

**Florida Department of Education
Curriculum Framework**

Program Title: Child Care Center Operations
Program Type: Career Preparatory
Career Cluster: Education and Training

PSAV

Program Number	V200206
CIP Number	0419070802
Grade Level	30, 31
Standard Length	45 hours
Teacher Certification	FAM CON SC 1 CH CARE TR 7G PRESCH ED A PK PRIMARY H PRIMARY ED @B E CHILD ED @0 HOMEMAKING 7 @2 %7%G HOME EC OCC 7 %7%G
CTSO	N/A
SOC Codes (all applicable)	11-9031 - Education Administrators, Preschool and Childcare Center/Program
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	N/A

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education and Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education and Training career cluster.

The content includes but is not limited to organizational leadership, financial management, legal obligations and responsibilities, educational programming, marketing strategies, assessment, monitoring practices, observations, referrals and collaboration of programs with families and community resources.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	HEV0160	Child Care Center Director	45 hours	11-9031

Regulated Programs

For additional information on the Florida Director Credential go to <http://www.myffamilies.com/service-programs/child-care/director-credential>.

Florida Director Credential Core Requirements:

- Possess a High School diploma or GED.
- Complete the Department of Children and Families Part I Introductory Child Care Courses (5 courses, 30 hours).
- Complete the DCF *Special Needs Appropriate Practices* course or a minimum of 8 hours of in-service training on children with disabilities.
- Possess an active Staff Credential

In addition, the Director Credential, Level I requires:

- Completion of one DCF approved course in the curriculum content area *Overview of Child Care Management* (**this course meets that requirement**).

There are additional requirements for the Director Credential, Level II and the Advanced Level. Refer to the website above for additional information.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Analyze the leadership role of the program administrator in creating and sustaining an effective organizational structure in a child care and education setting.
- 02.0 Develop effective personnel policies and procedures.
- 03.0 Develop a system for staff recruitment, development, management, and evaluation.
- 04.0 Develop systems for financial planning, budgeting, accounting, compensation, purchasing and maintenance.
- 05.0 Develop effective publicity and marketing strategies.
- 06.0 Explain the legal obligations/responsibilities of a child care facility, including those related to tax laws, insurance, and licensure.
- 07.0 Apply knowledge of program elements needed to implement and sustain a culturally sensitive, non-discriminatory and inclusive environment based upon principles of child development and professional standards.
- 08.0 Maintain a system for ongoing assessment and documentation related to children within the child care center program.
- 09.0 Develop a system for monitoring child care facility practices related to health, safety, and nutrition.
- 10.0 Create policies that promote alliances with families and collaboration among programs, families, and community resources.

**Florida Department of Education
Student Performance Standards**

Program Title: Child Care Center Operations
PSAV Number: V200206

Course Number: HEV0160	
Occupational Completion Point: A	
Child Care Center Director – 45 Hours – SOC Code 119031	
01.0	<u>Analyze the leadership role of the program administrator in creating and sustaining an effective organizational structure in a child care and education setting</u> -- The student will be able to:
01.01	Develop a written philosophy and goals for a child care and education program.
01.02	Explain the organizational structure of a child care center and its relationship to job responsibilities in the center.
01.03	Explain the importance of adherence to ethical conduct governing the child care and education field by all center personnel (including volunteers).
01.04	Create a plan to foster self-concept, professionalism and motivation among staff.
01.05	Identify a personal leadership style from the range of leadership styles
01.06	Identify a professional organization to which you want to belong. Secure information on this organization including information on becoming a member, and list benefits to you as a director.
01.07	Identify a community, statewide or national organization concerned about children and/or families, and develop a plan to share information about the work of this group with teachers and/or parents in your center.
02.0	<u>Develop effective personnel policies and procedures</u> -- The student will be able to:
02.01	Formulate personnel policies and procedures according to basic principles and best practices for a child care center.
02.02	Discuss legal issues regarding personnel administration and supervision, including: fair labor practices, equal opportunity guidelines, progressive discipline and use of social media.
02.03	Plan staffing patterns for required and preferred ratios in a child care center.
02.04	Describe effective techniques for building team spirit and resolving conflicts among staff members.
02.05	Develop job descriptions for staff positions in a child care center.
03.0	<u>Develop a system for staff recruitment</u> -- The student will be able to:
03.01	Create a plan for professional development of staff members.

03.02	Develop written procedures for recruiting and interviewing prospective employees.
03.03	Compile a list of training materials and effective staff training strategies.
03.04	Discuss and evaluate various types of evaluation procedures, including self-evaluation, performance planning, observation and recording, and narratives.
03.05	Identify factors that affect retention of staff and discuss possible scenarios.
04.0	<u>Develop a system for financial planning, budgeting, accounting, compensation, purchasing and maintenance</u> – The student will be able to:
04.01	Develop a budget for operating a child care center.
04.02	Evaluate three benefit packages for employees.
04.03	List and explain the factors involved in the selection and maintenance of facilities and equipment in a child care center.
04.04	Research sources for funding child care programs (i.e., tuition, subsidies, fundraising, grants, and loans).
05.0	<u>Create effective publicity and marketing strategies</u> –The student will be able to:
05.01	Communicate the child care center's program philosophy and a definition of quality to the customer (i.e., families and community).
05.02	Present options for a marketing plan for a child care center.
06.0	<u>Explain the legal obligations/responsibilities of a child care facility, including those related to tax laws, insurance, and licensure</u> – The student will be able to:
06.01	Research applicable federal, state and local law related to family law and child abuse.
06.02	Research laws related to liability and insurance requirements.
06.03	Research laws related to tax and licensure.
06.04	Research religious exemption laws.
06.05	Research requirements of the Occupational Safety and Health Administration (OSHA).
06.06	Describe non-discriminatory practices including the Americans with Disabilities Act (ADA) and Equal Employment Opportunity Council (EEOC).
06.07	Research and explain the regulations related to recruitment, hiring, and firing of personnel and wage and hour laws.
06.08	Identify key local and state consultants that can provide technical assistance and support in meeting all local and state regulatory requirements.
06.09	Research and explain child care training requirements for employees in a child care center.
07.0	<u>Apply knowledge of program elements needed to implement and sustain a culturally sensitive, non-discriminatory and inclusive environment based upon principles of child development and professional standards</u> – The student will be able to:

07.01	Research and apply child growth and development theories and principles to provide quality programming for children within the child care setting.
07.02	Establish guidelines for a culturally sensitive, non-discriminatory and inclusive child care and education environment and curriculum within a child care setting.
07.03	Explain professional guidelines such as those found in the National Association for the Education of Young Children (NAEYC) accreditation materials, the CDA observation form, subsidized child care monitoring tools, the Head Start Performance Standards, the Early Childhood Environmental Rating Scale (ECERS) and Infant Toddler Environmental Rating Scale (ITERS), and others to design programs and enhance program quality.
08.0	<u>Maintain a system for ongoing assessment and documentation related to children within the child care center program</u> – The student will be able to:
08.01	Describe assessment instruments and identify ways these instruments measure different aspects of a child's performance or behavior.
08.02	List community resources available for screening, assessment, and referral of children.
08.03	Develop a plan for successful transitions with other programs and schools such as early intervention, and kindergarten, regarding transition of children into the program.
09.0	<u>Develop a system for monitoring child care facility practices related to health, safety, and nutrition</u> – The student will be able to:
09.01	Explain professional standards and best practices related to health and safety, including facilities, program, staff and children.
09.02	Establish a plan for nutrition education and physical fitness for staff, children and families.
09.03	Compile a list of low cost health insurance plans for children.
09.04	Establish a plan for building and grounds maintenance to insure the health and safety of children and staff.
09.05	Create an emergency preparedness plan in accordance to child care regulations.
10.0	<u>Create policies that promote alliances with families and collaboration among programs, families, and community resources</u> – The student will be able to:
10.01	Create a plan for family involvement in all aspects of early care and education programs of the child.
10.02	Discuss the diverse strengths and needs of families and understanding of families in cultural contexts.
10.03	Identify community support systems, including public and private resources for families and develop a plan for family access to the support systems.
10.04	Establish a plan for a program that supports families experiencing the inclusion of children with disabilities into the classroom.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.