Strengthening Leadership and Management Skills of Program Directors and Family Child Care Providers

STAM
September 2016
Workshop Goal

Participants will explore innovative strategies and promising practices to strengthen and diversify leadership in programs that serve a continuum of ages.
Agenda

- Welcome, Goals, Agenda
- Setting the context
- A look at the research
- Table Conversation
- Overview of leadership components
- State Discussion:
  Arkansas: Kelli Hilburn, Arkansas Department of Human Services
  Vicki Mathews, Division of Child Care,
  Better Beginnings Program Coordinator
  California: Cecilia Fisher-Dahms, Quality Improvement Office
  Administrator, CA Department of Education
- Q+A and additional discussion
Leadership Considerations

• Directors’ ability to attract and retain effective teachers in their programs, establish norms of ongoing quality improvement...is directly related to their own level of formal education and specialized training in both early childhood education and program administration.

• Only 27% of directors state they were well-prepared for their administrative role. Over one-half of directors describe the transition into their new role as overwhelming.

Workforce Recommendations

An aligned approach is needed across the continuum of ages served and settings for consistent and cumulative support.

- Policies and standards that encompass the foundational knowledge and competencies needed to support high-quality practices for child development and early learning, with attention paid to the early elementary years.
- Update statements of core competencies and qualification requirements for early care and education leaders to reflect what these leaders need to know and be able to do, especially in the area of instructional leadership.
- Integrate early learning principles and best practices throughout the principal development pipeline.
- Depends on development of system supports (funding and compensation)

Transforming the Workforce for Children Birth Through Age 8, Institute of Medicine (2015)
Table Conversation

What is your state/territory/tribe doing to recruit and prepare diverse leaders to serve in a range of programs and family child care?
Leader Competencies

• Personal and professional self-awareness
• Legal and fiscal management
• Staff management and human relations
• Educational programming
• Program operations and facilities management
• Family support

Leader Competencies (continued)

- Marketing and public relations
- Leadership and advocacy
- Oral and written communication
- Technology
- Child growth and development

Infant & Toddler Program Leadership

Characteristics
• Small ratios
• Emotional needs
• Parent/Family engagement
• Cultural & linguistic differences
• Rapid development

Challenges
• Staffing & costs
• Supervision/reflective supervision
• Knowledge & sensitivity
• Environmental demands
Family Child Care Leadership

Characteristics
• Multiple roles for provider
• Multiple ages of children
• Family engagement
• Professional development

Challenges
• Care, education, business, nutrition
• Knowledge, curriculum & planning
• Contact and boundaries
• Technology
• Availability and accessibility
School-age Program Leadership

Characteristics
• Wide age span served
• Varying missions
• Part-time workforce
• High turnover
• Staff & leaders wide range of educational backgrounds

Challenges
• Quality and QRIS
• Professional Development
• Stronger pedagogical leadership
Arkansas Better Beginnings

• Arkansas’ QRIS began July 1, 2010

• Administration Component
  • PAS -Program Administration Scale – Center-based
  • BAS -Business Administration Scale – Homes
  • YPQA – Youth Program Quality Assessment -SA
    • Training at 1Star
    • Assessment: 2 Star baseline, Minimum score: 3 Star
Arkansas found that a large number of programs were closing due to financial reasons.

A few of the changes implemented January 2015 to better support these programs:

- Director’s qualification changes
  - Director present 50% of the time
  - PAS – Program Administration Scale – Centers
  - BAS – Business Administration Scale – Homes
  - YPQA – Youth Program Quality Assessment – School age programs

- Arkansas also has a new Birth to Pre-K Credential available
Training Opportunities
Strengths-based coaching approach

• PAS and BAS Basics (4 hours)
• Developing Program Policies and Procedures (3 hours)
• Putting PAS Into Practice (3 hours)
• PAS Portfolio Lab (3 hours)
  o Dollars and Sense – Basic financial principals and organization (6 hours online)
  o Fiscal Management – Business training/financial principals (7 hours)
  o FCC Business Management - Business training, materials, and supplies – based on Tom Copeland (4 hours)
• Family Child Care Provider Training (8 hours)
Training Opportunities
Strengths-based coaching approach (continued)

• Directors Orientation Course- required for new center directors - CEUs and ADE credit available (24 hours)
  o A – Minimum Licensing rules (6 hours)
  o A2 – Risk Management (4 hours)
    Mandated Reporter (2 hours online)
  o B – Communication, Professionalism, NAEYC Code of Ethical Conduct (6 hours)
  o C – Brain research, developmentally appropriate practices, environment, positive guidance, curriculum (6 hours)
Training Opportunities
Strengths-based coaching approach (continued)

- **ACPAC** – AR Children’s Program Administrator Certificate and Credential (55 hours) - PAS and BAS used as self-evaluation for the certificate
  - Program Development
  - Children and Families
  - Staff Management

- **Administrator Quality Initiative** – 2 year program for Directors and FCC, provides coaches, training, and support for working towards 2 and 3 star

- **Powerful Interactions** – Directors strengthen skills as coaches for staff – 2 six hour classes

- **Essentials of Mentoring and Coaching** (24 hours) – For directors, supervisors, lead teachers, trainers, coaches
School-Age Care

• Youth Program Quality Intervention – YPQI
  • YPQA Basics (6 hours)
  • Planning with Data (6 hours)
  • Youth Methods - 2 three hour trainings aligned with the items of the YPQA - supplementary training to assist programs
  • AOSN Webinars – participants learn about resources, public policy updates, or practices
  • Quality Coaching
Resources

• Arkansas Better Beginnings QRIS
  www.ARBetterBeginnings.com
• AR Division of Child Care and Early Childhood Education
  www.arkansas.gov/childcare
• Arkansas State University Childhood Services
  www.asuchildhoodservices.org
• Arkansas Out of School Network
  www.aosn.org
• Arkansas Professional Registry
  https://professionalregistry.astate.edu
California Strategies

• Child Development Site Supervisor Permit and Program Director Permit
• CA Early Childhood Mentor Program
• CalSAC Leadership Development Institute
Child Development Site Supervisor or Program Director (PD) Permits

- Authorizes the holder to:
  - Supervise a child care and development program operating at a single site or, for CDPDs, multiple sites
  - Provide service in the care, development, and instruction of children in a CD program and
  - Serve as a coordinator of curriculum and staff development in a CD program
Basic Requirements

Site Supervisor

• AA/AS or 60 semester units
• 6 add’l units in administration and supervision of CD programs
• 2 add’l units of adult supervision
• 350 days of instructional experience

Program Director

• BA/BS degree or higher
• 6 add’l units in administration and supervision of CD programs
• 2 add’l units in adult supervision
• 1 year of site supervisor experience
Commission on Teacher Credentialing Permit Review

• CTC issues the CD Permits
  – Permits required by CD programs under contract with the CA Dept. of Ed.

• CTC currently reviewing the CD Permits
  – Engaging an Advisory Group
  – Influenced by the IOM’s *Transforming the Workforce Birth to Eight*

• Email: credentials@ctc.ca.gov
• Website: www.ctc.ca.gov
CA Early Childhood Mentor Program (CECMP)

- Provides resources and support to aspiring and experienced teachers and administrators in programs serving children birth to five and before- and after-school programs
- Mentors are provided a stipend
- Teacher Mentors support practicum students

http://www.ecementor.org/
CECMP Director Mentors

• Selects program directors and large family child care home providers to mentor new directors or family child care providers who have moved from small to large

• Director Mentors
  – Trained to reliability on the Program and Business Administrative Scales depending on setting type
  – Participate in a community of practice
School-Age Leadership

- CalSAC Leadership Development Institutes
- LDI 360/365
- 3-Day Leadership Institute
- Info at: https://calsac.org/projects/leadership
Shared Services

• CA Child Care R&R Network
  – with the Mimi & Peter Haas Fund and First 5 San Francisco, established the CA ECE Shared Resources Website
  
• [http://www.eceresourcesca.org](http://www.eceresourcesca.org) contains free information for child care providers and R&Rs, including:
  
  • Resources for business operations, insurance, family engagement, handbooks and health handouts
  • Human Resources tools
  • Discounts at leading retail providers
  • Direct Links forms and websites
On the Horizon

• Developing Online modules on FCC Providers Business Practices:
  – Finding the Right Price Point
  – Sustainability
  – Using Data to Change Practice and Measure Success
  – Organizational Structure and Setting Policy

https://www.caearlychildhoodonline.org

• Exploring Leadership Institutes
State Discussion

• What is the overview of your effort to build leadership capacity?

• What is your state doing to recruit and ensure diverse leadership?

• How are you taking into account unique needs for infant-toddler, school-age, and family child care?

• How are you connecting concepts to practice (e.g. CoP and other peer leadership approaches, ensuring training and TA professionals have strong skills on leadership; coaching for teachable moments with leaders)

• What advocacy can promote policies to strengthen leadership?
Bibliography


ECQA Fiscal Management workshops

Purpose is to strengthen child care providers foundational knowledge of fiscal terms and practices through two 2-hour session with customized examples, activities, and handouts for center and family child care on these topics:

- Financial Reporting
- Annual Budgeting
- Setting Revenue Expectations
- Projecting Costs
- Using Data to Inform Decisions
- Making Budget Adjustments During the Year
- Additional Sources of Revenue
- Internal Controls
Contact Information

Kelli Hilburn, Arkansas Department of Human Services
Kelli.Hilburn@dhs.arkansas.gov

Vicki Mathews, Division of Child Care/Better Beginnings Program Coordinator
Vicki.Mathews@dhs.Arkansas.gov

Cecilia Fisher-Dahms
Quality Improvement Office Administrator
Early Education and Support Division
California Department of Education
Cfisherda@cde.ca.gov

National Center on Afterschool Enrichment
ncase@ecetta.info