

Guidelines for the opening of an Early Childhood Education and Care Program





Thumbs Up!

You are to be commended for giving thought and consideration to starting an educational program and outreach ministry for the younger children of your church, school and community.

You may be wondering...

HOW DO WE SET UP AN EARLY CHILDHOOD PROGRAM? or
HOW DO WE ADD A PRE-K CLASSROOM TO OUR SCHOOL? or
DO WE HAVE TO HAVE A DAY CARE LICENSE? or
CAN WE COMBINE 4 AND 5 YEAR OLDS IN ONE CLASSROOM, AND IF SO, HOW?

A "How To" packet has been prepared to assist you in the initial phases of planning, gathering information and implementing the process for starting a new program.

The A B C 1-2-3 pages give an overview of what needs to be done. The additional pages will "walk" you through as much as possible on paper. For example, you'll find a "Timeline and Pacing Guide" which should be adapted and revised as your needs dictate, worksheets to note resources, tasks to be done, contacts to be made and lists to help you know what's expected. Because finances are always a significant concern, you will find pages regarding budgets and more.

Please prayerfully and carefully think, study and discuss what your goals and objectives are. Then, if you need further assistance, feel free to call me or your local Conference Office of Education.

In His service for the little ones,

Tamara L. Libonati, M. Ed.

Director for Early Childhood Education

Southern Union Conference







ETTER BEGINNINGS FOR

HILDREN IN THE SOUTHERN UNION

- Assess the need church, school and community-wide
- Build a budget- operating and capital
- Consult and collaborate with the local conference Office of Education, pastor, principal, children's ministry leader
- Develop a mission statement, constitution with bylaws and a five year master plan
- Evaluate the facility for acceptible size and safety
- Facilitate program development and growth for children, parents and staff
- Gather and read S.U.C. guidelines, local conference policies and state regulations.
- Hire the most qualified and caring personnel
- Inform your local conference office risk management representative, without delay, complete the insurance forms and send them in promptly
- Join professional organizations for early childhood education encourage staff to do the same
- Keep accurate up-to-date records, confidential files, certifications and licenses



- Learn about services offered by your city, county, state, local conference and Southern Union offices of education
- Meet your local conference and union directors of education & associates and local authorities
- Note all due dates and respond promptly
- Organize self, staff and all areas of the program
- Plan developmentally appropriate activities from SU and local conference approved curriculum
- Quietly, earnestly, and daily seek the Lord
- Review, re-structure and re-organize as needed along the way
- Search for the best ways to improve your program
- Tend to the physical, spiritual, intellectual, emotional and social well being of every child
- Understand the developmental needs, interests, and learning styles of each child
- Very carefully select classroom assistants and volunteers and do background screening on everyone as recomended by the state and according to our conference union denominational policies
- Work as unto the Lord joyfully, balanced and paced
- X 'Xercise' wisdom, tact and skill when confronted with a challenge
- Yield your heart and will to Jesus
- Zealously, carefully and prayerfully continue to move forward



The Southern Union Education Code makes these statements:

GUIDELINES AND POLICIES



- 1. 35 square feet of usable floor space per child is allocated, exclusive of halls, cloakrooms, toilets, and kitchen.
- 2. The rooms are on the first floor with at least two widely separated exits.
- 3. The activity rooms where the children "live" while on campus are used exclusively for the children. They should not be used as storage rooms or part-time classrooms for older children.
- 4. The floors are carpeted, but also provide a tiled or linoleum section to allow easy clean-up for the painting center, etc..
- 5. One child-sized toilet and one child height lavatory are provided in each classroom.
- 6. The playground contains a minimum of 75 square feet per pupil.
- 7. The play area is enclosed with a good strong fence with gates that cannot be opened easily by small children.
- 8. Teacher should hold a degree in child development, early childhood education or elementary education and meet certification requirements.
- 9. In a school-based pre-k classroom, teacher-child ratios are as follows:

1 teacher for up to 12 students (1:12). A full-time teacher's assistant must be added for 13-18 students. If classroom enrollment exceeds 12, it is limited to 18 students and must maintain a full time assistants (2:18).

In a combination pre-kindergarten/kindergarten classroom, the limit is also 1:12. A full time assistant must be provided if there are 13-18 students.

2:18 is the maximum occupancy per classroom.

Classrooms with children who are not 4 years-of-age by August 15 of the year enrolled, must acquire and maintain a valid license and operate as an early childhood program. See SU Education Codebook section 7000.

10. Teacher-child ratios in licensed centers must follow guidelines as stated in the Southern Union policy Risk Management Loss Control Manual or by civil authorities (licensing agency, etc.) whichever is more strict.

SETTING UP A PRE-KINDERGARTEN



Following is a synoptic, non-inclusive list of responsibilities for starting a school-based pre-kindergarten classroom as a defined in the Southern Union Education Code 6000.

- Consult your local conference Office of Education
- Interviewing, hiring, background screening for a qualified teacher, assistant and volunteers
- Writing all job descriptions
- Arranging for inservicing teacher (and assistant, if provided) on approved curriculum usage
- Sharing school calendar, weekly and daily schedules
- Obtaining remuneration agreement(s)
- Purchasing basic classroom equipment and supplies before 1st day of school
- Coordinating before and/or after school drop-off and pick-ups
- Accepting and processing entrance fees and tuition payments via credit cards, checks, etc.
- Purchasing children's supplies, i.e.: consumable, non-consumable, replacement toys, etc.
- Purchasing basic teacher's supplies
- Setting-up a monthly classroom budget for teacher's use
- Submitting new employee payroll information
- Planning and notifying teacher of regularly scheduled staff meetings.
- Scheduling Open House/parents' meeting with teacher
- Marketing for enrollment
- Developing teacher incentive programs
- Setting up and maintaining a "Suggestion Box" for parents
- Assuring orientation training talkes place for all personnel on safety protocals
- Designing Yellow Pages and/or newspaper advertisements
- Designing stationery and business cards
- Selecting and hiring person(s) for classroom cleaning services
- Meeting with school board for operations review
- Screening and coordinating volunteer helpers and scheduling assist times

SETTING UP A PRE-KINDERGARTEN



Following is a non-inclusive checklist of areas to address when seeking to operate a conference school-based stand-alone pre-kindergarten classroom or pre-kindergarten & kindergarten combination classroom program.

31		3		ed? If so, check which type	3 :
	•	☐ Multi-age Pre-Kind	•		
☐ Full-day	☐ Half-day	☐ 5 days a week	□ 3 c	lays a week	
2. What is the age	e range of children	to be served?	ar-olds	4 & 5 -year-olds	
3. What is the esti	imated number of	children that will enroll in	this prog	ram?	
according to policy	guidelines on tea		stand-alor	istant(s), been correctly de ne or multi-age arrangemer	
Note to remember	: if conference/uni	on policy differs from stat	te regulati	ons, the stricter of the two r	nust be upheld.
5. Is the classroor	n designed to ens	ure maximum allowable (capacity?	If not, what can be done?	
				to the local Conference Of ng it to meet the deadline:	fice of Education been
be followed for hea	alth, safety, facility	•	f not, jot t	red regarding policies, guid heir number(s) here and do	
1 30	•	nated and designed to m		nanagement safety a variety of approved, non-	hazardous
•	nent? If you don't			e, call your local conferenc	
	•			Southern Union # 770-408	-1800 Ext. 184
vehicles and licens	sed drivers approv	•	R.M.? For	young children's transport advice and pertinent forms	•

SETTING UP A PRE-KINDERGARTEN



10. Is sufficient storage space available for all necessary areas, i.e., children's individual belongings, teacher's supplies, program equipment, etc. If not, what can be done to rectify this?					
11. Have appointments been made for obtaining necessary inspections and approvals from a conference A.R.M. representative, educational superintendent, etc. If so, when are the appointments and who will meet the conference officials for the walk-throughs? Education Superintendent RM Representative					
12. Has all the basic and necessary equipment for the classroom and playground been agreed upon and approve by the school board? If so, who will do the actual purchasing and when?					
13. Have all the basic and necessary classroom supplies & teaching/learning materials been arranged for via donations or school purchase? If so, who will be in charge of the collecting, purchasing, and storing of items as they come in?					
14. Has a Start-up Budget been developed and approved by the school board? If not, see the worksheets included in this packet and decide on a deadline for submitting it					
15. Some states require pre-kindergarten classrooms in schools to be registered with the state for obtaining a licens approval of operation or exemption. Has consideration been given to external requirements from county and/or state for operating school-base prek, with or without monetary incentives? If not, who will search this and report back and when?					
16. When written approval for operation has been received from the Conference Office of Education, consider the following:					
A) Have minimal requirements of all classroom assistants and/or volunteers regarding age, academic and qualifying work experience been verified? If not, who will see this is done and when?					
B) Have criminal record/background check letters for all adults working with children, i.e., teachers, assistants, volunteers, etc., been obtained? Is everyone free from any past record? If so, where will these letters be kept?					
C) Have the school's working policies, procedures and handbooks been shared appropriately with the classroom teacher, assistant(s) and volunteers? If not, who will do this and when?					

RISK MANAGEMENT LOSS CONTROL POLICIES AND PROCEDURES



Risk management's policies and procedures for early childhood education and care make these statements:

1. STATEMENT OF PURPOSE

- A. The purpose of the standards contained in this document(RMLC) is to provide minimum guidelines of health and safety to be followed in the operation of Seventh-day Adventist early childhood programs. The standards do not supersede with:
- 1. any right or power of state or local social services that does not challenge the separation of church and state;
- 2. any right or power of the state education department or county department of education that does not challenge the separation of church and state; or
- 3. any building code, fire code, health code or zoning provisions as set forth by civil authority.
- B. Risk management forms and program administrative forms are not to be used in lieu of documentation required by local and/or state authorities. They are to be used where forms are nonexistent, or when program administration needs additional information recorded that local/state forms do not provide.
- C. Parent, as referred to in these guidelines, means any person or entity authorized by law to act on behalf of any child, and may include but not be limited to a minor's parent, a legal guardian, a conservator, a public placement agency, or a guardian ad-litem.

LICENSING RESPONSIBILITY

- A. For health and safety reasons, all early childhood programs(ECP) in the Southern Union Conference must be licensed by the state in which they provide service(see SU CodeBook #7000). It is the responsibility of each early childhood program to ensure that all city, county and state regulations, codes and licensing requirements are met per Southern Union Conference Board of Education policy # 00:29. In the event that one jurisdiction has more stringent requirements, the stricter rules will apply. These requirements should be met prior to opening.
- B. Some states require pre-kindergarten classrooms in schools to be registered with them. This may require a license, a certificate of approval, or an approved exemption.

The license must be posted in a prominent, publicly visible location. The building occupancy must not exceed the allowed capacity.

PLAN OF OPERATION

A. Each ECP shall have and maintain a file of a current written, definitive "plan of operation", which shall contain a statement of purposes, program methods and goals.

For more information, call the Southern Union Early Childhood Education Department and request a copy of the manual Risk Management and Loss Control Guidelines.

MANAGING THE EARLY CHILDHOOD PROGRAM



Following is a synoptic, non-inclusive list of responsibilities for the management of an early childhood program(ECP):

- Overseeing employment of personnel
- Writing all job descriptions
- Training all staff on safety protocols
- Planning teachers' and staff work schedules
- Overseeing implementation of approved curricula
- Reviewing and approving teachers' weekly lesson plans
- Recommending hourly wages
- Purchasing all groceries
- Making menus according to regulations
- Coordinating before and/or after school transportation (time, schedule, routes) if offered by the program
- Accepting and processing tuition payments via credit cards, checks, etc.
- Purchasing all children's supplies, ie: consumable, non-consumable, replacement toys, etc.
- Purchasing all teachers' supplies and office supplies
- Collecting and processing (receipting, recording and depositing) accounts receivable
- Preparing check requests for accounts payable
- Submitting requests and receipts for petty cash fund
- Submitting payroll information
- Ensuring disbursement of employees' checks.
- Planning and conducting regularly scheduled staff meetings
- Coordinating with Home and Center Association leader regarding quarterly parent meetings and HCA activities
- Public relations(PR)
- Planning children's field trips

MANAGING THE EARLY CHILDHOOD PROGRAM



- Maintaining program's license for operation
- Preparing for licensing inspections
- Meeting with licensing surveyor as may be required. Notifying staff of any planned surveyor visits or inspections
- Maintaining all insurance policies(workers compensation, student accident, property, etc.)
- Processing any termination of personnel
- Developing teacher incentive programs
- Overseeing all teachers' classrooms management
- Developing evaluative forms for teachers and director
- Maintaining a "Suggestion Box" for parents and staff
- Assuring orientation for all new and on-going training of all personnel
- Designing Yellow Pages and newspaper advertisement
- Designing stationery and business cards
- Selecting independent contractors for such needs as: maintenance, renovation and/or cleaning services
- Submitting financial reports
- Submitting attendance reports
- Selecting/purchasing children's and teachers' gifts for birthdays, holidays and special occasions
- Mailing birthday cards to children, etc.
- Meeting with operating board monthly for operations review
- Screening and coordinating volunteer helpers and scheduling assist times
- Inviting/Arranging for guest presenters
- Overseeing all staff and their assignments
- Scheduling and submitting results of quarterly safety inspections
- Working within the guidelines of the program's constitution and bylaws

LICENSING CHECKLIST



Following is a non-inclusive checklist of areas to address when seeking to obtain state licensing and conference / union approval:

1.	What is the age range of children to be enrolled?				
2.	What is the desired number of children the program/facility plans to serve?				
3.	Have the types of services to be offered by desire and by law been determined?				
4.	Are the classrooms designed to ens	ure maximum allowable capacity?			
5.	If the ECP is near a school, has a be	efore & after-school plan been established?			
6.	Has the number of staff members re	quired been determined by staff-to-child ratio regulations for each			
	designated age?				
7.	Has a program budget been develop	ped?			
8.	Have the appropriate agencies, insp	ectors, and supervisors been contacted regarding policies,			
	guidelines, and laws to be followed i	n establishing an ECP?			
9.	Have appointments been made for c	obtaining necessary inspections and approvals?			
10.	Have all site plans and floor plans be	Have all site plans and floor plans been submitted to the requiring agency?			
11.	Have written approvals for operation been received from civil authorities for: safety, building				
	inspection, health and sanitation, etc	c.?			
12.	Have minimal requirements of all personnel regarding age, academic and qualifying work experience				
	been verified?				
13.	Have criminal record check result let	Have criminal record check result letters for all employee applicants and volunteers been obtained?			
14.	Have staff policies been established, including but not limited to:				
	Contagious disease	Non-Smoking regulations			
	Prohibited substances	Employee assignments			
	Work schedules	Substitute staff			
	Required orientation	First Aid and CPR training			
	Staff meetings	Dress Codes			
15.	Have policies, procedures and hand	books been developed for program administration and staff?			
16.	Have record keeping, filing and accounting methods been established?				
17.	Are plans made in compliance with state approved nutritional standards for a food program?				

LICENSING CHECKLIST



18.	Have plans for emergencies and crisis management been established such as:
	Protection of children against severe weather conditions and problems with the facility such as loss
	of utilities, structural damage, intruders, etc.
	Evacuation of building due to fire, gas leaks, etc.
	Handling serious injuries
	Searching procedures if a child wanders away from a field trip, playground, etc.
19.	Is sufficient storage space available for all necessary areas, i.e., children's individual belongings,
	teachers' supplies, program equipment, etc.
20.	Has all basic and necessary equipment been purchased and properly placed or stored in the facility,
	i.e., children's, teachers' and office furniture, kitchen appliances, laundering machines, cleaning/
	janitorial and ground keepers' equipment, etc?
21.	Have all basic and necessary supplies been purchased and properly placed in or stored in the facility,
	i.e., children's, teachers' and office consumable supplies, kitchen consumables, laundry and janitorial
	cleaning supplies, etc?
22.	Has a playground site been designated and designed to meet safety requirements according to the
	state and risk management with proper fencing, ground covering, shade areas, and a
	variety of approved, non-hazardous playground equipment?
23.	Has the property been verified as safe with required barriers for areas such as air conditioners, etc?
24.	Have guidelines and policies been established for transportation procedures, vehicles and licensed
	drivers approval in accordance with Adventist Risk Management (A.R.M.)?
25.	Are all required documents posted in the facility's entrance area?
26.	Are certification classes for all initial personnel being provided?
27.	Have provisions for all forms, agreements, records, schedules, etc. pertaining to children's enrollment
	and staff employment been made? (Examples: Emergency medical authorization, infant feeding plan,
	daily attendance record, licensing visits schedule, etc.)

STATE LICENSING AGENCY



Alabama

Department of Human Resources Child Care Services Division Gordon Persons Building 50 North Ripley Street Montgomery, AL 36130 Phone: 334-242-1425

Fax: 334-353-1491

http://dhr.state.al.us/services/

Child_Care_Services/

Child_Care_Services_Division.aspx

Florida

Department of Children & Families Child Care Regulation Office 1317 Winewood Blvd. Building 6 Room 389A Tallahassee, FL 32399-0700

Phone: 850-488-4900 Fax: 850-488-9584

www.myflfamilies.com/service-programs/child-care

Georgia

Bright From the Start:

Georgia Department of Early Care and Learning

10 Park Place South, Suite 200 Atlanta, GA 30303

Phone: 404-656-5957 Fax: 404-656-0351 Hotline: 888-442-7735 www.decal.ga.gov

Kentucky

Office of Inspector General Division of Licensed Child Care C.H.R. Building 275 East Main Street, 5E-A Frankfort, KY 40621

Phone: 502-564-2888 Fax: 502-564-6546

http://chfs.ky.gov/dcbs/dcc/regul

Mississippi

Child Care Facilities Licensure Mississippi State Department 570 East Woodrow Wilson Drive P.O. Box 1700

Jackson, MS 39215-1700

Phone: 601-576-7613 or 800-227-7308

Fax: 601-576-7813 www.msdh.state.ms.us

North Carolina

Division of Child Development Regulatory Services Section 319 Chapanoke Road, Suite 120 2201 Mail Service Center 27699-2201

Raleigh, NC 27603

Phone: 919-662-4499 or 800-859-0829 (in-state calls)

Fax: 919-661-4845

http://ncchildcare.dhhs.state.nc.us/providers/pv_sn2_lr.asp

South Carolina

Department of Social Services
Division of Child Day Care Licensing and Regulatory

Services

2638 Two Notch Road, Suite 200

Columbia, SC 29204 Phone: 803-253-4049 Fax: 803-252-1364

www.dss.sc.gov/content/customers/childcare/index.aspx

Tennessee

Department of Human Services State Director Child & Adult Care Services Citizens Plaza Bldg. - 14th Floor 400 Deaderick Street Nashville. TN 37248-9800

Phone: 615-313-4700 Fax: 615-532-9956

www.tennessee.gov/humanservices/topic/child-care-services

EQUIPMENT AND SUPPLIES



CURRICULUM- Pebbles-A faith-based farly Childhood Curriculum

MANIPULATIVES

Puzzles

Shelves for displaying toys, puzzles, etc.

Containers for toys (legos, etc.) Wooden puzzles, floor puzzles

Lotto and Memory games

Sewing cards and laces

Legos

Ring-a-ma-jigs

Nuts and bolts

Bingo games

HOUSE KEEPING/ DRAMATIC PLAY (This area should be large enough for 4 children)

Refrigerator, stove, sink, pantry

Table and chairs

Ironing board and iron All season role play clothes: suits, dresses, hats,

Memory games

Racks for hanging clothes boots, shoes, neckties, purses, etc

Mirror Telephones

Play food and dishes Mop, broom, vacuum

Dolls, with stroller, and clothes Doll highchair, doll cradle

Props: medical clinic, post office, Camera
grocery store, library, department store
baskets Brief case
Cooking utensils

OUTDOOR PLAY

Balls Art media for outdoors (sidewalk chalk, etc.)

Peg boards

Jump ropes Balance beams

Bubbles Sandbox and sand toys
Large wheel toys Water play and accessories

Wagons Swings

Gardening tools (rake, spades, watering cans) Climbing bars

Slide Carpentry bench and accessories
Crawling tunnels Basketball and child-size goals

MATH

Counting manipulatives Numeral matching games

Balance, scale Sorting toys
Rulers, tape measure Cash register

Clocks

Pattern blocks

EQUIPMENT AND SUPPLIES



READING - LANGUAGE (Provide a quiet area for this center)

Bean-bag chairsAge appropriate booksAlphabet flash cardsCarpet squaresFlannel story setsSequence story cards

Rocking chairs Flannel board Writing paper and utensils such Low display shelves Books of various topics; nature, as pencils (color or regular), ink Puppets history, character building, etc. pens, and thin markers

Picture cards

BLOCKS (This will be a "busy" area. Provide room for building & cars!)

Variety of blocks: unit, hollow, cardboard, etc.

Lincoln Logs, train tracks

Variety of transportation toys: cars, trucks, airplanes, boats, rescue vehicles, police and postal vehicles, trains, etc.

Signs, animals, people, trees, buildings, fencing, etc.

ART (This area works best near an exit door and sink with tile or linoleum flooring)

Paint and chalk board easels Assorted paint brushes

Aprons/ paint shirts Paints - non-toxic water, tempera, finger

Table and chairs Crayons, chalk, markers

Scissors, regular and specialty Paste, glue, glue sticks, rubber cement

Paper - construction, tissue, poster, Tape-scotch, masking

manilla folders, newsprint, finger paint Playdough paper, coffee filters, etc. Food coloring

Modeling clay Drying space (walls, rack, line, etc.)

Cotton balls, Q-tips Eye droppers

Stencils, rubber stamps Glitter

Collage materials: magazines, etc.

Shelves to allow media storage that children can access

SCIENCE (This should invite exploration)

Table and chair Magnifying glasses Camera Terrariums

Shelves for displaying items Magnets Books
Containers for planting Watering cans Shells

Fish and food Binoculars Kaleidoscope & prisms

Bug boxes Water table Butterfly nets

MUSIC (This area needs to be large enough for children to move freely)

CD/record/tape player

Shakers (rattles), resonator bells

Shelves to display instruments

Long scarves (or wide ribbons)

Records/tapes/CDs

Bells, drums, rhythm sticks

Earphones

STRATEGIES TO PROVIDE FOR EMPLOYEES



Workable strategies to provide for locally funded employees

Wages

Wages are a large portion of a program's budget. They need to be approached in a systematic way.

- 1. Begin by making fair and consistent wages policies.
- 2. Plan for the facilitation of equitable wages adjustments due to pay raises, high cost of living zones, years of service, etc.
- 3. Consider pay rates that will attract applicants for employment.
- 4. Keep wages competitive and designed to retain employees long term.
- 5. Build employee confidence in and acceptance of the pay plan by presenting it in easily understandable terms.
- 6. Help control costs by keeping to a systematic approach.

Additional Considerations:

- 1. Respect & recognition lets staff know they will be listened to:
- 2. Good working conditions which include fair employment practices set by the state federal regulations, and program board; written personnel policies; job descriptions; wages agreements; and formal grievance procedures;
- 3. Awards which should be given at staff meetings or special programs for best attendance, most continuing education units earned, excellent classroom or program planning, excellent behavioral management techniques used, Christian service, etc.
- 4. A birthday or an anniversary celebration with a card, gift certificate, or special food treat should be included;
- 5. Planned break times with a comfortable place to rest provided and may include cool juice or hot beverage options;
- 6. Professional organization membership dues paid via regular budgeted expense
- 7. Staff retreats/social times of an afternoon one weekend or an evening together off-campus for building team spirit, problem solving, or a holiday party;
- 8. Credit Union membership availability;
- 9. Special lunches or occasional treates provided;
- 10. Scholarships or reduced tuition for children of staff members.

START-UP CLASSROOM COST



Example account of start-up costs for 12 pre-kindergarten children attending full time:

Minimal Classroom	Furnishings:	- 1
William Classicolli	r drinishings.	

Estimated Retail Costs

Ü	
Room renovations (carpet, vinyl flooring, paint, etc.)	\$2000
Chalkboard, Whiteboard, Bulletin Board (chalk, markers, erasers)	\$600
Teacher's Desk, Chair, Bookcase, File Cabinet	\$575
Cordless Telephone, Answering Machine, (line, service, etc.)	
Student Tables & Chairs	\$550
Sanitation supplies (wastebaskets, tissues, antibacterial cleaners, etc.)	\$20
Storage cabinets, shelves, units, etc. (for art supplies, teaching/learning manipulatives, etc.)	\$350
Curriculum, supplemental instructional materials,	\$150
Computer, software, I-net setup	\$600
Minimal Student Supplies & Equipment:	
Art Supplies (scissors, paint, construction paper, etc.):	\$200
2 Easels	\$100
Blocks, Construction Sets, etc.	\$350
Housekeeping Center	\$300
CD Player, CDs	\$100
Age-appropriate Picture Books(approx 170 minimum, Story Books,	\$250
Books on Tape	
Water/Sand Table	\$375

TOTAL ESTIMATED START-UP COST: \$6,620

Additional Program Needs:

Approved Nap Mats \$5-10 ea.

Mens Short-sleeved Shirts for Painting Smocks

Outdoor Sandbox

Clothes for Dress-up Play

(include hats, high-heels, sunglasses, uniforms, purses, gloves, apron, etc.)

Items for Housekeeping Play

(mini-broom, play kitchen utensils, dolls, cradle, briefcase,

cell phone, empty food pkgs, etc.)

Toy Cash Register

Portable Plastic Crates

Hand-held Vacuum Cleaner

Camera

Toys for Sandbox

Television, DVD player, and DVDs

PARENTS

Ask Parents to provide for child

DONATIONS

Seek materials and labor

Find garage sales and Goodwill

Find fundraising projects

PREPARING A START-UP BUDGET



Budgets are an early childhood program's working tool to provide operational success. In order for an early childhood program to be financially solvent, plan a realistic and solid budget.

Use the attached worksheet to figure the start-up expenses (costs for the program and determine what income is available to offset the start-up costs. Once you have grand totals for both, expenses and income, note which one is greater. The difference between the two indicates either 1) an amount the program is lacking in ability to cover its start-up expenses, or 2) how much can go into a reserve/savings account for those unexpected or unknown expenses that arise. Adjustments may need to be made in order to have a balanced budget.

The final budget is a statement of your commitment to the children and staff.

Projected Start-up Budget

Expenses

Personnel costs prior to opening Advertising staff positions Training Staff Renovator Labor Maintenance Worker	
2. Licenses, permits, certificates, etc. Zoning permit Certificate of occupancy Program License Fire and health inspections Occupational license/certification	
3. Deposits, fees, etc. Down-payment, purchase of building, or rent deposit Deposits for utilities Remodeling/building preps/capital improvement costs Equipment installation fees Insurance premiums (accident, liability, property worker's comp.) Legal and professional fees	
4. Equipment purchases Office equipment (desk, telephone, computer,etc.) Classroom indoor equipment (tables, easels, toyboxes, listening center, etc.) Outdoor program equipment (tricycle, sandbox, balls, etc.) Grounds and Facility equipment (lawn mover, vacuum cleaner, landscaping, paving, etc.) Kitchen equipment (refrigerator, microwave, dishes, etc.)	

PREPARING A START-UP BUDGET



 Materials & consumable supplies Classroom (art materials, manipulatives, curriculum, etc.) Library (books, story tapes, magazines, etc.) 	
Office (stamps, copy machine paper, software, etc.)	
Food service (paper plates, napkins etc.)	
Sanitation (toilette paper, cleaning supplies, etc.)	
Safety (fire extinguishers, first aid kits, etc.)	
6. Miscellaneous	
Program enrollment advertising	
Pest control service	
Food, First month's program meals	
Food, First month's program snacks	
Operating cash, For six months prior to opening	
TOTAL CTART UR EVRENCES	
TOTAL START-UP EXPENSES	
Income	
1. Contributions	
Church budget allocation	
Worthy Student fund	
Private donations	
2. Collection	
Application Fee	
Registration Fee	
Tuition, First month's	
3. Earned/Awarded	
Fund raiser	
Grants	
Scholarships	
Bank account interest	
TOTAL START-UP INCOME	
*Please DO NOT include monies from government programs such as VPK, vouche Budget needs to be sustainable without government controlled programs.	rs, etc. as regular income.
Which is the larger total: Expenses or income?	
Write the larger here	
Write the smaller total here and subtract it from the larger total	
Write the smaller total here and subtract it from the larger total	

This difference between the two indicates either how much can go into a reserve/savings fund in the event unexpected expenses arise later, or an amount is lacking in ability to cover expenses. Adjustments may need to be made in order to have a balanced budget.

FINANCIAL MANAGEMENT



In order for the program to be financially stable, plan a realistic and sound budget. Determine the actual amount of money needed to open (start-up costs) and the actual amount it will take to keep it successfully open (operating costs). It is suggested that budgets be approached from the expenses column first. Then it must be decided from where income will be received and how it will offset the expenses to make a sound budget.

The following is a simple worksheet listing items to consider when creating the

First Year Operating Budget

Choose whether to figure both sections by the month or year.

Expenses:				
	_ Start-up Costs			
	Personnel (including substitutes and janitors) Wages, Benefits, Bonuses, Tax, etc.			
	Occupancy Utilities, Phone, Cable, Internet, Insurance Premiur	ms (<mark>Propert</mark> y	, Accident,	Worker's Comp.), etc.
	Equipment Listening Center accessories, and Teaching/Learn	ning manipu	latives to b	ouild inventory.
	Consumable Supplies Art supllies, Paper Clips, Chalk, Cleaning Supplie	s, Paper To	wels, etc.	
	_ Maintenance Equipment Repairs, Sand Replacement for sandbo	ox, etc.		
	_ Miscellaneous Field Trip Allowance, Advertising, Professional Trai	ining, etc.		
	_ TOTAL EXPENSES	Income:		Tuition
				Church allocation
				Donations
				Fund raisers
				Other
	_ TOTAL EXPENSES			TOTAL INCOME
	COMPARE -			

Wage and Hour Division (WHD)

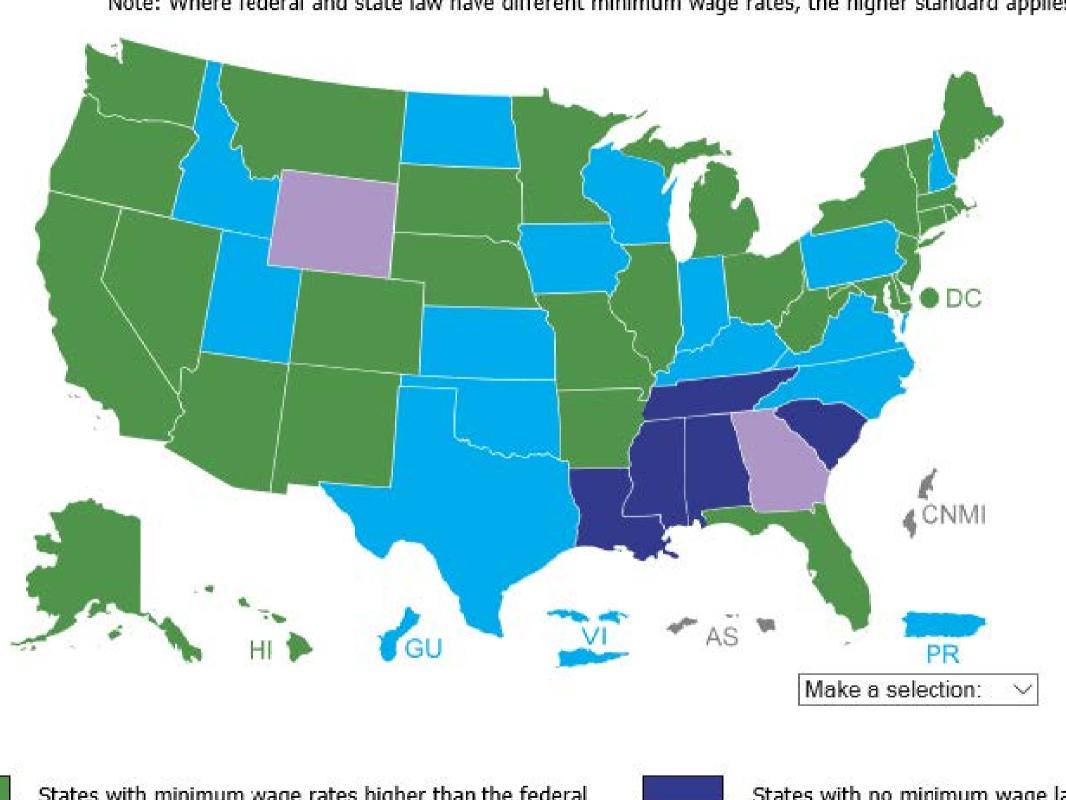
Mariana Islands have special minimum wage rates.

Minimum Wage Laws in the States - July 1, 2016

Historical Table

Click on any state or jurisdiction to find out about applicable minimum wage laws.

Note: Where federal and state law have different minimum wage rates, the higher standard applies.



States with minimum wage rates higher than the federal States with no minimum wage law (federal minimum wage rate applies) States with minimum wage rates the same as the federal States with minimum wage rates lower than the federal (federal minimum wage rate applies) American Samoa and the Commonwealth of the Northern

> Minimum Wage and Overtime Premium Pay Standards Applicable to Nonsupervisory NONFARM Private Sector Employment **Under State and Federal Laws** January 1, 2016¹

APPLICATION TO OPERATE A NEW PRE-KINDERGARTEN, KINDERGARTEN, OR COMBINATION PREK-K, K-1, K-2 DUE MARCH 1



Name of School				Date		
Addr	ess					
Confe	erence		School Yea	ar to be Implement	ed	
Α	. TYPE OF PROGRAMPre-Kindergar	1 REQUESTED tenK-1 Multigrade _	PreK-K	K-2 Multigrade	Kindergarten	
	2. Enrollment Polic Kindergarten - Enro	onies: ollment age 5 years by Aug Enrollment age 4 years by	ust 15th			
	Pre-Kindergarten i		conference off	ice of education pr	ior to admitting any 4-year-o	
Foi	r comprehensive enro	Ilment policy see codes 18				
	Grade	Next Year P	rojection of			
	Pre-K	Number of S	Students	S		
	K	SDA	Non-SDA			
	1					
	2					
	 Room size (squa Facilities - comp Safety Committee 	re feet)lete attached checklist. ee check (room, stairways,	hazards, etc.)	Date inspected		
		(See SU Education Code 4			T	
	Name of Teacher	Denominational Certifi Held	cation Expi	ration Date	Endorsement(s)	
D. FIN	NANCIAL					
	trance Fee \$	Monthly To	uition \$			
	tial funds allocated fo		······································			

BOARD ACTIONS

1. Local School Committee/Board Date of Action Type of Program requested: Pre-Kindergarten Pre-Kindergarten/Kindergarten Kindergarten K-1 Multigrade K-2 Multigrade Voted Action: (Board Chairman or Principal) 2. Local Office of Education/Conference Board of Education Date of Action Voted Action: (Superintendent of Education)

Admission/Entrance Requirements (See SU Education Code 6006)

E. RECORD OF ACTIONS AS VOTED BY:

AGE - Entrance age requirements must be followed. An original birth certificate must be presented before a child can be admitted to the program. Any deviation from this must be approved by the local conference office of education.

- 1. Pre-kindergarten children must be at least 4 years of age by August 15th of the year they are enrolled in pre-kindergarten.
- 2. Kindergarten children must be at least 5 years of age by August 15th of the year they are enrolled in kindergarten. (See SU Education Code 1800)

Some states legislate prek enrollment regulations and do not allow any four-year-old students to attend school. Check with your local conference office of education before making application.

APPLICATION DUE IN LOCAL CONFERENCE OFFICE OF EDUCATION BY MARCH 1

FACILITIES CHECKLIST

Please check the following items with which you comply.

FACILITIES INDOOR
Building is well maintained inside and out, freshly painted and attractive.
Thirty-five square feet of usable floor space per child is allocated, exclusive of halls, cloakrooms, toilets, and kitche
Classrooms are on the first floor with at least two widely separated exits.
Classrooms, or parts thereof, are not used for storage or play areas by older children.
Carpets and floors are cleaned and well maintained.
A tiled area is provided.
Heat and air-conditioning are adequate with comfortable floor temperatures. All stoves and radiators are
protected to meet local safety standards.
High porches or stairways are guarded with proper railings.
Toilet, lavatory and drinking fountain are provided in each classroom.
All rooms are well lighted and have sufficient natural light exposure.
Personal storage space for each student is provided.
Adequate cabinets and/or closet are provided for teacher's instructional materials, supplies and equipment.
Maintenance service that ensures the entire facility is kept clean, well-organized and attractive is provided.
Provision is made for isolating and supervising ill students.
FACILITIES OUTDOOR
Playground area contains a minimum of 75 square feet per student.
Playground is well drained, free from hazards, and allows for sun and shade.
Vehicle traffic flow provides for children's safety when entering and exiting building.
Play area is enclosed with a sturdy four-foot fence with gates.
Play area has a minimum of 9" of approved ground cover.

The National Association for the Education of Young Children, NAEYC, suggests 420 square feet for 12 students, 595 square feet for 17 students, and 875 square feet for 25 students based on 35 square feet per student. Please see code 6048 in the education code book for additional information.

Regularly scheduled safety inspections are made by designated safety officers.

Guidelines for appropriate equipment, as outlined in Southern Union Education Code #6036 have been followed. Please list any equipment or materials, as outlined in the above policies, you do not anticipate having on hand at opening. Also, please provide an explanation why these will not be made available.	EQUIPMENT				
	Guidelines for appropriate equipment, as outlined in Southern Union Education Code #6036 have been followed.				
Allocations and accopating. Also, please provide all explanation why triese will not be made available.					
	anticipate naving on nand at opening.	Also, please provide all explanation wil	y these will not be made available.		

Application to Open/Re-open/Operate an Early Childhood Program (ECP)



Please complete and return this form to local conference department of education if you are planning to open an early childhood program (ECP). Thank you. Conference: Applying to open ☐ Operate a licensed early childhood program ☐ Church or School: ___ Address: City/State/Zip: Fax: Telephone: ____ If church board is applying, name of pastor: If school board is applying, name of principal: Target date for opening/re-opening/operation: ECP Name: Facility Address: Telephone: Fax: ECP Director's Name: _____ Home Address: Cell Phone Number: _____ Email: ____ Has local conference risk management director been consulted regarding plans? Yes □ No □ Has local conference human resource director been consulted regarding employment of ECP personnel? Yes□ No□ Desired ages of children to be served: Desired days and hours of operation: Initial funds allocated for start-up: Other income Weekly rate for each age group:

Record of Actions:

Please, see code 7700 for more information

TIMELINE & PACING GUIDE OF MAJOR TASKS



To show visual tracking of your progress, place a check mark in the box when a task is begun and cross the row as you progress. Write the date in the box when the task is To customize this timeline, write the name of the month in which you aspire to open the center and start from there, 1st. mo, 2nd. mo, etc. officially completed.

Projected date of opening: _

W hen to accomp lish:	1 mo.	2 mo.	3 mo.	4 mo.	5 mo	6mo	7 mo.	8 mo.	9 mo.	10 mo. i 11 mo.	11 mo.	12 mo.
Determine the need for an early childhood program in your community and decide what kind of ECP you will operate	45 days	A A A					Administer an	Administer and complete a Survey within Six weeks	survey within §	six weeks		
Consult appropriate offices and obtain licensing regulations, zoning codes, sanitation rules, permit requirements from building, fire, and safety departments may take up to 3 weeks to make actual contacts, receive consultation and/or get provisions	21 days	A	May take u	May take up to 3 weeks to make actual contacts, received consultation and or get info. through mail	make actual	contacts, rec	eived consult	ation and or ge	at info. throug	h mail		
Decide on the form of organization; school based or church based. Schedule a meeting with local conference office of education		10-30 days										
Decide on a location; determine costs for building, purchasing, leasing, or using donated space (include time to receive zoning variance if necessary)			30-180 days				A					
File and receive tax exemption forms (if not-for-profit). File and receive state tax exemption			1 60-180 days	A A A A		iay take up to	This may take up to 6 mo. to accomplish	hsildmo		A	444444	A
Develop and collect data for start-up budget and operating budget			45 days		Contin	ually reviser	Continually reviseras new info. is obtained	obtained	•			<u></u>
Obtain funding Foundations Grants Bank loans Contributions Fund-raising Donations	On- going	•	A		.		A	A	<u>.</u>	•	A	

TIMELINE & PACING GUIDE OF MAJOR TASKS



Projected date of opening: _

When to accomplish:	1 mo.	2 mo.	3 mo.	4 mo.	5 mo.	6mo.	7 mo.	8 mo.	9 mo.	10 mo.	10 mo. 11 mo.	12 mo.
Get building ready for occupancy a. New construction b. Donated or purchased c. Rented: determine who makes improvements or renovates: landlord or renter					30-210 days		<u></u>	▶▶▶▶▶ Sive landlord or sub-contractors a "due date"	andlord or	sub-contra	ictors a "du	e date"
Apply for, and receive approval from health building and fire safety depts.									30-90 days	A		^
Order and purchase furniture, toys, equipment, and food										30-90 days \ \ \		A
Utilities - open accounts (Include time for service to begin)											30 days	A
Hire staff (Includes determining how many, job descriptions and recruitment)										14-45 days	A A A	
Obtain curriculum, create daily schedule(s), train staff team											20-30 days	A
Arrange for final inspection to receive State license									30-60 days	A		
Advertise, recruit and enroll children									30-60 days i	30-60 days initially and then ongoing	en ongoing	
									A A A			^

This pacing guide shows a preparation time of 12 months. If you are building a new facility, and need a lot of time to raise money and plan, it could take more that a year to get started. On the other hand, by concentrated planning and using the shortest length of time possible for each step, it could be done in half this projected time.

→	Advents		ВУ МНОМ		
	through		TARGET DATE		
			ACTION		
PLAN OF ACTION FOR:	One Year Objective:	Check when accomplished	NEED		

ITEMS/ ISSUES TO RESEARCH



Items/Issues to Research	
Library Internet	Interview with Expert
Items/Issues to Research	
Library Internet	Interview with Expert
Items/Issues to Research	
	Interview with Expert
Items/Issues to Research	
Library Internet	Interview with Expert
Items/Issues to Research	— Interview with Expert
items/issues to Research	
Library Internet	Interview with Expert
Items/Issues to Research	
Library Internet	Interview with Expert
Items/Issues to Research	
Library Internet	Interview with Expert

FINANCIAL RESOURCES



Possibilities For Financial Resources	Ways to Generate Funds

FUNDING REQUESTS and ITEM DONATION WORKSHEET



NEEDS	WANTS

NETWORKING WORKSHEET



Early Childhood Professional Memberships and Organizations

National	
Name:	
Address:	Telephone:
Contact person:	e-mail:
Name:	
Address:	Telephone:
Contact person:	e-mail:
State	
Name:	
Address:	Telephone:
Contact person:	e-mail:
Name:	
Address:	Telephone:
Contact person:	e-mail:
Local	
Name:	
Address:	Telephone:
Contact person:	e-mail:
Name:	
Address:	Telephone:
Contact person:	e-mail:
Name:	
Address:	Telephone:
Contact person:	e-mail:

VOLUNTEERS WORKSHEET



Area of Need	
Name:	Telephone:
Address:	e-mail:
Area of Need	
Name:	Telephone:
Address:	e-mail:
Area of Need	
Name:	Telephone:
Address:	e-mail:
Area of Need	
Name:	Telephone:
Address:	e-mail:
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Name:	Telephone:
Address:	e-mail:
Area of Need	
Name:	Telephone:
Address:	e-mail:
Area of Need	
Name:	Telephone:
Address:	e-mail:

EARLY CHILDHOOD AGENCIES



National

Name:	
Address:	Telephone:
Contact person:	e-mail:
Name:	
Address:	Telephone:
Contact person:	e-mail:
State	
Name:	
Address:	Telephone:
Contact person:	e-mail:
Name:	
Address:	Telephone:
Contact person:	e-mail:
Name:	
Address:	Telephone:
Contact person:	e-mail:
Local	
Name:	
Address:	Telephone:
Contact person:	e-mail:
Name:	
Address:	Telephone:
Contact person:	e-mail:
Name:	
Address:	Telephone:
Contact person:	e-mail:

CHALLENGES AND SOLUTIONS



CHALLENGES	POSSIBLE SOLUTIONS

NOTES

