CENGAGE

DEVELOPING *and* ADMINISTERING

Early Childhood Education Programs

Shauna M. Adams | Amy S. Kronberg | Michelle L. Donley | Ellen M. Lynch

Tenth Edition

DEVELOPING *and* ADMINISTERING

Early Childhood Education Programs

Shauna M. Adams
Associate Professor, University of Dayton

Amy S. Kronberg
Early Childhood Education Consultant Adjunct Professor, University of Dayton

Michelle L. Donley
Director, Bombeck Family Learning Center, University of Dayton

Ellen M. Lynch
Associate Professor, University of Cincinnati

Tenth Edition

CENGAGE

Australia • Brazil • Canada • Mexico • Singapore • United Kingdom • United States

CENGAGE

Developing and Administering Early Childhood Education Programs,
Tenth Edition
Shauna M. Adams, Amy S. Kronberg, Michelle L. Donley, and Ellen M. Lynch

SVP, Higher Education & Skills Product: Erin Joyner

Product Director: Jason Fremder

Product Manager: Lauren Whalen

Product Assistant: Dallas Wilkes

Content Manager: Sharib Asrar and Sibasis Pradhan, MPS Limited

Digital Delivery Lead: Beth Ross

Director, Product Marketing: Neena Bali

Marketing Manager: Ian Hamilton

IP Analyst: Ashley Maynard

IP Project Manager: Kelli Besse

Production Service: MPS Limited

Designer: Chris Doughman

Cover Image Source: Rawpixel.com/ShutterStock.com, iStock.com/FatCamera, iStock.com/sturti

Library of Congress Control Number: 2021905059

ISBN-13: 978-0-3575-1320-0

Cengage
200 Pier 4 Boulevard
Boston, MA 02210
USA

Cengage is a leading provider of customized learning solutions with employees residing in nearly 40 different countries and sales in more than 125 countries around the world. Find your local representative at **www.cengage.com.**

To learn more about Cengage platforms and services, register or access your online learning solution, or purchase materials for your course, visit **www.cengage.com.**

Printed in the United States of America
Print Number: 01 Print Year: 2021

Honoring the Legacy Authors

Dorothy June Sciarra and Anne G. Dorsey

We would like to honor the work of the original authors of this book, Dorothy June Sciarra and Anne Dorsey, whose contributions to the field of early childhood education are profound. Their work with the University of Cincinnati's Early Childhood Program has impacted decades of educators and the children and families they served. Their passion for the field and generous donations of their time and expertise has benefited the early childhood community locally, nationally, and internationally. They will be dearly missed, but their legacy of dedication to the field will live on in those of us who had the good fortune to know them.

Dedication

To Stan, my husband, partner, and best friend, who inspires me to see the glass as half full—without your love and support I would be truly lost. To my daughter, Meredith and son Ian, who add much joy to my life—thank you for allowing me to share your stories in my teaching and my writing. To my colleagues and the teachers, staff, children, and families of the Bombeck Family Learning Center, your work inspired my contributions to this book.

S.M.A.

To Jon, my partner in life, who reminds me of the importance of balancing the care of others with the care for myself; without your love and support, none of this would be possible. To my "assistant" and sweet boy Grayson, who greets each day ready to take on the world and teaches me patience, joy, and laughter along the way. To my parents, Dennis and Anna, and my sister, Sarah, whose encouragement makes my heart smile and keeps me moving forward. To Shauna, thank you for bringing me along on this journey and keeping me inspired through it all.

A.S.K.

To my husband, Scot, for your love and encouragement, and pushing me to continue advocating for what I believe in. To my children, Sam, Sawyer, and Scarlet, who remind me each day of how grateful I am. To my school family for your endless support and inspiration. To my coauthors: Thank you for the opportunity to add my voice to this book. It is truly an honor to collaborate with those who share a desire to lead the way into the future of our profession.

M.L.D.

In memory of my parents, Jean and Rex, whose lives were a model of strength and faith; to my husband, Dennis, whose unending patience and thoughtfulness never cease to amaze and support me; to my children Heather and Josh, who fueled my personal and professional interest in childhood; to Kaitlyn and Taylor, whose spirits continue to change my life so powerfully, absolutely, and unexpectedly; and to my coauthors whose knowledge of early childhood education and commitment to ethical practice are unparalleled.

E.M.L.

Brief Table of Contents

Preface xv
About the Authors xxii
Acknowledgments xxiv

Chapter 1 The Effective Director 1
Chapter 2 Assessing Community Need and Establishing a Program 23
Chapter 3 Licensing, Credentialing, and Accreditation 54
Chapter 4 Organizing Program Structure and Working with a Board 78
Chapter 5 Handling Financial Matters 99
Chapter 6 Developing a Program Facility 143
Chapter 7 Equipping the Program 168
Chapter 8 Staffing the Program 193
Chapter 9 Recruiting Children 245
Chapter 10 Supporting Quality Curriculum 274
Chapter 11 Managing the Food and the Health and Safety Programs 305
Chapter 12 Leading in Times of Change and Crisis 334
Chapter 13 Working with Families, Volunteers, and the Community 368
Chapter 14 Providing for Personal and Professional Staff Development 393
Chapter 15 Evaluating Program Components 417
Chapter 16 Marketing the Program 450

APPENDIX A NAEYC Code of Ethical Conduct and Statement of Commitment 466
APPENDIX B Statement on Developmentally Appropriate Practice (2020 Revision) 467
APPENDIX C Advancing Equity in Early Childhood Education Position Statement 468
APPENDIX D NAEYC Early Learning Program Accreditation Standards and Assessment Items 469
APPENDIX E Family, Staff, and Practicum Student Handbook of the Bombeck Family Learning Center 470
APPENDIX F Child Care Licensing Benchmark Project 471
APPENDIX G Sources of Early Childhood Materials, Equipment, and Supplies 472
APPENDIX H Director's Library of Early Childhood Professional Organizations and Information Sources 477

Index 485

Contents

Preface xv
About the Authors xxii
Acknowledgments xxiv

Chapter 1 • The Effective Director 1

1-1 New Vision, New Vocabulary 2
Growth Mindset Moment 3
1-2 Making a Commitment to Diverse Stakeholders 3
1-3 Meeting Challenging Situations Based on Ethical Principles 5
1-4 Considering the Program's Systems and Subsystems 6
Growth Mindset Moment 6
Director's Corner 7
1-4a Subsystems in Early Childhood Programs 7
Crisis: An Opportunity for Positive Change 8
1-5 Administrative Styles and Roles 8
Making the Case for *Qualified Administrators* 8
1-5a Styles 9
1-5b Roles 9
Director's Corner 9
1-5c Personal Qualities 11
Director's Corner 12
1-6 Managing the Program 12
1-7 Serving as Curriculum Leader 13
Working Smart with Technology 14
1-8 Leading People 15
1-8a Addressing Conflict Resolution 15
TeachSource Video Vignette 17
1-9 Management Tools 17
1-9a Policies and Procedures Manual 17
1-9b Other Contents of the Manual 18
1-9c Using Technology 18
Growth Mindset Moment 19
1-9d Time-Use Skills 19
1-9e Analyzing Use of Time 19
1-9f Grouping and Assigning Tasks 20
1-9g Planning a Time Line 20
Summary 21
TRY IT OUT! 21
REFERENCES 22

Chapter 2 • Assessing Community Need and Establishing a Program 23

Director's Corner 24
2-1 Assessing the Need 25
2-1a What Must You Know about Need? 25
2-1b Number of Families and Children 25
2-1c Socioeconomic Level of Families 26
Making the Case for *Advocacy* 26
TeachSource Video Vignette 26
2-1d Ages of Children to Be Served 27
2-1e Type of Service the Families Prefer 27
2-1f How Do You Find Out about Need? 27
2-1g Use of Questionnaires 28
Working Smart with Technology 28
Director's Corner 29
2-1h Use of Telephone Surveys 29
Growth Mindset Moment 30
2-1i Small Group Meetings 30
2-2 Program Mission and Values Statements 30
2-2a Decisions about the Mission and Values Statements 31
Growth Mindset Moment 31
Growth Mindset Moment 31
2-2b Mission Statements 31
2-2c Developing a Mission Statement 31
2-2d Decisions about Core Values and Value Statements 32
2-2e What Is the Basis for Choosing a Philosophy? 33
2-2f Assumptions about How Children Learn 33
Crisis: An Opportunity for Positive Change 34
2-2g Beliefs, Values, and Attitudes in Action 34
Growth Mindset Moment 34
Growth Mindset Moment 35
2-2h Values of the Program Planners and the Families 35
2-2i Views on Basic Issues in Education 36
2-3 Types of Programs 36
2-3a Not-for-Profit Programs 37
2-3b Individual Cooperative Programs 37
2-3c Agency-Sponsored Programs 37
2-3d Government-Sponsored Programs 37

2-3e Government–Community Partnerships 38
2-3f Public School–Sponsored Programs 38
2-3g Campus Child Care Programs 39
2-3h Privately Sponsored Not-for-Profit Programs 39
2-3i Profit-Making Programs (Proprietary) 39
2-3j Independent Owner 39
2-3k Corporate Systems 40
2-3l Employer-Sponsored Programs 40
2-3m Military Programs 41
Director's Corner 41
2-3n Home-Based Programs 42
2-4 Standards of Practice 42
2-4a Establishing Funding for the Program 42
2-5 Getting Started in Raising Funds 43
Growth Mindset Moment 43
TeachSource Video Vignette 44
2-6 Funding a New Early Childhood Program 44
Working Smart with Technology 45
2-7 Start-Up Funds 45
Director's Corner 46
2-7a Community and Governmental Support 46
Summary 47
TRY IT OUT! 48
REFERENCES 52

Chapter 3 • Licensing, Credentialing, and Accreditation 54
TeachSource Video Vignette 56
3-1 The Purpose of Licensing 56
3-2 Benchmarks 57
3-2a Early Childhood Program 57
TeachSource Video Vignette 58
3-3 Licensing Regulations 59
3-3a Building Safety 59
3-3b Physical Space 59
3-3c Teacher-to-Child Ratios 59
3-3d Staff Qualifications 60
3-3e Transportation 60
3-3f Other Standards 60
3-4 The Licensing Process 61
Working Smart with Technology 62
3-4a The Licensing Specialist 62
Director's Corner 63
Making the Case for *Program Accreditation* 64
3-5 Accreditation 65
Director's Corner 65
3-6 Quality Rating and Improvement Systems (QRIS) 65
3-7 Credentialing 66
3-7a Staff Credentialing 66
3-7b National Board Certification 68
3-7c Child Development Associate Credential 68
3-7d Certified Childcare Professional Credential 69
3-7e U.S. Department of Labor Registered Apprenticeship for Careers in Child Development 69
3-7f Director Credentialing 69
3-8 Career Pathways 70
Summary 71
TRY IT OUT! 71
REFERENCES 76

Chapter 4 • Organizing Program Structure and Working with a Board 78
4-1 Organization of the Program 79
4-1a Sole Proprietorship 79
4-1b Partnerships 80
4-1c Franchise 81
4-1d Corporation 81
Growth Mindset Moment 82
4-1e Profit or Not-for-Profit Corporations 82
Director's Corner 83
4-2 The Early Childhood Program Board 84
4-3 Board Membership 84
4-3a Selection of Board Members 85
Making the Case for *Diverse Board Membership* 85
4-3b Orientating Board Members 86
TeachSource Video Vignette 86
Director's Corner 86
4-3c Terms for Board Membership 87
4-4 Board Duties 87
4-4a Drawing Up Bylaws 87
4-4b Making Policy 88
Director's Corner 88
4-4c Operating the Program 89
4-5 Board Committees 89
4-5a Executive Committee 89
4-5b Personnel Committee 90
Director's Corner 90
4-5c Finance Committee 90
4-5d Building Committee 90
4-5e Program Committee 91
4-5f Nominating Committee 91

4-6 Board Communication 91

Working Smart with Technology 92

Director's Corner 92

4-7 Board Involvement in Program Operation 93
- **4-7a** Program Enrollment Report 94

Growth Mindset Moment 94
- **4-7b** Accounts Receivable 94
- **4-7c** Budget Comparison Report 94
- **4-7d** Statement of Financial Position 94
- **4-7e** Income Statement 94
- **4-7f** Annual Report 95

Growth Mindset Moment 95

Summary 95
TRY IT OUT! 96
REFERENCES 98

Chapter 5 • Handling Financial Matters 99

5-1 Creating a Financial Plan 100
- **5-1a** Policies and Procedures 100

Growth Mindset Moment 101

Making the Case for *Staff Input into Budget Priorities* 101
- **5-1b** Establishing a Fiscal Calendar 102
- **5-1c** Managing Payroll 102
- **5-1d** Health Care Costs 102

Director's Corner 103
- **5-1e** Tax Forms and Pay Roll 103
- **5-1f** Planning Reports 103

TeachSource Video Vignette 104

5-2 Preparing and Operating a Budget 104
- **5-2a** Types of Budgets 104
- **5-2b** Start-Up Budgets 104
- **5-2c** Operating Budget 105
- **5-2d** Estimating Costs 105

Growth Mindset Moment 106
- **5-2e** Adjusting Budget Figures 107

Crisis: An Opportunity for Positive Change 107

Director's Corner 107
- **5-2f** Analyzing Budget Categories 108
- **5-2g** Salaries 108

Director's Corner 109
- **5-2h** Staffing and Full-Time Equivalents 110
- **5-2i** Consultants 112
- **5-2j** Plant and Equipment 112

Growth Mindset Moment 112
- **5-2k** Depreciation 113
- **5-2l** Supplies 113
- **5-2m** Transportation 113
- **5-2n** Communication 113
- **5-2o** Staff Training and Development 114
- **5-2p** Insurance 115
- **5-2q** Postage 115
- **5-2r** Marketing 115
- **5-2s** Licensing 115
- **5-2t** Audit 115
- **5-2u** Miscellaneous and Other 115
- **5-2v** In-Kind Contributions 115
- **5-2w** Using Budget Systems 116

Working Smart with Technology 116
- **5-2x** Approving the Budget 117
- **5-2y** Budgeting for Subsequent Years 117

5-3 Financial Responsibilities 117
- **5-3a** Managing Cash Flow 117

Growth Mindset Moment 118
- **5-3b** Handling Salaries 118

Director's Corner 118
- **5-3c** Ordering Goods and Services 119
- **5-3d** Making Payments 119
- **5-3e** Recording Transactions 119
- **5-3f** Summarizing Data 121
- **5-3g** Auditing 121
- **5-3h** Handling Petty Cash 121

5-4 Break-Even Analysis 122

5-5 Operating Funds for New and Continuing Programs 124
- **5-5a** Tuition 125
- **5-5b** Adjusting Tuition 125
- **5-5c** Scholarships 126
- **5-5d** Tuition Rates 127
- **5-5e** Community Resources 127

Director's Corner 127
- **5-5f** Foundations 128
- **5-5g** Government Funding 129

Director's Corner 129
- **5-5h** Head Start 130
- **5-5i** Child Care and Development Block Grants 130
- **5-5j** Advocacy 131

Making the Case for *Adequate Funding of an Integrated System of Care* 131

5-6 Soliciting Funds from Corporations and Individuals 132
- **5-6a** Preparing for Fundraising 132
- **5-6b** Requesting Contributions 133

Growth Mindset Moment 133

Summary 134
TRY IT OUT! 134
REFERENCES 142

Chapter 6 • Developing a Program Facility 143

6-1 Analyzing Space Requirements 144

Growth Mindset Moment 144

Director's Corner 145
6-1a Basic Requirements 145

Growth Mindset Moment 146
6-1b Health and Safety 146

Crisis: An Opportunity for Positive Change 148
6-1c Accessibility of the Facility 148
6-1d Building Entry 149

Director's Corner 149

Working Smart with Technology 150
6-1e Control of Traffic Flow 151
6-1f Food Service 151

Growth Mindset Moment 152
6-1g Bathroom Locations 152
6-1h Program Philosophy in Action 152
6-1i Arrival Area 153
6-1j Staff Area 153
6-1k Spaces for Children 155

TeachSource Video Vignette 155
6-1l Family Space 156
6-1m Opportunities for Independence and Growth 157
6-1n Aesthetic Character 158

Director's Corner 158

Making the Case for *Supporting Physical Activity* 159
6-1o Programmatic Requirements 159
6-1p Governmental Regulations 160
6-1q Cost and Quality 161

6-2 Planning a New Program 161
6-2a Considering New Construction 161
6-2b Using Existing Buildings 162
6-2c Renting or Leasing 162

Director's Corner 163
6-2d Renovating 163

6-3 Working with Other Professionals 163
6-3a Licensing Agent 163
6-3b Realtor 164
6-3c Architect 164
6-3d Contractor 164
6-3e Accountant 165
6-3f Attorney 165

Summary 165
TRY IT OUT! 165
REFERENCES 167

Chapter 7 • Equipping the Program 168

7-1 Establishing Needs 170

TeachSource Video Vignette 170
7-1a Children's Spaces 170

TeachSource Video Vignette 172
7-1b Adult Spaces 172

Director's Corner 173
7-1c Service Areas 173

Making the Case for *Digital Literacy* 174

7-2 Using Selection Criteria 174

Working Smart with Technology 175

Growth Mindset Moment 176
7-2a Developmental Needs 177

Growth Mindset Moment 177
7-2b Usefulness 178
7-2c Versatility 178
7-2d Safety 179
7-2e Suitability 180
7-2f Stereotypes 180
7-2g Children with Disabilities 181

Growth Mindset Moment 181
7-2h Ease of Maintenance 182
7-2i Aesthetics 182

Growth Mindset Moment 183
7-2j User Preference 183

Director's Corner 183

7-3 Working within a Budget 183

7-4 Ordering Equipment 185
7-4a Equipment Requisition 185

Director's Corner 185

Growth Mindset Moment 186
7-4b Purchase Time Line 186
7-4c Sources of Equipment 187

7-5 Managing Equipment 188
7-5a Checking and Inventorying Equipment 188
7-5b Maintaining and Storing Equipment 189

Summary 190
TRY IT OUT! 191
REFERENCES 192

Chapter 8 • Staffing the Program 193

8-1 Creating a Positive Climate and Motivating Staff 194
8-1a Creating a Positive Climate 194

Director's Corner 194
8-1b Modeling 195
8-1c Community Building 195

Director's Corner 196
8-1d Communication 196

Growth Mindset Moment 196
8-1e Motivating the Staff 197

Director's Corner 197

8-1f Use of Encouragement 198
8-1g Job Enrichment 199

Director's Corner 199

8-2 Designing Employment Policies 200
8-2a Purpose 200
8-2b Source 201

Director's Corner 201
8-2c Inclusions 201
8-2d Job Descriptions 202
8-2e Career Lattice 203
8-2f Contract 203
8-2g Salary Ranges 203
8-2h Staff and Fringe Benefits 203
8-2i Employment at Will 203
8-2j Health and Safety Measures 204
8-2k Daily Hours and Employment Period 204
8-2l Relief Periods 207
8-2m Vacations, Holidays, and Sick Leave 207
8-2n Probationary Periods 207
8-2o Staff Evaluation and Grievance Procedures 207
8-2p Performance Evaluations 208
8-2q Organizational Chart 209
8-2r Amending and Changing the Policies 209

8-3 The Hiring Process 211
8-3a Developing Job Descriptions 211

Growth Mindset Moment 212
8-3b Recruiting 212

Working Smart with Technology 212
8-3c Interviewing 215
8-3d Reviewing Applications 216
8-3e Interviewers 219
8-3f Preparation for the Interview 220
8-3g Interviewer Information 220
8-3h Interview Plan 220
8-3i Interview Setting 221

Working Smart with Technology 221
8-3j The Interview 224

Growth Mindset Moment 224
8-3k Teaching Interview 224
8-3l Second Interview 225
8-3m Selecting the Employee 225

8-4 Retaining Staff 225
8-4a Employee Orientation 226

Director's Corner 226
8-4b Handling Turnover 227

Growth Mindset Moment 227
8-4c Work Environment 228

Making the Case for *Growing Your Own Leaders* 228
8-4d Exit Interview Questionnaire 229

Growth Mindset Moment 229
Summary 229
TRY IT OUT! 230
REFERENCES 244

Chapter 9 • Recruiting Children 245

9-1 Meeting the Needs of All Children and Families 246

Making the *Case for Inclusion* 247
9-1a Admission of Children with Disabilities 248
9-1b Provisions of the IDEA 248
9-1c Role of Early Childhood Programs 249

Director's Corner 250

TeachSource Video Vignette 251
9-1d Role of the Director in an Interdisciplinary or Interagency Effort 251

9-2 Grouping the Children 251
9-2a Total Number of Children 252
9-2b Space and Group Size 252

Director's Corner 253

Growth Mindset Moment 253
9-2c Skills of Staff and Group Size 253
9-2d Needs of Children and Group Size 253
9-2e Chronological versus Vertical Age Grouping 254

Growth Mindset Moment 254
9-2f Chronological Grouping 255

TeachSource Video Vignette 255
9-2g More on Multiage Grouping 256

Growth Mindset Moment 256
9-2h Impact of Children with Exceptionalities on Group Size 257

9-3 Enrolling the Children 258
9-3a Information about Families and Children 258
9-3b Forms 259

Working Smart with Technology 259
9-3c Confidentiality 260
9-3d Intake Procedures 260
9-3e Initial Interview with Parents 261
9-3f Home Visit with the Family 261

Director's Corner 261
9-3g Initial Visit to the Program 261
9-3h Phasing in the Children 261

Summary 262
TRY IT OUT! 263
REFERENCES 273

Chapter 10 • Supporting Quality Curriculum 274

Director's Corner 277

TeachSource Video Vignette 277

10-1 Quality Early Childhood Curriculum 277
10-1a Philosophical Underpinnings 277
10-1b Defining Curriculum 277
Growth Mindset Moment 278
10-1c Developmentally Appropriate Curriculum 279
10-1d Components of an Effective Curriculum 279
10-2 Establishing Opportunities for Feedback, Support, and Intervention 280
10-2a Is the Classroom Curriculum Child Centered? 281
10-2b What Is the Role of the Adult in the Classroom? 281
10-2c How Does the Educator Communicate the Use of Play to Support Learning and Development? 281
TeachSource Video Vignette 282
10-2d Is the Curriculum Emergent? 283
10-2e How Does the Educator Plan and Integrate Curriculum? 283
Growth Mindset Moment 286
TeachSource Video Vignette 287
10-2f How Are Early Learning and Development Standards Implemented? 289
TeachSource Video Vignette 289
10-2g How Does the Program Facilitate the Development of Language and Emergent Literacy Skills? 292
10-2h How Do Educators Support Math, Science, and Inquiry in the Classroom? 293
10-2i What Is the Role of Technology in This Classroom? 294
10-3 Supporting Intentional Teaching 295
Working Smart with Technology 296
10-3a Time for Planning and Critical Reflection 296
TeachSource Video Vignette 296
10-3b Intentional Teaching in the Daily Routine 297
10-3c Time for Planning, Sharing, and Critical Reflection 297
Making the Case for *Curriculum Mentors* 297
10-3d Assessment Supported versus Assessment Driven 298
10-3e Developing an Assessment System 300
10-4 Supporting a Seamless Birth through Age 8 System 300
TeachSource Video Vignette 301
Director's Corner 301
Summary 301
TRY IT OUT! 302
REFERENCES 303

Chapter 11 • Managing the Food and the Health and Safety Programs 305

11-1 Food Service Programs 306
Director's Corner 306
Making the Case for *Using Food Thoughtfully* 307
11-1a Menu Planning 308
Growth Mindset Moment 308
TeachSource Video Vignette 309
TeachSource Video Vignette 310
11-1b Food Buying 310
11-1c USDA Child and Adult Care Food Program 311
Working Smart with Technology 312
Director's Corner 312
11-1d Food Storage 313
11-1e Food Preparation 313
11-1f Resources 314
11-2 Health and Safety Program 314
11-2a Health Records for Children and Staff 314
TeachSource Video Vignette 315
11-2b Communicable Disease 316
TeachSource Video Vignette 316
11-2c Exclusion Policy 317
11-2d Sick Child Care 319
Director's Corner 319
11-3 Planning for Disasters and Emergencies 319
11-3a Disaster Planning 319
TeachSource Video Vignette 321
11-3b Emergency Safety, Health, and Accident Planning 322
11-4 Child Abuse and Neglect 326
11-4a Prevention on the Premises 326
11-4b Recognizing and Reporting Abuse and Neglect 327
11-5 Legal Issues: Health and Safety 327
Summary 328
TRY IT OUT! 329
REFERENCES 333

Chapter 12 • Leading in Times of Change and Crisis 334

12-1 The Mentally Healthy Person: a Refresher for Directors 336

Director's Corner 336

12-2 A Refresher for Directors 336
- **12-2a** The Key Three: Self-Regulation, Resilience, and Executive Function Skills 337
- **12-2b** Self-Regulation 337
- **12-2c** Executive Function 338
- **12-2d** Resilience 338
- **12-2e** Common Issues with Mental Health 338

Crisis As Opportunity for Positive Change 339

Director's Corner 339
- **12-2f** Anxiety 340
- **12-2g** Trauma 340
- **12-2h** Impact of Trauma and Fear on Learning and Brain Development 341
- **12-2i** Stress Begets Stress 342
- **12-2j** The Cycle of Stress 342
- **12-2k** Mitigating Stress with Self-Care Practices 343
- **12-2l** Early Childhood Administrators Play and Important Roles 344
- **12-2m** A System's View of Emotional Health for All 344
- **12-2n** Tier 1: Universal Promotion 346
- **12-2o** Tier 2: Secondary Prevention 346
- **12-2p** Tier 3: Tertiary Intervention 346

Director's Corner 347
- **12-2q** Social and Emotional Learning Is for Staff, Too 347

Working Smart with Technology 347
- **12-2r** Enhancing Systems with Policy and Procedural Protocols 348
- **12-2s** Establishing and Adapting Protocols 348
- **12-2t** Common Challenges for Staff That Administrators Can Support 349

Crisis: As Opportunity for Positive Change 350
- **12-2u** Compassion Fatigue 350
- **12-2v** Secondary Traumatic Stress 351
- **12-2w** Burnout 351
- **12-2x** Addressing the Relationship between Race and Trauma 351
- **12-2y** Strategies and Skills for Leaders 352
- **12-2z** Trauma-Informed Practice at the Program Level 352
- **12-2aa** Resilient Teachers 353
- **12-2ab** Reframing: Looking for Opportunities in Crisis 354
- **12-2ac** Team Building and Climate 355
- **12-2ad** Mindful Practice 355

Director's Corner 355
- **12-2ae** Self-Care Strategies 356
- **12-2af** Using Nature to Reduce Stress 356

Growth Mindset Moment 357

Summary 358
TRY IT OUT! 358
REFERENCES 366

Chapter 13 • Working with Families, Volunteers, and the Community 368

13-1 Supporting and Engaging Families 369

TeachSource Video Vignette 370
- **13-1a** Reciprocal Relationships with Families from Diverse Backgrounds 370

TeachSource Video Vignette 371
- **13-1b** Challenges to Communicating with Parents 371

TeachSource Video Vignette 372

Growth Mindset Moment 373
- **13-1c** Family Interactions 373

Working Smart with Technology 373

Growth Mindset Moment 374

Director's Corner 374

Making the Case for a *Comprehensive Communication System* 375
- **13-1d** Family Support 377

Director's Corner 377
- **13-1e** Engaging Parents 378
- **13-1f** Working with Demanding Parents 379
- **13-1g** Parent Feedback 380

Director's Corner 381

13-2 Written Communication Materials for Families 381

13-3 Volunteer Program 383
- **13-3a** Volunteer Recruitment 383
- **13-3b** Volunteer Orientation 383
- **13-3c** Volunteer Activities 384

Growth Mindset Moment 385

13-4 Organizations and Agencies 385
- **13-4a** Professional Organizations 385
- **13-4b** Referral Agencies 386

Director's Corner 386

13-5 Community Involvement 387

Summary 387
TRY IT OUT! 388
REFERENCES 392

Chapter 14 • Providing for Personal and Professional Staff Development 393

14-1 Creating a Culture of Collaborative Inquiry 395

14-2 Planning Meetings to Support Development 395
14-2a Purpose of Staff Meetings 395
14-2b Timing of Staff Meetings 397
Director's Corner 398
14-2c Preparation for Staff Meetings 398
Director's Corner 398
14-2d Staff Meeting Procedure 400
Growth Mindset Moment 400
14-3 Effective Staff Development 400
TeachSource Video Vignette 401
14-3a Professional Development Plans 402
14-3b Time for Training 402
14-3c Mandatory Training 403
Growth Mindset Moment 403
14-3d Place for Training 403
14-3e Training Methods and Resources 403
Making the Case for *Job-Embedded Professional Development* 403
Director's Corner 405
14-3f Training Content 406
Director's Corner 406
Working Smart with Technology 407
14-4 Staff Supervision and Coaching 407
14-4a Principles of Supervision 407
14-4b Supervisory Process 408
14-4c Supervisory Cycle 408
Growth Mindset Moment 408
Director's Corner 411
Growth Mindset Moment 412
14-4d Identifying Topics for Supervision and Coaching 412
14-4e Expressed Teacher Concerns 413
Summary 415
TRY IT OUT! 415
REFERENCES 416

Chapter 15 • Evaluating Program Components 417
15-1 Establishing an Evaluation Plan 418
15-2 Purpose of Evaluation 419
Director's Corner 420
15-2a Evaluation Principles 420
Growth Mindset Moment 420
15-3 Evaluation System 421
15-4 Staff Evaluation 421
Director's Corner 421
15-4a Process and Procedures 422
15-4b The Director's Role 423
15-4c Professional Approach 424
15-5 Child Assessment 425
15-5a Professional Recommendations 426
15-5b Methods for Assessing Child Progress 428
15-5c Tools for Assessing Child Progress 429
15-5d Anecdotal Records and Observations 430
Growth Mindset Moment 430
15-5e Checklists 430
Working Smart with Technology 430
15-5f Rating Scales 431
15-5g Portfolios 431
15-5h Other Observers 434
Making the Case for *Using Electronic Portfolios as Assessment Tools* 434
15-5i Standardized Tests 435
Growth Mindset Moment 436
15-6 Total Program Evaluation 437
TeachSource Video Vignette 437
15-6a Licensing 438
Director's Corner 438
15-6b Quality Rating and Improvement Systems (QRIS) 439
15-6c Accreditation 439
Growth Mindset Moment 440
15-7 Summarizing Data 441
15-7a Analyzing and Using the Data 441
Summary 442
TRY IT OUT! 442
REFERENCES 449

Chapter 16 • Marketing the Program 450
16-1 Building a Marketing Plan 452
16-1a Market Research 452
16-1b SWOT Analysis 453
16-1c Developing a Marketing Plan 454
TeachSource Video Vignette 454
Director's Corner 455
Working Smart with Technology 457
16-1d Marketing Materials 459
Making the Case for *Crafting the Word-of-Mouth Message* 459
Director's Corner 459
Director's Corner 461
16-2 Public Relations 462
Summary 463
TRY IT OUT! 463

REFERENCES 465

APPENDIX A NAEYC Code of Ethical Conduct and Statement of Commitment 466
APPENDIX B Statement on Developmentally Appropriate Practice (2020 Revision) 467
APPENDIX C Advancing Equity in Early Childhood Education Position Statement 468
APPENDIX D NAEYC Early Learning Program Accreditation Standards and Assessment Items 469
APPENDIX E Family, Staff, and Practicum Student Handbook of the Bombeck Family Learning Center 470
APPENDIX F Child Care Licensing Benchmark Project 471
APPENDIX G Sources of Early Childhood Materials, Equipment, and Supplies 472
APPENDIX H Director's Library of Early Childhood Professional Organizations and Information Sources 477
Index 485

Preface

The tenth edition of *Developing and Administering an Early Childhood Education Program* focuses on honoring our past while we embrace the future. Our goal is to provide professors of early childhood education and their students an understanding of the need for well-prepared directors who come to their role with a background in child development, an appreciation of how learning occurs, and knowledge of the significant changes early childhood education has undergone and how they impact basic business practices and are necessary to run a quality early program.

State of the Directorship

As more attention is given to the importance of the early years of child development and learning, early childhood programs also face increased scrutiny. Educators, legislators, funders, program administrators, staff, and parents all want the best for children. But, of course, wanting the best, knowing what children need, and being able to provide it doesn't come easily, and the ongoing pandemic show how fragile this system can be. Progress is evident based on the work of individuals such as Paula Jorde Bloom, who for many years has written about leadership and provided programs in support of directors' development. Roger and Bonnie Neugebauer have provided bimonthly information specifically for directors in their *Exchange* publication for more than 30 years. Most states have Quality Rating and Improvement Systems (QRIS) and have established early learning and development standards. In addition to the 2011 revision of the Code of Ethical Conduct, these efforts are now supported by a series of new foundational documents for the profession of early childhood education and include the 2020 revision of the Position Statement on Developmentally Appropriate Practices; the 2019 revision of Professional Standards and Competencies for Early Childhood Educators; and a new Position Statement, Advancing Equity in Early Childhood Education, all of which can be found at the website of the National Association for the Education of Young Children (NAEYC) at https://www.naeyc.org/resources/position-statements/. Also, the efforts of 14 national organizations committed to serving young children and families culminated in a unifying document that provides a vision for the field of early childhood education that transcends where, when, how, and by whom services are provided. The Power to the Profession: Unifying Framework developed by the Power to the Profession Taskforce in 2020 should serve as guidance for directors and can be found at http://powertotheprofession.org/wp-content/uploads/2020/03/Power-to-Profession-Framework-03312020-web.pdf.

We recognize that one book alone will not prepare directors for their role. We rely on our field's professional organizations and their work to inform directors of current trends and research. The most current positions statements are woven throughout this text. Our goal is to help future teachers and directors understand the importance of the director's role for early childhood staff, children, their

families, and the community. We hope that our text will also help those who are designing director licensure move more quickly to that goal.

Our Audience

The tenth edition of *Developing and Administering an Early Childhood Education Program* was written for college students interested in early childhood education. They may be preparing to be teachers of young children or they may be planning ahead to become administrators. Our intention is to depict the role of director, whether starting a new center or administering one already in operation. When teachers understand this role, they are more likely to recognize why their director has certain expectations of teachers and what teachers' responsibilities are as they plan and implement a flexible, interesting program for the young children in their group. Students in associate, baccalaureate, and master's programs need this information. As they study these chapters, they begin to realize that in an early childhood education career, the roles of the director are varied and interdependent.

Conceptual Approach

When the director is competent to engage in a wide range of human interactions as well as manage the center's business components, the center will function well. When the director's background in one or both components is weak, the center is likely to close or, even more disturbing, the program will continue in a way that is not productive for the children it serves.

Above all, we see the director as a well-prepared, ethical person who is authoritative and dedicated to meeting the needs of young children and their families. We emphasize adopting and using the NAEYC's Statement of Commitment, Code of Ethical Conduct, and the Supplement for Early Childhood Program Administrators whenever puzzling situations arise that may be of an ethical nature. We see the director's responsibility as educating staff and families about the code and how it can be used appropriately.

Using the Text

In each chapter we include boxes that illustrate the points discussed in that section of the chapter. Called "Director's Corner," these vignettes clarify the material with examples described from a director's experiences. Throughout the text are features called "Growth Mindset Moments," which are designed to give readers an opportunity to pause and consider their understanding of the points being made in the text. These boxes often relate to an experience a student may have had. Each chapter ends with a summary followed by one or more activities labeled "Try It Out!" in which directions for individual, partner, or small-group activities are included. Content in the chapter is often supported by the "Director's Resources" that follow the "Try It Out!" activities. Frequently, the "Director's Resources" are used in the "Try It Out!" activities.

Appendixes in our book provide a wealth of updated lists for both instructors and students. These include sources of materials, equipment, and supplies; early childhood professional organizations; early childhood periodicals and information sources; and copies of many NAEYC standards and position statements.

When presenting material from *Developing and Administering an Early Childhood Education Program*, instructors may choose to follow the existing order of chapters, or they may decide to depart from that order. Every chapter is self-contained, so either approach works well. Some instructors use the content as the basis of lectures, adding examples from their own experiences or inviting local directors to meet with the class to discuss a particular topic. Others assign students to interview directors on topics addressed in the text.

Many students enrolled in an administration class are involved in or will have completed an early childhood field experience. Many may be working in early childhood programs. Because the focus of college-level students may be primarily on the classroom, instructors may have students reflect on those experiences to determine how a director influences a program. For example, how does the director's work affect the health, safety, and nutrition of the children in your center?

Some instructors use the "Growth Mindset Moment" feature found throughout the text as a starting point for class discussions or as a topic for writing assignments. The "Director's Corner" feature, which presents quotes from directors on the chapter topic, can also be used this way. Other instructors use the "Try It Out!" exercises to stimulate discussion or reflection on personal experiences or feelings. These activities may take the form of role-playing, debates, or other authentic problem-solving activities.

Most students are comfortable with the reading level of our book. Terms that may be new are explained in context. *Developing and Administering an Early Childhood Education Program* lends itself well to related field experiences. Advanced students may be assigned as interns to work with directors, much as student teachers work with mentor teachers. Other instructors may assign students to form teams to create their own center on paper. This assignment may include creating an imaginary site, a mission statement, a funding plan, a tuition schedule, a budget, a marketing plan, a staffing plan, a policy and procedures manual, and a salary schedule. The assignment may be limited to one or more of these components. Instructors may assign students to write a paper or prepare a class presentation on one of the topics discussed in the text using related resources listed in the appendixes or at the end of each chapter.

What's New in This Edition: An Overview

The tenth edition of *Developing and Administering an Early Childhood Education Program* presents completely updated and expanded content. Here are some of the major revisions to both the text as a whole and for each chapter:

This administration text includes a focus on curricular leadership that emphasizes the administrator's roles in supporting high-quality curriculum selection and implementation. In this thoroughly updated edition, the authors seek to prepare readers for the vast number of

changes in the field of early childhood education. The text addresses NAEYC's (2020) new statement on Developmentally Appropriate Practice as well as the recommendations for administrators in the new position statement, Advancing Equity. This revised edition weaves the Power to the Profession Unifying Framework throughout most chapters. Since the last edition, the world has changed significantly. A new chapter describing leadership during times of change and crisis provides strategies for facilitating change and supporting staff, children, and families as they deal with the trauma.

New! The 2020 Position Statement on Developmentally Appropriate Practice is included throughout the textbook.

New! The Unifying Framework developed by the Power to the Profession Taskforce (2019) serves as the catalyst to changes in the title of the text and the new verbiage used to describe the profession of early childhood education where early childhood educators work and administer early childhood programs. This framework seeks to advance the profession and should change how leaders view the field.

New! Quality early childhood education has been shown to be key in advancing equity for all children and families. Recommendations from the position statement, "Advancing Equity: Recommendations for Administrators," are woven throughout the text.

New! Material on biases, both implicit and explicit, is added with case vignettes designed to have readers think critically about their own biases and the impact on relationships with children, families, and coworkers. Interventions that can help staff members grow in their ability to reduce the impact of biases on practice will be shared.

New! To address the increase of stress and trauma in the lives of staff, children, and families, a new chapter has been added titled "Leading in Times of Change and Crisis."

New! The material on finance and budgeting has been streamlined into one chapter. The new sample budget provides a realistic view of costs based on the recommendations from the Power to the Profession's Unifying Framework.

New! Features titled "Crisis: An Opportunity for Positive Change" provide an opportunity for readers to examine their perspective and instructors with real-life examples for class discussion and student reflection.

New! Appendixes include the latest versions of standards and position statements from NAEYC.

Key Revisions and Additions to Each Chapter

Chapter 1—The Effective Director

Additional focus on the need for computer literacy in managing today's programs and the importance of understanding the administrative roles played by directors

Chapter 2—Assessing Community Need and Establishing a Program

Additional information on the importance of advocacy
New information on using online surveys to complete needs assessments

Chapter 3—Licensing, Credentialing, and Accreditation

Updated information regarding licensing and accreditation of programs
Updated information related to Quality Rating and Improvement Systems
Updated and expanded information about the various types of credentialing and credentialing bodies
Inclusion of a new Director's Resource related to developing a plan of operation for a new child care program

Chapter 4—Organizing Program Structure and Working with a Board

Additional focus on the use of technology to communicate with the board and its committees
New information related to the benefits of diverse board membership
Updated information on orientation of new board members
Inclusion of a new Director's Resource related to completing articles of incorporation

Chapter 5—Handling Financial Matters

Updated information about the importance of staff input in establishing budget priorities
New information on using technology-supported budgeting tools
Updated figures on wages based on national comparisons
New information about the Affordable Care Act

Chapter 6—Developing a Program Facility

Additional information related to seeking funding beyond what is needed for a current year's operation
Updated information on employer-supported child care and on government funding of early care and education
New information on establishing an integrated system of child care

Chapter 7—Equipping the Program

New information on planning centers based on universal design
Inclusion of a new Director's Resource related to the way a program's mission and goals might impact the planning of an early childhood facility

Chapter 8—Staffing the Program

Expanded information related to technology needs in equipping the center and digital literacy
Updated information related to equipment list resources
Updated information related to playground safety concerns
New information related to safety concerns for infants and toddlers
Expanded information on purchasing equipment for children with disabilities

Chapter 9—Recruiting Children

New information related to growing leadership from within
New information related to using LinkedIn and other web-based systems to recruit and manage the hiring process
New example of a program handbook included as a Director's Resource
New example of a staffing schedule included as a Director's Resource
New example of a performance valuation included as a Director's Resource

Chapter 10—Supporting Quality Curriculum

New information about including children with special needs
Expanded information about creating a quality website to recruit children and families

Chapter 11—Managing the Food and the Health and Safety Programs

Expanded information on the theoretical basis for quality curriculum
Expanded information about the role of the director as a curriculum mentor
Expanded information about the effective use of technology with young children

Chapter 12—Leading in Times of Change and Crisis

New information challenging students to consider how food is used in their program
New information related to the national Farm to School movement
Expanded information on how technology can be used to manage the food program and maintain the health and safety of children and staff
Updated information on legal issues related to health and safety in early childhood programs

Chapter 13—Working with Families, Volunteers, and the Community

New information about comprehensive communication systems
New information about communicating with families through web-based portfolios
Inclusion of a new Director's Resource related to evaluating of the program's family engagement system

Chapter 14—Providing for Personal and Professional Staff Development

Expanded information on job-embedded professional development
New information on online professional development

Chapter 15—Evaluating Program Components

New information on developing assessment policies for programs
Expanded information on the use of portfolio assessment with children
New information on the use of electronic portfolios in evaluating children's progress

Updated information on cultural competence self-assessments in early childhood programs
Inclusion of a new Director's Resource related to annual staff performance reviews

Chapter 16—Marketing the Program

New focus on word-of-mouth marketing
Expanded information on using social media
Updated information on marketing the program to digital natives
New section on the characteristics of a quality child care center website
Updated references to support website development

Appendices A through H

Completely updated
Ancillary material

Accompanying Teaching and Learning Resources

Online Instructor's Manual

An online Instructor's Manual accompanies this book and contains information to assist the instructor in designing the course, including sample syllabi, discussion questions, teaching and learning activities, field experiences, learning objectives, and additional online resources. Additional online resources and assessments include:

- TeachSource videos of teachers teaching and children learning in real classrooms, accompanied by case study questions to assess students' understanding of the video concepts.
- Case scenarios requiring students to analyze typical teaching and learning situations and create a reasoned response to the issue(s) presented in the scenario, reflecting about and justifying the choices they made within the teaching scenario problem.
- Digital Download resources.

PowerPoint Lecture Slides

These vibrant Microsoft PowerPoint lecture slides for each chapter assist you with your lecture by providing concept coverage using images, figures, and tables directly from the textbook!

Cengage Learning Testing Powered by Cognero

Cengage Learning Testing Powered by Cognero is a flexible online system that allows you to author, edit, and manage test bank content from multiple Cengage Learning solutions; create multiple test versions in an instant; and deliver tests from your learning management system, your classroom, or wherever you want.

About the Authors

Shauna M. Adams is a professor of early childhood at the University of Dayton, where she also serves as the executive director of the Center for Early Learning. Dr. Adams has taught graduate and undergraduate students in such courses as child development, preschool methods, primary methods, and early childhood advocacy, research, and leadership. In her role as the director of the Center for Early Learning, Dr. Adams promotes opportunities for the Bombeck Family Learning Center to serve preservice and in-service early childhood professionals as a demonstration school and forum for professional development. She also advocates for children and families by serving on local and state committees that support quality early care and education and serves the university's mission by providing support for Catholic Early Childhood programming.

After teaching as an intervention specialist in public schools for 10 years, Dr. Adams became a school psychologist, working with children in preschool and the primary grades. She earned her doctorate in Early Childhood and Special Education from the University of Cincinnati. Dr. Adams became immersed in early childhood education through her work with the Bombeck Family Learning Center and has established partnerships with Head Start, Public School Preschool, child care, and a variety of agencies that support young children and families. In addition, Dr. Adams worked with community partners to develop the University of Dayton's online Early Childhood Leadership and Advocacy programs, which were designed to address the need for leadership in early childhood while also supporting the early childhood career lattice. She is also the lead author of the ACCESS Curriculum and has produced many articles, conducted presentations, developed websites, and pursued other outlets to share this curriculum with the field of early care and education.

Amy S. Kronberg is an early learning consultant and adjunct professor at the University of Dayton. Mrs. Kronberg began her work in early childhood education at the University of Michigan–Dearborn Early Childhood Education Center, immersed in an environment emphasizing personal and professional growth, early childhood mental health, playful learning, child-centered curricula, and the important connection between programs and families. She pursued further learning about advocacy, policy, and research at the University of Dayton, where she earned her Master's of Science in Education and has all but completed her dissertation for a doctorate in Educational Leadership.

Mrs. Kronberg worked alongside Dr. Adams to create courses focused on infant–toddler development and early childhood mental health, adapting coursework to bridge the theory–practice gap for current and future early childhood educators. She continues to embrace opportunities to bring playful learning experiences to the Greater Dayton area as an early learning consultant with Learn to Earn Dayton, a local nonprofit, to provide families a platform to inspire playful interactions with their young children.

Michelle L. Donley directs the University of Dayton's Demonstration School, the Bombeck Family Learning Center. After teaching infants, toddlers, and preschoolers for Head Start and at the Bombeck Center for 20 years, Michelle earned a master's of science in education in Early Childhood Leadership and Advocacy from the University of Dayton. She has directed the Bombeck Center for 5 years where she guided the program through NAEYC Accreditation and has maintained the highest rating in the State Quality Improvement and Rating System. Michelle believes in advocating for change in the profession for increased investments and she understands the need to improve the early childhood education system for children, families, and practitioners. Michelle is a member of the National Association for the Education of Young Children and the National Coalition for Campus Children's Centers. As a director, Michelle continues to evolve and mature in her leadership and management skills and her experiences leading a program during a time of change have been critical in making this edition of the text relevant to today. Her passion for the field is grounded

in research, reflection, and ensuring sustained continuous improvement by empowering each program team member to find their true potential.

Ellen M. Lynch is now retired as an associate professor of early childhood education at the University of Cincinnati. Her doctorate is in special education with a focus on early childhood special education. She has been active in local and state early childhood organizations, including the Ohio Association for the Education of Young Children (OAEYC), for which she served as chair of the Children with Special Needs Committee; the state Board of Directors; and the Division for Early Childhood of the Council for Exceptional Children. In addition, she served as president of the Ohio Coalition of Associate Degree Early Childhood Programs. Dr. Lynch's current scholarly interests include engaging in the scholarship of teaching and learning and exploring the use of technology to support learning among preservice teachers. She is both an editor and reviewer for several problem-based learning journals. She has presented widely at local, state, national, and international levels on a variety of aspects of teaching young children, teacher education, and best practices for teaching in higher education.

Acknowledgments

Our book is the result of continuous support from friends and colleagues who have helped us immeasurably, even when they didn't realize the contributions they were making. We particularly want to thank the directors, who helped us understand their day-to-day work from a wide variety of situations and perspectives. We are indebted to the teachers, staff, children, and families of the University of Dayton's Bombeck Family Learning Center who shared their practice so that it might be captured in our words and photographs and used in real-life examples. We also thank our photographers—Jenna Williams, Jessica Pike, Meredith Adams, and Murless Harris.

We also would like to express our gratitude to the following reviewers, who offered valuable suggestions:

Jeanne Barker, Tallahassee Community College
Jennifer Barry, University of Mary
Yvonne Beirne, North Shore Community College
Jo Ann Burnside, Richard J. Daley College
Deb Farrer, California University of Pennsylvania
Colleen Fawcett, Palm Beach State College
Lisa Godwin, Central Piedmont Community College
Jill Harrison, Delta College
Joanny Iaccino, Los Angeles Valley College
Mary Janowski, Gulf Coast State College
Willie Jones, Tougaloo College
Janiece Kneppe, Red Rocks Community College
Debra Lawrence, Chestnut Hill College
Mary Lowe, College of the Albemarle
Vicky McBride, Northampton Community College
Maureen O'Neil, Tallahassee Community College
John Ronghua Ouyang, University of North Florida
Beatrice Paul, Salem State University
Donald Roberts, Cochise College
Joan Robison, Cloud County Community College
Jacque Taylor, Greenville Technical College

We hope our readers will find here the technical information they need to direct a quality program. Our greater desire is that they will recognize the significance of the leadership role of the director and the challenge and personal satisfaction derived from creating and implementing an excellent early childhood education program for young children and their families.

Shauna M. Adams
Amy S. Kronberg
Michelle L. Donley

The successful director and center personnel work to learn to build their organization in a way that is satisfying to them and to their clients, and that creates a true system of learning.

Chapter 1 The Effective Director

Standards and Recommendations Addressed in This Chapter

ADVANCING EQUITY RECOMMENDATION 6 Provide a regular time and space to foster a learning community among administrators and staff regarding equity issues.

PROGRAM STANDARD 1 Relationships

PROGRAM STANDARD 10 Leadership and Management

LEARNING OBJECTIVES

After reading this chapter, you should be able to:

- **1-1** Describe how the work of the Power to the Profession Task Force is transforming the field of early childhood education.
- **1-2** Identify the occupations in the early childhood education profession within the early childhood education field.
- **1-3** Explain the purpose of the NAEYC Code of Ethical Conduct and Supplement for Early Childhood Program Administrators.
- **1-4** Describe the systems that make up the field of early childhood education.
- **1-5** Discuss the competencies that program administrators must possess to be successful leaders.
- **1-6** Describe tools that enable the director to blend program management and people leadership.

> Each and every child, beginning at birth, has the opportunity to benefit from high-quality early childhood education, delivered by an effective, diverse, well-prepared, and well-compensated workforce across all states and settings.
>
> —Power to the Profession Task Force (2020, p. 1)

This vision statement, which was developed by a task force of experts from all segments of the early childhood education profession, represents a field that has been united and redefined. As a leader in an early childhood education program, your work must reflect a deep understanding of this vision and the impact that task force recommendations will have on the field of early childhood education and the program that you lead.

1-1 • New Vision, New Vocabulary

In the past, the profession included early childhood educators who did the same work but were called different names, had different credentials, and earned different salaries. Even the profession was referred to differently, depending on location, affiliation, and purpose. The Power to the Profession Task Force, in partnership with organizational stakeholders and thousands of individual educators, advocates, and allies, worked to establish common language to describe who we are and what we do. Its purpose was

> to establish unity and clarity around the career pathways, knowledge and competencies, qualifications, standards, accountability, supports, and

Where we are going: Our audacious vision for the profession of tomorrow

- Each and every child, birth through age 8, across all settings, is supported by early childhood educators who have recognized early childhood degrees and credentials.
- Early childhood educators at all professional designations (Early Childhood Educator I, II, and III) are valued, respected, and well compensated for the important roles they play.
- Educators with lead responsibilities across settings and age bands are prepared at the Early Childhood Educator III designation (earning a bachelor's degree in early childhood education) at a minimum.
- Anyone who wants to become an early childhood educator at any designation has equitable access to affordable, high-quality professional preparation and development that supports them in developing the agreed-upon set of knowledge, skills, and competencies needed in any setting.
- Early childhood educators at all designations are well compensated in accordance with the complex and demanding work they perform as part of a system that recognizes the cost of quality and finances early childhood education as the public good that it is.

Source: Power to the Profession Task Force. (2020). Unifying framework for the early childhood profession. Washington DC: NAEYC.; Link for Reference: https://powertotheprofession.org/wp-content/uploads/2020/03/Power-to-Profession-Framework-03312020-web.pdf

> compensation to define the early childhood education profession within the broader early childhood education field, associated scope of practice, expected level of professional preparation, and expected level of mastery of the Professional Standards and Competencies for Early Childhood Educators. (Power to the Profession Task Force, 2020, p. 5)

Learning to lead an early childhood education program during a period of transformation and change requires not only the knowledge and skills associated with leadership but also a personal growth mindset (Dweck, 2006). Crisis is stressful but can also provide an opportunity for growth. The unprecedented challenges of this decade certainly provide an opportunity to move beyond "what we do and what we have always done" to a focus on the possibilities of better practice to better serve children and families (Ashford, Sytch, & Greer, 2020; Brockner & James, 2008).

Learning about the management and leadership of early childhood programs is important for staff and for current and prospective directors. The role of administrator requires knowledge and skills in early childhood education and development as well as in business practices. With expertise in both areas, whether demonstrated by an individual or by a team, the program is likely to be successful for children, families, staff, and other stakeholders.

An effective director of an early childhood education program is involved in all the jobs that will be described in this text from enrolling children to evaluating staff, from budgeting to taking inventory, and from maintaining a physical plant to bandaging a child's scraped knee. The director's job includes doing or overseeing all aspects of program management and leadership. To do any one of these tasks, a director must have skills and knowledge; to do all of them requires stamina, understanding, and organization; and to do all of them effectively demands exceptional interpersonal skills as emphasized throughout this text. These characteristics and abilities enable the director to bring the best to parents, children, staff members, board members, and the community. In turn, serving as a model of these skills encourages those same people to give their best to the program. The effective director realizes that an early childhood education program can never be a one-person operation. A network of caring and learning together transcends day-to-day chores and makes being part of a program worthwhile.

Growth Mindset Moment

Take a minute and think of your life during the novel coronavirus pandemic. This was a stressful and challenging time for most, but there were some silver linings in what many would call a cloud of despair. Did this crisis provide you with opportunities for growth? Did you learn new cooking techniques? Did you spend more time with your family? Did you become more organized? Did you develop new technology skills? What were your silver linings?

1-2 • Making a Commitment to Diverse Stakeholders

When you agree to become a director, you take on a tremendous responsibility to a diverse group of stakeholders, including the following:

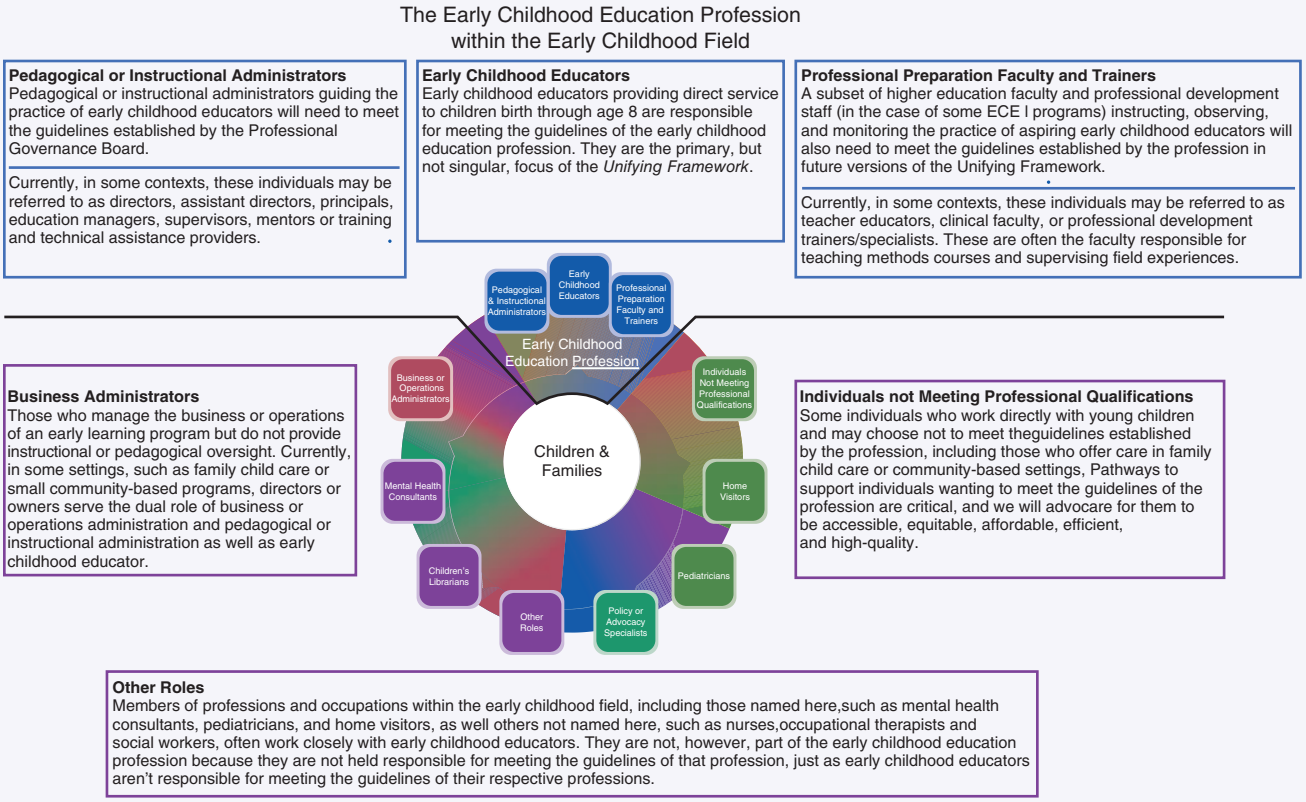
- children enrolled in the program (and those seeking enrollment);
- families of those children;
- all program personnel (and those who apply for positions);
- the program's board, funders, and other agencies and administrators to whom you report or with whom you interact;
- the community; and
- yourself.

How can you possibly make a commitment to all of these individuals and groups? Perhaps you believed that you would be responsible for seeing that the early childhood educators in your program did what they were supposed to do. Perhaps you thought there might be a problem with one or two of them, but you felt confident you could handle that type of situation. Maybe you thought there would be one or two parents who expected special treatment, or a child who frequently hurt other children. And maybe you thought, "Sure, I can handle that."

Being an administrator entails much more than *handling* people and situations. The director must recognize that her constituency consists of the six components just listed. She must become familiar enough with all of them to know what is important to each constituency.

The early childhood education profession within the early childhood field

1. Each and every child, birth through age 8, across all settings, is supported by early childhood educators who have recognized early childhood degrees and credentials.
2. Early childhood educators at all professional designations (Early Childhood Educator I, II, and III) are valued, respected, and well compensated for the important roles they play.
3. Educators with lead responsibilities across settings and age bands are prepared at the Early Childhood Educator III designation (earning a bachelor's degree in early childhood education), at a minimum.
4. Anyone who wants to become an early childhood educator at any designation has equitable access to affordable, high-quality professional preparation and development that supports them in developing the agreed-upon set of knowledge, skills, and competencies needed in any setting.
5. Early childhood educators at all designations are well compensated in accordance with the complex and demanding work they perform as part of a system that recognizes the cost of quality and finances early childhood education as the public good that it is.



Source: Power to the Profession Task Force. (2020,p. 11). Unifying framework for the early childhood profession. Washington DC: NAEYC.Link for Reference: https://powertotheprofession.org/wp-content/uploads/2020/03/Power-to-Profession-Framework-03312020-web.pdf

You may be wondering why the director's constituency includes those *applying* for enrollment or positions at the program. Policies, procedures, and interactions in *every* aspect of the organization's work are included. Therefore, although the director may not have an opening for a child or may find that a job applicant is not appropriate for the role, she or he is expected to treat each in accordance with the program's philosophy.

The profession's commitment to advancing equity (NAEYC, 2019a) adds additional emphasis to inclusivity and calls on administrators to provide a regular time and space to foster a learning community focused on equity issues. This important value needs to be shared among all staff so that it is also communicated consistently to stakeholders and the broader community.

1-3 • Meeting Challenging Situations Based on Ethical Principles

Any individual who assumes responsibility must recognize that challenges will arise. Some of these are easily met, but often there is no clear-cut solution. As you ponder what to do in such situations, you may wonder, "Is this a policy issue, one for which I, as director, should take action and maintain the policy, or are there other factors that make this a moral or an ethical issue?"

You can expect to be challenged by ethical issues as you work to meet the needs of a wide range of constituents. Fortunately, you have valuable tools at your fingertips: The National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct and the Statement of Commitment as well as the Supplement to the Code for Early Childhood Program Administrators (NAEYC, 2011) are on the NAEYC website and are included in **Appendix A**. Becoming familiar with the code and the supplement now will help you when you are faced with a dilemma.

Both the code and the supplement begin with statements of core values. All individuals who work with young children should be expected to commit to holding and acting on those values. For example, directors should value and be committed to the belief that "the well-being of the children in our care is our primary responsibility, above our obligations to other constituents" (NAEYC, 2011b).

Both the code and the supplement contain ideals that "reflect the aspirations of practitioners" and principles that "guide conduct and assist practitioners in resolving ethical dilemmas" (NAEYC, 2011a, 2011b). For example, one ideal maintains that administrators "design programs and policies inclusive of and responsive to diverse families." A related principle suggests that directors "shall work to create a respectful environment for and a working relationship with all families, regardless of family members' sex, race, national origin, immigration status, preferred home language, religious belief or affiliation, age, marital status [or] family structure, disability, or sexual orientation." Note that the documents do not purport to provide specific answers; rather, they serve as guides for decision makers who are facing unique situations.

Directors must be familiar with the code and the supplement and help staff and families understand their importance. Distributing copies to staff and families as part of their handbooks and then holding discussion sessions enables everyone to become familiar with why the program espouses the use of the code and the supplement. In the dialogue with others, be sure to include the importance of *reflecting* on an ethical dilemma and seeking guidance from a trusted professional when needed. As in all other aspects of early childhood work, confidentiality is essential.

The importance of the Code of Ethical Conduct for the staff is determined by how the administrator holds them accountable for knowing the code's content and committing to its use. Having all early childhood educators read and sign the Statement of Commitment is another way of emphasizing its importance.

Core values

Standards of ethical behavior in early childhood care and education are based on commitment to the following core values that are deeply rooted in the history of the field of early childhood care and education. We have made a commitment to

- Appreciate childhood as a unique and valuable stage of the human life cycle
- Base our work on knowledge of how children develop and learn
- Appreciate and support the bond between the child and family
- Recognize that children are best understood and supported in the context of family, culture,* community, and society
- Respect the dignity, worth, and uniqueness of each individual (child, family member, and colleague)
- Respect diversity in children, families, and colleagues
- Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect

* The term culture includes ethnicity, racial identity, economic level, family structure, language, and religious and political beliefs, which profoundly influence each child's development and relationship to the world.

Core values of the NAEYC Code of Ethical Conduct

1-4 • Considering the Program's Systems and Subsystems

Leaders of new or redeveloping businesses often begin their work by calling staff together to create a vision. But the vision can only be achieved when everyone in the organization is committed to it. Often most people do not realize that all businesses operate as systems, whether they are operated to design and sell automobiles or to support children's well-being. We know that each of our bodies is a system, and we are usually well aware when something goes wrong with our bodily system. We know, too, that this system is composed of many systems: the digestive system, the respiratory system, and

Growth Mindset Moment

After you have read and thought about the Code of Ethical Content and the Supplement for Early Childhood Program Administrators, reflect on situations you think would be most challenging for you. Have you encountered any ethical dilemmas where using the code might have been helpful?

Statement of Commitment*

As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the ideals and principles of the NAEYC Code of Ethical Conduct. To the best of my ability I will

- Never harm children.
- Ensure that programs for young children are based on current knowledge and research of child development and early childhood education.
- Respect and support families in their task of nurturing children.
- Respect colleagues in early childhood care and education and support them in maintaining the NAEYC Code of Ethical Conduct.
- Serve as an advocate for children, their families, and their teachers in community and society.
- Stay informed of and maintain high standards of professional conduct.
- Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases, and beliefs have an impact on children and families.
- Be open to new ideas and be willing to learn from the suggestions of others.
- Continue to learn, grow, and contribute as a professional.
- Honor the ideals and principles of the NAEYC Code of Ethical Conduct.

* This Statement of Commitment is not part of the Code but is a personal acknowledgment of the individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education. It is recognition of the moral obligations that lead to an individual becoming part of the profession.

Source: From the National Association for the Education of Young Children (2011a, p.1)

so forth. We can see patterns emerging. For example, a pattern of overeating and lack of exercise affects one or more systems and can lead to obesity. Most of us are becoming more aware of environmental systems as well. Destroying the habitats of various species can lead to their extinction. To work effectively in any business, including the early childhood education business, we must recognize that each of us plays a role in that system. Each of us must engage in systems thinking.

Senge (2006) defines systems thinking as "a conceptual framework, a body of knowledge and tools that has been developed over the past 50 years, to make the full patterns clearer, and to help us see how to change them effectively" (p. 7). A body of knowledge and tools for working together exists in each early childhood program. New members join that program with many of the beliefs, theories, and practices common to the field, but they must grow together with their colleagues to create the unique system that enables their program to function successfully.

Because each early childhood program operates as a system, whether the system is visible or not, the director and staff must work together to recognize the characteristics of that system. Periodically, a review must be conducted of the overall system on which a program's operation is based that answers questions such as these: Who are we as a program? What is it that makes us the XYZ program? What premises do we hold that guide us in our work? Are those premises valid? Are some of the program's operating methods still in place simply out of habit? Today, some programs are curtailing or eliminating independent playtime for preschoolers and substituting group instruction. Program personnel need to discuss the reasons for these actions and ensure that such changes support the program's vision.

Director's Corner

We have six center-based programs within our corporation, widely spread over the local area. Each center-based program has its own identity. The populations we serve at each site differ. However, everyone who works here shares the same basic beliefs about children's learning and development.

I meet with the six directors as a group every month. We all look forward to that, and each of us benefits. Each of the directors is at a different stage in her development as a director, yet as a group, we share our thinking and support one another. Each director goes back to her program and has a meeting with her staff. Together they learn how to create the kind of program that we and they believe is supportive of children and families.

Several schools and companies have asked us to create and operate programs at their sites. We're choosing carefully where we'll expand and under what circumstances. We must follow the principles that we have agreed on in order to operate.

—Executive director, not-for-profit multisite corporation

1-4a • Subsystems in Early Childhood Programs

The system for an early childhood program consists of several subsystems. Some of these subsystems, which will be addressed in other chapters, include the finance system, the systems for securing and managing facilities and equipment, and the personnel system. The subsystems each make a contribution to the whole, and together they create a whole that is greater than the sum of the parts.

Those who create systems base them on what they believe to be important. For example, presumably you have a system for planning curriculum. As program personnel gather to review curriculum, you may find that an early childhood educator says, "We have always had our own way of doing things. Let's just leave it at that." However, in systems thinking, the willingness of each group member to meet and share thinking, to be open to each other's ideas, and to be willing to search for the best solution enables group members to learn together. Establishing such group openness takes time, a willingness on the part of the leader to also be open, and a commitment to implementing the plan to which the group agrees.

In an early childhood education program, several key systems are external to the organization and beyond the direct control of program personnel. Consider that diverse family systems affect the program's operation. Family members want what is best for their children. Family members interact with other systems, such as those at their places of employment. Those systems affect family members' ability to participate in the program and how the program views the role of families. For example, family members may not be free to attend conferences and programs at the program.

The director and staff find ways to support each child's development and to help each child learn.

The regulatory system, whether required (such as licensing) or optional (such as accreditation or a state quality and improvement rating system), is another external system that interfaces with early childhood programs. Regulatory systems have different requirements, some of which may coincide with the way the program wants to function and some of which may not.

An important aspect of the director's role in working with the overall system and the related subsystems is establishing an understanding among all personnel (including the director) that they are colleagues rather than a hierarchy. This process is challenging because the difference in daily responsibilities is quite apparent and necessary. However, when all personnel have developed trust in one another, they can learn to suspend the hierarchy for the sake of discussion. The challenge is to learn how to learn together (Senge, 2006).

Crisis: An Opportunity for Positive Change

During the pandemic, electronic forms of communication became a primary form of staying connected. Early childhood educators who may have avoided the use of technology in their work were called upon to conduct Zoom meetings. Although uncomfortable at first, many in our field develop expertise in conducting meetings with families, with their teaching team, and with the program staff, and they even have access to professional development. These new skills have made it easier for families to connect with the teaching team and also for staff to collaborate when it is not possible to meet face-to-face.

1-5 • Administrative Styles and Roles

Although all directors are responsible for administering a program, their administrative styles are unique, so the outcomes of their programs differ. Some of the differences are based on the roles assigned to the directors, whereas others are based on their personalities, knowledge, skills, and attitudes. Their effectiveness in supporting the development of a "we" feeling—group spirit—is a key factor in the success of the organization. Each member of the team must be ready to work in a way that contributes to the overall organization. Other early childhood programs may follow trends—real or imagined—such as, "Kindergarten teachers expect us to have these children prepared to read, knowing how to print all the letters, and able to sit and complete worksheets for a half hour or more." Although that may be the case in some schools, many kindergarten teachers see each child as an individual and work with the child accordingly. The

Making the Case for Qualified Administrators

Becoming a successful administrator of an early childhood program requires a complex set of skills and abilities. Understanding yourself and others, as well as your roles and responsibilities, is key to your ability to direct a program for young children. Preparation for an administrative position is vital! Reflect on the following questions:

1. What abilities do you possess that will enable you to address the many roles you will fill as a director?
2. What educational preparation and experience are required in your state to become an administrator of an early childhood program? How do these compare to the competencies identified in the NAEYC program administrator definition and competencies? (See **Appendix C**.)

administrator plays an important part in helping early childhood educators, children, and families recognize the role of the current system and how it relates to future systems in kindergartens and above.

1-5a • Styles

Individuals who head an organization often start out using a managerial approach. They determine what has to be done, how it is to be done, and who should do it. The assigned staff member is expected to report back to the manager when the task is completed or at intervals along the way. If that does not happen, then the manager takes responsibility for checking up on the staff member and commenting on the staff member's work or lack of success. This style may be appropriate when many staff members are relatively new in the field and have little background to draw upon. Even in that situation, however, staff members often exceed expectations when given opportunities. Or they may begin to feel like a cog in a wheel, going round and round and never really having an opportunity to be involved.

Other managers use a more laissez-faire approach, leaving much of the decision-making to the staff. Little or no overall structure may leave staff members with no support for decisions they make and confused about how the many independent decisions fit together. The administrator's interest may be directed more toward building outside relations for the benefit of the program. Although building relations beyond a business locale is essential, building a knowledgeable staff that understands the vision and goals cannot be minimized. This approach certainly does not support the development of a program-wide system, although staff members may develop an effective system on their own. There is such a variety of managerial styles that it is impossible to describe each one.

Some directors are natural leaders rather than managers. Others become leaders over time and with mentoring, reading, and studying. As the leader, the director looks to the staff for ideas, initiative, and implementation. Certainly, the leader does not turn over the running of the program to any staff member who steps forward. Rather, the leader supports and encourages staff to become part of the team that will help the program and its programs thrive. Directors realize that they must balance day-to-day reality with the vision that the program's stakeholders have prepared. The director whose leadership skills include the ability to accept and welcome ideas from others demonstrates competence and confidence. (To read more about becoming a leader, see Bruno, 2012; Carter, 2014; Covey, 2013; Sciarra & Dorsey, 2002.)

Children make room to learn together. Do we?

1-5b • Roles

If all the directors of programs in one state or county were to gather and discuss their roles, the job descriptions would undoubtedly cover a wide range of categories. Some directors teach, perhaps spending half of every day in their own classrooms. Others never teach but are responsible for several programs; they travel between the programs, keeping abreast of two or more sets of circumstances, staff members, children, families, equipment lists, and so forth. Some may be responsible to an industry, a corporate system,

Director's Corner

I had no idea how complex my role as director would be. Such a wide variety of people seem to need me immediately for such a wide variety of reasons. Meeting them all would probably be impossible (and maybe not even wise), but at the end of the day—most days—I know the challenges have been worthwhile. All it takes is one little pair of arms hugging me or one early childhood educator smiling and saying on her way out, "See you tomorrow, Chris!"

—Director, large suburban preschool

a public school principal, or a parent cooperative association, whereas others are proprietors and owners.

Some directors make all the policy and procedure decisions; others are in settings where some policy is set by a school system or corporate management team. In other situations, every procedural detail is administered by a board. A director in a large program may have an assistant director, a secretary, a receptionist, and a cook; however, a director of a small program often does all the record keeping, supervising, telephone answering, and meal preparation. Directors work with half-day programs, full-day programs, and even 24-hour care programs. The programs may offer care for infants and toddlers or for older children both before and after school. Sick child care or care of children with major special needs also may be provided.

The financial plan may involve proprietary or agency operations and may or may not be organized to make a profit. Program goals range from providing a safe place where children are cared for to furnishing total developmental services for children, including medical and dental care; social services; screening and therapy; and activities that promote intellectual, motor, emotional, social, and moral development.

Both the program clients' expectations and the community's expectations affect the program director's role. Some communities appreciate directors who actively participate in the affairs of their community council, in lobbying for legislative reform, and in helping to preserve the cultural backgrounds of the children. Others prefer a director who focuses strictly on program business or on preparing children to deal with the demands of elementary school. Directors must blend their personal philosophies with those of the community to achieve a balance. This blending can occur only if a potential director and a board explore each other's philosophies before agreeing on the responsibility for administering a particular program. If the philosophies of the director and those of the program truly are incompatible, then one or the other must be changed.

Sometimes, the director is confronted with a conflict between the two roles. The job description and the expectations of the people connected with the program may dictate that the director be present to greet early childhood educators, parents, and children each day and to bid them goodbye each evening. In between, the director may be expected to be present in case an emergency arises. Simultaneously, however, obligations to the profession and to the community must be met. The director may be asked to speak at a luncheon meeting of a community group that is ready to make a contribution to the program, to attend a board meeting of a local professional association, or to provide information at a session called by the diagnostic clinic to plan for one of the children with special needs who attends the early childhood education program.

Directors, especially those with experience, also have a responsibility to serve as child advocates.

Directors perform many roles, including observing staff and greeting families.

Although the NAEYC Code of Ethical Conduct calls on all who work with young children to "acknowledge an obligation to serve as a voice for children everywhere" (NAEYC, 2011a), directors are more likely to have opportunities to see the broader picture of events in the community and beyond. They can keep informed about important legislative issues and about conditions affecting children and families by reading professional journals and newsletters and by being knowledgeable about local and national news.

Many advocates are working for an all-encompassing system of early childhood programs. For example, when you type "NAEYC" in a search engine, you will receive a list of NAEYC sites with wide-ranging information about the organization. You can also subscribe to online mailing lists such as Exchange Everyday, sponsored by Child Care Exchange, and updates from the Children's Defense Fund. Share your findings with others interested in early childhood, and you will quickly find dozens of sources of related information. As with any website, however, it is important to check legitimacy.

Because directors are leaders and models, not only in their own programs but also throughout the community, staff, parents, and others often look to them for information about advocacy issues. Some directors may post information for staff and parents; others may make a concerted effort to involve people in an action plan. Some may write letters to editors or to legislators, whereas others may testify before various governmental groups. In determining participation in advocacy efforts, each director must weigh the responsibility to be an advocate against the responsibility to the program, as well as consider personal time.

Although many directors work more than a 40-hour week, it is unreasonable and unwise to expect them to regularly devote evening and weekend hours to their jobs. Directors who spend too much time on the job may become physically and emotionally exhausted, leading to ineffectiveness. As models for staff members, directors must demonstrate a balance of personal and program needs. As you study this text, you may wonder how directors do it all. Knowledge, disposition, organization, and support all contribute to their success.

1-5c • Personal Qualities

Directors may become enmeshed in unreasonable workloads because they have become personally involved in the program's work. An effective director should be involved closely with the activities of the program while maintaining distance, which is a difficult combination to attain. The primary reason for the difficulty in achieving this balance is that good directors assume their roles largely because they care about people. Caring is apparent when the director assumes the role of learner as well as early childhood educator and stays abreast of current research while providing this information to staff when it is relevant. Caring is demonstrated by paying attention to detail, such as spelling an unusual name correctly, ordering the special food an early childhood educator would like for a project, and seeing that each board and staff member is notified of an early childhood lecture being held in the community. Caring is regarding the operation of the program in a serious manner, yet maintaining a sense of humor.

For some people, caring is shown in an exuberant manner with lots of enthusiastic conversation, hugging, and facial animation. Others who are just as caring are quiet, seem somewhat reserved, and perhaps move into relationships more slowly. Directors may have other combinations of personal qualities, but the genuine and essential ability to care is the one that makes the difference.

An interesting aspect of caring is that it may be misunderstood. Because they are concerned for others, directors sometimes may have to adjust the style in which they relate to the diverse people with whom they interact. For example, some individuals may be uncomfortable with being touched; if the director unknowingly puts an arm around people who feel this way, they may be annoyed or insulted and be unable to accept the care and concern that is intended.

Being a caring person in the face of all the responsibilities of directing a program can be difficult. At times, a director may feel overwhelmed. The caring director is constantly helping others by listening and providing emotional support for both children and adults, and the director may well need people to respond in kind. Those individuals who become effective directors usually enjoy giving to others—and they seem to thrive on it. However, because they are seen at the program as the source of so much giving, they must seek sustenance from either the caring network at the program or a relative or friend outside the program. Even those people who freely and happily give of themselves sometimes need to receive support and encouragement through recognition and understanding.

Directing can be stressful because the director, although surrounded by people, is in a real sense an isolate. She has no peers in the program and, no matter how loved and respected, is "the boss." This feeling can prevail even when all personnel, including the director, have come together to form a learning system. Overdoing the caring component of the director's role can be damaging to staff, children, and families. The director's role is to support others rather than oversee and manage their comfort. Furthermore, the director is still ultimately responsible to the owner, the board, the main office, funders, and others.

Confiding in one particular staff member would be inappropriate because some of the information with which the director works cannot be shared with anyone at the program. Some directors have established a network of other directors. They meet, perhaps monthly, for a relaxing lunch and conversation. There is reassurance in knowing that other directors have to report child abuse, experience staff turnover, have too many forms to fill out, and have considered quitting. As a group, directors can create ways to solve problems, to support one another, and to heighten community awareness regarding the needs of young children and their caregivers while maintaining confidentiality.

Directors realize they have the power to create healthy, supportive communities for children, families, and staff, but they also recognize that their early childhood training and classroom experiences have not prepared them to carry the vast array of responsibilities of running a program. Until relatively recently, little attention was paid to credentialing directors. Depending on the size, scope, and type of program, directors find they have duties as varied and complex as those of major corporate leaders. Yet they have had little or no preparation and often have no opportunity to prepare for the job. Limited mentoring is available.

Directors and staff work together to welcome children and families.

To be effective leaders, directors must ensure that their own needs are met. Being a martyr—even a cheerful martyr who never takes vacation or sick days—may lead staff to feel somewhat guilty when they recognize and meet their own needs. Competent directors serve as models of balance.

Director's Corner

Although I had been assistant director at the program, my role did not go beyond visiting the classrooms to see that all was well. When our director and her family moved to another state, I was offered the director's position. Little did I know how much I had to learn! Where is there a copy of the budget? Do we have enough money? What is expected of me? Do we have to pay taxes? What if someone doesn't pay tuition? Uh, oh, my computer isn't working. How can I get it fixed?

Note to self:

1. Begin creating a program manual.
2. Recruit and train assistant director.

—Director, nonprofit program

1-6 • Managing the Program

Although directors may have a broad range of roles that bring a variety of personal qualities to these roles, every director is responsible for program maintenance. Completing this task, whatever its parameters, is possible only when the director is skilled and knowledgeable. Throughout this text, the information essential to doing the work of a program director is discussed. When combined with some teaching and administrative experience, this information should help you meet the responsibilities that are required for appropriate program maintenance and enhancement. As with every other professional role, directors need to continue learning and developing. A list of typical responsibilities is included here.

Depending on the organizational structure of your program, some of these responsibilities may be carried out by other personnel. However, the director is responsible for ensuring the following duties are carried out appropriately.

1. Develop goals and objectives in relation to the program's philosophy, placing emphasis on the needs of clients.

2. Develop and maintain knowledge of standards created by professional and regulatory groups. Ensure that standards are being addressed appropriately throughout the program.
3. Work with staff to plan a curriculum to meet the objectives of the program.
4. Visit each classroom frequently, preferably daily.
5. Develop a positive working relationship with the board of directors and its committees, placing emphasis on communicating the program's accomplishments and needs to the board.
6. Establish policies for program operation, or become familiar with policies established by the program board, parent corporation, board of education, or other sponsor.
7. Draw up procedures for implementation of policies.
8. Prepare and maintain a manual for board and staff members.
9. Work with licensing agents to meet applicable licensing regulations.
10. Provide adequate insurance coverage.
11. Comply with all local, state, and federal laws relating to the program's operation.
12. Establish and operate within a workable budget.
13. Keep accurate financial records.
14. Pay bills and prepare payroll.
15. Collect tuition.
16. Write proposals and seek other funds for operation of the program.
17. Locate and maintain suitable physical facilities for the program's program.
18. Order and maintain equipment.
19. Develop and maintain a marketing plan.
20. Enroll and group the children.
21. Employ appropriate staff.
22. Provide staff orientation.
23. Coach the staff.
24. Develop knowledge levels and skills of the staff members so that upward mobility within the profession is feasible.
25. Evaluate the program, the staff members, and the children's progress.
26. Develop an effective communication system among staff members through regular staff meetings, conferences, and informal conversations.
27. Provide in-service training for staff and volunteers.
28. Fill roles of other staff members in emergency situations.
29. Plan and implement a family program that is responsive to needs and interests.
30. Explain the program's program to the community.
31. Participate in professional organizations.
32. Become an advocate for children.
33. Continue professional development through reading and attending pertinent courses such as workshops, conferences, and lectures.
34. Provide a regular time and space to foster a learning community among administrators and staff regarding equity issues. Successful program maintenance requires that the director be organized. Just as the director expects early childhood educators to have a plan for the year, month, week, and day, so too must the director have plans. Whether the plans are on a handheld device or on paper, they must be followed to a reasonable degree. Document organization is also essential. Although some paper forms are necessary, computerized systems often simplify documentation. If backed up and stored appropriately, they can be easy to locate, use, and modify. At the same time, discarding items that are no longer needed will make it easier to find working documents.

As you read other chapters of this text, you will notice the many types of files directors are expected to keep, including policy manuals, staff records, child records, and financial data, as well as numerous others. Most, if not all of these, can be made available online if access is restricted to those who have a right to see them. As with all important documents, it is essential to have a backup copy in a safe place. You will find additional information about essential documents on the child care licensing website for your state.

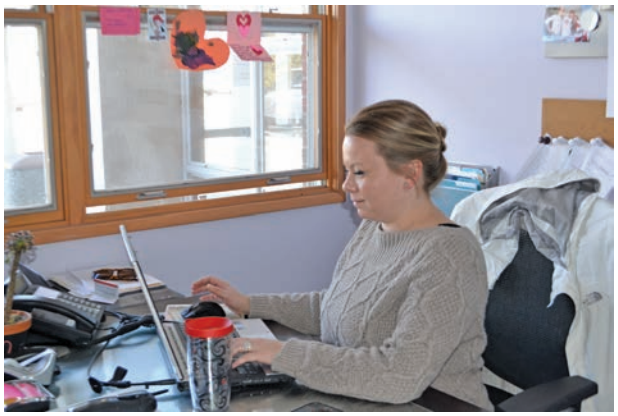
1-7 • Serving as Curriculum Leader

An important responsibility of a director is that of curriculum leader. Early childhood teacher-preparation programs have at least one course devoted to curriculum. Directors who do not have an adequate early childhood

Working Smart with Technology

Computer Literacy

Today's successful director must be computer literate. Like nearly every other business, the management of child care programs can be greatly enhanced and somewhat simplified through the use of technology. Directors can use technology to organize, store, and complete paperwork; manage finances; apply for program licensing; communicate with parents, staff, and board members; provide staff-development resources; and complete online educational opportunities. For additional information related to the use of technology in today's early childhood programs, check issues of the *Young Children* journal and *Exchange* magazine.



Today's directors must be familiar with the ways in which technology can be used to simplify, organize, and complete numerous tasks.

background should expect to complete at least one course in early childhood curriculum. A section in an administration textbook and course will not suffice, however, because directors as well as early childhood educators must continue to develop their understanding of curriculum and its relation to child development. Read Chapter 11 on the director's role in leading curriculum to learn more about the importance of this topic.

Numerous books are available to help with updating curriculum information. Directors must assume responsibility for becoming familiar with curriculum for the young child, including its sources, goals, and implementation approaches (see the Director's Library in **Appendix H** for suggested reading).

The director is responsible for instituting and maintaining a high-quality curriculum. Consulting with the early childhood educators is expected, but the director must ensure that the goals and philosophy of the program are reflected in the curriculum. Directors who employ new early childhood educators or early childhood educators with little or no background in child development and early childhood education will need to provide detailed coaching (Curtis, Humbarger, & Mann, 2011; Skiffington, Washburn, & Elliott, 2011).

The director must recognize that a curriculum claiming to have already done all the planning and provided all the necessary materials is highly unlikely to be effective. Such programs are usually costly. They may also be unaesthetic, with "art" that should not appear in classrooms. Most important, it is impossible for the best teacher to plan every day's curriculum a year in advance. Such a plan cannot take into account the changing needs of the children. Nor can such a plan address the children's specific cultures, individual backgrounds, or current interests. In short, a preplanned commercial curriculum should be examined carefully to determine whether it addresses the outcomes and uses a theoretical base that fits your organization's mission and that will be significant for children's learning. Recall that when developmentally appropriate practice was first being discussed, hundreds of manufacturers labeled their products, books, and curriculum kits "developmentally appropriate." Today, with the emphasis on research or evidence-based curricula, curricula are being labeled "research based." Before adopting a curriculum on the strength of that claim, make sure you see the research. Find out who the subjects were, what was done, and what the results were. Determine whether the results relate to your program's mission and goals.

Carter and Curtis (2010) remind directors of the importance of having a vision that goes beyond a high score on a state or national evaluation or getting new equipment. They encourage directors to envision how the program and experiences of staff and children *could* be. Directors can help staff, children, and families go beyond "cookie-cutter" environments, equipment, and activities. But first, the director and staff members must reflect, read, and believe in the goal of becoming what they would really like to be, going beyond today's criteria for success.

Because directors can get mired down in day-to-day tasks, turning to resources that focus on *what should be* can renew their delight in the roles of director, staff member, and child.

1-8 • Leading People

Directors sometimes acquire program-management skills and stop there, failing to realize the importance of the skills of leading people. Programs can and do run, at least for a while, without people leadership; however, programs that lack program management quickly close their doors. People leadership and enrichment are at the heart of a worthwhile early childhood education program. Without it, program quality begins to disintegrate, and staff turnover may become a major problem.

Directors can enhance their effectiveness at leading a diverse group of people by developing an understanding of their own interpersonal styles. They also will benefit from studying various approaches to leadership, analyzing their own administrative styles, and determining their strengths and weaknesses in these areas. Most directors have had limited opportunities to acquire this information because they often move into administrative roles because of their effectiveness as early childhood educators. Fortunately, many seminars, books, videos, and DVDs are available to enable directors to learn about interpersonal styles and management approaches.

Many agencies such as Child Care Aware of America (formerly the National Association of Child Care and Resource and Referral Association) offer coaching programs for early childhood educators and directors. Coaching has also become an important component of the Quality Rating Improvement Systems in many states that seek to improve the quality of early childhood programs (Smith, Robbins, Schneider, Kreader, & Ong, 2012). Typically, the director or early childhood educator is observed, followed by discussion with the coach. Although many athletic teams have provided this service for their players for years, it is relatively new in early childhood programs.

The professional director understands that the role involves leadership as well as management. Beginning directors usually have to grow into the leadership role, but with motivation and support, they can acquire the characteristics that will help them develop the entire program's organization as a learning system. Their major contribution will be creating and supporting a team whose members work effectively, efficiently, and positively with one another and with clients. For more information on this topic, see Bruno (2012).

The program's board of directors may be willing to fund some training opportunities for the director, particularly if board members understand and use this type of information. Possibly, a board member could furnish training or related materials.

1-8a • Addressing Conflict Resolution

Another option is to provide total staff or joint board–staff coaching in an approach such as conflict resolution. If well done, this approach to professional development leads to confirming the director's role as leader while establishing the responsibility of each staff member for the success of the program. The sessions can also emphasize the responsibility of the director to see that staff members are involved in decision-making and that their ideas are valued and accepted.

However, satisfaction obviously does not mean that everyone's demands will be met. For example, an early childhood educator may be unhappy about working with a particular assistant whom she regards as lazy. When the early childhood educator approaches the assistant with directions about what is to be done, the assistant does not complete the assigned tasks. In such a case, the director can facilitate a discussion between the early childhood educator and assistant. However, had the early childhood educator and assistant been coached in conflict resolution, they might have solved the problem themselves. This situation certainly does not preclude the director from making a decision about retaining the assistant. However, helping a teaching team learn to work together is often more productive than terminating someone and bringing in a new person. The decision to terminate should only be made when the director is convinced that termination is in the best interest of the children and staff.

Because conflict in any organization is inevitable, preparing people to address it in a straightforward, rational manner can lead to satisfaction. Such an approach also goes a long way to eliminating gossip, dissension, and rumors. Everyone connected with the program—directors, board, staff, families, and children—realizes that their ideas will be respected. They begin to recognize that when disagreements occur, a people-programmed approach to a solution is possible. The director does not have to be the judge in most situations. Individuals are empowered to work together to solve problems.

The basic ideas include bringing together the people who are experiencing conflict. This may be two individuals, the staff and director, or any other combination. When the people who are concerned are together, have them each state what the problem is. Depending on the situation, it may be helpful to write the results of each step for everyone involved to see. If two early childhood educators want to use the playground at 10:00 a.m. and there is room for only one group of children at a time, the problem is stated as a question: "How can playground time be scheduled to everyone's satisfaction?" (Notice how similar this is to the problem of two children wanting the same toy at the same time.)

Next, brainstorm solutions. All solutions are presented for consideration. No comments about a potential solution are appropriate at this point.

Examine the suggestions one at a time, eliminating any with which either party disagrees. Continue until a solution that is agreeable to each party is reached. Agree to try the solution for a set period of time and to renegotiate at the end of that time if necessary.

In summary, the process is as follows:

1. State the problem.
2. Generate solutions.
3. Select a solution agreeable to all.
4. Implement the planned solution.
5. Check after an agreed-upon time to determine whether the solution is working.
6. If it is not working, return to step 1 and continue the process.

The staff and board members who agree to commit to a conflict-resolution type of philosophy use the concept that their customers (children and families) are their first priority as a starting point. By extension, one of the director's priorities must be staff satisfaction, and the board's priority must be a successful outcome for the operation of the program. This approach works well when everyone understands it and accepts this basic principle.

Directors who are quite comfortable with an authoritarian role may find it difficult or impossible to relinquish that role, just as early childhood educators who are convinced that an early childhood educator–directed approach is the only appropriate way to work with children may be unable to provide choices for children. Directors willing to invest time and effort in learning about management usually find they are far more able to lead the staff and clients in ways that are more satisfying to everyone and that the responsibility for the smooth running of the program no longer rests primarily with one person.

The staff-oriented director plans time each day to visit each classroom, greet each staff member, and acknowledge their efforts and successes. He coaches and supports them as they develop new understandings and skills, and he provides honest, sensitive feedback. The staff-oriented director remembers and relates to events and incidents that are significant to staff, children, and families. It may be as simple as commenting to an early childhood educator about how well she managed a frightened child during a thunderstorm by describing specifically the effective approach the early childhood educator used. Perhaps the director stops to greet a child who is proudly bringing his rabbit to school for a visit. Maybe the director telephones a father to thank him for organizing a book fair to benefit the program.

Tending to the personal and professional development of the people associated with a program's program is seminal to the program's success. The manner in which the director carries out tasks that support people is a major contributing factor in program maintenance and vice versa. There is a delicate balance between successfully dealing with the mechanics of efficient program operation and simultaneously creating a caring environment for adults and children.

A director can exhibit human relations skills, care for others, ask for their ideas and opinions, encourage

TeachSource Video Vignette

Leadership Practices in Child Development Programs: Personnel System

This video provides an overview of the many roles that directors of early childhood programs must play. As you view this video, reflect on the following questions:

1. What strategies does this director use to ensure that morale among staff members is maintained?
2. What are the characteristics of a successful director?

them to try new methods, and provide positive feedback. But if that same director does not have the skills and knowledge to accomplish the huge amount of work required of an administrator, the program cannot succeed. Similarly, the director who is task oriented, skilled, and knowledgeable may conduct a program that provides services but never really addresses or satisfies people's needs. Obviously, the director must combine work-orientation skills with communication skills. If skills in either area are lacking, precious time will be wasted doing jobs or rebuilding relationships. Meanwhile, the children will not receive the excellent care they deserve.

Throughout this text, you will read many more details about both program management and leadership, which are required of all directors. You will begin by learning to manage a range of circumstances and tasks. Gradually, as you work at being a manager, if you are committed to developing your abilities and those of the staff, you will find yourself analyzing situations that occur in a child-development program. As you reflect on what you do, why you do it, and the outcomes of your decisions, you will be creating new knowledge and understanding for yourself—something that no text or instructor can give you. You will be well on your way to moving from the role of manager to the role of leader.

Realizing that you may be feeling overwhelmed at the magnitude of the director's job, we turn now to a discussion of management tools to help you manage a challenging role.

1-9 • Management Tools

Every director has a limited amount of time in which to do numerous tasks and develop many relationships. This work can be accomplished most effectively if the director is well organized. Then, when the inevitable unexpected event occurs, the director will be in a stable position to withstand the demands of the crisis. For example, the director whose financial records are in order may not have extra cash available to replace a broken water heater but at least is better prepared to adjust other budget categories to provide the funds. The disorganized director may not even know the income and expenses anticipated within the next few months in order to adjust the budget to meet the financial crisis. An efficient director can comfortably take time to listen to a group of excited children who burst into the office describing all the worms they found on the sidewalk. But a disorganized administrator may be too busy planning menus that are already overdue. Obviously, administration will not always run smoothly for any director; however, the director who knows about appropriate techniques and uses them is certainly better prepared to cope effectively with the hubbub that often is evident in a child care program.

The use of several management tools can enable directors to administer programs effectively. Key tools for beginning directors include policies and procedures manuals and time-use skills.

1-9a • Policies and Procedures Manual

A manual containing all the program's policies and procedures facilitates the administrator's job.

Generally, when there is a board involved, the board members make the policies, and the director develops the procedures for implementing those policies. For example, the board may establish a policy to admit any child between ages 3 and 5 who can profit from the program. The director then establishes the procedures necessary to accomplish the child's enrollment such as plans for informing the community, distributing and receiving enrollment forms, and notifying parents that their child has been accepted or that the program is full. The director also designs the necessary forms and includes copies in the manual.

When procedures are overly detailed or cover self-explanatory material, they become burdensome and even may be neglected or circumvented by staff members. For example, early childhood educators may be required to fill out a lengthy form to request permission to purchase something for which they will be reimbursed; they also might be required to fill out another form after having purchased the item. At this point, some early childhood educators may decide not to bother with purchasing needed items for their classrooms. They can carry their reaction one step further by disregarding the otherwise accepted procedures for using materials from the central storeroom. Naturally, some established procedures will be unpopular with the staff, but if directors are open about why the procedures are important and are careful about limiting the number of procedures to be followed, they will find that staff members are willing to comply.

Staff input before the establishment of procedures is common, although the director still may need to make some independent decisions. When directors focus on their own need for power instead of on establishing procedures to ensure an operation runs smoothly, it becomes impossible for the staff to feel respected. Staff members for whom every procedure is spelled out have no freedom. How can they be expected to offer freedom to the children with whom they work?

1-9b • Other Contents of the Manual

In addition to policies and procedures, the manual contains the program's bylaws, job descriptions, salary schedules, and information about the program such as philosophy, goals, sponsorship, funding, and perhaps a brief history. Each of these should be dated with the adoptive date. If the manual is large, a table of contents and an index are essential. Placing all materials in a loose-leaf binder enables staff members to add and delete pages as necessary. Each staff and board member receives a manual when first joining the program. It is the holder's responsibility to keep the manual up to date and to return it to the program when vacating the board or staff position.

1-9c • Using Technology

Taking advantage of current technology can be a major time-saver and organizer. Directors who are not already comfortable using computers will find that the initial learning period may be time-consuming. After gaining some confidence in their use, however, the benefits will accrue.

One question often encountered when applying for financial assistance is "How will your company's financial records be maintained?" Financial record keeping and report generation are essential and time-consuming components of the director's role. Completing these tasks using software saves time and promotes accuracy after the data are properly entered. Available software can provide computations for payroll deductions, billing, attendance, inventory, and a range of additional tasks. Most directors have access to a computer and use it for word-processing tasks, but many do not use other components that can be helpful. You may choose to contract with a specialty business for payroll, fiscal reporting, and other functions and yet find it reasonable to manage child information on paper. Nonetheless, analyzing staff time in terms of cost plus the cost of contracted services compared with software cost and reduced staff time to generate comparable information may be surprising. Admittedly, the initial learning time will increase costs. Another important consideration is the professional appearance of computer-generated reports.

To find a software company that fits your program's needs, perform an online search for "child care software." Read information provided by various purveyors and then contact them to ask for a demonstration. You can also check professional journals for reviews of child care software. *Child Care Information*

Growth Mindset Moment

Imagine you have planned to spend the evening writing a term paper that is due the following day. A friend telephones. He is terribly upset about his wife's illness. Think about what you might do.

Now imagine that at 3:00 p.m., you, an early childhood program director, are greeted by an early childhood educator who is leaving for the day and wants to talk about her husband who has just lost his job. You had planned to spend the rest of the afternoon working on the major equipment order that is needed for a board committee report the following morning. You may choose one of the following:

- Listen to the early childhood educator.
- Tell the early childhood educator you do not have time to listen because of the report you must prepare.
- Schedule time the following afternoon to listen to the early childhood educator.
- Choose some other plan.

Any of these choices may be appropriate; the director must make the best choice. But the directors who always find themselves too busy to listen and those who always find themselves spending so much time listening that they must work all evening must analyze why their scheduling problems recur. Think about your own reaction to this situation.

Exchange and *Young Children* are potential sources, as are other directors who are experienced users of business software. At regional and national conferences, ask for demonstrations of software packages. Take a list of questions with you and jot down the answers and your impressions.

Consider which features you would like and which are essential. Ask whether you can buy components if you do not want or need a comprehensive package. Many software companies will offer a complimentary trial disc or access to an online trial.

Your staff may also benefit when you add computer technology to your program. Aside from paperwork (child records, assessments, and curriculum planning) that they may be able to complete more easily and professionally on a computer, they may also use the computer for continuing education courses. The director can set up a calendar of tasks to be completed, appointments, and so forth. Explore these and other uses and packages thoroughly before buying.

1-9d • Time-Use Skills

Some directors study time management as a tool to allocate available time wisely. The board may provide tuition or released time for a director to attend a time-management course or seminar. Several time-management techniques can be acquired easily and put to immediate use.

1-9e • Analyzing Use of Time

As a beginning, directors can analyze how they spend their time by writing down in detail everything they do for several days and how much time is spent on each task. The next step is to make a judgment about which activities have not been enjoyed, have not been done well, or have not been related either to the director's personal goals or the program's goals. When time is frittered away on such activities, less time is available to invest in other, more productive activities. The individual alone can decide which activity should take priority. In some businesses, listening to a client discuss an emotional problem is considered a waste of the administrator's time. In early childhood education, with its focus on children and families, time that the director spends listening may be the most effective use of the available administrative time.

Voice mail, email, and other computer communication approaches help the director keep in touch while controlling the use of time. However, directors must be careful to avoid communicating with families and staff solely through technology. The sensitive director is alert to the need for a live human contact and a handwritten note in some situations.

Although some of the director's tasks may not be appealing, they may need to be done. A director can at least recognize how much time must be devoted to undesirable tasks; then this amount of time can be put into perspective. The director also may decide to devise ways to make tasks more manageable. Of course, if the majority of tasks seem undesirable, the director may choose to change jobs.

The director checks in daily with teachers and children.

1-9f • Grouping and Assigning Tasks

The director who needs to economize on time also may decide to make an effort to read and answer all mail, place outgoing telephone calls, and record financial transactions at a specified time each day. Directors who allocate time for these types of chores and establish the policy that they are not to be disturbed during that time will probably have more time for meeting people's needs during the rest of the day.

Directors also should consider which jobs they must do and which they can delegate. For example, could the janitor let the director know on a regular basis what supplies are needed instead of the director checking on supplies? Perhaps the receptionist can be trained to respond to the general calls for information about the program instead of involving the director in a routine conversation about when the program is open and the age range of children the program serves.

When the program's operation is reasonably under control, additional staff members can be prepared to fill the director's role in her absence, thereby allowing the director to move into the wider community on occasion. It is not appropriate to insist that other staff people do the director's work, but it is appropriate to coach them to assume the role of director temporarily. In this way, both parties can benefit professionally.

1-9g • Planning a Time Line

One of the ways a director develops efficiency is by developing a time line. Jobs that must be done on a regular basis are scheduled, and the director then completes them according to the schedule.

This simple concept curtails procrastination by helping the director recognize that when she postpones a job scheduled for this week because it is distasteful, time and energy are spent thinking about it anyway. Because the job must be completed eventually, no time is saved by waiting until next week; nor does the job become easier. In fact, the director then may be in the uncomfortable position of having to apologize.

Each director must develop a time line based on the personal responsibilities unique to the type of program and the clients' needs. No matter which jobs and time frames are included, writing a time line gives the director and others a clear picture of the work to be done. The time line can be flexible when circumstances warrant, but the basic goal is to adhere to the plan so that regularly scheduled tasks will be completed, and time will be made available for working with people.

Throughout this book, you will learn how important the director's interpersonal relationships are and how they set the tone for the program. Now, as you prepare to learn more about the director's role, you will see this theme reemphasized. It may seem impossible that a director really could focus on establishing a "we" feeling when most of the chapters present an almost overwhelming set of director responsibilities. Nonetheless, directors who know what is involved in the job, who work to acquire the necessary knowledge and skills, and who use a managerial approach

The director ensures that the physical plant is well maintained.

that reflects an understanding of the needs of staff and clients are found in nearly every community.

These competent and successful directors know that being a director is exhausting, and frequently challenging, sometimes frightening, never boring, sometimes lonely, many times hectic, and, yes, even fun.

They also know that being a director—*a really good director*—a leader, a manager, a model, a coach, and a supporter is hard work and time-consuming.

And being a director just often enough is deeply satisfying, even exhilarating, and richly rewarding!

Summary

Effective directors of early childhood programs combine skills, knowledge, and caring to accomplish the following:

- understand their role in the profession of early childhood education within the field of early childhood education;
- understand their responsibility to a wide variety of stakeholders;
- are familiar with the NAEYC Code of Ethics, which provides important guidelines for professional decision-making and practice;
- recognize that early childhood programs operate as complex systems and that the director and staff must work together to identify the characteristics and interworking of systems and subsystems;
- be aware that although directors fill a variety of roles in countless styles, no effective director can let either the management and operation of the program or the care of and communication with people occupy an inappropriate proportion of time;
- identify and be able to perform the numerous responsibilities that directors have as managers of a program;
- understand that the director is responsible for instituting and maintaining high-quality curriculum and ensuring that early childhood educators are able to appropriately implement the curriculum;
- be aware that performing one's role as a leader of people can require a significant amount of skill, time, and energy, but this must be balanced with the management of the program; and
- use a wide variety of tools that support both program management and people leadership.

TRY IT OUT!

1. Discuss with a classmate the personal qualities you possess that might impact your ability to successfully manage an early childhood program. Which of these qualities might prove useful as a director? Which qualities might present challenges to being an effective manager or leader?
2. Discuss the kind of director you would like to be with three members of your class. Review the director's responsibilities as described in the chapter. On which of the director's roles would you like to spend the most time? Which of the roles would you find more challenging? Why would this be the case? Compare and contrast your ideas with those of your classmates.
3. If you were the director, which of the tasks in the director's responsibilities could you assign to someone else? Why would it be appropriate to do so?

REFERENCES

Ashford, S. J., Sytch, M., & Greer, L. L. (2020, August 20). 6 ways a crisis can help you cultivate a growth mindset. *Harvard Business Review*. https://hbr.org/2020/08/6-ways-a-crisis-can-help-you-cultivate-a-growth-mindset

Brockner, J., & James, E. H. (2008). Toward an understanding of when executives see crisis as opportunity. *Journal of Applied Behavior Analysis*, *44*(1), 94–115. https://doi.org/10.1177/0021886307313824

Bruno, H. E. (2012). *What you need to lead an early childhood program: Emotional intelligence in practice*. Washington, DC: NAEYC.

Carter, M. (2014). Leadership for sustainable organizations. *Exchange*, *215*, 8–12.

Carter, M., & Curtis, D. (2010). *The visionary director: A handbook for dreaming, organizing, and improvising in your center*. St. Paul, MN: Redleaf Press.

Covey, S. (2013). *The 8th habit: From effectiveness to greatness*. Rochester, NY: Free Press.

Curtis, R. R., Humbarger, J. A., & Mann, T. E. (2011). Ten tips for coaching adults: An emotionally healthy approach. *Young Children*, *66*(1), 51–54.

Dweck, C. S. (2006). *Mindset: The new psychology of success*. New York, NY: Random House.

National Association for the Education of Young Children. (2011a). *Code of ethical conduct and statement of commitment: Guidelines for responsible behavior in early childhood education*. Washington, DC: Author.

National Association for the Education of Young Children. (2011b). *Code of ethical conduct and statement of commitment: Supplement for early childhood program administrators*. Washington, DC: Author.

National Association for the Education of Young Children. (2019a). *Advancing equity in early childhood education position statement: Recommendations for administrators of schools, centers, family child care homes, and other early childhood education settings*. Washington, DC: Author.

National Association for the Education of Young Children (NAEYC). (2019b). *Professional standards and competencies for early childhood educators*. Washington, DC: Author.

Power to the Profession Task Force. (2020). Unifying framework for the early childhood profession. Washington, DC: National Association for the Education of Young Children.

Sciarra, D. J., & Dorsey, A. G. (2002). *Leaders and supervisors in child care programs*. Clifton Park, NY: Thomson Delmar Learning.

Senge, P. M. (2006). *The fifth discipline: The art and practice of the learning organization*. New York, NY: Doubleday.

Skiffington, S., Washburn, S., & Elliott, K. (2011). Instructional coaching: Helping preschool teachers reach their full potential. *Young Children*, *66*(3), 12–19.

Smith, S., Robbins, T., Schneider, W., Kreader, J. L., & Ong, C. (2012). *Coaching and quality assistance in quality rating improvement systems: Approaches used by TA providers to improve quality in early care and education programs and home-based settings*. New York, NY: National Center for Children in Poverty. http://www.nccp.org/publications/pub_1047.html

The decision to start a program is best conceived when the voices of multiple stakeholders are heard.

Chapter 2 Assessing Community Need and Establishing a Program

Standards and Recommendations Addressed in This Chapter

ADVANCING EQUITY RECOMMENDATION 1 Provide high-quality early learning services that demonstrate a commitment to equitable outcomes for all children.

PROGRAM STANDARD 8 Community Relationships

PROFESSIONAL STANDARDS AND COMPETENCIES: STANDARD 2 Family-Teacher Partnerships and Community Connections

PROFESSIONAL STANDARDS AND COMPETENCIES: STANDARD 3 Child Observation, Documentation, and Assessment

PROFESSIONAL STANDARDS AND COMPETENCIES: STANDARD 6 Professionalism as an Early Childhood Educator

LEARNING OBJECTIVES

After reading this chapter, you should be able to:

- **2-1** Identify information that will help determine the types of child services needed now and in the future.
- **2-2** Develop a mission statement that reflects the program's core values.
- **2-3** Determine the various types of child care needed by families in the region.
- **2-4** Recognize where the standards of quality practice can be located and how they should be used when determining the program's core values.
- **2-5** Describe the director's role in obtaining funding for an early childhood program.
- **2-6** Classify the sources of funding and how they match to the type of program being established.

Creating a new program is an exciting challenge that requires abundant creativity and energy and can be overwhelmingly complex. The process requires program planners to consider multiple factors in a stream of ever-changing priorities. Planners need to be agile decision makers and problem solvers, considering the priority of the day and shifting to the next important decision as needed to get a complete picture of both program and community needs. Clearly, there must be a need for the program. And there must be some driving force in the community, whether an individual or a group, that will generate the creative energy to

- examine the need,
- develop the program mission and values statements,
- decide about the type of program that will fit the need and available resources, and
- identify sources for funding based on the type of program being established.

These major activities will be taking place simultaneously, and each will influence the program that is developed as well as how it will be funded.

The driving force for developing the program might be an early childhood professional with a desire to open a program, or it might be a group of parents who have an interest in providing child care services for their children. Sometimes community agencies choose to expand their services to include early childhood education program. Perhaps there is a need for an expansion of both employer- and public-school–sponsored early childhood education programs. These are a few of the common catalysts for developing a program, and as the need for care continues to increase, it is important to be aware of new forces that impact how a program might be sponsored. The planners, whether an individual, an agency, or a corporation, must be prepared to carry out all preliminary tasks until a director is hired, including dealing with funding issues, undertaking public relations campaigns, and carrying out the needs assessment.

Program sponsors examine what services can be delivered realistically without diluting quality. Usually, it is unrealistic to set up a program that will be responsive to every demand and meet every need. The same can be said for expecting to start a new program and have it fully enrolled immediately. Bringing a new program up to full enrollment can take several years to accomplish, and the fiscal aspect to establish a new program can be daunting. It is better to begin on a small scale, carefully weighing the assured need against the services that can be delivered under the existing financial and resource constraints. Overextending by trying to meet everyone's needs or by providing a large-scale operation that overtaxes the resources is dangerous. Problems also arise when the need is overestimated, and a program is set up that is underenrolled. In either case, program quality diminishes, and children become the victims of impoverished environments. As a result, families do not trust the program to deliver the promised services, and it is doomed to failure.

Director's Corner

I projected it would take us three years to reach capacity in this new program, which is licensed for 115 children. We are now at the beginning of the third year of operation and we are about two-thirds full—so my prediction was on target.

—Director and owner, franchised program

2-1 • Assessing the Need

To ensure that the planned program is properly scaled to meet both the size and nature of the community need, doing a needs assessment during the preliminary planning period is important. The assessment can begin before or after a director is designated or hired, but it must be completed before any financial or program planning begins. The purpose of the needs assessment is to determine the number of families and children that will use an early childhood education program service and the type of services desired by those who will use it (see **Director's Resource 2-1**).

2-1a • What Must You Know about Need?

The first step in the needs assessment process is to determine what you need to know. After that has been decided, procedures for collecting the data can be worked out. In some situations, there may be a group of stakeholders who have an interest in the program's success and how it is configured. This group can be helpful in informing the fact-gathering process, but it cannot replace more comprehensive data collection.

2-1b • Number of Families and Children

One way to start the needs assessment is to determine the number of potential families and children that could be served. It is useless to go beyond the earliest planning stage unless families are available to use the service. Simply assessing the *number* of children is not sufficient because number alone tells only part of the story, leaving out the interest, need, or ability to afford to pay for care. If you currently are running a program for preschool children but get many calls for infant, toddler, or school-aged early childhood education program, you are alerted to a need to expand your program offerings. However, between the time you assemble your waiting lists and accomplish the program expansion, many of those families on your list will have made other early childhood education program arrangements. One quick and informal way to decide whether to proceed with a needs assessment is to find out if other programs in the vicinity have waiting lists.

Some planners overestimate the number of families who need early childhood education program and fail to consider how many of those families will use or pay for enrollment in any provided early childhood program. Although the numbers of preschoolers in early childhood education program whose mothers work outside the home has increased sharply over the past six decades, determining who cares for the children of these working families is difficult. As of 2008, "more than 60 percent of children under age [6] and 70 percent of school-age children in 44 states and the District of Columbia have all parents in the labor force" (Children's Defense Fund, 2014, p. F-3). In 2019, this percentage increased to 72.3 percent (U.S. Bureau of Labor Statistics, 2020), and the need for quality early childhood programs has also increased. Unfortunately, many early childhood programs closed during the pandemic, making access to quality early childhood programs even more difficult. Many of these children are with friends or family members, thus making it difficult to determine how many of these working parents would choose early childhood programs or home-based programs for their children if they became available.

One resource for planners is the Early Childhood Longitudinal Study, Birth Cohort, which was sponsored by the U.S. Department of Education's National Center for Education Statistics, Center of the Institute of Education Sciences (Flanagan & McPhee, 2009). This study collected national data on the early home and educational experiences of children from infancy to entering kindergarten. **Table 2-1** shows the type

Table 2-1 Primary type of nonparental care arrangement before kindergarten entry

	Number of Children (Thousands)	Percentage Distribution of Children
No regular nonparental arrangement[1]	699	20.9
Home-based care program	711	21.2
Relative care	499	14.9
Nonrelative care	212	6.3
Center-based care early childhood program	1,850	55.3
Multiple arrangements[2]	84	2.5

[1]The type of nonparental care in which the child spent the most hours.

[2]Children who spent an equal amount of time in each of two or more arrangements.

Source: U.S. Department of Education (2011).

of care and education that 4-year-olds use during the year before kindergarten in the United States.

2-1c • Socioeconomic Level of Families

Many families may be interested in early childhood education program services but are unable to cover the cost of the services they choose or need. For example, "In 2011 center-based care for infants was more expensive than public college in 35 states and the District of Columbia, and 4-year-old early childhood education program was more expensive than college in 25 states and the District of Columbia" (Children's Defense Fund, 2014, p. 63). When families are unable to pay the high cost of quality early childhood education program outside the home, operators cannot depend on tuition but must seek outside sources of funding if planned programs are to succeed. It is important to know how many families that express a need for assistance actually qualify for state or federal subsidy. When families are able to pay, determining what they are willing to pay for enrollment in an early childhood program or home-based programs is important. It is reasonable to expect that many families can afford to pay up to 10 percent of their total incomes for an early childhood

TeachSource Video Vignette

Prekindergarten Funding Cuts

This video provides an overview of the importance of the impact of state and national policy on the availability of prekindergarten (pre-K) for all children. View the video vignette titled *PreK Funding Cuts*. Reflect on the following questions:

1. Why is it important to know what is happening at the state and national levels in terms of policy, funding, and legislation related to the early childhood profession?
2. How do state and national policies impact local need?

Making the Case for Advocacy

As the need for quality early care and education has become widely accepted by both major political parties in the United States and the push for universal preschool remains a political talking point, it finally seems possible for all young children to have access to rich learning and development experiences before they start school. Although external support is important, there is also a need for those in the field to inform advocacy. Well-intentioned advocates who do not know the complexities of the field can support decisions that ultimately do more harm than good or spend limited resources in ways that do not support children and families effectively. As programs become increasingly diverse and issues of equity are at the forefront of discussions, it is imperative directors ensure their voice is heard. Policies do not always support the needs of the children within our care, and politicians are not the ones working with children daily to understand their need (O'Leary, 2018).

Decisions about how to fund early childhood programs are made quickly and require a commitment from early childhood professionals to inform the decisions being made. To support effective advocacy, directors need to do the following:

1. Seek out ways to become more politically connected and aware of trends in the field. Become a member of email distribution lists such as those associated with the U.S. Department of Education, the National Child Care Resource and Referral Association, the National Institute for Early Education Research, and other organizations that inform the field.
2. Be aware of the local champions for early care and education. Know the local organizations that are advocating for young children and stay connected with them. These organizations will notify stakeholders when there is a call to action.

education program. However, low-income families could be forced to pay as much as 25 percent of their income for an early childhood education program.

2-1d • Ages of Children to Be Served

The ages of participating children affect all program planning considerations and can make a considerable difference in the cost of delivering the service. Determine the number of families who expect to have infants or toddlers participate in the group care program outside the home. Although early childhood education programs have traditionally served 3- and 4-year-old children, the increase in the number of one-parent families and the number of working mothers has increased the demand for infant and toddler care for before and after school as well as for year-round programs for school-aged children. Therefore, when doing the needs assessment, inquire not only about 3- and 4-year-olds who may need care but also about older children and those under age 3.

2-1e • Type of Service the Families Prefer

In assessing the need for a program, one of the first things you must find out is whether families prefer full-day early childhood education program or a half-day program. Working families must have full-day care, and they often will need it for children ranging in age from birth through school age.

Although the demand for half-day programs has decreased because of families with all parents in the workforce, those families who choose half-day programs may use a program for toddlers and 3- and 4-year-olds (sometimes called *preschoolers*) but may prefer to keep infants at home. These families might select a five-day program for preschoolers but often prefer a two- or three-day program for toddlers. Parents who want to become involved in the program may choose to place their children in a cooperative early childhood education program. Other parents may not have the time or the interest in becoming directly involved in the school program.

In some situations, home-based programs may be more suitable than an early childhood center-based program because they can serve a broad range of needs, be available for emergency care, and provide evening and weekend care. The home-based program involves parents taking their children to someone else's home and paying for early childhood education program on an hourly, daily, or weekly basis. These arrangements usually are made individually, although there is often some regulation of the number of children for whom care can be provided in a given home. In a few cases, satellite programs are set up that coordinate home-based programs by an early childhood professional or an employer. Parents make arrangements through the early childhood program or the employer referral service for placement of their children in an affiliated home-based programs. They make payments to the program or make use of this employer benefit. The program or employer, in turn, pays the caregiver and provides the parents with some assurance that the home and the caregiver have been evaluated and that placement for the child will be found if the caregiver becomes unable to provide the service because of illness or other reasons. When the need for care is immediate and critical, it may be useful to locate and organize a few home-based programs while the planning and financing of an early childhood program is underway.

2-1f • How Do You Find Out about Need?

After you have determined the kind of data necessary to substantiate the need for a program, you are ready to decide how to collect the data. Some information for long-range planning can be obtained from census figures, chambers of commerce, or data on births from the health department. However, planners in most communities have access to information from their Child Care Resource and Referral Agency (CCRRA). These agencies are funded through Child Care and Development Block Grants issued to the states through the U.S. Department of Health and Human Services and were created to support families and providers who are interested in affordable and quality early childhood education program. CCRRAs provide technical assistance for a variety of early childhood education program providers, including family early childhood education program, early childhood

programs, and after-school programs. They support programs that serve infants, toddlers, preschoolers, and school agers. Many CCRRAs will generate zip code–specific program planning reports that can include the number and type of early childhood education program slots available as well as the number of children by age in an area. Child Care Aware of America (formerly the National Association for Child Care Resource and Referral Agencies) serves as a professional organization and useful resource for early childhood education program. It is important to be connected with the CCRRA that supports your area.

Although the CCRRA should be the first stop for data collection, other detailed information for decision-making will likely be needed to answer all necessary questions.

Data must be collected, recorded, compiled, and analyzed so that the need for the program can be explained to anyone who is involved in initial planning, including members of a sponsoring group or funding agency. The data-collection process might be formal and wide in scope to cover a broad potential population, or it can be informal and confined to a small group of parents and community representatives. Possible methods of collecting needs assessment data include mailed questionnaires, telephone or online surveys, and informal small group meetings.

2-1g • Use of Questionnaires

When a large group of potential clients is sampled, it is wise to develop a questionnaire that can be completed online or can be returned in an enclosed, addressed, and stamped envelope. Questionnaires provide specific data that can be recorded, compiled, and analyzed. These data are usually quite accurate; however, some families may indicate interest in early childhood education program and then no longer need one or decide not to use an early childhood education program when it becomes available. In some communities, the use of online survey tools such as Survey Monkey or Google Forms might be appropriate. Many online tools are free, easy to use, and can design surveys that collect both open-ended and forced-choice data.

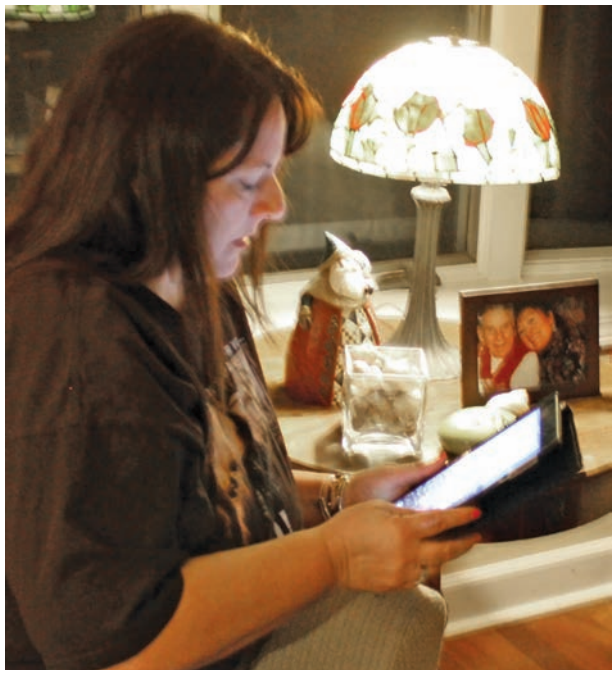
The use of online surveys can reduce the cost and also increase the percentage of returns. The task

Working Smart with Technology

Online Surveys

Online survey development tools such as Survey Monkey and Google Forms can provide opportunities for directors to send out surveys to a broad audience. Because online surveys are easy to access and can be returned by clicking the submit button or embedded right into an email message, the return rates are often much higher than pencil-and-paper surveys that must be returned by mail. Online surveys are easy to develop and can include a variety of multiple-choice, true-and-false, and open answers and can include demographic questions. Some free online survey development tools limit the number of questions that can be included. Surveys that limit the number of questions to 10 are more likely to be returned. Another benefit of using online surveys is that they typically include a tool that allows the user to create charts and graphs, which can be useful when presenting survey results to stakeholders. These electronic surveys can be sent out via email quickly and efficiently, and they have tools built in for summarizing, analyzing, and compiling data quickly and easily.

Photograph by Tara Koenig.



Using online survey development tools can help directors gain insight from a variety of stakeholders quickly and inexpensively. When individuals can access surveys anytime, anywhere, the return rate is much higher.

of developing a good questionnaire or survey can be challenging, and getting the survey into the hands of the right group of people requires thoughtful consideration. Those who determine that a traditional paper-and-pencil survey is best for their project will need to plan for the cost of mailing the survey with an enclosed addressed and stamped envelope to increase the number of returns. They should plan on a lack of response and realize that unreturned questionnaires often create more questions because it isn't clear whether those families are not interested in the service or remain interested but neglected to return the questionnaire. Creating a database to collect and combine both paper-and-pencil surveys and electronic surveys is essential for getting a full picture of family needs as well as information about how families prefer to receive communication.

When developing a questionnaire, it is best to share the intended questions with a smaller group of individuals to ensure the questions are free from bias, use easy-to-understand language, and yield the responses you intend. Having a smaller group review the questions provides the opportunity for meaningful feedback as you develop the survey questions, which in turn is likely to minimize confusion while maximizing meaningful responses and input.

Whether using a pencil-and-paper or online version, developing good surveys or questionnaires can be difficult. The questionnaire must be brief and understandable by the recipient, and the items included also must be carefully selected to provide the precise data that are important to the needs assessment for any given program. Therefore, if you are involved in drafting a questionnaire, it is imperative to analyze the potential audience first so that items are covered in terms the audience understands and that it is family friendly; then you must be sure to include inquiries about *all* the information you need while keeping the form brief.

Before planning the location, type, and size of the program and the ages of children to be served, it is helpful to ask for the following information:

- number of adults in the household,
- number of those adults employed,
- number and ages of all children in the household,
- number of children cared for outside the home,
- number and ages of children with special needs,
- estimate of family income,
- estimate of how much is or could be spent on an early childhood education program,
- days and hours early childhood education program needed,
- preferred location of early childhood education program, and
- whether the family will use the proposed early childhood program when it becomes available.

Director's Corner

At the beginning of our planning process, we worked with our neighborhood elementary school and received permission to sponsor a booth at the school's fall open house. The booth included some information on the importance of quality early childhood education program and some enticing trinkets that brought children to the booth with their families in tow. We asked visitors to fill out an interest survey and provided both a pencil-and-paper version and an online version of the survey using a laptop computer. We were somewhat surprised to see how many people preferred to use the computer to complete the survey, and many took a card with a link to the survey website with them so that others not at the open house could complete the survey. We were also able to talk with the principal who offered to include a link to our survey and a short article in the school's electronic newsletter, which generated a lot of interest and greatly increased the number of completed surveys. When it came time to compile the data, we were able to input our pencil-and-paper data into the online version. The online survey automatically analyzed our results and presented our data in a series of colorful and easy-to-understand charts and graphs, which we used as we presented our findings to potential funders.

—Director, private nonprofit program

2-1h • Use of Telephone Surveys

In the past, the use of telephone surveys was a viable option for collecting data. Today, telemarketing has come under public scrutiny, with many households opting out of being called at home by signing up for the National Do Not Call Registry. Although it is unlikely that conducting a needs assessment survey would fall under the Do Not Call Registry guidelines,