

APPENDIX

This appendix contains sample of various documents. Please remember that these are only samples. You must make the needs of your ECE center the important part of any document that you create. The materials in this appendix are intended to get you started and provide direction.

The pieces of this appendix are listed below in the order they appear. There are no page numbers attached to the samples offered in this resource. This is because any of these pages will be copied as they appear for reference.



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(Letterhead with ECE center and Congregational name)

Dear Potential Board Member,

You have been asked by your program to consider serving on the Board of Director for (name of ECE center). How will you respond to this question as there are many questions floating around in your mind such as "Do you have the time for the meetings? Is there a lot of work associated with being a board member? What does it mean to be on a board? What is expected of me?"

Please take a moment and read through the following information to aid in your discernment process. Answer the questions below. Before saying yes, you should consider whether or not you:

1. Share the values and community responsibilities of this board.
 - Do I want to serve on this board?
 - Do I believe in the importance and value of the ECE center to the community in general?
 - Can I endorse the ECE center's mission without reservation?
2. Performance expectations for all board members.
 - Can I be loyal to the interests of this ECE center?
 - Am I prepared to work as part of the board team?
 - Am I joining this board with a desire to apply the principles of fair play, high ethical standards and straightforward communication?
 - Am I committed to being prepared for all meetings?
 - Am I committed to being an active member of this board?
 - Am I comfortable with the distinction between board and staff roles in the ECE center?
 - Am I prepared to be a public advocate for the ECE center?
3. Know enough about the program to make an informed decision. Ask a current board member the following questions.
 - How are new board members oriented? What resources are available?
 - When and how often does the board meet? How long are the meetings?
 - Is a job description provided? What is the selection process for coming on the board?
 - What is the ECE center's strategic plan?
 - Does the board have a clear code of conduct?
 - What is the financial obligation to be a board member?
 - What are the expectations of attending training events?

The first thing to do before you give your answer to the question of becoming a board member is to pray! Ask God if this is right for you. Listen. Act. Being a team board member can be one of the greatest adventures of your life! Participation can change your life, and you can change your congregation and community for the better. Whether to join or not is a complex decision. Ultimately, you have to weigh your commitment to the ECE center, your knowledge of their program, and your personal interests and obligations.

If you have additional questions or concerns, please contact _____.

Thank you for your consideration.

Administrator's Signature

(name of ECE center and congregation)

Application for Board Member

(name of ECE center) Mission (Insert your own mission statement here)

"That all may know Christ, we seek to reach and teach the whole child, involving the family and community in a positive atmosphere of excellence and joy." (sample only)

Selection Process

1. Nomination by school parent or staff
2. Invitation to apply
3. Complete application and return to school office
4. Interview with director and board
5. Board review of all applicants and selection

Name _____ Spouse _____

Home address _____

Phone # _____ Cell _____ Work# _____

E-mail address _____ Birth day/month _____

Names/grades of children enrolled at (name of ECE center) _____

Home church _____

Employer _____ Position _____

Employer address _____

Formal Higher Education:
College/Degree _____

Other Board Memberships _____

Community Service/Leadership/Special Interest & Skills _____

Please complete the questions on the reverse side

6. Please list 2 references, their address and phone number, who are non-family and can objectively speak to your abilities and gifts:

Action Taken:

Candidate Name:_____

Date of Interview:_____

(Name of ECE center and congregation)

Board Member Standard Interview Questionnaire

1. Please share with the board your philosophy of early childhood education:

2. How would you define the role (or duty) of an ECE center board and its members?

3. Given your description of the role of a ECE center board, why are you interested in serving on the board?

4. What governance experience do you have? What specific skills do you bring to the board structure?

5. How would parents, the congregation, and the community be involved in decisions you would make as a board member?

6. What are the biggest challenges you see that (name of ECE center) is facing today and in the future?

Board Member Position Description

BE CLEAR ON YOUR ROLE

Read the following board member position description, and compare it to those the program has on file. Adapt any portion of this description to your own needs.

Title: (name of ECE center) Board Member
Reports To: Board Chairperson
Term: Three years; expiring _____

Purpose: To serve the board as a voting member:

1. By developing policies, procedures and regulations for the operation of (name of ECE center)
2. To monitor finances of the program and its services
3. To strive for and maintain a quality program

Qualifications of a board member:

- Be a professing Christian by actively participating in the congregation
- Have an interest and basic understanding of Christian education

Expected meeting attendance:

- Regularly attend board meetings as scheduled (about 10/year)
- Attend committee meetings if a member of such (about 6/year)
- Participate as an ad hoc committee member, if appointed
- Attend board retreats, in-service workshops and other board development activities
- Attend and participate in the program's special events as needed

Board obligations:

- Establish and revisit policy
- Hire, supervise and evaluate the Administrator
- Secure adequate funds
- Monitor finances
- Maintain and update long-range plans
- Continual keeping the program focused on the congregational mission, philosophy, and objectives

Individual board member responsibilities:

- Continually pray for each board member, staff, volunteers, students and their families
- Attend meetings regularly and show commitment to all board activities
- Be well informed on issues and agenda items in advance of meetings
- Contribute skills, knowledge and experience when appropriate
- Listen respectfully to other points of view
- Participate in program decision-making
- Financially support the program
- Assume leadership roles in all board activities, including fund raising
- Represent and advocate for the program to the congregation and the community
- Educate yourself about the needs of the children and families you serve
- Maintain confidentiality on all matters

SAMPLE ECE CENTER DIRECTOR'S QUALIFICATIONS & POSITION DESCRIPTION

Remember this is only a sample and will need to be made specific to your ECE center's needs.

The board will employ a director who will enforce the policies of (name of ECE center). The terms and conditions of employment will be consistent with the policies and regulations of (name of ECE center and congregation).

A. Qualifications:

1. The Director shall:

- a. Be an active Christian who can support the mission of (name of ECE center).
 - b. Have an educational background that includes classroom teaching experience.
 - c. Have exceptional verbal and written communications skills.
 - d. Meet State licensing requirements as a director as applicable.
 - e. As a maturing Christian, the director must be committed to 1) regular worship attendance, 2) a regular prayer and devotional life, and 3) continuing spiritual growth.
2. Relationship to Board of Directors and staff: The director is responsible to the board as a body, not to individual members of the board. The director is the chief staff officer and may delegate assigned powers and duties to other staff, unless specifically limited by these policies and regulations; however, final responsibility will remain with the director.
3. Performance Review: Annually, the board and the director will meet to review the director's performance. The performance review will be based on goals and objectives that have been mutually developed and agreed to by the board and the director.

B. Responsibilities

The Director is responsible for all aspects of the administration of (name of ECE center).

1. Board:

- a. Serve as an ex-officio member of the board.
- b. Provide appropriate orientation and training for board members, in conjunction with the board chair.
- c. Prepare and facilitate agendas for regular and special meetings of the board, in conjunction with the board chair.
- d. Develop and review on an ongoing basis, policies and procedures to support the mission of (name of ECE center), in cooperation with the board and with involvement of staff.

2. Administration:

- a. Serve as the chief administrative officer of (name of ECE center).
- b. Set the spiritual tone for the ECE center
- c. Organize and direct the work of the (name of ECE center) office.
- d. Provide for the maintenance and reporting of all student and employee records required by state statute or regulation or by policy, while maintaining confidentiality.
- e. Ensure that appropriate professional services (e.g. legal, financial, and developmental) are available when needed.
- f. Be responsible for the maintenance and upkeep of the physical facilities of (name of ECE center) and make recommendations to the governing board regarding ongoing and special facilities needs.
- g. Ensure that appropriate insurance protection is maintained for employees, students and facilities.
- h. Enter into contracts and other legal obligations with legal consultation on behalf of (name of ECE center), as approved by the governing board.
- i. In conjunction with staff select and oversee the use of developmentally appropriate curriculum.
- j. In conjunction with the pastor and staff select and oversee a developmentally appropriate religious curriculum and weekly chapel worship
- k. Oversee appropriate relationships with parents and children.
- l. Be responsible for classrooms and the ECE center's environments and developmentally appropriate ambience.

3. Financial:

- a. Develop and implement a program to establish financial support for development and start-up activities.
- b. Develop and implement a program to provide ongoing support for a first-quality program of Christ-centered education.
- c. Be responsible for the safekeeping of all receipts and financial records.
- d. Work with the governing board and staff to develop an annual budget for (name of ECE center).
- e. Direct the preparation of appropriate financial reports for the governing board, staff and (name of congregation).

- f. Manage the budget and all expenditures in accordance with sound financial management principles.
- g. Assist all staff with financial management and accountability.
- h. Provide for an annual audit of (name of ECE center) finances.

4. Personnel:

- a. Be responsible for employing, training, supervising and evaluating all (name of ECE center) employees.
- b. Ensure the annual review of performance for each employee, including personal and professional growth and performance-improvement where necessary.
- c. Work with the governing board and staff to develop and implement appropriate compensation and benefits policies and programs.
- d. Work with the governing board and staff to develop and implement appropriate personnel policies and programs.
- e. Work with the governing board and staff to develop and implement appropriate policies and programs for volunteers and community and business involvement.

5. Professional and Community Responsibilities:

- a. Maintain a personal program of professional growth through conferences, readings, and participation in (name of ECE center) staff development programs.
- b. Serve as the official spokesperson for (name of ECE center) and the primary contact for parents, the community and other groups.
- c. Establish effective working relationships with appropriate members of the business community and other groups.

Application for the Position of Early Childhood Education Center Director

(Name and complete contact information of ECE center)

Application Date:

PERSONAL INFORMATION

Last Name

First Name

Address

City

State

Zip Code

Home Phone

E-mail

Cell Phone

Work Phone

Provide name, affiliation, address, city, state, and zip code for your home congregation

Are you legally entitled to work in the United States of America? ☐ Yes ☐ No

Have you ever been convicted of a crime? ☐ Yes ☐ No

If you answered "Yes" to the above question, please attach an explanation on a separate sheet of paper.

Are you willing to be a part of a team ministry involving staff, pastor, and congregation? ☐ Yes ☐ No

Are you willing to provide for at least weekly chapel worship? ☐ Yes ☐ No

Are you willing to provide a Christ centered environment that utilizes a religious curriculum and to model a Christian life for the staff, students and families of the ECE center? ☐ Yes ☐ No

ELCA Early childhood education centers are a direct ministry of their supporting congregation. Please describe how you would encourage and develop that relationship. Use an attached piece of paper for your comments....

EDUCATION

School and Location	Course or Major	Yrs Completed	Degrees
High School			
College or University			
College or University			
Graduate Study			
Business/Trade/Tech/Other Schools			
Other Continuing Education			
Current Licenses and/or Certificates			

What Languages other than English do you speak?

Please list any honors or awards that you have received

PROFESSIONAL REFERENCES

Please list three people, preferably past supervisors that we may contact for references (no family members)

1. Name	Occupation		
<input type="text"/>	<input type="text"/>		
Business Address			
<input type="text"/>			
City	State	Zip Code	Telephone Number
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

2. Name	Occupation		
<input type="text"/>	<input type="text"/>		
Business Address			
<input type="text"/>			
City	State	Zip Code	Telephone Number
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

3. Name	Occupation		
<input type="text"/>	<input type="text"/>		
Business Address			
<input type="text"/>			
City	State	Zip Code	Telephone Number
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

EMPLOYMENT HISTORY

1. Employer Name

Supervisor's Name and Title

Business Address

City

State

Zip Code

Employer Phone Number

Dates Employed		Salary	Dollars	Per Year/Hour
From		Starting		
To		Final		

Starting Position
Ending Position

Reason for Leaving

Description of Responsibilities

May we contact your **PRESENT** employer prior to any employment? ____Yes ____No

2. Employer Name

Supervisor's Name and Title

Business Address

City

State

Zip Code

Employer Phone Number

Dates Employed		Salary	Dollars	Per Year/Hour
From		Starting		
To		Final		

Starting Position
Ending Position

Reason for Leaving

Description of Responsibilities

3. Employer Name

Supervisor's Name and Title

Business Address

City

State

Zip Code

Employer Phone Number

Dates Employed		Salary	Dollars	Per Year/Hour
From		Starting		
To		Final		

Starting Position
Ending Position

Reason for Leaving

Description of Responsibilities

4. Employer Name

Supervisor's Name and Title

Business Address

City

State

Zip Code

Employer Phone Number

Dates Employed		Salary	Dollars	Per Year/Hour
From		Starting		
To		Final		

Starting Position
Ending Position

Reason for Leaving

Description of Responsibilities

QUALIFICATIONS

In the space below please share with us your qualifications and why you feel those qualifications will enable you to perform the duties set forth in the position description. Be sure to include discussion related to current issues in early childhood education and developmentally appropriate curriculum and how that will influence decisions you make for the ECE center.

Please describe your goals for continuing education

(You should check with a local attorney to check what needs to be in this section according to your state)

I certify that all of the information submitted by me in this application is true to the best of my knowledge. I understand that any significant misstatement in, or omission from, this application may be cause for denial of consideration for employment. I authorize (name of ECE center) to consult with persons and institutions with which I have been associated who may have information bearing on my professional competence, character, and ethical qualifications. I release from liability all school staff for acts performed in good faith and without malice in connection with evaluating my application and my credentials and qualifications. I also release from liability all individuals any organizations that provide information to (name of ECE center) in good faith and without malice concerning my professional competence, ethics, character, and other qualifications.

Applicant's Signature

Date

Evaluate Your Board Performance

The overall performance of a board is crucial to accomplishing the school's mission. Each year, a board should assess its performance as a policy making body.

Answer these statements using the following scale:

YES if the statement is accurate all the time,

SOME if it is partially accurate and

NO if it is never accurate.

For each statement, also rate on a 1 to 3 scale the importance to the board's operations.

1 is very important, 3 is the least important

Accuracy	Importance	
_____	_____	Board meetings are about policy and planning rather than administrative issues.
_____	_____	Board meetings are conducted effectively and efficiently, and are action oriented.
_____	_____	The board delegates all management matters to the ECE center director.
_____	_____	The board annually reviews its important documents (policies, by-laws).
_____	_____	Each board member has a copy of, and understands, the board member position description.
_____	_____	Board members understand their responsibilities as trustees.
_____	_____	Board members are effective advocates for the ECE center.
_____	_____	The board conducts annual self appraisals of its performance.
_____	_____	The board evaluates the ECE center director annually.
_____	_____	Boards needs are clearly communicated to the ECE center director.
_____	_____	New board members receive an orientation before their first meeting.
_____	_____	Each board officer and board committees have written position descriptions.
_____	_____	Board members regularly receive educational opportunities.
_____	_____	The board and board chairperson effectively handle board conflicts.
_____	_____	Board members recognize that communication with staff goes through the ECE center director, and not around them.
_____	_____	The board has and monitors a written strategic plan for the ECE center.
_____	_____	The board asks its members to participate in fund raising activities and make personal financial contributions to the ECE center.
_____	_____	The board makes an effort to identify and recruit qualified board members.
_____	_____	Board members enjoy serving on the board.

Board Self Evaluation

Item	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The board works together as a team. Comments:				
2. Board members communicate effectively with each other. Comments:				
3. The decision making process is effective. Comments:				
4. The board maintains its role as policy makers. Comments:				
5. As individuals, board members understand their role and act accordingly. Comments:				
6. Board members conduct themselves in a manner conducive to board effectiveness (i.e. attendance, preparation, participation.) Comments:				
7. Board members treat ea other with respect and dignity. Comments:				
8. The board agenda is structured for effectiveness. Comments:				
9. Agenda background materials are complete and received in a timely manner. Comments				
10. The board communicates effectively with the administrator. Comments:				

What is Administration and What is Setting Policy?

Board members, acting as a group, set policies for the ECE center director to implement. Policies and goals should affect the entire institution and dictate what it will do. Board members do not implement policy. If you want to further clarify the matter related to your board, work through the following exercise. **YES** answers indicate that your board is doing a good job of focusing on policy. **NO** answers means there is still some work to do.

Item	Yes	No
1. Our board understands its role is to set policy for the governance of the ECE center and to delegate day to day management to the ECE center director. If NO how can we improve this area:		
2. Our board is comfortable delegating management responsibilities to the ECE center director and conveys clearly what is expected of them. If NO how can we improve this area:		
3. Our board understand the importance of the chain of command and refers all complaints, concerns or comments from staff, parents, pastor, and congregation to the ECE center director. If NO how can we improve this area:		
4. Board members understand they can only act under the full boards authority, not as individuals. If NO how can we improve this area:		
5. The board monitors finances in a responsible fashion, by approving the budget, monitoring regular financial reports and providing for an annual audit. If NO how can we improve this area:		
6. The board creates policy for financial management and approves the budget, but the ECE center director is responsible for investing funds, paying bills and day to day purchases with assistance from the stated treasurer. If NO how can we improve this area:		
7. The board is responsible for writing and monitoring progress on a strategic plan, but the ECE center director implements the plan. If NO how can we improve this area:		
8. The board sets policy related to personnel, the ECE center director is responsible for position descriptions, hiring, promotion, discipline, evaluation and firing of staff with notification to the board. If NO how can we improve this area:		
9. All new board members receive a formal orientation to the board from the ECE center director. If NO how can we improve this area:		
10. Our board evaluates its performance as a policy making entity on an annual basis. If NO how can we improve this area.		

ECE CENTER DIRECTOR EVALUATION FORM

Directions: As you read through each section, mark the column that best describes the performance of the ECE center director. Please use the comment section to describe strengths that the ECE center director exhibits based on observation. Based on the ECE center director's observation weaknesses should also be noted and way to improve should be discussed.

Check one of the following:

- ☐ Board Member
☐ Teaching Staff
☐ Church Staff

Excellent	Good	Needs Improvement	Don't Know	
				Relationship with the board: <ul style="list-style-type: none"> – Keeps board informed of ECE center activities, progress and problems – Keeps the board informed of the ECE centers activities as the relate to the centers supporting congregation – Is receptive to board member ideas and suggestions – Makes sound recommendations for board action – Facilitates the decision-making process for the board – Accepts board criticism as constructive suggestion for improvement – Gives constructive criticism in a friendly, firm and positive way – Follows up on all problems and issues brought to his or her attention Comments:
				Management skills and ability: <ul style="list-style-type: none"> – Maintains a smooth running administrative office – Prepares all necessary reports and keeps accurate records – Communicates clearly with all stakeholder groups – Proposes ECE center goals and objectives prior to each fiscal year – Plans well in advance – Is progressive in attitude and action – Adequately follows through on set plans Comments:

				<p><i>Services to all groups of people related to the ECE center:</i></p> <ul style="list-style-type: none"> – Understands and stays current with the needs of staff, children, their families, and the supporting congregation – Focuses activities on serving people's needs based on the gospel – Accepts Criticism from the people served and responds in a Christian manner <p>Comments:</p>
				<p><i>Fiscal management:</i></p> <ul style="list-style-type: none"> – Prepares a balanced budget – Completes the year with a balanced budget – Displays common sense and good judgment in business transactions – Works with the congregation to adequately monitor the physical plant needs and expenses <p>Comments:</p>
				<p><i>Personal and professional attributes:</i></p> <ul style="list-style-type: none"> – Serves as a Christian role model for all members of the ECE center community – Participates in professional development activities – Offers opportunity for professional development for staff, families, and congregation <p>Comments:</p>
				<p><i>Community and public relations:</i></p> <ul style="list-style-type: none"> – Represents the school in a positive and professional manner – Actively promotes the school to the congregation and the community <p>Comments:</p>
				<p><i>Effective leadership of staff:</i></p> <ul style="list-style-type: none"> – Hires and maintains competent staff members – Encourages and provides for staff development – Follows personnel policies closely – Maintains high staff productivity <p>Comments:</p>



ECE Center Director Assessment Questionnaire

This assessment questionnaire is designed to help you assess your personal performance over the last year and to facilitate discussion between you - the Director/Principal - and the board.

The first section of the questionnaire addresses the ten areas of general responsibility examined in the board questionnaire. These areas are:

- I. Vision, Mission and Strategies
- II. Accomplishment of Management Objectives
- III. Program Management
- IV. Effectiveness in Fund Raising and Resource Development
- V. Fiscal Management
- VI. Operations Management
- VII. The Director/Principal/Board Partnership
- VIII. The Board/Staff Relationship
- IX. External Liaison and Public Image
- X. Perceptions of the School

The questions measure your level of satisfaction with how you have carried out various aspects of these responsibilities. Check off the number representing the degree to which you are satisfied or not satisfied with your performance in each responsibility mentioned. The answer you mark can range on a scale of 1 to 4, with 1 representing "Very Dissatisfied" and 4 representing "Very Satisfied."

- 1 - Very Dissatisfied
- 2 - Dissatisfied
- 3 - Satisfied
- 4 - Very Satisfied

The second section of the assessment contains a number of open-ended questions that will help to guide you as you assess your own performance.

After both you and the board have completed the assessments, a meeting should be scheduled between you and a representative of the board to review the results of this assessment. During this meeting, you and the board representative can use the assessment results to identify areas for personal growth and draft action plans for your professional development. This meeting will also be a good opportunity to discuss ways in which the board can better support or complement your work and to discuss mutual hopes for the future of the school.

Early Childhood Education Center Director Assessment

		Not Satisfied		Satisfied		Not Satisfied	
How satisfied are you that you have		1	2	3	4	NS	
1.	developed a clear vision for the future of the ECE center?						
2.	successfully communicated an understanding of the school's mission to the board members, staff, congregation and community?						
3.	developed appropriate goals and strategies to advance that mission?						
4.	established operational objectives that support the ECE center's strategic plan?						
5.	efficiently led the staff in the implementation of the strategic plan and any additional school year plans?						
6.	Effectively led the staff in managing and administering the developmentally appropriate programs and services that the ECE center offers?						
7.	A thorough knowledge of the ECE center's mission areas and how those relate to the supporting congregation?						
8.	Strong understanding of the technical, operational and ethical issues facing the ECE center?						
9.	Developed and implemented appropriate fundraising and financial development strategies?						
10.	Ensured that solid planning and budgeting systems are in place?						

Early Childhood Education Center Director Assessment

		Not Satisfied		Satisfied		Not Satisfied	
How satisfied are you that you have		1	2	3	4	NS	
11.	Ensured that the ECE center's goals and strategic plan serve as a basis for sound financial planning?						
12.	Recruited and developed qualified staff to accurately assess, manage, and project the financial health of the ECE center?						
13.	Worked with the staff to develop, maintain, and use appropriate operating systems and resources that facilitates the effective operation of the ECE center?						
14.	Maintained a strong working relationship with the board, characterized by open communication, respect, and trust?						
15.	Modeled effective working relationships with the board to staff?						
16.	Established appropriate systems for dialogue and communication between the board and staff?						
17.	Established and maintained positive relationships with the many groups that support or are involved in the work of the ECE center including the sponsoring congregation?						

Early Childhood Education Center Director's Perception of the ECE Center

As you review your own performance, you should take this opportunity to gauge your perceptions of the general operations and quality of the ECE center in the area below. The responses to these questions will help to focus attention on specific areas of ECE center strengths and limitations by yourself and the board. This will help to guide future ECE center development efforts.

		Not Satisfied		Satisfied		Not Satisfied	
How would you rate		1	2	3	4	NS	
1.	administration and operations WHY?						
2.	program development and delivery WHY?						
3.	financial management WHY?						
4.	marketing and public relations WHY?						
5.	long range and strategic planning WHY?						
6.	fund raising WHY?						
7.	services for students and their families WHY?						
8.	overall quality of staff performance WHY?						
9.	Other (please list and explain why?)						

Early Childhood Education Center Director Assessment Open Ended Questions

JOB EXPECTATIONS AND OBJECTIVES

1. What are the primary objectives and responsibilities of your position as Director/Principal, as you understand them?
2. What have been your major accomplishments of the last year?
3. What difficulties did you have in achieving your job expectations and objectives over the last year? What prevented you from achieving these goals?
4. In what ways could the board better support you in your work?

**Early Childhood Education Center Director Assessment
Open Ended Questions (Continued)**

PERSONAL SKILLS AND DEVELOPMENT

5. What are your greatest strengths?

6. What are your most serious limitations?

7. What areas of your work are most personally rewarding to you? Why?

8. What areas of your work are least personally rewarding? Why?

**Early Childhood Education Center Director Assessment
Open Ended Questions (Continued)**

PERSONAL SKILLS AND DEVELOPMENT (Continued)

9. What are your short-term personal development goals for the next year? How do you plan on achieving them?
10. What are your longer-term personal development goals?
11. In the last year, what difficult issues have faced the school, and how did you bring them to resolution?
12. Have any legal or ethical issues arisen with regard to the operation of the school? How did you bring these to successful resolution?
13. Other Comments:

Early Childhood Education Center Director Self-Evaluation Form

Using a 1-5 scale (1 = low; 5 = high), circle the appropriate number before each of the following statements about supervision and evaluation. After finishing this step, read every sentence again and put an X through the number that you think ought to describe your practice. Then compare the differences to help you recommend a new or revised policy.

- | | |
|-----------|--|
| 5 4 3 2 1 | a. I am a highly effective teacher. |
| 5 4 3 2 1 | b. I am able to analyze effective teaching. |
| 5 4 3 2 1 | c. I have a strong relationship of trust with most of our teachers. |
| 5 4 3 2 1 | d. I have a strong relationship with the pastor and supporting congregation. |
| 5 4 3 2 1 | e. Teachers perceive my manner as helpful, patient, persistent. |
| 5 4 3 2 1 | f. I recognize a variety of teaching gifts and practices. |
| 5 4 3 2 1 | g. I have the ability to demonstrate and model needed teaching devices. |
| 5 4 3 2 1 | h. Before observing or evaluating teachers, I find out the peculiar teaching circumstances for each teacher. |
| 5 4 3 2 1 | i. Teachers in this school have used my suggestions for improvement. |
| 5 4 3 2 1 | j. I encourage teachers to work cooperatively for individual teaching growth. |
| 5 4 3 2 1 | k. I plan and encourage seminars and workshops for staff growth. |
| 5 4 3 2 1 | l. I provide time for teachers to assist each other in peer observation. |
| 5 4 3 2 1 | m. I provide special assistance to beginning teachers. |
| 5 4 3 2 1 | n. My supervisory practices demonstrate that I respect fellow teachers to evaluate both themselves and their colleagues. |
| 5 4 3 2 1 | o. I have shown that I am committed to improving as a supervisor and evaluator of teachers. |
| 5 4 3 2 1 | p. Our school provides financial and personal assistance to teachers to help them carry out what they have learned for teaching effectiveness. |
| 5 4 3 2 1 | q. The way I use my time as principal demonstrates that I emphasize educational leadership more than the management of a business. |
| 5 4 3 2 1 | r. Our school has clearly defined policies and procedures for staff supervision and evaluation. |
| 5 4 3 2 1 | s. Our school's evaluation policy clearly emphasizes formative more than summative evaluation. |

Early Childhood Education Center Director Committee Evaluation

1. If you were given a million dollars for school, what would you do with it?

2. What will our school be like five years from now if you could have your way?

3. Which goals did you not meet this year? Which events or attitudes prevented you from reaching them?

4. Which goals did you reach this year? Which events or attitudes helped you reach them?

5. List five highlights of this school this year.

6. In what specific ways could you become a better leader?

7. If the board could provide you with three things to help you be a better leader, what would they be?

Ministry Performance Self-Appraisal & Key Objectives

Staff Member Name: _____

Position: _____

1. Indicate the objectives of your ministry and where you met or exceeded them during the past year.
2. What are the five most important functions of your ministry?
3. What did you accomplish this year in your own self-development and the development of others?
4. What do you feel are the greatest strengths in your position/ministry?
5. In what areas do you need assistance, and how can others help you perform in your ministry more effectively?
6. What major problem(s)/opportunities do you feel exist for our church and your ministry in it, and what steps need to be taken to solve the problem or capture the opportunity?
7. How do you think that members of the congregation would describe your interpersonal and communication abilities?
8. Comments:

Staff Member's Signature _____ Date _____

(Keep a copy for yourself, and make a copy to be kept by the ECE center director)

Key Objective Form
(part of Ministry Performance Self Appraisal)

Staff Member Name: _____

Position: _____

What are your key objectives for the coming year? These objectives will serve as the basis for future performance appraisal discussions. Objectives are submitted at the annual review; however, they can be modified, added or deleted throughout the year.

Objective Description	Estimated Completion Date
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

One Day Strategic Plan Worksheet

Summarize your ECE center's mission, vision, goals, leadership, interpretation, cost and evaluation

Mission Statement 1. Who are we as an ECE center? 2. What are our core values? 3. What is our key identity?	
Vision Statement 1. Where do we want to be in three to five years in our ECE center?	
Strategies (goals) Specifically, how will we accomplish our vision?	
Leadership 1. Who is in charge? 2. Who makes decisions? 3. What role do staff and the congregation play?	
Interpretation 1. Who is the audience for our vision? 2. How will they find out about us? (Marketing our ECE center)	
Cost 1. How does our budget reflect the goals we set? 2. What changes might this budget imply?	
Evaluation 1. Are our objectives measurable? 2. How will we know when we have met our objectives?	

Why Prepare a Mission Statement?

- To help us focus on who we are as Christians, as Lutherans, as a gathering of God's people within our community.
- To clarify our understanding of God's mission through the ECE center as it relates to the supporting congregation and to renew our commitment to that mission.
- To provide a basis for setting goals, making decisions and planning actions that reflect the ECE center rather than individual priorities.
- To provide a basis for evaluating the ECE center's progress in ministry as well as the relationship to its supporting congregation.
- To help new members know our ECE center and what we are about.
- To give direction as we plan for the future

Working Through the Preparation Process:

This resource suggests a three step process to arrive at a Mission Statement:

- I. Developing the ECE Center Identity (Understanding who we are).**
- II. Developing the ECE Center Mission (Stating what we are about).**
- III. Moving from Mission to Action (Moving toward using the statement in planning).**

You might use the three steps in one of the following ways:

Work through Part I with a number of groups in related to the ECE center. Be sure to include the supporting congregation. Ask those who do the study to write down their understanding of the ECE center's identity. Use these written statements with the ECE center board as you move to Parts II and III.

On a retreat with all of the ECE center leaders, work through all three parts of the process. Make it your goal to come up with a working mission statement at the end of the retreat. Make sure that the ECE center's mission statement reflects that of the supporting congregation. Be sure to check current documents (e.g., constitution) for previous mission or purpose statements that might be considered as you develop your new statement.

I. DEVELOPING the ECE Center IDENTITY - WHO ARE WE AS GOD'S PEOPLE IN THIS PLACE?

Our understanding of who we are (identity) will shape what we do (mission). This study will help us clarify our identity from Biblical, confessional and situational points of reference.

BIBLICAL

The Bible uses more than 500 nouns and adjectives to describe Christians. Taken together, these words build a picture of who we are from God's point of view. Review the following references and jot down what each passage says about who we are:

1 Peter 2:4-5, 9, 10
Ephesians 4:4-6
Romans 3:23-24
Matthew 16:15-18

Ephesians 2:11-22
Luke 17:20-21
1 Corinthians 12:12, 28
John 15:5-17

Discuss: What are the implications of each of these passages for our ECE center?

LUTHERAN CONFSSIONAL

We want to look at how being Lutheran Christians makes us different from and similar to other Christians in what we believe and do.

Review at least Articles V, VII, and XIV of the *Augsburg Confession* then look at *Luther's Small Catechism* before reflecting on and discussing the following questions:

- What are the strengths (insights, understandings, gifts) Lutherans can bring to the total witness of Christians in the world?
- How are those strengths (should those strengths be) at work in our ECE center?

SITUATIONAL

Here we want to look closely at our ECE center as a part of our community. As we do so, we will want to talk about what part we play in the life and activities of this community. How are we perceived? How do we contribute? How should we be functioning in this community?

To answer those questions effectively, we may want to look at some of the following:

- When and how did we begin as an ECE center?
- What are our ethnic roots? Do our roots and our history affect who we are and what we do?
- Where do our students and families come from? Are they life-long Lutherans? Members of the supporting congregation? What other backgrounds do they bring?
- What is the significance of our ECE center's name for our life and mission?

II. DEVELOPING THE ECE CENTER'S MISSION STATEMENT

1. After summarizing the highlights of your study of your ECE center's identity, see if you can come to a consensus that brings together the important elements of your understanding.

2. Review some mission Scripture references.

What do each of the following say about our mission?

Mark 10:41-45

Romans 12:1-2

Psalms 99

1 Corinthians 11:23-26

John 16:12-13

Matthew 11:29

Ephesians 4:15-16

Mark 6:7

Luke 10:1

Luke 4:18-19

1 John 5:6-12

Matthew 8:1-13

Mark 10:35-45

1 Corinthians 16:1-2

John 13:34-35

Matthew 25:31-46

Acts 2:43-47

Philippians 1:3-6

3. After reading the passages and talking about their impact on our mission:

- Ask individual members to write words or phrases that express the ECE center's mission as it relates to the supporting congregation's mission statement.
- Make a list of items that you can agree should be a part of the ECE center's mission statement.
- Write a rough draft of a statement.

4. You might take time to get input and reaction from others at the ECE center or supporting congregation. Then when you meet again, do a finished version of the statement.

5. Publish your statement in various ways. It might be included on newsletter, distributed as a book mark, written attractively and posted in the ECE entrance, and the like.

III. MOVING FROM MISSION TO ACTION

Your mission statement needs to be a working document informing ECE center board of director's actions. You might use the statement in steps like these:

Assess Needs

Identify and assess needs/hurts/problems that you in your ECE center are called upon to address? What action needs to be taken?

Identify Resources

What resources are available to you to help you accomplish God's mission through your ECE center? Think broadly about people, institutions, talents, dollars, partners and the like. List these.

Set Goals

What specific, positive, achievable pieces of your ECE center's mission do you want to accomplish in the next three years? Write out those goals.

Develop Action Plans

Plan the steps that will be needed to accomplish your goals. Identify who will be responsible for what activities. You might have several action plans for each goal.

Evaluate Progress and Results

Provide a way to periodically evaluate how you are doing. Ask: What are we learning? What remains to be done? What changes are needed? What new opportunities challenge us? Revise your goals and action plans accordingly.

The Value of a Strong Mission Statement

A mission has four points of impact on an ECE center and its supporting congregation:

- It serves as a compass to keep things going in the right direction
- It is a change agent that brings about modified behavior
- It motivates the ECE center to keep on changing
- It serves as a mirror to help the ECE center count the cost of both changing and not changing.

A mission statement is a helpful instrument to:

- Measure progress -- It serves as a standard to evaluate ministries.
- Weigh decisions -- Is this in alignment or of importance to our vision?
- Manage conflict -- A shared vision gives direction to ministry which reduces conflict.

A Mission Statement Example: Inviting all to grow in Christ.

This excellent mission statement contains four concepts in six words! They are: inviting, inviting all, inviting all to grow, and inviting all to grow in Christ! It is easy to remember, and meets all the criteria for a mission statement.

A helpful resource for leaders and congregations in developing a mission/vision statement is the book *Our Mission: Discovering God's Call to Us*. The book is a part of the Congregational Leadership Series of the Evangelical Lutheran Church in America and Augsburg Fortress Publishers.

It is available on line at www.augsburgfortress.org.

CHECKLIST OF EVIDENCE IN STAFF FILES

There are a number of issues which may have legal implications for the staff of the early childhood education center. Forms pertaining to these areas should be kept on file in the director's office.

REMEMBER that requirements vary from state to state. Be sure to check with your state of operation to insure you have the evidence required in the file for each staff.

- √ Certificates: Teachers in ECE centers may be required to provide a copy of their current teaching certificate. Some states require a college transcript as well.
- √ Medical Forms: A current indicating the physical and mental health and the absence of tuberculosis may be required of all individuals that the ECE center employs.
- √ Accident Forms: Each ECE employee should file a standard accident report form following any incident involving an adult, child, or damage to property.
- √ Emergency Card: A staff emergency card should be in each employee's file. It should contain the following information:
 - Physician's name and telephone number
 - The name and telephone number of another individual to contact in case of an emergency
 - An authorization for emergency medical treatment with the employees signature
- √ Contracts: If your ECE centers works with a local attorney to develop and use a contract based on the position description for your employees this should be included in their files. Remember that these must be reviewed, updated, and signed annually.
- √ Fingerprinting: Many states now require that each employee working with children be fingerprinted and/or cleared by law enforcement agencies for possible child abuse records. Completed forms should be kept in the employees file.
- √ Annual Evaluations: A signed annual evaluation should be kept in the employee's file.
- √ Disciplinary Action: All action taken related to the discipline of the employee that is not grounds for dismissal should be signed by the employee and kept in their file.

CHECKLIST OF EVIDENCE IN STUDENT FILES

- √ Names of family members legally responsible for the child
- √ Notes of information gained from families about how they define their race, religion, home language, culture and family structure
- √ Documentation of meetings with families and other professionals to develop an individualized plan to support child's inclusion and success for children with persistent, serious challenging behaviors (if applicable)
- √ Documentation of observations and efforts to respond to children with challenging behaviors (if applicable)
- √ Notes of family practices, culture and language as well as evidence that shows how these are incorporated into the child's care
- √ Results of multiple sources of assessment information, including notes of teachers' interactions with children to identify what children have learned and to adapt the curriculum and teaching to meet children's needs and interests
- √ Assessment information should relate to all areas of development, include goals for individual children's learning, and include evidence that the assessments have been conducted by teachers or others who know the children
- √ Notes of observations of infants exchanged between families and teachers and how observations are used to modify curriculum, interactions and care.
- √ Results of developmental screening
- √ Individual health records, documenting that the child is current for all routine screening tests and immunizations (or evidence of a religious exemption if applicable), and including current health insurance information (may document no insurance or parental refusal to provide information); current emergency contact information; special health instructions if applicable; and individuals authorized to have access to health information
- √ Individualized care plans for children with special health care needs, food allergies, or special nutrition needs when applicable
- √ Parental permission for the use of prescription and over the counter medications (including insect repellent if applied by staff)
- √ Documentation of medications provided to a child with signed documentation by the individual giving the medication that the medication has been given correctly
- √ Parental permission for use of child's photo in ECE center, congregation, and ELCA promotions on web site and in written materials

GUIDELINES FOR DEVELOPING A SHARED SPACE AGREEMENT

The ideal arrangement is to have exclusive use of all or a portion of the space that is needed to conduct the preschool program. However, this may not be a reasonable request in most congregations. Sharing space with other groups in the congregation is a special challenge.

A written agreement is usually the best. Some things to consider in an agreement are:

- Days and hours of use
- Kitchen use
- Use of office and audio-visual equipment
- Storage space
- Maintenance responsibilities and the specific details of sharing of resources and responsibilities
- Number of church keys distributed by the director and documentation of the names
- Entrance and exit door to be used by the children
- Scheduling procedures
- Use of the church phone
- Time available by church staff to do work related to the preschool program
- Equipment replacement and repair
- Space adaptation
- Use of recreation equipment
- Use of ECE center materials and furnishings by the congregation
- Building repairs and redecoration because of increased use
- Adult/child ratio on duty at all times
- Liaison procedures between the program and the church council
- Time for review and renewal of agreement

It is advisable to:

- Meet with all groups who share space with the ECE center
- Exchange names and phone numbers. Post the list in each classroom
- Spend time in the classrooms together and figure out what needs to be changed so that you and all groups can co-exist in the same space
- Clarify and define use of equipment and supplies
- Post policies that you all agree on, as well as names of persons in charge of various groups and their contact information
- List the items that need to be put away on Fridays, Sundays and holidays by the appropriate groups
- Agree to consult with one another before moving items and/or decorations
- Leave notes for the next group that uses the room to explain special circumstances and to thank and praise others
- Agree to leave things as clean or cleaner than you found them

Grant Writing Assistance Web Sites

The web sites listed below are web-based grant-writing tools for non-profit organizations, charitable, educational, public organizations, and other community-minded groups.

Each of these sites is designed to assist established US-based non-profits through the grant-writing process. They include tips for writing, why your mission statement is important to the process, mistakes that are often made, and samples of successful grants.

Non-Profit Guides

www.npguides.org/

School Grants

www.schoolgrants.org/tips.htm

Grant Proposal Web Site

www.grantproposal.com/

Importance of a Mission Statement in Grant Writing

Tgci.com/magazine/How%20to%20Write%20a%20Mission%20Statement.pdf

Grant Writing Tips

www.seanet.com/~sylvie/grants.htm

Grant Writers

www.grantwritersonline.com/

Rosie's For All Kids Foundation

www.forallkids.org/



Tuition Management Services

SMART TUITION provides your ECE center tuition services which include enrollment of new students, depositing, accounting, adjusting amounts due, parent inquiries, fund raising and developments and collection of past due tuitions.

www.smarttuition.com.

THRIVENT FINANCIAL FOR LUTHERANS offers Simply Giving. ® This is an automated giving program designed to help you conveniently and consistently pay tuition at a Lutheran school or ECE center. Through Simply Giving®, your tuition payments are made through a pre-authorized withdrawal from your bank account or credit card. Your tuition payment is deposited into the schools or ECE center's bank account on the same day it is withdrawn from your account—at no cost to you or the recipient.

www.thrivent.com/fraternal/churchcommunity/simplygiving.html?wssrc=helpdropdown&wssubject=simplygiving

Child Care Management Software

This list of child care management software could help you save precious time at your ECE center. It will help your ECE center by automating record keeping, billing and payroll, bookkeeping, attendance tracking, USDA meal counts and menu planning, and staying in touch with parents. Every software has different features and it is suggested that you look carefully before you purchase one. None of the software listed is recommended as better than any other.

EZ-Care2

www.software.com/ezcare2/

Logos

www.logoscms.com/layout7.cfm?ID=117

School Leader Management Systems

www.childcare-management-software.com

Child Care SAGE

www.Childcaresage.com

Personalized Software

www.childcaremanager.com

PROCARE

www.procaresoftware.com

Praxi Power Software

www.praxipower.com/Index.htm

ACS Technologies

www.acstechnologies.com/headmaster/HeadMaster