

PROJECT P²ECE: PREPARING PARAPROFESSIONALS
FOR EARLY CHILDHOOD EDUCATION

ECE 240: Administration of Early Childhood Care and
Education Program

Bank of Resources

ECE 240: Bank of Resources



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Table of Contents

Acknowledgements.....	3
ECE 240: Administration of Early Childhood Care and Education.....	5
Recommended Syllabus.....	6
Bank of Resources	10
Qualistar Colorado.....	11
The National Association for the Education of Young Children’s Accreditation Standards	12
Inclusion Works.....	12
Selected Examples of Assignments	17
Competency A: Division of Child Care licensing requirements for the State of Colorado for child care centers.	18
Assignment A2: Understanding Child Care Licensing	18
Competency B: The quality standards for programs for young children, using recognized NAEYC Accreditation, and Colorado Qualistar rating standards.	19
Assignment B1: ‘Quality Search!’	19
Competency C: Comparison of the CDHS’s rules for licensing childcare centers, the NAEYC’s accreditation standards and the Colorado Shines quality standards.....	20
Assignment C2: Comparison Table	20
Competency D: Operation of an early childhood center.	21
Assignment D1: Organizational Chart	21
Competency F: Staff qualifications in an early childhood setting and evaluate their associated job descriptions.....	22
Assignment F2: Staff Qualifications	22
Competency G: Staff handbook to determine if it complies with various laws (e.g. ADA, IDEA, Workmen’s Comp, EEO, etc.).....	23
Assignment G1: Handbook Review	23

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An expert panel reviewed and adapted course competencies addressed in existing ECE-related certificate coursework and Associates of Arts programs in various community colleges in Colorado, by incorporating standard-based and evidence-based special education content and practices. After extensive review, the expert panel provided their recommendations for the **ECE 240: Administration of Early Childhood Care and Education Program** course syllabus, course outline and resources, which were later collated as the **ECE 240: Recommended Syllabus & Bank of Resources** booklet. This booklet addresses all of the course competencies by providing relevant resources for ice breakers, readings, assignments/assessments, websites, and video clips.

We would like to acknowledge the ECE professionals who supported the development of this booklet through their input and guidance. We appreciate their invaluable assistance in reviewing the recommended syllabus for the ECE 103 course and ensuring its alignment to Division for Early Childhood's Recommended Practices, and contributing invaluable resources to address each competency. We express our gratitude to the following members of the expert panel and community college faculty members:

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Introduction to the Bank of Resources

The following document provides a Bank of Resources (BoR) for instructors who are teaching the course *ECE 240 – Administration of Early Childhood Care and Education Program*.

What is BoR?

The BoR booklet provides a menu of teaching resources for instructors to use in their college teaching. The content is specifically designed to include evidence-based resources to prepare early childhood professionals for inclusive classrooms that serve *all* children, including those with identified disabilities.

Each BoR booklet focuses on particular course content and includes the following:

1. A syllabus template for instructors
2. A matrix with the resources, and
3. Appendix with examples of assignments

Developed through multiple iterations and field input, the matrix with resources is arranged in columns that include (a) reading materials, (b) icebreakers and assignments, (c) websites, and (d) videos. These resources are arranged in rows according to the competencies stated for each course in the Colorado Community College Common Course Numbering System (CCCNS).

Who can use BoR?

While the booklet was designed with Colorado Community College faculty who teach in early childhood programs in mind, the content can easily be used by instructors in other programs and by professional development providers who are seeking resources to enhance their teaching and professional development materials.

How do I use BoR?

We recommend that instructors print out the document and review the document prior to developing the course syllabus. Instructors can then select specific resources for their courses based on their individual course goals, course format, and student needs. Since the BoRs are presented by competencies, the instructors may need to align the resources with their course schedules. For example, instructors may decide that the competency C in the BoR relates to the topics for Units 3 and 7. Thus, when planning for Units 3 or 7, the instructors will review the resources provided in Competency C and select those that they want to include in their teaching.

ECE 240: Administration of Early Childhood Care and Education

Recommended Syllabus & Bank of Resources

Recommended Syllabus

Long Title/Course Name: Administration of Early Childhood Care and Education Programs

Min Credit 3

Max Credit

Status Notes: Formerly ECP 226 at TSJC

Origin Notes: ACC

Section:

Location:

Day/Time:

Instructor:

Office:

Phone:

Email:

Office Hours:

COURSE DESCRIPTION

Examines Colorado's licensing requirements, as well as quality standards pertaining to the operation of programs for young children. Focuses on the director's administrative skills and role as a community advocate for young children. Addresses ages birth through age 12

COURSE COMPETENCIES AND OBJECTIVES

- A. Demonstrate familiarity with Division of Child Care licensing requirements for the State of Colorado for Child Care Centers including: staff requirements, program requirements and administrative records requirements.
- B. Identify the Quality standards for programs for young children, using nationally recognized Quality Rating Systems, NAEYC Accreditation, and Colorado Department Building Blocks.
- C. Compare the Colorado Department of Humans Services' Rules for licensing child care centers, the National Association for the Education of Young Children's Accreditation Standards, and the Colorado Quality Standards for Early Childhood Programs.
- D. Demonstrate skills needed to operate an early childhood center
- E. Demonstrate basic knowledge of budget and finance related to the viability of a child care center.
- F. Demonstrate skills needed to identify staff qualifications, including: Infant Nursery Supervisor, Toddler Teacher and Early Childhood Teacher in an early childhood setting and evaluate their associated job descriptions.
- G. Evaluate a staff handbook to determine if it complies with various laws (e.g. ADA, IDEA, Workmen's Comp, EEO, etc.)
- H. Evaluate a parent handbook to determine compliance with licensing.

TOPICAL OUTLINE

1. Administrative Overview

- a. Types of Programs
- b. History/Review of Child Care Licensing Rules and Regulations
 - i. Purpose and development of licensing process
 - ii. Review Colorado Rules and Regulations
- c. Identify Quality Standards for Programs
 - i. Review quality standards such as NAEYC, Qualistar, Building Blocks, etc.
 - ii. Identify why quality matters
 - iii. Integration of optimal standards with licensing requirements

2. Development/Operation of a Child Care Center

- a. Site selection

- i. Feasibility study – does it meet the needs of the community
- b. Program design
 - i. Philosophy – Mission statement and Educational goals
- c. Organizational infrastructure
 - i. Advisory board
 - ii. Director
 - iii. Staff
- d. Program policies/practices
 - i. Ages of children being served
 - ii. Operations (days and times open, etc.)
 - iii. Licensing requirements
 - 1. Parent handbook
 - 2. Organization policy manual
 - 3. Staff handbook
 - iv. Developing a budget
 - 1. Setting tuition rates
 - 2. Third party payers
 - 3. Child care subsidy (CCAP, CPP, DPP, etc.)
 - 4. Government subsidy (Head Start, CACFF, USDA, etc.)
 - 5. Grants
 - 6. Fundraising
 - 7. Salaries/ compensation and benefits
 - 8. Operational costs
 - 9. Marketing
- e. Facility
 - i. Physical layout/design of classrooms and outdoor space
 - ii. Equipment selection and ordering
- f. Staffing
 - i. Evaluating job descriptions
 - ii. Recruiting/hiring/discharging
 - iii. Writing and administering staff policies (staff handbooks)
 - iv. Staff scheduling
- g. Marketing child care services
 - i. Advertising
 - ii. Tours
 - iii. Etc.

3. Administrative Skills/Practices

- a. Conducting staff meetings
- b. Staff and client record keeping
- c. Reflective listening and conflict resolution

4. Resources, collaboration and advocacy

- a. Identify ECE professional resources
- b. Identify family and community resources to meet individual needs (Child Find, WIC, etc.).
- c. Connecting with support and information networks (CAEYC, director groups, etc.)
- d. Keeping abreast of current issues in the profession locally, statewide and nationally

PARAPROFESSIONAL STANDARDS ADDRESS IN THE COURSE

1. ECP1K5: Rights and responsibilities of young children with exceptional needs, their families, and other stakeholders
2. ECP1S5: Access credible resources to extend and expand understanding of exceptional needs.
3. ECP3K1: Impact of cultural, social and physical environments on development and learning of young children in all developmental domains.
4. ECP5K6: Understand the terms natural environments, least restrictive environment, inclusion, embedded instruction, and routines-based activities as used in early childhood.
5. ECP5S1: Collaborate with families and early childhood professionals to implement basic health, nutrition and safety practices and procedures for young children.
6. ECP7K1: Purpose and components of Individualized Family Service Process (IFSP) and of Individualized Education Plan (IEP).
7. ECP7K3: Understand the role of national, state and local curricula standards.
8. ECP7S1: Follow written plans for intervention with young children, seeking clarification as needed.
9. ECP9K3: Professional growth opportunities for continued learning.
10. ECP9S1: Conduct activities in compliance with applicable laws and policies.
11. ECP9S2: Maintain the dignity, privacy and confidentiality of all young children with exceptional needs, families, and agency employees.
12. ECP9S3: Protect the welfare and safety of young children at all times.
13. ECP10S5: Establish and maintain professional relationships and communication with families of young children.

ASSIGNMENTS & ASSESSEMENT OF ASSIGNMENTS

- 1.
- 2.
- 3.

GRADING

In order to receive a course grade as indicated relative to the point distribution, all required activities and projects must be completed.

94-100	A	80-82	B-
90-93	A-	75-79	C
87-89	B+	74 and	F
83-86	B	below	

COURSE OUTLINE

Faculty will list the schedule of topics/requirements in this area. See [Bank of Resources](#) for suggestions.

Week	Dates	Topics	Activities/Reading	Graded Assignment Due
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				

15				

LOCATIONS OFFERED

Institution Name	Acronym
Arapahoe Community College	ACC
Community College of Aurora	CCA
Colorado Community College System	CCCS
Community College of Denver	CCD
Colorado Northwestern CC	CNCC
Front Range Community College	FRCC
Lamar Community College	LCC
Morgan Community College	MCC
Northeastern Junior College	NJC
Otero Junior College	OJC
Pueblo Community College	PCC
Pikes Peak Community College	PPCC
Red Rocks Community College	RRCC
Trinidad State Junior College	TSJC

STUDENT ETHICS & POLICY INFORMATION

Each community college must include policies regarding incomplete process, academic honesty, access, disability, communication, etc.

Bank of Resources

The following table outlines possible readings, ice breakers and assignments, websites, and video clips that can be used for each competency in the course.

Note: Some longer and more detailed assignments are hyperlinked and available in the Appendices.

Suggested Readings: Early Childhood Education Today by George Morrison

Competency A: Division of Child Care licensing requirements for the State of Colorado for Child Care Center including: staff, program, and administrative records requirements.			
Readings	Ice Breakers and Assignments	Websites	Video Clips
<p>Colorado Child Care Rules and Regulations: See Website http://www.coloradoofficeofearlychildhood.com/#!/rules-and-regulations/c86y</p>	<p>Ice Breaker A1: Small Group Activity: “What’s the Form For?” Give each small group a file folder full of sample forms, policies, handouts, etc... anything that might be used in a child care center’s operation. The group must identify the purpose of the form, who would use it, when, why, what would it accomplish. Then organize the forms by office use, classroom use or parent use.</p> <p><u>Assignment A2: Understanding Child Care Licensing</u></p>	<p>Colorado Office of Early Childhood http://www.coloradoofficeofearlychildhood.com/#!/child-care-licensing--administration/c5cf</p> <p>Rules and Regulations: http://www.coloradoofficeofearlychildhood.com/#!/rules-and-regulations/c86y</p> <p>Child Care Technical Assistance: https://childcareta.acf.hhs.gov/</p>	

Competency B: Quality standards for programs for young children, using recognized Quality Rating Systems, NAEYC Accreditation and Colorado Qualistar Rating standards.

Readings	Ice Breakers and Assignments	Websites	Video Clips
<p>Center for Enhancing Early Learning Outcomes (CEELO) Quality and Inclusion fact sheet http://ceelo.org/wp-content/uploads/2014/11/ceelo_fast_fact_qris_inclusion.pdf</p> <p>Comparison of State Licensing and QRIS Standards for Infants and Toddlers in Child Care Centers: Learning Environment, Developmental Domains, and Assessment https://childcareta.acf.hhs.gov/resource/comparison-state-licensing-and-qris-standards-infants-and-toddlers-child-care-centers</p>	<p><u>Assignment B1: 'Quality Search!'</u></p> <p>Assignment B2: Virtual Fieldtrip Take an online tour of a child care program. Evaluate the physical setting for health and safety measures. Particularly keep in mind the needs of children who might have special needs and/or disability.</p> <p>Assignment B3: Guest Speaker: Director or Teacher from a star-rated or accredited program to discuss the criteria and share evidence binders as samples.</p>	<p>National Association for the Education of Young Children (NAEYC) Accreditation Standards and Criteria https://www.naeyc.org/academy/pri-mary/viewstandards</p> <p>Qualistar Colorado http://www.qualistar.org</p> <p>Colorado Child Care and Safety Regulations http://nrckids.org/index.cfm/resources/state-licensing-and-regulation-information/colorado-regulations1/</p> <p>Colorado Shines Quality Rating and Improvement System (QRIS) http://coloradoshines.force.com/ColoradoShines</p>	<p>Child Care and Children with Special Needs https://www.youtube.com/watch?v=MWGnRHyYkLc</p> <p>A Safe and Healthy Environment in Childcare https://www.youtube.com/watch?v=5ug_mbeyATc</p>

Competency C: Comparison of the Colorado Department of Humans Service’s rules for licensing childcare centers, the National Association for Education of Young Children’s accreditation Standards and the Colorado Quality Standards for Early Childhood Programs.

Readings	Ice Breakers and Assignments	Websites	Video Clips
<p>NAEYC Program Standards and Accreditation Criteria https://www.naeyc.org/academy/files/academy/Standards%20and%20Accreditation%20Criteria%20%26%20Guidance%20for%20Assessment%2010.2015.0.pdf</p> <p>Colorado Shines Program Guide http://coloradoshines.force.com/ColoradoShines/resource/1421451124000/ColorShinesQRISProgramGuide</p>	<p>Assignment C1: “Comparing & Contrasting the Criteria for Quality” Thoroughly review the following three websites – CO licensing, Qualistar ‘Star’ Rating for child care centers, and NAEYC Accreditation. Identify their purpose, programs, and impact on the early care and education industry. How do they meet the needs of children with special needs and/or disability?</p> <p><u>Assignment C2: Comparison Table</u></p>	<p>The National Association for the Education of Young Children’s Accreditation Standards http://www.naeyc.org/</p> <p>Inclusion Works http://www.cde.ca.gov/so/cd/re/documents/inclusionworks.pdf</p>	<p>Webinar: Trends in Childcare Regulation http://www.acf.hhs.gov/programs/occ/resource/webinar-trends-in-child-care-regulation</p>

Competency D: Operation of an early childhood center.

Readings	Ice Breakers and Assignments	Websites	Video Clips
<p>Knowledge, Skills and Dispositions in Child Care http://www.ccplus.org/newsletters/11_3.pdf</p>	<p>Ice Breaker D1: Ask students, What are your thoughts on how you can include all children in your early childhood center? Think of the various activities</p>		<p>Director Skills http://www.coloradoofficeofearlychildhood.com/#!director-qualifications/c15f</p>

<p>Inclusion: The Role of the Program Administrator: http://csefel.vanderbilt.edu/briefs/wwb13.pdf</p> <p>The ABCs of a Childcare Business http://www.in.gov/fssa/files/5236_The_ABCs_of_a_Child_Care_Business.pdf</p> <p>Care Connection’s Responsibilities of the Center Director http://www.nfsmi.org/documentlibraryfiles/PDF/20100922100911.pdf</p>	<p>and think of strategies of things you can do? Where would you go for more help in case you have concern about a child’s learning and development?</p> <p>Assignment D2: Read the Early Childhood Inclusion Brochure http://www.starnet.org/pdf/EC_Inclusion_Brochure_4pages.pdf</p> <p>Assignment D3: Choose one of the following activities to complete:</p> <ol style="list-style-type: none"> Compose questions to ask ‘Director’s Panel’ of local program directors. Should be a diverse cross-section from your community. ‘Community Involvement in ECE’- attend one local event, meeting, or training that enhances your knowledge of ECE in your community, county or region. Develop a Marketing Plan & Promote your ‘Brand’ – internal & external marketing strategies; colored logo, tag line, philosophy. 		<p>Advocacy: Marketing Plans for Childcare Directors: http://ccapub.childcareaware.org/docs/pubs/201e.pdf</p> <p>http://www.firstchildrensfinance.org/businessresourcecenter/centers-2/marketing/marketing-tools/</p> <p>Families and Childcare information sheets http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/program-options/ehs-fcc</p>
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<p>20Development-20Brief_FINAL.pdf</p>	<p>Assignment F2: Early Intervention/Early Special Education Professionals Who are some of the Early Intervention Professionals that might work at the Childcare center?</p> <p><u>Assignment F2: Staff Qualifications</u></p> <p>Assignment F3: Create a professional portfolio for yourself and one sample for a lead teacher.</p> <p>Assignment F4: Compose job descriptions for each position; align the qualifications and duties with the requirements of the position.</p>	<p>NAEYC’s Five Questions Asked at Every Teaching Interview http://www.naeyc.org/tyc/article/5-questions-asked-at-every-interview</p>	<p>http://depts.washington.edu/hscenter/day-life-disabilities-coordinator</p>
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Competency G: Staff handbook to determine if it complies with various laws. (e.g. ADA, IDEA, Workmen’s Comp, EEO, etc.

Readings	Ice Breakers and Assignments	Websites	Video Clips
<p>Commonly asked Questions about Childcare and the American with Disabilities Act:</p>	<p>Ice Breaker G1: Conduct a mock staff meeting or training.</p> <p><u>Assignment G2: Handbook Review</u></p>	<p>Child Care Central’s Creating a Staff Handbook http://www.childcarecentral.com/Provider-Articles/43/creating-staff-handbook-for-daycare.html</p>	<p>Staff handbook sample: http://childcareaware.org/sites/childcareaware.org/files/newsroom/naccrra_in_the_news/2011/staffhandbookcenters1_0.pdf</p>

<p>http://www.ada.gov/q%26a_law.htm</p> <p>Quality Inclusion in Childcare</p> <p>http://www.cde.ca.gov/sp/cd/re/documents/inclusionworks.pdf</p>			<p>Integrating Special Kids: http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=247</p>
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Selected Examples of Assignments

Competency A: Division of Child Care licensing requirements for the State of Colorado for child care centers.

Assignment A2: Understanding Child Care Licensing

Look at the requirement for the Division of Child Care. What are the key requirements for the following areas?

Staff Qualifications

Teacher-to-Child Ratio

Health and Safety

Competency B: The quality standards for programs for young children, using recognized NAEYC Accreditation, and Colorado Qualistar rating standards.

Assignment B1: 'Quality Search!'

Part 1: Using your CO Rules & Regulations find as many regulations as possible that 'enhance quality' in your program, not just ensure physical safety.

Part 2: Using your CO Rules & Regulations find as many regulations as possible that that speak about working with children with disabilities in your program.

How would you enhance the following areas in order to better meet the NAEYC accreditation and Colorado Shines QRIS?

Competency C: Comparison of the CDHS's rules for licensing childcare centers, the NAEYC's accreditation standards and the Colorado Shines quality standards..

Assignment C2: Comparison Table

Complete the following table to compare the CDHS licensing rules, NAEYC accreditation standards, and Colorado Shines quality standards.

	CDHS Licensing Requirements	NAEYC Accreditation Standards	Colorado Shines Quality Standards
Learning Environment (including staff-child ratios)			
Staff Qualifications			
Health			

Competency D: Operation of an early childhood center.

Assignment D1: Organizational Chart

Look at an organizational chart of an early childhood program. What do you notice? How is the organizational chart structured? Who is involved in the operation of the center? What do you like about the chart? Is anything missing? Use this page to jot down some notes, and brainstorm any changes.

Competency F: Staff qualifications in an early childhood setting and evaluate their associated job descriptions.

Assignment F2: Staff Qualifications

List the staff qualifications of each position below.

Infant Nursery Supervisor

Toddler Teacher

Early Childhood Teacher

Competency G: Staff handbook to determine if it complies with various laws (e.g. ADA, IDEA, Workmen's Comp, EEO, etc.).

Assignment G2: Handbook Review

Review a staff handbook (you can get one from a local program or find one online) and identify its contents, align to regulations, create a master list of topics/contents from each person's sample handbook.

What topics did the handbook cover?

Did anything surprise you?

Is there anything you would add to the staff handbook?