Welcome to Administration and Supervision of Early Childhood Programs 1!
Together we will explore at the responsibility of running an early childhood program and the supervisory role it takes. We will uncover different program types, discover resources and create techniques and innovative ideas to use for the future.

Course Description:
This course covers the establishment and administration of early childhood programs including current laws, policies and administration practices. The course includes programs philosophy and goals, regulations, environments, budgets, staff relations, advocacy and professional development.

Student Learning Outcomes:
1. Students will develop and articulate philosophy of an early childhood education program, meeting the needs of all children, families, staff, curriculum, community relations, and other. (Evaluation: Classroom Presentation)
2. Students will develop a plan that ensures resources necessary to meet operating cost for the care and supervision of children. (Evaluation: Financial Plan)
3. Students will create a staff development program, which enhances professional growth of staff. (Evaluation: In-Service Training Plan)
4. Students will plan and develop an early childhood program applying the Title 22 licensing requirements. (Evaluation: Collaborative Final Project)

Course Objectives:
1. Establish a reasonable system of administration where each employee understands his/her role and responsibilities.
2. Establish relationships with parents that facilitate the free flow of information between teacher, administrator and parent.
3. Guide the staff in the understanding of and programming for all children, with sensitivity to issues of diversity amount the children and their families.
4. Guide the staff in cooperative planning of facilities, curriculum, schedules, parent educational, etc.
5. Identify the requirements for establishing and operating an early childhood program as mandated by state and local regulatory agencies.
6. Implement management functions such as ordering supplies and equipment, schedules of staff, monitoring food and transportation services, safeguarding health and safety.
7. Implement the procedures for recruitment, selection and supervision of personnel.
8. Develop budgets-capital inflow and cash outflow and keeping records of accounts.
9. Identify the major professional organizations and unions including their aims, membership and publications with special attention to opportunities for staff professional growth within an articulated framework.
10. Facilitate the articulation between the early childhood program, the elementary school as well as other community resources for parents and children.

Required Text:
**Internet Resources**

**Title 22** [http://www.dss.cahwnet.gov/ord/PG587.htm](http://www.dss.cahwnet.gov/ord/PG587.htm)

**Child Care Licensing Website** [http://ccld.ca.gov/PG411.htm](http://ccld.ca.gov/PG411.htm)

**Information for Licensees** [http://ccld.ca.gov/PG417.htm](http://ccld.ca.gov/PG417.htm)

**Child Care Related Websites** [http://ccld.ca.gov/PG498.htm](http://ccld.ca.gov/PG498.htm)

**Child Care Exchange** [http://www.childcareexchange.com/](http://www.childcareexchange.com/)

**All About Young Children** [https://allaboutyoungchildren.org/english/](https://allaboutyoungchildren.org/english/)

**Center on the Social and Emotional Foundations for Early Learning (CSEFEL)** [http://csefel.vanderbilt.edu/resources/training_infant.html](http://csefel.vanderbilt.edu/resources/training_infant.html)


**Child Encyclopedia** [http://www.childencyclopedia.com/behaviour](http://www.childencyclopedia.com/behaviour)

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**Student Resources at Los Angeles Mission College**

**Child Development Student Resource Center:** For appointments and information call 818-364-7600 ext. 7123 or email: cdsrc@lamission.edu

**LAMC Bookstore:** For hours of operation, book availability, buybacks, and other information call 818-364-7798 or 364-7768 or visit: [http://www.lamissionbookstore.com/](http://www.lamissionbookstore.com/)

**Counseling Department:** For appointments and information call 818-364-7655 or visit [http://www.lamission.edu/counseling/](http://www.lamission.edu/counseling/)

**Disabled Students Programs and Services:** For appointments and information call 818-364-7732 or visit [http://www.lamission.edu/dsp/](http://www.lamission.edu/dsp/)

**Extended Opportunity Programs and Services:** For appointments and information call 818-364-7645 or visit [http://www.lamission.edu/eops/](http://www.lamission.edu/eops/)

**Financial Aid:** For information and applications call 818-364-7648 or visit [http://www.lamission.edu/financialaid/](http://www.lamission.edu/financialaid/)

**Library:** For information on library hours, resources, workshops, and other services contact 818-364-7105 or 364-7106 or visit [http://www.lamission.edu/library/](http://www.lamission.edu/library/)

**Tutoring Services in Learning Center:** Laboratories for Learning, Writing, Math & Science. Walk-in and appointment services offered. Call 818-364-7754 or visit [www.lamission.edu/learningcenter](http://www.lamission.edu/learningcenter)

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**“MANAGEMENT OF STRESS AND MENTAL HEALTH:**

- As a student, not only do you have the pressure of succeeding in school, you may also be contending with work, financial issues, relationships, managing time effectively, getting enough sleep, etc. The staff and faculty of Los Angeles Mission College are here to provide support that will help you to be successful in your academic pursuits. You can learn more about the broad range of confidential student services offered on campus, including counseling and mental health services, by either visiting the Student Health Center (SHC), checking out the SHC webpage at: [https://www.lamission.edu/healthcenter/](https://www.lamission.edu/healthcenter/) or calling: 818 362-6182.

- We would also like to encourage you to enter the National Suicide Prevention Lifeline number (1-800-273-8255) into your cell phone in case you or someone you know is in distress and needs someone to talk to.”

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**Attendance**

Los Angeles Mission College attendance policies will be respected. Students will be expected to attend and participate in each class session. Students are responsible for all material and information presented during class sessions. The student is individually responsible for completing all necessary paper work with the appropriate office should he/she need to drop, withdraw, add or be reinstated to the class. Participation will be included in determining each student’s final semester grade. In case of absence, students are responsible for contacting a classmate to review information missed during the absence from class. You may want to exchange names and phone numbers with classmates today. While in class, it is expected that
students will come prepared. There will be NO cell phone use during class time. All electronic devices must be turned to silent and any verbal or text messaging must happen outside of the classroom.

Special Needs
Students with special learning needs are expected to confer with me as the instructor to arrange for possible adaptations of assignments or accommodations. Arrangements must be agreed upon by student and instructor prior to the due date of the first assignment.

Assignments
Only assignments of the highest quality will be accepted. Written work must be typed, stapled and must be turned in on the assigned date. All assignments are due at the beginning of class in a hard copy format. No late assignments will be accepted without prior approval of this instructor.

Class requirements
The assignments are as follows:

   It is important to establish a shared purpose for your program. This includes vision, mission and philosophy statements. It allows everyone that has contact with your program to understand what you do and why you do it.
   A Vision statement is an organization’s purpose. It is a preferred future state. It expresses what could be in a perfect world. It is the bridge from today to tomorrow. It is searching your heart for what is important. It is about a dream. It needs deliberate effort and commitment to succeed. A vision statement cannot be just one person’s idea. Every staff member should know and be committed to the vision of the program. It should permeate every aspect of your work.
   Your vision is reached through your Mission statement: A Mission statement is positive, active, short, clear and repeatable. It defines the business- what you do, for whom you do it, how you do it and why. It states “how” your team will attain your vision. It is inclusive. It is your purpose. “We will...we do this by...” Use a mission statement to focus your activities and business practices, market your program, make board decision, support goals and long range planning.
   Philosophy statement: Identifies the purpose and goals of the child care program. A philosophy statement is a narrative that includes your conception (ideas) of teaching and learning, a description of how you achieve this and justification for why you teach that way. The statement can demonstrate that you have been reflective and purposeful about your program, communicate your goals as an early childhood professional and the corresponding actions in your setting, provide an opportunity to point to and tie together the other sections of your parent handbook
   I believe that the goal of early childhood education of children is...
   I believe that the role of the teacher/caregiver is...
   I believe that children should...
   I believe that parents and community members contribute...
   I believe that knowledge for children is...
   • Describe your philosophy of an early childhood program, meeting the needs of Children, Families, Staff, Curriculum, Community relations and other.
   • Including all children – special needs and diversity.
   • A clear statement about what you are trying to accomplish: what your attitudes are about the needs of children, about the process of education, about then needs of parents and about your role in terms of the families and communities your serve.
2. **Child Abuse Mandate Reporter** – (50 Points) Due October 11, 2016 by email
   http://educators.mandatedreporterca.com/default.htm
   Complete the course and email the certificate to steindb@lamission.edu by 11:59 PM.

3. **Financial Plan & Budget Due** – (100 Points) Due November 22, 2016
   - Develop and maintain a financial plan that ensures resources necessary to meet operating costs for the care and supervision of children.
   - Prepare a Budget – Income and Expenses

4. **In-Service Training Plan** – (100 points) Due December 6, 2016
   - Create a staff development program, which enhances professional growth of staff.
   - Reinforcing and guiding the staff in the understanding of and programming for all children with sensitivity to issues of diversity among the children and their families.
   - Reinforcing and guiding staff in cooperative planning of facilities, curriculum, schedules, parent’s relations and other issues.
   - Training in accommodating and working with children with Special needs and children from diverse backgrounds.

5. **Create a Program Final Assignment - (100 points)** Due December 13, 2016
   - Program Description, Vision, Mission and Philosophy (20):
     Develop a philosophy that will guide the decision making process for all aspects of your dream program. What is your approach to early childhood education? Describe it and how it will be implemented. This may take several drafts before you have a final philosophy. All drafts must be included. You will then see your growth!
   - Staffing Plan (20):
     Once you determine the hours of operation, schedule the staff according to your philosophy and abiding all state licensing regulations and labor laws. Every classroom needs to be accounted for noting the number and ages of the children in each classroom. Including administrative and supplemental staff. Remember break times.
   - Staff Handbook (20):
     Make a Table of Contents (at least 15 topics) that includes all the policies you want for your staff handbook. Describe briefly what each topic will inform your staff about the Center's policies and rules related to employment.
   - Parent Handbook (20):
     Make a Table of Contents (at least 15 topics) that includes all the policies and procedures you would include in your parent handbook. Describe briefly why each topic is important for parents in your Center.
   - Brochure or Webpage (20):
     Design a marketing brochure or webpage stating all the important information a parent might need to consider your program for their child. Make it visually appealing. Including philosophy, name, address, phone, license, number, ages served and any other critical information to "sell" your program.

6. **Self Evaluation**
   - The quality and level of your involvement in class discussions, tasks, reading and writings.
   - What risks did you take? Decide not to take?
   - What events were most helpful? Least helpful?
   - How effectively have you been taught?
   - Any other things –issues?
7. **Active small and large group participation**
   - This class requires you to be actively involved in small group work.
   - Risking involves trust, of yourself and others. Risking also implies that the outcome is unpredictable. Be open to the elements of risk, trust building processes and growth.
   - **Please be a responsible team player.**
   - If you cannot attend class for any reason, it is important that you notify me in advance.
   - Active Small and Large group participation is also very important and will influence your grade.
   - **Every class missed will result in a minus 20 points.**
   - Class participation is very important and will influence your grade.
   - It is your responsibility to drop a class, if you are no longer attending the class.
   - Get the name, telephone number; e-mail address of one of the student’s to get an update of what you have missed, in case you have to miss a class due to unavoidable circumstances.

**Weekly Participation Rubric 45 points**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>3 points</th>
<th>2 points</th>
<th>1 points</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Engages in the class (i.e., participates in activities, ask questions, shares ideas, etc.). Is on time &amp; and does not leave early.</td>
<td>Only partially participates in the classroom discussions and activities. In addition, may also arrive late or leave early.</td>
<td>Does not participate in the classroom discussions and activities. In addition, may also arrive late or leave early.</td>
<td>Does not show up for the class.</td>
</tr>
</tbody>
</table>

The most important measure of your progress is your own growth, understanding and development throughout this class.

- Get acquainted with other members of the class and let them become part of your learning process.
- Contribute to the learning process of others. No one else has your exact experiences and perspectives! **ALL OF US HAVE A DEPOSIT TO OFFER.**
- Be involved and contribute to the cohesiveness, creativity, content, and community of our class.
- Vary your participation. Do we need a talker, listener, creator, mediator, challenger, jester, etc.? Look for opportunities to take on new roles.
- Please be aware that all of us are at different developmental stages in our understanding.

*“The very essence of leadership is having vision”.*
Father Theodore Hesburg

*“Always treat your employees exactly as you want them to treat your best customers”.*  
Author Unknown

*“Leaders inspire us by touching our feelings. That’s true whether they head a company, a classroom or a local church group”.*  
Daniel Goleman
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 August 30</td>
<td>Introduction Managing Children's Centers in the 21st Century Types of CD Programs Applying Theories in Management Leadership</td>
<td>Title 22 Regulations- Download/Purchase Read- Management of Child Development Centers: Chapters 1, 2, &amp; 3</td>
</tr>
<tr>
<td>2 September 6</td>
<td>Reflective Management: Personal/Professional Self Awareness Organizational Management Leadership Philosophy of Early Childhood Programs</td>
<td>Read-Management of Child Development Centers: Chapters 4 &amp; 5 Go over Vision, Mission and Philosophy Assignment</td>
</tr>
<tr>
<td>3 September 13</td>
<td>NAEYC Code of Ethics Personnel Management</td>
<td>Read-Management of Child Development Centers: Chapters;7, 8, NAEYC Code of Ethics DUE-Vision, Mission and Philosophy Assignment</td>
</tr>
<tr>
<td>4 September 20</td>
<td>Human Relations (Staff Development)</td>
<td>Continued Read-Management of Child Development Centers:Chapters;7, 8, NAEYC Code of Ethics DUE-Vision, Mission and Philosophy Assignment</td>
</tr>
<tr>
<td>5 September 27</td>
<td>NO CLASS OUTSIDE ASSIGNMENT Family Support Human Relations Leadership</td>
<td></td>
</tr>
<tr>
<td>6 October 4</td>
<td>Personnel – Recruitment, Selection, Supervision, Mentoring &amp; Evaluation Personnel Requirements/Records</td>
<td>DUE-Staffing Plan</td>
</tr>
<tr>
<td>7 October 11</td>
<td>NO CLASS OUTSIDE ASSIGNMENT- Mandate Reporter Current Issues in Early Childhood Education</td>
<td>Read-Management of Child Development Centers Chapters 13,14&amp; 15</td>
</tr>
<tr>
<td>8 October 18</td>
<td>Fiscal Management</td>
<td>Read-Management of Child Development Centers: Chapter 6</td>
</tr>
<tr>
<td>10 November 1</td>
<td>Educational and Environment Programming Leadership</td>
<td>Read-Management of Child Development Centers Chapters 9 &amp;12</td>
</tr>
<tr>
<td>11 November 8</td>
<td>Managing Health &amp; Safety Issues Managing Food Service Monitoring Food, Transportation, Health &amp; Safety</td>
<td>Read-Management of Child Development Centers Chapters 10 &amp;11</td>
</tr>
<tr>
<td>12 November 15</td>
<td>Effective Communication Skills Conflict Resolution</td>
<td>DUE- Financial Plan &amp; Budget</td>
</tr>
<tr>
<td>13 November 22</td>
<td>Evaluating the Program Measuring Early Childhood Leadership &amp; Management Director Evaluations Program Administration Scale - Book Final Presentations</td>
<td>Staff In-service Presentations</td>
</tr>
<tr>
<td>14 December 6</td>
<td>Final Presentations</td>
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</tbody>
</table>

*The instructor reserves the right to alter class schedules depending upon the needs of the class. It is important that you bring this schedule to class each week and write in any changes that may be made.*
Assignment Check- List

Name: ____________________________   Final Points: _________  Final Grade: ________

1. __________ Vision, Mission, Philosophy Statements ______/55
2. __________ Child Abuse Mandate Reporter Course ______/50
3. __________ Financial Plan ______/100
4. __________ In-Service Training Plan ______/100
5. __________ Create Program Assignment ______/100
6. __________ Attendance & Participation ______/45

Total Points

A – 405-450
B – 360-404
C – 315-359
D – 270-314
F – below 270

If you have any questions, concerns or did not understand any contents of the material please make an appointment to meet with me. I can give you my full attention when I can set aside time to meet with you. Please feel free to call and e-mail me.
Name: ____________________________________________________________

Address_____________________________________________________________

Telephone: Day: _________________ Evening: _________________ Cell:_________________

E-mail: _________________________ Major: _________________________________________________

Reason taking this class:____________________________________________________________________________________

How many units enrolled this semester: ______________________________________________________

Name the classes’ enrolled:
____________________________________________________________________________________
____________________________________________________________________________________

Name the Child Development classes’ taken: (List) ___________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Hours many hours do you work: ____________________ Occupation: __________________________

What is your first language? _________________ Languages spoken: _____________________________

Do you have any Special Needs? __________________________________________________________________________

Any other information you would like to share: _________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________