



THE CONNECTICUT PROGRAM LEADERSHIP INSTITUTE
MARCH – JUNE 2014



The opportunities of this *Leadership Institute* are funded
By the Office of Early Childhood.

This announcement contains the following FULLY FUNDED opportunities:
**For-credit program leadership courses in CROMWELL and DANBURY, and
Non-credit Adult Learning Theory trainings in CROMWELL.**

Who is eligible to attend?

1. **Courses: Current Program Administrators:** Those individuals involved in and responsible for the day to day operations of programs for young children in community and school-based settings in Connecticut. These may include program director, principal, executive director, site manager, program coordinator, hybrid administrator/teacher, and head teachers with daily administrative duties. Family child care providers are not eligible for these classes as the content is designed for center and school-based program settings.
Trainings: Program administrators (see definition above) and others responsible for the professional growth of staff in programs for young children (Including consultants and trainers).
2. **Course Attendance:** Administrators **committing to attend** the mandatory enrollment meeting and the full hours of course time (see schedule, page 2).
Training Attendance: Eligible staff (#1 above) committing to attend the full training hours.
3. Administrators applying to the following **courses** are eligible after submitting proof of successful completion of a comprehensive introductory administration and supervision survey course (i.e. NAC, EC 206 Administration and Supervision, etc.) as a prerequisite:
 - *Leadership in Programs for Young Children*
 - *Finance in Programs for Young Children*
 - *Human Resource Management (Personnel).*

What should you consider before enrolling in a COURSE?

- ❖ **Reason for enrolling:** Never received formal education for a part of your job? Need to meet requirements? Want to meet and hear from other administrators? This Leadership Institute offers courses toward meeting DPH, NAEYC and Connecticut Director Credential requirements, and professional development plans!
- ❖ **Credit level:** What does it matter? It may matter greatly to your education plans. **If you are currently pursuing or planning to pursue a degree**, you may want to find out if your college or university will accept the credits from this class into your plan of study (that decision is up to each college / university individually). What else changes with credit level? The level of credit also defines the **degree of rigor** of the course – potentially how much assignment work, depth of content, and reading/writing expectations. **Do you have the time to devote to class AND homework?**
- ❖ **Calendar Timing:** You will have reading and assignments to do outside the class hours. Each class has work to be done between the enrollment meeting and the first day of class. You also need to be able to attend every day! Please know that courses meeting the Connecticut Director Credential competencies are available at a variety of colleges and universities (http://www.charteroak.edu/Current/Programs/Credentials/DirectorCredential/Grid%20-%20%20Approved%20Courses%20_MAY2013.pdf) and that you may be eligible for OEC CCAC scholarship to cover the cost (www.ctcharts.org).

How is credit awarded for COURSES in this Institute?

- ❖ Each course is worth 3 college credits [credit recommendation via Charter Oak State College, New Britain for all classes except Human Resource Management (Personnel), which is a partnership with Gateway Community College].
- ❖ Each course fulfills a Connecticut Director Credential competency area. For more information on the CDC, go to <http://www.charteroak.edu/Current/Programs/Credentials/DirectorCredential/>

Looking for a COURSE description? Read on...

■ Administration and Supervision of Programs for Young Children

This is an upper level undergraduate, three credit course focusing on administering programs for young children. The course utilizes national standards (NAEYC Program Standards and Accreditation Criteria) and the NAEYC Code of Ethical Conduct as the underlying framework for best practice in the administrative realm. This course will explain and discuss the role of the administrator in private, public, and federally funded schools. It will address various program philosophies, comprehensive programs, methods of managing staff and program, regulations, facilities, and developing family and community partnerships. This course is designed to meet the requirement for the Connecticut Director's Credential as the comprehensive **introductory administration and supervision survey course.** This course serves as the **prerequisite** for *Leadership in Programs for Young Children, Finance in Programs for Young Children, and Human Resource Management.*

COURSE descriptions continued:

■ **Human Resources Management***

This is a lower level undergraduate three credit course focusing on the introduction to human resource management. The course includes the functions of human resource management: job analysis and planning, recruiting, staffing, orientation and training, performance appraisal, career planning, compensating, and motivating. The diversity of the workforce and the legal content of employment decisions will also be studied. This course meets the Personnel Management requirement for the Connecticut Director Credential. *You must have successfully completed a comprehensive introductory administration and supervision survey course to enroll in this class.

■ **Leadership in Programs for Young Children***

This is a lower level undergraduate three credit course examining the multi-dimensional roles of the early childhood program administrator. Emphasis is placed on reflective and introspective processes to support each individual's capacity for leadership and to identify developing and emerging leadership abilities. The course will explore: leadership styles and their impact on program management; tools for decision-making and participatory management; the benefits of partnerships with peers, families, and other stakeholders; advocacy; and strategic approaches to initiating and implementing change. This course meets the Leadership requirement for the Connecticut Director Credential. *You must have successfully completed a comprehensive introductory administration and supervision survey course to enroll in this class.

■ **Family and Community Involvement in Early Childhood Programs**

This is an upper level undergraduate, three credit course providing an in-depth look at the development of the young child in the context of today's families, schools and communities. The course will examine: three contextualist theories; family strengths and diversity; cultural competence; early childhood standards and legislation; and the roles and responsibilities of families, educators, service providers, and community members. The course provides practical strategies for implementing a family-based philosophy and building an authentic "family-centered" early childhood program. Special emphases include: establishing family-staff-community partnerships; promoting staff as child and family advocates; and enhancing communication and leadership skills. The underlying framework for the course is the NAEYC accreditation criteria for the "Families and Community Relationships" standards and the NAEYC Code of Ethical Conduct. This course meets the Child/Family/School requirement for the Connecticut Director Credential.

■ **Finance in Programs for Young Children***

This is an upper level undergraduate, three credit course focusing on the financial aspects of administering an early childhood program. It will explain and discuss the various aspects of budgeting; including tools that are commonly used in all businesses as well as tools that are specific to ECE programs. It will address the "trilemma" inherent to programs with strategies to think about balancing cost, quality and affordability. This course meets the Budget/Fiscal requirement for the Connecticut Director Credential. *You must have successfully completed a comprehensive introductory administration and supervision survey course to enroll in this class.

COURSE SCHEDULE: Spring 2014

- ❖ All classes meet 8:00 am to 4:00 pm daily for 6 days.
- ❖ Tuition, registration, textbooks and light breakfast & lunch (for each meeting day) are included. **There is NO cost to the participant.**

Course Title	Course Credit Level	Mandatory Enrollment Meeting	Meeting Dates and Locations (All classes meet 8-4 daily for 6 days)
Administration and Supervision of Programs for Young Children (CROMWELL)	3 credits Upper baccalaureate	Wednesday, March 19, 2014 10:00 am to noon Cowne Plaza Hotel, Cromwell	Spring 2014: April 10 & 11 (Thurs & Friday) AND May 1 & 2 (Thurs & Friday) AND May 22 & 23 (Thurs & Friday) Location: Crowne Plaza Hotel, 100 Berlin Road, Cromwell 06416 Instructor: Kathy Gavin
Leadership in Programs for Young Children (CROMWELL)	3 credits Upper baccalaureate	Wednesday, March 19, 2014 12:30 pm – 2:00 pm Cowne Plaza Hotel, Cromwell	Spring 2014: May 9 & 10 (Friday / Saturday) AND May 16 & 17 (Friday / Saturday) AND June 6 & 7 (Friday / Saturday) Location: Crowne Plaza Hotel, 100 Berlin Road, Cromwell 06416 Instructor: Andrea Urbano
Human Resource Management (Personnel) (DANBURY)	3 credits Lower baccalaureate	Tuesday, March 25, 2014 1 pm - 2:30 pm Cowne Plaza Hotel, Cromwell	Spring 2014: Saturdays: March 29 AND May 10 AND May 17 AND May 31 AND June 7 AND June 14 Location: Ethan Allen Inn, 21 Lake Avenue Extension, Danbury 06811 Instructor: Lol Fearon
Family and Community Involvement in Early Childhood Programs (CROMWELL)	3 credits Upper baccalaureate	Tuesday, March 25, 2014 11am -12:30 pm Cowne Plaza Hotel, Cromwell	Spring 2014: April 11 & 12 (Friday / Saturday) AND May 16 & 17 (Friday / Saturday) AND June 13 & 14 (Friday / Saturday) Location: Crowne Plaza Hotel, 100 Berlin Road, Cromwell 06416 Instructors: Elsa Jones and Mary Jane Newman
Finance in Programs for Young Children (CROMWELL)	3 credits Upper baccalaureate	Tuesday, March 25, 2014 9 am - 10:30 am Cowne Plaza Hotel, Cromwell	Spring 2014: May 13, 14, 15 & 16 (Tues, Wed, Thurs, & Friday) AND June 5 & 6 (Thursday and Friday) Location: Crowne Plaza Hotel, 100 Berlin Road, Cromwell 06416 Instructor: Lori Harris

Adult Learning Theory TRAININGS: Information for Consideration

Adult Learning Theory 1

The Adult Learning Theory 1 session will provide trainers and others responsible for the professional growth of staff members in programs for young children with the insight, knowledge, and skills to effectively plan and deliver instruction to adult learners in the field of early childhood education. Topics include principles of adult learning, the key differences between adults and children as learners, adapting the classroom environment for adult students, learning style/teaching style, implementing active learning, and motivation and reinforcement.

Adult Learning Theory 2

The Adult Learning 2 session will review how to integrate the theories, principles and techniques learned in the Adult Learning Theory 1 session into your presentation. Building off of this knowledge, this session will highlight the 4 main areas trainers / professional development leaders typically need improvement upon (introduction of the training; questioning and assessment techniques to ascertain participant acquisition of training content; closure of the training; and meaningful reflection) to create an intentional, well-planned and meaningful presentation that relates to participants current work with young children and families.

***Individuals wishing to attend the Adult Learning Theory 2 session must have successfully completed the Adult Learning Theory 1 session.**

Adult Learning Theory 2 attendees must bring one training outline to learn how to successfully incorporate the adult learning principles. At the conclusion of the session, participants will leave with a comprehensive, well-planned outline ready for delivery.

Adult Learning Theory 3 – Professional Learning

The Adult Learning 3 Professional Learning session will assist those who facilitate learning with adults to realize their ability and responsibility to cultivate intentional practices with teaching staff. This session will address multi-dimensional delivery methods based on adult learning principles, specifically, the neuroscience of adult learning.

Topics include the process of reflection as it relates to the brain; the Mental Model: what is a mental model, why is it important and what is the role of the trainer in identifying and building its complexity as it relates to the goals of their training sessions but more importantly the impact a teacher's mental model has on child learning; Professional Learning Process: understanding the process and where do trainers fit in.

***Individuals wishing to attend the Adult Learning Theory 3 session must have successfully completed the Adult Learning Theory 1 session.**

Adult learning Theory TRAINING Schedule – Spring 2014

Enrollment includes registration, materials, light morning snack and lunch.

Adult Learning Theory 1	Instructor: Dr. Laurie Noe	Friday, April 25, 2014	9:00 am – 3:30 pm All Adult Learning Theory sessions will take place at the Crowne Plaza Hotel, 100 Berlin Road, Cromwell 06416 There is NO cost to the participant!
Adult Learning Theory 2*	Instructor: Dr. Laurie Noe	Friday, May 23, 2014	
Adult Learning Theory 3**	Instructor: Dr. Deb Adams	Friday, May 16, 2014	



How can you enroll?

Note: Trainings and courses are subject to funding and enrollment of the minimum number of participants required.

1. **To apply for a space:** If you are interested in enrolling, the enclosed agreement and roster pages (7 & 8 ONLY) must be completed and returned via fax (860-713-7040) or email (Margaret.Gustafson@ct.gov) to Margaret Gustafson. Incomplete agreements will not be accepted.
2. Applicants who meet **eligibility** (page 1) will be considered.
3. Each event is filled based upon priorities. Current priorities include:
 - Applicants whose programs are under current contract as **selected AFP sites**.
 - Applicants who are staff members of **state-funded programs** [School Readiness, CDC (formerly DSS funded) and Head Start/Early Head Start].
4. **One applicant per program per event** unless additional space is available. You can request more than one space but please prioritize your staff members on the paperwork. You will be notified if there is space.
5. **Your space will be confirmed via email.** Email is the primary mode of communication for pertinent enrollment and logistical information. You must provide a valid current email address and respond as indicated to reserve your space!

There is NO cost for these opportunities but funding is limited.

Know you can commit when you send in your paperwork...don't waste a space!

FY 2014 (MARCH – JUNE) AGREEMENT TO PARTICIPATE IN OEC - ECE SPONSORED COURSEWORK & TRAINING

Please complete and return this agreement (pages 7 and 8) to Margaret Gustafson, Margaret.Gustafson@ct.gov or by FAX 860-713-7040

1. Please PRINT your **name and title** here: _____

2. COURSES:

Check the course(s) in which you wish to enroll. You may prioritize by numbering your choices.

See dates on page 4

- Administration & Supervision of Programs for Young Children (Cromwell)**
- *Leadership in Programs for Young Children (Cromwell)**
- *Human Resource Management / Personnel (Cromwell enrollment meeting; Danbury course)**
- Family and Community Involvement in Early Childhood Programs (Cromwell)**
- *Finance in Programs for Young Children (Cromwell)**

(*You must have successfully completed a comprehensive introductory administration and supervision survey course to enroll in this class.)

COURSE Eligibility (check off as agreed):

- a. I am a current program administrator in a Connecticut program serving young children.
- b. I am a head teacher with daily administrative duties (**check the box and have supervisor sign here**): _____
- c. ***Successful completion of an introductory comprehensive administrative course:** I have I have not (**please check one**) successfully completed an introductory comprehensive administrative course. If yes, at what institution: _____
- d. I understand that I **MUST** attend the designated mandatory enrollment meeting for my course as previously noted (page 4). I agree to be a student in the above selected course(s) to be held on the indicated dates, and commit to completing the entire 40 hours of class time (required to receive credit hours). I understand there is no option to audit classes.
- e. If I stay overnight at a hotel, I agree to pay all charges.
- f. I understand that should I, for any reason, not be able to attend the course after enrolling OR drop out of the class after it begins, I must notify Margaret Gustafson by telephone (800.832.7784 x6) no later than noon on the Friday preceding the start of my course, or pay a \$250 cancellation fee.

3. Adult Learning Theory TRAINING: Check the trainings in which you wish to enroll.

See dates on page 5!

Adult Learning Theory 1

Adult Learning Theory 2**

Adult Learning Theory 3**

**** You must have successfully completed Adult Learning Theory 1 to enroll in this training.**

4. Priority (Check if applicable and provide the necessary information):

My program is a selected AFP site currently under contract. AFP Facilitator Name: _____

I work in a state-funded program for young children. **Circle all that apply:** School Readiness CDC (formerly DSS) Head Start / Early Head Start

5. Please sign your name: _____

Date: _____

YOUR NAME (AS YOU WANT IT TO APPEAR ON THE ROSTER): _____

FOOD ALLERGY/SENSITIVITY CONSIDERATIONS: _____

PROGRAM INFORMATION (REQUIRED FOR COURSE ENROLLMENT)

Program Name:

Address:

Town:

Zip:

Program Phone:

Work E-mail:

HOME INFORMATION

Street Address:

Town:

Zip:

Home Phone:

Home E-mail: