Activity 14.1 (Extended - CY16)
Race to the Top - Early Learning Challenge
Expansion of Activities to Promote Directors Leadership and Administrative Skills Within Licensed Child Care Programs

2016 Final Report

Contract Number
33272

Submitted to the:
North Carolina Division of Child Development and Early Education

On behalf of:
Child Care Resources Inc. (CCRI)
Expansion of Activities to Promote Directors Leadership and Administrative Skills Within Licensed Child Care Programs

Introduction

Nationally, North Carolina has been a leader in the early care and education field and it is with much appreciation that Child Care Resources Inc. works with the North Carolina Division of Child Development and Early Education to advance this system. This report will provide a summary of the accomplishments of the Race to the Top - Early Learning Challenge Grant (RttT-ELC): Activity 14.1 (Extended - CY16) – Expansion of Activities to Promote Directors Leadership and Administrative Skills Within Licensed Child Care Programs.

The lead administrator of a child care program is the gatekeeper to its quality and is responsible for every aspect of its program operations. These responsibilities are multi-faceted, ranging from basic sanitation compliance to complex educational, fiscal, and legal issues. The lead administrator’s role requires significant skill in communication and decision-making, with an increasing focus on the performance of child care centers as business enterprises that require skilled resource management and leadership (Nupponen, 2006). Additionally, coaching and mentoring programs help promote desired changes by providing opportunities for administrators to focus on their leadership capabilities (Fleming and Love, 2003).

In its research conducted across 560 centers in 25 states, McCormick Center for Early Childhood Leadership (2010) found that the quality of instructional leadership practices and the learning environment for children were stronger when directors were well-educated and had access to leadership and business administration training along with peer support. Unfortunately, many child care program administrators assume their positions without the necessary management, instructional, and leadership skills and experience to sustain high quality services and financially viable programs. Gaps include knowledge and skills specific to financial management, planning, leadership development, personnel and human relations, and curricular planning and implementation (Boulton, 2008).

Clearly, administrators need access to formal instructional opportunities that address the complex role of directors and their many areas of responsibility. This project provided CCR&R staff an opportunity to learn about and use appropriate planning tools to identify leadership strengths and needs and build administrator knowledge and skills around leadership and program administration.

A summary of the accomplishments of this initiative throughout the project, including subjective information about lessons learned, challenges, successes and any implications across for future policy decisions is included in this report.

Activity 14.1 (Extended - CY16): Expansion of Activities to Promote Directors Leadership and Administrative Skills Within Licensed Child Care Programs.

Child Care Resources Inc. (CCRI) received funding for Race to the Top - Early Learning Activity 14.1 (Extended - CY16) to build on CCRI’s successful implementation of the Race to the Top-Early Learning Challenge funded statewide Early Childhood Directors Leadership Institute (ECDLI). CCRI sought and received funding to: 1) adapt the content of the 1.5 CEUs (fifteen hours) that were delivered within ECDL Institutes into three distinct .5 CEU classes that can be delivered by CCR&Rs across the state; 2) develop
a trainers' guide, which included a written curriculum, a PowerPoint presentation of the material, and a method of assessment for each of these .5 CEU classes; and 3) convene Train the Trainers sessions for up to 70 CCR&R staff so they are able to deliver these CEUs within the region they serve. The three .5 CEU's classes are outlined below:

Session 1: What is Leadership, Ethics and Community Within the Organization
Participants in this .5 Continuing Education Unit (CEU), Leadership Administration for Success: What is Leadership and Culture and Community Within the Organization, will develop administration and leadership skills and knowledge within a culturally sensitive and ethical framework by:
1) Defining what leadership is and helping administrators identify their leadership strengths and needs for specific situations;
2) Building their knowledge and skills in a way that leverages their strengths and helps them to improve on self-identified areas of need.

Session 2: Program Assessment and Evaluation – Creating the Roadmap for Improvement
Participants in this .5 Continuing Education Unit (CEU), Leadership and Administration for Success in Early Childhood Programs: Program Assessment and Evaluation – Creating the Roadmap for Improvement, will develop administration and leadership knowledge and skills within a culturally sensitive and ethical framework by:
1) Identifying strategies for program assessment and using these to analyze the strengths and challenges of their program;
2) Creating steps and processes to lead strategic planning and program change with staff, families, and stakeholders.

Session 3: Putting it Together – Applying Leadership Skills
Participants in this .5 Continuing Education Unit (CEU), Leadership Administration for Success: Putting it Together – Applying Leadership Skills, will develop administration and leadership skills and knowledge within a culturally sensitive and ethical framework by:
1) Applying ideas and strategies learned to facilitate change, engage families, and communicate a progressive vision of early childhood using research and evidence-based practices and ideas;
2) Recognize and create a place for their leadership skills within North Carolina’s Early Childhood System.

The three CEU courses were field tested with CCR&R training/technical assistance staff on August 29 & 30, 2016. Ten CCR&R professional development staff attended with 2 people each from the following regions: 6, 8, 9, 10 and 12.

After field testing and preliminary feedback from DCDEE, three Train the Trainer sessions were offered on the following dates and locations:

September 22 & 23, 2016 – Martin|Pitt Partnership for Children, Greenville NC
16 participants
Expansion of Activities to Promote Directors Leadership and Administrative Skills Within Licensed Child Care Programs

Region 1 - 4
Region 2 - 3
Region 3 - 3
Region 4 - 3
Region 14 - 3

September 29 & 30, 2016 – Child Care Resources Inc., Charlotte NC
23 participants
Region 6 - 6
Region 7 - 3
Region 8 - 4
Region 9 - 4
Region 10 - 6

October 20 & 21, 2016 – Child Care Services Association, Chapel Hill NC
26 attendees
Region 1 - 1
Region 2 - 2
Region 5 - 7
Region 11 - 5
Region 12 - 7
Region 13 - 4

A total of 75 participants were trained to deliver the three CEUs. Regions were represented as follows:
Region 1 - 5
Region 2 - 5
Region 3 - 3
Region 4 - 3
Region 5 - 7
Region 6 - 8
Region 7 - 3
Region 8 - 6
Region 9 - 6
Region 10 - 8
Region 11 - 5
Region 12 - 9
Region 13 - 4
Region 14 - 3

In addition, an on-line asynchronous self-paced .5 CEU course on Directors Leadership was developed. There are five modules in this course — *Introduction to Leadership in the Early Childhood Program*. This course will serve as an introduction/overview about NC early childhood program leadership, culling content from the CEU courses which were developed for the Early Childhood Directors Leadership Institutes. This course meets all of the guidelines for instruction within the IACET standards. Below is an outline of the five modules in this course:

1. What is Leadership?
   Definition
   Models of Leadership
2. What is Your Role as a Leader?
   Setting the Tone
   Your Perspective as a Program Leader
   Communication

3. Troubleshooting to Create a Good Place to Work
   Climate of the Organization
   Climate = Emotion

4. Ethics and Values in Leadership
   NAEYC Code of Ethical Conduct as a Framework

5. Looking Outside Your Program
   How Public Policies and Laws Work
   Resources to Develop Your Role as Advocate and Policy Leader
   Call to Action

Field testing for this course was held on December 16, 2016 with a total of 6 participants, 3 were child care directors and 3 were CCR&R staff. This course will be embedded on DCDEE’s Moodle platform.

Our original intent was to also offer training on the Program Administration Scale and/or the Business Administration Scale for approximately 50 qualified CCR&R professional development and technical assistance staff. The Program Administration Scale (PAS) – designed for child care center administrators – and the Business Administration Scale (BAS) – designed for family child care home administrators – are the cornerstone assessment tools to benchmark competencies in program operations and to provide a framework for continuous quality improvement, which occurs over time and is influenced by changing trends in the early care and education industry. However; due to scheduling conflict with McCormick Center for Early Childhood Leadership at National Louis University staff were not able to conduct this training. CCRI received permission from NCDCDEE to substitute the Program Administration Scale (PAS) – designed for child care center administrators – and the Business Administration Scale (BAS) – designed for family child care home administrators training with Supporting Directors as the Gatekeepers to Quality: Using the Program Administration Scale as a Guide.

Supporting Directors as the Gatekeepers to Quality: Using the Program Administration Scale as a Guide. Supporting early care and education programs typically involves working with teaching staff to improve the quality of their classrooms. Yet, in order to sustain quality in those classrooms, quality administrative practices must be in place. Learn how to support the leadership and management practices of early care and education program directors using the Program Administration Scale (PAS) as a guide. The first day of this training provides a rationale for viewing quality from a broader perspective. Participants will be introduced to the PAS, an assessment tool that measures the quality of management and leadership practices in center-based programs. Participants will learn what each item measures, how to score the instrument, implement lasting change, and develop an action plan.
for improvement. The second day explores two items from the PAS in-depth. Technical assistance specialists and coaches learn how to go beyond the page, using it as a guide for areas to focus on and building on the content. The final day focuses on strategies for providing coaching and technical assistance. The developmental stages of directors will be explored. Participants will leave with practical ideas for how to use the PAS to support directors in different ways depending on their developmental stage.

This interactive, three-day training was held September 7th – 9th, 2016, from 8:30 a.m. to 4:00 p.m. each day at the Harris Conference Center at Central Piedmont Community College in Charlotte (3216 CPCC Harris Campus Drive, Charlotte, NC 28208). This training was presented by Jill Bella, Ed.D. and Melissa Casteel, Ed.D. of the McCormick Center for Early Childhood Leadership at National Louis University. Participants were reimbursed for their travel expenses. Comments from many of the participants stated they gained a lot of new ideas, resources and strategies to further their work with directors.
<table>
<thead>
<tr>
<th>Outputs</th>
<th>Final Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection of a contractor to adapt the content of the 1.5 CEUs (15 hours) that were delivered within ECDL Institutes into three distinct .5 CEU classes that can be delivered by CCR&amp;Rs across the state; 2) develop a trainers' guide for each of these .5 CEU classes.</td>
<td>Met Dr. Susan Catapano from UNC-W was selected as the contractor for this project. A contract for service was executed in May 2016.</td>
</tr>
<tr>
<td>Three 0.5 CEUs and Trainers' Guides is drafted.</td>
<td>Met Draft of three 0.5 face to face CEUs for the Train the Trainer component of the Early Childhood Directors Leadership Institute project was submitted to DCDEE for review on August 1, 2016.</td>
</tr>
<tr>
<td>Three .05 CEU courses to be field-tested with CCR&amp;R staff.</td>
<td>Met Field testing was held on August 29 &amp; 30, 2016 for Leadership &amp; Administration CEUs with 10 CCR&amp;R staff attending. Two people from each of the following regions were in attendance – Region 6, 8, 9, 10 and 12.</td>
</tr>
<tr>
<td>Three 0.5 CEUs and Trainers Guides are revised as warranted by field test, finalized and approved by NCDCDEE.</td>
<td>Met Three 0.5 CEUs and Trainers’ Guides were approved by NCDCDEE on October 5, 2016. Revisions were made after the field testing was held and feedback from DCDEE.</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Final Results</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>CCR&amp;R trainers’ trained to deliver three 0.5 CEU courses across NC.</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>On September 22 &amp; 23, 2016 training was held at Martin\Pitt Partnership for Children in Greenville, NC. Sixteen CCR&amp;R staff attended from the following regions: Regions 1, 2, 3, 4 and 14.</td>
</tr>
<tr>
<td></td>
<td>On September 29 &amp; 30, 2016 training was held at Child Care Resources Inc. in Charlotte, NC. Twenty-three CCR&amp;R staff attended from the following regions: Regions 6, 7, 8, 9 and 10.</td>
</tr>
<tr>
<td></td>
<td>On October 20 &amp; 21, 2016 training was held at Child Care Services Association in Chapel Hill, NC. Twenty-six CCR&amp;R staff attended from the following regions: Regions 1, 2, 5, 11, 12 and 13.</td>
</tr>
<tr>
<td>Fifty (50) CCR&amp;R staff will participate in Supporting Directors as the Gatekeepers to Quality Training.</td>
<td>Partially Met</td>
</tr>
<tr>
<td></td>
<td>Fifty people registered to attend Supporting Directors as the Gatekeepers to Quality training with 46 attending.</td>
</tr>
<tr>
<td></td>
<td>- Region 1 - 2                                                                                      Region 8 - 5</td>
</tr>
<tr>
<td></td>
<td>- Region 2 - 3                                                                                      Region 9 - 4</td>
</tr>
<tr>
<td></td>
<td>- Region 3 - 1                                                                                      Region 10 - 4</td>
</tr>
<tr>
<td></td>
<td>- Region 4 - 3                                                                                      Region 11 - 3</td>
</tr>
<tr>
<td></td>
<td>- Region 5 - 5                                                                                      Region 12 - 6</td>
</tr>
<tr>
<td></td>
<td>- Region 6 - 7                                                                                      Region 13 - 3</td>
</tr>
<tr>
<td></td>
<td>- Region 7 - 3                                                                                      Region 14 - 1</td>
</tr>
</tbody>
</table>
## Expansion of Activities to Promote Directors Leadership and Administrative Skills Within Licensed Child Care Programs

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Final Results</th>
</tr>
</thead>
</table>
| Development of on-line asynchronous .5 CEU on Directors Leadership to be embedded on DCDEE’s Moodle platform. | Met  
An on-line asynchronous .5 CEU on Directors Leadership was developed and approved by DCDEE on December 9, 2016.                                                                                                                 |
| By December 31, 2016, the three 0.5 CEUs curricula and Trainers’ guides is complete. | Met  
As of December 23, 2016, the 0.5 CEU curricula and Trainers’ guide was complete.                                                                                                                                              |
| By December 31, 2016, 100% of fourteen CCR&R regions will have at least two PD/TA staff members trained to deliver all three 0.5 CEUs. | Met  
As of December 31, 2016, 100% of the fourteen CCR&R regions had at least two PD/TA staff trained to deliver the three 0.5 CEUs. Listed below are the number of staff who attended from each region. A total of 75 CCR&R staff (includes both attendees from the field test and the Train-the-Trainer sessions) completed the Leadership & Administration Train-the-Trainer sessions.  
- Region 1 - 5  
- Region 2 - 5  
- Region 3 - 3  
- Region 4 - 3  
- Region 5 - 7  
- Region 6 - 8  
- Region 7 - 3  
- Region 8 - 6  
- Region 9 - 6  
- Region 10 - 8  
- Region 11 - 5  
- Region 12 - 9  
- Region 13 - 4  
- Region 14 - 3 |
| By December 31, 2016, 85% of participants in Train the Trainers sessions will demonstrate increased knowledge on the content of each of the three 0.5 CEUs | Met  
As of December 31, 2016, 96% of the participants in the Train the Trainers sessions reported an increase in knowledge on the contents of each of the three 0.5 CEUs. |
# Expansion of Activities to Promote Directors Leadership and Administrative Skills Within Licensed Child Care Programs

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Final Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>By December 31, 2016, 85% of participants in the Supporting Directors training session will demonstrate increased knowledge.</td>
<td>Met 100% of participants in the Supporting Directors training session indicated that they had increased their knowledge in understanding the developmental needs of child care program directors.</td>
</tr>
</tbody>
</table>
Expansion of Activities to Promote Directors Leadership and Administrative Skills Within Licensed Child Care Programs

Challenges:

It was anticipated that it would be challenging to consolidate all of the training covered in the Early Childhood Directors Leadership Institutes into three .5 CEU courses and one introductory on-line, asynchronous .5 CEU and this challenge was accurately anticipated. The course developer spent considerable time determining what content would be best suited for each learning event, and how to best incorporate it. The piloting of the CEUs proved to be quite valuable in informing the final course content and structure.

Additionally, although CCRI had planned for this activity to enable approximately 50 qualified CCR&R professional development and technical assistance staff to be trained to reliability on the Program Administration Scale and/or the Business Administration Scale published by the McCormick Center for Early Childhood Leadership at National Louis University, this training was unavailable within the timeframe of the activity due to previous training commitments of the McCormick Center staff. As a result, CCRI solicited and received permission from NCDCCDEE to substitute a three-day training delivered by McCormick Center experts entitled, “Supporting Directors as the Gatekeepers to Quality: Using the Program Administration Scale as a Guide”.

Lessons Learned:

Throughout this activity, the need for center directors and program administrators to have access to knowledge and skill building activities that support their capacities as business operators and early childhood leaders was affirmed and reaffirmed, as was the need for the further development of CCR&R trainers and technical assistance practitioners with regard to this content area.

Both the trainers and technical assistance practitioners who received the CEU curricula, trainers’ guide, and train the trainers’ opportunities related to the curricula felt the information shared would strengthen their capacity to support directors and administrators, and the directors and administrators served have consistently reiterated the need for greater focus on the development of their business leadership skills.

Closing Summary & Recommendations:

Throughout the initial Early Childhood Directors Leadership Institutes and this successor activity, all those involved have consistently appreciated and reiterated the need to have access to ongoing opportunities to support the knowledge and skills of early childhood program administrators and the early educator training and technical assistance workforce. It is CCRI’s strong recommendation and hope that support for the continuation of access to and delivery of these CEUs become embedded in an expanded CCR&R “Core Services” contract and that this competency area be considered and addressed within advancement and refinement of our state’s quality rating and improvement system. CCRI has appreciated the opportunity to partner with the North Carolina Division of Child Development and Early Education throughout this and its other Race to the Top – Early Learning Challenge activities and looks forward to continuing to work in partnership to enhance the quality of early learning opportunities available for children across the state.