL DEVELOPMENT

Credentialing - NCCA awards The National Administrator Credential (NAC) to directors of childhood care and education programs through successful completion of a 40 hour course. NCCA also awards the nationally recognized Certified Childcare Professional (CCP) credential to teachers and providers. Both credentials are competency based.

Accreditation - NCCA supports the NATIONAL EARLY CHILDHOOD PROGRAM ACCREDITATION (NECPA) which provides voluntary accreditation for quality childhood care and education programs throughout the country.

Conferences - NCCA hosts an Annual Spring Conference which is the backdrop for childhood care and education professionals and owners from across the country to learn from and exchange their innovations, their successes and their shared devotion to their field. NCCA's Fall Legislative Conference in Washington, DC offers a unique opportunity to be a part of policy making and legislation which affects your business.

Convenient Training - The Professional Development Video Training Series is offered through NCCA. The series provides cost effective, comprehensive staff training for each of the professional ability areas required for the CCP program.

BUSINESS

Communications and Resources - NCCA's "National Focus" keeps you informed about federal legislation, national and state initiatives, trends and successful ideas. NCCA's Resource and Publications Division offers timely publications about critical policies and operations affecting center based child care and education. Our publications and resources are geared to inform, as well as assist in implementing new federal policies and requirements.

Insurance - NCCA's property and casualty insurance program and supplemental health insurance program are saving insurance dollars and upgrading benefits for NCCA members across the country.

Childcare Buying Club Service

NCCA members automatically receive membership in the Childcare Buying Club Service. By consolidating YOUR buying power, NCCA's Buying Club Service is saving members thousands of dollars on equipment, supplies, games, toys, and furniture.

ADVOCACY

Legislation - NCCA represents a unified voice in Washington and strives to balance the quality, affordability and availability of licensed child care and education programs.

State Regulations and Initiatives

NCCA is a clearinghouse and resource for activities in other states.

Alliances - NCCA has established and continues to nurture alliances and dialogues with other organizations involved in every aspect of childhood care and education.

Leadership - NCCA is the recognized voice of the private, licensed child care and education community and develops positions and policies consistent with the goals of the industry.

MEMBERSHIP INFORMATION

Membership in the National Child Care Association is available through several options. Please review below and check the appropriate option.

MEMBERSHIP OPTIONS

(Please select one)

Option I

Center Based Membership through State Association

\$30 per center*

NCCA Membership is automatic through affiliated state associations (see enclosed list). Your school(s) is located in a state with an affiliated association, so you must join NCCA by joining your state association. State dues vary and eligibility for state association membership is established by the state associations and may include for-profit and non-profit center based memberships.

Complete the application and NCCA will forward additional information on your state association and NCCA membership. Do not send dues directly to NCCA.

**NCCA dues are payable for every school in your company and will be included in your state association dues.*

Option II

Individual Membership

\$75 per person

For non-center owners who share the goals of NCCA.

Option III

Student Membership

\$30 per person

Documentation of student status required.

STATE ASSOCIATIONS

ARIZONA Child Care Association

Ms. Joy Bauer
602-225-8452

CALIFORNIA - PACE

Ms. Cindy Acker
510-521-9227

COLORADO Child Care Association

Ms. Andre Ransom
303-798-1884

GEORGIA Child Care Association

Mr. Rick Griffin
770-471-4515

GEORGIA Child Care Leadership Forum

Mr. Dewayne Foskey
770-922-0983

IDAHO Private Child Care Association

Mr. Brian Sopatyk
208-342-6800

ILLINOIS - PSO/Illinois Child Care Association

Ms. Jane Peckwas
312-586-4242

LOUISIANA Professional Association for Child Care

Joan Lansing
504-261-0105

MARYLAND State Child Care Association

Mr. Mark Rosenberg
301-913-0077

MASSACHUSETTS Independent CC Organization

Ms. Beverly Clarke
617-769-0777

MINNESOTA Child Care Advocates

Mr. Steve Williams
612-835-6055

MISSISSIPPI Child Care Providers Association

Ms. Barbara Henson
601-485-4401

NEVADA - Child Care Association of Nevada

Mr. Gary Vause
702-870-0666

NEW JERSEY Child Care Association

Ms. Suzanne Moran
908-218-1562

NEW YORK Child Care Association

Ms. Sandra Hughes
518-356-5683

NORTH CAROLINA - PACE of NC

Ms. Linda Hester
910-867-4979

OHIO Child Care Association

Mr. Steve Robison
419-474-4440

OKLAHOMA State Child Care Association

Mr. Lynn Cronemiller
405-737-8697

PENNSYLVANIA Early Childhood Educators A:

Ms. Robin Lloyd
610-692-7223

SOUTH CAROLINA Child Care Association

Ms. Tami Nix
803-775-4876

TENNESSEE Child Care Association

Ms. Lindy Tynes
615-242-5226

TEXAS Licensed Child Care Association

Mr. Steve Kostantenaco
210-980-7671

UTAH Private Child Care Association

Ms. Joan Nichol
801-278-3247

VIRGINIA Child Care Association

Mr. John Webb
703-941-2127

CLINTON LIBRARY PHOTOCOPY

Please plan to join us for the

1997 NCCA Capital Summit

*"A Policy and Legislative Forum for Private, Licensed
Child Care Companies and Corporations"*

September 17 - 19, 1997

Sheraton City Centre

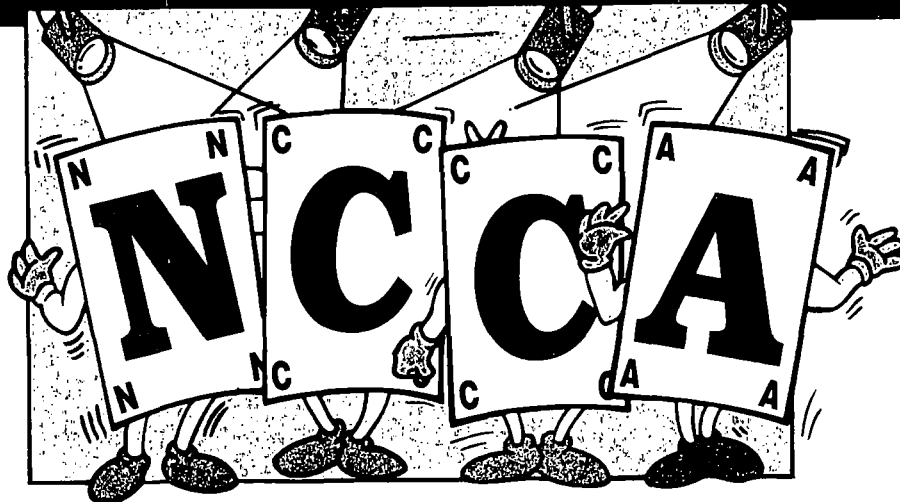
Washington, DC

For more information call

1-800-543-7161

1998 NCCA ANNUAL CONFERENCE

MARCH 6-8 RIVIERA HOTEL & CASINO LAS VEGAS, NV



FOR MORE INFORMATION CALL 1-800-543-7161

THE CONFERENCE FOR PRIVATE CHILD CARE CENTERS AND PRESCHOOLS

How Do I Apply for the NECPA?

NECPA APPLICATION

____ Please enroll my program in the accreditation process. I have enclosed a check for the application portion.

____ Enclosed is a check for \$20.00. Please send me the evaluative instrument for my review before I enroll.

Program Name _____

Street Address _____

Mailing Address (if different) _____

City, State, Zip _____

Owner/Director _____

Phone () _____

Licensed Capacity _____

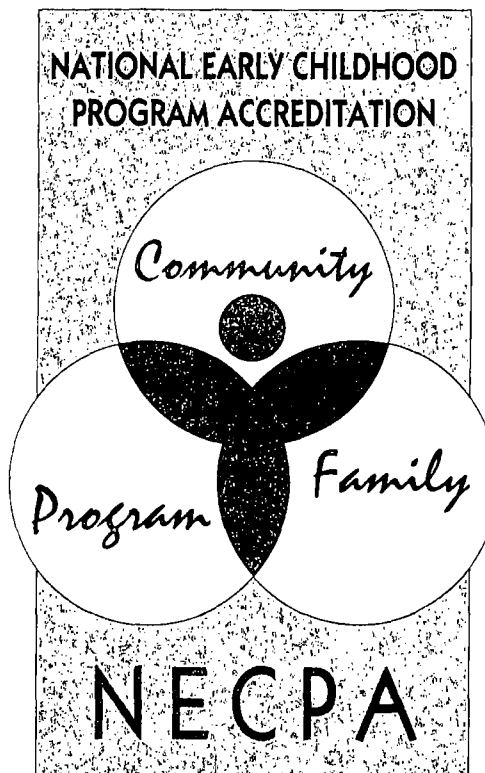
Year Established _____

TOTAL ENCLOSED: \$ _____

Send Application and Check to:

The NECPA Commission, Inc.
1029 Railroad Street
Conyers (Atlanta), GA 30207
1-800-505-9878

**THE
NATIONAL
EARLY
CHILDHOOD
PROGRAM
ACCREDITATION**



**THE NEXT GENERATION
IN ACCREDITATION**

An Independent Voluntary Accreditation sponsored
by The National Early Childhood Program Accreditation
Commission, Inc.

Quality in Child Care and Preschools:*What accreditation means to you and your center.*

.....

As an early childhood care and education professional you strive on a daily basis to provide a place where children can learn, play, and grow. A place that will be safe. An environment that is both caring and stimulating. But how do you create the public awareness necessary to validate your efforts? The National Early Childhood Program Accreditation (NECPA) Commission believes that the best way to achieve this goal is through the use of an independent, voluntary accreditation program. The NECPA program is an Automated Accreditation Indicator System (AAIS)*. This system and the instrument itself were developed by Dr. Richard Fiene, in conjunction with the renowned Early Childhood Education Programs Department of Pennsylvania State University at Harrisburg, and the NCCA Professional Development Committee.

The NECPA has been carefully crafted to create broad public understanding of the benefits of high quality early childhood care and education. Coupled with this increased understanding is a raised awareness of the "professional expertise" required to deliver that high quality care and an appreciation of the advantages that children receive from accredited centers and schools.

*Developed by Dr. Richard Fiene, Penn State University, Professor of Early Childhood Education

How Does it Work?

.....

The NECPA has several components; the first section deals with demographic information and provides the needed background on the program to be accredited, the second part is a comprehensive self-evaluative document which is completed by the owner/director of the program, the third step of the program is an on-site visit to verify the accuracy of the self

evaluation, the fourth part is the scoring of the indicators and production of the program's profile, and finally the complete package is presented to NECPA's National Accreditation Council for the accreditation recommendation. The process is self-paced.

What is Required of a Program to Apply?

.....

As a pre-requisite to accreditation, all centers must have possessed a license in good standing from their respective states for at least one year. Full accreditation is granted for three years with satisfactory annual reviews. There are restrictions regarding changes in location and management for accredited centers.

What Will it Cost?

.....

The fee structure is dependent on your licensed capacity and membership status. Because the National Child Care Association (NCCA) committed its resources and energies to the development of the NECPA, the Commission is pleased to offer a reduced fee to NCCA members seeking the NECPA. For complete NCCA membership information, you may call 1-800-543-7161.

NATIONAL CHILD CARE ASSOCIATION MEMBER

Size of Program	Total Fee	Application Portion	Verification Portion
7 - 60	\$300	\$125	\$175
61 - 120	450	150	300
121 - 240	650	200	450
241 +	750	250	500

NON-MEMBER

Size of Program	Total Fee	Application Portion	Verification Portion
7 - 60	\$350	\$150	\$200
61 - 120	550	200	350
121 - 240	700	225	475
241 +	850	250	600

MISCELLANEOUS FEES

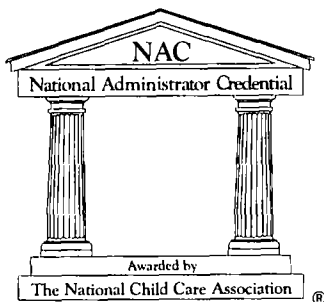
Reprocessing for Deferred Programs: \$75.00
 Annual Reports \$25.00
 Verifier travel expenses exceeding \$50 will be the responsibility of the program.
 Multi-site company discounts are available. Please call the NECPA Commission for information.

Course Development

The National Administrator Credential was originally a project of the Georgia Child Care Leadership Forum and was funded in part through the Georgia Child Care Council. It was tested extensively in that state.

The nine competencies on which the credential is based were developed by Focus Groups representing broad perspectives within the child care community. The course curriculum was developed by a group of six experts in various areas of business and child care including an attorney, a business consultant, the editors of two of the most widely respected publications in the childhood care and education industry today, and experienced child care center administrators.

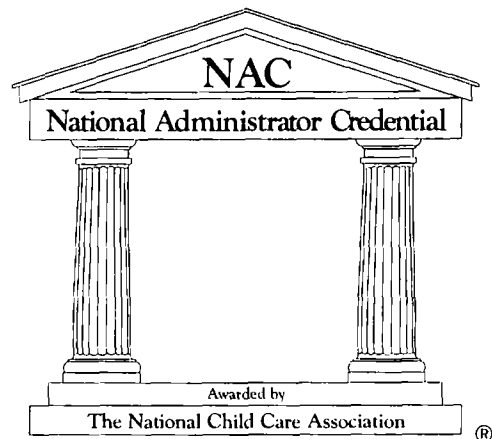
The course has been successful in providing candidates with relevant, job-targeted information in an easy-to-learn format. Every aspect of the course has been reviewed by professional childhood care and education administrators and educators to assure applicability and accuracy.



The NATIONAL ADMINISTRATOR CREDENTIAL

In the Management of Programs Serving Children and Families

*A Professional Recognition Awarded by
the
National Child Care Association*



A comprehensive, forty-hour course for directors and administrators of child care programs and an award for demonstrated mastery of administration skills.

The NAC Candidate

Administrators of child care centers, preschools, family day care homes, and after school programs are all candidates for the National Administrator Credential. The broad curriculum is divided into nine professional competencies, each composed of specific skills for mastery, and covering all aspects of an administrator's responsibilities. The candidate new to the profession will be taught all the skills needed to succeed from the start. The seasoned professional will learn many new ideas and clever solutions to old problems. Candidates for the NAC are expected to have experience working directly with young children and to be able to demonstrate an understanding of child growth and development. The NAC is the only national credential specifically for childhood care and education administrators. When you earn your NAC, you will join the ranks of tested, professional child care administration experts across the U.S. and you will have an opportunity to join the NAC Network - an organization for credentialed administrators which will give you continued opportunities for sharing ideas and improving your skills.

*The National Child Care Association
1020 Railroad St.,
Conyers, GA 30207
800-543-7161, 770-388-7772 (Fax)*

The NAC Course

The basic NAC course consists of forty hours of classroom instruction, practice, and evaluation. Students are expected to complete projects and reading assignments between classes. Each class is made up of candidates from a variety of child care and preschool programs and their diversity enhances the learning atmosphere and networking possibilities. Credentialed administrators are invited to attend advanced level courses after earning their NAC.

Cost

The cost of the National Administrator Credential is \$425 per candidate. This fee includes the 40-hour course taught by an NCCA trained instructor with practical management experience, an information-filled student manual, all learning materials, credential certificate and pin, and one full year's membership in the NAC Network when you successfully complete the course. Limited full and partial scholarships may be available in some states. The full fee is due when you register. Should you need to cancel, you must do so at least 10 days before the course begins. No refunds can be made after that time. A \$75 cancellation fee will apply.

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The National Early Childhood Program Accreditation:

A Parent-Driven Accreditation

BY LYNN WHITE

Lynn White is Executive Director of the National Child Care Association, Inc.

The National Child Care Association (NCCA) has steadily been led by the demand of its members to design, implement, and operate a national voluntary center accreditation program. The nation's best early childhood professionals wanted a vehicle which recognized program quality and demonstrated parental desires and choices, while preserving America's gloriously diverse childhood care and education options. In addition, NCCA and its members wanted a user-friendly, efficient, affordable system.

Drawing leadership and expertise from practicing professionals, as well as academics, NCCA researched and developed an accreditation system which validates quality while incorporating state-of-the-art technology. In March, 1993, after close to five years of visionary development, evaluation, testing, and piloting, the National Early Childhood Program Accreditation (NECPA) was introduced. At the same time, the NECPA Commission, Inc., was created and began operating the NECPA accreditation program.

The NECPA quality criteria were developed through extensive surveying conducted by NCCA's 25 state associations coupled with academic research on quality standards. Additionally, there was a concerted effort to recognize and incorporate the individuality and unique variety of the current early childhood programs available to our children and families. NECPA establishes a balance

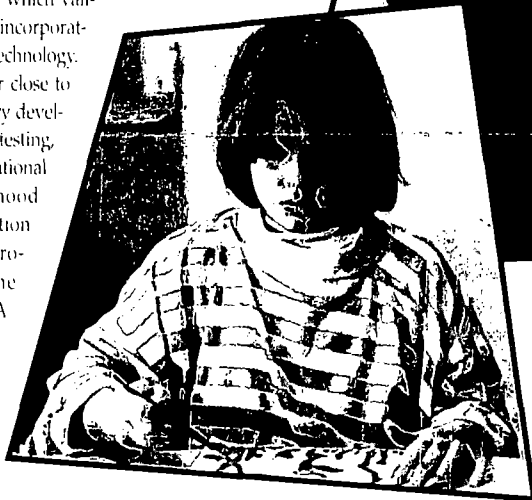
between the standardization aspects required for the system to work and the diversity of the programs seeking accreditation.

The unique addition of parental input expressing their expectations of quality programs adds a refreshing component to the NECPA accreditation. This input leads to more preliminary research through the Public School Transition Research Project which identified the importance of a strong transitional component and linkage between early childhood programs and elementary schools.

involvement; formal school linkages; and health and safety. Development of the criteria was aided by input from practitioners, academia, and most importantly, parents.

(AAIS). The indicator approach, developed by Dr. Richard Fiene, Pennsylvania State University of Harrisburg Professor of Psychology and Education, is based upon the compilation of key predictor items or indicators that have been identified as predicting the overall quality of a program and/or positive developmental outcomes for children by being in compliance with these key indicators.

This approach has been developed, implemented, and refined over the past 20 years in research studies. Dr. Fiene has conducted in states across the nation and in Canada. The indicator approach has demonstrated its efficiency and effectiveness in the monitoring of early childhood programs. Many of the items and indicators selected in this instru-



The NECPA Process

The NECPA self-evaluation instrument is based upon criteria in the following content/component areas: administration and general operations; professional development and work environment; indoor environment; outdoor environment; developmental programs; parent and community

The first section of the evaluation instrument deals with demographic information and provides the needed background on the program to be accredited; the second part is a comprehensive self-evaluation on the topics mentioned above, completed in partnership with management, staff, and parents. The next step of the program is an on-site visit to verify the accuracy of the self-evaluation; the fourth step is the scoring of the indicators and production of the program's profile. Finally, the complete package is presented to NECPA's National Accreditation Commission for the accreditation decision.

NECPA's process incorporates an Automated Accreditation Indicator System

ment have been demonstrated to be key quality indicators/predictors in Dr. Fiene's research. By using the key indicator approach, the number of discrete items to be evaluated is substantially reduced but the overall confidence in the evaluation is maintained.

The AAIS allows for a summary of all the observations, questionnaires, surveys, and verifications to be compiled into seven scales representing key areas of quality. A score can then be determined for each of these areas and a narrative of specifics on the program's strengths and opportunities for improvement is produced.

Validity of Results

Since the beginning of the process, the Commission was adamant that identified

quality standards would not be compromised with the introduction of the nation's newest accreditation model for early childhood programs. In a study done last summer, Fiene measured the NECPA programs against the National Association for the Education of Young Children (NAEYC) accreditation program. "If we can assume that NAEYC accreditation measures quality," he explains, "then, on the basis of our findings, we can assume that NECPA is also measuring quality."

Fiene observes that there was a "very, very high correlation" between the scores centers obtained on both accreditation programs. "Those programs that scored extremely high on the NAEYC tool also scored very high on the NECPA tool," he notes. "And those programs that scored very low on the NECPA tool are also scoring very low on the NAEYC tool."

Fiene says the similarities were not just in the centers' overall scores but also in each category that the accreditation program evaluates. "For purposes of establishing reliability and validity, I was looking for a consistency of scores between the two tools, and I found there is a very, very high correlation between them," Fiene explains.

Commission. She continues, "The NECPA is simply another step in the evolution of accreditation systems. In the 1970s, we were introduced to instrument-based program monitoring; during the 1980s, the indicator systems were born; and in the 1990s, we are fortunate to be able to provide an automated accreditation indicator system which takes full advantage of nationally recognized quality standards and state-of-the-art technology."

An advantage that the NECPA Commission has is the ability to access the nation's private early childhood community, which up until now was not availing itself in great numbers of the very positive benefits of self-study and accreditation. "We are gratified that there is tremendous 'buy in' to NECPA accreditation from the private sector. Our goal of designing and operating an accreditation program which validated and improved quality, while still being 'user friendly' seems to be working," states Depuydt.

Benefits of NECPA

In less than a year, there are over 125 programs in self-study or accredited. In addition to the obvious qualitative effects of involving so many private sector, licensed programs in the accreditation process, NECPA publishes an Annual Report. Each calendar year, the Annual Report will be the foundation for updating the national database. The results presented in the report are frequency counts expressed as compliance percentages with the NECPA standards for sites that were processed for accreditation during that year.

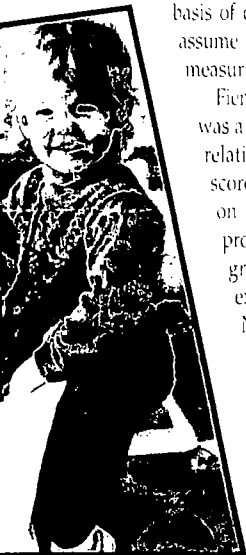
While still a comparatively small sample, the 1993-1994 Annual Report (NECPA's second annual report) identifies several significant trends. The overall compliance rates with the indicators has changed significantly in a very positive direction. Staff are more qualified, training opportunities have increased, there is more parental involvement, salaries have increased slightly, and programs appear to have additional resources. Because of these results, the NECPA weighting system has been adjusted accordingly—this is a unique feature of the accreditation system, in that it is sensitive to changes in the national database.

Because NECPA collects voluntary data on program demographics from centers in accreditation, the Annual Report includes a section reflecting those demographics. Center owners, directors, and administrators will find the information helpful in operationally benchmarking their programs with national data.

Both NCCA and the NECPA Commission believe that any accreditation system is constantly evolving and should build upon improvements and suggestions made by program owners, directors, staff, parents, and educators. The NECPA Commission recently sent surveys and conducted interviews with newly accredited programs. Nothing speaks better for accreditation than some of the comments from those interviews. From the staff at Kiddie Kampus I and II in Texas: "The NECPA self-study reinforced a good self-image among staff and management con-

cerning our programs and schools as a whole. However, we did discover a few areas which need a little polish. Together, we buffed 'em to a lovely shine. Needless to say, all benefited." And from Apple-a-Daycare in New York: "What was the best thing we received from this process? To finally be recognized as the professionals we are!"

For more information about NECPA or to purchase a copy of the 1993-1994 Annual Report, please call the NECPA Commission at 1-800-505-9878.



"NECPA's association with Dr. Fiene and the use of his 20 years of research on the indicator methodology has created an accreditation program which is cost effective and efficient," states Katherine Depuydt, President of the NECPA

**NATIONAL EARLY CHILDHOOD
PROGRAM ACCREDITATION**



NECPA

FOR MORE INFORMATION CONTACT:

THE NECPA COMMISSION, INC.
1029 RAILROAD STREET
CONYERS, GA 30209

800-505-9878

National Child Care Association
1029 Railroad Street
Conyers (Atlanta), GA 30207



Quality and Recognition Programs for Early Childhood Professional Development



National Child Care Association
1029 Railroad Street
Conyers (Atlanta), GA 30207
1-800-543-7161

THE LANGUAGE OF THE CHILDHOOD CARE AND EDUCATION FIELD

CREDENTIAL

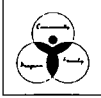
"An award that is a basis for credit or confidence"

Credentials are awarded to individuals who have successfully demonstrated their ability in areas identified as critical to their profession. Through a series of indicators including experience and education, credentials are awarded to directors, teachers and caregivers who are capable and competent in management and administration, as well as nurturing and educating young children. The credentialing process recognizes an individual's achievements as a professional and ensures that teachers and administrators have the opportunity to enhance their professional development. It also advances the professional development of individuals wishing to pursue careers in childhood care and education and related fields.

ACCREDITATION

"A process which certifies that a program meets official requirements"

Accreditation is a voluntary process designed specifically for childhood care and education programs. The accreditation process is an opportunity for a program to conduct a thorough examination of every aspect of the program based on recognized quality standards. Accreditation involves management, teachers, staff, parents and children. In the case of center based program accreditation, the process consists of a comprehensive self-study, a verification visit by an objective, qualified, trained, individual(s) followed by a review of the self-study instrument, and parent & staff surveys by Councils of peer professionals and educators. The award of program accreditation is highly prized and exemplifies a program which excels in the care and education of young children.

EARLY CHILDHOOD PROFESSIONAL RECOGNITION	C R E D E N T I A L			A C C R E D I T A T I O N		
	 NAC	 CCP	 CDA	 NECPA	 NAEYC	 NAFCC
Available for:	Directors/Administrators of childhood care and education programs, including centers, preschools, and family day care homes	Infant/Toddler Teachers Preschool Teachers Primary Teachers	Infant/Toddler Teachers Preschool Teachers School Age Teachers Family Day-Care Providers Home Visitors	Licensed Childhood Care and Education Programs Licensed Child Care Centers	Child Care Centers Preschools	Family Day-Care Providers
Professional Recognition:	Individual Credential	Individual Credential	Individual Credential	Program Accreditation-Indicator System (AAIS)	Program Accreditation	Provider and Home Accreditation
Qualifications:	A thorough understanding of normal child growth and development and appropriate care and early education practices.	720 hours or more of child care experience in a center-based program 180 hours training 18 years of age High School Diploma or Equivalent	480 hours or more working with children 120 hours training 18 years of age High School Diploma or Equivalent	Must meet legal requirements for operations Must have been in operation at least 1 year	Operating program for 12 months or more	Primary Caregiver in own home for 18 months or more
Regulatory Requirements:	The NAC course is college-level training and will meet state requirements.	Program meets and exceeds most state requirements	Program meets state requirements	Must have state license or proof of exemption	Meet state requirements	Meet state requirements
Self-Study Process:	The National Administrator Credential is offered through a 40-hour course rather than a self study.	Director Recommendations Parent Recommendations Colleague Recommendations Writing Samples Performance Observation Professional Development Portfolio Plans for Continued Professional Development	Parent Opinion Questionnaire CDA Rep Interview Professional Resource File	Surveys: Staff and Parents Self-Assessment Instrument Verifier Observation Classroom Observation	Administrator Self-Evaluation Questionnaires: Staff and Parents Classroom Observation Validator Observation	Provider Self-Evaluation Parent Questionnaires Parent Observation Validator Observation
Evaluation Measures:	Examination, exercises, and projects.	CCP Professional Ability Areas Multi-Indicator Evaluation Professional Development Portfolio National Early Childhood Credentialing Exam	CDA Competencies and Functional Areas Professional Resource File Formal Observation Written Assessment	Self-Assessment Instrument Staff Surveys Parent Surveys AAIS (Automated Accreditation Indicator System) Review National Accreditation Council Review	Program Description Classroom Observation Form Staff Questionnaire Parent Questionnaire Accreditation Commission Review	Assessment Profile for Family Day Care Parent Questionnaire Provider Report
Cost:	\$425	\$300	\$325 (CDA Direct Assessment) plus \$15 application packet \$1500 CDA P3 (includes curriculum)	\$300-\$850 (based on licensed capacity)	\$250-\$750	\$150
Valid for:	Lifetime with regular advanced NAC-sponsored training.	2 years	3 years - then renewed for 5 year periods	3 years	3 years	3 years
Update:	Biennial.	Biennial - Must submit 20 clock hours of competency based training/education	NA	Annual	Annual	Annual
Contact:	Lynn White National Administrator Credential 1029 Railroad Street Conyers, GA 30207 (800) 543-7161	Cheryl Copple NCCA Institute for Professional Development 1029 Railroad Street Conyers, GA 30207 (800)543-7161	Carol Phillips Council for Early Childhood Professional Recognition 1341 G. St., NW, Suite 400 Washington, DC 20005 (800)424-4310	Suzanne Grace The NECPA Commission, Inc. 1029 Railroad Street Conyers, GA 30207 (800) 505-9878	Sue Bredekamp National Academy of Early Childhood Programs 1509 16th St., NW Washington, DC 20036 (800) 424-2460	Kay Hollestelle National Association for Family Child Care 1331 -A Pennsylvania Ave, NW, #348 Washington, DC 20004 (800) 831-5095

WHY BECOME A CCP?

CCPs are viewed as distinguished professionals who have earned national and state recognition for their achievements in child care and early childhood education.

- The CCP credentialing program provides Candidates with expertise in the 15 Professional Ability Areas reflecting the highest national standards.
- The CCP credentialing program qualifies recipients to pursue position advancement in child care and early childhood education.
- The CCP credentialing program certifies recipients nationally, thereby affording nationwide recognition of their qualifications to engage in professional child care and early childhood education practice.
- The CCP credentialing program certifies the professional expertise of recipients to parents, supervisors, and the community.
- CCPs are recognized nationally as having a positive impact on the lives of children, families, and the community.
- CCPs can receive 15 semester credits towards the Associate of Science in Early Childhood Education degree from California College. Contact California College for Health Sciences, Center for Child Care Studies at 800-221-7374 for complete information.

DO YOU HAVE QUESTIONS?

To receive a complete CCP Program Description contact NCCA at 1-800-543-7161

Institute for Professional Development
1016 Rosser Street
Conyers (Atlanta), Georgia 30207-5275

NCCA



Advancing Professional Excellence In Early Childhood Care and Education



*Early Childhood
Education Specialist*

The Professional Credential
Awarded By The
National Child Care Association

WHAT IS THE NCCA?



NCCA is a professional trade association representing a nationwide membership of over 4,500 licensed private child care centers, more than 45,000 child development staff, and 23 state affiliated associations. As an association of professional providers, NCCA maintains that a key component of a quality program is the education, training, experience, and effectiveness of staff in providing comprehensive services to children and their families.

WHAT IS THE CCP CREDENTIAL?



Quality standards extend beyond licensing requirements, good facilities, and best intentions. The child care staff with whom parents entrust their children must be professional, competent, knowledgeable, and dedicated to ensuring high quality early childhood experiences in safe and nurturing environments. These experiences must effectively promote children's social, emotional, cognitive, and physical development. They must also be consistent with family needs, the child's developmental level, learning interests, style of learning, and cultural background.

Professionals exhibiting standards of excellence in child care and early childhood education are recognized by NCCA through the awarding of a national credential, the **Certified Childcare Professional (CCP) Early Childhood Education Specialist**.

HOW IS THE CCP CANDIDATE EVALUATED?

The **CCP Multi-Indicator Evaluation (MIE)** process is designed to determine the extent to which individuals have met or exceeded **NCCA National Standards** of professional expertise. MIE Criteria include:

1. High School Diploma or the Equivalent
2. 18 years of age or older
3. 720 hours of child care experience serving children between birth and 6 years within the last five years in a licensed center-based early childhood program
4. 180 clock hours (12 credit hours) of education / training reflecting the 15 Professional Ability Areas
5. National Early Childhood Education Specialist Credentialing Examination
6. Professional Development Portfolio
7. Performance-based observational assessment
8. Two parent evaluations
9. Two letters of endorsement (director & colleague)
10. Two writing samples documenting the use of writing skills in professional activities
11. Plans for continued professional development
12. Review by the NCCA Professional Standards Council

The 15 Professional Abilities of the Certified Childcare Professional 🐼

- 🐼 The ability to establish and maintain a safe, healthy, and nurturing learning environment.
- 🐼 The ability to enhance the physical development of young children.
- 🐼 The ability to enhance the cognitive development of young children.
- 🐼 The ability to enhance the social and emotional development of young children.
- 🐼 The ability to maintain a commitment to on-the-job professionalism.
- 🐼 The ability to promote parent involvement, advocacy and empowerment.
- 🐼 The ability to provide effective and nurturing learning environments in response to the individual needs of each child.
- 🐼 The ability to create effective transition linkages for children and their families.
- 🐼 The ability to reliably assess children's development.
- 🐼 The ability to demonstrate knowledge of child development theory, research, and practice.
- 🐼 The ability to address the needs of children from a broad diversity of cultural backgrounds.
- 🐼 The ability to engage in effective management at various levels of program operation.
- 🐼 The ability to respond to the comprehensive service needs of children and their families.
- 🐼 The ability to establish and maintain a well-run and purposeful early childhood educational environment for young children.
- 🐼 The ability to engage in self-assessment to evaluate professional effectiveness and development.

CCP APPLICATION

1. To receive a complete **CCP Program Description**, please call NCCA at 1-800-543-7161.
2. To begin the CCP certification process:
 - Complete the enclosed **CCP Pre-Application & Exam Registration Form**.
 - Submit the CCP Pre-Application and credentialing fee to:
NCCA
Institute for Professional Development
1016 Rosser Street
Conyers, GA 30207-5275
 - The credentialing fee must accompany the **Pre-Application and Exam Registration Form**. The fee can be paid by check, money order, MasterCard, or VISA.

After receipt of the fee and form, you will be sent the **CCP Credentialing Materials Packet** which includes:

- Steps of the Credentialing Process
- CCP Credentialing Petition
- Guidelines for Portfolio Development
- Examination Study Guide
- Performance-Based Observational Form
- Parent Evaluation Forms
- Writing Sample Forms
- Plans For Continued Professional Development Form

Candidates will be assigned a **State CCP Field Counselor** to guide them through the credentialing process and provide technical assistance.

Continuing Education Units
for the Professional Development Video Series
are available through
Pima Community College, Community Campus
Tucson, Arizona

WANT MORE INFORMATION OR
WISH TO OBTAIN THE SERIES?

Call or write to:

NCCA

Institute for Professional Development
1029 Railroad Street, NW
Conyers, Georgia 30207-5275
1-800-543-7161

or

**A.T.I. Center for
Child Development**

5099 East Grant Road
Suite 331
Tucson, Arizona 85712
1-800-367-4762

PROFESSIONAL
DEVELOPMENT
FOR EARLY
CHILDHOOD
TEACHERS

A VIDEO TRAINING SERIES

**Offered Through the National
Child Care Association and Linked
to Training Requirements for the
Certified Childcare Professional
(CCP) Early Childhood
Specialist Credential**

Advancing Professional
Development in Early Childhood
Care and Education



**WHAT ARE THE UNIQUE
FEATURES OF THE
VIDEO SERIES?**

The Professional Development Video Series has been designed to meet the professional development needs of the broad diversity of individuals working in early childhood care and educational settings. Accordingly, several unique features have been built into the Professional Development Video Series that make it a fundamental part of any early childhood program:

**COMPREHENSIVE &
ENTERTAINING!**

The Professional Development Video Series brings the richness and diversity of the world of early childhood education and care directly to professional providers without their ever having to get on an airplane. The Video Series provides in-depth coverage of each of the Professional Ability Areas required for the Certified Childcare Professional Credential. Each tape utilizes real-life situations and animation to take the individual on a learning journey through an area of professional development. On this journey, the traveler first observes, then comes to understand, and finally applies her/his newly acquired capabilities and knowledge to everyday professional interactions with children, families, and colleagues. Through video, the traveler explores a variety of center environments and learns from a diversity of people demonstrating hands-on application of professional skills. The traveler has the opportunity to meet, observe, and learn from practition-

ers, scholars, parents and educators. Moreover, she/he sees the application of professional skills with the broad diversity of children and families served by early childhood programs.

PRACTICAL & CONVENIENT!

The Professional Development Series brings state-of-the-art learning technology and professional development techniques directly into the environment in which the early childhood professional works. Professional development occurs in the context in which the individual works and provides services to children and families!

SELF-PACED & INDIVIDUALIZED!

Individuals may progress through each of the tapes and manuals at their own pace according to their needs, interests, and available time. Moreover, since the Professional Development Video series comes in 7 modules, individuals may use all or some of the tapes in the series based on their needs and interests.

COST EFFECTIVE!

The Professional Development Series makes it possible for an entire staff to have access to ongoing, in-house training opportunities. Once the tapes are acquired, all that is needed is a manual for each staff member. Moreover, ownership of the series by the center makes it possible for new staff to have readily-available learning opportunities.

A NEW NCCA APPROACH TO EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT

▼

The National Child Care Association (NCCA) is dedicated to quality child care and early childhood education for young children. The NCCA knows from first hand experience that one of the most important components of a quality early childhood program is the professional development of staff. Through education and experience, early childhood staff can achieve a level of excellence in offering young children and their families a broad array of comprehensive services. Achievement of professional excellence is recognized by NCCA through the awarding of the Certified Childcare Professional Credential (CCP). As part of its continuing effort to support the professional, educational, and experiential development of early childhood staff, NCCA is proud to announce the Professional Development Video Series.

WHO IS INVOLVED IN THE DEVELOPMENT OF THE SERIES?

▼

The Professional Development Video Series is produced by the MultiMedia Educational Arts Division of A.T.I. under the direction of Drs. John R. Bergan and Jason K. Feld, who are nationally recognized experts in early childhood teaching and learning. In partnership with A.T.I., NCCA and an Advisory Panel help guide the development of the series. The National Advisory Panel reflects the broad diversity of individuals and backgrounds found in the early childhood community.

The Panel includes early childhood educators, directors, teachers, parents, and scholars. Each Panel member provides an important perspective in ensuring that the series responds to the pressing need for high quality, comprehensive, and effective learning opportunities for individuals responsible for the early care and education of the nation's young children.

WHAT DOES THE SERIES INCLUDE?

▼

The Professional Development Series includes 7 tapes and 7 individual manuals focusing on hands-on learning in the professional ability areas leading to the Certified Childcare Professional Credential. Each manual includes learning material, projects, and self-evaluation components to assist individuals developing their professional competencies. The Series includes a Field Supervisor Manual which contains guidelines for using the Series.

HOW CAN THE SERIES BE PURCHASED?

▼

The Professional Development Video Series can be purchased through two convenient plans—individually or series subscription. Information, instructions and an order form are attached or may be obtained by calling 1-800-543-7161.

HOW DOES THE SERIES LINK TO THE CCP?

▼

Early childhood professionals, especially candidates for the CCP, will find the Series an invaluable professional development aid. The series is designed to assist CCP candidates work with their Field Counselors to meet clock-hour and educational experience requirements for the CCP Credential. Each tape and accompanying manual is designed to provide up to 30 or more clock hours of training and experience. The manuals include portfolio projects and evaluation materials to assist in the evaluation and documentation of competencies. Projects and evaluation materials may be used to document clock-hour completion of course content as required by the CCP. The complete series provides up to 450 clock hours of training experience.

IS THE PROFESSIONAL DEVELOPMENT SERIES FOR ME?

▼

The best way to ensure that early childhood caregivers and educators are prepared to provide high quality services to young children and their families is to invest in professional development. The Professional Development Series is a state-of-the-art, comprehensive, and effective way to achieve this goal. If you are an early childhood caregiver, teacher, director, or owner and are interested in quality, the Professional Development Series is for you.

SERIES TITLES

- ▼
- Understanding and Using
Assessment Effectively
- ▼
- Enhancing Cognitive Development
- ▼
- Enhancing Social and
Emotional Development
- ▼
- Enhancing Physical Development
- ▼
- Creating a Safe, Healthy,
and Nurturing Environment
- ▼
- Facilitating the Cultural
Context of Learning
- ▼
- Helping Children and Families
with Special Needs
- ▼
- Working with Families, Schools,
and the Community
- ▼
- Organization and Management at
the Classroom and Program Level
- ▼
- Maintaining On-The-Job
Professionalism



A WALK THROUGH THE SERIES



V1: Using Assessment Effectively

Observation & portfolios	Developmental screening
Anecdotal note-taking	Documenting successes
Developmental paths	Communicating results
Linking assessment to planning	Selecting instruments
Developmental assessment	Knowing the whole child



V2: Enhancing Cognitive Development

Learning by attending	Learning by doing
Learning through communication	Learning through stories
Learning through play	Creativity in learning
Trust and security	Individual context of learning
Social context of learning	Creating interest centers



V3: Enhancing Social & Emotional Development

Healthy attachments	People reading
Self-confidence	Play progressions
Expressing emotions	Social problem-solving
Setting limits	Positive guidance
Dealing with separation	Belonging & security
Autonomy & dependence	Self-help
Helping, sharing, caring	Friendships & acceptance
Pretend & dramatic play	Decision-making



V4: Enhancing Physical Development

Small muscle development	Large muscle development
Indoor activities	Outdoor activities
Working with handicaps	Using equipment
Learning how we grow	Developing all the senses



V5: Safe, Healthy, Nurturing Environment

Safe use of space and materials	Caring relationships
Handling emergencies	First-aid and CPR
Accident & illness prevention	Effective supervision
Hygiene practices	Health maintenance
Diapering & toileting	Nutrition practices
Special needs children	Immunizations
Recognizing physical/emotional abuse	Physical handicaps



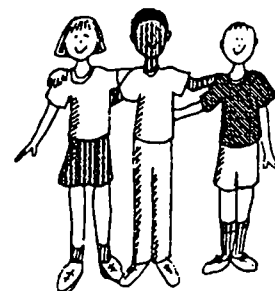
V6: Working with Families, Schools, Community

Resources for families	Transition to school
Child rearing practices	Cultural context of learning
Parent-teacher conferences	Language diversity
Multicultural activities	Home learning environments
Community resources	Comprehensive service needs
Community outreach	Self-sufficiency and empowerment



V7: Organization, Management, Professionalism

Setting up interest centers	Selecting materials & resources
Staff relations	Daily/weekly activity planning
Working as a team	Goal setting
Keeping children interested	Self-motivation & confidence
Self-evaluation	Problem solving
Time-management	Record keeping
Communication	Transition times
Positive guidance & discipline	Inservice activities



Tape & Module

CCP Professional Ability Area

- | | |
|----------------------|---|
| 1 (30 clock hours) | (9) The ability to reliably assess children's development |
| 2 (30 clock hours) | (3) The ability to enhance the cognitive development of young children |
| 3 (30 clock hours) | (4) The ability to enhance children's social and emotional development |
| 4 (30.5 clock hours) | (2) The ability to enhance the physical development of young children |
| 5 (45 clock hours) | (1) The ability to establish and maintain a safe, healthy, and nurturing learning environment |
| | (7) The ability to provide effective and nurturing learning environments in response to the needs of each child |
| 6 (60 clock hours) | (6) The ability to promote parent involvement, advocacy, and empowerment |
| | (8) The ability to create effective transition linkages for children and families |
| | (11) The ability to respond to the needs of children from the broad diversity of cultural backgrounds |
| | (13) The ability to respond to the comprehensive service needs of children and their families |
| 7 (60 clock hours) | (5) The ability to maintain a commitment to on-the-job professionalism |
| | (12) The ability to engage in effective management at various levels of program operation |
| | (15) The ability to engage in self-assessment to evaluate professional effectiveness and development |

Ability areas (10) The ability to demonstrate knowledge of child development theory, research, and practice, and (14) The ability to establish and maintain a well-run and purposeful early childhood educational environment for children are addressed as continuing topics throughout all the tapes and modules.

HOW TO ORDER

The CCP PROFESSIONAL DEVELOPMENT SERIES (PDS) is a collaborative initiative between the NCCA Institute for Professional Development and ATI Center for Child Development. The PDS is based on the fifteen Professional Ability Areas of the CCP Credential awarded by the National Child Care Association and can be used as training for CCP candidates. The complete series will include seven video tapes, seven Individual Portfolio Modules* and appropriate Supervisor Manuals. For those subscribing to the series (see below), sets will be produced regularly until the series is complete. The tapes and portfolio modules are excellent training tools which can be used individually or as a comprehensive training series.

* PORTFOLIO MODULES are individual and include ability area content; self evaluation and feedback materials; class project and portfolio development materials; documentation form for clock hours to be used for training hours and/or CEUs. Please order one for each teacher participating in training.

ORDER FORM and PURCHASE OPTIONS

The PDS may be purchased through two options: SINGLE PURCHASE OR SUBSCRIPTION. Please indicate your choice. Those subscribing to the series receive price reductions for each video set and for additional portfolio modules. ALL PRICES INCLUDE POSTAGE AND HANDLING.

SINGLE PURCHASE OPTION

I would like to purchase the PDS series individually for \$93.95 per set. In addition, please include _____ additional portfolio modules at \$15.00 each with each set. Enclosed is my check for \$93.95 per set + cost of additional portfolio modules I have ordered.

Please complete the following ordering information if you select the SINGLE PURCHASE OPTION.

Column	1	2	3	4	5
	SET*	Total	EXTRA Portfolio Modules	Total	Total: (Columns 2 + 4)
PDS 1	\$93.95 x _____	\$ _____	\$15.00 x _____	\$ _____	\$ _____
PDS 2	\$93.95 x _____	\$ _____	\$15.00 x _____	\$ _____	\$ _____
PDS 3	\$93.95 x _____	\$ _____	\$15.00 x _____	\$ _____	\$ _____
PDS 4	\$93.95 x _____	\$ _____	\$15.00 x _____	\$ _____	\$ _____
PDS 5	\$93.95 x _____	\$ _____	\$15.00 x _____	\$ _____	\$ _____
PDS 6	\$93.95 x _____	\$ _____	\$15.00 x _____	\$ _____	\$ NA
PDS 7	\$93.95 x _____	\$ _____	\$15.00 x _____	\$ _____	\$ NA
TOTALS Add Column 5					\$ _____

*Includes one video tape, one individual portfolio module and one supervisor's manual.

SUBSCRIPTION PURCHASE OPTION

I would like to subscribe at a reduced cost for the complete series and agree to pay \$50.00 per month for 13 months. In addition, please include _____ additional portfolio modules at \$13.00 each with each set. Enclosed is my check for \$50 + cost of additional portfolio modules I have ordered. I understand that I will pay this amount monthly for 13 months and that I will immediately begin receiving the video sets already produced, as paid monthly, (see chart above) and can expect to receive additional sets as released.

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NATIONAL FOCUS

VOLUME 9, NUMBER 4

SPRING, 1997

A QUARTERLY NEWSLETTER OF THE NATIONAL CHILD CARE ASSOCIATION

1997 CONFERENCE HIGHLIGHTS

The 1997 NCCA Annual Conference was a huge success with conference-goers receiving a BIG Texas welcome! Those who attended really enjoyed beautiful downtown Fort Worth with its interesting shops and restaurants all within walking distance of the hotel. The Texas Licensed Child Care Association made our visit fun and really pitched in to make the conference run smoothly. Thank you, TLCCA!

Conferees had the opportunity to attend some of the best workshops NCCA has ever offered - over thirteen hours of top-notch training in two days! Many owners/ directors brought all their teachers to take advantage of these wonderful seminars packed with great new ideas.

As always, the exhibit hall was the place to be for fun and



NCCA President Beverly Clarke chats with conference keynote speaker Joan Lombardi.

excitement. This year exhibitors had the most colorful and interesting mix of products and services ever! Lots of great deals were made as conference-goers took advantage of special conference pricing. Our exhibitors really outdid

themselves this year in providing great raffle and auction prizes to help raise money for the NCCA Professional Development Fund. This money goes to provide scholarships and grants for NCCA's educational programs.

The keynote address this year was timely and important to all owners and directors of early childhood programs. Dr. Joan Lombardi, Director of the Child Care Bureau of the U.S. Department of Health and Human Services, spoke on the impact of Welfare Reform on children, families, and the child care community. Her comments were insightful and relevant for all of us.

And finally, the Sunday morning center tours were a big hit with everyone! Conferees had a choice of four different tours, each highlighting a different type of child care program. Buses transported



NCCA Members show off their Presidential Citations awarded to CCP Field Counselors who have counseled ten or more candidates this past year.

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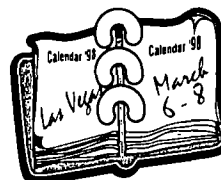
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