

2017 Early Childhood Education Leadership Development Compendium

A VIEW OF THE CURRENT LANDSCAPE

3rd Edition

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ABSTRACT

The *Early Childhood Education Leadership Development Compendium: A View of the Current Landscape* is one-of-a-kind in its identification of the early childhood education (ECE) field's leadership development programs and in providing an overview of what they signify for ECE as a field of practice. Its third edition spotlights how the ECE field is responding to its changing context as viewed through the lens of leadership development. Four questions are answered:

1. How is the ECE field addressing its needs for leadership?
2. What programs are available to support leadership development and who is being served?
3. What can be learned from the field's definition(s) for and approach to leadership development based on descriptions provided by participant programs?
4. How has the ECE field evolved over the last decade in its interests and purposes for leadership development?

The 2017 *Early Childhood Education Leadership Development Compendium: A View of the Current Landscape* endeavored to do five things:

1. Deepen understanding of ECE's leadership development infrastructure;
2. Differentiate leadership development from content attending to increased knowledge and skills in other areas of practice;
3. Drive higher performing ECE programs;
4. Advance ECE systems that support children's learning, development, and success in ECE settings; and
5. Further anchor leadership development as an essential activity for strengthening the field's capacity to achieve consistently competent practice and results regardless of program setting.

Given its third edition status, the 2017 Compendium has the benefit of being able to look backwards as well as forwards in its appraisal of ECE's leadership development efforts. Multiple comparisons can be made with findings from the first and second editions, and potential trends also are evident.

Key findings include the following:

- The ECE field has 57 documented, self-reported programs that provide leadership development, 24 of which are either newly developed or newly disclosed to us since publication of the second edition in 2013. This edition depicts a cohort of programs more focused and yet also more diversified in intentions in terms of positional roles and leadership content than recorded in previous editions.
- ECE's leadership development programs increasingly (1) focus on specified roles in the field and attend to the context(s) in which leadership is being exercised, or (2) identify knowledge, skills, and dispositions needed for achieving a specified leadership aspiration.

- The overall number of leadership development programs – the overwhelming number of which is state-based – has remained largely unchanged since the 2013 Compendium.
- An increasing number of programs are being delivered online, either in whole or in part. At the same time, program developers are recognizing that contact among participants is an important motivator and learning enhancer and adjusting their program design accordingly.
- ECE leadership development programs are financed primarily by public dollars, but a growing number are now tuition-based, funded by participant fees, or some combination of 18 identified funding patterns.
- New leadership development interests are emerging: promoting social justice and equity and addressing structural racism; fostering entrepreneurial habits of mind; systems thinking; instructional leadership; and innovation.
- Variation exists in programs' conceptual elaboration and cohesion as reflected in the frequent fusion of a program's purpose with its leadership focus and loose connections among programs' purposes, definitions of leadership, and leadership foci.

Something else is revealed as well. Surges in the field's knowledge base, escalating expectations for its practice, and expanding demands for accountability increasingly typify ECE's context. With this as the field's backdrop, augmented by a newfound grasp of its current leadership development landscape, no longer can it be questioned whether more systematic attention should be paid to the ECE field's leadership development capacity and its ability to realize its aspirations for children and ECE as a field of practice.

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Part I: A VIEW OF THE CURRENT ECE LEADERSHIP DEVELOPMENT LANDSCAPE

IS ECE LEADERSHIP DEVELOPMENT ENTERING INTO A NEW ERA?

When collecting early childhood education (ECE) leadership development programs began in the early 2000s, the definition for a leadership program was frequently sought. At the time, and based on interest in understanding how the ECE field was conceptualizing leadership, I (the first author) responded, “If you think it’s a leadership development program, I’d like to know about it.” The result was a wide range of submissions focused on improving program quality; addressing the consequences of inadequate teacher preparation, especially in child care centers; and supporting practitioners’ entry and advancement in higher education.

The fact that this open-ended question hasn’t been repeated since the Compendium’s first edition was published in 2009 suggests that those now engaged with developing and implementing ECE leadership development programs are more confident about their work’s intentions in this regard. Taking advantage of this progression, the second edition attempted to further the field’s evolution toward greater precision in identifying leadership development programs by bringing a finer selection lens to programs included in the 2013 Compendium. Excluded at that time were submissions whose content, such as civic engagement on behalf of early childhood issues or initial teacher preparation, resided outside of content and practices typically found under the rubric of leadership development.

This pruning practice continued with the 2017 Early Childhood Education Leadership Development Compendium (2017 Compendium), resulting in the removal of 17 submissions and a compendium comprised of 57 self-reported leadership development programs. A convincing borderline between programs *preparing individuals for their roles* and those *targeting the exercise of leadership when in these roles* has yet to be fully realized, however, especially with regards to the role of teachers and even more so child care center directors — even though this edition confronted the differentiation more aggressively. Further, the field’s increasing movement toward role- and content-specific leadership and the specialized knowledge and skills associated with leadership behavior and action allowed us to refine inclusion criteria in ways not possible when earlier editions of the compendium were published in 2009 and 2013. As a

result, the 2017 Compendium includes a cohort of programs more focused and yet also more diversified in terms of positional roles and leadership content.

A Shift from Program Improvement to Individual Development

As noted in each of the two previous editions, in their 1997 review of the field's leadership issues and challenges, Kagan and Bowman lifted up ECE's lack of clarity regarding the purposes for leadership development and to whom it applied. The 2017 Compendium suggests that ECE may at last be engaging with this 20-year-old critique. The shift from emphasizing program improvement to instead focusing on individual and role-specific leadership development and/or specialized leadership content is clearly evident. Further, in contrast to previous editions, fewer programs identify their target audience by the open-ended phrase *emerging leaders*.

This suggests the field's growing recognition of leadership development as person-centric, purpose driven, informed by the context in which leadership is exercised, and conditional on leadership knowledge, skills, and dispositions. As a result, and described under "2017 Compendium Findings," this edition includes new organizing categories. These new classifications highlight the growing range of roles that are now the focus of ECE leadership development programs as well as the growth of programs addressing ECE's knowledge and practice gaps in the realm of leadership.

Still another signal of the ECE field's expanding attention to leadership development is a position statement, inclusive of leadership principles, prepared by the Division for Early Childhood (2015) that is driven by the association's belief that Early Intervention and Early Childhood Special Education "should purposely build and sustain leadership capital across all aspects of practice" (p.1). More recently, two conceptual frameworks have been developed with the intention of clarifying, unifying, and bringing coherence to program administrators' leadership development: *The Whole Leadership Framework* and the *Leadership Consortium Consensus Statement*. Developed between 2015-2017, both frameworks address the leadership development of center- and school-based program administrators, catalyzed in part by the National Academy of Medicine's 2015 panel report *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*, which elevated the importance of administrative leadership in schools and centers.

The *Whole Leadership Framework* was developed by the McCormick Center for Early Childhood Leadership at National Louis University during a yearlong process. It addresses multiple facets of administrator leadership in programs serving children birth to age eight. Three interdependent domains

organize the framework: leadership essentials, administrative leadership, and pedagogical leadership. Through a process of weekly online interactions, the Center's constituency was encouraged to inform the framework's development, which, it should be added, serves as the frame of reference for the Center's five leadership development programs. (See the 2017 Compendium.)

Whole Leadership essentials include foundational skills in reflective practice, communication, and team building, elements identified as critical for all facets of leadership. Administrative leadership involves orchestrating a team to develop and sustain an early childhood organization inclusive of both operational and strategic leadership functions. Pedagogical leadership — inclusive of instructional leadership — addresses the complexity of teaching and learning in birth to age eight programs. (See [Whole Leadership](#).)

The *Leadership Consortium Consensus Statement* outlines the knowledge, skills, and dispositions necessary for leading programs and schools serving children from birth to age eight. The product of two national summits, it was developed by the Early Childhood Leadership Development Collaborative, an ad hoc network of ECE experts and advocates committed to developing progressive and transformational early childhood center and school administrators.

At the first summit, a representative of Deloitte's Global Leadership Collective shared its *Leadership by Design* framework. Informed by an extensive study of more than 10,000 exemplary private and public sector executive leaders, the framework takes a comprehensive view of leadership and provided a foundation for the group's work. The second summit built around the National Academy of Medicine panel report noted above (formerly called the Institute of Medicine), and was facilitated by panel chair LaRue Allen, along with National Academy of Medicine staff.

The [Consensus Statement](#)¹ was developed over a year and a half, during which Collaborative members revised and adapted Deloitte's framework to the needs and interests of ECE. Four types of leadership, each with distinct capabilities, are highlighted:

- People Leadership – Inspirational Leadership and Execution
- Relationship Leadership – Influence and Collaboration
- Business Leadership – Direction and Business Judgment
- Entrepreneurial Leadership – Competitive Edge and Building Talent

Other landscape changes include the emergence of new leadership development interests:

¹ If you have difficulty opening this link, you can copy and paste <https://www.fcd-us.org/assets/2017/03/ECELeadershipStatement2016.pdf> into your browser.

promoting social justice and equity² and addressing structural racism; fostering entrepreneurial habits of mind; systems thinking; and innovation. Still, as evidenced by survey responses, a meaningful proportion of respondents struggled with identifying and/or distinguishing between the purpose of their program and its leadership focus. A tightly hinged relationship is frequently not evident among a program's purpose, its definition for leadership, and its leadership focus.

So, is the ECE field on the cusp of a new era in leadership development? The 2017 Compendium's documented shift toward pursuit of role-specific leadership development and specialized leadership content, including recognition of the importance of purpose and context in informing the exercise of leadership, bodes well for the field's capacity to better serve children and shape ECE's future as a field of practice. Whether ECE, in fact, is entering into a new era, however, cannot be confidently forecast based on what else was learned from our research. On the one hand, development of 19 new leadership development programs, many of which evidence design coherence, is a positive sign. On the other, the fact that 15 programs closed primarily due to changes in their program's staffing infrastructure, new priorities, and/or loss of funding is not.

The departure of 15 programs, in conjunction with exclusion of programs that previously had been accepted for the 2013 Compendium, may help explain why the overall number of leadership development programs has not increased since the second edition's publication in 2013. One also wonders whether some program closures can be demystified based on knowing that for this edition only five programs reported having sustainability plans — one of which, the Lead Learn Excel Instructional Leadership Program, has a comprehensive business plan developed through a pro bono partnership with Deloitte. A second, the Barbara Bowman Leadership Fellows program, is in the process of developing a business plan. These five programs' responses contrast with the more prevalent replies of "we intend to apply for some grants," under development," (but absent a specified timeline) or "N/A."

The 2017 Compendium's Leadership Development Criteria and Beliefs

The 2017 Compendium focuses on formalized programs that explicitly address leadership development through a cohesive curriculum designed to achieve the program's leadership development purpose. It follows that preparing individuals for their roles or discrete events, such as conferences and

² The National Black Child Development Institute (NBCDI) is designing an ECE policy fellowship program. It hopes to launch an intensive leadership and career development program that supports the advancement of racial equity in ECE policy and advocacy.

symposiums, even those that include “leadership” in their titles or express the intention of supporting attendees’ leadership growth, are not included. The term *program* is inclusive of all delivery approaches, however, including degree- and non-degree-based, credit- and non-credit bearing, fellowships, institutes, and online interactions.

An underlying belief is the distinction between *leadership* and *positional authority* in the exercise of leadership. The exercise of leadership is not limited to particular roles, positions, or authority levels. While positional authority can present a platform for exercising leadership, in some circumstances, it can also be a limiting factor (Gregersen, 2017; Heifetz, 1994). Consequently, we avoided the phrase “leadership position” since it implies a co-dependent relationship. The phrase also risks limiting the wide-ranging potential inherent to leadership development, as well as reducing understanding of the complex set of factors influencing the effective exercise of leadership.

Another underlying belief is the distinction between *management* and *leadership*. While they sometimes are used in service to one another, they differ in a number of ways (Kotter, 1990; Zaleznik, 1992). As expressed by Zaleznik, “... leaders have much more in common with artists, scientists, and other creative thinkers than they do with managers” (p. 7).

These leadership development beliefs and the resulting selection criteria informed the identification of programs included in the third edition, but the 2017 Compendium does not take a stance on a definition for leadership or its development. In fact, a consensus definition for leadership – and thus for its development – doesn’t exist (American Psychologist, 2007). Nonetheless, few question that leadership plays an important role in facilitating change and increasing individual and organizational capacity (Goffin, 2013). As leadership guru Warren Bennis (2007) remarked, “...we must remember that the subject is vast, amorphous, slippery, and, above all, desperately important” (p. 2). This has led researchers to examine leadership’s complexity by exploring the interplay among context, situational variables, personal attributes, and behaviors that result in effective leadership (Berger, 2012; Vroom & Jago, 2007; Hackman & Wageman, 2007).

METHODOLOGY

Consistent with the previous two editions, review of ECE’s leadership development landscape revolved around answering three overarching questions:

1. How is the ECE field addressing its needs for leadership?

2. What programs are available to support leadership development and who is being served?
3. What can be learned from the field's definition(s) for and approach to leadership development based on descriptions provided by participant programs?

Given, however, the elapse of ten years since initiating the compendium's development in 2007, a fourth question was added for the third edition:

4. How has the ECE field evolved over the last decade in its interests and purposes for leadership development?

The content of the 2017 Compendium, beginning on page 24, offers answers to the first two questions. A "data-based" answer to the third question can be found in Appendix A: ECE Leadership Development Program Definitions of Leadership, beginning on page 56. Indicative of the absence of a consensual definition for leadership, limited overlay exists among the 33 definitions; they vary in their focus, presentation, depth, and level of specificity. Worth noting is that program definitions of *leadership development* were identified for only 37 of the 57 programs listed in the 2017 Compendium. (The total number of programs with leadership development definitions encompasses the McCormick Center for Leadership Development's five leadership development programs, all of which are organized by the Whole Leadership framework referenced earlier. This resulted in 33 definitions being listed in Appendix A.) This total, though, more than doubles the number of definitions for leadership development identified in the 2013 Compendium.

In a similar vein, being asked to distinguish between their program's purpose and its leadership development intentions posed a challenge to a broad array of survey respondents. From a practical slant, this led us to merge responses provided for these two survey questions. Beyond the practical consequences, this fact warrants still further attention. A program's purpose and its leadership focus should be distinguishable, yet firmly fastened to one another, because a program's leadership focus is integral to its program's design and to accomplishing an expressed purpose.

Finally, insight into the fourth question is provided by "Part I: A View of the Current ECE Leadership Development Landscape," which presents an extensive overview of the present landscape of ECE leadership development efforts. We should note here that in answering these four questions, we distinguished between ECE leadership development programs and those focused more broadly on early childhood and are inclusive of fields of practice and disciplines extending beyond early childhood education. Six programs listed in the 2017 Compendium are organized around a broader early childhood

framework, two of which are reformulations of earlier programs and another being a recently developed program.

Locating ECE Leadership Development Programs³

For approximately seven months (from the latter half of 2016 to early in 2017), outreach, research, and sustained attempts to make contact with programs took place. Leadership development programs included in the 2017 Compendium were identified by reconnecting with programs included in the second edition plus outreach to the field's listservs and group email lists, as well as contact with individuals who might be in-the-know. This outreach was supplemented by Internet research to locate additional programs and also to determine the status of second edition programs when attempts to make email contact were unsuccessful.

Survey Questions

Respondents were asked to describe their leadership development program by responding to a 13-question online survey. (See "Survey Questions," page 8.) Of these 13 questions, new additions are those questioning the reason for an inactive program's closure, requesting information on activities implemented or being planned to sustain funding, and inquiring about lessons learned. These three questions were added to optimize learning from program architects and managers now that many of their programs have been in existence for extended time periods.

Participants' submissions were clarified as needed by follow-up email correspondence, phone conversations, or website research. Prior to finalizing the 2017 Compendium, each respondent was contacted and asked to review her/his program's entry to ensure the information was current, complete, and accurate.

³ We want to express our appreciation and thanks to those who responded to our outreach on behalf of the 2017 Compendium and to the following individuals for expanding our outreach (listed alphabetically): Deb Mathias, the QRIS National Learning Network; Gwen Simmons, NAEYC; and Teri Talan, McCormick Center for Early Childhood Leadership. We also thank Maurice Sykes, Sara Vecchiotti, and Mike Abel for their assistance in reviewing and providing us with links to the two new leadership development frameworks.

SURVEY QUESTIONS

1. What is your program name & contact information?
2. Who is your target audience?
3. How is your program funded?
4. What is the program's leadership focus?
5. What is the program's purpose(s)?
6. What was the impetus for the program's development?
7. What is the date for the program's inception?
8. If no longer active, what led to the program's closure?
9. What are the program's funding sources?
10. If the program is presently funded through "soft money," is a plan in place or under development for sustaining the program? If so, please describe.
11. What changes, if any have been made to the program since its inception? Why were these changes made?
12. What lessons have been learned about leadership development and/or implementing a leadership development program since its inception?
13. What else would you like us to know about your leadership development program?

Limitations

The project's methodology obviously risks exclusions. Additionally, program descriptions are based primarily on self-reports that, in turn, are based on a snapshot in time. Further, programs included in the 2017 Compendium have not been observed or their developers interviewed; nor are we recipients of program/course syllabi. We also don't have information about individuals serving as faculty, lecturers, mentors, or facilitators, and, for the most part, we lack knowledge about the pedagogical approaches used to expand program participants' leadership knowledge, skills, and dispositions. Consequently, our findings can say little about the *development* portion of the field's leadership development efforts.

We welcome additions, as well as corrections. *Please write to us at eceleadership@gmail.com to add to the 2017 Compendium and/or to correct information included in this edition.*

PROGRAM FINDINGS: 2017 ECE LEADERSHIP DEVELOPMENT COMPENDIUM

An Overview

The 2017 Compendium has 57 programs, almost equal to the number included in the 2013 Compendium. Yet despite their numerical consistency, the two compendiums do not mirror one other. In addition to a more honed inclusion process, 15 of the ECE leadership development programs presented in the second edition are known to no longer be active.⁴

Program closures are explained mostly by changes in a program's staffing infrastructure, altered priorities, and loss of funding. (See Appendix B.) Closures alone, however, don't fully explain why basically the same number of programs exists in the second and third editions. First, it will be recalled that 17 submissions, some of which were part of the second edition, were excluded as entries for this edition. Twenty-four (24) programs developed since 2013 or newly disclosed to us have been added. Beyond these possible reasons for the apparent lack of growth in the number of leadership development programs, one wonders whether the stagnant number of ECE leadership development programs indicates the field's relative inattention to leadership development, a conjecture supported to some extent by respondents who informed us their programs were either closed or now offered only upon request because of lack of demand, as well as by the limited number of programs explicitly attending to program sustainability.

In terms of anticipated themes based on the landscape review in the 2013 Compendium, "PreK-3rd Grade Alignment" and "Collective Impact" were identified as up-and-coming interests. While a PreK-3rd grade focus continues to gain momentum — eight programs identified this as their program's scope — *alignment* per se is not the dominant emphasis. Collective Impact was mentioned by only two programs this round, however, and in both instances as a leadership skill or orientation rather than as a leadership thrust — despite Collective Impact's growing national popularity in the realm of effecting community-wide change and propelling population-level outcomes.

Other differences between the second and third editions include diminished attention to advocacy as a *leadership focus*; instead it appears to be embedded in a broader frame of activism. Also notable is the growing number of programs delivered online (now at 35 vs. seven in 2013), either in full measure or as part of a blended delivery approach. Additionally, although many programs routinely include participant evaluations and use findings to update their design, for the first time, eight leadership development programs turned or are turning to systematic program reviews and/or evaluations to inform their

⁴ We were unable to find information or make contact with anyone familiar with Arizona's Early Care and Education Program Management Certificate, a program that participated in the 2013 Compendium.

programming, suggesting more technical and/or conceptual sophistication in program development and increased interest in documenting program results.

Sixteen (16) leadership development programs are tied to an academic degree or credential. Additionally, of the 18 identified programs targeting child care center directors, seven lead to a Director's Credential. Of these 18 leadership development programs, four are associated with NAEYC Accreditation and five are bolstered by their states' licensing agencies and/or Quality Rating and Improvement Systems (QRIS). Another two programs fulfill the business/administrative elements of their state Director's Credentials, and a third meets the requirements for the Illinois Family Provider Credential.

In response to the question of what has been learned from the development and/or implementation of their ECE leadership development programs, several themes emerged. The most dominant was the positive impact of reducing participants' sense of isolation, especially among individuals in similar roles. Mentioned by these 45 programs is use of a blended approach for online learning programs, a cohort model, and/or incorporating communities of practice as vehicles for bringing practitioners together to foster learning. Also highlighted was elevation of reflective practice and the importance of self-knowledge; inclusion of job embedded projects and other approaches for increasing the relevancy of program content; the benefit of incorporating mentors as a program feature; and pacing program content in acknowledgement of the fact that change is typically developmental.

2017 Compendium Program Demographics

Table 1 lists the third edition's 57 programs by leadership concentration and location. Asterisks indicate the 24 programs that emerged after publication of the second edition, five of which previously existed and 19 of which are newly developed since 2013. (Table 1 begins on page 12.)

In response to a 2013 Compendium participant suggestion, national programs are reported separately from state-based programs (i.e., state-level, state-wide, regional, and local). This presented us with a challenge, however, when it came to categorizing programs tied to institutions of higher education or those reliant on an online delivery approach. If the higher education program was associated with a state institution, i.e., publicly funded state universities or community college programs, we identified the program as state-based in recognition of their primary constituency. If a privately funded program

affiliated with an institution of higher education, it was labeled as national⁵, even though we recognized that this approach could incur errors.

By definition, online programs are accessible nationally – even internationally in some instances. For the purposes of the 2017 Compendium, in addition to using the information presented in program descriptions, we attempted to differentiate between those billing themselves as national programs, with the marketing this entails, and those that were “open” to out of state participation because of their accessibility. Despite these qualifications, we concluded these criteria provided the best way to address an equivocal data point.

Responding to the increased concentration of leadership development programs affiliated with specific roles or specialized content, programs were classified based on their program descriptions as concentrating primarily on specified roles (37 programs) or on specialized content (20 programs), with role-specific leadership development programs dominant at both the state and national levels. Additional demographic information on the 57 ECE leadership development programs in the 2017 Compendium is found starting on page 15. The 2017 Compendium’s organization is described beginning on page 22.

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⁵ An exception is Mills College, which identified its geographic reach as state-wide.

**Table 1 – 2017 ECE Leadership Development Compendium Programs
By Leadership Concentration & Location**

[A single asterisk marks programs new to the 2017 Compendium but existed prior to the 2013 Compendium. A double asterisk indicates a program newly developed since 2013.]

**State-Based Leadership Development Programs –
Role-Specific Leadership Concentration**

<u>Program Name</u>	<u>Role</u>
*4C Early Education Business and Leadership Development Institute (OH, Regional)	Center and Family Child Care Program Administrators, Supervisors, & Owners
**Barbara Bowman Leadership Fellows (IL)	Early Childhood Advocates from underrepresented communities working in agencies & organizations
Certificate in Child Care Administration (WI)	Child Care Center Directors
Children's Program Administrator Credential (NY)	Child Care Center Directors
Connecticut Director's Credential (CT)	Child Care Center Directors
Connecticut Program Leadership Initiative (CT)	Child Care Program Administrators
Delaware Valley Association for the Education of Young Children (DVAEYC) ECE Fellowship (PA, Regional)	Early Childhood Education Teachers
Eager-to-Learn Director's Credential (MN)	Child Care Center Directors
*Early Childhood Academy (NJ)	K through 3 rd Grade District Team of Administrators + K-3 Teacher
*Early Childhood Leadership and Advocacy Program (OH)	Early Childhood Educators seeking a master's degree in ECE
Early Childhood Specialist Leadership Training (IL, Local)	Early Childhood Education Content Specialist Teachers
**Early Childhood Tech Integration Mentor Program (IL, Local)	Early Childhood Education Content Specialist Teachers
Emerging Leader Pipeline Project (CA)	Early Care and Education Teachers
**Leadership in Early Education and Care (MA)	Child Care Center & Aspiring Directors and Program Administrators
**Leadership Matters Institute (NC, County)	Directors and Assistant Directors of 3, 4, & 5-Star child care centers in Forsyth County, NC
**Los Angeles Universal Preschool (LAUP) Program Leadership Development (CA, County)	Child Care Center Directors
Maine Roads to Quality Professional Development Network Director's Credential (ME)	Child Care Center Directors
**MnAEYC Leadership Journey Series: Building Skills and Realizing Potential (MN, Local)	Child Care Center and Aspiring Directors
Partners in Quality (IL)	Resource and Referral Staff & Child Care Providers

Table 1 continues on the following page.

State-Based Leadership Development Programs – Role-Specific Leadership Concentration	
<u>Program Name</u>	<u>Role</u>
Southwest Human Development Aim4Excellence™ Director's Credential Program (AZ, County)	Center and Family Child Care Center Directors
**Taking the Lead: A Family Child Care Leadership Academy	Family Child Care Providers
Tennessee Early Childhood Program Administrator Credential (TECPAC; TN)	Child Care Center Directors
University of Oklahoma Leadership Academy (OK)	Child Care and Head Start Directors & Assistant Directors, Early Care & Education Administrators
State-Based Leadership Development Programs – Content-Specific Leadership Concentration	
<u>Program Name</u>	<u>Content</u>
Buell Early Childhood Leadership Program (CO)	Change Agents
**Building P-3 Bridges: A Cross Sector Early Childhood Leadership Academy (IL)	Preschool-3rd Grade Collaboration
Certificate in Early Childhood Leadership (WI)	Driving Change
**Early Childhood Leadership Institute (VT)	System Change
Leadership Empowerment Action Project (LEAP, PA)	Advocacy
**Lead Learn Excel Instructional Leadership Program (IL)	B-3 rd Grade Instructional Leadership
*Leading Learning: Instructional Leadership in Birth through Third Grade Programs (MD, County)	Leadership Capacity To Sustain A Continuous Improvement Orientation
**Master of Education in Leadership, Policy, and Advocacy in Early Childhood (NC)	Early Childhood Leadership, Policy, And Advocacy
Mills College Leadership Program in Early Childhood (CA)	Equity and Social Justice
**Minnesota PreK-3 Implementation Series —Lead, Learn, Build (MN)	Leadership And Implementation Skills
**Neag School of Education PK3 Leadership Program (CT)	Increased Organizational Leadership Capacity
**The Ohio Early Childhood Leadership Academy (OH)	Leadership Knowledge, Skills, And Dispositions For implementing Developmentally Appropriate Program Practices That Support Ohio's Third Grade Reading Guarantee.
**Planning, Implementing, and Evaluating Programs: Prenatal through Grade 3 (PA)	Leadership & Cross-Sector Connections
Post Master's Certificate in Early Education Research, Policy and Practice (MA)	Research, Policy, and Practice
**Washington P-3 Executive Leadership Certificate Program (WA)	PreK-3 rd Grade Approaches

Table 1 continues on the following page.

National Leadership Development Programs – Role-Specific Leadership Concentration

<u>Program Name</u>	<u>Role</u>
AIM4EXCELLENCE™ Leadership Empowerment Action Project National Director Credential (IL)	Primary: ECE Center Administrators Secondary: Lead Teachers, College Instructors, Resource and Referral Specialists, Technical Assistance Specialists, and Independent Consultants
**Center on Enhancing Early Learning Outcomes (CEELO) Leadership Academy (DC)	State Early Education Administrators
Director's Toolbox Management Series Training-for-Trainers (IL)	Community college instructors, supervisors of multi-site programs, R&R technical assistance specialists; organizational development consultants
Early Childhood Leadership at Bank Street College (NY)	Child Care Center Directors
Early Childhood Administration Master's Degree at National Louis University (IL)	Child Care Center Directors and Assistant Directors; Aspiring ECE Center Directors
**EdCore (MA)	Bright Horizons Education Coordinators
**The Institute for Early Education Leadership and Innovation at The University of Massachusetts Boston (MA)	Early Childhood Education Educators
Peer Learning and Leadership Network (PLLN, DC)	Tribal Child Care Program & State Agency Administrators
Society for Research in Child Development Policy Fellowship Program (DC)	Postdoctoral Researchers with strong backgrounds in developmental science
Taking Charge of Change (IL)	Child Care Center Directors, Program Owners, and Senior Administrators
UCLA Head Start Management Fellows Program (CA)	Head Start Administrators
University of Kentucky Educational Leadership Studies (KY)	Individuals in early childhood education seeking senior positions in educational organizations
University of Hawai'i at Mānoa Master's of Early Childhood Education (HI)	Early Childhood Education Practitioners & Administrators
*Virtual Growing Leaders (MA)	Child Care Center Directors & ECE Coordinators

National Leadership Development Programs – Content-Specific Leadership Concentration

<u>Program Name</u>	<u>Content</u>
Birth to Kindergarten: Interdisciplinary Studies in Education and Development (BKISED), M.Ed. (NC)	Pedagogical and programmatic leadership in diverse early childhood settings (educational and community agencies)
Columbia University Ed.M., Ed.D., & Ph.D., Concentration in Early Childhood Policy (NY)	Policy
Policy, Politics and Power for Early Childhood Leaders Training (CA)	Advocacy
Post-Baccalaureate Online Certificate Program in Leadership in Early Care and Education (LECE, NC)	Pedagogical and programmatic leadership in diverse early childhood settings (education & community agencies)
ZERO TO THREE Fellowship (DC)	Systemic Change

Geographic Location of New and Continuing Leadership Development Programs

State-based programs are congregated in the East and Midwest with 13 and 16 leadership development programs respectively. The South and West have far fewer programs, with each having three and six leadership development programs respectively. While two states gained programs (VT; WA), five lost them (DE; FL; MT; SC; VA⁶). Excluding national programs, 19 states overall have ECE leadership development programs. (See Tables 2 and 3.) By a large margin, most programs in the 2017 Compendium serve a state-based population. These findings geographically depict the ECE field's leadership development infrastructure; they also draw attention to what appears to be a state-based leadership development strategy, and to those states with an apparent leadership development program gap.

Table 2 – New Leadership Development Programs by Region (National Programs Excluded)		
East	6	CT; MA; MD; NJ; PA; VT
Midwest	10	IL (5); MN (2); OH (3)
South	2	NC (2)
West	2	CA, WA
*Green indicates states not previously represented		

Table 3 – Continuing Leadership Development Programs by Region (National Programs Excluded)		
East	7	CT (2); DE; ME; NY; PA (3)
Midwest	6	IL (2); MN; OK; WI (2)
South	1	FL; SC; TN; VA
West	4	AZ; CA (2); CO; MT
*Red indicates states no longer represented		

⁶ For several states, this “loss” is due to programs no longer being recognized as leadership development programs.

Table 4 shows the location of this edition’s 19 national ECE leadership development programs. The country’s Eastern region dominates the geographic landscape, with four new national programs emerging since publication of the 2013 Compendium, three in MA and one in DC.

Table 4 – National Leadership Development Programs by Region		
East	9	DC (1 new; 3 existing); MA (3 new); NY (2)
Midwest	4	IL (4)
South	3	KY; NC (2)
West	3	CA (2); HI

2017 ECE Leadership Development Program Funding

The complicated nature of Table 5 documents the intricacy of ECE’s leadership development program funding. The 2017 Compendium shows an increase in the number of programs now either associated with or sponsored by institutions of higher education – 16 of which either are or can be tied to an academic degree or certificate and an additional 13 that are housed in university settings but not associated with degrees or certificates. Table 5 also shows the growth in programs’ use of participant fees and fee-for-service, indicating a change in business models possibly spurred by changing economic and political circumstances and/or a desire for less reliance on “soft money” from either public or philanthropic sources.

To aid interpretation of current funding sources and their combinations, we relied on the following terminology:

- Fee-for-service = a contractual relationship between an entity providing ECE leadership development and the client/customer/agency/organization/institution at the receiving end
- Participant fee = an individual payment for program participation
- Philanthropy = a standalone term referring to grants/donations of money from foundations, individual donors, and/or the business sector
- Tuition = a payment to an institution of higher education
- Program sponsor = an ECE leadership development program delivered and funded in whole or in part by the host program

- Tuition Assistance = an intentionally assembled cluster of financial supports, including targeted scholarships, financial aid, and employer tuition support

For even further clarification, the 2017 Compendium distinguishes between funding categories, outlined above, and programs' specific financing sources. By delineating programs' financing sources, we were able to identify 18 funding combinations.

Of the 38 state-based programs in the 2017 Compendium, nine are fully reliant on public funds and two are fully tuition-based. Different combinations of funding streams support the remaining state-based programs. National programs rely primarily on a combination of philanthropy and fee-for-service or tuition and philanthropy, sometimes in conjunction with a program sponsor's financial contribution.

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Table 5 – Program Funding Sources By Leadership Concentration

<u>Funding Combinations</u>	<u>State Leadership Development Programs - Role-Specific Leadership Development</u>	<u>State Leadership Development Programs - Content Specific Leadership</u>	<u>National Leadership Development Programs - Role Specific</u>	<u>National Leadership Development Programs - Content Specific</u>	<u>TOTALS: FUNDING SOURCES</u>
Fee-for-Service		1			1
Fee-for-Service; Philanthropy				1	1
Participant Fees			2		2
Participant Fees; Philanthropy	1	1			2
Participant Fees; Philanthropy; Public Funds	3	1			3
Participant Fees; Public Funds	2				2
Philanthropy	2	1			3
Philanthropy; Program Sponsor	1	1		1	3
Philanthropy; Public Funds	2	2			4
Philanthropy; Public Funds; Tuition		1	1		2
Philanthropy; Tuition	1	1	1		3
Philanthropy; Program Sponsor; Public Funds			1		1
Program Sponsor	1		2		3
Program Sponsor; Public Funds	1				1
Public Funds	7	2	4		13
Public Funds; Tuition	1	2			3
Tuition	1	1	3	3	8
Tuition; Tuition Assistance		1			
TOTAL	23	15	14	5	57

SUMMARY

The 2017 ECE Leadership Development Compendium answers four questions:

1. How is the ECE field addressing its needs for leadership?
2. What programs are available to support leadership development and who is being served?
3. What can be learned from the field's definition(s) for and approach to leadership development based on descriptions provided by participant programs?
4. How has the ECE field evolved over the last decade in its interest in and purposes for leadership development?

Overall, the 2017 Compendium reveals the following about ECE's current leadership development landscape:

- ECE's leadership development programs increasingly concentrate (1) on roles in the field and attend to the context(s) in which leadership is exercised, or (2) on the knowledge, skills, and dispositions needed for achieving a particular leadership aspiration.
- The number of leadership development programs, the overwhelming number of which is state-based, has remained relatively unchanged since the 2013 Compendium.
- An increasing number of programs are delivered online, either in whole or in part. At the same time, program developers are learning that contact among participants is an important motivator and learning enhancer and are adjusting their program design accordingly.
- ECE leadership development programs are financed primarily by public dollars, but a growing number are tuition-based, funded by participant fees, or some combination of 18 identified funding patterns.
- New leadership development interests emerged: promoting social justice and equity and addressing structural racism; fostering entrepreneurial habits of mind; systems thinking; instructional leadership; and innovation.
- Variation exists in programs' conceptual elaboration and cohesion as reflected by the frequent fusion of a program's purpose with its leadership focus and an often-loose connection among programs' purposes, definitions of leadership, and leadership foci.

Something else is revealed as well. Surges in the field's knowledge base, escalating expectations for its practice, and expanding demands for accountability increasingly typify ECE's context. With this as

the field's backdrop, augmented by a newfound grasp of its current leadership development landscape, no longer can it be questioned whether more systematic attention should be paid to the ECE field's leadership development capacity and to its ability to realize its aspirations for children and ECE as a field of practice.

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Part II: 2017 ECE Leadership Development Compendium

INTRODUCTON TO THE 2017 ECE LEADERSHIP DEVELOPMENT COMPENDIUM

The 2017 Compendium begins on page 24 and is organized by five headers:

1. Program Name, Leadership Category, Contact, & Start Date;
2. Audience;
3. Funding Category & Financing Source(s);
4. Purpose; and
5. Duration & Delivery Approach.

State-based programs, regardless of whether statewide, regional, county-based or local, are organized alphabetically by state, for a total of 36 programs. The 19 national leadership development programs are listed separately.

To minimize ambiguity among programs serving individuals in administrative positions, the following terminology is used to identify a program's target audience:

- Child Care Center Directors
- Family Child Care Providers
- Head Start Program Administrators
- Program Administrators when the target audience is not sector specific

The 2017 Compendium's program information follows as closely as possible descriptions provided to us by respondents, with edits made only for the purpose of reducing length, increasing clarity, and/or facilitating consistency among the 55 entries. Whenever possible, labels such as "ECE leaders," "instructional leaders," "teacher leaders," and "ECE professionals" were by-passed and replaced with terminology more explanatory of the program's primary audience.

The 2017 Early Childhood Education Leadership Development Compendium: A View of the Current Landscape endeavored to do five things:

1. Deepen understanding of ECE's leadership development infrastructure;
2. Differentiate leadership development from content attending to increased knowledge and skills in other areas of practice;

3. Drive higher performing ECE programs;
4. Advance ECE systems that support children’s learning, development, and success in ECE settings; and
5. Further anchor leadership development as an essential activity for strengthening the field’s capacity to achieve consistently competent practice and results regardless of program setting.

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2017 Early Childhood Education Leadership Development Compendium

Each respondent was contacted and asked to review his/her program's entry to ensure that the information presented is current and accurate. Confirmation was not received from one respondent despite multiple attempts, leading us to rely on the initial submission and information that could be gleaned from the program's website. This entry is noted in the compendium by an asterisk (*).

Program Name, Leadership Category, Contact & Start Date	Audience	Funding Category & Financing Sources	Program Purpose	Program Duration & Delivery Approach
State Leadership Development Programs				
ARIZONA				
Southwest Human Development Aim4Excellence™ Director's Credential Program Southwest Human Development www.swhd.org <u>Category:</u> Role-Specific Leadership Development <u>For more information, contact:</u> Mary Jamsa, Program Manager mjamsa@swhd.org (602) 633-8801 <u>Start Date:</u> August 2011	<u>Audience:</u> Preschool/Child Care Center Directors; Family Child Care Providers <u>Geographic Reach:</u> County	<u>Funding Category:</u> Philanthropy; Public Funds <u>Financing Source(s):</u> Boeing Corporation; Arizona Department of Economic Security funds participants within the boundaries of Maricopa County	<u>Purpose:</u> To educate preschool, center-based, and family child care program administrators to better deal with their responsibilities in curriculum implementation, supervising and evaluating teachers, providing child assessments, completing human resource duties, promoting parent engagement, developing community relations, and financial management. Participants receive a Director's Credential and can obtain college coursework credits for program completion.	<u>Duration:</u> 11 months <u>Delivery Approach:</u> Cohort Model
CALIFORNIA				
Emerging Leader Pipeline Project Diablo Valley Community College www.dvc.edu/ssd/ece/ede-pdp <u>Category:</u> Role-Specific Leadership Development	<u>Audience:</u> Early Childhood Educators across diverse settings <u>Geographic Reach:</u> Local	<u>Funding Category:</u> Public Funds <u>Financing Source(s):</u> First 5 Contra Costa	<u>Purpose:</u> To support ECE teachers' understanding of the leadership role they hold by virtue of their impact on children, families, co-workers, and the community and to enlarge their knowledge, understanding, and application of leadership qualities in daily practice, their commitment to being a role model, and their participation in a community of peers.	<u>Duration:</u> Twice yearly (Fall and Spring semesters) "Round Table Series" of monthly reflective practice seminars

<p><u>For more information, contact:</u> Sue Handy, ECE Professional Development Program Coordinator shandy@dvc.edu (925) 969-2393</p> <p><u>Start Date:</u> 2012</p>				<p><u>Delivery Approach:</u> Peer learning group model of facilitated small group discussion, reflection, and application</p>
<p>Mills College Leadership Program in Early Childhood Mills College www.mills.edu/academics/graduate/educ/programs/ma-in-educational-leadership.php</p> <p><u>Category:</u> Content-Specific Leadership Development</p> <p><u>For more information, contact:</u> Priya M. Shimpi, Director of Language Development Laboratory Early Childhood Education pshimpi@mills.edu (510) 430-3170</p> <p><u>Start Date:</u> 2009; reorganized as MA program in 2014</p>	<p><u>Audience:</u> Individuals with five years of experience in ECE or a related discipline, representing diverse roles and sectors such as direct service, research, policy, advocacy, & professional development</p> <p><u>Geographic Reach:</u> State</p>	<p><u>Funding Category:</u> Tuition</p> <p><u>Financing Source(s):</u> Tuition</p>	<p><u>Purpose:</u> To develop leaders who reflect the rich demographic diversity and wide range of sectors representing the ECE profession. Empowering our early care and education student professionals to become effective change agents working on behalf of more coordinated, cohesive, and equitable early learning systems across local, state, and federal contexts. Constructing new conceptualizations of leadership for the early care and education field emphasizing equity and social justice, critical and post-foundational theories, cultural responsiveness, and relationship based and inquiry driven leadership practice.</p>	<p><u>Duration:</u> Two academic years</p> <p><u>Delivery Approach:</u> Onsite course work</p>
<p>Los Angeles Universal Preschool (LAUP) Program Leadership Development www.laup.net</p> <p><u>Category:</u> Role-Specific Leadership Development</p> <p><u>For more information, contact:</u> Schellee Rocher, Senior Director of Provider Operations srocher@laup.net</p>	<p><u>Audience:</u> Early Care and Education Administrators</p> <p><u>Geographic Reach:</u> County</p>	<p><u>Funding Category:</u> Public Funds</p> <p><u>Financing Source(s):</u> First 5 Los Angeles grant from tobacco tax in California</p>	<p><u>Purpose:</u> To support the leadership development of LA's preschool programs' site directors.</p>	<p><u>Duration:</u> Three training days over three months, with consulting throughout the year</p> <p><u>Delivery Approach:</u> Onsite coaching/mentoring</p>

Rosa Valdes, Director of Research and Evaluation rvaldes@laup.net (213) 416-1200 <u>Start Date:</u> 2015				
COLORADO				
Buell Early Childhood Leadership Program University of Colorado Denver www.ucdenver.edu/academics/colleges/SchoolOfEducation/Academics/CPE/Learn/Certificates/Pages/EarlyChildhoodLeadership.aspx <u>Category:</u> Content-Specific Leadership Development <u>For more information, contact:</u> Diana Schaack, Co-Director and Faculty diana.schaack@ucdenver.edu (720) 639-9228 <u>Start Date:</u> 2006	<u>Audience:</u> Individuals interested in change leadership across all sectors of early childhood <u>Geographic Reach:</u> State	<u>Funding Category:</u> Philanthropy <u>Financing Source(s):</u> The Temple Hoyne Buell Foundation	<u>Purpose:</u> To prepare leaders who will affect change for early childhood programs, policies, and practices and advance equity, excellence, and opportunity for all young children and their families in Colorado.	<u>Duration:</u> 18-credit program that lasts 14 months <u>Delivery Approach:</u> Blended Model (face-to-face one weekend a month and online learning experiences between face-to-face sessions; students also come together for one five-day session.)
CONNECTICUT				
Connecticut Director's Credential Charter Oak State College www.charteroak.edu/certificates/directorcredential/ <u>Category:</u> Role-Specific Leadership Development <u>For more information, contact:</u> Carole Weisberg, Coordinator cweisberg@charteroak.edu (860) 515-3877 <u>Start Date:</u> 2003	<u>Audience:</u> Child Care Center Directors <u>Geographic Reach:</u> State	<u>Funding Category:</u> Participant Fees; Public Funds <u>Financing Source(s):</u> Application and credential fees; the Connecticut Office of Early Childhood	<u>Purpose:</u> To provide individuals in program administrative positions with a voluntary system of director credentialing with three levels of proficiency (Initial, Standard, and Master levels) by completing college-level courses in administration and supervision, and in the competency areas of leadership, budget/fiscal management, personnel management and child, family, school and community relations. Obtaining the CT Director's Credential increases job competency and assists administrators in achieving the education qualifications criteria established by the National Association for the Education of Young Children (NAEYC) and the Connecticut Office of Early Childhood licensing regulations for administrators.	<u>Duration:</u> Two years <u>Delivery Approach:</u> Blended Model (All of Charter Oak State College courses are offered online. The administrative courses required for the CT Director's Credential are also offered at many CT colleges (both online and onsite) and

				through program administration courses assessed for credit offered through the CT Office of Early Childhood and United Way.)
Connecticut Program Leadership Initiative Connecticut Office of Early Childhood, Division of Quality Improvement www.ct.gov/oec www.thrivect.org/provider-resources/program-leadership-institute/ <u>Category:</u> Role-Specific Leadership Development <u>For more information, contact:</u> Margaret Gustafson, Early Childhood Specialist margaret.gustafson@ct.gov (860) 500-4542 <u>Start Date:</u> 2000	<u>Audience:</u> Licensed & license-exempt Child Care Center Directors in programs for children birth to age five <u>Geographic Reach:</u> State	<u>Funding Category:</u> Public Funds <u>Financing Source(s):</u> Federal Child Care and Development Fund dollars	<u>Purpose:</u> To promote continuous program improvement by advancing the formal education qualifications and content area competencies of current child care center directors. Successful completion may be used to meet the education qualifications and professional development criteria established by the National Association of the Education of Young Children (NAEYC), the competency requirements for the Connecticut Director's Credential, and the Connecticut Department of Public Health regulations for administrators.	<u>Duration:</u> The five, credit-bearing courses meet for six full days over two-three months. Noncredit training is individualized based on content and deliverables. <u>Delivery Approach:</u> Onsite
Neag School of Education PK3 Leadership Program University of Connecticut pk3leadership.uconn.edu <u>Category:</u> Content-Specific Leadership Development <u>For more information, contact:</u> Karen L. List, Project Director for Educational Leadership Professional Learning karen.list@uconn.edu (860) 550-4817	<u>Audience:</u> Program Administrators (Assistant Principals, Principals, Program Administrators, Assistant Superintendents, Superintendents); Teacher Leaders serving public & private schools,	<u>Funding Category:</u> Public Funds; Tuition <u>Financing Source(s):</u> A grant from the CT Office of Early Childhood supported development & a tuition incentive. Tuition is charged.	<u>Purpose:</u> To help school principals, central office and other administrators, lead teachers, community directors, and superintendents bring new skills and leadership to their organizations. Leaders learn how to: <ul style="list-style-type: none"> • Plan systemically with a growth mindset, including all stakeholders, to improve coherence and quality of early learning based on a comprehensive PreK-3rd grade approach. • Observe classroom instruction to identify quality indicators as well as practices that interfere with learning. • Lead toward reduced achievement gaps and socially just classrooms. 	<u>Duration:</u> Three, 30-hour, non-credit modules over a ten-month period <u>Delivery Approach:</u> An executive style leadership program with a small cohort (20) facilitated by practitioners and nationally recognized guest speakers

<u>Start Date:</u> 2015	organizations, & districts <u>Geographic Reach:</u> State		<ul style="list-style-type: none"> Clearly and credibly communicate strategies and benefits to diverse stakeholders. 	
ILLINOIS				
Barbara Bowman Leadership Fellows Erikson Institute www.erikson.edu/early-childhood-leadership-academy/faqs/ <u>Category:</u> Role-Specific Leadership Development <u>For more information, contact:</u> Penny Smith, Manager psmith@erikson.edu (312) 460-3856 <u>Start Date:</u> 2016	<u>Audience:</u> Early Childhood Advocates from underrepresented communities in agencies and organizations <u>Geographic Reach:</u> State	<u>Funding Category:</u> Philanthropy; Program Sponsor <u>Financing Source(s):</u> Philanthropic community	<u>Purpose:</u> To equip program and policy advocates with content knowledge and tools for assessing early childhood public policy levers, accompanied by hands-on practice.	<u>Duration:</u> 10 months <u>Delivery Approach:</u> Blended learning model based on a constructivist approach in conjunction with a data research activity, coaching, networking, and lifetime membership in communities of practice
Building P-3 Bridges: A cross sector early childhood leadership academy McCormick Center for Early Childhood Leadership mccormickcenter.nl.edu <u>Category:</u> Content-Specific Leadership Development <u>For more information, contact:</u> Jill Bella, Director of Professional Learning jill.bella@nl.edu (847) 947-5059 <u>Start Date:</u> 2016	<u>Audience:</u> Early Care and Education Program Administrators; Elementary School Principals; Program Administrators working in health and social service settings <u>Geographic Reach:</u> State	<u>Funding Category:</u> Philanthropy; Program Sponsor <u>Financing Source(s):</u> Philanthropy; Program sponsors	<u>Purpose:</u> To improve quality early learning and community supports through community-based collective leadership focused on systems and change theory with participants guiding the focus of their work. In fostering connections across early childhood centers, schools, and social service agencies Building P-3 Bridges works toward outcomes at three levels: <ul style="list-style-type: none"> Community-level change Building P-3 Bridges cohorts; Individual-level change Leaders of early childhood centers, schools, and social service agencies; and Organization-level change Early childhood centers, schools, and social service agencies. 	<u>Duration:</u> Five months <u>Delivery Approach:</u> Face-to-face Cohort Model
Early Childhood Specialist Leadership Training	<u>Audience:</u>	<u>Funding Category:</u> Philanthropy	<u>Purpose:</u> To ensure the infrastructure exists to guarantee the sustainability and efficacy of early	<u>Duration:</u> Academic school year

<p>Big Shoulders Fund www.bigshouldersfund.org</p> <p><u>Category:</u> Role-Specific Leadership Development</p> <p><u>For more information, contact:</u> Eliza Bryant, Director, Academic Programs ebryant@bigshouldersfund.org (312) 544-8683</p> <p><u>Start Date:</u> 2007</p>	<p>Early Childhood Education Content Specialist Teachers</p> <p><u>Geographic Reach:</u> Local (City of Chicago)</p>	<p><u>Financing Source(s):</u> The Robert R. McCormick Foundation</p>	<p>childhood education programming in Big Shoulders Fund schools. By increasing the capacity of early childhood education teachers in their classrooms and schools, as well as across the broader network of inner city Catholic schools, we will be better able to ensure consistently well-delivered instruction, more adequately structured ongoing supports, and accessibility to high quality resources and materials.</p>	<p><u>Delivery Approach:</u> Cohort Model</p>
<p>Early Childhood Tech Integration Mentor Program Office of Catholic Schools, Archdiocese of Chicago schools.archchicago.org</p> <p><u>Category:</u> Role-Specific Leadership Development</p> <p><u>For more information, contact:</u> Julie Ramski, Director of Early Childhood Education jramski@archchicago.org (312) 534-3868</p> <p>Theresa Allen, Director of Instructional Technology tallen@archchicago.org (312) 534-3857</p> <p><u>Start Date:</u> 2016</p>	<p><u>Audience:</u> Site-based Preschool – 3rd Grade Teachers</p> <p><u>Geographic Reach:</u> Local (City of Chicago)</p>	<p><u>Funding Category:</u> Program Sponsor</p> <p><u>Financing Source(s):</u> Office of Catholic Schools Professional Development Funds</p>	<p><u>Purpose:</u> To give early childhood education teachers the confidence and skills needed to successfully implement technology in their teaching practices and to serve as tech leaders in their schools.</p>	<p><u>Duration:</u> One school year</p> <p><u>Delivery Approach:</u> Blended Model (onsite and online); accompanied by in-kind support provided by the TEC Center at Erikson</p> <p>[The Erikson TEC Center is also offering the TEC Mentor Program with Eagle Academy in Washington, DC.]</p>
<p>Lead Learn Excel Instructional Leadership Program Ounce of Prevention Fund www.theounce.org/what-we-do/LLE/professional-development-LLE</p>	<p><u>Audience:</u> Program Administrators and Instructional Leaders (including</p>	<p><u>Funding Category:</u> Philanthropy; Public Funds</p> <p><u>Financing Source(s):</u> Race to the Top Early Learning Challenge Grant in partnership</p>	<p><u>Purpose:</u> To (1) improve child outcomes by developing instructional leaders who have the knowledge and skills to lead the systems, structures, and supports essential for high-quality teaching and learning; (2) focus on five key organizational supports essential to improving child outcomes: effective instructional leaders, collaborative</p>	<p><u>Duration:</u> Nine to 16 months</p> <p><u>Delivery Approach:</u> Combination of on-</p>

<p><u>For more information, contact:</u> Marsha Hawley Director, Lead Learn Excel mhawley@theounce.org (312) 922-3863</p> <p>Ann Hanson Director, Advancing Quality ahanson@theounce.org (312) 922-3863</p> <p><u>Start Date:</u> 2014</p>	<p>Principals, Directors, Education Coordinators, Curriculum Specialists, Teachers, and other Instructional Leaders) serving children from birth to five years old from various settings (including preschool programs, Head Start, Early Head Start, child care, and elementary schools with early childhood classrooms); Training and Technical Assistance Providers; System Leaders</p> <p><u>Geographic Reach:</u> Illinois. State-based until 2017. To expand Lead Learn Excel's reach to a wider audience and new states, a train-the-trainer delivery system is being piloted, co-planned in</p>	<p>with: Illinois Governor's Office of Early Childhood Development; Illinois Department of Human Services; Illinois State Board of Education; Private funding from the following partners: Bill & Melinda Gates Foundation; Prince Charitable Trusts; Harris Family Foundation; Pritzker Children's Initiative; Stranahan Foundation; Polk Bros. Foundation; Alvin H. Baum Family Fund, and individual donors.</p>	<p>teachers, engaged families, supportive learning environments, and ambitious instruction (Bryk et al. 2010); (3) ensuring sustainable supports for instructional leaders and for continuous improvement of teaching and learning in ECE programs.</p> <p>Key competencies, aligned to national instructional leadership standards and Learning Forward standards (characteristics of professional learning that lead to effective teaching practices) include: establishing a shared vision and philosophy, building trust and collective responsibility through inclusive decision making, providing instructional guidance, and facilitating on-the-job professional learning and data-informed cycles of improvement.</p> <p>.</p>	<p>site and remote Cohort Model</p> <p>The model includes consultation and co-planning with system leaders, a suite of professional learning services for instructional leaders, and a corresponding set of supports for training and technical assistance providers.</p> <p>Professional learning services include training, technical assistance/coaching, peer learning, and tools.</p>
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	partnership with state system leaders. Beginning in early 2017, partnering with Oregon and Tennessee's State Departments of Education to explore development of an implementation roadmap for instructional leadership with training and supports to be provided through Lead Learn Excel.			
Partners in Quality Illinois Network of Child Care Resource and Referral Agencies (INCCRRA) (PIQ does not have a designated web site.) <u>Category:</u> Role-Specific Leadership Development <u>For more information, contact:</u> Eric Eidson, CCR&R Development Coordinator - Learning and Development eeidson@inccrra.org (309) 557-1801 <u>Start Date:</u> July 1, 2008	<u>Audience:</u> Resource and Referral Staff; Child Care Providers <u>Geographic Reach:</u> State	<u>Funding Category:</u> Public Funds <u>Financing Source(s):</u> Illinois Department of Human Service	<u>Purpose:</u> To assist participants in understanding individual behavioral, thinking, and communication styles so they can motivate and influence their program staff, peers, and followers.	<u>Duration:</u> 12-13 hours of training <u>Delivery Approach:</u> Blended Model (onsite and online)

<p>Taking the Lead: A Family Child Care Leadership Academy McCormick Center for Early Childhood Leadership mccormickcenter.nl.edu</p> <p><u>Category:</u> Role-Specific Leadership Development</p> <p><u>For more information, contact:</u> Jill Bella, Director of Professional Learning jill.bella@nl.edu (847) 947-5059</p> <p><u>Start Date:</u> 2014</p>	<p><u>Audience:</u> Owners of Family Child Care Programs</p> <p><u>Geographic Reach:</u> State</p>	<p><u>Funding Category:</u> Participant Fees; Philanthropy; Public Funds</p> <p><u>Financing Source(s):</u> Illinois Department of Human Services (IDHS); FDC Foundation, a foundation that prefers to remain anonymous; Participant fees</p>	<p><u>Purpose:</u> To support the family child care provider's role as a change agent by combining skill building institutes with mentoring and job-embedded activities. Program goals include:</p> <ul style="list-style-type: none"> • Learning strategies for growing and sustaining a successful family child care business; • Enhancing work quality as both a business owner and educator; • Developing a quality improvement plan to apply effective strategies; • Building a community of practice including a personal mentor; • Encouraging family child care professionals to see themselves as agents of change at the individual, business, and community levels; and • Demonstrating competencies aligned with the IL Family Child Care Credential and ExceleRate™ Illinois QRIS. <p>The program addresses the three domains of Whole Leadership.</p>	<p><u>Duration:</u> Seven months</p> <p><u>Delivery Approach:</u> Blended Model (face-to-face cohort and online)</p> <p>Participants can earn three semester hours of undergraduate or graduate college course credit from National Louis University.</p>
MAINE				
<p>Maine Roads to Quality Professional Development Network Director's Credential University of Southern Maine muskie.usm.maine.edu/maineroads</p> <p><u>Category:</u> Role-Specific Leadership Development</p> <p><u>For more information, contact:</u> Pam Prevost, MRTQ PDN Evaluation and Registry Manager pamela.prevost@maine.edu (207) 780-5846</p> <p><u>Start Date:</u> 2013</p>	<p><u>Audience:</u> Child Care Center Directors</p> <p><u>Geographic Reach:</u> State</p>	<p><u>Funding Category:</u> Participant Fees; Philanthropy; Public Funds</p> <p><u>Financing Source(s):</u> Department of Health and Human Services Office of Child and Family Services Child Development Block Grant; Early Care and Education Training participant fees, & private funders</p>	<p><u>Purpose:</u> To equip individuals in early education and care with the skills required for creating and sustaining healthy working relationships leading to quality programs for young children and their families.</p>	<p><u>Duration:</u> A series of three leadership trainings; each training is 30 contact hours.</p> <p><u>Delivery Approach:</u> Blended Model (two face-to-face sessions and online sessions through Moodle, an asynchronous online platform, with a Master's level trainer who facilitates the trainings)</p>

MARYLAND				
Leading Learning: Instructional Leadership in Birth through Third Grade Programs School Readiness Consulting www.schoolreadinessconsulting.com <u>Category:</u> Content-Specific Leadership Development <u>For more information, contact:</u> Katherine Fleer Rowell, Practice Area Manager info@schoolreadinessconsulting.com (877) 447-0327, Ext. 702 <u>Start Date:</u> 2010	<u>Audience:</u> Pre-K through 3rd grade Administrators at the school and district level <u>Geographic Reach:</u> Program county-based [Available nationally through School Readiness Consulting]	<u>Funding Category:</u> Fee-for-Service <u>Financing Source(s):</u> State and local agencies; School districts; Philanthropic partners	<u>Purpose:</u> To build internal leadership capacity and facilitate use of tools, resources, and processes so leaders can effectively sustain their program's continuous improvement through partnership with organizations. Focus placed on program/school administrators as lead learners and systemic agents of change.	<u>Duration:</u> 12-24 months, depending on partner <u>Delivery Approach:</u> Professional learning sessions; site-based mentoring; program intra-visitation
MASSACHUSETTS				
Leadership in Early Education and Care Quinsigamond Community College www.qcc.edu/academics/education/leadership-early-education-and-care <u>Category:</u> Role-Specific Leadership Development <u>For more information, contact:</u> Charlene Mara, Early Childhood Education Program Coordinator cmara@qcc.mass.edu (508) 854-4447 <u>Start Date:</u> 2013	<u>Audience:</u> Child Care Center Directors; Supervisors; Aspirants of these roles <u>Geographic Reach:</u> State	<u>Funding Category:</u> Philanthropy; Public Funds <u>Financing Source(s):</u> The State's Educator Provider support program that receives its funds from the Department of Early Education and Care, as well as from a local scholarship program designed specifically for this population	<u>Purpose:</u> To equip individuals in early education and care with the skills required for creating and sustaining healthy working relationships leading to quality programs for young children and their families.	<u>Duration:</u> One-year certificate program <u>Delivery Approach:</u> Onsite
Post Master's Certificate in Early Education Research, Policy and Practice	<u>Audience:</u>	<u>Funding Category:</u> Philanthropy; Public Funds; Tuition	<u>Purpose:</u> To enhance early educators' capacity to be change agents and drive change and innovation in the field, applying this knowledge to design solutions to	<u>Duration:</u> 12 months

<p>University of Massachusetts Boston www.umb.edu/academics/cehd/curriculum/grad/certificate_program_in_early_education_research_policy_and_practice</p> <p><u>Category:</u> Content-Specific Leadership Development</p> <p><u>For more information, contact:</u> Anne Douglass, Program Director and Associate Professor anne.douglass@umb.edu (617) 287-7675</p> <p><u>Start Date:</u> 2012</p>	<p>Experienced Early Childhood Educators</p> <p><u>Geographic Reach:</u> State</p>	<p><u>Financing Source(s):</u> Public & private funding</p>	<p>problems in their practice and accelerate improvement in ECE.</p>	<p><u>Delivery Approach:</u> Blended Model (This program is delivered half online and half face-to-face on approximately one Saturday each month.)</p>
MINNESOTA				
<p>Eager-to-Learn Director's Credential Child Care Aware of Minnesota www.eagertolearn.org</p> <p><u>Category:</u> Content-Specific Leadership Development</p> <p><u>For more information, contact:</u> Cory Woosley, Professional Development & Eager-to-Learn Director coryw@childcareawaremn.org (651) 746-4024</p> <p><u>Start Date:</u> 2008</p>	<p><u>Audience:</u> Child Care Center Directors</p> <p><u>Geographic Reach:</u> State</p>	<p><u>Funding Category:</u> Participant Fees; Public Funds</p> <p><u>Financing Source(s):</u> Fee-based. State funding covers 75% of costs for MN residents.</p>	<p><u>Purpose:</u> To prepare administrators seeking NAEYC's Early Childhood Program Accreditation. The focus is leadership skills that assist with self-identity, confidence, respect for the code of ethics, values in relation to the quality of their program, and acceptance for all.</p>	<p><u>Duration:</u> 10 months</p> <p><u>Delivery Approach:</u> Online</p>
<p>Minnesota PreK- Grade 3 Implementation Series – Lead. Learn. Build. Minnesota Department of Education education.state.mn.us/MDE/dse/early/prek/</p>	<p><u>Audience:</u> Series I (Lead) must have a principal or charter school director leading the team</p>	<p><u>Funding Category:</u> Participant Fees; Philanthropy; Public Funds</p> <p><u>Financing Source(s):</u> Private philanthropy; State public funds; In-kind through</p>	<p><u>Purpose:</u> The Minnesota PreK- Grade 3 Implementation Series – Lead. Learn. Build – consists of three research-informed, intensive learning opportunities designed for school administrators and teachers. The program's two overarching goals are to (1) support implementation of an aligned, coherent PreK-3 educational system and (2) build community and regional educator leadership</p>	<p><u>Duration:</u> Series I (Lead) – Five full-day sessions; Series II (Learn) – 12 asynchronous online modules, in-person session,</p>

mnprek-3.wikidot.com/principal-leadership <u>For more information, contact:</u> Debbykay Peterson, Education Specialist debbykay.peterson@state.mn.us (651) 582-8426 Mike Brown, Education Specialist mike.p.brown@state.mn.us (651) 582-8224 Start Date: 2015	attending the session. Team may include superintendents; early learning coordinators; teachers; community leaders; K-3 teachers; curriculum directors of curriculum, instruction, and assessment. Series II (Learn) has two different tracks – and administrator and an educator track. Series III teams must be led by school district superintendent or charter school director. The school district or charter school determines the other team participants. <u>Geographic Reach:</u> State	partnerships with professional organizations; Participant fees	competencies, with a focus on addressing Minnesota’s achievement gap, fostering children’s readiness for school, and increasing 3rd grade reading outcomes.	coaching/mentoring, and job-embedded assignments; Series III (Build) – four full-day sessions with between session tasks <u>Delivery Approach:</u> Varies by the Series number Series I (Lead) and Series III (Build) are intense, interactive face-to-face sessions plus job-embedded work plans, between session group work, and voluntary peer learning networks. Series II (Learn) is a multi-faceted approach including in-person sessions, online modules, job-embedded assignments, discussion boards, coaching/mentoring, and social media peer learning network groups.
The MnAEC Leadership Journey Series: Building Skills and Realizing Potential MnAEC-MnSACA mnaec-mnsaca.org/page/leadership_journey	<u>Audience:</u> New & aspiring Center-Based Directors; Aspiring Child Care Directors; Assistant	<u>Funding Category:</u> Participant Fees; Philanthropy <u>Financing Source(s):</u> Private grants; Participant fees	<u>Purpose:</u> To help new and aspiring child care directors, assistant directors, coordinators, and other program roles understand and reflect on leadership and help seasoned administrators renew their passion for their work.	<u>Duration:</u> Two models – either three months (two session options) or six months

<p>Category: Role-Specific Leadership Development</p> <p>For more information, contact: Lara Richardson, Services Coordinator larar@mnaeyc-mnsaca.org (651) 789-3584</p> <p>Start Date: 2016</p>	<p>Directors; Program Coordinators; Other program roles</p> <p>Geographic Reach: Local (Twin Cities Metro Area)</p>			<p>Delivery Approach: Face-to-face Cohort Model</p>
NEW JERSEY				
<p>Early Childhood Academy National Institute for Early Education Research (NIEER), Center on Enhancing Early Learning Outcomes (CEELO), and New Jersey Department of Education www.state.nj.us/education/ece/rtt</p> <p>Category: Role-Specific Leadership Development</p> <p>For more information, contact: Shannon Ayers, Associate Research Professor savers@nieer.org (848) 932-4350</p> <p>Vincent J. Costanza, Executive Director, NJ Race to the Top-Early Learning Challenge vincent.costanza@doe.state.nj.us</p> <p>Start Date: 2012</p>	<p>Audience: K through 3rd Grade District Team of Administrators plus one Teacher</p> <p>Geographic Reach: State</p>	<p>Funding Category: Public Funds</p> <p>Financing Source(s): New Jersey State Department of Education (NJDOE)</p>	<p>Purpose: To facilitate capacity building that support leadership development at various levels within school districts. Participating districts send a team of three people from their district: one central office administrator, a building administrator, and an early childhood teacher. The program focuses on problems of practice and addresses topics that district partners struggle to implement. Topics include:</p> <ul style="list-style-type: none"> • State standards and teacher evaluation • Professional learning communities • Project based learning • Data use & best practices in the primary years 	<p>Duration: Regular meetings throughout the school year for at least one year.</p> <p>Delivery Approach: The Early Childhood Academy functions as a professional learning community. The format includes formal presentations by experts, cross-district sharing, job-embedded projects, and an online community.</p>
NEW YORK				
<p>Children's Program Administrator Credential</p>	<p>Audience: Primary: Child Care Center</p>	<p>Funding Category: Philanthropy; Tuition</p>	<p>Purpose: To provide individuals with the skills needed to lead programs of excellence. Management and Leadership in Early Childhood Programs lead to the New</p>	<p>Duration: 18 one-credit courses</p>

<p>New York Early Childhood Professional Development Institute www.earlychildhoodny.org</p> <p><u>Category:</u> Role-Specific Leadership Development</p> <p><u>For more information, contact:</u> Sherry Cleary, Executive Director sherry.cleary@cuny.edu (718) 254-7285</p> <p><u>Start Date:</u> 2009</p>	<p>Directors; Secondary Education Directors; Teachers interested in becoming Program Directors</p> <p><u>Geographic Reach:</u> State</p>	<p><u>Financing Source(s):</u> Tuition; The City University of New York Workforce Initiative; Private philanthropy</p>	<p>York State Children's Program Administrator Credential (CPAC).</p>	<p><u>Delivery Approach:</u> Blended Model (face-to-face and online)</p>
NORTH CAROLINA				
<p>Leadership Matters Institute Smart Start of Forsyth County www.smartstart-fc.org</p> <p><u>Category:</u> Role-Specific Leadership Development</p> <p><u>For more information, contact:</u> Cara McKeown, Teaching and Learning Specialist caram@smartstart-fc.org (336) 714-4351</p> <p><u>Start Date:</u> 2015</p>	<p><u>Audience:</u> Child Care Center Directors; Assistant Directors</p> <p><u>Geographic Reach:</u> County</p>	<p><u>Funding Category:</u> Public Funds</p> <p><u>Financing Source(s):</u> State funding; Smart Start funding</p>	<p><u>Purpose:</u> To provide child care center directors from across Forsyth County with an exclusive opportunity for professional and personal growth. Participating in Leadership Matters allows child care directors to:</p> <ul style="list-style-type: none"> • Fine tune their leadership technique; • Personally hear from nationally and globally acclaimed leadership speakers in intimate Deep Dive sessions; • Interact and engage with a leadership mentor, both individually and in small groups; • Exchange ideas and evaluate obstacles specific to the early childhood arena across Forsyth County; and • Increase their leadership resource libraries through director- and leadership-specific books and other relevant resource materials. 	<p><u>Duration:</u> One 2.5 day Leadership Institute every six months (total of three) with Professional Learning Communities and Program Administration Scale [PAS] and /Plan/Do/Study/Act work infused between Institutes</p> <p><u>Delivery Approach:</u> Cohort Model</p>
<p>Master of Education in Leadership, Policy, and Advocacy in Early Childhood University of North Carolina Wilmington www.uncw.edu/ed/eemls/ec/index.html</p>	<p><u>Audience:</u> Early childhood educators; program administrators; TA providers working directly with families and children birth – 8</p>	<p><u>Funding Category:</u> Tuition; Tuition Assistance</p> <p><u>Financing Source(s):</u> Tuition; Financial aid-student loans; Employer support-typically from school district; TEACH North Carolina Scholarships</p>	<p><u>Purpose:</u> To develop new ECE leaders in policy and advocacy.</p>	<p><u>Duration:</u> Two full years, or six semesters</p> <p><u>Delivery Approach:</u> Online, plus a required, capstone internship in leadership, policy,</p>

<p><u>Category:</u> Content-Specific Leadership Development</p> <p><u>For more information, contact:</u> Susan Catapano, Graduate Coordinator catapanos@uncw.edu (910) 962-7554</p> <p><u>Start Date:</u> Fall 2014</p>	<p>seeking leadership, policy, and advocacy roles in the field.</p> <p><u>Geographic Reach:</u> State</p>			<p>and/or advocacy at an entity other than the student's workplace</p>
OHIO				
<p>4C Early Education Business and Leadership Development Institute 4C for Children www.4cforchildren.org/providers/leadership-opportunities.aspxw</p> <p><u>Category:</u> Role-Specific Leadership Development</p> <p><u>For more information, contact:</u> Paige Runion, Project Strategist, Quality Programs prunion@4cforchildren.org (513) 758-1329</p> <p><u>Start Date:</u> 2009</p>	<p><u>Audience:</u> Current & aspiring Family Child Care Providers & Program Administrators; Supervisors; Child Care Center Owners</p> <p><u>Geographic Reach:</u> Regional (Southwest Ohio, Miami Valley of Ohio, & Northern Kentucky)</p>	<p><u>Funding Category:</u> Participant Fees; Philanthropy; Public Funds</p> <p><u>Financing Source(s):</u> Private philanthropy; Participant fees; Local, state, & federal funding; State Department of Education – Race To The Top Early Learning Challenge Grant</p>	<p><u>Purpose:</u> To provide participants an array of learning experiences in a variety of settings to best meet the organizational needs in community-based early care and education programs.</p>	<p><u>Duration:</u> Ongoing</p> <p><u>Delivery Approach:</u> Individual program leadership coaching; business analysis; program assessment, conferences; seminar series, community of learners model of professional development; and workshops</p>
<p>Early Childhood Leadership and Advocacy Program University of Dayton udayton.edu/education/departments_and_programs/edt/academics/graduate/ecl/index.php</p> <p><u>Category:</u> Role-Specific Leadership Development</p> <p><u>For more information, contact:</u></p>	<p><u>Audience:</u> Experienced Early Childhood Educators seeking a master's degree and/or administrator credential (e.g., Program Administrators; Supervisors;</p>	<p><u>Funding Category:</u> Tuition</p> <p><u>Financing Source(s):</u> Tuition</p>	<p><u>Purpose:</u> To prepare candidates with the knowledge and skills required to be effective leaders and advocates in ECE.</p>	<p><u>Duration:</u> Two to three years</p> <p><u>Delivery Approach:</u> Online (All candidates in this concentration must complete the graduate leadership core requirements and either the administration</p>

<p>Elizabeth Engelhardt, Professor eeengelhardt1@u Dayton.edu (937) 229-3572</p> <p><u>Start Date:</u> 2008</p>	<p>Teacher Leaders; others working with or advocating for young children and their families)</p> <p><u>Geographic Reach:</u> State</p>			<p>strand or the advocacy strand.)</p>
<p>The Ohio Early Childhood Leadership Academy www.youtube.com/watch?v=cDRdKk-hylc</p> <p><u>Category:</u> Content-Specific Leadership Development</p> <p><u>For more information, contact:</u> Maurice Sykes mrussell18@aol.com</p> <p>Sandy Miller millersandy3@gmail.com</p> <p><u>Start Date:</u> October 2015</p>	<p><u>Audience:</u> Principals and Child Care Center Directors of programs from Pre-K through Grade 3</p> <p><u>Geographic Reach:</u> State</p>	<p><u>Funding Category:</u> Philanthropy; Public Funds</p> <p><u>Financing Source(s):</u> Foundation; City Funds; Head Start</p>	<p><u>Purpose:</u> To provide the leadership knowledge, skills, and dispositions needed to implement developmentally appropriate program practices that support Ohio's Third Grade Reading Guarantee.</p>	<p><u>Duration:</u> Two one-year programs</p> <p><u>Delivery Approach:</u> Blended Model (monthly face-to-face meetings, supplemented with digital consultations & field-based experiences including conferences and seminars)</p>
OKLAHOMA				
<p>University of Oklahoma Leadership Academy Center for Early Childhood Professional Development, University of Oklahoma www.cecpd.org</p> <p><u>Category:</u> Role-Specific Leadership Development</p> <p><u>For more information, contact:</u> Susan J. Kimmel, Executive Director skimmel@ou.edu (405) 799-6363</p>	<p><u>Audience:</u> Child Care Center Directors; Head Start Program Administrators; Assistant Directors; Early care & education Program Administrators</p> <p><u>Geographic Reach:</u> State</p>	<p><u>Funding Category:</u> Public Funds</p> <p><u>Financing Source(s):</u> Child Care and Development Funds (CCDF)</p>	<p><u>Purpose:</u> To provide leadership skills training with focus on ways to become a more effective leader to meet the needs of staff and children in their care.</p>	<p><u>Duration:</u> 46 hours of interactive professional development</p> <p><u>Delivery Approach:</u> Blended Model (online and onsite)</p>

Start Date: 2002				
PENNSYLVANIA				
Delaware Valley Association for the Education of Young Children (DVAEYC) ECE Fellowship DVAEYC www.dvaeyc.org/public-policy/leadership-training-leap <u>Category:</u> Role-Specific Leadership Development <u>For more information, contact:</u> Pamela Haines, Public Policy Coordinator pamela@dvaeyc.org (215) 893-0130, Ext. 228 Start Date: 2009	<u>Audience:</u> Providers of early childhood education (including Teachers; Family Child Care Providers; Child Care Center Directors, etc.) <u>Geographic Reach:</u> Regional (Southeastern Pennsylvania)	<u>Funding Category:</u> Philanthropy <u>Financing Source(s):</u> Private foundations	<u>Purpose:</u> To provide intensive training to next generation ECE teacher leaders in the state.	<u>Duration:</u> Five two-day sessions over the course of a year <u>Delivery Approach:</u> Highly interactive workshop format, with a strong focus on networking, relationship building and experience-sharing
Leadership Empowerment Action Project (LEAP) DVAEYC www.dvaeyc.org/public-policy/leadership-training-leap <u>Category:</u> Content-Specific Leadership Development <u>For more information, contact:</u> Pamela Haines, Public Policy Coordinator pamela@dvaeyc.org (215) 893-0130, Ext. 228 Start Date: 1995	<u>Audience:</u> Providers of child care, including Teachers; Family Child Care Providers; Center Directors <u>Geographic Reach:</u> Regional (Southeastern Pennsylvania)	<u>Funding Category:</u> Participant Fees; Philanthropy <u>Financing Source(s):</u> Private foundations; Participant fees	<u>Purpose:</u> To enhance leadership development and advocacy skills among child care practitioners in the field of Early Childhood Education.	<u>Duration:</u> Eight hours <u>Delivery Approach:</u> Highly interactive workshop format
Planning, Implementing, and Evaluating Programs: Prenatal through Grade 3	<u>Audience:</u> School district & zero-five early childhood	<u>Funding Category:</u> Public Funds	<u>Purpose:</u> Based on Kristie Kauerz's and Paula Coffman's Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches , the purpose is to expand opportunities for professional development within the	<u>Duration:</u> Eight weeks

<p>Office of Child Development and Early Learning, PA Departments of Public Welfare and Education www.pakeys.org/pages/get.aspx?page=Career_Degrees</p> <p><u>Category:</u> Content-Specific Leadership Development</p> <p><u>For more information, contact:</u> Jolie D. Phillips, Early Childhood Education Advisor jolphillip@pa.gov (717) 265-8912</p> <p><u>Start Date:</u> 2009</p>	<p>Program Administrators</p> <p><u>Geographic Reach:</u> State</p>	<p><u>Financing Source(s):</u> Pennsylvania Inspired Leaders (part of PA National Institute for School Learning/NISL) program; Race to the Top Early Learning Challenge funds.</p>	<p>Pennsylvania Inspired Leadership (PIL) Program. Upon completion, school principals can earn their required PIL hours. Zero-five administrators can earn ACT 48 or Pennsylvania Quality Assurance System (PQAS) early childhood hours.</p>	<p><u>Delivery Approach:</u> Blended Model (online with one face-to-face meeting)</p>
TENNESSEE				
<p>Tennessee Early Childhood Program Administrator Credential (TECPAC TN) Tennessee Early Childhood Training Alliance (TECTA) www.tecta.info www.tccots.com</p> <p><u>Category:</u> Role-Specific Leadership Development</p> <p><u>For more information, contact:</u> Lin Venable, TECTA Statewide Interim Program Director lvenable@tnstate.edu (615) 277-1659</p> <p><u>Start Date:</u> 2007</p>	<p><u>Audience:</u> Child Care Center Directors; Family Child Care Providers</p> <p><u>Geographic Reach:</u> State</p>	<p><u>Funding Category:</u> Program Sponsor; Public Funds</p> <p><u>Financing Source(s):</u> TN Department of Human Services; Tennessee State University Center of Excellence for Learning Sciences</p>	<p><u>Purpose:</u> To advance higher quality for all children in TN Department of Human Services licensed child care programs based on best practices and national research on the recognition of higher quality director qualifications.</p>	<p><u>Duration:</u> One semester, or six months</p> <p><u>Delivery Approach:</u> Blended Model (onsite and online)</p>
VERMONT				
<p>Early Childhood Leadership Institute Snelling Center for Government www.snellingcenter.org</p>	<p><u>Audience:</u> Diverse participants from the private, public and nonprofit early care and</p>	<p><u>Funding Category:</u> Public Funds</p> <p><u>Financing Source(s):</u> Tuition & federal Race to the Top – Early</p>	<p><u>Purpose:</u> To stimulate enthusiasm for and effective participation in efforts to improve early childhood work in Vermont so participants can make greater contributions in their organizations, communities, and Vermont on early care and education issues.</p>	<p><u>Duration:</u> Six overnight sessions, totaling 12 seminar days between May</p>

<p><u>Category:</u> Content-Specific Leadership Development</p> <p><u>For more information, contact:</u> Suzanne Trahey, Director suzanne@snellingcenter.org (802) 859-3090</p> <p><u>Start Date:</u> 2014</p>	<p>education sectors plus others outside the direct field of early childhood to build alliances and promote shared understanding of issues</p> <p><u>Geographic Reach:</u> State</p>	<p>Learning Challenge grant funds</p>	<p>Personal and professional outcomes for participants:</p> <ul style="list-style-type: none"> • Understanding of yourself and of your impact on others; • Knowledge and understanding of the science and landscape of early care and education issues in VT; • Habits of curiosity, inquiry, listening and reflection; • Ability to bring a systems perspective to key early childhood issues in Vermont; • Awareness, empathy, and authentic engagement with those of differing backgrounds, viewpoints, and styles; • Positive approach to opportunities and lifelong learning; and • Heartfelt connections and a focus on collaborative leadership 	<p>and October of each calendar year</p> <p><u>Delivery Approach:</u> Cohort Model</p>
WASHINGTON				
<p>Washington P-3 Executive Leadership Certificate Program University of Washington www.nationalp-3center.org www.pce.uw.edu/certificates/washington-p-3-executive-leadership</p> <p><u>Category:</u> Content-Specific Leadership Development</p> <p><u>For more information, contact:</u> Kristie Kauerz, Research Assistant Professor, P-3 Policy and Leadership; Director, National P-3 Center kauerzk@uw.edu (206) 221-3893</p> <p><u>Start Date:</u> February 2014</p>	<p><u>Audience:</u> A cross-sector cohort of Administrators from zero-five and K-12, including elementary school and PreK-8 school Principals and Assistant Principals; Early learning Directors and Program Administrators from Head Start, state-funded Pre-K, and public & private child care programs. District central office Administrators & School Board Members are also accepted.</p>	<p><u>Funding Category:</u> Philanthropy; Tuition</p> <p><u>Financing Source(s):</u> Student-paid tuition (either for University of Washington academic credits or CEUs); foundation grants</p>	<p><u>Purpose:</u> To build and support a cadre of administrators – in both early learning and elementary education – who are well equipped to ensure Washington’s young children have a high quality continuum of learning that begins at birth and extends through elementary school regardless of race, class, culture, or zip code.</p>	<p><u>Duration:</u> 10 months</p> <p><u>Delivery Approach:</u> Blended Model (10 University of Washington credits (100 contact hours), delivered in a mix of in-person and asynchronous online sessions. The program curriculum includes the design and initial implementation of P-3 Action Research Projects in cohort members' home communities.)</p>

	<u>Geographic Reach:</u> State			
WISCONSIN				
Certificate in Child Care Administration University of Wisconsin-Milwaukee sce-earlychildhood.uwm.edu uwm.edu/sce/childcareadministration <u>Category:</u> Role-Specific Leadership Development <u>For more information, contact:</u> Shari Vinluan, Director svinluan@uwm.edu (414) 227-3223 <u>Start Date:</u> 2000	<u>Audience:</u> Current & aspiring Child Care Center Directors & Managers; Supervisors <u>Geographic Reach:</u> State	<u>Funding Category:</u> Public Funds; Tuition <u>Financing Source(s):</u> Tuition; T.E.A.C.H. scholarships for WI residents	<u>Purpose:</u> To improve the quality of center child care programs and services available to young children, parents, and families by strengthening and expanding administrators' management and leadership skills.	<u>Duration:</u> 15 months-two years <u>Delivery Approach:</u> Each course can be taken in either a fully online or a blended format. A course delivered in the blended format meets two full days face-to-face and online for six units.
Certificate in Early Childhood Leadership University of Wisconsin-Milwaukee sce-earlychildhood.uwm.edu uwm.edu/sce/ecleadership <u>Category:</u> Content-Specific Leadership Development <u>For more information, contact:</u> Shari Vinluan, Director svinluan@uwm.edu (414) 227-3223 <u>Start Date:</u> 2008	<u>Audience:</u> Early childhood education Practitioners <u>Geographic Reach:</u> State	<u>Funding Category:</u> Public Funds; Tuition <u>Financing Source(s):</u> Tuition; T.E.A.C.H. scholarships for WI residents	<u>Purpose:</u> To grow leaders, build leadership capacity, and encourage networking, collaboration, and engagement through visionary leadership and a collaborative disposition.	<u>Duration:</u> Four-course, 12-credit series; can be completed in 12-18 months <u>Delivery Approach:</u> Blended Model (Each class meets face-to-face for three full days and online for four units. Beginning in the 2017 Fall semester, classes will be offered in a fully online format.)
National Leadership Development Programs				
AIM4EXCELLENCE™ National Director Credential	<u>Audience:</u>	<u>Funding Category:</u> Participant Fees	<u>Purpose:</u> To engage early childhood program directors across the nation in 144 hours of self-paced learning that	<u>Duration:</u> 144 hours

<p>McCormick Center for Early Childhood Leadership mccormickcenter.nl.edu</p> <p><u>Category:</u> Role-Specific Leadership Development</p> <p><u>For more information, contact:</u> Tarrah Kadzielawski, eLearning Manager tarrah.kadzielawski@nl.edu (847) 947-5268</p> <p><u>Start Date:</u> 2008</p>	<p><u>Primary:</u> ECE Child Care Center Owners; Directors; Senior Administrators; <u>Secondary:</u> Lead Teachers; College Instructors; Resource & Referral Specialists; Technical Assistance Specialists; Independent Consultants</p>	<p><u>Financing Source(s):</u> Participant Fees</p>	<p>results in a nationally recognized director's credential. Directors may complete the module as individual learners or as a cohort group.</p>	<p><u>Delivery Approach:</u> Blended Cohort Model, incorporating monthly face-to-face meetings involving 10 to 15 participants, all of whom are moving through the Aim4Excellence online modules concurrently.</p> <p>Facilitators guide cohort in creating a community of practice built from module content.</p> <p>The credential can be used to earn nine semester hours college credit, program accreditation, or be linked to a state professional development or QRIS system.</p>
<p>Birth to Kindergarten: Interdisciplinary Studies in Education and Development (BKISED), M.Ed. The University of North Carolina Greensboro www.uncg.edu/hdf/graduates/ME_D_pgrm.html</p> <p><u>Category:</u> Content-Specific Leadership Development</p> <p><u>For more information, contact:</u></p>	<p><u>Audience:</u> A range of ECE roles</p>	<p><u>Funding Category:</u> Tuition <u>Financing Source(s):</u> Tuition</p>	<p><u>Purpose:</u> To prepare personnel to assume leadership roles in diverse settings (both educational and community agencies) who develop and implement programming for young children with and without disabilities, ages birth through five. Recognizing the importance of families in the development of the young child, students are provided extensive coursework and experiences in the area of family studies. Students also learn to evaluate and critically analyze their beliefs and practices based on research and theory. In addition, the BKISED program emphasizes preparing students to work with diverse children and families (e.g.,</p>	<p><u>Duration:</u> Two years (if full time student)</p> <p><u>Delivery Approach:</u> Online (The online courses in this program are synchronous.)</p> <p>Students participate in an individualized final internship that is responsive to their</p>

<p>Catherine Scott-Little, HDF Department mcscottl@uncg.edu (336) 334-5307</p> <p>Jean Kang, SES Department j.kang@uncg.edu (336) 334-5843</p> <p><u>Start Date:</u> early 1990s</p>			<p>socioeconomic, gender, linguistic, ethnic, race, family, and ability diversity).</p>	<p>developmental needs and future career goals.</p> <p>The Departments of Specialized Education Services & Human Development and Family Studies at UNCG jointly offer the program.</p>
<p>Center on Enhancing Early Learning Outcomes (CEELO) Leadership Academy CEELO ceelo.org/leadership-academy</p> <p><u>Category:</u> Role-Specific Leadership Development</p> <p><u>For more information, contact:</u> Jana Martella, Co-Director jmartella@edc.org (202) 572-5311</p> <p><u>Start Date:</u> 2014</p>	<p><u>Audience:</u> State department agency executives overseeing ECE programs</p>	<p><u>Funding Category:</u> Public Funds</p> <p><u>Financing Source(s):</u> Federal funding; State agency contributions</p>	<p><u>Purpose:</u> Based on Building Capacity Through an Early Education Leadership Academy, a CEELO commissioned policy brief, the purpose is to:</p> <ul style="list-style-type: none"> • Build SEA leadership and management capacity to advance state agency visions for early childhood education; • Improve effectiveness of publicly-funded programs for children from birth through age five; • Advance SEA policies and initiatives that improve Kindergarten through third grade teaching and learning opportunities; and • Partner with state leaders and organizations to build a more unified, equitable, and efficient state birth through third grade early childhood system. 	<p><u>Duration:</u> Four in-person sessions, with online content in between, over the course of a year</p> <p><u>Delivery Approach:</u> Blended Model (onsite and online)</p>
<p>Columbia University Ed.M., Ed.D. & Ph.D., Concentration in Early Childhood Policy Teachers College, Columbia University www.tc.columbia.edu/education-policy-and-social-analysis/education-policy</p> <p><u>Category:</u> Content-Specific Leadership Development</p> <p><u>For more information, contact:</u></p>	<p><u>Audience:</u> Individuals who wish to influence early childhood policy and research nationally [and internationally] by obtaining an advanced degree</p>	<p><u>Funding Category:</u> Tuition</p> <p><u>Financing Source(s):</u> Tuition</p>	<p><u>Purpose:</u> To advance the amount and nature of early childhood research and policy work so as to improve early education services globally. To prepare leaders who are agile working in the worlds of policy.</p>	<p><u>Duration:</u> Master's degrees usually takes one-two years, while doctoral level degrees take four-five years.</p> <p><u>Delivery Approach:</u> Multiple including courses, internships, papers, theses, testimonies, and media presentations</p>

<p>Sharon Kagan, Co-Director, National Center for Children and Families sharon.kagan@columbia.edu (212) 678-3765</p> <p><u>Start Date:</u> 2001</p>				
<p>Director's Toolbox Management Series Training-for-Trainers (formerly Taking Charge of Change Train-the-Trainer) McCormick Center for Early Childhood Leadership mccormickcenter.nl.edu</p> <p><u>Category:</u> Role-Specific Leadership Development</p> <p><u>For more information, contact:</u> Jill Bella, Director of Professional Learning jill.bella@nl.edu (847) 947-5059</p> <p><u>Start Date:</u> 2007</p>	<p><u>Audience:</u> Trainers; Community College Instructors; Supervisors of multi-site programs; Technical Assistance Specialists; Organizational Development Consultants who support center directors' quality enhancement endeavors</p>	<p><u>Funding Category:</u> Participant Fees</p> <p><u>Financing Source(s):</u> Participant Fees</p>	<p><u>Purpose:</u> To develop a cadre of trainers and consultants who can implement the Director's Toolbox Management Series with center-based early childhood administrators in their community, region, or state.</p>	<p><u>Duration:</u> Varies (two days to 12 months)</p> <p><u>Delivery Approach:</u> Varies (typically face-to-face Cohort Model, may include online learning)</p> <p>Two options are available:</p> <p><u>Option 1:</u> Individuals interested in an overview of the Director's Toolbox content can attend a weeklong residential institute at the McCormick Center in conjunction with the McCormick Center's Taking Charge of Change. This option of the Director's Toolbox Training-for-Trainer also provides an opportunity for program leaders to expand their professional qualifications by earning three semester hours of</p>

				<p>undergraduate or graduate college course credit from National Louis University.</p> <p><u>Option 2:</u> Organizations, state agencies, quality improvement initiatives interested in Director's Toolbox training in their respective locations across the country can convene a group of trainers/consultants to learn the content of the Director's Toolbox Management Series of books and unique delivery techniques. Training can be offered training on the full management series or focus on just a few topics.</p>
<p>Early Childhood Leadership at Bank Street College Bank Street College www.bankstreet.edu/graduate-school/academics/leadership-programs-overview/early-childhood-leadership/</p> <p><u>Category:</u> Role-Specific Leadership Development</p> <p><u>For more information, contact:</u> Denise Prince, Program Director dprince@bankstreet.edu</p>	<p><u>Audience:</u> Child Care Center Directors; Early childhood Program Administrators, including; nursery school Directors, private independent early childhood Program Directors; public school early</p>	<p><u>Funding Category:</u> Philanthropy; Tuition</p> <p><u>Financing Source(s):</u> Tuition plus limited soft grant money</p>	<p><u>Purpose:</u> To create a pipeline of strong, progressive early childhood administrators with an emphasis on social justice, advocacy, policy, and research. The program is designed to prepare early childhood directors who are ethical, reflective, and collaborative with the knowledge, skills, and disposition to lead early childhood education settings.</p>	<p><u>Duration:</u> Two years</p> <p><u>Delivery Approach:</u> Program of study with required courses, plus supervised fieldwork</p>

(212) 875-4585 <u>Start Date:</u> 1986	childhood Administrators; Aspiring early childhood leaders/educators			
Early Childhood Administration Master's Degree at National Louis University National Louis University www.nl.edu/academics/education/mastersadvanceded/earlychildhoodadministration <u>Category:</u> Role-Specific Leadership Development <u>For more information, contact:</u> Leslie Katch, Program Director and Assistant Professor leslie.katch@nl.edu (312) 261-3128 <u>Start Date:</u> 1998	<u>Audience:</u> Child Care Center Directors; Assistant Directors; aspiring ECE Center Directors/Program Administrators	<u>Funding Category:</u> Tuition <u>Financing Source(s):</u> Tuition	<u>Purpose:</u> To provide comprehensive study of the management and leadership skills needed to effectively administer early care and education programs.	<u>Duration:</u> 34 hours of graduate credit <u>Delivery Approach:</u> Online; Cohort Model
EdCore Bright Horizons Family Solutions www.brighthorizons.com <u>Category:</u> Role-Specific Leadership Development <u>For more information, contact:</u> Karla Berra, Manager, Orientation & Development kberra@brighthorizons.com (815) 459-4883 <u>Start Date:</u> 2014	<u>Audience:</u> Bright Horizons Family Solutions Education Coordinators	<u>Funding Category:</u> Program Sponsor <u>Financing Source(s):</u> Bright Horizons' education and development budget	<u>Purpose:</u> To develop educational leadership competencies for those new to a leader role that will contribute to the consistency in expectations, philosophy, and results for the care and education of children.	<u>Duration:</u> Six months <u>Delivery Approach:</u> Blended Model (includes independent work, live webinars, and supervisor support)

<p>The Institute for Early Education Leadership and Innovation at The University of Massachusetts Boston The University of Massachusetts Boston www.umb.edu/earlyedinstitute</p> <p><u>Category:</u> Role-Specific Leadership Development</p> <p><u>For more information, contact:</u> Anne Douglass, Executive Director and Associate Professor anne.douglass@umb.edu (617) 287-7675</p> <p><u>Start Date:</u> 2016</p>	<p><u>Audience:</u> ECE Educators</p>	<p><u>Funding Category:</u> Philanthropy; Public Funds; Tuition</p> <p><u>Financing Source(s):</u> Private & public funds; Tuition</p>	<p><u>Purpose:</u> To train and support innovative, entrepreneurial, and skilled early educators to drive transformative change so all young children and their families have access to high quality early learning opportunities. The Institute recruits, trains, and supports early educators and ECE business owners to:</p> <ul style="list-style-type: none"> • Implement and grow breakthrough ideas on the ground to improve children's learning and developmental outcomes; • Strengthen the business acumen of ECE business owners to stabilize, grow, and innovate their business model; and • Connect their strategies and expertise to practice, public policy, and other levers of widespread impact. <p>The Institute will catalyze action across the nation to infuse the early care and education sector with a new generation of entrepreneurial and innovative leaders.</p>	<p><u>Duration:</u> Our training programs take place over a six-12 month period.</p> <p><u>Delivery Approach:</u> The Institute offers both formal training, business coaching, and an early educator leadership corps network with face to face gatherings and co-working opportunities, as well as technology enhanced convenings and supports via webinar and other technologies.</p>
<p>Peer Learning and Leadership Network (PLLN) National Center on Tribal Early Childhood Development (NCTECD), a service of the Office for Child Care, ACF, HHS</p> <p><u>Category:</u> Role-Specific Leadership Development</p> <p><u>For more information, contact:</u> Melody Redbird-Post, Project Director melody.redbird-post@icf.com (405) 933-4137</p> <p><u>Start Date:</u> March 2013</p>	<p><u>Audience:</u> Both less & more experienced Tribal Child Care Center Directors & program staff</p>	<p><u>Funding Category:</u> Public Funds</p> <p><u>Financing Source(s):</u> Child Care and Development Fund (CCDF) technical assistance funds</p>	<p><u>Purpose:</u> To strengthen technical assistance for tribal child care by forming a cadre committed to learning, sharing and growing as early childhood leaders in their tribal communities. The resultant network is intended to provide mutual support with the goal of improving the quality of CCDF services to native children and families across the country.</p>	<p><u>Duration:</u> Two-year program; new cohorts are accepted biannually.</p> <p><u>Delivery Approach:</u> Cohort Model</p>
<p>Policy, Politics and Power for Early Childhood Leaders Training</p>	<p><u>Audience:</u> A range of ECE roles</p>	<p><u>Funding Category:</u> Fee-for-Service; Philanthropy</p>	<p><u>Purpose:</u> To develop effective, early childhood stakeholders and advocates by helping them become subject-matter specialists about the early care and</p>	<p><u>Duration:</u> Typically four sessions for an advanced audience</p>

<p>Center for the Study of Child Care Employment, Institute for Research on Labor and Employment, University of California Berkeley cscce.berkeley.edu/about/services</p> <p><u>Category:</u> Content-Specific Leadership Development</p> <p><u>For more information, contact:</u> Lea J.E. Austin, Specialist cscceinfo@berkeley.edu (510) 643-8392</p> <p><u>Start Date:</u> 2011</p>		<p><u>Financing Source(s):</u> Grants & contracts from entities such as funders, public, non-profit organizations, etc.</p>	<p>education system — in addition to the expertise they possess in specific areas such as child development, parent relationships, teaching strategies and curriculum, and dual language acquisition — because policy and political realities are shaping their capacity to perform their jobs, whether they teach in a classroom, direct a center, educate teachers, provide resource and referrals to parents, or lead advocacy efforts. This requires intentional and ongoing learning focused on building knowledge and skills related to the policy, politics, and power dynamics that undergird and influence the early care and education system, including the dynamics that stem from the roots of today's system and outside social issues that shape our current reality. Further, stakeholders must become familiar with the shared and divergent interests within the system, and learn to strengthen communication and coalition-building skills.</p>	<p><u>Delivery Approach:</u> Blended Model (onsite and online)</p>
<p>Post-Baccalaureate Online Certificate Program in Leadership in Early Care and Education (LECE) The University of North Carolina Greensboro www.uncg.edu/hdf/graduates/ME_D_pgrm.html</p> <p><u>Category:</u> Content-Specific Leadership Development</p> <p><u>For more information, contact:</u> Catherine Scott-Little, HDF Department mcscottl@uncg.edu (336) 334-5307</p> <p>Jean Kang, SES Department j_kang@uncg.edu (336) 334-5843</p> <p><u>Start Date:</u> 2006</p>	<p><u>Audience:</u> ECE Teachers & Program Administrators with bachelor's degrees in ECE or related field</p>	<p><u>Funding Category:</u> Tuition</p> <p><u>Funding Source(s):</u> Tuition</p>	<p><u>Purpose:</u> To assume leadership roles in diverse settings (education and community agencies) that develop, implement, and support programming for children with and without disabilities, birth to five, and their families. To offer an online Post-Baccalaureate Certificate in Leadership in ECE that provides graduate level training and a credential to pursue careers in leadership positions.</p>	<p><u>Duration:</u> Approximately 1.5 years</p> <p><u>Delivery Approach:</u> Online courses in synchronous formats; Jointly delivered by the Human Development and Family Studies and Specialized Education Services Departments</p>

<p>*Society for Research in Child Development (SRCD) Policy Fellowship Program SRCD www.srcd.org</p> <p><u>Category:</u> Role-Specific Leadership Development</p> <p><u>For more information, contact:</u> Martha Zaslow, Director of Policy and Communications mzaslow@srcd.org (202) 289-7902</p> <p><u>Start Date:</u> 1978</p>	<p><u>Audience:</u> Postdoctoral researchers with strong backgrounds in developmental science</p>	<p><u>Funding Category:</u> Philanthropy; Program Sponsor; Public Funds</p> <p><u>Financing Source(s):</u> Foundations; federal agencies; SRCD</p>	<p><u>Purpose:</u> To provide stronger linkages between child development research and policy through immersion experiences for postdoctoral level researchers with strong backgrounds in developmental science in settings that either develop or implement and evaluate policy related to children and families.</p>	<p><u>Duration:</u> September 1 through August 31</p> <p><u>Delivery Approach:</u> Full-time immersion experience as Resident Scholars within their Federal agency or Congressional office placements</p>
<p>Taking Charge of Change⁷ McCormick Center for Early Childhood Leadership mccormickcenter.nl.edu</p> <p><u>Category:</u> Role-Specific Leadership Development</p> <p><u>For more information, contact:</u> Jill Bella, Director of Professional Learning jill.bella@nl.edu (847) 947-5059</p> <p><u>Start Date:</u> 1992</p>	<p><u>Audience:</u> Cross-sector ECE Program Administrators & Program Owners; Senior Program Administrators</p>	<p><u>Funding Category:</u> Public Funds</p> <p><u>Financing Source(s):</u> The Illinois Department of Human Services (IDHS) and participant fees</p>	<p><u>Purpose:</u> The program seeks to support ECE program administrators in designing and implementing operational systems to ensure organizational stability and continuing growth by applying foundational skills such as reflective practice, communication, and team-building, and developing understanding of leadership styles and dispositions. The program is based on leadership topics focused on in the seven books in the Director's Toolbox Management Series as well as the Blueprint for Action book and the Program Administration Scale. Each book addresses one or more of the three domains of Whole Leadership:</p> <ul style="list-style-type: none"> • Circle of Influence: Implementing Shared Decision Making and Participative Management; • From the Inside Out: The Power of Reflection and Self-Awareness; • A Great Place to Work: Creating a Healthy Organizational Climate; • Inspiring Peak Performance: Competence, Commitment, and Collaboration; 	<p><u>Duration:</u> 10 months (typically August through May)</p> <p><u>Delivery Approach:</u> Blended Model (face-to-face cohort and online)</p> <p>Participants can earn six semester hours of undergraduate or graduate college course credit from National Louis University</p>

⁷ The empirical and anecdotal evidence received from TCC participants document how leadership training can help change the ECE field through changes in ECE administrators themselves. [A 20-year study of TCC](#) underscores the need for systematic, intensive, and relevant training focused on the unique needs of ECE center directors. The report also provides understanding of the structural supports needed to improve workforce stability and maintain program quality improvements resulting from leadership training.

			<ul style="list-style-type: none"> • Leadership in Action: How Effective Directors Get Things Done; • Making the Most of Meetings: A Practical Guide; • The Right Fit: Recruiting, Selecting, and Orienting Staff; • Blueprint for Action: Leading Your Team in Continuous Quality Improvement (3rd Edition); and • Program Administration Scale (2nd Edition). 	
UCLA Head Start Management Fellows Program (formerly UCLA/Johnson & Johnson Head Start Management Fellows Program) UCLA Anderson School of Management www.anderson.ucla.edu/centers/p-rice-center-for-entrepreneurship-and-innovation/for-professionals/head-start-management-fellows-program <u>Category:</u> Role-Specific Leadership Development <u>For more information, contact:</u> Jeanette Boom, Director, Management Development Programs jeanette.boom@anderson.ucla.edu (310) 825-6306 <u>Start Date:</u> 1991	<u>Audience:</u> Head Start Program Administrators	<u>Funding Category:</u> Public Funds <u>Financing Sources:</u> The program is currently funded through the National Center on Program Management and Fiscal Operations (PMFO), Office of Head Start, Administration for Children and Families.	<u>Purpose:</u> To enhance participants entrepreneurial and management skills by: <ul style="list-style-type: none"> • Learning modern management theories and principles; • Increasing their ability to plan, lead and control the effective delivery of Head Start/Early Head Start services in an increasingly changing and challenging environment; • Fostering an entrepreneurial competence and promoting a bias for action; • Enhancing their capacity to find alternate funding sources and collaborate with other social services programs in their communities; • Developing strategies that they can quickly implement in their programs and share with other Head Start/Early Head Start directors and managers; • Establishing a network of Head Start/Early Head Start leaders who will assist in the management education of other Head Start/Early Head Start leaders nationwide; and • Learning how to use data to assess, depict, and improve program outcomes. 	<u>Duration:</u> 12 days <u>Delivery Approach:</u> Onsite at UCLA; includes lecture, small workgroups, case studies
University of Kentucky Educational Leadership Studies University of Kentucky leadership.uky.edu <u>Category:</u> Role-Specific Leadership Development	<u>Audience:</u> Individuals in early childhood education seeking senior positions in educational organizations	<u>Funding Category:</u> Tuition <u>Financing Source(s):</u> Tuition; For online programs at UK, in-state tuition rates apply to all students.	<u>Purpose:</u> To provide an Executive Ed.D. program to prepare those who are in or aspire to regional, state, and national leadership roles that support the development and implementation of early childhood programs to meet the divergent needs of children in a variety of early care and education settings in which young children spend time: early intervention, preschool, and child care programs.	<u>Duration:</u> Six hours per semester (Fall, Spring, Summer) for nine semesters plus one year of dissertation residency minimum

<p><u>For more information, contact:</u> Beth Rous, Chair and Professor brous@uky.edu (859) 257-6389</p> <p><u>Start Date:</u> 2013</p>				<p><u>Delivery Approach:</u> Blended Model (onsite and online)</p>
<p>University of Hawai'i at Mānoa Master's of Early Childhood Education University of Hawai'i at Mānoa coe.hawaii.edu/academics/curriculum-studies/med-ece</p> <p><u>Category:</u> Role-Specific Leadership Development</p> <p><u>For more information, contact:</u> Robyn S. B. Chun, Director of Graduate Early Childhood Education Programs rchun@hawaii.edu (808) 956-0337</p> <p><u>Start Date:</u> August 2003</p>	<p><u>Audience:</u> ECE practitioners; ECE Program Administrators</p>	<p><u>Funding Category:</u> Tuition <u>Financing Source(s):</u> Tuition</p>	<p><u>Purpose:</u> To promote leadership development of practitioners working in programs serving families with children birth to five years old or those in organizational positions involved in developing a statewide early learning infrastructure.</p>	<p><u>Duration:</u> 18 credits are taken over the course of three Summers in intensive (three-week) sessions on the Mānoa campus. Core courses are offered through the Departments of Curriculum Studies and Special Education in the College of Education, and the Department of Family Resources in the College of Tropical Agriculture and Human Resources. The balance of 12 elective credits is taken either online, on ground, or in a hybrid format based on student interest, in consultation with the Program Advisor.</p> <p><u>Delivery Approach:</u> Blended Model (onsite and online); Cohort Model</p>

<p>Virtual Growing Leaders Bright Horizons Family Solutions www.brighthorizons.com</p> <p><u>Category:</u> Role-Specific Leadership Development</p> <p><u>For more information, contact:</u> Karla Berra, Manager, Orientation & Development kberra@brighthorizons.com (815) 459-4883</p> <p><u>Start Date:</u> 2009</p>	<p><u>Audience:</u> Child Care Assistant Directors; Education Coordinators</p>	<p><u>Funding Category:</u> Program Sponsor</p> <p><u>Financing Source(s):</u> Bright Horizons</p>	<p><u>Purpose:</u> To develop broader leadership skills that prepare participants to be successful as they transition to the next level of responsibility if of interest. Participation is voluntary.</p>	<p><u>Duration:</u> 11 months</p> <p><u>Delivery Approach:</u> Blended Model (live in-person training, virtual recorded learning through webinars and calls, online coursework, and many on-the-job activities)</p>
<p>ZERO TO THREE Fellowship ZERO TO THREE www.zerotothree.org</p> <p><u>Category:</u> Content-Specific Leadership Development</p> <p><u>For more information, contact:</u> Lynette Aytch, Director, Leadership Development Institute laytch@zerotothree.org (202) 638-1144</p> <p><u>Start Date:</u> 1981</p>	<p><u>Audience:</u> Experienced individuals across diverse disciplines, sectors, geographic locations, & races/ethnicities/cultures who have the influence and position to be change agents at the organizational, community, state, regional, national [or international] levels</p>	<p><u>Funding Category:</u> Philanthropy; Program Sponsor</p> <p><u>Financing Source(s):</u> Philanthropy; ZERO TO THREE</p>	<p><u>Purpose:</u> The ZERO TO THREE Fellowship goal is to strengthen the knowledge, skills, and capacity of diverse leaders across multiple disciplines and sectors to advance change in systems, practice, and policies that impact the lives of babies, toddlers, and their families through embracing principles and practices of adaptive leadership, collaborative partnerships, and collective action.</p> <p>Vision: The ZERO TO THREE Fellowship vision is a strong national/international network of diverse leaders who have the knowledge and know-how to advance sustainable change across complex systems that impact the lives of young children and families.</p> <p><u>Mission:</u> The ZERO TO THREE Fellowship cultivates leaders with the passion and capacity to transform and advance systems, programs, and policies so that all infants and toddlers have a strong start in life.</p>	<p><u>Duration:</u> 18 months</p> <p><u>Delivery Approach:</u> Blended Model (combination of dynamic, intensive in-person retreats that provide protected time for learning, reflection, and relationship-building; sessions/trainings by expert consultants; monthly individual mentoring meetings via Skype; monthly group fellows meeting via Skype; assigned readings; and various ZERO TO THREE meetings, activities, etc. that complement the fellowship experience.)</p>

APPENDIX A

ECE Leadership Development Program Definitions for Leadership

1. "Leadership is the behavior that brings the future to the present, by envisioning the possible and persuading others to help you make it a reality." [quote cited from Matt Barney, citation unknown]
2. The complexities of program administration require a Whole Leadership framework that encompasses leadership essentials, administrative leadership, and pedagogical leadership. [This definition applies to the McCormick Early Childhood Leadership Center's five leadership development programs.]
3. Leadership incorporates a specific set of skills, knowledge, and competencies that relate to the broad plan of helping an organization clarify and affirm values, set goals, articulate a vision, and chart a course of action to achieve that vision. Leadership competencies include: leadership skills; program evaluation; management; children and programming; families and community; and Standards of Quality.
4. Leadership skills that assist with self-identity, confidence, respect for the code of ethics, values in relation to the quality of their program, acceptance for all, and professional development.
5. Head Start directors and managers who can accomplish their objectives by understanding core business principles, thinking strategically, and implementing effective management practices that solve real problems.
6. Effective early care and education leaders are intentional agents of change who work with and empower others to join together in transforming the current ECE system into one that is equitable and effective for all children and families, and that values ECE professionals.
7. State Office of Early Learning (SOEL) leaders demonstrate perseverance, fortitude, creativity, and courage. They take a long term/big picture perspective. They are creative and nimble in identifying and pursuing next steps. They are accepting of the reality of having to live with tension and have a tolerance for ambiguity. They understand the political, social and economic context of their state, as well as values regarding children and families, particularly in what policymakers may be willing to invest. They:
 - Are well trained in research-based child development and early childhood pedagogy, curriculum, observation, and assessment. They are fluent in early childhood policy and systems, funding mechanisms, program models, and varied federal/state relationships.
 - If overseeing programs and projects, can effectively monitor and evaluate their implementation and have mastered the necessary management and operations systems of state and federal government as appropriate to their assignments. They are able to work creatively and seek new tools and solutions when needed to get things done.
 - Are excellent communicators and facilitators. They communicate effectively with higher level and lower level state officials, employees and partner agencies; to early childhood and public education communities; and political/policy/business/civic leaders and media representatives.
 - Are well versed in systems thinking and analytical skills (i.e., understanding research and evaluation methods, ability to analyze data and synthesize research, particularly contradictory research).
 - View themselves as responsible for change and improvement. They are self-aware, recognizing their roles, strengths and weaknesses. They seek opportunities for personal learning and improvement, and are able to address challenges with creative solutions.

8. Developing a strong understanding of the needs for research of those making or implementing and evaluating policies for children and families; developmental scientists with strong capacity to communicate research to decision makers and policy issues to researchers; developmental scientists with a depth of understanding of how to apply research findings to strengthen the development of children.
9. Leaders have the capacity to mobilize others to advance change through shared vision, common understanding, mutually reinforcing activities, shared accountability, and ongoing communication. They have the capacity to advance change in systems, practice, and policies that impact the lives of babies, toddlers, and their families through collaboration partnership, and collective action.
10. Leaders are those individuals who think deeply, see far, and take risks. Leadership is the challenge of executing those traits.
11. People working in early childhood, whether as directors, lead teachers, home providers, or others active in the early childhood system, who have a passion for quality and have demonstrated their readiness and ability to extend themselves to improve the system.
12. Leadership is a process of influencing change to achieve a shared goal.
13. Leadership in ECE is applying principles and practices that help solve problems and improve outcomes for children:
 - Every decision made supports a vision's achievement.
 - Children's development and learning are facilitated using current knowledge of diverse patterns of child development, family systems and cultures, and effective pedagogies.
 - Learner-centered principles are used with children, staff, and families to create a learning organization.
 - A culture of inquiry is encouraged and programmatic decisions are evidence-based.
 - Opportunities for program/organization growth and service are systematically evaluated and pursued through strategic planning.
 - Leaders are effective voices for the field and "enroll every voice" at every program and policy level to meet the needs of children and families.
 - Leaders build relationships that foster true collaboration, leading by making others powerful.
 - Inclusiveness is expressed in all facets of the organization's work.
 - Leaders live in the realm of possibility, demonstrating courage to challenge the status quo and inventing new ways of thinking and acting.
14. Leadership involves defining one's kuleana⁸ within the context of the children, families, organizations, and communities served. Leaders identify their own gifts and nurture potential in others. They are mindful of relationships and orient themselves to meaningfully contribute to positive change within and beyond their workplace in collaboration with multiple partners. Leadership involves fostering the application of new and traditional knowledge in a manner that improves programs serving all families with young children.
15. Leadership is growth in two main components: knowing oneself and moving forward together.
16. Leadership is a process and philosophy of modeling exceptional behavior, inspiring a shared vision, challenging current practices and processes, enabling others to act as leaders and change agents, and encouraging people and organizations to exceed expectations.
17. Leadership is providing vision, information, and knowledge to support an organizational mission and/or goal.

⁸ Kuleana is a Hawai'ian word describing a person's responsibility and privilege as well as their right to take on a role. Knowing one's potential and functioning in relation to others allows a person to act as a responsible steward that can serve effectively.

18. Leadership is a process of influencing change and co-creating solutions to achieve a shared and desired outcome to improve early care and education
19. Leadership is the ability to motivate and provide direction for others or an organization.
20. Leadership is the ability to influence, empower, bring results, develop people, and serve our customers. We best describe what that is with the principles of Honesty, Excellence, Accountability, Respect, and Teamwork (HEART).
21. Leadership is the ability to collaboratively lead a learning community with a shared vision that promotes all aspects involved in creating and developing high quality care and education for young children and families.
22. Leadership can be a very comprehensive word which encompasses some of the following attributes: communication, planning, creativity, evaluation, decision making, problem solving, policies, discipline, development, motivation and relationship building to name few of the components.
23. A director's ability to inspire and capacitate others toward a shared vision of equitable and effective outcomes for children, families, and their communities:
 - A transformative outlook, including a clear vision, reflective practice, strategic decision-making, self-awareness, and empathic connections to others
 - Program management skills such as developing budgets and work schedules, planning goals and approaches to reach them, evaluating staff performance, and evaluating program effectiveness.
24. Leadership is functioning as critical spokespersons for advancements in PreK-3rd grade that contributes to better outcomes at all grade levels through high school graduation.
25. Leadership is providing vision and motivation to a team so they work together toward the same goal, and then understanding the talents and temperaments of each individual and effectively motivating each person to contribute individually their best toward achieving the group goal. [Taken from Stan Kimer, President of Total Engagement Consulting]
26. A leader is one who is progressive in thinking and transformational in action with a commitment to social justice.
27. Leadership is seen as taking responsibility for the positive impact each teacher can have, incorporating best practices on a daily basis, strategizing advocacy efforts to improve program quality, and wearing the role model hat proudly, with a commitment to mentoring others.
28. The Program takes a comprehensive view of leadership, recognizing that to effect comprehensive and sustainable change, administrators need to improve and hone their leadership skills, dispositions, and strategies at three levels: [1] personal/individual, [2] organizational, and [3] system.
29. Effective leadership involves reflection and inquiry and the ability to effectively listen to and communicate with multiple stakeholders to thoughtfully and creatively shape policy, advocacy, and practice in ECE. Leadership takes form in coordinated and equitable early learning systems at local, state, and federal levels.
30. Leadership is shifting attention from habitual business as usual/blind spot to what wants to emerge.
31. Effective instructional leadership drives improvement and strengthens organizational conditions for effective teaching and learning. They:
 - Are strategically focused on children's development and early achievement;
 - Establish a shared vision for excellence; cultivate strong partnerships with families and support teachers to be effective in their work;
 - Nurture trust, shared understanding, and collective responsibility for improvement among staff and families through inclusive decision-making processes;
 - Create a supportive and collaborative professional work environment focused on ambitious teaching and learning and the continuous improvement of practice;

- Organize and facilitate job-embedded professional learning and data-informed cycles of improvement; and
 - Address matters of equity and cultural responsiveness in all aspects of program leadership.
32. The act of organizing, managing, inspiring, and guiding innovative ideas and process in culturally appropriate ways; improving and growing an organized group of individuals from classrooms in centers and schools, government and community agencies, and any entity that supports children and families.
33. Leadership occurs at all levels. Effective leaders (1) guide and help foster shared direction driven by moral imperatives; (2) establish the conditions to create collaborative learning cultures to lead to the desired results; (3) embrace change, complexity, and diverse perspectives; and (4) seek to intentionally support the development of leadership in others. (Working definition adopted from Michael Fullan, personal conversations, (February, 2017) and *Coherence: The Right Drivers in Action for Schools, Districts, and Systems* by Fullan & Quinn (2016)

APPENDIX B

ECE Leadership Development Programs Closed Since 2nd Edition

Program	Reason for Closure
1. Early Childhood Executive Leadership Institute (ECELI) PA – state-based	The ECELI course has been replaced with ‘Planning, Implementing, and Evaluating Programs: Prenatal through Grade 3. (See 2017 ECE Leadership Development Compendium.)
2. Early Childhood Leadership Institute DC – state-based	Departure of program’s executive director and founder
3. Early Childhood Special Education Leadership Specialists (ECSELS) CO – state-based	Conclusion of grant-sponsored initiative
4. Early Learning Leadership Institute DE – state-based	The program will be dissolved at the end of 2017 as a consequence of the conclusion of the state’s Early Learning Challenge grant.
5. First Things First Senior Policy Fellows AZ – state-based	Organizational changes and other items assumed greater priority
6. Gwen Morgan Certificate in Leadership and Administration MA – state-based	Insufficient demand
7. Illinois Early Childhood Fellows	Program evolved into the Barbara Bowman Leadership Fellows program (See 2017 Compendium.)

IL – state-based	
8. Innovative Leadership: Building Community Connections VA – regional	Lack of capacity due to turnover in the positions that organized trainings
9. Leaders in Quality IL – state-based	Insufficient demand as interest in another program proved more popular
10. Maryland Leadership Academy for Early Childhood Advisory Councils MD – state-based	Conclusion of Early Learning Challenge grant
11. National Head Start Fellowship Program DC – national	Not renewed by the federal Office of Head Start
12. National Institute for School Leadership (NISL) Early Childhood Executive Leadership Institute DC – national	Insufficient demand
13. The Pre-K-3 rd Leadership Training Series NJ – state-based	Program replaced by the New Jersey Early Childhood Leadership Academy (See 2017 Compendium.)
14. Professional Leadership Issues in Early Childhood Education (certificate program) MD – regional	Insufficient demand
15. Smart Start Leaders Collaborative NC - State-based	Closed due to lack of funding (Go to https://fabrik-one.smartstart.org for the Leaders Collaborative Toolkit now available online.)

ABOUT THE AUTHORS

Stacie G. Goffin, Ed.D. is the Principal of the Goffin Strategy Group. Established in 2004, the Goffin Strategy Group builds early childhood education's ability to offer effective programs and services to young children through leadership, capacity, and systems development. Stacie works with local and state non-profits, philanthropy, governments, and national organizations. A widely published author, Stacie's conceptual leadership focuses on advancing early childhood education as a professional field of practice.

Prior to forming the Goffin Strategy Group, Stacie led the five-year effort to reinvent the National Association for the Education of Young Children's (NAEYC) early childhood program accreditation system. This effort resulted in a newly designed delivery system, updated accreditation criteria, and first-ever national program standards for early childhood education programs serving children from birth through kindergarten.

A former senior program officer at the Ewing Marion Kauffman Foundation, professor in higher education, and preschool educator, Stacie served as the founding chair of multiple organizations, including the Early Childhood Funders Collaborative, Kansas City's Metropolitan Council on Early Learning, and the West Virginia Network for Young Children.

Stacie is the author of several seminal publications, including *Ready or Not: Leadership Choices in Early Care and Education*; *Early Childhood Education for a New Era: Leading for Our Profession*; and *Professionalizing Early Childhood Education as a Field of Practice: A Guide to the Next Era*. Both her writing and presentations have earned her a well-respected reputation as an agent for change.

More information can be found at www.goffinstrategygroup.com.

Erin Daga is the Manager of Affiliate Relations for NAEYC. She began her career in the policy and advocacy field. In 2006, she was recruited to be a program manager for United Way of Tucson and Southern Arizona's First Focus on Kids initiative, where she worked to develop the capacity of community partnerships supporting early care and education across Arizona. Since that time, she has worked for several nonprofit organizations, where she was responsible for capacity building, fundraising, and communications. Having served as a board member, consultant, and volunteer for five NAEYC affiliates across the country, she has a passion for developing the leadership potential of diverse early childhood professionals.