Early Childhood Education Leadership Development Compendium

A VIEW OF THE CURRENT LANDSCAPE

2nd Edition

Stacie G. Goffin and Morgan Janke

Goffin Strategy Group
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Abstract

Expectations for early childhood education (ECE) are expanding exponentially. As a result, the field is becoming increasingly complex, underscoring the need for expanded and better informed leadership in classrooms, programs, and organizations – both by organizations providing direct early learning services to children and those forming the field's infrastructure. The second edition of the *Early Childhood Education Leadership Development Compendium: A View of the Current Landscape* shines a spotlight on how the field is responding to its new realities as viewed through the lens of its evolving attention to leadership development. It sought to answer three 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 about the field's definition(s) for and approach to leadership development based on descriptions provided by self-reported programs?

The *2013 ECE Leadership Development Compendium* in intended to fuel further interest and action in leadership development and help secure its place in the field's efforts to build strong programs and systems to support children's learning, development, and preparation for Kindergarten. As a second edition, it had the benefit of being able to look backwards as well as forwards in its appraisal of leadership development in ECE. Multiple contrasts exist with findings from the first edition as well as indications of potential trends. Key findings include the following:

- The ECE field has 55 self-reported leadership development programs. They can be categorized as attending to leadership development focused on Program Administration, Program Improvement, and Leadership Skills. The latter category, comprising most of the self-reported programs, can be further distilled into six sub-categories: Advocacy; General or Non-specific Leadership Skills; Policy; Systems Building; PreK-3rd Grade alignment; and Collective Impact. These distinctions suggest ECE is becoming more attentive to leadership skills associated with differentially defined intentions.

- State and federal funding is catalyzing the growth of leadership development in ECE. The role of philanthropy as catalyst has diminished since the first edition of the *ECE Leadership Development Compendium* in 2009. The exodus of leadership development programs can be

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attributed, at least in part, to philanthropy's diminishing engagement with ECE leadership development.

- ECE appears to be broadening its understanding of leadership development and directing more targeted attention to individuals supporting the field's infrastructure and working in non-ECE settings with interests in the learning and development of young children.

- The intent of the field's leadership development efforts is wide-ranging. Despite indications of emerging maturity in the field's attention to leadership development, the purpose of ECE leadership varies widely as does the knowledge and skills associated with leadership development. ECE would benefit from clarity in response to questions of leadership development for whom, for what purpose, and by way of what knowledge and skills.

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Since the first edition of the *Early Childhood Education Leadership Development Compendium*, published in 2009, federal and state policy maker attention to early childhood education (family and center-based early care and education programs serving children from birth to kindergarten) has propelled the field's development. Legislators as well as civic and business leaders are viewing early childhood education (ECE) as key to education reform efforts with objectives tied to college and career ready graduates. These interests increasingly are informing the form and focus of ECE programs.

As a result, expectations for ECE are expanding exponentially, and the field is becoming increasingly complex. This reality underscores the need for expanded and better informed leadership in classrooms, programs, and organizations – both by organizations providing direct services to children and those forming the field's infrastructure. The federal government has responded by increasing the number of federal technical assistance centers and by awarding 14 Race to the Top – Early Learning Challenge grants to states. The second edition of the *Early Childhood Education Leadership Development Compendium: A View of the Current Landscape (2013 ECE Leadership Development Compendium)* shines a spotlight on how the field is responding to new demands as viewed through the lens of its evolving attention to leadership development.

DEFINITIONS

Highlighted as far back as 1997 by Kagan and Bowman in their review of the field's leadership issues and challenges, ECE is lacking clarity on the purposes for leadership development and to whom it applies. To further prod discussion about the field's characterization(s) of leadership, our survey asked respondents to provide their program's definition for leadership. The result was 12 definitions used by program sponsors to steer their programs' curricula. As the text box on page 3 indicates, some of these programs focus on nurturing leadership characteristics or attributes and others focus on leadership functions. In common appears to be an action-orientation, intentionality, and mobilizing others in service to a shared outcome. Beyond these 12, three respondents indicated leadership definitions were best

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left to participants; other survey respondents used this question to describe their curriculum, approach to leadership development, or job characteristics of their target audience.

While intentionally neutral on a definition of leadership because of our interest in understanding the field's views in this regard, in the context of ECE leadership development, we are broadly interested in individuals whose work on behalf of ECE occurs within and outside of ECE programs and organizational settings, such as in United Way agencies, state departments of education and human services, advocacy organizations, and so forth. Recognizing that efforts to advance the quality, availability, and accessibility of effective ECE programs reside in disparate settings, our interest extends to individuals who are part of the field's infrastructure as well as those providing direct early learning services to children and their families regardless of auspice.

Second, our view of *leadership* distinguishes between the exercise of leadership and positions held by individuals. The exercise of leadership is not constrained by role, position, or authority. It can be exercised by anyone willing to "step forward" (Kahane, 2010) or mobilize others to effect change (Heifetz, Grashow, & Linsky, 2009). Finally, for the purposes of this report, the term *program* is inclusive of all delivery approaches, including workshops, seminars, degree programs, fellowships, institutes, and online interactions.

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Program Definitions of Leadership Provided by Twelve Survey Respondents

1. Leadership entails action; this action is best when it emerges from thoughtful analysis of self and context and when it involves collaboration and collegiality. We strive to foster greater self-awareness, empathic listening, and the ability to manage self and others to effectively work towards and create positive change in diverse educational and community settings. We believe our students will serve children and families best if they learn to question orthodoxies and value inquiry as central to their professional practice. Our leadership program emphasizes development and preparation of thoughtful, reflective leaders committed to social justice who continuously strive to influence equitable outcomes for children, families and communities. (Mills College ECE Leadership Development Program)

2. 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. (UC Berkeley's Policy, Politics and Power for Early Childhood Leaders Training)

3. The ability of individuals to inspire action in others toward a shared vision of greater good for babies, children, families, communities, and society. Leaders are passionate, creative, innovative, collaborative, knowledgeable, and guided by a strong sense of values and principles. Leaders embrace the importance of diverse perspectives, experiences, and backgrounds and inspire leadership in others by promoting the idea of "leading from where you are." Our program believes these ideals of leadership advance our mission as influential advocates and leaders for babies, young children, and families. (Zero to Three's Leaders for the 21st Century Fellowship Program)

4. Program administration encompasses both leadership and management functions. Leadership involves broad, abstract functions such as identifying adaptive challenges, envisioning goals, affirming values, motivating people, and achieving a unity of purpose. Management involves specific, concrete functions such as developing budgets, planning work, coordinating schedules, evaluating staff, and assessing objectives. (McCormick Center for Early Childhood Leadership)

5. Leadership encompasses the ability to set direction of an organization by charting a clear course that everyone understands; developing people by providing all staff members in their charge with the key supports to succeed; redesigning the organization by ensuring the organizational conditions support the performance of administrators, teachers/providers, and the children and families they serve; and developing key partnerships within the community, region, state or nation to support the organization's vision and mission. (Educational Leadership Studies, University of Kentucky, Department of Educational Leadership Studies)

6. Leadership is defined as the ability to recognize and build on other's strengths to help grow them to their highest potential. (Eager to Learn Directors Credential, MN Child Care Aware).

7. "..., the art of pulling people together from different units or organizations to accomplish a task that none of them could accomplish ---at all or as well-- individually." (Leadership Collaborative, NC Start Start/from *Leader to Leader*, 2003)

8. To create the ability for individuals to mobilize others to bring about significant systems change on behalf of children. (Early Childhood Leadership Institute, University of the District of Columbia).

9. Leadership as the exercise of influence supported by a facilitative leader. (AIM for Excellence National Director Credential, McCormick Center for Early Childhood Leadership)

10. 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. (Policy, Politics and Power for Early Childhood Leaders Training, UC Berkeley, Center for the Study of Child Care Employment, Institute for Research on Labor and Employment)

11. Successful transformational leadership in early childhood requires vision, reflection, a disposition to lead, knowledge, skills, and to be inspired and inspiring. (WI Center for Early Childhood Professional Development and Leadership)

12. In the context of this program, leaders are those individuals who have the authority to make strategic decisions about the direction of their organizations. Leadership is having the capacity to create and communicate a vision for the future and to effectively use the resources of the organization to move toward that vision. (National Early Childhood Executive Leadership Institute)

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As a field of practice, ECE historically has given limited attention to leadership development. In 2004, as interest in leadership development began receiving explicit attention, the Smart Start National Technical Assistance Center identified 12 ECE leadership development programs across the country (Munn, 2004). Five years later, the first edition of the *ECE Leadership Development Compendium* (Goffin & Means, 2009) identified 86 self-reported ECE leadership development programs, representing a seven-fold increase over the 12 programs identified in 2004 by the Smart Start Technical Assistance Center. Yet a meaningful portion of those 86 programs focused on improving teachers' knowledge and skills, supporting practitioners' advancement through formal preparation programs, and assisting programs through a program accreditation process, rather than on building leadership capacity, suggesting hazy definitional boundaries between preparing practitioners to to carry out their responsibilities as early educators, program quality enhancement efforts, and preparation for exercising leadership.

In response to this finding, the second edition of the *ECE Leadership Development Compendium* uses a finer lens for inclusion, resulting in a list of 55 ECE leadership development programs*.* While still relying on self-report, programs whose content focus clearly is distinct from leadership development no longer are included. As a result, seven programs self-reporting as providing leadership development were not included in the *2013 Leadership Development Compendium*.

In addition to exclusions just noted, 11 leadership development programs present in the compendium's first edition no longer are active due to changes in funding status. Another departure, also attributable to loss of funding, is the CAYL Principals Fellowship (Massachusetts), which emerged shortly after publication of the first edition. Other departures include the national leadership development program sponsored by Child Care Aware® of America (formerly the National Association of Child Care Resource and Referral Agencies), the National Louis University's Certificate of Advanced Study in Early Childhood Leadership, and the multi-state Forum for Early Childhood Organization and Leadership Development (Kansas City, MO)

Additionally, 38 leadership development program contacts listed in the *2009 ECE Leadership Development Compendium* did not respond to our outreach, despite repeated tries. This represents almost half of the original 86 programs. Based on web research, 14 of these 38

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programs appear no longer to exist. Five of these 14 programs had been categorized as Program Improvement, six as Leadership Skill Development, and three as teacher preparation programs.

Of the 24 remaining non-respondents, five programs were categorized in 2009 as Program Improvement, ten were categorized as Teacher Preparation, and nine were identified as Leadership Skill Development. Thirteen of these 24 programs targeted child care providers/directors. Therefore, despite seemingly increased interest in the leadership role of program administrators (see below), the number of leadership development programs targeting program administrators seemingly has declined.

Notably, 22 of the non-responding 38 programs depended on philanthropic or state funding. In conjunction with the eight programs noted earlier as terminated because of discontinued funding (nine programs if CAYL's Principals Fellowship is included as part of the count), this statistic seems to reinforce the importance of business planning and highlights the vulnerability associated with relying on sole source funding.

Finally, of the original 13 teacher preparation programs included in the first edition – defined as programs offering content, personal coaching, and/or mentoring support for practitioners seeking to earn teacher-focused credentials and/or degrees – only three responded to our second edition outreach. One of these respondents informed us their program had been discontinued; the two other programs had redefined their purpose.

As authors, we had concluded that teacher preparation programs should be excluded from the *2013 Leadership Development Compendium* since teacher preparation is distinctive from leadership development. Because of diminished submissions from this program cluster, however, this decision became unnecessary. While data is insufficient for interpretation, we'd like to believe that previously participating teacher preparation programs also recognized the distinction.

Consequently, of the 86 programs listed in the first edition, 36 can be found in the *2013 Leadership Development Compendium*. Two of these programs merged, resulting in a final tally of 35 leadership development programs carried over from the first edition. Our outreach also identified 20 new self-reported ECE leadership development programs, some of which are new to the field and others that were not captured by the first edition. The *2013 ECE Leadership Development Compendium*, therefore, presents a combination of both "old" and new programs.

The *2013 ECE Leadership Development Compendium* sought to answer three 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 about the field's definition(s) for and approaches to leadership development based on descriptions provided by self-reported programs?

Leadership development programs were identified through broad outreach to the field's many list servs/group e-mail lists, as well as individual outreach. Additionally, program contacts included in the first edition were emailed directly on multiple occasions. Outreach was supplemented by Internet research to determine programs' current status.

In addition to heartfelt appreciation to the many respondents who responded to our outreach, we gratefully acknowledge those listed below for generous access to their list servs and responses to emails and phone calls attempting to track down non-respondents:

- *Alison Lutton*, Senior Higher Education Specialist, the National Association for the Education of Young Children (NAEYC)
- *Alumni of the Head Start Fellowship Program*
- *Billie Young*, Senior Advisor & NAEYC Early Childhood Workforce Systems Initiative
- *Carol L. Scott*, Executive Director, MO Child Care Aware and Child Care Aware® of America Board member
- *Early Childhood Systems Work Group*
- *Deb Flis*, Director, CT Accreditation Facilitation Project
- *Gwen Simmons & NAEYC State Affiliates*
- *Karen Ponder*, Owner, Ponder Inc., Early Childhood Services
- *Deb Mathias*, Director, BUILD QRIS National Learning Network
- *Denise Mauzy & the National Registry Alliance*

- *Kim Means*, KMM Consulting, LLC
- *Martha Munoz*, NAEYC Legacy Leader Fellowship & Independent Consultant
- *NAEYC Accreditation Facilitation Projects*
- *National Association of Early Childhood Specialists in State Department of Education*
- *National Center on Child Care Professional Development and Workforce Initiatives*
- *Sue Offutt*, Executive Director & McCormick Center for Early Childhood Leadership
- *Marilyn Smith*, retired executive director, NAEYC & Head Start Fellows
- *Teri Talan*, Director of Policy, McCormick Center for Early Childhood Leadership
- *Yasmina Vinci*, Executive Director & National Head Start Association

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For approximately six months (from the latter half of 2012 and beginning of 2013), ECE leadership programs were prompted through list servs and direct contact to report the following on a customized online survey:

If you are involved in an early care and education leadership program or initiative, please e-mail eceleadership@gmail.com with the following information on your program:

- Program Name
- Target Audience
- Program's Funding Sources
- Program's Leadership Focus
- Program's Purpose(s)
- Program's Definition for Leadership
- Changes to program since its initiation
- Primary Lessons Learned
- Contact Information including name, telephone number, mailing address, e-mail address, and website address

About six weeks into the process, in conjunction with a follow up reminder email, participants were asked to consider one more question: Does your program connect school-based and community-based ECE leaders in an effort to advance PreK-3rd Grade alignment? While not leading to identification of additional programs, this question prompted some survey respondents to indicate how their programs are approaching this system issue.

Respondents' submissions were clarified and/or expanded as needed by follow up e-mail correspondence, phone conversations, or examination of websites. Prior to finalizing the *2013 ECE Leadership Development Compendium* (beginning on page 20), each respondent was contacted and asked to review his/her program's entry to ensure that the information presented is current and accurate. When confirmations were not received, which was the case for 20 respondents, we relied on initial submissions and information gleaned from websites (when available). Because changes may exist of which we are unaware, the *2013 Leadership Development Compendium* notes these 20 entries by an asterisk.

The project's methodology obviously risks omissions. Further, variations in the specificity of respondents' information and ambiguity in terminology often left us, the authors, in the position of interpreting information received – which we attempted to rectify during the confirmation process. Yet this remains an imperfect process. For these reasons, the *2013 ECE Leadership Development Compendium* should be considered a working document and findings should be

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interpreted with this in mind. We welcome additions – as well as corrections. *Please write us at eceleadership@gmail.com to add to the compendium and/or to correct information included.*

We also acknowledge that the *2013 Leadership Development Compendium* offers a surface examination of the field's leadership development programs. In depth interviews with program implementers were not conducted nor was there careful inspection of programs of study and their course syllabi. Further, we did not investigate programs' approaches to teaching leadership knowledge, skills, and dispositions; consequently our findings say little about the "development" portion of the field's leadership development efforts.[1]

A recommended next step in this research, therefore, is deeper assessment and analysis of programs' focus and purpose by delving into their programs of study and course syllabi and engaging with faculty and students via interviews This deeper investigation would allow us to learn more about the field's operational definition(s) of leadership development, development approaches, and challenges and opportunities associated with program delivery. Leadership development programs found in other fields of practice also should be examined. This examination could potentially open the field to new ways of thinking about leadership development.

OVERARCHING FINDINGS

While not always clear-cut, three categories organized the 86 self-reported leadership development programs identified in 2009: (1) teacher preparation, (2) program improvement, and (3) leadership skill development. Despite the loss of 26 programs categorized as Leadership Skill Development - then defined as a combination of administrative and cross-role leadership development programs - due to closures or failure to respond to our outreach, this category, now more finely defined (see below), represents the area of greatest growth in the second edition. Of the 55 self-reported leadership development programs in this edition, 32 fall within this development category, and with this growth subcategories emerged, suggesting an increasing association of leadership development with specific knowledge, skills, and intentions.

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Also inferring increased attention to leadership development within ECE is elevation of the leadership function performed by center administrators. Twelve of the 19 programs (63%) targeting program administrators are associated with a state's director credential, suggesting a fusion of leadership with management knowledge and skills. Additionally, since the first edition, *Exchange* has added the tag line "The Early Childhood Leaders Magazine Since 1978," and the National Accreditation Commission for Early Care and Education Programs has renamed itself the Association for Early Learning Leaders – with both having as their target audience ECE program administrators. Additionally, five of the 14 states receiving Race to the Top – Early Learning Challenge grants reported inclusion of leadership development programs in their applications: California; Delaware; Maryland; Massachusetts; and North Carolina. Four of these are operational and listed in the compendium. Delaware is in the process of developing its new leadership development program. Additionally, compendium entries suggest the field's focus is expanding to include individuals in a broad range of ECE-related positions who can influence program quality, access and availability, and policy.

Still further suggestive evidence of heightened interest in ECE leadership development lies in the fact that the 55 self-reported leadership development programs are delivered by 50 different organizations, agencies, and/or institutions of higher education. In contrast, in 2009, seven entities delivered 20 of the 86 programs. This contrast implies the emergence of a more diversified delivery system.

Leadership Development Categories

Of the three leadership development categories identified in the first edition, two, Leadership Skill Development and Program Improvement, still convey the intentions of the field's leadership development programs. As part of second edition refinements, Administration is categorized independently of Leadership Skill Development, however, resulting in three leadership development categories:

- Program Administration, with 19 programs
- Leadership Skills, with 32 programs
- Program Improvement, with 4 programs

Of these three categories, programs classified as Leadership Skill Development far exceed the number of programs in the two other categories. Since 2009, the composition of programs in

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this category is both more diversified and more defined, leading to the identification of six sub-categories: (1) Advocacy; (2) General or Nonspecific Leadership Skill Development; (3) Policy; and (4) Systems Building, with programs sometimes identifying overlapping interests across these four sub-categories. Two other leadership skills subcategories might be characterized as up-and-coming leadership development interests: (5) PreK-3rd Grade alignment and (6) facilitating Collective Impact (See Kania & Kramer, 2011, 2013) for descriptions of this increasingly popular approach to facilitating cross-sector change). Interestingly, the Program Improvement Development category, whose numbers declined from 13 to 4 since 2009, no longer includes accreditation facilitation projects. Plus as noted earlier, the overall number of programs promoting administrator development appears to have been lessened by 13 departures. Table 1 breaks down the compendium's leadership development programs by category and state.

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Table 1 - Program Name/State by Leadership Development Category	
Program Name	Location
Program Administration (19)	
Early Care and Education Program Management Certificate	AZ
Southwest Human Development, Aim4Excellence Director's Credential Program	AZ
UCLA/Johnson & Johnson Head Start Management Fellows Program (National)	CA
Connecticut Director's Credential	CT
Connecticut Program Leadership Initiative	CT
Peer Learning and Leadership Network, Tribal CCDF Fellows Program (National)	DC
Tampa Bay Institute for Early Childhood Professionals	FL
Aim4Excellence National Director Credential (National)	IL
Early Childhood Administration, M.Ed., National Louis University (National)	IL
Taking Charge of Change (National)	IL
Maine Roads to Quality Director's Credential	ME
Montana Early Childhood Project	MT
Eager-to-Learn Director's Credential	MN
Management and Leadership in Early Childhood Programs	NY
Directors Leadership Academy	NC
Leadership Academy, University of Oklahoma	OK
National Administrator Credential (National)	SC
TECTA (Tennessee Early Childhood Training Alliance)	TN
Certificate in Child Care Administration, University of Wisconsin-Milwaukee (National)	WI
Leadership Skills-Advocacy (3)	
Leadership Academy	AZ
LEAP (Leadership Empowerment Action Project)	PA
Innovative Leadership: Building Community Connections	VA
Leadership Skills - Advocacy + Policy (3)	
Policy, Politics and Power for Early Childhood Leaders Training (National)	CA
Teachers College, Columbia University Ed.M, EdD. & PhD. Concentration in Early Childhood Policy (National)	NY
Pennsylvania Early Childhood Fellowship	PA
Leadership Skills - Advocacy + Policy +Systems Building (5)	
First Things First Senior Policy Fellow	AZ
Mills College Leadership Program in Early Childhood	CA
ECSELS: Early Childhood Special Education Leadership Specialists (National)	CO
Illinois Early Childhood Fellows	IL
CAYL Early Educators Fellowship Initiative	MA
Leadership Skills- Collective Impact Approach (2)	
Maryland Leadership Academy for Early Childhood Advisory Councils	MD
Leaders' Collaborative	NC
[Table 1 continued on next page]	

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Table 1 - Program Name/State by Leadership Development Category (continued)	
Program Name	Location
Leadership Skills – General/Nonspecific (16)	
Buell Early Childhood Leadership Program	CO
Early Childhood Leadership Institute, University of the District of Columbia (National)	DC
Legacy Leaders Fellowship (National)	DC
National Head Start Fellowships Program (National)	DC
SRCD Policy Fellowships (National)	DC
ZERO TO THREE's Leaders for the 21st Century Fellowship Program (National)	DC
Master's in Early Childhood Program, University of Hawai'i at Mānoa (National)	HI
Leaders in Quality	IL
Partners in Quality	IL
Educational Leadership Studies, University of Kentucky (National)	KY
Gwen Morgan Certificate in Leadership and Administration of High Quality Early Education and Care Programs	MA
Post Master's Certificate Program in Early Education Research, Policy and Practice, University of Massachusetts Boston	MA
Online Birth to Kindergarten: Interdisciplinary Studies in Education and Development, M.Ed., University of North Carolina-Greensboro (National)	NC
Post-Baccalaureate Online Certificate Program in Leadership in Early Care and Education, University of North Carolina-Greensboro (National)	NC
Professional Leadership Issues in Early Childhood Education	OH
Certificate in Early Childhood Leadership, University of Wisconsin-Milwaukee (National)	WI
Leadership Skills - Pre-K to 3rd Grade Alignment (3)	
NISL Early Childhood Executive Leadership Institute (National)	DC
The PreK-3rd Leadership Training Series	NJ
Early Childhood Executive Leadership Institute, Pennsylvania Office of Child Development and Early Learning	PA
Program Improvement (4)	
Emerging Leaders Pipeline Project	CA
Delaware Institute for Excellence in Early Childhood	DE
Early Childhood Specialist Program	IL
Early Childhood Leadership at Bank Street College (National)	NY

Changes in Programs Included in Both Compendium Editions

Respondents participating in both editions of the compendium were asked to highlight changes since their program's inclusion in 2009. This question received 28 responses. While numerous changes appear to fall under the heading of adaptation to contextual change, experience, and on-going fine-tuning:

- Five programs underwent name changes [noted in the Compendium].

- One program indicated it is in the midst of a comprehensive internal review.

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- Eight programs noted changes in (a) program hours –increasing or decreasing the number of contact hours; (b) delivery format, (c) expansion such as serving a broader target audience, and/or adding programming for program graduates.

- **Ten programs** restructured their focus, added new content and/or incorporated field-based work.

- A national, on-line program moved to a blended delivery approach, encouraging local communities to provide coaching, mentoring, and networking opportunities as "wrap-around" supports, which in turn impacted change in at least one state-level program.

- One state program discontinued its PreK-3rd Grade leadership development program and replaced it with community-based teams that come together to address targeted ECE issues.

- One local program went statewide.

- One national program became a fully online program.

Programs' Lessons Learned

The survey asked respondents to share lessons learned from developing and implementing a leadership development program. Clear-cut findings did not emerge from the 33 responses; lessons learned were wide-ranging and highly contextualized. In terms of response patterns, however, comments underscored the need – and even hunger - for leadership and leadership development. Respondents noted that fostering individual change is more challenging than anticipated; acknowledged contributions associated with networking, coaching, and adult learning principles; highlighted the importance of self-knowledge; and spoke to the developmental nature of leadership development.

DEMOGRAPHIC FINDINGS

Demographic information on the 55 leadership development programs, summarized below, is organized by:

- Audience
- Geographic Focus
- Delivery Approach
- Funding Sources

More nuanced information can be found in the leadership development compendium.

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Audience

In contrast to the first edition, when more than half of the 86 self-reported leadership development programs were directed to the child care sector, the target audience for programs in the second edition appears more broadly distributed. Yet almost half, or 42%, are directed to a group loosely identified as "emerging leaders," "leaders," "ECE professionals," and "providers," making it difficult to know with certainty programs' intended audience. Further, requests for clarity regarding the meaning of these broad terms resulted in limited illumination.

Thus, despite indications of emerging maturity in the field's attention to leadership development, given the fact that (1) 82% of respondents (45 out of 55 programs) did not indicate their definitions for leadership and (2) almost half lacked specificity regarding their target audience, greater clarity still seems needed in response to questions of leadership development for whom, for what purpose, and by way of what knowledge and skills. Table 2 reviews programs' target audience by leadership development category.

Table 2 - Target Audience by Leadership Development Category					
Audience	Program Administration	Leadership Skills	Program Improvement	TOTAL Numbers	% of Total
Teachers	-	2	2	4	7%
Child Care Directors, Assistant Directors & Administrative Staff	12	-	-	12	22%
Individuals in organizations and agencies in executive roles and/or as content specialist	-	5	-	5	9%
Center Director & Family Child Care Provider/Owner	4	-	-	4	7%
Teacher & Center Director	2	-	2	4	7%
Non-specified ECE personnel ("leaders, emerging leaders, professionals")	1	22	-	23	42%
PreK-3rd Grade Administrators, i.e. Birth to Five and K-3 Administrators	-	3	-	3	6%
TOTAL	19	32	4	55	100%

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Geographic Focus

Leadership programs are located primarily on the East Coast and in the Midwest; the majority are statewide. Twenty-three programs are national in focus. Four programs identified themselves as being international. The District of Columbia and Illinois have the most leadership programs with each having seven. Each of the seven programs in D.C. is administered through different agencies, most of which have national sponsors; the seven programs in IL are administered by four different agencies.

Two states, Delaware and Maine, added leadership development programs, and ten states no longer are listed: Arkansas, Kansas, Michigan, Missouri, Nebraska, New Hampshire, New Mexico, Oregon, Texas, and Washington. These states' removal reflect either a program's closure as is the case for Washington; removal of teacher preparation programs as well as the apparent absence of leadership development programs as is the case for New Hampshire and Michigan; or failure of program sponsors to respond to our outreach plus lack of a website presence as is the case for Arkansas, Kansas, Nebraska, Missouri, New Mexico, Oregon, and Texas. Tables 3 and 4 break down the compendium's newly identified and continuing leadership development programs by state location.

Table 3 – Newly Identified Leadership Development Programs by Region		
East	10	DC (3); DE (1); MA (2); MD (1); ME (1); PA (2)
Midwest	1	IL (1)
South	4	FL (1); KY (1); NC (2)
West	5	AZ (3); CA (1); CO (1)
*Green indicates states not previously represented		

Table 4 – Continuing Leadership Development Programs by Region		
East	15	CT (2); DC (4), MA (2); NH (); NJ (1); NY (3); PA (1); VA (1)
Midwest	12	IL (6); KS (); MI (); MN (1); NE (); MO (); OH (1); OK (1); TX (); WI (2)
South	3	AR (); NC (2); SC (1); TN (1)
West	7	AZ (1); CA (3); CO (1); HI (1); MT (1); NM (); OR (); WA ()
*Red indicates states no longer represented		

Delivery Approaches

Seven program delivery approaches, implemented independently of one another or in a blended fashion, were identified:

- Coaching and mentoring
- Train-the-Trainer

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- Workshops
- On-site structured programs of study, including fellowships, including cohort models
- Online Programs
- Executive hybrid model
- College and university-based associate and baccalaureate degree, post-baccalaureate, doctoral, and post-doctoral programs

Funding Sources

In comparison to 2009, program funding by fees/tuition and by philanthropic sources are less in terms of percentage, from 37% to 27% for fees/tuitions, and from 14% to 11% for philanthropic support. Programs supported by a combination of these two sources declined from 29% to 11%.

In contrast, financial support from states and counties increased from 13% to 17%, and federal funding support went from 4% to 11%, reflecting new leadership development programs spurred by Race to the Top - Early Learning Challenge grants and also increased funding support from state agencies. Programs supported by a combination of public dollars, including state and/or federal funds, in combination with fees/tuition or with philanthropic sources represented 4% and 7% respectively – a combination of funding sources not seen previously.

Fees and/or tuition primarily fund programs focused on developing Program Administration and Leadership Skills These programs tend to be associated with institutions of higher education. Table 5 details program financing by leadership category. Funding support provided by a program's sponsor remained unchanged in terms of the percentage of programs financed in this way. One program indicated it continuation despite absence of a funding source.

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Table 5 – Funding by Leadership Category								
Funding Source	Program Administration	% of Total	Leadership Skills	% of Total	Program Improvement	% of Total	TOTAL	% of Total
Fees/Tuition	6	32%	8	25%	1	25%	15	27%
Philanthropic	-	-	5	16%	1	25%	6	11%
Fees + Philanthropic	3	16%	3	9%	-	-	6	11%
State (including County/Local)	5	26%	5	16%	-	-	10	17%
Federal	2	10.5%	4	12%	-	-	6	11%
State + Federal	2	10.5%	-	-	-	-	2	4%
Public (State and/or Federal) + Fees	-	-	1	3%	1	25%	2	4%
Public (State and/or Federal) + Philanthropic	-	-	4	13%	-	-	4	7%
Tobacco Tax	-	-	1	3%	1	25%	2	4%
Program Sponsor	1	5%	-	-	-	-	1	2%
Non specific	-	-	1	3%	-	-	1	2%
TOTAL	19	100%	32	100%	4	100%	55	100%

SUMMARY

Expectations for ECE are expanding exponentially. As a result, the field is becoming increasingly complex, underscoring the need for expanded and better informed leadership in classrooms, programs, and organizations – both those providing direct early learning services to children and those forming the field's infrastructure. The second edition of the *Early Childhood Education Leadership Development Compendium: A View of the Current Landscape* shines a spotlight on how the field is responding to its new realities as viewed through the lens of its evolving attention to leadership development. It sought to answer three 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 about the field's definition(s) for and approach to leadership development based on descriptions provided by self-reported programs?

The *2013 ECE Leadership Development Compendium* in intended to fuel further interest and action in leadership development and help secure its place in the field's efforts to build strong programs and systems in support of children's learning, development, and preparation for

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Kindergarten. It had the benefit of being able to look backwards as well as forwards in its appraisal of leadership development in early childhood education (ECE). Multiple contrasts exist with findings from the first edition as well as indicators of potential trends. Key findings include the following:

- The ECE field has 55 self-reported leadership development programs. They can be categorized as attending to development in Program Administration, Program Improvement, and Leadership Skills. The latter category, comprising most of the self-reported programs, can be further distilled into six sub-categories: Advocacy; General or Non-specific Leadership Skills; Policy; Systems Building; PreK-3rd Grade alignment; and Collective Impact. This distillation, in conjunction with the drop in submissions from teacher preparation programs focused on all-purpose training, suggests ECE is becoming more attentive to leadership skills associated with differentially defined intentions.

- State and federal funding are catalyzing the growth of leadership development in ECE. The role of philanthropy as a catalyst has diminished since publication of the first edition of the *ECE Leadership Development Compendium* in 2009. The exodus of leadership development programs can be attributed, at least in part, to philanthropy's diminishing engagement with leadership development.

- ECE appears to be broadening its understanding of leadership development and directing more targeted attention to individuals supporting the field's infrastructure and working in non-ECE settings with interests in the learning and development of young children.

- The intent of the field's leadership development efforts is wide-ranging. Despite indications of emerging maturity in the field's attention to leadership development, the purpose of ECE leadership varies widely as does the knowledge and skills associated with leadership development. ECE would benefit from clarity in response to questions of leadership development for whom, for what purpose, and by way of what knowledge and skills.

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INTRODUCTION TO 2013 ECE LEADERSHIP DEVELOPMENT COMPENDIUM

The compendium begins on page 20. Programs are organized by state, and program information received from respondents is organized by four headings:

- Program Name and Contact Information (unless we were specifically requested not to share this information). When made available to us, the program's start date and geographic outreach also is provided;
- Target Audience;
- Funding Source(s); and
- Program Purpose and Focus.

The information on program purpose and focus follows as closely as possible the descriptions provided by respondents although sometimes they are edited for further clarity or brevity. The program's leadership development category is found in the first column.

The *2013 ECE Leadership Development Compendium* in intended to fuel further interest and action in leadership development and help secure its place in the field's efforts to build strong programs and systems in support of children's learning, development, and school readiness. As noted by Kagan and Bowman in 1997, "Early care and education has become a complex field serving a large and diverse population of children and families. If the nation is to ensure the quality of children's early care and education experiences, new leadership development efforts must be considered. We can no longer ignore the necessity for the field to expand and develop its leadership capacity." While seemingly greater interest in leadership is emerging, this statement remains as accurate today as it was 16 years ago.

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2013 ECE 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. Confirmations were not received from 20 respondents despite multiple attempts, leading us to rely on their initial submissions and information that could be gleaned from their websites, when available. These entries are noted in the compendium by an asterisk (*).

Program Name and Website	Target Audience	Funding Source	Purpose/Mission and Focus
ARIZONA			
Early Care and Education Program Management Certificate* Central Arizona College www.centralaz.edu/x642.xml *(formerly the Early Childhood Program Management Specialization Certificate)* Development Category: Program Administration For more information, contact: Barbara Mezzio barbara.mezzio@centralaz.edu 520.494.5477 Start Date: Unidentified	Target Audience: Individuals interested in completing a degree or college certificate with an Early Childhood Management specialization. Geographic Reach: State	Funding Source: Tuition	Purpose: Provides for the development of skills and competencies in operating, supervising, marketing, and managing a childcare program. Focus: The Early Childhood Education Program Management Specialization Certificate of Completion consists of 34 credit hours and uses on-line courses to prepare those in Early Childhood Education to become effective managers of programs. An AAS degree can be earned by completing remaining credits in General Education courses.
First Things First Senior Policy Fellow First Things First http://aztf.gov/fellowship/Pages/overview.aspx Development Category: Leadership Skills: Advocacy + Policy + Systems Building For more information, contact: fellowship@azftf.gov Start Date: Newly launched in 2012	Target Audience: An accomplished leader in public policy and program development Geographic Reach: State	Funding Source: State Tobacco; Tax funding	Purpose: The Fellow will innovatively address policy, financing and system issues, and barriers in one of First Things First's five focus areas: early childhood education and learning, children's health and development, family support and literacy, tribal family and child care policy, or Research and evaluation. Focus: Based on mutually agreed upon goals that align with First Things First's operational strategic plan, the Fellow will conduct research, provide analysis on key political, programmatic, and system agendas, propose policy and program initiatives, and manage their planning, development, and implementation.
Leadership Academy Children's Action Alliance www.azchildren.org Development Category: Leadership Skills: Advocacy For more information, contact: Amy Kobeta akobeta@azchildren.org 602.266.0707 Start Date: January 13, 2009	Target Audience: Individuals interested in learning how to be effective advocates for children and families in Arizona Geographic Reach: State	Funding Source: Past funding came from Avnet and Magellan Health Services. The program is still offered even in the absence of a specific funding source.	Purpose: Nurture child advocates who can improve the lives of children and families in Arizona. Focus: The program is designed to be interactive, comprehensive, and rewarding, with a curriculum that ranges from leadership skills to thoughtful analysis of public policy. Participants build leadership, advocacy, and communication skills and learn how to bring children and their families to the forefront of policymakers in order to create change.
Southwest Human Development, Aim4Excellence™ Director's Credential Program* http://www.swhd.org/ *(This is a regional program using the national model. See the Aim4Excellence entry under Illinois for more information on the national program.)*	Target Audience: Early care and education directors, family child care providers, and others in program leadership roles located in the Central Maricopa Regional Partnership	Funding Source: The First Things First Central Maricopa Regional Partnership funds the program for participants	Purpose: To educate and train program administrators so they are better equipped to deal with their responsibilities in curriculum implementation, supervise and evaluate teachers, provide child assessments, complete human resource duties, promote parent engagement, develop community relations, and oversee the financial side of programs. The participant receives a Director's Credential and has the opportunity to obtain college coursework credits.

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Development Category: Program Administration For more information, contact: Mary Jamsa mjamsa@swhd.org 602.633.8801 Start Date: Unidentified	area Geographic Reach: Regional	within the boundaries of this geographical region in the Phoenix Metropolitan area.	Focus: The leadership focus of this program helps directors realize they hold the keys to the quality of their preschools and child care centers. Southwest Human Development has enhanced the national Aim4Excellence model by assigning a mentor to each cohort participant. Mentors provide additional support for participants at their individual sites. This helps with implementing and customizing what is being learned from coursework.
CALIFORNIA			
Emerging Leaders Pipeline Project Diablo Valley Community College www.dvc.edu *(formerly referred to as Teachers as Leaders: A Professional Development Series)* Development Category: Program Improvement For more information, contact: Sue Handy shandy@dvc.edu 925.685.1230 Start Date: September 2009 (initial project); September 2012 (expanded)	Target Audience: Current and prospective mentor teachers in the local community, focusing on Federal "Race to the Top" target zip codes to support school readiness goals. Participants specifically recruited after demonstrating leadership potential while participating in the Diablo Valley College ECE Professional Development Program and/or the campus Mentor Teacher Program. Geographic Reach: Local	Funding Source: An expansion of an existing ECE Professional Development grant from First 5 Contra Costa, a product of a Statewide Initiative (Proposition 10) to support healthy development of 0-5yr olds in California.	Purpose: The purpose is to expand the supply of high quality mentors in our local community, building on the original core message that participants are already leaders because of the impact they have in others' lives through their daily role modeling and mentoring responsibilities. The program is designed as a Professional Learning Community and is based on the principle that even seasoned leaders benefit from new experiences and the support of peers. Focus: This project is designed to offer professional growth opportunities to current and potential mentor teachers with a focus on enhancing participants' understanding and application of current best practices and standards as role models and mentors to both staff members and student teachers.
Mills College Leadership Program in Early Childhood Mills College www.mills.edu Development Category: Leadership Skills: Advocacy + Policy + Systems Building For more information, contact: Julie Nicholson jnichols@mills.edu 510.430.2116 Start Date: Unidentified	Target Audience: Working professionals with five years of experience in ECE or a related discipline (students enrolling in this program represent diverse roles and sectors of the field including direct service, research, policy, advocacy, professional development among others) Geographic Reach: Unidentified	Funding Source: Tuition	Purpose: Develop leaders who reflect the rich demographic diversity and wide range of sectors representing the early childhood profession. Empower early care and education professionals to become effective change agents working for more coordinated, cohesive, and equitable early learning systems across local, state, and federal contexts. Construct 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. Focus: We prepare leaders who are focused on issues of equity and social justice across diverse settings, with particular attention given to urban contexts. Our program is focused on developing the capacity to: -Critically reflect on one's own beliefs, attitudes, and prejudices and role that they play in our decisions and to help others do the same; -Evaluate data and the corresponding ethical dilemmas they present and to take effective and responsible action based on that information; -Effectively engage a culturally and ethnically diverse group of individuals to work collaboratively around a shared mission or vision of how things could be; and -Recognize one's own strengths and weaknesses in leadership as well as those of others, and to effectively

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			mobilize individuals and groups to do their best work. In addition to academic course work, students complete a field placement to expand understanding of the various sectors of the early childhood field and deepen knowledge of the complex issues challenging the profession. Course work, field placement, and mentorship activities with established leaders in the early care and education field emphasize development of key leadership dispositions, including inquiry-driven problem solving, critical thinking, collegiality, culturally responsive communication, and ongoing self-study and reflective practice.
Policy, Politics and Power for Early Childhood Leaders Training UC Berkeley, Center for the Study of Child Care Employment, Institute for Research on Labor and Employment http://www.irle.berkeley.edu/cscce/ Development Category: Leadership Skills: Advocacy + Policy For more information, contact: Lea J. E. Austin cscceinfo@berkeley.edu 510.643.8293 Start Date: 2011	Target Audience: A range of professionals, working in a variety of settings including national, state, and local-level stakeholders, teacher educators, direct service practitioners, and college students. Geographic Reach: Local, State, and National	Funding Source: Grants and contracts from entities (funders, public and non-profit organizations, etc.) to provide the training to their target audience.	Purpose: To be effective, early childhood leaders need to be subject-matter specialists about the system itself — 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 in the system, and learn to strengthen communication and coalition-building skills. Focus: This training is focused on creating successful early care and education stakeholders and advocates representing a range of sectors and roles who can work effectively together toward common strategies to improve services for children, families, and teachers.
UCLA/Johnson & Johnson Head Start Management Fellows Program* UCLA Anderson School of Management http://www.anderson.ucla.edu/programs-and-outreach/johnson-and-johnson-programs/uclajohnson-and-johnson-head-start-management-fellows-program Development Category: Program Administration For more information, contact: Jeanette Lim jlim@anderson.ucla.edu 310.825.6306 Start Date: Unidentified	Target Audience: Head Start Administrators Geographic Reach: National	Funding Source: Johnson & Johnson, UCLA Anderson School of Management	Purpose and Focus: Strengthen the management skills of Head Start directors by: -Providing them with modern management theories and principles. -Increasing their ability to plan, lead, and control the effective delivery of Head Start services in an increasingly changing and challenging environment. -Fostering an entrepreneurial competence and promoting a bias for action. -Enhancing capacity to find alternate funding sources and collaborate with other social service programs in their communities. -Developing strategies that can be quickly implemented in programs and shared with other Head Start managers. -Establishing a network of Head Start Fellows who will assist in the management education of other Head Start directors nationwide.
COLORADO			
Buell Early Childhood Leadership Program University of Colorado, Denver Clayton Early Learning	Target Audience: ECE professionals working with or on behalf of young children and their families who are	Funding Source: The Temple Hoyne Buell Foundation	Purpose: To develop a network of leaders in the field of early care and education who are effective agents for change; aligning values, voice, and actions to create equity, opportunity, and educational excellence for all young children and families in Colorado.

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Development Category: Leadership Skills: General/Nonspecific For more information, contact: Lynn Andrews landrews@claytonearlylearning.org 303.398.8555 James Scott jscottj@columbus.rr.com 614.747.0882 Start Date: 2007	emerging and experienced leaders. Participants represent a broad diversity of leadership positions within the field, a few examples being: program directors, local council coordinators, professional development coaches, community college faculty, and after-school program coordinators. Geographic Reach: State		Focus: Supporting existing and emerging leaders in early care and education and allied fields in developing the leadership competencies needed to build effective systems and improve programs and practices. The program integrates seven leadership dimensions: Symbolic Leadership: Vision for Positive Child & Family Outcomes; Pedagogical Leadership: Child Development & Evidence-based Practices; Professional Learning Leadership: Professional Development & Supervision; Reflective Leadership: Evaluation & Data-Based Decision-making; Strategic Leadership: Program Design & Management; Political Leadership: Community Building & Advocacy; and Collaborative Leadership: Positive & Professional Learning Climate. This is a graduate level certificate program.
ECSELS: Early Childhood Special Education Leadership Specialists* University of Colorado, Denver www.ucdenver.edu Development Category: Leadership Skills: Advocacy + Policy + Systems Building For more information, contact: Erin Barton erin.barton@ucdenver.edu 303.315.2159 Start Date: 2012	Target Audience: 10 doctoral students who can act effectively as administrators in districts, agencies, and programs to improve outcomes of children with disabilities, ages birth through 5, including high needs children with disabilities. Geographic Reach: National	Funding Source: US Department of Education, Office of Special Education Programs	Purpose: Scholars engage in multiple and varied learning opportunities to acquire and demonstrate competencies through: (a) rigorous coursework in collaborative leadership, educational equity, and research methodology; (b) newly designed leadership seminars focused on the complex laws, policies, and issues in ECE, ECSE, and EI systems; and (c) internships and applied research and evaluation projects related to effective policies for sustaining and scaling-up the implementation of evidence-based practices with young children with disabilities, their families, and those who support them. Focus: Early Childhood Special Education
CONNECTICUT			
Connecticut Director's Credential Charter Oak State College www.charteroak.edu/cdc Development Category: Program Administration For more information, contact: Carole Weisberg cweisberg@charteroak.edu 860.515.3877 Start Date: 2003	Target Audience: Program Administrators and leaders of programs for young children in Connecticut Geographic Reach: State	Funding Source: Connecticut Charts-A-Course; and Application and Credential Fees	Purpose: To provide individuals in leadership positions with a voluntary system of director credentialing with 3 levels of proficiency. The CT Director's Credential acknowledges that, as a professional working in a program for young children, one has obtained knowledge, experience, and competency in the Core Areas of Knowledge for Directors. The CT Director's Credential is recognized by the National Association of the Education of Young Children (NAEYC). Focus: The Credential focus is on core competency areas for program leadership and is a combination of education and experience. Experience ranges from two to four years; Education requirements are a minimum of an Associate Degree with credits in Early Childhood/Child Development through to a Master's Degree. Applicants must demonstrate knowledge and skills by earning 9-15 credits (or equivalent training) in the following competency areas: Administration & Supervision, Leadership Skills, Budget/Fiscal Management; Personnel Management/Staff Development; and Children, Families, School & the Community Relations. Competencies may be demonstrated through taking college courses, standardized tests, approved training or portfolio development.

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Connecticut Program Leadership Initiative* Connecticut Charts-A-Course www.ctcharts.org Development Category: Program Administration For more information, contact: Margaret Gustafson mgustafson@ctcharts.org 800.832.7784 x6647 Start Date: Unidentified	Target Audience: Current program leaders in Connecticut programs for young children (including licensed and license-exempt programs) Geographic Reach: State	Funding Source: Connecticut Department of Social Services	Purpose: To support continuous program improvement by advancing the formal education qualifications and content area competencies of the leadership in programs for young children. 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 Credential, and the Connecticut Department of Public Health regulations for administrators. Focus: Professional development solely focused on program leadership via 3 avenues: (1) Five 3-credit courses which each fulfill a Connecticut Director Credential competency area (Administration and Supervision of Programs for Young Children; Leadership in Programs for Young Children; Finance in Programs for Young Children; Family and Community Involvement in Early Childhood Programs; and Personnel/Business Management); (2) Technology training; and (3) Non-credit training on leadership topics.
DELAWARE			
Delaware Institute for Excellence in Early Childhood University of Delaware, Department of Human Development & Family Studies http://dieec.udel.edu/ Development Category: Program Improvement For more information, contact: Martha Buell mjbuell@udel.edu 302.831.3239 Start Date: Unidentified	Target Audience: Early care and education providers, after school program staff Geographic Reach: State	Funding Source: State and Federal	Purpose: To increase the quality of and access to high quality early care and afterschool programs Focus: Programmatic quality
DISTRICT OF COLUMBIA			
Early Childhood Leadership Institute* University of the District of Columbia http://www.udc.edu/cue/urban_teacher_academy_degrees_offered Development Category: Leadership Skills: General/Nonspecific For more information, contact: Maurice Sykes, 202.986.1819 earlychildhoodleadership@yahoo.com Start Date: 1999	Target Audience: New, continuing, and aspiring leaders who are interested in improving outcomes of children on the PreK-3 continuum. Geographic Reach: Local, Regional, and National	Funding Source: Local, Federal, and Foundation Funding	Purpose: To develop a cadre of new leaders for new and dynamic programs who serve young children for the sole purpose of ensuring their success in school and in life. Focus: To provide a wide range of professional development experiences, course work, and mentoring support that help develop the knowledge, skills, and habits of mind that skillful leaders use to effectuate change.
Legacy Leaders Fellowship (LLF) National Association for the Education of Young Children (NAEYC) http://www.naeyc.org/getinvolved/fellowship Development Category: Leadership Skills: General/Nonspecific For more information, contact: Martha Munoz	Target Audience: Fellows are selected to reflect diversity in employment, race and ethnicity, gender, age, and geographic region. Fellows must possess a minimum of a Baccalaureate degree and willing to be engaged with their	Funding Source: The Legacy Leader Fellowship Program is funded by the Building a Lasting Legacy Campaign, which is supported by	Purpose: To improve the quality of early care and education services by developing leaders who serve as role models and advocates in their communities. Focus: 1. Nurture leadership among a broad array of individuals working in the early childhood education field 2. Draw LLF participants from a pool of individuals with diverse backgrounds, experiences, and perspectives 3. Extend local and national professional networks in the field of early childhood education 4. Engage affiliates in the development of new and

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mmunoz@naeyc.org 202.232.8777 Start Date: 2010	local AEYC affiliate. Geographic Reach: National	NAEYC members and corporate donors.	emerging leaders 5. Partner with existing early childhood leadership development programs across the country that align with NAEYC's mission as a high performing and inclusive organization 6. Focus on leadership development, self-reflection, advocacy, and public policy 7. Create local and national impact through coordinated partnerships within and outside of NAEYC 8. Utilize adult learning theory to create transformative experiences for Fellows
National Head Start Fellowships Program* Office of Head Start http://eclkc.ohs.acf.hhs.gov Development Category: Leadership Skills: General/Nonspecific For more information, contact: Contact not made available. Information on the National Head Start Fellowships Program is available online through the Early Childhood Learning and Knowledge Center (see website listed above). Start Date: Unidentified	Target Audience: Professionals in the fields of early childhood and family services. Overall geographic diversity—urban and rural—as well as mix of academic disciplines and career experiences are considered plus professional growth potential. Geographic Reach: National	Funding Source: Federal	Purpose: To create a new cadre of leaders in the early childhood field. Focus: To enhance the ability of Head Start Fellows to make significant contributions to their programs and the broader early childhood community.
NISL Early Childhood Executive Leadership Institute National Institute for School Leadership http://nisl.net/institutes/ecli/ Development Category: Leadership Skills: PreK-3rd Grade Alignment For more information, contact: Sharon L. Brumbaugh sbrumbaugh@nisl.net 202.378.2158 Start Date: 2011	Target Audience: Elementary school principals and district administrators, directors of Pre-K programs such as Head Start, child care, other public or private preschools. Geographic Reach: National	Funding: Typically, state or local government entities or other sponsors pay for the program.	Purpose: To build leadership capacity to bridge the gap between community-based early learning programs and elementary schools by: 1) ensuring that standards, curriculum, instruction, and assessments are aligned and developmentally appropriate; 2) leveraging child development and early learning strategies to help children meet the standards; 3) using appropriate assessment tools to monitor progress as well as to differentiate and improve instruction; and 4) building high quality systems of early care and education. Focus: The leadership focus is to help K-12 and Pre-K leaders learn to think and plan strategically and collaboratively to create an aligned system of early education for children from birth to age 8.
Peer Learning and Leadership Network, Tribal CCDF Fellows Program National Center on Tribal Child Care Implementation and Innovation (NTC), a service of the Office for Child Care, ACF, HHS Development Category: Program Administration For more information, contact: Laurie Hand lhand@cditeam.org 918.456.9708 Start Date: March 2013	Target Audience: Tribal Child Care and Development Fund Administrators and key staff Geographic Reach: National	Funding Source: Federal - Child Care and Development Fund (CCDF) technical assistance funds	Purpose: To strengthen technical assistance for tribal child care programs by developing a Peer Learning and Leadership Network (PLLN). The PLLN Fellows program targets both the less-experienced and more-experienced tribal CCDF administrators, forming a cadre committed to learning, sharing and growing as early childhood leaders in their tribal communities. The PLLN develops a network of individuals who can provide mutual support in their knowledge and skill-building, and who share the goal of improving the quality of CCDF services to native children and families across the country. Focus: The Peer Learning and Leadership Network (PLLN) takes a multi-dimensional approach to building a network of tribal CCDF administrators by promoting leadership development, and providing supportive

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			technical assistance to Tribal child care programs. The Fellows Program is an intensive two-year experience including both leadership skill-building activities and training to increase the participants' knowledge base in child care relevant topics. The Fellows Program focuses on emerging leaders within the tribal child care community; new cohorts are accepted biannually .
SRCD Policy Fellowships Society for Research in Child Development (SRCD) www.srcd.org Development Category: Leadership Skills: General/Nonspecific For more information, contact: Martha Zaslow mzaslow@srcd.org Start Date: 1978	Target Audience: Scholars from a variety of backgrounds and scientific disciplines. Applicants must demonstrate exceptional competence in an area of child development research and have a doctoral-level degree (e.g., Ph.D., Ed.D., M.D., DSW) Geographic Reach: National	Funding Source: Federal Grants, Federal Contracts, Foundations, SRCD	Purpose: The Fellowship's goals are to: (1) contribute to the effective use of scientific knowledge about child development in the formation of public policy; (2) educate the scientific community about the development of public policy; & (3) establish a more effective liaison between developmental scientists and the Federal policy-making mechanisms. Focus: Fellowships provide opportunities for researchers to come to Washington, DC and use developmental science outside of the academic setting to inform public policy. These Fellowships are open to doctoral scientists from any discipline relevant to child development, and both early and mid-career professionals are encouraged to apply.
ZERO TO THREE's Leaders for the 21st Century Fellowship Program ZERO TO THREE, National Center for Infants, Toddlers and Families http://www.zerotothree.org/about-us/funded-projects/fellowship Development Category: Leadership Skills: General/Nonspecific For more information, contact: Betty Johnson bjohnson@zerotothree.org 202.638.1144 Start Date: Approximately 1987	Target Audience: ZERO TO THREE's (ZTT) Leaders for the 21st Century Fellowship Program targets a broadly diverse national and international audience of early to mid-career professionals in the infant mental health/early childhood fields, as well as professionals from academia, early childhood education, law, medicine, psychology, child welfare, and other related disciplines who are committed to advancing innovations in programs, practices, policy, and research focused on young children and families. Geographic Reach: National and International	Funding Source: Irving B. Harris Foundation and ZERO TO THREE: The National Center for Infants, Toddlers, and Families	Purpose: To establish and sustain a national and international multi-disciplinary network of leaders committed to the well-being of infants, young children, and families through the advancement of practice, public policy, research, and community action. We do this by investing in the leadership development and professional advancement of a cadre of emerging to mid-career professionals from diverse disciplines who share a passionate commitment to promote the healthy development of babies and young children and the well-being of their families. The fellowship program provides an intensive multi-year experience which consists of mentoring, implementation of a Fellow-defined project, public policy training, message and media training, engagement in ZTT projects, participation in ZTT's National Training Institute (NTI), networking, and establishment of long-lasting, multidisciplinary professional relationships. Focus: The nation's oldest national fellowship program focused on meeting the nation's growing need for dynamic leaders and a strong, multi-disciplinary network of professionals and policymakers who are dedicated to improving outcomes for infants, toddlers, and their families.
FLORIDA			
Tampa Bay Institute for Early Childhood Professionals Tampa Bay Institute for Early Childhood	Target Audience: Managers/administrators of legally	Funding Source: Children's Board of Hillsborough	Purpose: Enhanced program quality through professional development of program managers/administrators, leading to a director credential, increased access to

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Professionals http://www.elchc.org/IECP.html Development Category: Program Administration For more information, contact: Hilde Reno hreno@iecptampa.com 813.280.0800 Start Date: 2012	operating child care centers and family child care homes Geographic Reach: Local	County; CCDBG quality dollars channeled through the Florida Office of Early Learning; and Institute membership and training fees.	higher education, and improved child care program quality. Focus: Targeted training, credentialing, and counseling to establish individual career goals, plus financial aid to support those goals.
HAWAII			
Master's in Early Childhood Program[*] University of Hawai'i at Mānoa https://coe.hawaii.edu/academics/curriculum-studies/med-ece Development Category: Leadership Skills: General/Nonspecific For more information, contact: Robyn Chun rchun@hawaii.edu 808.956.0337 Start Date: Unidentified	Target Audience: Early childhood professionals, across sectors and roles, working in programs serving children (birth to 5 years) and their families who want to develop their leadership potential. Students may also hold positions in organizations engaged in research, resource and referral, advocacy, higher education and professional development or public policy. The program recruits to promote diverse perspectives (e.g. programs serving Native Hawaiians, Pacific Islanders, and other indigenous populations; dual language learners; early intervention and inclusion settings). Geographic Reach: State, National, and International	Funding Source: Tuition	Purpose: The program is designed to support professional development and promote leadership in personnel who work in programs with children between infancy and five-years of age. Focus: The program is designed to: help students learn about the developmental and educational needs of young children and about working with families; become more skillful in developing educational programs to meet the needs of all children including those with disabilities; gain awareness of current issues, trends and research in early education and assessment; become more reflective in their professional practice, and become capable of providing ethical leadership in an early childhood classroom or agency.
ILLINOIS			
Aim4Excellence™ National Director Credential National Louis University, McCormick Center for Early Childhood Leadership McCormickCenter.nl.edu Development Category: Program Administration For more information, contact: Kara Lehnhardt kara.lehnhardt@nl.edu	Target Audience: Center Directors and Assistant Directors Geographic Reach: National (online)	Funding Source: Participant fees	Purpose: To improve the leadership and management practices of early childhood administrators across the country. We have seen the blending delivery model take off across the country as professional development organizations see the benefit of providing face-to-face meeting times and facilitator support alongside the strong Aim4Excellence online content. Seeing the power of this model, we've worked to create greater supports for cohort leaders, including curricula for face-to-face meetings and tools to help them organize and track their cohorts.

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Start Date: Spring of 2009. *(An entry from a regionally developed support model for program participants can be found under Arizona).*			Focus: An online national director credential available to early childhood administrators. It includes nine self-paced modules that cover the essentials of early childhood program administration. Each module features the expertise of a lead author, engaging content, and rich media. Throughout the modules, participants complete exercises, quizzes, assignments, and reflections that help them apply the information to real-life situations. The credential is recognized as an alternative pathway for meeting the director management qualifications for NAEYC program accreditation. The nine modules can be taken for credit or noncredit and link to several states' professional development or QRIS systems. The McCormick Center works closely with policymakers and leaders to implement customized Aim4Excellence learning communities to meet the needs of states or regions. To date, we've supported 30 cohorts around the country to implement interactive online professional development as a part of QRIS, career lattices, or quality improvement efforts. Topics include: -Leading the Way; -Recruiting, Selecting, and Orienting Staff; -Promoting Peak Performance; -Managing Program Operations; -Building a Sound Business Strategy; -Planning Indoor and Outdoor Environments; -Supporting Children's Development& Learning; -Creating Partnerships with Families; -Evaluating Program Quality
Early Childhood Administration, M.Ed. National Louis University, Department of Early Childhood Education http://nl.edu Development Category: Program Administration For more information, contact: Leslie Katch Leslie.katch@nl.edu 312.261.3128 Start Date: 1998	Target Audience: Center Directors and Assistant Directors Geographic Reach: National (online)	Funding Source: Tuition	Purpose: To provide comprehensive study of the management and leadership skills needed to effectively administer early care and education programs. Focus: Students are provided with a broad understanding of organizational theory, group, dynamics, and leadership applications as well as the impact that family, community, and schools have upon each other. Specific topics include supervision and staff development strategies; social and cultural diversity; professional ethics; financial and legal aspects of program administration; family systems; and the role of educational inquiry and assessment. The Master's in Early Childhood Administration is designed for students who have earned a bachelor's degree and want to assume leadership positions in the field. The M.Ed. option includes 32 hours of graduate credit. The Early Childhood Administration program is taught in a cohort model. All coursework is taken online.
Early Childhood Specialist Program http://bigshouldersfund.org/ and Office of Catholic Schools, Archdiocese of Chicago http://schools.archchicago.org/ Development Category: Program Improvement For more information, contact: Rebecca Lindsay-Ryan rryan@bigshouldersfund.org 312.751.3851 Julie Ramski	Target Audience: Preschool and Kindergarten teaching staff; Administrators Geographic Reach: City of Chicago Catholic Schools	Funding Source: McCormick Foundation to the Big Shoulders Fund to the Office of Catholic Schools, Archdiocese of Chicago	Purpose: To develop preschool and kindergarten teachers as Early Childhood Specialists. Focus: To develop teacher-leaders who will serve as resources to principals & teachers at their own and other Big Shoulders Fund supported schools by being available to: - mentor other teachers - model developmentally appropriate practice - assist with program evaluations - facilitate professional learning communities - make presentations on early childhood topics

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jramski@archchicago.org Start Date: Fall 2007			- be a liaison to the Office of Catholic Schools Early Childhood Department
Illinois Early Childhood Fellows* www.ilearlychilshoodfellows.org Development Category: Leadership Skills: Advocacy + Policy + Systems Building For more information, contact: Contact not made available. Please visit website for more information. Start Date: 2008	Target Audience: Emerging, diverse leaders who are prepared and committed to deepening their knowledge, skills, and professional networks in policy, advocacy, and systems in the early childhood field. Geographic Reach: State	Funding Source: The Boeing Company, Grand Victoria Foundation, Irving Harris Foundation, McCormick Foundation, JB and MK Pritzker Foundation	Purpose: To develop a pipeline of diverse, knowledgeable, committed leaders and build the capacity of organizations working to promote early childhood care and education in Illinois. Focus: Develop emerging, diverse leaders in Illinois who will shape public policy and lead organizations that improve the field of early childhood care and education.
Leaders in Quality* Illinois Network of Child Care Resource & Referral Agencies (INCCRRA) www.inccrra.org Development Category: Leadership Skills: General/Nonspecific For more information, contact: Eric Eidson eeidson@inccrra.org 309.829.5327 Start Date: Unidentified	Target Audience: Child Care Resource & Referral Staff Geographic Reach: State	Funding Source: Illinois Department of Human Services	Purpose: To instill advanced principles of leadership and train participants in practical leadership skills. The program encourages individual growth as well as providing resources for participants to use in mentoring, coaching, and leading other staff. Developed leaders lead to increased retention of employees, improved leadership transitions and sustained momentum. Focus: Leaders in Quality (LinQ) is a leadership development program dedicated to recognizing and growing emerging leaders within the CCR&R system. The program provides learning opportunities in areas that will enhance the CCR&R system with capable, creative, and compassionate leaders at every level. Leaders in Quality is a two year program consisting of retreat-style training, self-directed online learning projects, collaborative learning cohorts, and on-going support. This blended model of leadership development maximizes the strengths of each manner of instruction. The variety of development techniques employed ensures that participants will engage new ideas and skills regardless of their individual learning styles.
Partners in Quality* Illinois Network of Child Care Resource & Referral Agencies (INCCRRA) www.inccrra.org Development Category: Leadership Skills: General/Nonspecific For more information, contact: Eric Eidson eeidson@inccrra.org 309.829.5327 Start Date: Unidentified	Target Audience: Child Care Providers and Child Care Resource & Referral Staff Geographic Reach: State	Funding Source: Illinois Department of Human Service	Purpose: To assist participants in understanding individual behavioral, thinking, and communication styles so leaders can motivate and influence their own leaders, peers, and followers. Focus: Partners in Quality (PinQ) is designed to provide training in several core areas including individual development, professional skills, teamwork, and leadership. The training is intended to benefit individual staff members and the overall objectives of an agency. This 12-13 hour training is an enlightening and refreshing look at how an individual's talents, strengths and skills can powerfully impact their team and agency. Participants use assessment tools, discussion activities, classroom presentation, and individual reflection to grow in two main components: knowing themselves and moving forward together.
Taking Charge of Change™ (TCC) National Louis University, McCormick Center for Early Childhood Leadership McCormickCenter.nl.edu	Target Audience: Center Directors and Assistant Directors	Funding Source: Illinois Department of Human Services;	Purpose: To provide a comprehensive integrated model for improving the quality of early childhood . Focus: Taking Charge of Change is a 10-month leadership training program. Participants work with a mentor as

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Development Category: Program Administration For more information, contact: Safiyah Jackson sjackson27@nl.edu 847.947.5056 Start Date: 1993	Geographic Reach: National		they implement a program improvement plan at their respective centers. Through interactive learning, group discussions, guided reflection, reading, and visits to exemplary programs, participants explore the components of quality programming and how to implement change to achieve program excellence. Topics include: -The nature of individual and organizational change; -Defining and assessing leadership behavior -Understanding and valuing diversity in the workplace - Diagnosing organizational problems; -Achieving change through staff development; - Understanding communication styles and managing conflict; -Facilitating effective meetings; -Implementing shared decision-making; -Using performance appraisal as the catalyst for growth and change; -Developing Professional Learning Communities; -Keeping Orientation from Being a Bore. In 2007, the McCormick Center for Early Childhood Leadership received funding from the Pritzker Early Childhood Foundation to launch a Taking Charge of Change Train-the-Trainer initiative. This leadership training initiative focuses on individual, organizational, and systematic change and the director's role as change agent. The goal of this initiative is to develop a cadre of informed and experienced trainers who can implement the components of the Taking Charge of Change training model to support leadership development of early childhood center directors in other states. The target audience for this Taking Charge of Change Train-the-Trainer initiative is community college instructors, supervisors of multi-site programs, technical assistance specialists who work for child care resource and referral agencies, and organization development consultants who support directors' quality enhancement endeavors. To date, trainers from 20 different states have completed the train-the-trainer program.
KENTUCKY			
Educational Leadership Studies University of Kentucky, Department of Educational Leadership Studies http://leadership.uky.edu/ Development Category: Leadership Skills: General/Nonspecific For more information, contact: Beth Rous brous@uky.edu 859.257.6389 Start Date: 1923 (program has evolved over its 90 years)	Target Audience: Professionals interested in a graduate education program that can lead to leadership positions in educational organizations that serve children and youth (early childhood through post-secondary) Geographic Reach: State, National, and International	Funding Source: Tuition	Purpose: Provide an Executive EdD 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. Focus: Role of organizational and transformational leadership and change theory in creating successful organizations; leadership and policy in cross-sector early childhood systems; data-informed decision making. Provide opportunities for full time working professionals to complete their doctorate through an Executive, Hybrid Model of course delivery (Saturday face-to-face courses 4 to 5 times per semester with synchronous and asynchronous course delivery throughout the rest of the semester).

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MAINE			
Maine Roads to Quality Director's Credential[*] Maine Roads to Quality http://muskie.usm.maine.edu/maineroads/pd/credentials.htm Development Category: Program Administration For more information, contact: Sonja Howard showard@usm.maine.edu 207.615.3973 Start Date: Unidentified	Target Audience: Child Care Center Directors and Family Child Care owners who may have staff Geographic Reach: State	Funding Source: Department of Health and Human Services funded Maine Roads to Quality development; Participant fees cover the cost of training.	Purpose: To improve the quality of child care programming by supporting and educating the leaders of child care programs. Focus: It is focused on the multifaceted role that a Child Care Director plays. The courses are Leadership I, Leadership II and Leadership III.
MARYLAND			
Maryland Leadership Academy for Early Childhood Advisory Councils Maryland State Dept. of Education, Division of Early Childhood Development Development Category: Leadership Skills: Collective Impact For more information, contact: Linda Zang lzang@msde.state.md.us 410.767.0140 Start Date: 2012	Target Audience: Representatives of local early childhood councils from school systems, local government, child care, Head Start, resource and referral centers, child welfare, and other early childhood stakeholders. Geographic Reach: State	Funding Source: Annie E. Casey Foundation; Maryland State Department of Education - Race To The Top Early Learning Challenge Grant	Purpose: Build leadership in the local early childhood advisory councils through Regional Technical Assistance Academies on early childhood leadership strategies including developing protocols and action plans, results based accountability including measuring effectiveness, and results of action plans and implementation. Focus: A leadership strategy for the implementation of local early childhood councils in all 24 jurisdictions to support the work of the State Advisory Council on Early Childhood Education and Care in improving school readiness.
MASSACHUSETTS			
CAYL Early Educators Fellowship Initiative[*] *(formerly referred to as Community Advocates for Young Children' Schott Fellowship in Early Care and Education)* The CAYL Institute www.cayl.org Development Category: Leadership Skills: Advocacy + Policy + Systems Building For more information, contact: Valora Washington info@cayl.org 617.354.3820 Start Date: Unidentified	Target Audience: Novice and expert early childhood leaders in Massachusetts Geographic Reach: State	Funding Source: CAYL Institute and The Massachusetts Department of Early Education and Care Race To The Top Early Learning Challenge Grant	Purpose: To ensure that all sectors of early childhood education in each community are working together to guarantee equal education opportunities for young children in Massachusetts. The Fellowship seeks to expand Fellows' networks and capacity to engage with others in their communities to create change for children in the Commonwealth. Over time, Fellows are expected to work together to create and execute action plans to improve early childhood education in their respective communities. Focus: An innovative one-year leadership program that provides teams of early educators with the tools, experts, and community they need to create change on behalf of children in Massachusetts.
Gwen Morgan Certificate in Leadership and Administration of High Quality Early Education and Care Programs[*] Wheelock College, Department of Early Childhood Education http://www.wheelock.edu/academics/registrar/course-catalog/graduate-study/grad-early-childhood-ed	Target Audience: Existing/emerging leaders and practitioners with Bachelor's degrees in the field of ECE Geographic Reach: Local and State	Funding Source: Tuition and some state funding is available to support professional development and scholarships	Purpose: Build a diverse cadre of leaders and administrators; the program is still very new. Presently, It is a small local and state model. Focus: Culturally relevant program development; respect for and engagement of all kinds of families in their children's early education and care; professional development in the early education workforce; mentoring with/for teachers, family child care providers

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Development Category: Leadership Skills: General/Nonspecific For more information, contact: Contact not made available Start Date: 2012		for college courses	and program directors; and action-oriented diverse leadership development in all domains of the field.
Post Master's Certificate Program in Early Education Research, Policy and Practice University of Massachusetts Boston, College of Education and Human Development, Department of Curriculum and Instruction www.umb.edu Development Category: Leadership Skills: General/Nonspecific For more information, contact: Anne Douglass anne.douglass@umb.edu 617.287.7675 Start Date: 2012	Target Audience: Early educators with a master's degree Geographic Reach: State	Funding Source: Massachusetts Department of Early Education and Care through its Race to the Top Early Learning Challenge Fund grant from 2012-2015	Purpose: This innovative model program is designed to address the demand for new leadership in the rapidly advancing field of early education and care by establishing a pathway from the classroom to leadership and research positions for early educators. This new pathway in early education will support emerging teacher-leaders who bring a deep understanding of practice to their leadership in research, policy, and higher education. Focus: The coursework in the 12-credit Post Master's Certificate Program in Early Education Research, Policy, and Practice is designed to provide experienced early educators with the academic and professional knowledge, skills, and dispositions for leadership in classrooms, educational programs, the community, and in research and policy settings. Early education is a rapidly changing, evolving, and dynamic field with emerging opportunities for leadership. The certificate program is designed as an advanced leadership pathway for those with a strong practitioner background in early education and care, and provides a solid foundation for doctoral/advanced study as well as for effecting change in research, policy, and/or practice. The course of study aligns with the competencies and skills in the leadership pathway for researchers and early childhood teacher educators in the Advanced Standards for professional preparation of the National Association for the Education of Young Children (NAEYC).
MINNESOTA			
Eager-to-Learn Director's Credential Child Care Aware of Minnesota www.eagertolearn.org www.childcareawaremn.org Development Category: Program Administration For more information, contact: Rozalyn Zuest rozalynz@childcareawaremn.org Start Date: 2008	Target Audience: Current center directors and others aspiring to serve in leadership positions Geographic Reach: State (online)	Funding Source: Fee	Purpose: Students participate in weekly live chat sessions, engaging message board discussions, and write regular e-mail reflections. Instructors provide ongoing feedback to students on the message board while students communicate with each other throughout the course. Focus: Eager-to-Learn is an innovative, nationally recognized, e-learning program of Child Care Aware of Minnesota. Our courses are designed to provide quality, accessible, educational opportunities for people who care for children.
MONTANA			
Montana Early Childhood Project Montana State University www.mtecp.org Development Category: Program Administration For more information, contact: Libby Hancock	Target Audience: Early childhood program administrators, directors and assistant directors in Montana Geographic Reach: State	Funding Source: Montana Department of Public Health & Human Services Early Childhood Services Bureau & Federal CCDF	Purpose: Improving the quality and availability of programs and services for Montana's young children and their families. The annual Directors' Symposium addresses professional development specifically designed by and for program leaders. It is one program sponsored by the Early Childhood Project as part of a comprehensive system for

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libbyh@montana.edu 406.404.1625 Start Date: 1985 (Early Childhood Project); 2004 (Directors' Symposium)		dollars	early care and education professional development. Focus: The Early Childhood Project provides an integrated professional development system to build a knowledgeable, competent and stable early childhood workforce through partnerships with a diverse mix of state agencies and organizations. Leadership development and specialized training in program management, advocacy, credentials, and other topics identified by directors is provided. The introduction of the Program Administration Scale (PAS) to the state and the Montana Directors' Credential Framework are a result of the Director's Symposium.
NEW JERSEY			
The PreK-3rd Leadership Training Series* New Jersey Department of Education *(formerly the Preschool Leadership Track)* Development Category: Leadership Skills: PreK-3rd Grade Alignment For more information, contact: Vincent J. Costanza, Ed.D. vincent.costanza@doe.state.nj.us 609.943.5875 Start Date: 2009	Target Audience: Administrators responsible for preschool through third grade classrooms Geographic Reach: State	Funding Source: Primarily state funded with in-kind contributions from the New Jersey Association for Supervision and Curriculum Development (NJASCD), New Jersey Principals and Supervisors Association (NJPSA), and Advocates for Children of New Jersey (ACNJ)	Purpose and Focus: This program is designed to strengthen early childhood programming and practice throughout the early years, with a particular focus on strengthening the quality of kindergarten.
NEW YORK			
Early Childhood Leadership at Bank Street College* Bank Street College http://bankstreet.edu/graduate-school/academics/programs/leadership-programs-overview/early-childhood-leadership/ Development Category: Program Improvement For more information, contact: Denise Prince dprince@bankstreet.edu 212.875.4585 Start Date: Unidentified	Target Audience: Early childhood teachers and administrators seeking professional development & preparation for careers in educational leadership. Geographic Reach: National	Funding Source: Tuition	Purpose: To ensure that all young children in early care/early childhood education programs have access to highly qualified early childhood leaders/professionals who not only understand the unique needs of caring for and educating young children and their families, but the importance of bringing to bear the knowledge, skills, and dispositions required around issues of growth and development. Focus: Professional development and preparation for careers in leadership.
Teachers College, Columbia University Ed.M, EdD. & PhD. Concentration in Early Childhood Policy http://www.tc.columbia.edu/epsa/index.asp?Id=Program+Offerings&Info=Early+Childhood+Policy+Specialization Development Category: Leadership Skills: Advocacy + Policy	Target Audience: Individuals who wish to influence early childhood policy and research nationally and internationally by obtaining an advanced degree. Geographic Reach:	Funding Source: Tuition with some funding possibilities	Purpose: 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. Focus: Within the Departments of Curriculum and Teaching or the Department of Education Policy and Social Analysis, students can concentrate in Early Childhood Policy. The goal of the effort is to provide students with a structured opportunity to study and

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For more information, contact: Sharon Lynn Kagan sharon.kagan@columbia.edu 212.678.3765 Start Date: 2000	National, and International		examine early childhood policies as a distinct area of inquiry. At the Ed.M. and Ed.D./Ph.D. levels, this program provides students with a firm grounding in early childhood pedagogy, programs, and practice, as well as in policy analysis and policymaking related to young children and their families. Students will combine theoretical knowledge with practice in the policy field as they become familiar with an array of policy issues impacting contemporary child and family life. Students are exposed to global and domestic policy leaders and current policy issues.
Management and Leadership in Early Childhood Programs* New York City Early Childhood Professional Development Institute http://www.earlychildhoodnyc.org/ Development Category: Program Administration For more information, contact: Sherry M. Cleary sherry.cleary@mail.cuny.edu 718.254.7285 Start Date: 2009	Target Audience: Current early childhood program directors, education directors, and teachers who envision becoming directors. Geographic Reach: State	Funding Source: Tuition, The City University of New York Workforce Initiative, Private Philanthropy	Purpose: To provide individuals with the skills needed to lead programs of excellence. *Management and Leadership in Early Childhood Programs* leads to the New York State Children's Program Administrator Credential (CPAC). Focus: The focus is on leadership and management.
NORTH CAROLINA			
Directors Leadership Academy Child Care Resources Inc. Development Category: Program Administration For more information, contact: Gretchen Cawley gcawley@childcareresourcesinc.org 704.376.6697 x113 Start Date: 2006	Target Audience: Administrators of child care programs or family child care homes in Mecklenburg County Geographic Reach: Local	Funding Source: Smart Start grant	Purpose: The program is designed to provide multi-year support to enhance management competencies. Using the Program Administration Scale (PAS) and the Business Administration Scale (BAS) as an assessment tool, participants are provided business/financial management, professional development, and technical assistance (TA) to improve administrative quality. Participants also connect with other ECE professionals through mentoring and collaboration to form a network of support. Focus: Directors Leadership Academy (DLA) is designed to: 1) strengthen administrators' core competencies in business/financial administration, organizational development, advocacy, strategic planning, and mentoring for the benefit of their programs; 2) promote and support their assumption of leadership roles within the field; and 3) through Foundations of Leadership and Administration (FLA), prepare and support individuals with leadership potential to succeed current administrators as opportunities arise.
Leaders' Collaborative* North Carolina Smart Start http://www.ncsmartstart.org/ Development Category: Leadership Skills: Collective Impact For more information, contact: Cindy Watkins CWatkins@ncsmartstart.org 919.821.9502 Start Date: 2008; Revised 2012	Target Audience: Local partnership Executive Directors and staff of the North Carolina Partnership for Children Geographic Reach: State	Funding Source: Previously funded privately, this program currently is funded by the Race-to-the-Top, Early Learning Challenge grant.	Purpose: Anticipated Outcomes: 1) Leaders will produce shared agreements with agencies in their communities that will influence RTT-ELC goals and serve as a model for other communities; 2) Leaders will create, implement, and demonstrate progress on local strategic plans in collaboration with key stakeholders in their communities that are tied to statewide RTT-ELC goals; 3) Leaders will actively share knowledge about early childhood systems and collaborative leadership with peer local partnerships; 4) Leaders will actively use data to drive equity in decision-making about funding local programs and services.

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			Focus: Leaders focus on building their own and the Smart Start system's capacity to: 1) Drive results-based accountability - the ability to use data to align partners and resources to improves results for young children and families, with a particular focus on children with high needs; 2) Build collaborative leadership and ownership of "the whole" - as systems builders, as a Smart Start network, and as part of a larger early childhood system.
Online Birth to Kindergarten: Interdisciplinary Studies in Education and Development (BKISED), M.Ed. University of North Carolina-Greensboro, Department of Specialized Education Services http://www.uncg.edu/hdf/graduates/gradprg1.html or http://ses.uncg.edu/academic-program-areas/ Development Category: Leadership Skills: General/Nonspecific For more information, contact: Dr. Linda Hestenes (HDF Department) Dr. Belinda J. Hardin (SES Department) llhesten@uncg.edu bjhardin@uncg.edu 336.334.5315 (Linda Hestenes) 336.334.5843 (Belinda Hardin) Start Date: early 1990's	Target Audience: ECE Professionals, individuals with Bachelor degree Geographic Reach: State and National (online)	Funding Source: Tuition	Purpose and Focus: The primary goal of the online Birth to Kindergarten Interdisciplinary Studies in Education and Development program is to prepare personnel to assume leadership roles in diverse settings (both educational and community agencies) that develop and implement programming for young children with and without disabilities, ages birth through five. The program also recognizes the importance of the family in the development of the young child and provides professionals in the field with extensive coursework and experiences in the area of family studies. Another goal of the program is to train leadership personnel to have a more scientific approach to practice. That is, students will learn to become professionals who evaluate and critically analyze their beliefs and practices in order to perform effectively in an ever-changing field. In addition, the BKISED program emphasizes preparing students to work with diverse children and families (e.g., socioeconomic, gender, linguistic, ethnic, race, family, and ability diversity).Toward this end, students are taught to routinely use validated research findings to guide their daily professional practice. Students participate in an individualized final internship that is responsive to their developmental needs and future career goals. The program is jointly offered by the Departments of Specialized Education Services and Human Development and Family Studies at UNCG. The online courses in this program include both synchronous and asynchronous formats.
Post-Baccalaureate Online Certificate Program in Leadership in Early Care and Education (LECE) University of North Carolina-Greensboro, Department of Human Development and Family Studies http://www.uncg.edu/hdf/graduates/gradprg1.html or http://ses.uncg.edu/academic-program-areas/ Development Category: Leadership Skills: General/Nonspecific For more information, contact: Dr. Linda Hestenes (HDF Department) Dr. Belinda J. Hardin (SES Department) llhesten@uncg.edu bjhardin@uncg.edu 336.334.5315 (Linda Hestenes) 336.334.5843 (Belinda Hardin) Start Date: 2006	Target Audience: ECE Professionals, individuals with Bachelor degree Geographic Reach: State and National (online)	Funding Source: Tuition	Purpose and Focus: The Online Leadership in Early Care and Education (LECE) Graduate Certificate prepares individuals to assume leadership roles in diverse settings (educational &community agencies) that develop, implement, & support programming for children with and without disabilities, birth to five, and their families. The Human Development and Family Studies and Specialized Education Services Departments offer an online Post-Baccalaureate Certificate in Leadership in EEC that provides students with graduate level training and a credential to pursue careers in leadership positions. The online courses include both synchronous and asynchronous formats.

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OHIO			
Professional Leadership Issues in Early Childhood Education* Owens Community College, School of Arts & Sciences, Department of Teacher Education & Social Services https://www.owens.edu/academic_dept/arts_sciences/early-child-direct-cert.html Development Category: Leadership Skill: General/Nonspecific For more information, contact: Contact not made available Start Date: Unidentified	Target Audience: Pre-service & those renewing teaching licenses Geographic Reach: State	Funding Source: Tuition	Purpose: Issues related to early care and education are presented as a focal point for learning about the roles of advocacy, ethics, and parent involvement to inform practice in the early childhood education field. Focus: Helping students understand the role of leadership and the differences between managing a program/department and being a leader. We also help students practice using their voices as advocates to encourage an interest in continuing the dialogue with local, state and federal people.
OKLAHOMA			
Leadership Academy* University of Oklahoma, Center for Early Childhood Professional Development (CECPD) www.cecpd.org Development Category: Program Administration For more information, contact: Susan J. Kimmel, Ph.D. Alice Moore skimmel@ou.edu ammoore@ou.edu 405.799.6383 Start Date: 2002	Target Audience: Child Care, Head Start Directors & Assistant Directors, Early Care & Education Administrators Geographic Reach: State	Funding Source: CCDF Funds	Purpose: To provide leadership skills training. Participants focus on ways to become a more effective leader in meeting the needs of staff and children in their care. The program is used to meet training hours for the business/administration section of Oklahoma's director credential. Focus: The Leadership Academy delivers 46 hours of interactive expert professional development to early care and education directors and administrators. Sessions include leadership practices and essentials; effective leadership strategies; communication; managing and mentoring staff; professionalism; positive discipline and guidance, leadership ethics; and advocacy.
PENNSYLVANIA			
Early Childhood Executive Leadership Institute PA Office of Child Development and Early Learning, Early Learning Services http://www.pakeys.org/pages/get.aspx?page=Career_Degrees Development Category: Leadership Skills: PreK-3rd Grade Alignment [State owned version of the NISL model] For more information, contact: Maryanne Olley molley@pa.gov Start Date: Fall 2010 (pilot session); Fall 2013 (revised training)	Target Audience: Public school and ECE system leaders Geographic Reach: State, offered at 8 regional PA Inspired Leadership Program (PIL), PA Department of Education) sites.	Funding Source: State Government Funds	Purpose: The Early Childhood Executive Leadership (ECEL) Institute focuses on what early childhood leaders and educators need to know and be able to do in order to understand and connect the variety of systems serving children (Birth to Grade 3) and to ensure instructional improvements that will lead to student growth in cognitive, social, emotional, and attention areas. Focus: The comprehensive, cohort-based program is focused on developing the capacity of PreK-3rd grade leaders to improve student achievement.
LEAP (Leadership Empowerment Action Project) DVAEYC www.dvaeyc.org Development Category: Leadership Skills: Advocacy	Target Audience: Early Childhood Providers Geographic Reach: Regional (Southeastern PA)	Funding Source: Private foundations and tuition	Purpose: To enhance leadership development and advocacy skills among practitioners in the field of Early Childhood Education. Focus: LEAP participants are encouraged to reflect on their own experiences as a starting point for understanding the components of leadership and the potential for advocacy in the field. Information, skill-

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For more information, contact: Pamela Haines pamela@dvaeyc.org 215.893.0130 x 228 Start Date: 1995			building, and support are provided in: basic listening skills; articulation of vision; understanding barriers to both personal and institutional change; assessment of needs in the field; analysis of the impact of early childhood policy proposals; basic economic literacy; and the workings of government as it affects early care and education. Participants are encouraged to network and helped to create an individual action plan for improving an aspect of their program or the field at large.
Pennsylvania Early Childhood Fellowship DVAEYC and PennAEYC http://www.dvaeyc.org/public-policy/leadership-training-leap Development Category: Leadership Skills: Advocacy + Policy For more information, contact: Pamela Haines pamela@dvaeyc.org 215.893.0130 x 228 Start Date: 2009	Target Audience: ECE practitioners who still have much of their career before them and who have shown a passion for ECE advocacy and leadership Geographic Reach: State	Funding Source: Private foundations	Purpose: Providing intensive training to a group of the next generation of ECE leaders in the state. Focus: Over the course of each year, eight to twelve early childhood advocates attend five intensive two-day sessions together: delving into the details of the ECE system; pin-pointing problems and identifying possible solutions; learning about different financing strategies; honing their skills in leadership, research, communication, collaboration and strategic thinking; taking to the halls of the state Capitol to meet with legislators; and all the while building bonds that will strengthen the next generation of ECE leaders in Pennsylvania
SOUTH CAROLINA			
National Administrator Credential* The NECPA Commission http://www.necpa.net/NACCourseOverview.php Development Category: Program Administration For more information, contact: 800.458.2644 Start Date: Unidentified	Target Audience: Directors Geographic Reach: National	Funding Source: Fees	Purpose: Training on administrative responsibilities. Focus: The National Administrator Credential (NAC) is a 40-hour course designed for directors or aspiring directors. Typically the course is offered over a five-day period from 8 a.m. to 5 p.m. Provided that the participant meets all course requirements; the credential is completed within the week. NAC is an accepted form of training for director's licensing requirements in many states.
TENNESSEE			
TECTA (Tennessee Early Childhood Training Alliance) Tennessee State University, Center of Excellence of Learning Sciences www.TECTA.info www.TCCOTS.com Development Category: Program Administration For more information, contact: Katari Coleman, PhD. kcoleman14@tnstate.edu 615.277.1657 Start Date: 2007 (Pilot), 2008 (Statewide)	Target Audience: Child care providers Geographic Reach: State	Funding Source: Tennessee Department of Human Services	Purpose: The TECTA program is a statewide training system based on the belief that all early childhood personnel need to acquire recognized professional knowledge and skills to provide appropriate care and education for young children Focus: The TECTA program functions as a lattice of professional development opportunities with a curriculum based on core competencies. Beginning with 30 hours of free training (students can choose from 5 orientation specializations: administrator, center-based, family child care, infant-toddler & school-age) TECTA continues to assist students pursuing early childhood education by offering tuition support (from 75% up to 100%) for their Child Development Associate (CDA) credential, the Administrator Credential (TECPAC), technical degrees, and as they move on to two-year and four-year higher education institutions seeking their Associates, Bachelors, Masters, &Doctoral degrees, as well as support as they seek accreditation for their facilities.

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VIRGINIA			
Innovative Leadership: Building Community Connections United Way of Central Virginia www.unitedwaycv.org Development Category: Leadership Skills: Advocacy For more information, contact: Tracy Price tracy.price@unitedwaycv.org 434.846.8467 Start Date: June 2009	Target Audience: Early Childhood Leaders Geographic Reach: Local	Funding Source: Program fees and sponsorships	Purpose: Developed by Virginia Cooperative Extension, Innovative Leadership teaches the language and process of leadership and provides participants with the opportunity to a) build their leadership skills; b) increase their awareness of community issues; c) network with other leaders; & d) become more engaged in community, civic, and governmental activities. Focus: Training sessions focus on individual leadership development, effective communication, team building, data utilization, community planning, and effective relationships with governing bodies.
WISCONSIN			
Certificate in Child Care Administration University of Wisconsin-Milwaukee, Center for Early Childhood Professional Development & Leadership www.sce-earlychildhood.uwm.edu Development Category: Program Administration For more information, contact: Shari Vinluan svinluan@uwm.edu 414.227.3223 Start Date: 2000	Target Audience: Mangers, supervisors, directors and those looking to move into management positions within community based early care and education programs Geographic Reach: State, National, and International; Available online for undergraduate credit, graduate credit, and non-credit.	Funding Source: Tuition and T.E.A.C.H. Scholarships for WI residents	Purpose: To improve the quality of child care programs and services available to young children, parents, and families by strengthening and expanding administrators' management and leadership skills. Focus: The Certificate in Child Care Administration gives up-to-date information on child care administration and organizational management.
Certificate in Early Childhood Leadership University of Wisconsin-Milwaukee, Center for Early Childhood Professional Development & Leadership www.sce-earlychildhood.uwm.edu *(formerly the Leading to Excellence Series)* Development Category: Leadership Skills: General/Nonspecific For more information, contact: Shari Vinluan svinluan@uwm.edu Start Date: 2008	Target Audience: Current and emerging leaders ready to take their leadership to the next level Reach: State, National, and International; Available online for undergraduate credit, graduate credit, and non-credit.	Funding Source: Tuition and T.E.A.C.H. Scholarships for WI residents	Purpose: Visionary leadership and a collaborative disposition are needed to confront and overcome challenges facing today's early care & education profession. Our Leadership Development Program is a sustained and intentional effort to grow leaders, build leadership capacity, and encourage networking, collaboration, and engagement. Focus: The Certificate in Early Childhood Leadership is a 4-course/12-credit series designed to provide the building blocks for successful leadership in early childhood programs. Overarching themes include the importance of excellence and diversity in early care and education programs, and the roles of vision and reflective practice in reaching these goals.

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Stacie G. Goffin is recognized for her conceptual leadership in early care and education and her oversight and management of significant change initiatives spanning higher education, local, state, and national organizations; organizational development; and advocacy, resulting in change for both policy and practice.

Stacie's current work revolves around the design, facilitation, and implementation of strategic and field-building initiatives. Most recently, she has become engaged with the field's leadership issues. Well-known for her analytical insights, big-picture thinking, and organizational capacity, she has overseen major state and national field-wide initiatives. She led the founding – and served as founding chair - of the Early Childhood Funders Collaborative, Kansas City's Metropolitan Council on Early Learning, and the West Virginia Network for Young Children. A former senior program officer at the Ewing Marion Kauffman Foundation, she began her career as a preschool and primary grade teacher of children with special needs. She also has taught extensively at the undergraduate and graduate levels. A member of numerous organizational and editorial boards, she has authored or edited almost 60 publications, many of which are recognized for challenging conventional thinking. Her most recent publication, *Ready or Not: Leadership Choices in Early Care and Education* (written with Valora Washington) is published by Teachers College Press (TCP). *Defining Early Childhood Education for a New Era: Leading for Our Profession,* also published by Teachers College Press, is scheduled for release in September 2013.

Morgan Janke has worked to develop and implement a Quality Rating and Improvement system in Virginia since 2005. Prior to 2005, she focused on quality assurance, project management, and human resource management in both the non-profit and for profit sectors. She began her career as a preschool teacher. Her interest in early childhood education leadership development stemmed from her varied experiences in both early childhood education and business, and her observation that leadership development is treated differently across fields. She currently serves on the boards of the Virginia Association for the Education of Young Children and the Richmond Early Childhood Association, and works with the Virginia Early Childhood Foundation.

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