

## PROGRAM ADMINISTRATION

**OUTCOME: RESPONSIBLE ADMINISTRATIVE ACTIVITIES ENSURE A QUALITY PROGRAM FOR ALL CHILDREN AND THEIR FAMILIES.**

**STANDARD 1: The program administration collaborates with families, staff, and community to establish and support the achievement of positive outcomes for young children.**

*Not Addressed*  
*Describing/planning*  
*Demonstrating*  
*Integrating*  
*Enhancing*

Description of  
Current Practice

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| Written philosophy and mission statements that support the learning and development of young children are agreed upon by families, staff, and community.   |  |  |  |  |  |  |
| Written policies and operating procedures established by families, staff, and community are based on the program's identified philosophy and mission statements.   |  |  |  |  |  |  |
| The philosophy, mission, policies, and operating procedures are continuously reviewed and modified to reflect the evolving knowledge base in early childhood education as well as changing family and community needs. |  |  |  |  |  |  |

**Action Plan for Standard 1:**

## PROGRAM ADMINISTRATION

**STANDARD 2: The program administration demonstrates knowledge of and support for developmentally appropriate practices with young children and families.**

*Not Addressed*  
*Describing/planning*  
*Demonstrating*  
*Integrating*  
*Enhancing*

Description of  
Current Practice

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| The program administration conveys high expectations for all children based on an understanding that young children can achieve these expectations in different ways.  |  |  |  |  |  |  |
| The program administration supports a research-based approach to assessment that is appropriate for the developmental level of young children.   |  |  |  |  |  |  |
| The program administration conducts ongoing program evaluations that consider new ideas and trends in early childhood education, findings of new research, and insights of experienced practitioners in the field. |  |  |  |  |  |  |

**Action Plan for Standard 2:**

## PROGRAM ADMINISTRATION

**STANDARD 3: All children and families who meet identified eligibility criteria have access to services based on policies that are sensitive to individual diversity.**

*Not Addressed*  
*Describing/planning*  
*Demonstrating*  
*Integrating*  
*Enhancing*

Description of  
Current Practice

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| Administrative policies and practices support inclusion of children with disabilities and provision of appropriate learning experiences for all children.  |  |  |  |  |  |  |  |
| Children enter and progress through school with their peers, as opposed to separate programs that reflect retention or readiness, such as developmental kindergartens and transitional first grades. |  |  |  |  |  |  |  |
| Appropriate materials, curricula, and personnel address the cultural and language diversity of children and their families.  |  |  |  |  |  |  |  |
| Program policies ensure nondiscrimination in the selection and participation of eligible children, families, staff, and volunteers.  |  |  |  |  |  |  |  |

**Action Plan for Standard 3:**