Explore, Reflect, Renew: An Evaluation of the Early Childhood Directors Leadership Institute Interim Report II for the Period Fall, 2014

Rebecca A. Shore
Richard G. Lambert
Explore, Reflect, Renew: An Evaluation of the
EARLY CHILDHOOD DIRECTORS LEADERSHIP INSTITUTE
Interim Report II for the period Fall, 2014

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Center for Educational Measurement and Evaluation
UNC Charlotte

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This technical report represents the second in a series of documents evaluating the Early Childhood Directors Leadership Institute (ECDLI) in North Carolina. The Institute is part of the Race to the Top-Early Learning Challenge (RTT-ELC) grant program designed to improve access to high-quality early learning and development programs for young children. Through the RTT-ELC grant program, states created proposals to compete for funds to improve early learning by coordinating existing services, evaluating and rating program quality and increasing access to high-quality programs. An emphasis was placed on serving children with high needs including those from low-income families, children with disabilities and English learners from birth to age five.

As a first round RTT-ELC grant winner, North Carolina was awarded approximately $70 million to improve their services and programs for young children. One of the mandates in the award was to enhance leadership development in the early childhood education field. $750,000 of the state’s $70 million award was designated to meet this specific need. Child Care Resources Incorporated, a private non-profit, 501c (3) child care resource and referral agency, was selected to fulfill this portion of the grant mandate.

**The Early Childhood Directors Leadership Institute**

The overarching goal of the Early Childhood Directors Leadership Institute (ECDLI) is to design and lead the implementation of a statewide leadership institute for 100 diverse early childhood center directors from across the state of North Carolina. As part of the project, curriculum for CEU credits would be developed and piloted with a goal of making this curriculum available for delivery to others beyond the scope of the project in the future. The curriculum designed for this project would be delivered over the course of two or three-day Institutes, during which the participants would be convened. In addition to delivery of the curriculum, the Institutes would provide for training on other topics including the Program Administration Scale (PAS), the theory and application of Small Tests of Change (STOC), and the process of creating a Change Framework for becoming a culturally competent leader at both the program and systems level.

Lisa Shporer, the Program Coordinator, along with selected leadership faculty incorporated effective practices for leadership development focusing on the following criteria for the project. The ECDLI would:

- be based on participants’ perceived needs;
- be problem-centered and site specific;
- focus on the administrator as leader/change agent;
- meet the needs of the working professional;
- promote the professional advancement of the participant;
- promote active learning and instructional leadership;
- promote collegiality and networking; and
- include ongoing technical assistance.

Concomitant to the meetings of the leadership faculty, ten coaches were recruited and hired across the state to support Institute participants throughout the duration of the project. The coaches were experts in early child care leadership rooted in practice across diverse geographic regions of North
Carolina. Their role would be to work with ECDLI participants in the application of knowledge gained through the Institute including goal-setting, self-reflections, action plans, and all aspects of the curriculum including phases of the PAS and the Small Test of Change process. Coaches would visit participants face-to-face in their work settings as well as communicate via phone and through electronic communication.

Individuals participating in ECDLI are connected using manaba, an on-line community software tool. 94% of the cohort are connected on and use it on a consistent basis. Manaba enables:

- leadership faculty to share information and comments on the curriculum development;
- the project coordinator to connect to the entire cohort, individual team members, coaches, and the leadership faculty;
- coaches to connect with their team members and other coaches; and
- participants to connect with their teams and share resources, identify topics of common interest, post resources, and provide information and feedback to address challenges.

Highly qualified coaches for the program were recruited through multiple measures and ten successful coaches were selected among 58 applicants to support the 100 participants of ECDLI. Once hired, the coaches were matched to areas of greatest need (geographic location was an additional consideration). A map of territories was created by the project coordinator and one coach was assigned to ten Institute participants creating ten teams for the duration of the project.

Finally, 100 early childhood directors were recruited from throughout North Carolina to apply and be accepted to participate in the Early Childhood Directors Leadership Institute. The project coordinator took measures to recruit a cadre of ethnically, culturally, and racially diverse directors from urban and rural regions across the state. North Carolina is divided into 100 counties and child care programs are rated using a 5 star rating scale with 5 being of highest quality. Only directors from 3-, 4-, or 5-star programs were invited to apply. The project coordinator took the number of 3 – 5 star programs available per county and selected participants based on a matching percentage. For example, in Alamance County, there were only 56 programs with 3 – 5 star ratings while in Mecklenburg County there were 228. Consequently, a higher percentage of applicants were admitted from larger counties. Successful participants must have been administrators in the early childhood field for at least 3 years and have supervised at least 4 other workers to apply. Additional information on the applications included education level, number of children served in the facility, star ratings, and number of children with subsidies their program served. Directors also needed to have internet access and to supply resumes. Writing samples were taken from all applicants which included a self-reflection on their comfort level in dealing with change. Efforts were made to recruit participants from diverse settings (physically as well as geographically and from large and small programs). No family child care homes were recruited to participate. Participants had to be willing to commit to all three of the multi-day Institutes over the two-year time duration of the project. If too many applicants were accepted from the same county, a lottery system was used to select participants. In total, 172 directors applied for the ECDLI and 109 were selected.
Summary of Institute I - October 28-30, 2013

The first Institute took place at the Embassy Suites Hotel in Winston Salem, North Carolina. Evaluation personnel from the Center for Educational Management and Evaluation (CEME) were present at all planning meetings and attended all three days of Institute I. (For a detailed overview and evaluation of the activities of Institute I, please see the Center for Educational Measurement and Evaluation website at UNC-Charlotte.) At least one evaluation team member was present for all leadership faculty meetings and additional planning and development meetings prior to the first Institute and at least one evaluation team member attended all activities included in the preconference with coaches and the three days of the opening Institute itself. It was verified that all phases of the project were managed and directed in a timely and exemplary fashion. Comments from participants on all activities and presenters within the first, three-day Institute were overwhelmingly positive.

Between Institute I and Institute II, participants received pre-certified PAS assessments. Twelve were conducted in the closing months of 2013. Coaches held quarterly meetings as a group, and logged at least 5 hours per month of contact time (more than 15 minutes each) with each team member. Types of coach contact included communication over manaba, book studies, and topic discussions. Sixteen learning communities have formed within the group which include interest topics such as strategic planning, family engagement strategies, and fiscal matters. At the time of Institute II, roughly 94% of the directors had used manaba. All of the community learning groups and the contact hours, including types of contact by coaches, was tracked by the project coordinator at the end of each month and data has been collected.


Institute II was held at the Greensboro Marriott Downtown in Greensboro, North Carolina. A coach’s meeting preceded the opening luncheon work session.

Day 1: August 4, 2014

9:30 a.m. – 10:45 a.m. – Coaches Meeting

Like Institute I, prior to the opening session of Institute II, Lisa Shporer conducted a meeting with nine of the ten coaches in the Cape Fear room of the hotel. One coach was not in attendance for this meeting due to a medical complication. Lisa provided a Coach Meeting Agenda (appendix) and thanked the group for their work. She delivered an inspirational opening message for about 5 minutes summarizing the work of the coaches since the last Institute and pointing out specific tasks they had accomplished in the interim. Coaches had visited directors, organized study groups, developed and held book study groups, and communicated with them on manaba to name a few accomplishments. Lisa also shared some inspirational comments from participants on the work so far. Following this opening, Lisa led the group through an overview of the agenda for the Institute and through the materials for the upcoming three days of work. This included the overall schedule, several less formal activities such as the planned Yarn ball activity to understand components and connectivity of systems, Zumba class for team building, and the locations and activities for the Team Times. She then reviewed the roles of the coaches for the breakout sessions and encouraged them to use this face-to-face Institute to rededicate themselves to these protocol requirements. A lively discussion ensued around
issues concerning the engagement of a few of their participants. A couple had a participant that had not been active on manaba yet. Other coaches shared ideas that had been successful for them and shared materials and handouts for participants that they felt they were still working to more fully engage. Lisa encouraged them all to consider this a new opportunity to explore, reflect, and renew.

11:15 a.m. – Hotel Check In

12:15 p.m. – Opening Luncheon Work Session – Coaches & Participants

Jennifer Johnson, Education & Quality Section Chief of the North Carolina Division of Child Development & Early Education welcomed the full group to the Institute. Afterward, ECDLI Program Coordinator, Lisa Shporer, welcomed them and thanked them for their work since the last Institute. 98 people were in attendance.

1:15 p.m. – The Work of Leaders

Karen Geiger, President of Karen Geiger & Associates, Incorporated, was the speaker for the opening session of Institute II. She shared research findings on leadership, including the concepts that executives learn by doing, learn from other people (through conversation) and learn from their mistakes. She pointed out that the last way they usually learn is through training, however, she recommended that they should all “suspend beliefs” before they opened their DiSC Profile of Leaders results.

For this opening session, the participants had been strategically placed at tables in groups of ten based on their responses to the DiSC leadership instrument. Each participant had filled in the DiSC instrument since the last Institute and their personal results had been compiled and were in their registration materials. Once at their designated tables, they each opened their results and studied them. This activity of viewing and discussing results with their tables took approximately 25 minutes. Participants were at first slow to engage, however, Lisa brought the microphone around the room and eventually increasing numbers of participants shared their thoughts concerning their results and the DiSC instrument in general. Dr. Geiger then pointed out similarities between the Myers-Briggs and the DiSC and all viewed a video on the work of leaders which discussed vision, alignment, and execution of leadership activities. The video also shared what leaders do; craft visions, build alignment, and champion executions of efforts.

Following a five minute break, Dr. Geiger led the group through an investigation of personal mission statements and helped guide them in steps toward the creation of a vision. She had analyzed the group responses on their DiSC beforehand and had selected examples from each table to expand on the vision concept and further explain the DiSC instrument and how leadership behaviors play out. She showed how one participant scored high on one end of a particular DISC continuum and another scored high on the other end. She had participants read their results and the group analyzed how these different leadership approaches may play out in their centers. Dr. Geiger did an excellent job of personalizing this workshop by studying their individual DiSC results and this brought about high engagement in the analysis portion of the workshop. Dr. Geiger used early childhood center examples throughout discussions. “How do I know if a center is aligned? When anybody in it can do a tour because all know the vision.” This opening session on the work of leaders lasted until 4:00 p.m.
The resulting evaluation responses from the participants were all positive.

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<thead>
<tr>
<th>Work of Leaders</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
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<tbody>
<tr>
<td>Karen Geiger</td>
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<tr>
<td>How useful was the information presented?</td>
<td>74%</td>
<td>26%</td>
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<tr>
<td>How would you rate Karen’s ability to deliver the information and answer questions?</td>
<td>73%</td>
<td>27%</td>
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<td>How will you use this information?</td>
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**Comments:**

- “I will use this information to examine my practice bearing in mind my leadership style and how it impacts others.”
- “Really liked the DiSC profile—will share with my staff so they better understand my leadership style. I wish we did the model of listening to both sides of the characteristics into execution but we ran out of time.”
- “I will use the information to improve my leadership style by being more encouraging and offering more praise but it also gave me insight of recognizing staff’s profile.”

4:00 p.m. – Break & Team Meetings

Each coach then led their team members to the respective predetermined breakout locations for open discussions. As CEME evaluators walked through the hotel and monitored these break-out group meetings it was determined that all groups were engaged in dialog about multiple topics related to the Institute.

5:30 p.m. – Reception

Lisa Shporer had arranged a reception in a large suite, Room 319 in the hotel and when CEME evaluators arrived all seats were taken and participants were engaged in loud and lively dialogue with one another throughout the rooms of the suite. The top recommendation from participants from Institute I was to have more time to network with other participants. The activity at this reception showed appreciation for the time to talk with one another before the structured evening activities ensued.

6:30 p.m. – Dinner & Networking

Participants were placed in their teams at tables for dinner. Lisa made a variety of announcements, reminded the directors to use manaba, pointed out how they had been supporting one another (largely through this platform), and explained the activities for the remainder of the evening. After dinner, the directors walked out of the dining area and into the ballroom lobby and escorted the participants into two very long lines of chairs facing each other to participate in an activity named
Speed Networking similar to speed dating. Each participant was given a card with prompts on it which included information to share during the Speed Networking session. They could share their names, program locations, business cards (participants had been encouraged to bring these to the Institute and to dinner that night). They then each had to answer the question “What is one of your best leadership moments?” and “What is your favorite PAS resource?” Each participant had to deliver this information in the span of a 2 minute time period. Each round totaled four minutes (Lisa served as timekeeper), at which point one side got up and moved down a chair. This highly enjoyable activity created a noise level that made it difficult to hear beyond the person across from each participant, indicating the directors were greatly engaged and enjoying this activity. At the close of this activity, Lisa asked the directors to share out any unusually inspirational leadership stories. One example shared was of a 78 year old who works with toddlers who had gotten an AA degree and completed their GED while working for this leader. This caused an impromptu round of applause from the group. While this Speed Networking activity was not formally evaluated as the other work sessions were, it was clear that all participants were greatly enjoying engaging with their fellow directors and hearing of the successes and challenges of their peers.

8:15 p.m. – Zumba Exercise Class

The final activity of the first evening was a Zumba class, conducted by a Zumba teacher from a local Greensboro YMCA. This session was not formally evaluated, although one CEME evaluator participated in the class. The activity generated much positive dialog and provided additional opportunities for the directors to get to know each other and interact in a more casual relaxing informal setting.

**Day 2: August 5, 2014**

8:00 a.m. – Introduction to Early Childhood Leadership and Management

After a breakfast buffet from 7 – 8 a.m., Lisa Shporer delivered a curriculum module on leadership and management in early childhood leadership. She reminded the directors that they will receive .5 CEU for the module. She opened the session with some focus questions aimed at redefining leadership and with a video of Drew Dudley on *Ted Talks*. Dudley spoke of “Lollipop Moments” and perceptions of leadership. The group shared lollipop moments of their own and presented one to Lisa for her outstanding work organizing the Institute and her prompting the leaders to be readers through use of the resources provided through the Institute and work on.

The session spelled out learning goals, focused on “gaining knowledge on public education and awareness of local, state, and federal levels” of influence. The participants were to respond to questions, reflected on them, and write in their journals about them. Then table members discussed their questions and placed them on chart-size post-it paper to post throughout the ballroom. The questions asked how the directors had grown in their leadership positions and what they had learned since embarking on the Institute journey. Responses included examples such as “We’re more confident in ourselves,” “Change is good,” “It’s OK to delegate,” and “It’s OK to say no.” Another question involved addressing challenges they still faced. Responses included examples such as “Wearing too many hats,” “Money,” “Quality of staff,” and “Neglecting our own mental and physical health.”
Lisa then shared research on professional development for educators, particularly addressing the relationship between increasing education, including completing higher degrees. Research showed that two of the strongest correlations for increased quality of staff were 1) teacher salaries, and 2) more highly educated staff. Lisa shared a wide variety of statistics from the North Carolina Working Conditions Study produced by Child Care Services Association and provided participants with the study. She encouraged directors to use this data for grant writing and community education efforts. This led to a discussion of how to increase the professionalization of the early childhood field, a topic that would be expanded on in sessions later in the day.

Lisa shared several resources and forms, many from the CCRI website, to guide efforts to encourage staff professional growth. She also gave guiding questions to begin the conversations with staff members; “Do you have an Infant/toddler Certificate?” “Where are you going in this career and what do you need to get there?” She then shared an employee engagement video which addressed the difference between the verbs “involve” (doing to) and “engage” (doing with) approaches for leaders.

The discussion moved on to increasing community support and participation and what kinds of questions to ask on parent surveys. Directors shared successful efforts they had made to include their stakeholders. They also shared concepts addressed and examples of data collected through surveys, such as communication, quality of care, trust in relationships, safety, curriculum, resources they found from the programs, etc. This concluded with a Blueprint for Action resource written by Paula Jorde-Bloom and provided to each participant. The group filled out a program self-assessment checklist created by NAEYC which emphasized knowing their parents and knowing their communities. It was stressed that connection points can be organized around fun or around learning. All were encouraged to document their ideas on manaba so that all could share in successful strategies. Participant reviews of Lisa’s session were very positive as shown by a 100% of respondents showing a “good” or “excellent” response on the usefulness of the information and a 98% “good” or “excellent” response to rating Lisa’s delivery of the information.

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<thead>
<tr>
<th>Introduction to Early Childhood Leadership and Management</th>
<th>Excellent</th>
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<tr>
<td>Lisa Shporer</td>
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<td>How useful was the information presented?</td>
<td>73%</td>
<td>27%</td>
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<tr>
<td>How would you rate Lisa’s ability to deliver the information and answer questions?</td>
<td>70%</td>
<td>28%</td>
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<td>How will you use this information?</td>
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Comments:
- “ME-Be the agent of change.”
- “Information was very insightful and reflective. Very appropriate for home and work. Helps looking at all staff and leadership styles. Understanding how the team can improve using strengths of the team.”
“Great resources to use with my program. I plan to use the professional development plans.”

To conclude this morning module, Michele Rivest, president of Michele Rivest Consulting, Incorporated, shared information on the Lifting Voices Training Series. She shared much information on public policy, how the government works, and how directors can help drive advocacy efforts to be more effective through community communication. She shared outlets for unexpected yet helpful voices in a community such as a sheriff talking with other sheriffs, pastor speaking with other pastors, etc. She also shared information on the First 2000 Days organization, website, and data, hammering home the great need for higher quality early childhood education and how lack of this important service leads to problems for all of us later on: “75% of Americans ages seventeen to twenty-four cannot pass the armed forces exam.” She shared a video on the Heckman Equation and the website associated with this concept. She concluded her remarks by recommending that when someone asks them what they do for a living, they would be accurate in replying that we “protect our national security” rather than “I work at a day care.”

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<tr>
<th>Systems and Systems Thinking</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
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<tr>
<td>Michele Rivest</td>
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<tr>
<td>How useful was the information presented?</td>
<td>51%</td>
<td>39%</td>
<td>10%</td>
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<tr>
<td>How would you rate Michele’s ability to deliver the information and answer questions?</td>
<td>51%</td>
<td>40%</td>
<td>9%</td>
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<td>How will you use this information?</td>
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Comments:

- “By creating a list of who are my unexpected voices within my parents and see how they can help me.”
- “To gain more knowledge re: How I can be involved with law, congress, senate, etc., i.e., public policy.”
- “Concrete mission and goals. DRIVE, STEER, the organization.”

11:30 a.m. – Lunch

A buffet lunch was served for the director participants while coaches had lunch in a breakout room with author, Stacie Goffin who would be conducting an afternoon session and evening session with the larger group. Dr. Goffin, author of Ready or Not: Leadership Choices in Early Care and Education and a new book, Early Childhood Education for a New Era: Leading for our Profession fielded questions from the coaches. She also asked for ideas on how to make early childcare education a true profession.
12:15 p.m. – Community Engagement

Tracy Zimmerman, Director of Communications for the North Carolina Early Childhood Foundation, and Lisa Finaldi, a Community Engagement Leader also for the North Carolina Early Childhood Foundation conducted a 90 minute session on ways to better and more effectively engage the communities of the directors. Using the model *First 2000 days* as an example of how to utilize messaging to programs stakeholders. They expanded the conversation beyond just their own centers and encouraged the directors to look at their statewide community. This session was another stepping stone leading up to Dr. Goffin’s charge of redefining the early childhood education professional altogether. Ratings and comments on this session were:

<table>
<thead>
<tr>
<th>Community Engagement</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
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<tbody>
<tr>
<td>Tracy Zimmerman and Lisa Finaldi</td>
<td>64%</td>
<td>36%</td>
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<td>How useful was the information presented?</td>
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<tr>
<td>How would you rate Tracy and Lisa’s ability to deliver the information and answer questions?</td>
<td>57%</td>
<td>39%</td>
<td>4%</td>
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<td>How will you use this information?</td>
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Comments:

- “Remind others of the important job that I do. I am building leaders for tomorrow.”
- “I will utilize key messengers/unexpected voices to assist in promoting early care.”
- “Educate my team better use their site videos etc. so every staff team member realizes EXACTLY how CRITICAL & VITAL this PROFESSION is.”

1:45 p.m. – Ready or Not: Leadership Choices in Early Care and Education

Dr. Stacie Goffin, President of Goffin Strategy Group, LLC, opened her session by asking all of the participants to “stretch their minds” and address a major problem she has noted with the early childhood education profession; that is, it cannot be fully defined as a profession in her view yet. She asked the group how we could make it more professional. She stated that the ECE profession was not “organized” such as in “organized medicine”. She believes that there has been “exponential growth in programs” and plenty of public recognition of the importance of the early years, but that we were not yet a true profession. She facilitated discussion on the criteria for a field becoming a full profession.
<table>
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<tr>
<th>Keynote Address: Ready or Not: Leadership Choices in Early Care and Education</th>
<th>Excellent</th>
<th>Good</th>
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<tr>
<td>Stacie Goffin</td>
<td>37%</td>
<td>43%</td>
<td>16%</td>
<td>4%</td>
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<tr>
<td>How useful was the information presented?</td>
<td>31%</td>
<td>33%</td>
<td>25%</td>
<td>11%</td>
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<tr>
<td>How would you rate Stacie’s ability to deliver the information and answer questions?</td>
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<td>How will you use this information?</td>
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Comments:

- “Stepping outside of the box to improve the profession.”
- “Use in staff meetings. Professional conversation. Thought provoking conversation.”
- “This is such a new concept so I’m not sure how to use this information.”

2:45 p.m. – Break & Team Meetings

After an hour of Stacie Goffin presenting, the group broke out into their teams for a meeting. The coaches delivered a professional development on the Small Test of Change (STOC) or Plan-Do-Study-Act model. The STOC is a model to use for problem solving challenges. Each team discussed a specific challenge and went through the steps of STOC to gain experience in using the model. Then had the option of attending another networking reception. Afterward, the group returned to more from Dr. Goffin.

5:30 p.m. – Dinner & Stretch Your Thinking!

Dr. Goffin opened this session by throwing out ideas to the audience for coming up with a name for the early childhood education field. After a few ideas were shared, she asked for criteria defining the ECE profession. This was followed by the question, “What commitment can you make and what steps can you take to make something happen?” She gave examples of what other states were doing to try and define the profession. In Texas, some groups organized around wine & cheese & book study groups, in Washington, participants organized around book study by chapters, some made efforts toward writing reviews of ECE books on Amazon.com. There are lots of things we can do, she suggested. She also reinforced the importance of connecting on manaba with ideas. In conclusion she reminded the group that communication matters, clarity of expectations matters, hiring and keeping good teachers matters, and support matters, especially to the children. Dr. Goffin’s two session did not receive as high reviews as the other components of the Institute. The topic was selected in order to give participants an opportunity to think beyond their programs to the field of ECE. There was much discussion and controversy over the difference between a “profession” and “professional”. The topic did stretch the thinking of the group. Additionally, each participant did receive a copy of Dr. Goffin’s latest book, *Early Childhood Education for a New Era: Leading for our Profession.*
### Stretch Your Thinking!!!

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<tr>
<th>Stacie Goffin</th>
<th>Excellent</th>
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<tr>
<td>How useful was the information presented?</td>
<td>28%</td>
<td>40%</td>
<td>24%</td>
<td>8%</td>
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<tr>
<td>How would you rate Stacie’s ability to deliver the information and answer questions?</td>
<td>28%</td>
<td>32%</td>
<td>24%</td>
<td>16%</td>
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<tr>
<td>How will you use this information?</td>
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### Comments:
- “Push for early education to be a profession. Staff must have education to work in the field.”
- “To stretch my thinking re: my career and the future direction of the industry of early childhood and my own personal journey in the future.”
- “Liked the consensus on profession. The beginning of understanding gaps in our profession.”

### Day Three: August 6, 2014

7:00 a.m. – Breakfast Buffet & Hotel Check-Out

8:00 a.m. – Leadership and Management Strategies- Program Management Inventory (PMI)

Dr. Richard Lambert, professor, and Dr. Rebecca Shore, associate professor, both in the Department of Educational Leadership at the University of North Carolina at Charlotte, conducted this session explaining the background and purpose of the Program Management Inventory, an instrument created by Dr. Lambert and validated by research since its publication in 2002.

While the DISC instrument discussed the prior day of the Institute focused on “your view of you,” the PMI is a combination of you and your staff’s view of your leadership. All participants had taken the leader portion of the PMI instrument prior to beginning this second Institute session. Their staff will be taking the other portion of the instrument prior to the third Institute. After sharing the history of the development of the PMI instrument, Dr. Lambert and Dr. Shore presented each of the three components of the PMI one by one and followed each segment with applied leadership practices, rationale for the practices, and brain-based explanations for different approaches to the different components.

The PMI session received the highest ratings of Institute II and a follow-up session will be scheduled during Institute III to share results of the full PMI for each director.
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<tr>
<th>Leadership and Management Strategies</th>
<th>Excellent</th>
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<th>Fair</th>
<th>Poor</th>
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<tr>
<td>Rich Lambert and Rebecca Shore</td>
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<tr>
<td>How useful was the information presented?</td>
<td>95%</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How would you rate Rich and Rebecca’s ability to deliver the information and answer questions?</td>
<td>96%</td>
<td>4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How will you use this information?</td>
<td></td>
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</tbody>
</table>

Comments:

- “AWESOME!!! I would like to have my staff take the multiple intelligences and the find your hemisphere preference.”
- “I have been empowered to continue my education in early childhood leadership.”
- “I will use it to be deliberate and intentional about my practice. I will also use it to try to understand my staff, families and children better.”

12:00 p.m. – Small Test of Change

Lisa Shporer reviewed the Small Test of Change which was taught at the team meetings on Tuesday afternoon. One team reported on the challenge of networking in the community and gave specific information using the Plan-Do-Study-Act model to develop a plan to meet this challenge.

This last session was wrapped up with closing remarks by Lisa and reminders to complete the Institute Evaluation Surveys before leaving. The surveys could also be completed online. Resources were distributed.

1:00 p.m. – Box Lunch To-Stay or To-Go.

Summary – Overall ratings for the second ECDLI were similar to the ratings for the first Institute by participants, being regarded as highly successful. Comments from participants indicated they were appreciative for the increased opportunities to network with other directors and that they gained ideas and built new relationships through these opportunities. They also indicated they appreciated the time to reflect on their leadership, an activity that is hard to make happen in the hustle and bustle of running their centers day to day. Overall, participants were pleased and indicated that they learned much and grew professionally in the second Institute.
<table>
<thead>
<tr>
<th>Rate your overall satisfaction of the following:</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entire Institute</td>
<td>72%</td>
<td>28%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Networking-Monday Evening</td>
<td>48%</td>
<td>39%</td>
<td>10%</td>
<td>3%</td>
</tr>
<tr>
<td>Zumba</td>
<td>68%</td>
<td>30%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Team Meetings</td>
<td>75%</td>
<td>24%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Resource Books</td>
<td>83%</td>
<td>13%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>Networking Opportunities</td>
<td>71%</td>
<td>29%</td>
<td></td>
<td></td>
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</table>

**Additional Information/ Comments:**

What was the best part of the Institute for you?

- “Networking and gaining lots of ideas from guest speakers and fellow leaders!”
- “Loved the reflection time and understanding of leadership skills and styles. The discussion of moving Early Learning to a profession.”
- “Relationship building of peers.”

Do you have any additional comments/suggestions you would like to share?

- “This is something that needs to continue for our field to grow in the direction that is best for children.”
- “I like the easier, yet still intense scheduled. I feel more energized by the early childhood field.”
- “The networking has been wonderful. The local team meetings between Institutes has been amazing. There is a need for some breaks during the day to tend to the phone calls and emails that came through. The temperature was VERY distracting. The food was wonderful. I would love a workshop on How-what specific activities we can do with our staff. Wonderful choice in speakers.”