



2012 - 2013

Master Plan of Instruction Child Care Center Operations

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MISSION: Lake Technical Center's mission is to meet the educational needs of the community by offering a variety of high quality career-technical training opportunities.

No person shall, on the basis of race, color, creed, religion, sex, age, handicap, marital status, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity under the direction of Lake Technical Charter Board. Lake Technical Center is an Equal Opportunity Institution.

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LAKE TECHNICAL CENTER

Child Care Center Operations Program

INTRODUCTION

The Child Care Center Operations program provides the foundational level of training for child care center owners, operators or directors.

Child Care Center Operations students must complete the entire 45-hour class to receive a certificate from Lake Technical Center. This certificate and other documentation can be submitted to the Department of Children and Families to receive a state Child Care Director's Credential.

PROGRAM MISSION

The mission of the Child Care Center Operations Program is to offer high quality training that prepares individuals for employment, enables those currently employed to upgrade job skills for career advancement, and respond to the educational needs of the child care industries in the Center's service area.

PROGRAM PHILOSOPHY

We believe that the broad objective of the Child Care Center Operations Program will enable the student to develop the necessary appreciations, attitudes, abilities, skills, and knowledge essential for both vocational and civic responsibilities toward improving the overall child care services opportunities in our society.

1. We believe that the immediate needs of the student should be given consideration insofar as the teaching schedule permits.
2. We believe that the student preparing for work in the child care industry should be exposed to as many types of related work experiences as possible to enable the students to determine the specific type of child care occupation he/she prefers.
3. We believe that assignments should be relevant to child care occupations.
4. We believe that the student preparing for work in early childhood education should be exposed to principles of ethics, economics, and management, which pertain to living and working in a democratic society.
5. We believe in continual program revision based on feedback from the community, advisory committees, and cooperative job placement experiences concerning requirements for ever-changing techniques and job opportunities.
6. We believe in student self-evaluation and the student's recognition of his/her worth, abilities, and responsibilities.

OBJECTIVES

The objectives of the program are designed to enable students to become a child care center director and are consistent with the curriculum framework adopted by the Florida Department of Education (DOE). Emphasis is placed on organizational leadership, financial management, legal obligations and responsibilities, education, programming marketing strategies, assessment, monitoring, practices, observations, referrals and collaboration of programs with families and community resources. The objectives are approved by the program advisory committee and are included in the master plan of instruction and student learning guides.

ADMISSIONS REQUIREMENTS

Applicants must be at least 16 years of age and should be academically, physically, and emotionally capable of meeting the demands of the chosen program. Applicants make initial application through the Admissions Office. A minimum skills evaluation is part of the admission process.

The Child Care Center Operations program has the following specific admission requirements:

- Complete the LTC application
- Complete program application

ESSENTIAL TRAINING TASKS

Working in child care occupations may be emotionally and physically strenuous. Before enrolling in a program in this field, one may want to observe in a child care setting. It is important to review the following "tasks" which have been established for child care training prior to enrolling in the program.

Physical Requirements

1. Ability to stoop
2. Ability to walk the equivalent of five miles per day
3. Ability to reach above shoulder level
4. Ability to interpret audible sounds of distress
5. High degree of manual dexterity
6. Ability to work with chemicals and detergents
7. Ability to tolerate exposure to dust and/or odors
8. Ability to grip
9. Ability to kneel
10. Ability to lift, push or pull 25 pounds
11. Ability to project audible verbal communications at a distance of 4 feet
12. Ability to run
13. Ability to perform visual tasks without special aids (excluding glasses/contacts)

Mental and Emotional Requirements

1. Ability to work with others
2. Ability to cope with high levels of stress
3. Ability to make fast decisions under high pressure
4. Ability to cope with the anger/fear/hostility of others in a calm manner
5. Ability to manage altercations
6. Ability to cope with confrontation
7. Ability to assist with problem resolution
8. Ability to demonstrate a high degree of patience
9. Ability to work in areas that are close and crowded
10. Ability to plan, organize and guide learning activities
11. Ability to apply common sense understanding to carry out instructions furnished in written and oral form

MEETING MINIMUM STANDARDS OF GOOD MORAL CHARACTER

Under the provisions of the Florida Statutes, every child care employee must sign an affidavit of good moral character and be screened through the Florida Department of Law Enforcement (FDLE) and the Abuse Registry.

A history of the following offenses DISQUALIFIES a person from employment in child care.

1. Sexual misconduct with certain developmentally disabled clients
2. Sexual misconduct with certain mental health patients
3. Adult abuse, neglect, or exploitation of aged persons or disabled adults
4. Domestic violence and injunction for protection-- defined as any assault, aggravated assault, battery, aggravated battery, sexual assault, sexual battery, stalking, aggravated stalking, kidnapping, false imprisonment, etc. of a family or household member
5. Murder
6. Manslaughter, aggravated manslaughter of an elderly person or disabled adult, or aggravated manslaughter of a child
7. Vehicular homicide
8. Killing an unborn child by injury to the mother
9. Assault, if the victim of offense was a minor
10. Aggravated assault
11. Battery, if the victim of offense was a minor
12. Aggravated battery
13. Battery on a detention or commitment facility staff
14. Kidnapping
15. False imprisonment
16. Taking, enticing or removing a child beyond the state limits with criminal intent pending custody proceedings
17. Carrying a child beyond the state lines with criminal intent to avoid producing a child at a custody hearing or delivering the child to the designated person
18. Exhibiting firearms or weapons within 1,000 feet of a school
19. Possessing an electric weapon or device, destructive device or other weapon on school property
20. Sexual battery
21. Prohibited acts of persons in familial or custodial authority
22. Prostitution
23. Lewd and lascivious behavior
24. Lewdness and indecent exposure
25. Arson
26. Felony theft and/or robbery and related crimes, if a felony
27. Fraudulent sale of controlled substances, if the offense was a felony
28. Abuse, aggravated abuse, or neglect of disabled adults or elderly persons
29. Lewd or lascivious offenses committed upon or in the presence of an elderly person or disabled adult
30. Exploitation of disabled adults or elderly persons, if the offense was a felony
31. Incest
32. Child abuse, aggravated child abuse, or neglect of a child
33. Contributing to the delinquency or dependency of a child
34. Negligent treatment of children
35. Sexual performance by a child
36. Resisting arrest with violence
37. Depriving an officer means of protection or communication
38. Aiding in an escape
39. Aiding in the escape of a juvenile inmates in correctional institution
40. Obscene literature
41. Encouraging or recruiting another to join a criminal gang
42. Drug abuse prevention and control only if the offense was a felony or if any other person involved in the offense was a minor
43. Sexual misconduct with certain forensic clients
44. Inflicting cruel or inhuman treatment on an inmate resulting in great bodily harm
45. Harboring, concealing, or aiding an escaped prisoner
46. Introduction of contraband into a correctional facility
47. Sexual misconduct in juvenile justice programs
48. Contraband introduced in detention facilities

GENERAL INFORMATION

Fees

Tuition is charged for adult students at a very reasonable rate, which may vary slightly from year to year. Current fee information is available from the Admissions Office.

Required Textbook

CHILDCARE ADMINISTRATION, by Nelson & Nelson

Supplemental

1. CARING FOR PRESCHOOL CHILDREN, Volumes I and II, by Dodge, Koralek, and Pizzolongo
3. CARING FOR INFANTS AND TODDLERS, Volumes I and II, by Dodge, Koralek, and Pizzolongo
4. CREATIVE CURRICULUM FOR EARLY CHILDHOOD, by Diane Trister Dodge
5. ACTIVE LEARNING SERIES, by Cryer, Harms, and Ray
6. CHILDREN: THE EARLY YEARS, by Celia Decker
7. CREATIVE CURRICULUM FOR INFANTS AND TODDLERS, by Dombro, Colker, Dodge

ATTENDANCE POLICY

In an effort to develop appropriate work ethics, Lake Tech students are expected to attend all class sessions. As is expected in the workplace, when it is necessary to be absent due to illness or emergency situations, all students are to notify the instructor on or before the date of absence. The student attendance policy for each postsecondary program is consistent with industry standards.

Campus attendance is kept via a computerized system. It is the responsibility of the student to **log in and out** in order to receive credit for class time. This allows the school to keep accurate attendance records for the actual number of hours and minutes attended.

Absences

A student who is absent for six (6) consecutive class sessions will be withdrawn from enrollment in his/her program. A student withdrawn for absenteeism must petition administration to return. Students exhibiting a pattern of consecutive absences less than six days will be subject to dismissal as determined by a School Intervention Team.

Students in non-licensure programs must have achieved a minimum of 80% attendance at the end of each quarter. Students not having met this requirement will sign an acknowledgement that they have been notified that continued absences will pose a threat to grades and program enrollment. School Intervention Team meetings will be held as necessary to attempt to alleviate issues resulting in excessive absences and to counsel the student of possible alternatives and consequences. Students who miss more than 20% of their program will not be allowed to re-enroll the next semester and must wait until the following enrollment period to re-register. Only regularly scheduled class hours will be reported for attendance.

Licensure program attendance policies are more rigid due to licensure requirements. See the individual program Master Plan of Instruction for specifics.

Tardiness

Students are expected to be in their seats promptly in the morning, after break, and after lunch. Students must notify the instructor before the start of class of any anticipated tardiness.

Leaving Campus During School Hours

Adult students should notify their instructor when leaving campus early. This is for the safety of students and to allow the instructor to best utilize instructional resources.

GRADING PROCEDURES

Grading Scale

The grading policy for this program is as follows:

90-100	Excellent
80- 89	Passing
< 80	Failing

Lake Technical Center is a postsecondary institution designed to provide trained individuals to industry. The grading scale for this program reflects industry standards. The approved postsecondary program grading requirements must be met if the student is to receive a certificate. Each student is expected to maintain a 70% or above average per grading period.

DRESS POLICY

Students who attend Lake Tech shall dress in a manner appropriate for the job in which they are receiving training, including any special protective gear and professional uniforms. All clothing must be neither distracting nor offensive and be clean, neat, modest, in good repair and appropriately sized.

The director or designee has the final authority for determining whether or not a student's apparel conforms to the dress code. When it is determined that it does not, students will be required to change into clothing which will conform to this code or leave campus. Students may return to campus when they have changed into appropriate clothing.

NOTE - Remember that you are preparing for employment in a position in which public relations may be a factor in your success. Individual desires cannot always take precedence.

Attire which is not appropriate for program attendance includes:

1. Tank tops, less than sleeveless attire, revealing midriff, revealing or low-cut tops, and short-shorts
2. Flip-flops, leggings
3. Clothing with inappropriate slogans

Shoes must be appropriate to safety/industry standards as determined by program instructor.

JOB DESCRIPTIONS

Child Care Provider/Worker/Teacher Aide

Assists with the responsibilities of guiding the development of young children and providing for school age children, before and after school, under the direction of a teacher or operator/director

Public School Teacher Aide

May assist in carrying out duties for playground, routine practice work, record keeping, audio-visual equipment demonstrations, setting up science experiments, or supervising small groups for a field trip; may also read stories or be responsible for housekeeping routines and bulletin board displays

Family Child Care Provider

Could involve care of multi-age children. Services may be offered in one's own home if a proper license has been obtained according to county and state regulations

School-Age Provider, Day Camp and Recreational Centers, and Extended Learning Centers

Working in these areas would vary greatly depending on particular settings and age groups, but would include most teaching aide responsibilities, especially assisting or organizing free play and athletic activities.

Child Care Development Specialist

Accepts responsibility as primary caregiver for infants, toddlers, preschoolers, and school age children in child care centers.

Child Care Center Owner, Operator, Director

Responsible for the daily operation of a child care center or family daycare home.

PLAN OF INSTRUCTIONAL PRACTICES

Knowledge of the emotional, social, physical, and intellectual needs of young children are strengthened through classroom and child care center experience.

Methods of instruction in the program provide for group and individualized instruction.

Methods of instruction include:

1. Individualized, competency-based instruction
2. Teacher presentations and various demonstrations
3. Teacher-pupil discussions
4. Student presentations
5. Observations of occupational skills
6. Use of resource personnel and field trips
7. Use of textbooks, workbooks, audio-visual equipment and materials
8. Student use of other classroom equipment and supplies
9. Written assignments
10. Pretesting and posttesting
11. Formative and summative evaluation
12. On-the-job training/field placement

SAFETY

Basic safety standards, which will include fire drills, weather drills, equipment usage, and traffic regulations, will be covered in the program orientation and within the program as applicable. These basic safety standards will be reinforced throughout the program enrollment.

TEST OF ADULT BASIC EDUCATION (TABE)

All applicants for Career and Technical Education programs 450 hours or more, with the exception of Law Enforcement Officer applicants, take a state mandated TABE prior to enrollment (documented A.A., A.S., A.A.S., B.A, and B.S. degreed persons are exempt from this requirement).

According to Florida Department of Education rules, students who fail all or parts of the TABE may only retest using a different TABE version after 60 documented hours of remediation in the Applied Academics for Adult Education (AAAE) lab or three months if not attending AAAE. Students may not retake the same test version for six months. We, therefore, strongly recommend that students test early, especially for licensure programs, in order to allow time for remediation and retesting should the need arise.

Students who do not meet the minimum TABE scores set by the Florida Department of Education for their program must begin attending remediation classes in the AAAE lab prior to or at the time of enrollment in a Career and Technical Education class for at least one block a day and make acceptable progress as determined by the AAAE instructor. Students should meet state mandated TABE requirements by the time they have completed 50% of their program. Students who do not meet state mandated TABE scores may not receive a certificate of completion as per Florida Department of Education rules.

Applicants transferring TABE or CPT scores from other testing centers must do so by having an official score report sent directly to the Admissions Office prior to enrollment. Scores brought in by hand will not be accepted.

TABE scores are good for two years and must be valid at the time of enrollment. TABE scores that expire during continuous enrollment remain valid until the end of such enrollment. Under continuous enrollment, students must be enrolled at least 50% of one semester per school year and may miss no more than one consecutive semester. Continuous enrollment applies to attendance in a single program.

PROGRAM OBJECTIVES

See the attached Florida State Department of Education Curriculum Framework for program objectives and desired competencies.

**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	VOC HME EC @2@4 E CHILD ED @0 HOMEMAKING 7@7@2G PK PRIMARY H HOME EC OCC 7@7G GEN HME EC @2 PRESCH ED A PRIMARY ED @B FAM CON SC 1 CH CARE TR 7G
CTSO	N/A
SOC Codes (all applicable)	11-9031
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 purpose of this program is to prepare students to become a Child Care Center Director/Administrator.

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.

Program Structure

This program is a planned sequence of instruction consisting of one occupational completion point. It includes competencies developed for the Florida Director Credential created by Florida Statute 402.305(2)(f).

When offered at the post secondary adult career and technical level, 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 program structure:

A	HEV0160	Child Care Center Director	45 hours	11-9031

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.

Special Notes

For additional information on the Florida Director Credential go to <http://www.dcf.state.fl.us/programs/childcare/training.shtml>.

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.

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 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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.

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.