

## **COURSE OUTLINE** **Child Care Administration**

### **Course Description**

CD 222. Child Care Administration. 3 hours credit. This course will enable the student to implement the principles of administration and organization of child care programs. The student will focus on record keeping, budgeting, facility management, family involvement, and the hiring, training, supervision, and evaluation of staff.

### **Course Relevance**

The principles learned in this course will allow the student to apply management strategies within the field of child care and early education. The field of early childhood education needs well trained administrators to develop and run developmentally appropriate programs for young children.

### **Required Materials**

Sciarra, D. (2010). *Developing and administering a child care center*. (7th ed). Belmont, CA: Wadsworth Cengage.

Sciarra, D. (2002). *Leaders and supervisors in child care centers*. Albany, NY: Delmar.

### **Learning Outcomes**

The intention is for the student to be able to:

1. Create an effective supervisory relationship with staff members
2. Apply management concepts as applicable to record keeping, finances, program policies, and staffing
3. Develop an appropriate relationship with families of children in care

### **Learning PACT Skills that will be DEVELOPED and/or documented in this course**

Through the student's involvement in this course, he/she will develop his/her ability in the following PACT skill areas:

#### **Communication Skills**

1. Creation and delivery of messages
  - Through the production of a child care center brochure, the student will effectively communicate a program philosophy.
  - Through the creation of a handbook, the student will convey important information concerning job descriptions, a staff qualification policy, enrollment procedures, discipline policy, nutrition guidelines, emergency procedures, daily schedules, and a parent involvement program

#### **Analytical Thinking Skills**

2. Critical thinking

- Through the development of a budget, the student will apply critical thinking skills necessary for successful child care center financial management.

### **Major Summative Assessment Task(s)**

These learning outcomes and Learning PACT skills will be demonstrated by

1. Developing a staff and parent handbook
2. Planning a budget for all areas of a child development center or family child care home

### **Course Content**

- I. Themes – Key recurring concepts that run throughout this course:
  - A. Management strategies for licensed child care facility.
  - B. Budgetary concerns for licensed child care facility.
- II. Issues – Key areas of conflict that must be understood in order to achieve the intended outcome:
  - A. Supervisory skills affect facility success.
  - B. Relationships with staff and families affect facility success.
- III. Concepts – Key concepts that must be understood to address the issues:
  - A. Knowledge of state regulations
  - B. Knowledge of budget requirements.
  - C. Staff and professional development knowledge.
- IV. Skills/Competencies – Actions that are essential to achieve the course outcomes: (The following skills and competencies are taken from the Core Competencies for Early Care and Education Professionals in Kansas and Missouri second edition.)

### **Content Area IV: Families and Communities**

#### **Relationships with Families**

##### **Level 1**

- A. Respects the family's role as primary educator.
- B. Establishes positive communication and relationships with families.
- C. Acknowledges the varying structures of children's families.
- D. Accepts differences in children.
- E. Follows rules of confidentiality.

##### **Level 2**

- A. Invites family members to play an active role in their child's education, recognizing that families' attitudes influence children's ability and interest in learning.
- B. Creates and maintains open, friendly, and cooperative relations with families and communicates daily events.
- C. Provides opportunities for families to share skills and talents.
- D. Supports children's relationships with their families.
- E. Recognizes stress factors affecting families.
- F. Respects and supports cultural differences and diverse family structures.

##### **Level 3**

- A. Communicates with families about curriculum, an individual child's progress, and developmental growth.
- B. Applies the family-centered approach to early intervention.

- C. Strives to ensure that community diversity and cultures are reflected in program.
- D. Works effectively with families from a variety of cultural, linguistic, and socioeconomic backgrounds.
- E. Provides families with appropriate referrals to community resources.
- F. Plans and conducts family conferences.
- G. Implements effective conflict resolution techniques with families.

**Content Area VII: Program Planning and Development**

**Program Planning and Evaluation:**

**Level 1**

- A. Behaves as a responsible staff member and participates in the program team.
- B. Keeps appropriate records.
- C. Complies with program policies and licensing.

**Level 2**

- A. Supports the program mission statement.
- B. Organizes, plans, keeps records, and communicates effectively.

**Level 3**

- A. Verbalizes the relationship between the program's philosophy and daily practice.
- B. Plans parent orientations and education programs.
- C. Plans and acquires appropriate equipment and materials for the program.
- D. Participates in strategic planning and goal setting for the program.
- E. Conducts program observations.
- F. Recognizes the importance of evaluation, and assists in evaluating program's effectiveness.

**Personnel Management:**

**Level 1**

- A. Works effectively with support staff, volunteers, and professionals.

**Level 2**

- A. Supports other staff members and professionals.

**Level 3**

- A. Values and works to strengthen the program's team of staff, administrators, and volunteers.
- B. Provides effective lines of communication among staff and administrators.

**Financial Management:**

**Level 1**

- A. Performs basic math computations and makes basic money transactions.
- B. Follows bookkeeping procedures.

**Level 2**

- A. Utilizes generally accepted business practices.
- B. Operates within budget.

**Level 3**

- A. Assists in planning budget.
- B. Conducts and maintains the inventory of supplies, materials, and equipment.

**Level 4**

- A. Plans, reports on, and maintains budget.
- B. Develops fee structure.

**Content Area VIII: Professional Developmental and Leadership**

## **Displaying Professionalism in Practice**

### **Level 1**

- A. Enjoys working with children and models a positive attitude.
- B. Exhibits good hygiene and personal appearance.
- C. Demonstrates good work habits.
- D. Supports and complies with regulations and licensing standards.
- E. Values reflection on teaching and learning, using staff interaction, training/education, and journals.
- F. Is aware of the professional code of ethics for early care and education and its main topics.
- G. Behaves ethically, maintaining confidentiality and impartiality.
- H. Shows commitment to the program's goals.

### **Level 2**

- A. Manages demands of personal and professional commitments.
- B. Uses problem-solving skills in program.
- C. Interacts in a manner reflecting value of self and respect for others.
- D. Performs well as team member.
- E. Promotes quality in child-care services.
- F. Demonstrates a commitment to professional code of ethics.

### **Level 3**

- A. Routinely engages in reflection of teaching practices and the behavior of children.
- B. Is familiar with current trends in early childhood education.
- C. Articulates professional code of ethics.
- D. Recognizes potentially unethical practices.
- E. Participates in program decision-making.
- F. Makes program decisions based on professional standards.
- G. Describes relationship between theory and practice.

## **Learning Units**

- I. Administrative styles and roles
  - A. Managing the program
  - B. Leading people
  - C. Management tools
- II. Developing interpersonal relationships
  - A. Crafting a positive climate
  - B. Motivating the staff
- III. Assessing community needs
  - A. Assessing the need
  - B. Program philosophy
  - C. Types of programs
- IV. Licensing and certification
  - A. Licensing

- B. Accreditation
- C. Credentialing
  
- V. Organizing center structure and working with a board
  - A. Organization of the center
  - B. The child care center board
  
- VI. Handling financial matters
  - A. Balancing income and expenses
  - B. Preparing the budget
  - C. Other financial responsibilities
  
- VII. Funding the program
  - A. Funding a new center
  - B. Operating funds
  - C. Fund-raising
  - D. Shepherding existing funds
  
- VIII. Developing a center facility
  - A. Analyzing space requirements
  - B. Planning a new center
  - C. Working with other professionals
  
- IX. Equipping the center
  - A. Four establishing needs
  - B. Using selection criteria
  - C. Working with a budget
  - D. Ordering and managing equipment
  
- X. Staffing the center
  - A. Designing personnel policies
  - B. Drawing up job descriptions
  - C. Selecting the employee
  - D. Orienting the employee
  - E. Handling turnover
  
- XI. Marketing the program
  - A. Marketing
  - B. Selecting the children
  - C. Role of the director
  
- XII. Grouping and enrolling the children
  - A. Grouping the children
  - B. Enrolling the children
  
- XIII. Managing food, health, and safety

- A. Food service programs
- B. Health and safety programs

XIV. Evaluating center components

- A. Evaluation plan
- B. Staff evaluation
- C. Child assessments
- D. Total program evaluation

XV. Providing for personal and professional staff development

- A. Staff meetings
- B. Staff training/professional development
- C. Staff supervision and coaching
- D. Assessing staff problems

XVI. Working with families, volunteers, and the community

- A. Parent programs
- B. Preparing a parent handbook
- C. Volunteer program
- D. Organizations and agencies
- E. Work with the communities

**Learning Activities**

Learning activities will be assigned to assist the student to achieve the intended learning outcomes through lecture, readings, instructor-facilitated discussions, group discussions, field trips, guest speakers, and written assignments.

**Grade Determination**

The student will be graded on learning activities and assessment tasks. Grade determinants may include the following: daily work, student projects, student presentations, group work, and other methods of evaluation employed at the discretion of the instructor.