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**Evaluation of Every Child Counts
First 5 Alameda Children & Families Commission's
Every Director Counts Project**

Prepared for
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Executive Summary

"It wasn't what they required of us, but what they inspired in us to require of ourselves that was the work."

–Participant, Focus Group

Introduction and Program Overview

Every Director Counts (EDC) was an intensive, 18-month staff development project funded by First 5 Alameda County Every Child Counts (ECC) Enhanced Mentor Program with support from the California Early Childhood Mentor Program¹. EDC was designed to positively impact child care centers by developing the program management and leadership skills of Directors ("Participants") who lead early care and education programs in Alameda County through intensive long-term training and mentoring support. ECC based EDC's design on other similar, successful leadership training interventions aimed at Directors at early childhood centers, such as the McCormick Fellows Leadership Training Program and Taking Charge of Change (TCC) in Illinois.

Between January 2004 through June 2005, 21 Directors participated in:

- ⇒ 14 training sessions covering 26 topics,
- ⇒ two three-day retreats,
- ⇒ monthly training meetings, and
- ⇒ ongoing one-on-one mentoring between meetings.

In total, EDC provided over 100 training hours to Participants on a wide variety of leadership and management topics.

Participants also planned and implemented a small-scale change plan, First Steps Toward Change, to develop their skills for envisioning a goal, developing steps toward that goal, and implementing the plan. Building on that experience, and with support from Mentors and EDC staff, Participants developed a larger-scale plan – the Program Enhancement Plan (PEP).

Evaluation Methods

This mixed-method evaluation, involving multiple evaluators, included ongoing formative and summative assessment of EDC interventions. The following provides an overview of evaluation methods:

- ECC staff developed and administered 6-, 12-, and 18-month surveys to Participants and Director Mentors.
- The Center for the Child Care Workforce conducted focus groups with a variety of EDC stakeholders.
- LaFrance Associates, LLC (LFA) provided evaluation technical assistance to a subset of EDC participants during the Program Enhancement Plan (PEP) process, surveyed Participants at project-end about their experience with the PEPs and synthesized all available evaluation data for this report.
- Participants completed a pre-intervention Work-Environment Profile (WEP), administered by the McCormick Tribune Center for Early Childhood Leadership at National-Louis University to guide their thinking in selecting an area for focusing change at their centers. Participants also completed a post-intervention WEP, though change was not necessarily expected in WEP items because the change processes that Participants implemented were not necessarily informed by pre-WEP results.

¹ The California Early Childhood Mentor Program provides stipends to Director Mentors. <http://www.ecementor.org/What.htm>

Summary of Evaluation Results

ECC program architects developed EDC components to work cumulatively toward the overarching goal of building the leadership capacity—specifically, the ability to lead a change process—among Participants. The following summarizes key outcomes organized by areas of desired result as expressed in ECC’s Accountability Matrix for EDC.

Desired Outcome: *Enhanced Mentoring Abilities of Director Mentors*

EDC aimed to improve the mentoring abilities of Director Mentors.

- ⇒ Of six participating Director Mentors, four reported their mentoring abilities had seen a “great deal” or “exceptional” improvement since January 2004.
- ⇒ All Director Mentors rated their skills more highly in the post-EDC assessment as compared to the pre-EDC assessment in supporting Participants to identify a goal to improve the center; identify steps to reach an improvement goal; design strategies for the Director to get input from his/her staff on developing a goal; design strategies to extend ownership of a goal to staff; monitor the progress of an improvement plan; and refine an improvement plan while in progress.

EDC aimed to foster strong mentoring relationships between each Participant and his/her Director Mentor.

- ⇒ 81% of Participants said the support they received from their Mentor was “Very helpful” or “Extremely helpful.”

Desired Outcome: *Increased Management and Leadership Knowledge and Skills of Center Directors*

EDC aimed to improve Participants’ leadership and management skills, with a focus on their ability to design, lead, and manage change processes in their organizations.

- ⇒ Over half of Participants (57%) completed 80 to 100 percent of their First Steps Toward Change plans.
- ⇒ Eighteen of twenty-one Participants (85%) completed 80 to 100 percent of their Program Enhancement Plans (PEPs).
- ⇒ 81% of Participants said the EDC project had “a great deal” of impact on them as Directors.
- ⇒ In a post-PEP survey, all respondents (100%) said they “Agree” or “Strongly Agree” with nine statements indicating improvement in their leadership and management skills as well as the quality of care in their centers.

Desired Outcome: *Establishment of Successful Center Director Training Modules*

EDC aimed to provide Participants with knowledge and skills they could apply directly to their work in general, as well as their EDC-inspired change processes specifically, through intensive training.

- ⇒ Eighteen months after the project began, 95% of survey respondents said that the monthly training sessions were “Very helpful” or “Extremely helpful.”
- ⇒ Overall, sixteen of 20 Participants (80%) with a pre- and post-training needs assessment improved in 10 or more areas addressed in the trainings.

Desired Outcome: *Enhanced Environments for Staff, Children and Families*

EDC aimed ultimately to contribute to enhanced environments for staff, children and families.

- ⇒ Some Participants reported improvements in the areas of teacher-child relationships, conflicts among children, quantity of parent-child interactions, and transitions for children.

Desired Outcome: *Enhanced Networking and Collaboration Among Director Mentors and Center Directors*

EDC aimed to increase networking and collaboration among Directors—both Participants and Director Mentors.

- ⇒ At the end of the project, 91% of Participants said they felt “much more” connected or a “huge improvement” in how they felt connected to their peers since EDC began.
- ⇒ Five of six Director Mentors said they felt “much more” connected to their peers since EDC.

Lessons Learned

LFA evaluators identified the following lessons learned based on discussions with ECC staff and a review of all available Director Mentor and Participant data.

- ⇒ EDC was an ambitious program spanning more than 18 months with many components and a wealth of information, trainings, and support opportunities. The project may have been overly complex and resource-intensive; in other words, the number and extent of components could potentially be simplified. For example, Participants received extensive training on a wide variety of topics, all of which they found useful for their work in general. Still, with an overarching goal of building Director capacity to design, lead, and manage change, it may not have been necessary to provide training on so many topics. The main lesson here is to remain focused on the primary goal, and to ensure alignment of every component with that goal.
- ⇒ Both EDC project staff and Director Mentors learned a great deal about the leadership and management needs of Directors of early care and education centers at the conclusion of the pilot. For example, time management is a universal challenge and Directors require support and incentives to step out of their day-to-day routines to think about the big picture for their centers.
- ⇒ ECC staff suggests that if this model were to be replicated that more time would need to be spent training the Director Mentors on how to support Participants. Some mentors reported feeling under-prepared for their task and the hours allotted were underused.

Conclusion

Overall, EDC was successful in its core goal of building the leadership and change-management capacity of Participants, all of whom reported an increase in their knowledge and skills in related leadership and management topics. As a pilot project, EDC was meant to be an experiment. Through this effort, Every Child Counts First 5 Alameda contributed to the quality of leadership and care in child care centers while developing a promising model that can be refined and replicated.

I. Introduction

Program Overview

Every Director Counts (EDC) was an intensive, 18-month staff development project funded by First 5 Alameda County Every Child Counts (ECC) Enhanced Mentor Program with support from the California Early Childhood Mentor Program². EDC was designed to positively impact child care centers by developing the program management and leadership skills of the Directors (“Participants”) who lead early care and education programs in Alameda County through intensive long-term training and mentoring support. Twenty-five Directors were selected from a variety of programs throughout Alameda County. The project was led by a diverse team of three early childhood trainers and four Director Mentors who trained, mentored, and supported the Directors selected to participate. Multiple evaluators were involved in collecting data for this evaluation, and one of the evaluators, LaFrance Associates, LLC (LFA), compiled results for this report.

At its core, the EDC project aimed to build Participants’ capacity to design, lead, and manage change processes in their organizations.

At its core, the EDC project aimed to build Participants’ capacity to design, lead, and manage change processes in their organizations. By focusing on Directors and their change-management capacity, ECC aimed to support the potential for ongoing improvements in the management practices, leadership, and relationship-building skills of the Participants. This intervention also allowed ECC to leverage the contact Participants have with multiple ECE teachers, thus multiplying the effect of trainings and other interventions.

The EDC Accountability Matrix, summarized in the next section and included in its entirety in the Appendix, outlines desired outcomes for Participants, Director Mentors, center staff, children, and families. ECC designed EDC to meet the following outcome areas:

- ⇒ Improved mentoring abilities of Director Mentors;
- ⇒ Participants’ satisfaction with support provided by Director Mentors;
- ⇒ Application of training content to Participants’ work;
- ⇒ Increase in networking and collaboration among Directors;
- ⇒ Improved Participant skills in interpersonal communication, group facilitation skills, and staff development skills; and
- ⇒ Director-led changes at centers in areas identified by Participants.

ECC based EDC’s design on other similar, successful leadership training interventions for Directors at early childhood centers, such as the McCormick Fellows Leadership Training Program and Taking Charge of Change (TCC) in Illinois. The two-year McCormick Program results in a Master’s degree in Early Childhood Administration, and the one-year TCC entails over 100 hours of training³. EDC staff worked with Paula Jorde Bloom, the architect of TCC, to clarify development of the model to be used in Alameda County. While the target of Jorde Bloom’s model is center accreditation, EDC’s focus is on training Directors on how to identify, plan, implement and sustain positive change

² The California Early Childhood Mentor Program provides stipends to Director Mentors. <http://www.ecementor.org/What.htm>

³ Bloom, P.J. and Bella, J. (2003). *Zoom: The Impact of Early Childhood Leadership Training on Role Perceptions, Job Performance, and Career Decisions*. Wheeling, IL: The Center for Early Childhood Leadership, National-Louis University.

efforts in their child care centers. The Bloom model emphasizes that change is an ongoing process and that in order to effectively run high quality programs, Directors must be comfortable with both the theory and practice of leading change efforts.

Program Design

Between January 2004 through June 2005, 21 Directors⁴ participated in EDC retreats, trainings, mentoring, and developing change plans. The timeline on the following page provides an overview of the project period and illustrates the sequence of components.

Outreach

EDC staff targeted a group of Directors that was diverse in terms of types of programs, geography, Directors' level of experience, and culture/ethnicity. Outreach activities included mailings to every center in the county, visits to Director support groups, and a series of information nights. EDC received 50 applications and accepted 25 Directors to participate.

Retreats

Two three-day residential retreats held at the beginning and middle of the project were attended by both Participants and Mentors. The retreats focused on early childhood-related topics such as "developmentally appropriate practice," "the change process," early literacy and leadership topics such as "developing a vision for a center and the dimensions of organizational climate." These retreats helped to create a cohesive culture of learning and sharing within the project and strong relationships that enhanced the monthly training sessions.

Training

EDC provided fourteen monthly training sessions on 26 topics, including:

- Leadership
- Mentoring
- Designing an action plan
- The change process
- Decision making
- Norms
- Time management
- NAEYC Code of Ethical Conduct
- Supervision
- Curriculum models
- Early literacy
- Performance appraisals
- Individual differences
- Cultural competency
- Working with staff
- Marketing
- Advocacy
- How to make a presentation
- Recruiting and hiring staff
- Developmentally appropriate practices
- Designing a Program Enhancement Plan
- Pinpointing organizational problems

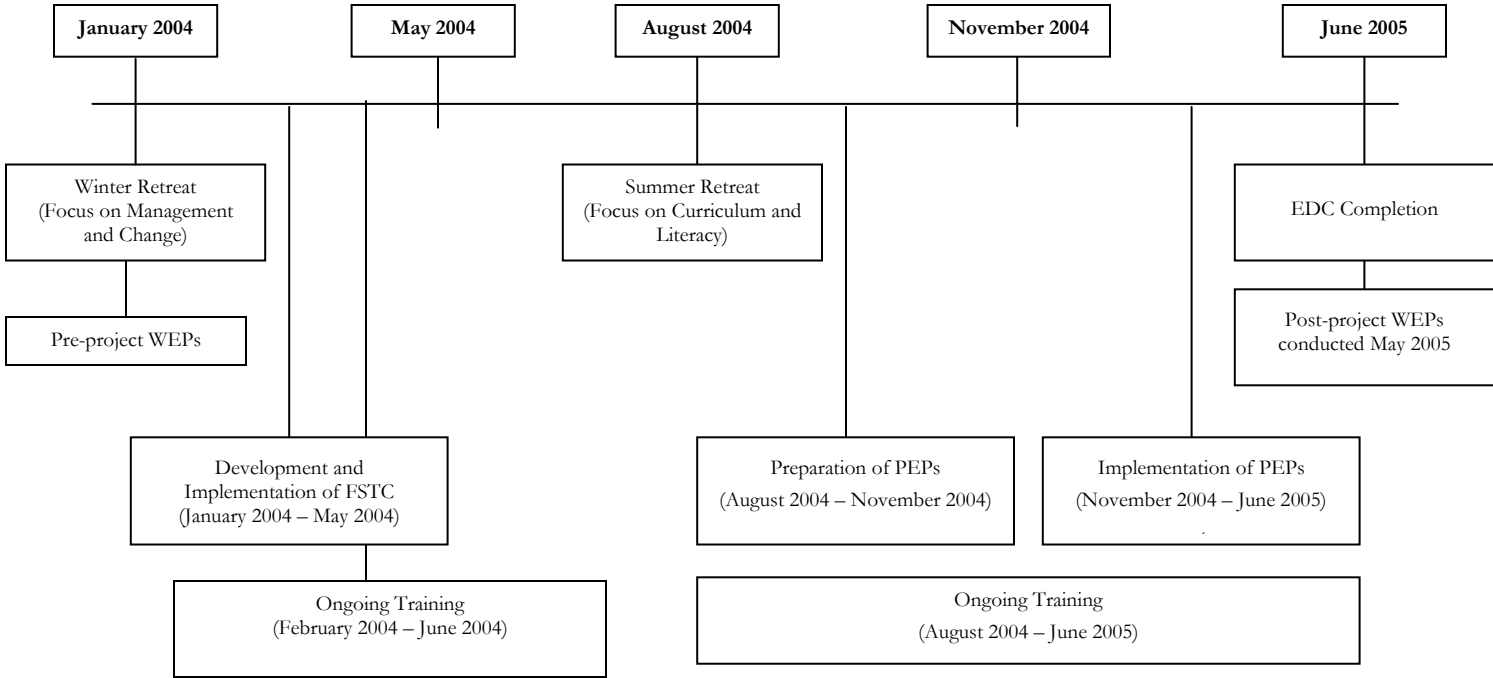
All combined, the retreats and trainings provided Participants with over 100 training hours.

Mentoring

Participants were eligible to receive up to 40 hours of one-on-one specialized support from a Director Mentor over the course of the project. Director Mentors attended training in Chicago with Paula Jorde Bloom's organization, along with the three project trainers, and received training in mentoring from Every Child Counts.

⁴ ECC selected 25 Directors to participate in EDC with an expectation of losing five to attrition. Reasons for attrition among the four who did not complete the program are provided later in this report.

Every Director Counts
Approximate Timeline of Activities,
January 2004-June 2005



The Work-Environment Profile. Participants completed a Work-Environment Profile (WEP), administered by the McCormick Tribune Center for Early Childhood Leadership at National-Louis University, prior to developing a change plan and again at project end. The purpose of the initial WEP was to potentially guide Participant Directors in selecting an area for change at their centers. Participants also completed a post-intervention WEP, though change was not necessarily expected in WEP items because the change processes that Participants implemented were not necessarily informed by pre-WEP results. The WEPs were used to get Participants acquainted and comfortable using an assessment tool as a way to measure change.

First Steps Toward Change (FSTC) Action Plans

Participants developed a First Steps Toward Change Action plan for their centers with training and technical assistance from EDC trainers and their Mentors. This process provided each Participant with the opportunities to identify a center need, articulate a goal and tasks to meet the need, implement the plan at his or her center and measure the impact of the plan. Participating Directors, with support from a training consultant and ECC staff, drafted “First Steps Toward Change” plans to help develop their program planning skills. These were small-scale, short-term plans for change in participating programs.

Program Enhancement Plans (PEPs)

The First Steps Toward Change process both provided practice to Participants in planning and leading change and helped Director Mentors anticipate challenges their Participants might encounter in writing plans for the second change process, the Program Enhancement Plan (PEP). PEPs build on the FSTC, but differed in that they were larger scale, longer term, and received funding for implementation as part of EDC. Participants submitted grant applications for \$1,000 to implement their PEPs to improve the center in an area they identified. PEP plans covered topics such as providing parent and staff training on early literacy, holding a retreat for supervisors, and implementing a new curriculum at the center. The main purpose of the PEP process was to provide Participants with experience in planning and leading change. A secondary purpose was to provide an experience for Participants in practicing articulating and presenting a project grant proposal format.

II. Evaluation Methods

This section describes the participants in the evaluation, instruments and timelines for administration, and data analysis procedures, as well as a summary of evaluation technical assistance provided to Directors. Evaluators collected data for this study from a wide variety of stakeholders. ECC staff and a consultant trainer provided information on the program design and purpose. Participating Directors provided ongoing feedback on trainings, summary reflections at regular intervals, and participated in focus groups. Director Mentors provided their perspectives and reflections at regular intervals and participated in focus groups. Center staff participated in focus groups and a subset provided their perspective on the PEP process.

Evaluation Questions

EDC staff and LFA consultants collaboratively developed the following evaluation questions to guide the evaluation process:

1. What were the successes and challenges related to implementing the program?
2. How were the mentoring abilities of Director Mentors affected by the program?
3. To what extent were Director Mentors able to establish strong mentoring relationships with the Participants?
4. Which aspects of the training and mentoring were most effective in terms of helping Participants to develop their management and leadership skills and increase their networking and collaboration with other Directors?
5. Did one component (training or mentoring) have a greater impact than the other?
6. In which particular areas did Participants' skills improve the most?
7. What key factors affected the successful development and implementation of the Participants' action plans (e.g., scope of plan, goal domains addressed, size of child care center, support from Director Mentor, etc.)?
8. What specific changes were implemented at the child care centers and how does staff perceive these changes?
9. To what extent were the impacts desired by the Participants achieved?
10. Were positive changes sustained at least one year after the conclusion of the program?
11. Which elements of the Community Action Plan had been implemented by one year after the conclusion of the program?
12. Were there any unanticipated consequences or results of the program?
13. What, if any, improvements to the program should be considered?

Accountability Matrix Outcome Indicators and Data Sources

The following table connects outcome indicators with data sources. The full Accountability Matrix that Every Child Counts developed for EDC is included in the Appendix to this report.

**Exhibit 1:
EDC Accountability Matrix Outcomes and Data Sources**

Accountability Matrix Outcome Indicator	Data Source(s)
Percent of Director Mentors reporting that the project had a positive impact on their mentoring abilities. Percent of Director Mentors reporting increased mentoring ability relating to: <ul style="list-style-type: none"> • Assisting with the development of written plans • Assisting with the implementation of plans • Communicating effectively with Participants 	Mentor surveys Participant surveys ⁵
Percent of Participants satisfied with the support received from their Director Mentor	Mentor surveys Participant surveys Participant focus group
Percent of Participants applying trainings to their work Percent of Director Mentors and Participants reporting improved networking and collaboration	Participant surveys
Percent of Participants reporting increased: <ul style="list-style-type: none"> • interpersonal communication skills • group facilitation skills • staff development skills 	Participant surveys Mentor surveys Focus groups
Percent of Centers with increased positive ratings in one or more dimensions of the Work Environment Profile	Focus groups Pre & Post WEP Surveys
Percent of Participants achieving First Steps Toward Change Action Plan goals by domain Percent of Participant achieving PEP goals by domain	Mentor Review Forms Participant Survey

Instruments and Timeline

Training Evaluation Surveys. Participants completed evaluation surveys at the end of each training session, and provided reflections on the trainings and their impact at the 6-, 12-, and 18-month marks.

Mentoring Evaluation Surveys. At the same 6-, 12-, and 18-month milestones, Participants completed surveys rating the quality of mentoring they received and providing feedback to project staff on their mentoring experiences.

Mentor Surveys. Director Mentors also completed surveys at the 6-, 12-, and 18-month marks during the project. Mentors rated their overall satisfaction with the project, provided suggestions for changes to the project, provided feedback on support they received, amount of time with

⁵ EDC staff administered Director Mentor and Center Director surveys at the 6-, 12-, and 18-month marks in the project. This report focuses on reporting 18-month survey results, using the 6- and 12-month surveys to add context where necessary.

Participants, methods of working with Participants, and monthly trainings. Mentors assessed the changes in their mentoring abilities and provided examples of changes they had seen in the previous time period.

The Work-Environment Profile. The WEPs were administered at project start and end by the McCormick Tribune Center for Early Childhood Leadership at National-Louis University. This instrument functioned both as part of the program design and as an evaluation tool.

PEP Evaluation Survey. Participants and their staff completed a survey at the end of the PEP process reporting their experience in the PEP process and rating the change they experienced.

Mentor PEP Surveys. Mentors completed a pre- and post-PEP survey identifying their ability to guide participants through the PEP process.

Data Analysis Procedures

Training Evaluation Surveys, Mentoring Evaluation Surveys, Mentor Surveys, and PEP Evaluation Surveys. For each survey instrument, evaluators analyzed frequency of responses to survey items and summarized themes from open-ended responses.

Focus Groups and Key Informant Interviews. Evaluators conducted content analysis to identify themes in focus group and key informant interview data.

LFA integrated results across analysis procedures to identify and explain themes in outcomes and recommendations.

Evaluation Technical Assistance

LFA reviewed the First Steps Toward Change plans and shared training documents to help those Participants new to evaluation understand basic evaluation concepts and terminology. The Lead Training Consultant and ECC staff introduced the Program Enhancement Plan process to Participants and worked with them to refine and clarify plan objectives.

LFA also reviewed final versions of PEPs, categorized the plans into four domain areas (staff development, environment, curriculum, and parent support/development), and selected eight representative plans. These eight Participants worked with an LFA evaluation team member to develop a PEP accountability matrix. From these accountability matrices, LFA generalized domain area outcomes and developed a short retrospective survey distributed to staff and Participants at participating centers to measure how much change the centers experienced.

III. Process Evaluation Results

This section describes findings related to EDC's outreach to Participants, recruitment of Director Mentors, and the characteristics of Participants.

Outreach

The EDC team hoped to receive 75 applications for 25 available slots in the EDC program. Ultimately, 50 Directors applied. During information sessions, staff made clear the project would require commitment and significant amounts of time. This may explain why EDC received fewer than expected applications. Those who applied answered open-ended questions on the application form about why they wanted to be part of the project, and both Directors and their employers signed statements indicating that they understood the time commitment.

The Directors who were selected for the program participated fully: there was at least 90% attendance at every event except two trainings, and 21 of the 25 completed the program. Those who did not complete the program did so for a variety of reasons, including taking a new job, lack of support from the Executive Director, and for "personal reasons." The EDC team anticipated an even higher level of attrition than occurred.

Director Mentor Recruitment

Finding and choosing qualified Director Mentors turned out to be a greater challenge than finding Participants. Only three Mentors were found through application process; the others were found through outreach. The program began with five Mentors, but the team became concerned that the number of Participants exceeded the number of Mentors available, and eventually added a sixth Mentor.

Participant and Center Characteristics

Participating Directors formed a diverse group in terms of program type, geographic location within Alameda County, levels of experience, and race/ethnicity. The data in this section reflect the 21 Participants who completed the full program.

- ⇒ Over three quarters (76%) of Participants have been in the childcare field for six years or more.
- ⇒ Just under half (48%) have been in the field for ten years or more.
- ⇒ Over half (57%) of Participants' centers are private non-profit organizations, one-fifth (19%) are private for-profits, and the other center types include co-op, school district, faith-based, and Head Start.

- ⇒ About half of Participants are white (48%) and just over one-quarter are African American (29%), as shown in Exhibit 2.
- ⇒ Participants' centers serve between 12 and 200 children, with staff sizes ranging from four to 28.
- ⇒ Participants' centers are located throughout Alameda County:
 - North County 60%
 - South County 28%
 - East County 12%

**Exhibit 2:
Race/Ethnicity of
Every Director Counts'
Participants**

Race/Ethnicity	N=	%*
African American	6	29%
Chinese	2	10%
Hispanic	2	10%
Multiracial	2	10%
White	10	48%
Other	2	10%

* Total adds to >100% because respondents could check all that apply.

Centers participating in this program may also participate or have staff who participates in a variety of other ECC projects, including the Quality Improvement Initiative, and the Child Development Corps.

IV. Outcomes Evaluation Results

Because EDC was a multi-faceted pilot project, this section presents outcomes evaluation findings related to specific components of the effort: assessments, retreats, training, mentoring, and change plans. Outcome indicators from EDC's accountability matrix are summarized at the end of this chapter.

“It wasn't what they required of us, but what they inspired in us to require of ourselves that was the work.” –**Participant, Focus Group**

Work Environment Profiles

One of the first activities of EDC was an assessment of the center as a workplace. Participant Directors' centers completed Work Environment Profiles (WEP), administered by National-Louis University. The WEP instrument measures staff commitment to the organization, the workplace's congruence with the ideal workplace, staff decision-making and influence levels, and the overall climate for employees. EDC envisioned this assessment as a means for Participants to understand how staff views their centers.

EDC allowed for flexibility in how Participants used the profile. The results of the profile could be used to identify an area ready for change. However, Participants were not required to develop their change plans based on the results of the Work Environment Profile; Participants were free to identify a more pressing priority or an area in which change would be more likely to occur, given the time and other resources available. Participants worked closely with their Mentor to identify the best goal for their plan. In fact, the area of change chosen by the Participants was less important than the process of leading change itself because the overarching goal of EDC was to build Directors' change-management capacity.

The WEP was administered again after most Participants had completed their Program Enhancement Plans. Results are included in Exhibit 3 below, which summarizes changes in each area for the group of centers.

Exhibit 3
Early Childhood Work Environment Profiles
 Pre and Post Analysis (N = 21)

	Pretest		Posttest	
	M	S.D.	M	S.D.
Commitment	7.48	.91	7.61	.75
Congruence with Ideal	74.49	9.85	75.80	10.41
Decision-Making Influence				
Current	32.35	1.61	33.31	1.87
Desired	38.04	1.52	39.26	1.13
Discrepancy	5.69	6.69	5.95	7.64
Climate				
Collegiality	7.30	1.23	7.23	1.24
Professional Growth	4.82	1.66	4.90	1.47
Supervisor Support	7.38	1.11	7.38	1.27
Clarity	6.21	1.44	5.98	1.45
Reward System	6.50	1.22	7.04	1.25
Decision Making	7.34	1.53	6.93	1.11
Goal Consensus	7.09	1.35	7.28	1.06
Task Orientation	7.21	1.29	7.38	.82
Physical Setting	7.64	1.17	7.27	1.11
Innovativeness	7.29	1.32	7.18	1.17
Total Climate	68.80	10.19	68.60	9.25

*p < .05

A sample size of only 21 centers is too small to identify significant changes. Overall, six of the centers showed significant positive changes (more than 5 points overall). Four Centers showed a significant decline in scores (more than 5 points overall). The rest of the centers remained roughly the same within 1-4 points of their original score. It is not surprising, however, that there were no large changes detected by the WEP, since Participants were not required to use the WEP results to determine the area of change. Furthermore, staff attitudinal changes are extremely hard to measure and document.

Assessment of Trainings and Retreats

Staff conducted a training needs assessment developed by National-Louis University to measure aspects of early childhood education leadership at the beginning and again at the end of the project. Staff adjusted the planned training content based on the results of the assessment. **Overall, sixteen of 20 (80%) participating Directors with a pre- and post-training needs assessment improved in 10 or more areas addressed in the trainings.**

Monthly Training Feedback

At each training, participants rated the usefulness of information, the trainers, the physical environment and meeting space, whether the goals and objectives were met, and the training overall. Attendance varied at the trainings; there were a total of 135 responses over the course of the project. **Over 90% of responses rated every aspect of the training as “Very Good” or “Excellent.”** Additional detail is provided in Exhibit 4 below.

**Exhibit 4:
Participants’ Assessments of Monthly Trainings**

Aspect of Monthly Training	% Rated “Very Good” or “Excellent” (n=135)
Overall training	98%
Trainers	98%
Physical environment and meeting space	94%
Usefulness of information	93%
Proposed goals and objective met	92%

Participants consistently cited the small group activities as a primary strength of the trainings.

Directors completed surveys on training and impact 18 months after EDC began. **Nearly all (95%) said that the monthly training sessions were “Very helpful” or “Extremely helpful.”** Specifically, Participant Directors said what they liked best were the handouts and other materials, the opportunity to interact with their peers, and:

- ⇒ “Discovering other Directors as resources.”
- ⇒ “Time to discuss topics in small groups. The information and handouts very valuable. The trainers were exceptional. The trainings really were adapted for the entire group and recognizing difference in interests and learning styles.”
- ⇒ “...having the mentors train really enhanced the project.”
- ⇒ “Incorporating ‘trial runs,’ 1st drafts, generic examples of new materials really, really, helped me with deadlines for tasks, which were unfamiliar. Keep this element of the program.”

One Participant suggested, “For the next round of training, focus on vision of leadership and building resources.”

Winter Retreat Feedback

Directors participated in a three-day retreat in January 2004 that introduced and explored conceptual models of change, child care management, relationships, and leadership. The Work Environment Profiles were introduced and described at this retreat, and Participants met and were matched with Mentors at the end of the retreat. In day one and two surveys, at least 90% of survey respondents said that the retreat was “Excellent” or “Very good” in terms of the usefulness of information, meeting proposed goals and objectives, the trainers, and the workshop overall. Just over two thirds (76%) said that the physical environment and meeting space was “Excellent” or “Very good” on day two.

Participants noted that the “fellowship with other directors” and “meeting and conversing with other Directors and finding out we’re all pretty much in the same boat together” was the major strength of the retreat. One respondent said s/he “came away with three ideas to implement when I return to my center,” and another said that day two “opened my eyes to the way I communicate to the staff and how I can improve.”

Summer Retreat Feedback

Directors participated in a retreat in summer 2004 that focused on vision, early literacy, and Program Enhancement Plans. All (100%) survey respondents said that the retreat was “Excellent” or “Very Good” in terms of the usefulness of information, meeting proposed goals and objectives, the trainers, physical environment and meeting space, and the workshop overall.

Participants said they “felt more connected to everyone and what the...training is all about.” Others said they particularly valued the “hands-on projects and processing” and the “useful information to take back to staff at school.”

Training as a Tool for Supporting Networking and Collaboration

At the end of the project, **91% of Participants said they felt “much more” connected or a “huge improvement” in how they felt connected to their peers** since Every Director Counts began.

“I used to see other Directors as competitors. Now we’re learning from each other. All of my staff is now taking a class, too; they have a new attitude that ‘we can do better.’”

–Participant, Focus Group

Building a network of peers was one of the most-often mentioned benefits of the trainings Directors cited. As one said, “I have a network to call on for help and advice and to provide a listening ear.”

In focus groups at the end of EDC two Participants noted that they no longer felt so isolated in their jobs, since they now had a group where they could share ideas and give each other support. Two cited a greater sense of being a professional member of the early care and education field.

Mentoring

Mentors attended Paula Jorde Bloom’s six-day training, “Taking Charge of Change” in Chicago and received training from EDC on mentoring Directors.

“I thought mentoring would be pretty easy, but it was much more difficult than anticipated; I wasn’t fully prepared.”

–Director Mentor, Focus Group

Strong Mentoring Relationships

EDC staff built a significant number of mentoring hours (40 hours for the 18-month project) into the design as a way to support Director Mentors and Participants in forming strong relationships. At the end of the project, **five Director Mentors said they felt “much more” connected to their peers** since Every Director Counts began.

Participants completed surveys on mentoring at 18 months after EDC began. **81% of Participants said that the support they**

“She was very reassuring to me, personally and professionally – she showed impressive commitment. I would like to become a mentor to others.” –Participant, Focus Group

received from their Mentor was “Very helpful” or “Extremely helpful.” Specifically, Participants appreciated that their Director Mentors used “real-life examples, with sensitivity and a lot of listening” and were responsive and available “on demand.” One Participant noted that having a mentor with experience at a similar type of center was helpful in building a strong relationship. Another Participant wanted “more positive support and reinforcement.” Overall Participants found Mentors to be helpful and supportive. One Participant suggested bringing the mentee group together for meetings occasionally.

In general, Participants viewed the mentoring relationship positively. Having an outside viewpoint was important for one Participant, who called the mentor “a skilled set of eyes.” Another Participant appreciated the approach taken by her Mentor:

⇒ “My mentor was very good at modeling how to listen actively, without ‘fixing.’ She didn’t try to solve a problem for me but offered resources and pointed me in the right direction.”

Changes in Mentoring Abilities Over the Course of EDC

Of six participating Director Mentors, **four reported that their mentoring abilities had seen a “great deal” or “exceptional” improvement** since January 2004. Director Mentors identified a variety of ways their abilities had changed, both concrete and abstract. Mentors noted that they have “information to assist Directors on specific needs and tools to provide that assistance (books, handouts, forms, and references).” Other mentors said that they have become “more patient, less task oriented, less guarded,” able to “share valued experiences in ways that are appropriate,” and “better at finding the protégé’s agenda and helping them identify without inserting so much of my own.” Other ways mentors reported their abilities have changed include:

- ⇒ “Increased skills (i.e., listening, encouraging, building a relationship)”
- ⇒ “Use of action plans”
- ⇒ “Time management techniques...[and] use of before and after surveys”

Director Mentors completed a pre- and post-PEP survey in which they rated their abilities in supporting Directors in leading change. **All mentors gave themselves higher ratings in the post-EDC assessment as compared to the pre-EDC assessment in supporting Directors to:**

- ⇒ Identify a goal to improve the center
- ⇒ Identify steps to reach an improvement goal
- ⇒ Design strategies for the Director to get input from his/her staff on developing a goal
- ⇒ Design strategies to extend ownership of a goal to staff
- ⇒ Monitor the progress of an improvement plan
- ⇒ Refine an improvement plan while in progress

Developing Change Plans: First Steps Toward Change

The purpose of the First Steps Toward Change process was to introduce Participants to conceptualizing, writing, revising, implementing, and evaluating a plan to make change in a selected area for their center. Director Mentors provided support, including written guidelines for finalizing the plans. Director Mentors also completed reviews of Participants’ plans in May 2004. Data from

that review are available for 23 Participants, 20 of whom completed at least half of the tasks on their plan. Just over half (57%) completed the vast majority (80%+) or all of their plan.

Developing Change Plans: Program Enhancement Plans

The purpose of the PEP process was to provide Participants with an opportunity for practical application of the new knowledge and skills they gained via other EDC components. EDC allowed Participants the latitude and flexibility to select an area for change of their own choosing. Participants could choose to develop a PEP based on the Work Environment Profile results, but they were not required to do so. Participants also could build their PEPs on the same topics they addressed in their First Steps Toward Change plans, but were not required to do so. Participants again worked with their Mentor to decide on a goal. While domain areas were not prescribed for Participants' PEPs, evaluators categorized PEPs into four general domain areas: staff development, parent support, curriculum, and environment. The following table summarizes the domain areas and provides sample PEP goals in each area.

“The PEP process was well-received [by staff]. We did not complete or initiate all our ideas. I would limit the actions to a lesser number, and solicit more staff participation. However, the ‘First Steps to Change’ and now the PEP have introduced to the staff a completely new road map for developing change. I feel that the process was essential to setting the stage for future growth and changes.”
–Participant, Post-PEP Survey

**Exhibit 5:
Distribution of PEPs across Domain Areas, with Sample Goals**

Domain/ Outcome Areas	# of PEPs	Sample PEP Goals
Staff Development a. Diversity b. Conflict Resolution c. Supervision d. School Culture	10	<i>I want to increase competencies of supervisors so that supervisees feel more supported. I would like to plan a retreat for fifteen supervisors who have the direct responsibility of supervising staff and implementing the program.</i> <i>The goal of the Program Enhancement Plan for our center is to move the staff's teaching practices away from teacher-directed activities and towards more open-ended developmentally appropriate activities.</i>
Parent Support e. Parent Development f. Parent Education	2	<i>Our Program Enhancement Plan Goal is to create a parent support program.</i>
Curriculum g. Literacy h. Developmentally Appropriate Practice	2	<i>The goal of the Program Enhancement Plan our center is to implement the emergent Curriculum/Reggio Emilia approach.</i>
Environment	3	<i>Overall we plan to continue our master plan of developing our outdoor environment by designing activities for children with the addition of lines and figures permanently drawn on the asphalt surface.</i>
Miscellaneous These include one PEP that is equally staff development and environment and four PEPs that do not clearly map to the	5	<i>The goal is to develop competent staff to work with children with special needs. Staff will be able to provide individual plan of support for children with individual needs in a safe environment and children will be socially competent.</i>

Domain/ Outcome Areas	# of PEPs	Sample PEP Goals
above four domains.		
Total	22	

PEP Completion Rates

Participants were even more successful than expected, considering that change planning was new for most and that implementation of the plans meant adding a set of tasks into an already busy daily routine. Additionally, change at the centers was a secondary purpose. The goal of the PEPs was to build the leadership and change-management capacity of Participants. All but two of the Participants completed at least 80% of their plan.

One Participant reported completing about half (45%) of his PEP. This was due to a staffing shortage that made it impossible for him to implement his PEP until new staff had been hired. One Participant could not be reached at the time of the post survey so no data are available. One Participant moved out of state and ECC has been unable to make contact to follow up on her PEP.

“I’m learning how to change – identifying our needs, setting goals and taking steps. I started out with lots of goals, but now I’m focusing on doing a few things well.”

–Participant, Focus Group

The PEP process achieved its goal and supported the overarching EDC goal: In a survey conducted at the end of EDC, **100%⁶ of responding Directors said they now felt “better equipped to implement a Change Plan” at their centers.**

Participant Perspective on PEP Process

Participants in focus groups had varying reports of the challenges and benefits of the PEP process. Most Participants found the process challenging. As one said:

“The PEP was a challenge, but it was worth it and incredibly rewarding. Parents, administration, staff and children all benefited from the project.”

Others, however, found the writing and planning tasks burdensome and stressful. The team attempted to put this process in the context of how Participants would approach a funding source or the program officer of a foundation: writing, feedback and rewriting are nearly always part of submitting a successful proposal.

In focus groups, two Participants noted that the necessity of ongoing modifications to their plans was a frustration – having to change and adjust when things did not work out as they originally thought. Two said that learning about grant writing was particularly challenging.

At the end of the PEP process, all participating Participants completed a survey about the PEP. The results were uniformly positive. **All respondents (100%) said they “Agree” or “Strongly Agree” with the following statements:**

⁶ Nineteen of the 21 participants who completed EDC responded to this survey.

- ⇒ My leadership and management skills have improved.
- ⇒ The leadership and management skills of staff have improved.
- ⇒ I am more confident in my administrative role.
- ⇒ My staff is more confident in their jobs.
- ⇒ Staff members interact with each other more professionally.
- ⇒ Staff members engage in more classroom quality improvement efforts.
- ⇒ My program has improved communication systems at my center.
- ⇒ Teachers have increased the number of early reading and writing activities in the classroom.
- ⇒ Children are more engaged in early reading and writing activities.

Evaluation Technical Assistance

LFA consultants provided additional evaluation technical assistance to a subset of Participants. This subset was selected based on the kind of change the Participant Director planned. Domains included staff development, environment, curriculum, and/or parent support. LFA selected Participants to work with based on the how well the project lent itself to evaluation and prioritizing those PEPs that had not begun. LFA also sought to select one PEP from each of the four domains.

These selected Participants received support from LFA evaluators in further articulating measurable outcomes and in using Every Child Counts' Accountability Matrix model. Evaluators assisted Participants in developing instruments as needed, such as surveys. Staff at three of these centers participated in focus groups.

The experiences of Participants varied widely, as evidenced in the following summary:

- ⇒ One Director's plan changed through the process of developing an accountability matrix, as she saw in graphic form the large task she had laid out in the narrative plan. As a result this Director's plan became more focused in scope.
- ⇒ One Director appreciated having another set of eyes on evaluation instruments for parent workshops.
- ⇒ Three Participants participated in developing an accountability matrix and appreciated the process, but did not take advantage of analysis assistance offered on surveys and pre/post-tests. In one case, surveys for staff were not returned. The other two Participants collected their data, but did not use evaluators to analyze the results.
- ⇒ Another Participant's PEP focused on professional development of staff, but the Director encountered systemic issues in accessing professional development. The Director intended to provide one-on-one assistance to teachers, but finding coverage for staff to take advantage of the assistance was a challenge.
- ⇒ One Director enjoyed developing an accountability matrix and used evaluators to develop an online survey for supervisors and supervisees. The results of this survey were used to inform a staff retreat. This Director moved into a new position when her PEP was over, and so chose to not do a post-retreat survey with staff.

Additional PEP Results: Changes in Children at Centers

Some Participants were able to point to signs that their participation in the project had an impact on children. In an end-of-project survey, LFA evaluators asked Participants to identify changes in children at their centers as a result of implementing the PEP.

A Director whose PEP focused on improving the quality of care and expectations of teachers and children at her center said:

“Many of the children are more focused and more socially skilled. They take pride in their ‘work’ and use their new knowledge with ease. Assistants became more interested in effective classroom management and changed their expectations of the children, the classroom and teachers. The relationship between many teachers and assistants and the children is more clearly defined and seems more comfortable.”

A Director whose PEP called for implementing the Reggio-Emilia approach said:

“Children are more involved in activities that interest them. There are fewer conflicts among children because they are more engaged and for longer periods of time. Children appear more empowered in their environment.”

Other Participants identified increased parent-child interactions and easier transitions for children:

“We now have three more literacy training classes for parents scheduled for next year. We have a ‘center’ that parents are now required to supervise each day and there is more interaction between parents and children and because a parent is there, the children come to the center more and are learning and demonstrating more early literacy skills.”

“Children take more advantage of classroom materials/environment. Children's transitions are more enjoyable and manageable for themselves and staff.”

These indications of changes among children are positive consequences of intentional change led by EDC Participants.

Overall Impact of EDC

81% of Participants said the EDC project had “a great deal” of impact on them as Directors. Participants’ confidence has increased, they have learned to delegate, and they are more thoughtful about their decisions, as shown in survey comments:

“I am building new leaders among my staff, and preparing for my eventual exit. I now have a less un-doable job.” –**Participant, Focus Group**

- ⇒ “I feel I have more control over making change-that change is possible.”
- ⇒ “I feel more confident in my job.”
- ⇒ “I feel that I am more assertive as a Director. I have learned to delegate more tasks. I feel my center has a more positive and relaxed climate.”
- ⇒ “I have more tools to do the job.”
- ⇒ “It caused me to rethink/ re-look at things before actually doing them, to look at partnerships.”

In focus groups at the end of EDC, six participants said that they felt more secure about sharing responsibility with staff, and better able to allow staff to show initiative and play a greater decision

making role; two added that they felt better able to “cope with uncooperative teachers.” Three said they had developed stronger leadership skills, and felt more confident in their decisions.

Next Steps Group

A group of about ten EDC Participant Directors began meeting mid-project to discuss how to continue the networking and collaboration begun with EDC. These Directors formed the self-named “Next Steps” group, which continues to meet as of this writing. That a group of EDC Director Participants initiated ongoing meetings – and still continues to meet – is a powerful indicator of the value they found in participating in EDC-sponsored gatherings, and points to an impact that appears to have staying power.

“The Directors don’t really need us anymore; they are stronger and smarter and more prepared in their jobs. They have become more intentional about providing leadership and guidance that was much more happenstance before.” –**Director Mentor, Focus Group**

Suggested Changes to EDC

In a focus group, Mentors suggested changes they might make to the EDC model or a similar intensive training program. Two emphasized the budget, feeling that the compensation was low, especially given the travel expenses and time commitment. Mentors were paid \$25 per hour and ECC reimbursed all travel expenses. One suggested three retreats instead of two, since those had been the key times when the group solidified and when the training times were longer and more in-depth. Director Mentors also suggested the following adjustments:

- ⇒ Direct training around the key elements of mentoring (i.e. asking reflective questions and coaching).
- ⇒ Built-in time for mentors to support each other.
- ⇒ More work on active listening.

Focus groups with Participants generated the following suggestions for change:

- ⇒ Increasing the amount of time for monthly meetings.
- ⇒ Providing a graduate-level credit or a certificate.
- ⇒ More balance between written information and process/conversation with more modeling and repetition.

As ECC considers how to leverage the information gained through the EDC experience, the organization should consider these Participant perspectives.

Summary of Evaluation Results

ECC program architects developed EDC components to work cumulatively toward the overarching goal of building the leadership capacity—specifically, the ability to lead change—among Participants. The following summarizes key outcomes organized by areas of desired result as expressed in ECC’s Accountability Matrix for EDC.

Desired Outcome: *Enhanced Mentoring Abilities of Director Mentors*

EDC aimed to improve the mentoring abilities of Director Mentors.

- ⇒ Of six participating Director Mentors, four reported their mentoring abilities had seen a “great deal” or “exceptional” improvement since January 2004.
- ⇒ All Director Mentors rated their skills more highly in the post-EDC assessment as compared to the pre-EDC assessment in supporting Directors to:
 - *Identify a goal to improve the center;*
 - *Identify steps to reach an improvement goal;*
 - *Design strategies for the Director to get input from his/her staff on developing a goal;*
 - *Design strategies to extend ownership of a goal to staff;*
 - *Monitor the progress of an improvement plan; and*
 - *Refine an improvement plan while in progress.*

EDC aimed to foster strong mentoring relationships between each Participant and his/her Director Mentor.

- ⇒ 81% of Participants said the support they received from their Mentor was “Very helpful” or “Extremely helpful.”

Desired Outcome: *Increased Management and Leadership Knowledge and Skills of Center Directors*

EDC aimed to improve Participants’ leadership and management skills, with a focus on their ability to design, lead, and manage change processes in their organizations.

- ⇒ Over half of Participants (57%) completed the vast majority (80%) or all of their First Steps Toward Change plans.
- ⇒ Eighteen of twenty-one Participants completed the vast majority (80%) or all of their Program Enhancement Plans (PEPs).
- ⇒ 81% of Participants said the EDC project had “a great deal” of impact on them as Directors.
- ⇒ In a post-PEP survey, all respondents (100%) said they “Agree” or “Strongly Agree” with the following statements:
 - *My leadership and management skills have improved.*
 - *The leadership and management skills of staff have improved.*
 - *I am more confident in my administrative role.*
 - *My staff is more confident in their jobs.*
 - *Staff members interact with each other more professionally.*
 - *Staff members engage in more classroom quality improvement efforts.*
 - *My program has improved communication systems at my center.*
 - *Teachers have increased the number of early reading and writing activities in the classroom.*
 - *Children are more engaged in early reading and writing activities.*

Desired Outcome: *Establishment of Successful Center Director Training Modules*

Through intensive training, EDC aimed to provide Participants with knowledge and skills they could apply directly to their work and to their EDC-inspired change processes.

- ⇒ Eighteen months after the project began, 95% of survey respondents said that the monthly training sessions were “Very helpful” or “Extremely helpful.”
- ⇒ Overall, sixteen of twenty (80%) participating Directors with a pre- and post-training needs assessment improved in 10 or more areas addressed in the trainings.

Desired Outcome: *Enhanced Environments for Staff, Children and Families*

EDC aimed ultimately to contribute to enhanced environments for staff, children and families.

- ⇒ Some Participants reported improvements in the areas of teacher-child relationships, conflicts among children, quantity of parent-child interactions, and transitions for children.

Desired Outcome: *Enhanced Networking and Collaboration Among Director Mentors And Center Directors*

EDC aimed to increase networking and collaboration among Directors—both Participants and Director Mentors.

- ⇒ At the end of the project, 91% of Participants said they felt “much more” connected or a “huge improvement” in how they felt connected to their peers since EDC began.
- ⇒ Five of six Director Mentors said they felt “much more” connected to their peers since EDC.

IV. Lessons Learned

EDC was a pilot project. As such, there are opportunities for learning in each aspect of the program.

Training

EDC program developers noted Participant Directors' needs for support were greater than initially anticipated in some management skills such as time management, task analysis, and creating a vision statement. Both staff and Mentors said they understood better at the end of EDC the leadership and management needs of Participants of early care and education centers. A Mentor said she gained "a clearer picture of Participants' responsibilities, needs and challenges, especially on staff relationships." As one Director Mentor explains: "My protégés often appeared to be in a state of crisis, usually around staffing issues." All of the Director Mentors noted that time seemed to be a key issue for their Participants as well. EDC staff also identified time management as an area in which most of the Participants required support.

One of EDC's major strengths was the amount of time and energy devoted to building relationships among Participants. As one team member said, "The Participants really came to relish the diversity of the group, and began to understand each other's perspectives and to see themselves as a common group of early childhood leaders."

Mentoring

Both Participants and Director Mentors noted that they had spent much less face-to-face time together than expected. Across the board, actual mentoring hours were much lower than the projected 15 hours per Participants for the first six months, with another 25 hours over the following year. Uniformly, Participants and Director Mentors engaged in more e-mail and phone contact, and less face-to-face interaction than expected. Informal mentoring also took place at the monthly meetings, which were attended by both Participants and Director Mentors.

In a focus group, mentors suggested there is something in the caring or caretaking culture of this field that makes it hard to ask for help. Participants may simply have been unaccustomed to requesting support in their jobs. While some Director Mentors identified their protégés' job responsibilities or shortage of time as a barrier to fully using the mentoring available, others suggested that Participants "started to mentor each other, so the need for us was far less."

Nearly all Participants said that it would have been helpful had they been able to spend more time or "communicated more" with their Mentor, and nearly all Participants noted that they have busy schedules that made connecting difficult. Specifically, staffing issues were barriers, both in terms of regular staff and substitutes.

The Mentors did not all feel fully prepared for their tasks, but they all reported that their mentoring skills improved over the course of the EDC project, and the relationships held value for the Director Mentors and Participants alike.

Developing Change Plans

While EDC staff created a model emphasizing the change process and action planning, some relationships developed into more of a “buddy system,” focusing on social interaction and personal support. The Mentors needed more support themselves in guiding Participants through action plans and keeping up with the pace of the project. After the initial Work-Environment Profile, Participants were expected to develop an action plan for change, with their mentors’ support. Not all of the Mentors were ready to provide that level of guidance to another Director. As a result, the EDC leadership team became more directive, taking on a mentoring role themselves, e.g., providing a variety of materials and resources, and making the Program Enhancement Plan (PEP) process more structured. Staff also expanded the timeline to develop the PEPs to provide more support and feedback to the Mentors and the participants. This involved making the timeline and expectations more explicit, including the preparation of initial drafts, feedback sessions, revised drafts, and further feedback before plans were finalized.

VI. Conclusion

Every Child Counts First 5 Alameda designed the Every Director Counts program to provide comprehensive, intense leadership and management training for a population uniquely positioned to improve the teaching and learning environments at early childhood centers in Alameda County. A diverse set of Participants applied and were accepted into the program. Over the course of 18 months, 21 Participants received over 100 hours of training. Participants were paired with Director Mentors who supported their continued learning and provided support through the development and implementation of a short and longer change plan. Throughout the project period, EDC staff collected evaluation data and adjusted the program based on feedback and input from participants.

The Every Director Counts project has been extremely valuable for the Participants involved, helping them to approach their jobs in new and better ways, and to feel more competent, professional, and connected with a wider community of learning and support. Participants valued the content and presentation of the trainings, and felt that the trainings had provided them with immediately useful ideas and strategies. The project supported relationship-building among Participants, and provided both retreat time and small group work in trainings that contributed to building a community of practice among Participants.

Director Mentors reported an improved competence in providing guidance and support to Participants, and as a result of their work in EDC feel more able and ready to guide protégés through a change planning process. Participants found the support from their Mentor to be helpful, and were especially appreciative of the Mentors' listening and outside perspectives.

With support from EDC staff and Mentors, Participants put into practice their training on leadership and management in two change plans developed and implemented through EDC. Their work on the First Steps Toward Change Action Plans and, later, Program Enhancement Plans provided the Participants with an opportunity to identify an area of need at their center, to develop a goal, and to articulate coherent steps toward achieving that goal. While this process was challenging, Participants were more confident in their abilities to lead change after the experience.

EDC has provided ECC with invaluable lessons learned about the degree and areas of support Directors most need as they develop into better leaders. Time management and staffing issues were common themes, and ECC may want to increase training opportunities for Participants in these areas. The Mentor-Participant relationship can be maintained using e-mail and telephone contact, but this relationship cannot be initiated or developed without in-person interaction. Face-to-face contact is critical early on as the relationship begins. Once it is established some of the mentoring can occur using other means. Mentors reported and EDC staff observed a need for additional training for Mentors in guiding a Director through leading change.

Center Directors are often the only person in a leadership position at their centers. This can be isolating, particularly if the Director is unsure of his/her ability to lead. EDC illustrates that Directors who are committed to improving their practice, and who are willing to spend the time in training, can build their skills, their network and community, and can improve teaching and learning environments for children and educators alike.

Appendices

- a. EDC Accountability Matrix
- b. PEP Director Survey instrument
- c. Director Mentor Survey