Administration I: Programs in Early Childhood Education

Course Description
Introduction to the administration of early childhood programs. Covers program types, budget, management, regulations, laws, development and implementation of policies and procedures. Examines administrative tools, philosophies, and techniques needed to organize, open, and operate an early care and education program that is responsive to the needs of the community.

SLOs
1. Demonstrate the skills necessary to organize, open, and operate an early care and education program in accordance with all applicable laws, regulations, and policies.
2. Demonstrate the skills necessary to design, develop, implement, and assess a high-quality early childhood education program that is responsive to the cultural, linguistic, and diverse needs of the children, families, and staff.
3. Demonstrate the skills necessary to manage and maintain budget and overall fiscal operations in alignment with a strategic plan and program mission and goals.

Objectives
1. Compare and contrast various program structures, philosophies and curriculum models as the foundation for early childhood education program development and administration within and across sites.
2. Describe the range and the types of laws, regulations, policies and procedures applicable to early childhood education program operations and program types.
3. Demonstrate effective procedures for maintaining the business-related operations and fiscal processes for an early childhood education setting.
4. Develop policies for effective staffing and staff scheduling, in accordance with applicable regulations and/or local policies and procedures.
5. Evaluate programs using a variety of methods and tools to establish goals and develop improvement plans.
6. Identify, address, and monitor issues of diversity, inclusion, equity and access within early childhood education programs and settings.
7. Demonstrate how to represent the program effectively to families, the community, funding and oversight agencies, and others.
8. Model ethically responsible, culturally- and linguistically-sensitive conduct and interactions with children, staff, families, and the community as related to program administration

Content
1. Varieties of program models, philosophes, and approaches
2. Creating your identity as a program
    a. Mission Statement

        i. Target populations

        ii. Philosophy

        iii. Values

            1. Program culture

            2. Curriculum

            3. Environment and physical space

            4. Equity and access

    b. Policies, procedures and handbooks

3. Local, state, and national laws and regulations applicable to administration of an early childhood education program

    a. Director and administrator qualifications

    b. California Specific

        i. Title 22

        ii. Title 5

        iii. Education Code

        iv. County specific regulations

    c. Mandated reporting

    d. Health and safety codes

    e. Americans with Disabilities Act (ADA)

    f. Food and nutrition services

    g. Emergency preparedness

4. Strategic Planning

    a. Business plan

        i. Needs assessment

        ii. Marketing

        iii. Finances

    b. Program budget

        i. Developing

        ii. Monitoring and administering

    c. Recordkeeping and fiscal reporting

    d. Fundraising and grant writing

5. Staffing

    a. Recruiting and hiring

    b. Personnel scheduling

    c. Performance reviews

6. Tools for Program Evaluation

    a. Program Administrators Rating Scale (PARS)

    b. Quality Rating Improvement System (QRIS)

    c. Early Childhood Environment Rating Scale (ECERS)

d. Others such as:
      i. National Association for the Education of Young Children (NAEYC) Accreditation
      ii. National Association for Family Child Care (NAFCC)
   e. Goals and improvement plans
7. Professionalism
   a. NAEYC Ethical Code of Conduct
   b. Diversity and inclusion
   c. Cultural competence
   d. Interpersonal skills
   e. Multiple modes of communication
   f. Professional networks and associations
   g. Advocacy and public policy
   h. Working with boards, families and community