

2021 Early Care and Education Leadership Development Compendium

A VIEW OF THE CURRENT LANDSCAPE

4th Edition

Stacie G. Goffin and Erin Gager

Goffin Strategy Group
October 2021

2021 Early Care and Education Compendium A View of the Current Landscape

Stacie G. Goffin and Erin Gager

Suggested citation: Goffin, S. G., & Gager, E. (October, 2021). *2021 Early care and education leadership development compendium: A view of the current landscape, 4th edition*. Washington, DC: Goffin Strategy Group.

Please note: The 2021 Early Care and Education Leadership Development Compendium: A View of the Current Landscape, 4th Edition will be the last for which the Goffin Strategy Group, LLC oversees and manages the data collection, preparation, and publication. Going forward, data collection, preparation, and publication will be managed by the Institute for Early Education Leadership and Innovation at UMass Boston, which provides relational and entrepreneurial leadership development for early educators and conducts original research into how systems and policies can be redesigned to cultivate the leadership of early educators at scale.

The 2021 Early care and education leadership development compendium: A view of the current landscape, 4th edition is funded by the Goffin Strategy Group, LLC.

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Part I: EARLY CARE AND EDUCATION'S LEADERSHIP DEVELOPMENT LANDSCAPE

ECE'S 2021 LANDSCAPE: AN OVERVIEW

The *Early Childhood Care and Education Leadership Development Compendium: A View of the Current Landscape* is one-of-a-kind in its identification of the early care and education (ECE) field's leadership development programs. Its survey findings convey ECE's capacity to exercise effective leadership on behalf of the field's current challenges and its aspirations for ECE's future.

The 4th edition addresses four overarching questions:

1. What does the ECE field, as represented by its leadership development programs, presently identify as leadership needs and interests and how are these being addressed?
2. Who delivers leadership development programs and who are their participants?
3. What can be learned about the field's leadership development priorities?
4. How has the ECE field's leadership development efforts evolved over the Compendium's 12-year history in terms of perceived leadership needs, interests, and purposes?

Survey questions across its 12-year history allow comparisons with prior editions, the first of which was published in 2009. So, in addition to answering the above four overarching questions, the 2021 Compendium and its landscape view attempt to:

5. Elevate awareness of ECE's leadership development infrastructure, and
6. Highlight distinctions between the knowledge and practice of leadership development and program curricula that concentrate on the knowledge and skills associated with other practices.

FINDINGS

Compendium Participants

- The ECE field (defined as birth to age 8 for purposes of the 4th edition) has 35 documented, self-reported leadership development programs, 16 of which are either newly developed or newly discovered since the third edition's 2017 publication. This is a 22-program decrease from the 57 programs included in the Compendium's 3rd edition, which was published in 2017.

This decline can be attributed to two factors: First, since 2017 (publication date of the 3rd edition), there have been 18 program closures (Table 6 identifies these programs and reasons for closure). Second, 20 of the 3rd edition's 57 leadership development programs have been reclassified as topical development programs (see below for more about this classification shift).

- By way of further explaining the numerical differences between the 3rd and 4th editions, the 4th edition's 16 newly developed and newly discovered leadership development programs are 8 fewer in number than the 24 new programs identified in the 3rd edition, suggesting a decline since 2017 in new program development.
- ECE leadership development programs continue to be primarily state-based, although 6 of 12 newly developed leadership development programs are national in focus. Additionally, of the 4 newly discovered programs, 1 is nationally focused.
- The 4th edition, more so than its predecessor, depicts programs varied in the positional roles targeted, accompanied by an increase in curricula content concentrating on preparation for these roles/positions. This finding gave rise to making a more clearly delineated programmatic distinction between learning to exercise leadership and being prepared for new and/or existing demands connected to positional responsibilities. This lens was used to determine programs' intent — including those newly developed and newly discovered — as well as for revisiting active programs carried forward from the third edition, resulting in two overarching 4th edition categories: leadership development programs and topical development programs.

Of the 32 topical development programs, positional responsibilities are a primary focus (see 2021 Early Care and Education Topical Development Programs). Half of these 32 programs (50%) are categorized as Center- and Home-Based Child Care Management, numerically followed by programs focusing on public school principals. These programs' content focus primarily on providing knowledge and skills associated with child care administrators' positional responsibilities or on duties newly being delegated to the principal role.

We've speculated that the Institute of Medicine (IOM) and National Research Council's (NRC) 2015 report that branded center-based child care and public school administrative roles as leadership positions contributed to the increased number of these programs, as well as blurring distinctions between leadership development and preparation for positional responsibilities.

Increased interest in center-based child care directors' and public school principals' role competence may seem similar in intent, but they convey a distinction worth highlighting. Programs targeting public school principals are responding to *new* role expectations stemming from the onset of demands not addressed by their preparation programs. In contrast, topical development programs targeting center-based child care directors are responding to the *absence of preparation prior* to practitioners assuming the

responsibilities of a child care center director. After-the-fact ECE role preparation programs have existed across the Compendium's three prior editions. But with ECE development programs becoming more role-versus program-oriented, their numbers have increased, suggesting increased interest in addressing the knowledge and skills those occupying ECE or ECE-related roles need to have, especially those in administrative positions.

Child care center-based management knowledge and skills — whether in leadership or topical development programs — are addressed in a wide range of ways; in 12 instances, they are linked to states' director credentials and/or associated with the National Association for the Education of Young Children's (NAEYC) early childhood program accreditation system. Worth noting, though, given elevated interest in home-based child care, is that only 6 of the 32 topical development programs and 7 of the Compendium's 35 leadership programs identify home-based child care providers as a target audience.

Early childhood educators are also conspicuously limited in number as a target audience. Early childhood educators are included as a target audience by 11 leadership development programs (representing less than 1/3 of programs) and by 5 topical development programs (16%).

Features of 2021 Compendium Programs

In contrast to prior editions, ECE's current leadership development programs are:

- Targeting specified roles within a program context. A range of ECE contexts are represented in the Compendium's present edition. But even though asked, survey contacts did not indicate the extent to which their leadership programs speak to the way context influences the exercise of leadership (see, for example, Kellerman, 2018). Survey respondents frequently noted the inclusion of a systemic lens, however, but in this instance, the survey failed to probe what respondents meant in this regard. What respondents frequently elaborated upon, however, regardless of their programmatic context, were reflective practices they associated with effective leadership.
- Lifting up social justice, diversity, and equity. All 35 Compendium program contacts stated that their programs address the role of equity. Twenty (20) programs include a blend of equity issues in their mission/purpose statements. Most often highlighted in this regard are improving families' and children's equitable access to quality care and services and taking action, by way of advocacy and policy change, to eliminate systemic inequity. Unknown to us in this regard, though, is the demographics of program faculty or participants. Interestingly, leadership development programs whose curricula are organized around equity issues are more likely to include internships and coaching experiences than leadership development programs that, while incorporating equity issues, don't designate it as part of their mission.

- Broadening their program’s curriculum focus beyond early childhood education. Ten (10) 4th edition programs—versus 6 in the 3rd edition—bring a leadership focus that extends beyond a singular emphasis on early childhood education, a shift observed primarily in newly developed programs. For the most part, leadership development programs with longer longevity continue focusing solely on ECE (70% of established programs in contrast to only 33% of the 12 newly developed leadership development programs solely attend to ECE). In terms of the age range encompassed, solely ECE-focused programs are organized around either Prek; birth to age five; and Prek and/or birth to or through age 8.
- Organizing around an articulated conceptual framework and/or theory of change. This finding warrants notice, because even though modest in number (only 6 of the Compendium’s 35 leadership development programs), it suggests a more methodical and deliberate approach to curriculum design than identifiable in most of the ECE field’s leadership development programs.
- Programs’ Application Process: In response to this new survey question, we learned that 32 of the Compendium’s 35 programs have a formal selection process, with the remaining 3 programs having open access. Twenty-one (21) of these survey responses indicated that programs have pre-requisite requirements, prerequisites that range from bachelor or graduate degrees; grade point average (GPA) scores; nomination by a selection committee; and work experiences. The selection process across these 32 programs also varies, with interviews and recommendations being the most prevalent. Eleven (11) programs rely on multiple sources of information, such as resumes, recommendations, essays, writing samples, and transcripts; 23 programs have a formal review process prior to accepting participants.
- Finding ways to foster participant interactions. Despite a delivery shift to online delivery models (see below), survey respondents underscored the importance of contact among participants. Noting it as an important motivator and learning enhancer, programmers adjusted by, for example, offering online opportunities for peer networking and consultation.
- Incorporating mentorship, coaching, and practicum experiences. Two recurring answers emerged from solicited information on lessons learned from implementing a leadership development program. Shared by 14 program contacts was the importance of bringing theory into practice, seemingly spurring their inclusion of job-embedded and field-based experiences and coaching support. Fifteen (15) program respondents, 7 of which employ a cohort model, emphasized the importance of participants’ relationships with other participants, with their instructors, and with their organizations and communities. Fifteen (15) survey respondents (approximately 46% of Compendium programs) also noted the difficulty of meeting

participants' diverse needs, the specifics of which varied among those sharing this implementation challenge.

- Reducing dependency on public dollars and private philanthropy. The numerical difference from previous editions is modest, but extends a trend noted in the 3rd edition. Leadership development programs are now more likely to be funded by tuition or fees, or a mix of funding sources that reduce reliance on public and philanthropic funding (see Table 5). This funding shift applies more to established leadership development programs (69%) than to programs launched since 2017 (45%); they are more dependent on philanthropic funding. One might presume this financing shift would stabilize ECE leadership development funding, but recently learned was that 2 Wisconsin state programs are closing due to their higher education host's financial decline during COVID.
- Residing in higher education institutions. Intimated in 2017, and possibly connected to the above finding, an increasing number of leadership development programs (18 in the 4th edition and 14 in 3rd edition) reside in higher education institutions. Of the 4th edition's 18 higher education-based leadership development programs, 7 are graduate level programs and 2 reside in two-year institutions. The remaining 9 are tied to four-year degree programs.
- Reinforcing the finding on the growth of programs targeting center-based child care administrators, 19 (54%) of the 2021 Compendium's 35 leadership development programs target this ECE position, whereas in 2017, the 3rd edition reported 18 out of 57 programs (32%), a 22% proportional increase in four years. Of the 3rd edition's 18 programs, 7 resulted in a credential, but only 3 of the 4th edition's 19 programs are tied to a directors' credential.

Overall, the Compendium documents a limited number of certification and degree-granting programs. The majority of leadership development programs connected with institutions of higher education reside in Continuing Education (12 out of 18). When focused on center-based child care directors, 3 of the continuing education programs are tied to state-issued certifications. Six (6) of the 18 leadership development programs residing in higher education institutions are degree granting, 4 of which are at the masters' level and 2 of which are Ed.D. doctoral programs.

Concurrently, Quality Rating and Improvement Systems (QRIS) no longer appear to be active drivers of leadership developments programs. Instead, ECE development programs associated with QRIS more often are linked to topical development programs revolving around a continuous improvement framework or associated with states' center-based child care director certification programs.

- Relying on online delivery models. Attributed primarily to the pandemic, 32/91% of programs in the 2021 Compendium—versus 35/61% in the 2017 Compendium and 7/12% in the 2013 Compendium—in whole or in part — are delivering their programs primarily online, adapting their content and field experiences requirements accordingly. Total reliance on an online delivery system is most prominent among newly created programs.

Suggestive of a new trend in delivery approaches, as well as curriculum development, School Readiness Consulting, a contractual entity, delivers 3 of the Compendium’s self-reported leadership development programs, and the Institute for Early Education Leadership and Innovation at the University of Massachusetts, Boston is delivering its program to multiple Massachusetts locations, as well as to other states.

- Shifting program designs to adapt to COVID. Beyond altering their delivery model because of COVID, some programs found ways to support participants financially and to extend timelines for their programs’ completion. Five (5) programs chose to go on hiatus and to use the program’s pause to revisit their curricula. None of the survey respondents, with one exception, felt COVID severely affected their programs’ sustainability. Based on a 1-5 ranking, with 5 representing the highest confidence level, of the 34 responses to the survey question about COVID’s impact, 28 marked 5; 5 marked 4; and 1 marked 3. Yet as noted earlier, 2 Wisconsin continuing education programs unexpectedly closed due to COVID’s impact on their higher education host’s financial circumstances.

Program Designs

Extending a longstanding finding, a majority of survey respondents found it difficult to shift from global statements when asked to differentiate among their programs’ purpose(s), leadership definition(s), and desired program outcome(s). Survey respondents tended to mingle a program’s statement of purpose with their curriculum’s content, resulting in weak articulation of connections between and among a program’s purpose, leadership knowledge and practice skill(s) being developed, and content provided to accomplish the program’s expressed purpose. In response to questions seeking clarification, some program contacts replied that their programs do not offer a definition for the exercise of leadership, believing instead that participants should construct their own leadership definitions; these respondents indicated that they instead wanted to foster self-awareness and personal qualities they believed to be associated with leaders.

Consequently, too often absent from ECE leadership development programs is a tightly hinged relationship between and among a program’s guiding definition for leadership, its program purpose, leadership development content, and stated outcomes. This finding speaks to the proficiency of the ECE field’s leadership

development infrastructure: A program’s purpose and leadership focus need to be distinguishable yet firmly fastened to one another because a program’s leadership development focus is integral to curricular and pedagogical choices and to accomplishing an expressed purpose and articulated program outcomes.

Only 5 (14%) of this edition’s 35 leadership development programs indicated that their leadership development goals or objectives routinely are evaluated in some fashion, such as participant surveys (for the 3rd edition, it was 8 out of 57 programs — again 14%). Only 3 leadership development programs systematically evaluate their programs’ results. Signifying an interest in prompting increased accountability in this regard, the Office of Planning, Research and Evaluation (OPRE) within the Administration for Children and Families (ACF) at the U.S. Department of Health and Human Services, is examining the extent to which what they recognize as leadership development programs improve the efficacy of individuals in administrative and educator roles in center-based child care and Head Start programs as assessed by improved program quality and child outcomes (Early Care and Education Leadership Study [ExCELS], 2021).

Only 7 (20%) of the 2021 Compendium’s 35 leadership development programs have a sustainability plan. Only 2 programs both routinely evaluate their programs and have a sustainability plan. This finding suggests that the Office of Planning, Research and Evaluation’s (OPRE) effort may find assessing ECE leadership development programs’ ability to reliably and consistently achieve stated objectives challenging. These findings may also offer insight into the turnover rate of ECE leadership programs.

Turning to the Big Picture

The 12-Year Progression of ECE Leadership Development Efforts: 2009-2021

Since the 3rd edition’s publication four years ago, ECE’s leadership development landscape has evolved in its priorities. Glancing back over prior editions, though, beginning with the 1st edition, which was published 12 years ago, reveals that the ECE field’s self-defined leadership development focus has continually revolved around improving classroom quality and increasing administrative management knowledge and skills. The way these priorities are programmatically expressed, however, has evolved so in line with the ECE field’s contextual backdrop at the time of the program’s emergence.

Programs in the first edition (2009) that self-identified as leadership development programs, for example, predominantly focused on child care center-based program improvements via engagement with NAEYC Accreditation facilitation projects. A meaningful portion of the 1st edition’s 86 programs focused on improving teachers’ ECE knowledge and skills, supporting practitioners’ advancement through formal preparation programs, and navigating programs through NAEYC’s program accreditation process. Programs

submitted for the 2nd edition, published in 2013, focused heavily on center-based program administration and program improvement.

Public school principals and public schools emerged as a role and site of interest in the 3rd edition (2017) in response to the budding PreK-3¹ movement. Also in 2017, Compendium participants began shifting their focus from *program improvements* to *individual development*. Their attention was aimed more toward individual, role-specific leadership development and/or program-specific leadership content such as transitioning from preschools and child care to kindergarten.

In 2021, some ECE leadership development programs are branching into new areas of interest such as equity and social justice, fostering a PreK-3 continuum, and leadership for change from within (Douglass 2017). Nonetheless, the field's predominant focus continues to be on improving classroom and program quality and administrator competence. Advocacy, policy, and collective impact have received scattered interest during this 12-year time span and continue to do so. Expressed interest in influencing public policy is increasing, however, especially among topical development programs.

The 2021 Compendium also is distinguished from its predecessors by pedagogical practices: ECE leadership development programs are now more often incorporating pedagogical practices associated with effective learning, particularly the use of cohorts, internships, coaching, and peer mentorship. This is noteworthy because too often overlooked is the fact that *leadership is a practice*. As Senge, Hamilton, and Kania (2015) stressed, "You need skills. But skills come only from practice" (p. 30).

Foreseeing the ECE Field's Future Leadership Capacity

Differentiating positional roles and their content-specific knowledge and skills from the knowledge and skills called upon for exercising leadership remains a persistent quandary — one that curtails the ECE field's leadership development efforts and hinders development of field-wide leadership capacity. The bold step taken to explicitly delineate leadership development programs from those cultivating program and classroom improvement, administrative competencies, and other topical interests highlights the longevity of the ECE field's definitional confusion when it comes to leadership development, practitioner preparation, and program improvement.

The number of ECE self-reported leadership development programs has ebbed and flowed across the Compendium's four editions. For the first time, we've tabulated the annual number of "leadership graduates"

¹ P-3 is preferred terminology for those conceptualizing this learning continuum being addressed as pre-birth through 3rd grade. Program sponsors use a variety of terminology for this continuum, though. We cite the program-in-question's terminology. Program contacts were asked to clarify their meaning of 'P' to reduce uncertainty in this regard. As authors, we use PreK-3 terminology because of its broader acceptance.

based on numbers reported by leadership development programs over the Compendium's 12-year history. If we were to estimate the projected number of graduates on a yearly basis, based on program reports and exclusive of graduates from programs no longer operational, we would get the disappointing number of 995. The total number of estimated program graduates (derived only from leadership development programs continuing to be operational) is 11,559. (See Graph 1, which explains how these estimates were calculated.) While these metrics don't capture graduates from leadership development programs no longer operational, they offer a window into the ECE field's limited leadership capacity to address its challenges and advance toward its aspirations.

Contributing to this inference is the fact that only 13 states have state-based leadership development programs — a telling number given that most of the field's leadership development programs are state-based. To the extent that state-based and supported programs attend to internal interests, the complexities of organizing around a unifying leadership agenda are intensified.

A 2021 state-based survey conducted by the Maryland Early Childhood Leadership Development Program offers a related finding regarding ECE's leadership development capacity. Based on outreach to a wide range of programs, roles, and age groups, the study's findings graphically depict the state's impending leadership gap — a forecast not necessarily restricted to Maryland (Etter & Capizzano, 2021).

What the Compendium's 4th Edition Illuminates

The 2021 Compendium's findings become more instructive when placed in historical context. We can see more clearly the extent to which the ECE field's lack of formal role preparation prompts after-the-fact training for positional roles associated with programmatic responsibilities, especially for center-based child care directors, as well as the extent to which variation in program quality is inducing development of programs focusing on the quality gap.

Findings illuminating the ECE field's leadership development landscape makes evident that still elusive is concurrence around a consensual definition for leadership that can expand the growth of field-wide leadership capacity; prompt agreement on the baseline knowledge and skills needed for effectively practicing leadership that will boost impact; and inform development of an overarching and unifying leadership agenda so the field as a whole is better positioned to make progress on its cross-state challenges and headway on its expressed aspirations for children, the ECE workforce, and ECE's development as a field of practice.

WHAT IT MEANS TO EXERCISE LEADERSHIP

Distinguishing Leadership Development from Role-Related Preparation

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

This questioning ceased following publication of the Compendium's first edition in 2009, leading me to think that those engaged with developing and implementing ECE leadership development programs were perhaps more confident about their programs' intentions. Hoping to take advantage of this seeming progression, I attempted— naively it's turned out—to further the field's evolution toward greater precision in identifying its leadership development programs by using a finer selection process for programs included in the Compendium's second edition, which was published in 2013. Excluded were submissions whose content, such as civic engagement on behalf of early childhood issues or provision of initial teacher preparation, reside outside the knowledge and practices included under the rubric of leadership development.

The 3rd edition, published in 2017, continued this pruning practice, as has the 4th edition. This continuous fine-tuning to sharpen consistent identification of the field's leadership development programs resulted in reclassifying 20 submissions that were included in the 3rd edition as topical development programs. With this differentiation made explicit, we believe topical development programs are now more accurately identified. Although these programs sometimes include courses labeled as leadership development, the exercise of leadership is loosely, if at all, connected to the program's stated purpose. Topical development programs have made, and are making, important contributions to the ECE field and to its participants' role competence and career, but this fact alone does not convey it the status of a leadership development program.

Exercising Leadership

Each of the three previous editions has quoted Kagan and Bowman, who in a 1997 review of the field's leadership issues and challenges, lifted up ECE's insufficient clarity regarding the purposes for leadership development and to whom it applied. These are now gaps brought to our attention 23 years ago.

The 2021 Compendium suggests that the issue of "to whom it should apply" is being addressed as indicated by the attention given to job-related roles, especially those with administrative responsibilities — plus

the lack of attention given to others. This change is further evidenced by a shift from emphasizing global program improvements to focusing on individual and role-specific leadership development and/or specialized content. In this regard, for example — and sometimes overlapping in their target audience — 19 leadership development programs target child care center directors, 8 target public school principals, and 11 include early childhood educators.

Still, as previously noted, the ECE field’s leadership development purposes remain unclear, and the field’s definitions for leadership continue to be scattered and untethered to a coordinated leadership agenda around field-wide issues (Goffin & Regenstein, 2020). Admittedly, these issues are not limited to the ECE field. In critiquing leadership development programs, Kellerman (2018) has argued that the reason leadership education, training, and development are problematic is because the meaning of leadership has yet to be defined with precision and clarity. Confusion especially exists between management and leadership, even though, as Kotter (1996), among others, has argued, “Management is a set of processes that can keep a complicated system of people and technology running smoothly,” including tasks like planning, budgeting, problem-solving, organizing, and staffing, and creating predictability (p. 11).

Leadership, in contrast, is associated with knowledge and skills associated with aligning behaviors with a stated purpose, working with others to make progress on difficult challenges, and advancing toward a shared vision for the future (Kellerman, 2018; Heifetz and Linsky, 2017; Kahane, 2010; Watkins, 2012). Watkins, a Harvard Business Review author (2012), goes so far as to identify the shift from management to leadership as seismic.

Leadership also is often confounded with institutional authority, hence oft-seen references to “leadership role” or “leadership position” when, in fact, exercising leadership is a practice informed by knowledge and skills. It’s not, as too often presumed, restrained by one’s job-related role or position.

Distinguishing between topical development and leadership development programs shouldn’t, however, be misconstrued as ranking one classification’s relevance and importance over another. When determining whether self-reported program descriptions were characteristic of leadership development, however, or more representative of topical development programs, these distinguishing criteria, in conjunction with the criteria and beliefs outlined in the next section, were taken into account; every program representative was contacted in advance of publication regarding our interpretation.

The 2021 Compendium's Leadership Development Criteria and Beliefs

In addition to distinguishing between topical and leadership development programs, like its predecessors, the 2021 Compendium focuses on formalized programs that explicitly foster leadership development through a curriculum design intended to achieve the program's leadership development purpose(s). Programs that prepare individuals to function more effectively in their job-related roles via discrete events, such as conferences and symposiums are not included — even when the word “leadership” is included in the title or the stated purpose is supporting attendees' leadership growth. The term *program*, however, is inclusive of all delivery approaches, including degree- and non-degree-based, credit- and non-credit bearing, fellowships, institutes, and online interactions.

An underlying belief is the distinction between the *exercise of leadership* and *role authority*. The exercise of leadership is not limited to particular roles, organizational positions, or authority levels, although role authority can sometimes present a platform for exercising leadership (Gregersen, 2017; Heifetz, 1994).

Consequently, the 2021 Compendium avoids phrases such as “leadership position” and “leadership role” since they imply a dependency relationship between the use of authority and the exercise of leadership. The term also risks limiting the wide-ranging potential inherent to recognizing everyone's leadership possibilities, as well as constraining understanding of leadership and the complex set of factors influencing effective leadership practices.

Another underlying belief is the distinction between *management* and *leadership*. While they can sometimes be used in service to one another, they differ in a number of ways (Kellerman, 2018; Kotter, 1990, 1996; Zaleznik, 1992). As expressed by Zaleznik, “... leaders have much more in common with artists, scientists, and other creative thinkers than they do with managers” (p. 7).

The 2021 Compendium does not take a stance on a leadership definition or its development, however. As noted earlier, a definitive definition for leadership — and thus for its development — remains illusive (American Psychologist, 2007; Kellerman, 2018). Nonetheless, few question that leadership plays an important role in facilitating change and increasing individual and organizational capacity (Goffin, 2013; Senge, Hamilton, & Kania, 2015). As leadership guru Warren Bennis (2007) remarked, “...we must remember that the subject is vast, amorphous, slippery, and, above all, desperately important” (p. 2). This assessment has led researchers to examine the interplay among context, situational variables, personal attributes, behaviors, self-knowledge, the role of followers, and more in an effort to unpack effective leadership practices (Berger, 2012; Vroom & Jago, 2007; Hackman & Wageman, 2007; Heifetz, Grashow, & Linsky, 2009; Kellerman, 2018).

METHODOLOGY

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

1. How is the ECE field addressing its needs for leadership?
2. What programs are available to support leadership development and who is being served?
3. What can be learned from the field’s definition(s) for and approach to leadership development based on participants’ survey responses?

In light of context-related changes since 2017 and the 3rd edition’s publication, the 4th edition asked an additional question:

4. Has the ECE field evolved in its interests and purposes for leadership development, and if so, how?

Findings presented in the Landscape Overview offer answers to the first and third questions. The Compendium, which begins on page 33, responds to the second question. Confidence in responding to the third question is compromised, though, because a large proportion of survey respondents found it difficult to distinguish between their program’s purpose and leadership development intentions and soliciting clarifications via follow-up questions only partially succeeded.²

Locating ECE Leadership Development Programs³

For approximately 18 months, from the second half of 2020 to three-quarters through 2021, focused outreach, research, and sustained email and phone attempts took place to make contact with programs. Leadership development programs for possible inclusion were identified by reconnecting with programs included in the 3rd edition, outreach to the field’s LIST SERVs, group email lists, LinkedIn, outreach to individuals who might be in-the-know, and Internet research. The Internet also was used to track down the status of 3rd edition programs unresponsive to multiple attempts to make contact.

Survey Questions

Respondents were asked to describe their leadership development program by responding to a 28-question online survey. (See “Survey Questions,” page 14.) Of these 28 questions, 15 new questions acknowledged the ECE field’s contextual shifts over the past 4 years. Participants’ quantitative and qualitative survey responses were clarified as needed by follow-up email correspondence, phone conversations, and

² We thank survey respondents for their willingness to engage with our follow-up questions, especially given their busy schedules.

³ We want to express appreciation and thanks to those who responded to our outreach and multiple follow up emails on behalf of the 2021 Compendium.

website research. Prior to finalizing the 4th edition, each participating program representative was asked to review her/his program's Compendium and Topical Development Program information to ensure the 4th edition's completeness and accuracy. As a reminder, topical development programs were not solicited. Their categorization emerged as a result of survey findings, not as the result of intentional outreach. Consequently, the number of topical development programs likely is underestimated.

SURVEY QUESTIONS

[Those with an asterisk are questions new to the 2021 Compendium]

1. What is the name of your ECE leadership development program?
2. What is the name of the organization(s) hosting this program? *
3. Who is the program's target audience?
4. When was the program launched?
5. What catalyzed the leadership program's development?
6. What adjustments, if any, have been needed due to COVID-19? *
7. On a scale of 1-5, with 5 being very confident and 1 being not confident at all, how confident are you that the leadership program will be sustained in the wake of the pandemic? *
8. What is the program's leadership mission, i.e. what is its purpose(s)? What is the program's desired outcome?
9. What is the program's definition for leadership?
10. Which of the following are included in the program's curriculum? Select all that apply. *
11. Is there a selection process, or is this program open to anyone? *
12. If you answered "selection process" in question 11, what is that process? *
13. What is the program's length? (e.g. 1 week, 1 semester, 1 school year, 12 months, etc.) *
14. How often do participants come together (whether online or in-person)? *
15. What is the program's mode(s) of delivery? *
16. What is the program's geographic scope? *
17. Per calendar year, how often is the program offered? *
18. Approximately how many individuals complete the program per calendar year? *
19. What sort of credits, credential, or degree (if any) do program participants receive upon completion? *
20. Is there a cost to attendees? *
21. If you answered "yes" or "sometimes" for question 20, approximately how much is the cost per attendee? *
22. How is this program funded?
23. Who are your program's funding source(s)?
24. If the program presently is funded through "soft money," is a plan in place or under development for sustaining the program?
25. What changes, if any, have been made to the program since its inception? Why were these changes made?
26. Since the program inception, what lessons have you learned about leadership development and/or implementing a leadership development program?
27. If the program no longer is active, what led to its closure?
28. What else would you like us to know about your ECE leadership development program? (optional)

Limitations

The Compendium's methodology obviously risks exclusions. Additionally, program descriptions are based primarily on self-reports that, in turn, are based on the respondents' interpretations. Programs included in the 4th edition also have not been observed nor their representatives interviewed. Further, we are not recipients of detailed program curricula or course syllabi, and we don't have information about those who serve as faculty, lecturers, mentors, or facilitators. We also lack knowledge about the specific pedagogical approaches used to expand program participants' leadership knowledge, practice skills, and dispositions. And as previously noted, program definitions for leadership varied widely and programs' leadership development intentions were often vague. Consequently, our findings say little about the *developmental* portion of the field's leadership development efforts.

PROGRAM FINDINGS IN NUMBERS

Overview of the 2021 Compendium's Quantitative Findings

The 2021 Compendium has 35 self-reported leadership development programs, 12 of which are newly developed and 4 of which are newly discovered since the 3rd edition's publication. Additionally, 18 leadership development programs closed between 2017 and 2021 (See Table 6), most frequently due to discontinued funding. The 32 topical development programs are listed separately, 20 of which previously were included in the 2017 Compendium. (See Topical Development Programs, pp. 50.)⁴

As a sign of an evolving funding stream for ECE's leadership development programs, public dollars no longer dominate leadership development program funding to the same extent. Nine (9) of the Compendium's 35 programs are fully fee-or tuition based. Six (6) of the Compendium's 35 programs fully rely on public funds; 6 programs are fully reliant on philanthropy, one on their program sponsor, and the remaining 13 programs depend on a mixture of funding sources. This shift may be associated with an increasing number of leadership development programs hosted by higher education institutions.

PreK-3rd grade alignment and Collective Impact were identified as up-and-coming interests in the Compendium's 2nd and 3rd editions (2013; 2017). The former continues to be of interest, with 2 new leadership development programs and 4 topical development programs focusing on PreK-3rd grade alignment; still, the

⁴It's important to reiterate that ECE's topical development programs were not solicited. Consequently, this number must be viewed with caution.

total number of PreK-3 leadership development programs declined by 2 in the 4th edition. Only 1 leadership development program in this edition mentions collective Impact as a curriculum focus.

Following a leaning observed in the 3rd edition, the 2021 Compendium documents diminished attention to advocacy as a *leadership focus*; now advocacy as a topic tends to be positioned within a broader frame of activism or embedded in programs' curricula. In terms of delivery mode, the onset of COVID-19 obstructs our ability to know whether the increased number of programs using online delivery systems reflects a short- or long-term delivery approach: 17 programs began using online delivery in response to COVID-19, 14 of which are exclusively relying on an online approach.

From a curriculum perspective, respondents' most frequently expressed subject matter is fostering reflection and dispositions conducive to exercising leadership. Although exceptions exist, overall, limited attention is given to what academics and researchers routinely identify as leadership content and skills.

Eighteen (18) leadership development programs are linked with an academic degree or associated with a program or state credential. Of the 19 leadership and topical development programs that target child care center directors, 3 lead to a Director's Credential. Of these 19 programs, 1 is associated with NAEYC Accreditation. States' Quality Rating and Improvement Systems (QRIS) no longer catalyze leadership development programs. To the extent a relationship with QRIS exists, topical development programs focused on continuous improvement are using QRIS to measure programs' progress.

2021 Program Demographics

Table 1 lists the 18 leadership development programs that are new to the 2021 Compendium, along with their locations. Asterisks indicate four newly discovered previously existing programs, while the other 12 programs were developed after the 3rd edition's 2017 publication. Tables 2 and 3 identify states and regions where the Compendium's 35 programs reside.

The 2021 Compendium separately lists national and state-based programs (inclusive of state-wide, regional, and local). This broad inclusion presented us with a challenge when it came to categorizing programs tied to institutions of higher education or those reliant on online delivery approaches, though. If the higher education program is associated with a state institution, i.e., publicly funded state universities or community college programs, we identified the program as state-based in recognition of their primary constituency. If a privately funded program affiliated with an institution of higher education served students beyond its state-based location, it was labeled as national, even though we recognize that this approach can incur errors. By definition, online programs can be accessible nationally – even internationally in some instances. We relied on

program's self-designation in this regard, and where applicable, we indicate when a state-based program is open to accepting out-of-state students/participants.

Thirty-two (32) programs are classified as topical development programs, 20 of which were included as leadership development programs in the Compendium's 3rd edition. The 32 topical development programs are classified as belonging to one of 6 topical categories that can be found beginning on page 50. Presentation of the Compendium's 35 ECE leadership development programs begins on page 33.

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NEWLY DEVELOPED & NEWLY DISCOVERED LEADERSHIP DEVELOPMENT PROGRAMS

Listed in alphabetical order, Table 1 identifies the 9 state-based and 7 national programs newly developed or discovered since publication of the Compendium’s 3rd edition in 2017. Asterisks (*) mark the four programs that previously existed but only recently discovered.

TABLE 1 Newly Developed & Newly Discovered Leadership Development Programs [Continues on Page 19]		
Name of ECE Leadership Development Program	Organization(s) & State Hosting Program	Program Launch Date
Certificate in Early Education Leadership	The Saul Zaentz Early Education Initiative, National	6/1/2018
Director's Toolbox Management Series	McCormick Center for Early Childhood Leadership, National	11/1/2018
Early Childhood Leadership Institute	Early Childhood Leadership Institute, Rowan University, NJ (State-based)	1/1/2016*
Early Childhood Personnel Center Leadership Academy	University of Connecticut Center for Excellence in Developmental Disabilities, CT (State-based)	1/1/2020
ECE Fellowship	First Up, Champions for Early Education, PA (State-based)	9/15/2009*
Equity in Early Learning Initiative (EELI)	The Washington Area Women's Foundation (WAWF), Washington, DC (“State-based”)	1/1/2016*
Equity Leaders Action Network (ELAN)	Build Initiative, National	7/1/2015*
Leadership for Transformational P-3 Systems	Minnesota Department of Education, MN (State-based)	8/1/2021
Leadership in Infant and Toddler Learning (LITL) Post Baccalaureate Certificate	University of North Carolina—Greensboro, NC (State-based)	8/1/2018
Illinois Racial Equity Leadership Demonstration Project	Illinois State Board of Education/Governor’s Office of Early Childhood Development, IL (State-based)	1/1/2018
Maryland Early Childhood Leadership Program -(MECLP)	Sherman Center for Early Learning in Urban Communities, University of Maryland Baltimore County (MBC)- University of Maryland Baltimore County (UMBC), MD (State-based)	9/15/2018
Michigan Early Childhood System’s Racial Equity Leaders Cohort	Michigan Department of Education Office of Great Start, MI (State-based)	1/1/2019

Online MS in Early Childhood Education Leadership & Advocacy	Erikson Institute, National	8/1/2018
P-3 Leadership Certificate Program	National P-3 Center (University of Colorado Denver, School of Education and Human Development), National	6/6/2021
Ready to Lead	McCormick Center for Early Childhood Leadership, National	4/24/2019
The National Black Child Development Institute Policy Fellowship	National Black Child Development Institute (NBCDI), National	6/27/2019

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GEOGRAPHIC LOCATIONS BY REGION NEW & CONTINUING ECE LEADERSHIP DEVELOPMENT PROGRAMS

Tables 2 and 3 present the geographic location of ECE’s leadership development programs.⁵ State-based programs are located primarily in the East (of which there are 9) followed by the Midwest (6). The South and West have fewer programs, with each having 3 leadership development programs. Only the District of Columbia and Michigan gained programs, while 9 states lost programs. Excluding national programs, 13 states, versus the 3rd edition’s 19, presently have ECE leadership development programs. Twenty-one (21) of the 4th edition’s 35 ECE leadership development programs reside in these 13 states. So, by a large margin, the majority of the 2021 Compendium’s leadership development programs serve a state-based population. (See Tables 2 & 3).

The ECE field’s 14 national programs geographically reside in the East (5), Midwest (5), South (2) and West (2).

These findings geographically depict the ECE field’s leadership development infrastructure; they also draw attention to what appears to be a state-based leadership development strategy. State-based leadership development programs, especially when receiving state funding — we can conjecture— focus on state-based issues, whereas national programs tend to focus on what they’ve identified as field-wide leadership development capacity needs.

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⁵ These numbers do not include topical development programs.

Table 2 lists states with both newly created and newly discovered (marked with an *) programs. This table shows us that the East and Midwest region each gained a state with a state-based leadership development program, while the South and West regions did not. The East has 5 new state-based leadership development programs, the Midwest has 3 new state-based leadership development programs, while the South has 1 new state-based leadership development program, and the West region has no new state-based leadership development programs.⁶

TABLE 2	
Region & States with New State-Based Programs	
Regions/States	# Of programs
East Region	5 Total
• CT	• 1
• District of Columbia*	• 1
• MD	• 1
• NJ*	• 1
• PA*	• 1
Midwest Region	3 Total
• IL	• 2
• MI	• 1
• MN	• 1
South Region	1 Total
• NC	• 1
West Region	0 Total
<p>Green indicates states not previously represented by state-based programs; in this instance D.C. is identified as a state.</p> <p>* Indicates states with newly discovered (as opposed to newly created) programs</p>	

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⁶ These tables do not include topical development programs or National Leadership Development Programs.

Table 3 documents geographical regions and states with leadership development programs, confirming that the East Region continues to lead in terms of the overall number of leadership development programs, even though 3 of its resident states no longer have leadership development programs. Table 3 also indicates that 9 states no longer are represented as having state-based leadership development programs, although they may have verified topical development programs. Table 4, which follows, identifies the 38 states without leadership development programs.⁷

TABLE 3 Region & States with Continuing State-Based Programs	
Regions/States	# Of Programs
East Region	4 Total
• CT	• 2
• MA	• 2
• ME	• 0
• NY	• 0
• VT	• 0
Midwest Region	3 Total
• IL	• 3
• OH	• 0
• WI	• 0
Pacific State	1 Total
• HI	• 1
South Region	2 Total
• NC	• 1
• OK	• 0
• TN	• 0
West Region	3 Total
• CA	• 2
• CO	• 1
• AZ	• 0
• WA	• 0
Red font indicates states included in the 3 rd edition that no longer have state-based programs	

⁷ These tables do not include topical development programs or National Leadership Development Programs.

STATES WITHOUT STATE-BASED LEADERSHIP DEVELOPMENT PROGRAMS

With only 13 states having state-based leadership development programs (inclusive of the District of Columbia), 38 states are without leadership development programs. They are listed below alphabetically.

TABLE 4	
38 States Without State-based Leadership Development Programs (Alphabetical)	
Alabama	New Hampshire
Alaska	New Mexico
Arizona	New York
Arkansas	North Dakota
Delaware	Ohio
Florida	Oklahoma
Georgia	Oregon
Idaho	Rhode Island
Indiana	South Carolina
Iowa	South Dakota
Kansas	Tennessee
Kentucky	Texas
Louisiana	Utah
Maine	Vermont
Mississippi	Virginia
Missouri	Washington
Montana	West Virginia
Nebraska	Wisconsin
Nevada	Wyoming

LEADERSHIP DEVELOPMENT PROGRAMS' FUNDING

The complicated nature of Table 5 documents the intricacy of ECE's leadership development program funding. The 2021 Compendium shows an increase in the number of programs either associated with or sponsored by institutions of higher education — 12 of which lead to an academic degree or certificate plus 6 that are housed in university settings but not associated with degrees or certificates. Table 5 also shows the growth in programs' use of participant fees and fee-for-service, indicating a change in business models, possibly spurred by a desire for reduced reliance on "soft money" from either public or philanthropic sources.

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

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

For further clarification, the 2021 Compendium distinguishes between funding categories, outlined above, and programs' specific financing sources. By delineating programs' financing sources, we were able to identify 13 funding combinations, which is 5 less than the 18 funding combinations identified in the 3rd edition.

Of 2021 Compendium's 35 leadership development, 6 are fully reliant on public funds, 9 are fully tuition or fee based, and 6 are fully dependent on philanthropy. One (1) program relies solely on their program sponsor, and the remaining (13) programs depend on a combination of funding sources.

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TABLE 5 Leadership Development Programs' Funding	
Funding Source(s)	Number of Programs
Tuition/Fee for Service	9 in total
• Fee-for-service only	• 1
• Participant fees only	• 1
• Tuition only	• 4
• Tuition & Participant fees	• 3
Public Funding	6 in total
• Public funds only	• 6
Philanthropy	6 in total
• Philanthropy	• 5
• Private foundation funding	• 1
Program Sponsor	1 in total
• Program sponsor	• 1
Combination of Funding Sources	13 in total
• Participant fees & Philanthropy	• 1
• Participant fees & Program sponsor	• 1
• Participant fees, Public funds, & Program sponsor	• 1
• Participant fees, Public funds, Tuition, Program sponsor &	• 1
• Program sponsor & Philanthropy	• 1
• Public funds & Philanthropy	• 1
• Public funds, Program sponsor & Philanthropy	• 2
• Public funds & Tuition	• 1
• Public funds, Tuition & Philanthropy	• 1
• Public funds; Tuition & Tuition Assistance	• 1
• Tuition & Philanthropy	• 1
• Tuition, Philanthropy, & Tuition Assistance	• 1

LEADERSHIP DEVELOPMENT PROGRAMS NO LONGER OPERATIONAL

Since the 2017 Leadership Development Compendium’s publication, 18 early care and education leadership development programs have closed their doors. As Table 6 makes evident, the dominant reason for program closures is loss of private funding and to some extent public dollars. The majority (10) of these 18 programs, which are listed in alphabetical order, were state-based; 3 were regional in their outreach, and 3 were local programs; 2 discontinued programs were national programs.

Table 6 Leadership Development Programs No Longer Operational			
Program	Organization(s) Hosting the Program	Geographic Focus	Reason for Closing
Building P-3 Bridges: A cross sector early childhood leadership academy	McCormick Center for Early Childhood Leadership, IL	State-based	Philanthropic funding discontinued
CEELO Leadership Academy	Center on Enhancing Early Learning Outcomes (CEELO), Washington, DC	National	Closure of the sponsor organization due to discontinuation of federal funding
Certificate in Early Care and Education – Administration	Center for Early Childhood Professional Development (University of Wisconsin-Milwaukee)	State-based	Insufficient funding; reorganization measures
Certificate in Early Care and Education- Leadership	Center for Early Childhood Professional Development (University of Wisconsin-Milwaukee)	State-based	Insufficient funding; reorganization measures
Delaware Valley Association for the Education of Young Children (DVAEYC) Fellowship	Delaware Valley Association for the Education of Young Children (DVAEYC), PA	Regional (Delaware Valley)	Shift in DVAEYC’s focus
Early Childhood Academy	National Institute for Early Education Research (NIEER), Center on Enhancing	State-based	Public funding discontinued

	Early Learning Outcomes (CEELO), and New Jersey Department of Education, NJ		
Early Childhood Leadership Institute	Snelling Center for Government, VT	State-based	Public funding discontinued
Early Childhood Specialist Leadership Training	Big Shoulders Fund, IL	Local (Chicago)	Philanthropic funding discontinued
Leadership Empowerment Action Project (LEAP)	Delaware Valley Association for the Education of Young Children (DVAEYC), PA	State-based	Shift in DVAEYC's focus
Leading Learning: Instructional Leadership in Birth through Third Grade Programs	School Readiness Consulting, based in MD	MD County-based; also was available nationally	Discontinuation of financing sources, resulting in conclusion of School Readiness Consulting contract
Leadership Matters Institute	Smart Start of Forsyth County, Inc., NC	Local (Forsyth County)	Discontinuation of public funding resulting in program's closure
LAUP Program Leadership Development	Los Angeles Universal Preschool Program (LAUP), CA	Local (Los Angeles County)	Discontinued; Replaced with newly developed Child360 program
Policy, Politics and Power for Early Childhood Leaders Training	Center for the Study of Child Care Employment, Institute for Research on Labor and Employment, University of California Berkeley, CA	National	Insufficient demand; Shift in organization's focus
Post-Baccalaureate Online Certificate Program in Leadership in Early Care and Education	University of North Carolina, Greensboro, NC	State-based	Discontinued; Replaced with newly developed Leadership in Infant and Toddler Learning (LITL) Post Bac Certificate
Southwest Human Development Aim4Excellence™ Director's Credential Program	Southwest Human Development. AZ	Regional (Southwest)	Discontinuation of philanthropic and private funding
The Ohio Early Childhood Leadership	The Ohio Early Childhood Leadership	State-based	Discontinuation of public and private funds

Academy	Academy, OH		
Washington P-3 Executive Leadership Certificate Program	University of Washington, WA	State-based	Philanthropic funding discontinued

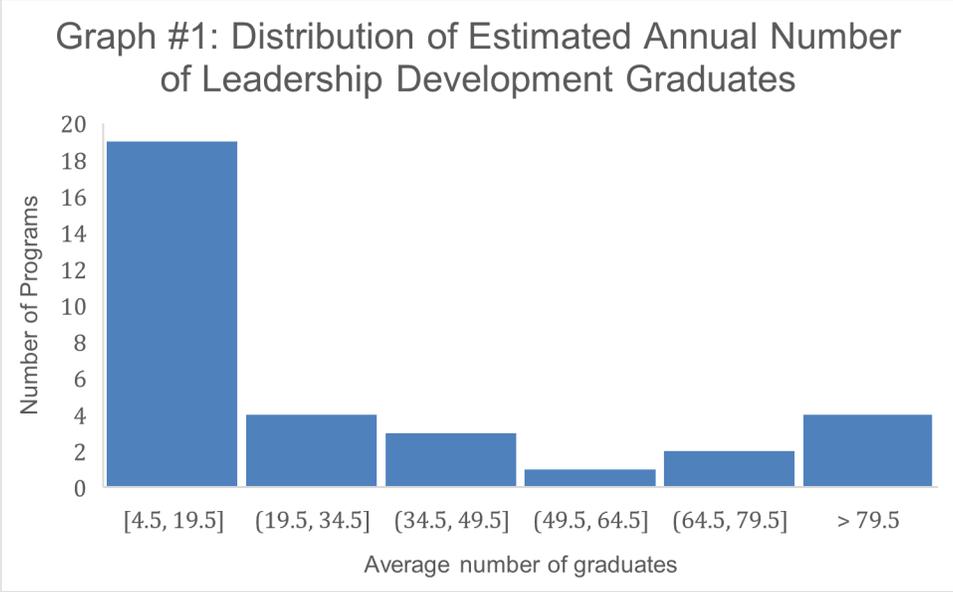
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DISTRIBUTION OF ESTIMATED ANNUAL NUMBER OF LEADERSHIP DEVELOPMENT GRADUATES

The histogram below (Graph #1) shows the distribution of the projected average number of graduates per year for current leadership development programs. As indicated in the chart, the majority of programs (19 out of 35) have fewer than 19 graduates per calendar year, while on the other end of the range, only 3 programs are estimated to have over 79 graduates each calendar year. This finding highlights another ECE leadership development capacity issue.

The annual estimate was calculated by adding up each program's self-reported answer on their number of graduates per calendar year. If programs provided a range, the average within that range was used for this number.

The overall estimate of 995 total annual graduates (see page 9) was calculated by multiplying each programs average annual number of graduates by the number of years their program had been in existence (as of September 25th, 2021). This provided an estimate of the total number of graduates each program could have produced since its inception. This was then added up to reach the overall number of graduates across all currently operating programs: 11,559 (see page 9).

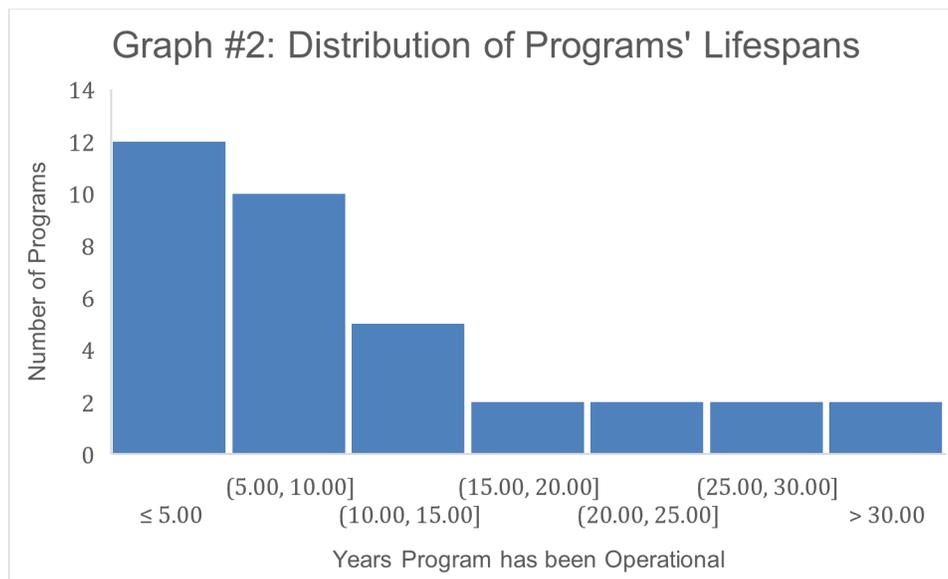


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DISTRIBUTION OF LEADERSHIP DEVELOPMENT PROGRAMS' LIFESPANS

The histogram below (Graph #2) shows the distribution for the lifespan of each currently operational program, i.e. how long they have been operational. As indicated by the chart, most programs (22 out of 35) have been operational for fewer than ten years: 12 of these programs have a lifespan of less than five years; the other 10 programs have been active between 5 and 10 years. On the other end of the spectrum, only 2 programs have been operational for more than 30 years. Collectively, this means that the majority of currently operating ECE early care and education leadership development programs have been active for fewer than 10 years.

Program lifespan was calculated based on each program's survey response regarding their inception date, using September 25, 2021 as the anchor (or "end") date for purposes of this publication.



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Part II: 2021 Early Care and Education Leadership Development Compendium & 2021 Early Care and Education Topical Development Programs

INTRODUCTION TO THE 2021 ECE LEADERSHIP DEVELOPMENT COMPENDIUM

The 2021 Compendium begins on page 34. Five headers organize each program's description:

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

State-based programs, regardless of whether statewide, regional, county-based or local, are organized alphabetically by state, for a total of 21 programs. The 14 national leadership development programs are separately listed as are topical development programs.

The 2021 Compendium's program information follows as closely as possible respondents' descriptions, with edits made for the purposes of reducing length, increasing clarity, and/or facilitating consistency among the 35 entries. Each entry was sent to and approved by the program's contact. Whenever possible, labels such as "ECE leaders," "instructional leaders," "teacher leaders," and "ECE professionals" were replaced with terminology more descriptive of the program's primary audience.

2021 Early Care and Education Leadership Development Compendium

NOTE: Each respondent was contacted and asked to review his/her program's entry to ensure the information presented is current and accurate.

Program Name, Contact, & Start Date	Audience	Funding Category & Financing Sources	Program Purpose	Program Duration & Delivery Approach
State + District of Columbia Leadership Development Programs				
CALIFORNIA				
<p>Emerging Leader Pipeline Project Diablo Valley Community College https://www.dvc.edu/academics/departments/early-childhood-education/</p> <p><u>For more information, contact:</u> Sue Handy, ECE Program Lead/Professional Development Program Coordinator shandy@dvc.edu (925) 698-2751</p> <p><u>Start Date:</u> September 2006</p>	<p><u>Audience:</u> Early childhood educators across diverse settings</p> <p><u>Geographic Focus:</u> Local</p>	<p><u>Funding Category:</u> Public funds</p> <p><u>Financing Source(s):</u> First 5 Contra Costa</p>	<p><u>Purpose:</u> To support ECE teachers' understanding of their leadership role by virtue of their impact on children, families, co-workers, and the community; to enlarge their knowledge, understanding, and application of leadership qualities in daily practice and to strengthen their commitment to being a role model in a peer community.</p>	<p><u>Duration:</u> Ongoing during school year</p> <p><u>Delivery Approach:</u> Peer learning group model: facilitated small group discussion, reflection, and application; come together in-person or online 2-3 times per college semester, with special events 2-4 times per year</p>
<p>Mills College Leadership Program in Early Childhood Mills College https://catalog.mills.edu/graduate/programs/education/ma-early-childhood-leadership/</p> <p><u>For more information, contact:</u> Priya Shimpi Driscoll, Professor of Education, Director of Early Childhood Education Programs pshimpi@mills.edu (410) 430-3170</p>	<p><u>Audience:</u> Individuals with experience in ECE or a related discipline representing diverse roles and sectors such as direct services, research, policy, advocacy, & professional development</p>	<p><u>Funding Category:</u> Tuition</p> <p><u>Financing Source(s):</u> Tuition</p>	<p><u>Purpose:</u> To develop leaders who reflect ECE's demographic diversity and wide range of sectors; to empower early care and education students to become effective change agents who work on behalf of coordinated, cohesive, and equitable early learning systems across local, state, and federal contexts.; to construct new conceptualizations of leadership for the early care and education field that emphasize equity and social justice, critical and post-foundational theories, cultural responsiveness, and relationship-based and inquiry driven leadership practices.</p>	<p><u>Duration:</u> 2 academic years</p> <p><u>Delivery Approach:</u> Students meet online or in-person for coursework several times per week; students complete a semester-long field placement, working directly with an educational organization</p>

Program Name, Contact, & Start Date	Audience	Funding Category & Financing Sources	Program Purpose	Program Duration & Delivery Approach
<p><u>Start Date:</u> August 2009; reorganized as MA program in 2014</p>	<p><u>Geographic Focus:</u> State-based but open to out-of-state participants</p>			
COLORADO				
<p>Buell Early Childhood Leadership Program [BECLP] University of Colorado Denver/ Clayton Early Learning/Buell Foundation www.ucdenver.edu/academics/colleges/SchoolOfEducation/Academics/CPE/Learn/Certificates/Pages/EarlyChildhoodLeadership.aspx</p> <p><u>For more information, contact:</u> Lori Ryan, Clinical Associate Professor and Co-Director, BECLP lori.ryan@ucdenver.edu (314) 239-6136</p> <p><u>Start Date:</u> July 2007</p>	<p><u>Audience:</u> Individuals identified as committed to enacting positive change through leadership across early childhood's multiple sectors</p> <p><u>Geographic Focus:</u> State</p>	<p><u>Funding Category:</u> Philanthropy</p> <p><u>Financing Source(s):</u> The Buell Foundation</p>	<p><u>Purpose:</u> To prepare individuals to affect change for early childhood programs, policies, and practices and to advance equity, excellence, and opportunity for all of Colorado's young children and their families.</p>	<p><u>Duration:</u> 18-credit program that lasts 14 months</p> <p><u>Delivery Approach:</u> Blended model: come together one weekend a month plus online learning experiences between synchronous sessions; students also come together for one five-day session</p>
CONNECTICUT				
<p>Connecticut Program Leadership Initiative Connecticut Office of Early Childhood https://www.ctoec.org</p> <p><u>For more information, contact:</u> Margaret Gustafson, Early Childhood Specialist margaret.gustafson@ct.gov (860) 500-4542</p>	<p><u>Audience:</u> Administrators of licensed and license-exempt programs serving children birth to age five</p> <p><u>Geographic Focus:</u> State</p>	<p><u>Funding Category:</u> Public funds</p> <p><u>Financing Source(s):</u> Federal Child Care and Development Fund</p>	<p><u>Purpose:</u> To promote continuous program improvement by advancing the formal education qualifications and content area competencies of child care program administrators, including knowledge and skills to influence others to establish and achieve a vision and mission.</p>	<p><u>Duration:</u> 5 credit-bearing courses, each about 3 months</p> <p><u>Delivery Approach:</u> Participants come together in-person for 6 full days per course, typically 2 days per month</p>

Program Name, Contact, & Start Date	Audience	Funding Category & Financing Sources	Program Purpose	Program Duration & Delivery Approach
<u>Start Date:</u> January 2000				
<p>Neag School of Education PK3 Leadership Program University of Connecticut/CT Office of Early Childhood/CT State Department of Education https://pk3leadership.uconn.edu/</p> <p><u>For more information, contact:</u> Karen L. List, Project Director Neag School of Education PK3 Leadership Program karen.list@uconn.edu (860) 550-4817</p> <p><u>Start Date:</u> July 2015</p>	<p><u>Audience:</u> Program administrators (Assistant Principals, Principals, Program Administrators, Assistant Superintendents, Superintendents) and PreK- 3rd grade teachers serving public & private schools, organizations, & districts</p> <p><u>Geographic Focus:</u> State</p>	<p><u>Funding Category:</u> Public funds; Tuition; Philanthropy</p> <p><u>Financing Source(s):</u> Tuition; School districts; Private programs; Federal Preschool Development Grant (PDG) funds from Connecticut Office of Early Childhood; New Haven Children's Ideal Learning District</p>	<p><u>Purpose:</u> To help cohort members from across the state bring new skills and leadership to their school, district, and community with a focus on improving the coherence and quality of early learning based on a comprehensive PK-3rd grade approach that reduces achievement gaps and creates socially just classrooms; to clearly and credibly communicate strategies and benefits to stakeholders in schools, districts, communities, and across the state.</p>	<p><u>Duration:</u> Three, 30-hour, non-credit modules over a 10 month period</p> <p><u>Delivery Approach:</u> An executive style leadership program with a small cohort (20) facilitated by practitioners and nationally recognized guest speakers</p>
DISTRICT OF COLUMBIA				
<p>Equity in Early Learning Initiative (EELI) The Washington Area Women's Foundation (WAWF) http://www.schoolreadinessconsulting.com</p> <p><u>For more information, contact:</u> Eugenia McRae, Administrative</p>	<p><u>Audience:</u> Early learning program administrators; early childhood educators interested in regional collaboration; ECE</p>	<p><u>Funding Category:</u> Public funds; Program sponsor; Philanthropy</p> <p><u>Financing Source(s):</u> Grants; Philanthropic Washington Area Women's Foundation; Early Childhood Funders Collaborative</p>	<p><u>Purpose:</u> To develop best practices in early childhood leadership, teaching and learning, and family engagement around equity-focused practice; to develop a clear agenda for elevating the DC metro area as an early learning model for exemplary work in equity leadership and social justice education at the programming, systems, local policy, and state/national advocacy levels.</p>	<p><u>Duration:</u> 3 years</p> <p><u>Delivery Approach:</u> Blended model: meetings are often virtual with in-person meetings scheduled at key intervals</p>

Program Name, Contact, & Start Date	Audience	Funding Category & Financing Sources	Program Purpose	Program Duration & Delivery Approach
Coordinator mcrae@schoolreadinessconsulting.com (877) 447-0327 x 714 <u>Start Date:</u> January 2016	philanthropists and funders <u>Geographic Focus:</u> Local			
HAWAII				
Master's Degree in Early Childhood Education University of Hawai'i at Mānoa https://coe.hawaii.edu/cs/programs/ece/ <u>For more information, contact:</u> Robyn S. B. Chun, Assistant Specialist / Director of Graduate Early Childhood Education Programs rchun@hawaii.edu (808) 956-0337 <u>Start Date:</u> August 2003	<u>Audience:</u> Practitioners providing early learning services to families with children aged 0-8; those in positions supporting the infrastructure of direct service programs <u>Geographic Focus:</u> State-based but open to out-of-state participants	<u>Funding Category:</u> Tuition; Tuition assistance; Public funds <u>Financing Source(s):</u> Tuition; State funds	<u>Purpose:</u> To promote leadership development in the areas of teaching, research, and service to further the early education field, contribute to a just, diverse, and democratic society, and to prioritize the educational well-being of the Native Hawaiian people and others across the Pacific. To increase the number of teachers with initial license in early childhood education (ECE III) and the professional preparation faculty and trainers and pedagogical & instructional administrators in Hawai'i.	<u>Duration:</u> 2½ to 3 years to complete. (3 month-long summer sessions and monthly on-line seminars/field experience during the academic year. Graduate in fall of year 3. <u>Delivery Approach:</u> Blended cohort model in two options: 1) onsite during summer and online during school year or 2) evening/weekend hybrid during academic year
ILLINOIS				
Barbara Bowman Leadership Fellows Erikson Institute's Early Childhood Leadership Academy (ECLA) https://www.erikson.edu/policy-initiatives/early-childhood-	<u>Audience:</u> Early childhood advocates from government agencies and non-profit organizations	<u>Funding Category:</u> Philanthropy; Program sponsor <u>Financing Source(s):</u> Foundations	<u>Purpose:</u> To enrich the perspective and enhance the capacity of diverse child advocates who are committed to advancing racial equity through early childhood policy.	<u>Duration:</u> 10 months <u>Delivery Approach:</u> Blended learning model in conjunction with a data research activity, coaching,

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<p>leadership-academy/barbara-bowman-leadership-fellows/</p> <p>For more information, contact: Hannah Kaare, Program Coordinator of the Early Childhood Leadership Academy hkaare@erikson.edu (608) 345-3327</p> <p><u>Start Date:</u> July 2016</p>	<p><u>Geographic Focus:</u> State</p>			<p>networking, and lifetime membership in communities of practice</p>
<p>Early Childhood Administration Master's Degree at National Louis University National Louis University https://nl.edu/national-college-of-education/programs/educational-leadership/graduate/med-in-early-childhood-administration/</p> <p>For more information, contact: Leslie Katch, Director, ECA program leslie.katch@nl.edu (312) 261-3128</p> <p><u>Start Date:</u> August 1998</p>	<p><u>Audience:</u> Directors; program administrators; home child care providers; aspirants to these roles</p> <p><u>Geographic Focus:</u> State-based but open to out-of-state participants</p>	<p><u>Funding Category:</u> Tuition; Tuition Assistance</p> <p><u>Financing Source(s):</u> Tuition; State and City ECE-associated financial assistance</p>	<p><u>Purpose:</u> To advance the diversity of the early childhood education field's leadership and participants' leadership competencies so young children thrive.</p>	<p><u>Duration:</u> 34 hours of graduate credit (approx. 21 months)</p> <p><u>Delivery Approach:</u> Online cohort model</p>
<p>Illinois Racial Equity Leadership Demonstration Project Illinois State Board of Education/Governors Office of Early Childhood Development http://www.schoolreadinessconsulting.com</p>	<p><u>Audience:</u> ECE Policymakers (Board of Education); ECE program administrators</p> <p><u>Geographic</u></p>	<p><u>Funding Category:</u> Public funds; Program sponsor; Philanthropy</p> <p><u>Financing Source(s):</u> Preschool Development Grant-Expansion</p>	<p><u>Purpose:</u> To facilitate adoption of equitable practices in systems and programs through a localized or community-based approach, where participants engage in learning and skill-building to expand the definition of "high-quality" education to include a racial equity and anti-bias framework.</p>	<p><u>Duration:</u> 12 months</p> <p><u>Delivery Approach:</u> Cohort model: 1 initial training session, ongoing cohort meetings, plus coaching</p>

Program Name, Contact, & Start Date	Audience	Funding Category & Financing Sources	Program Purpose	Program Duration & Delivery Approach
<p><u>For more information, contact:</u> Eugenia McRae, Administrative Coordinator mcrae@schoolreadinessconsulting.com (877) 447-0327 x 714</p> <p><u>Start Date:</u> January 2018</p>	<p><u>Focus:</u> Regions within the state</p>			<p>opportunities</p>
<p>Ready to Lead McCormick Center for Early Childhood Leadership https://mccormickcenter.nl.edu/services/leadership-academies/</p> <p><u>For more information, contact:</u> Jill Bella, Director of Professional Learning jill.bella@nl.edu (847) 947-5059</p> <p><u>Start Date:</u> April 2019</p>	<p><u>Audience:</u> Newly hired child care center-based administrators (1 day - 5 years experience)</p> <p><u>Geographic Focus:</u> State-based but open to out-of-state participants</p>	<p><u>Funding Category:</u> Participant fees; Philanthropy</p> <p><u>Financing Source(s):</u> Participant fees; Anonymous</p>	<p><u>Purpose:</u> To support novice early childhood education program administrators with foundational leadership skills, each addressing one or more of the three domains of the McCormick Center's Whole Leadership framework:</p> <ul style="list-style-type: none"> • From the Inside Out: The Power of Reflection and Self-Awareness; • Leadership in Action: How Effective Directors Get Things Done • New Role, New Relationships: Learning to Lead • Shifting from Struggling to Juggling: Prioritizing Pointers and Time Management Tips 	<p><u>Duration:</u> 4 months</p> <p><u>Delivery Approach:</u> Cohort: meeting 4times, virtual or in-person</p>
<p>Taking Charge of Change McCormick Center for Early Childhood Leadership https://mccormickcenter.nl.edu/services/leadership-academies/</p> <p><u>For more information, contact:</u> Jill Bella, Director of Professional Learning jill.bella@nl.edu (847) 947-5059</p> <p><u>Start Date:</u> June 1992</p>	<p><u>Audience:</u> Center-based directors and senior administrators who work with all sectors of the field</p> <p><u>Geographic Focus:</u> State-based but open to out-of-state participants</p>	<p><u>Funding Category:</u> Participant fees; Philanthropy</p> <p><u>Financing Source(s):</u> Participant fees; Anonymous</p>	<p><u>Purpose:</u> To direct attention to the child care program director's role as change agents.</p>	<p><u>Duration:</u> 10 months</p> <p><u>Delivery Approach:</u> 11 virtual or in-person training sessions, plus participation in Leadership Connections National Conference hosted by the McCormick Center for Early Childhood Leadership</p>

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MARYLAND				
<p>Maryland Early Childhood Leadership Program (MECLP) Sherman Center for Early Learning in Urban Communities, University of Maryland Baltimore County https://meclp.umbc.edu</p> <p><u>For more information, contact:</u> Louise Corwin, Visiting Executive in Residence lcorwin@umbc.edu (410) 455-8416</p> <p><u>Start Date:</u> September 2018</p>	<p><u>Audience:</u> Early childhood teachers; family and center based child care teachers, directors, intervention specialists, child development staff, mental health staff and instructional staff ; county-level early childhood administrators; home visitors; those in associated fields that comprise Maryland's early childhood system</p> <p><u>Geographic Focus:</u> State</p>	<p><u>Funding Category:</u> Participant fees; Public funds; Tuition; Program sponsor; Philanthropy</p> <p><u>Financing Source(s):</u> Tuition; Maryland State Department of Education Division of Early Childhood; Sherman Center for Early Learning in Urban Communities, UMBC; private donated funds</p>	<p><u>Purpose:</u> To create a network of program fellows representing diverse ethnicities, regions, and early childhood sectors who have the knowledge and dispositions required to lead innovation and change in early childhood systems, including policies, legislation, and programs across Maryland, and ultimately nationally.</p>	<p><u>Duration:</u> 12 months plus ongoing components</p> <p><u>Delivery Approach:</u> Hybrid: monthly classes' ongoing components include: a post-course coach/mentoring, an online professional learning community, annual Leadership Institutes, and annual program and course evaluations</p>
MASSACHUSETTS				
<p>Early Education Research, Policy, and Practice Post Master's Leadership Certificate Fellowship The Institute for Early Education Leadership and Innovation at</p>	<p><u>Audience:</u> Early educators; administrators; child care business owners, all of whom hold a master's degree</p>	<p><u>Funding Category:</u> Philanthropy; Public funds; Tuition</p> <p><u>Financial Source(s):</u> Public & private funding, including private foundations and</p>	<p><u>Purpose:</u> To provide racially and linguistically diverse early educators with training in entrepreneurial leadership and the knowledge, skills, mindsets, and leadership networks to design and lead improvement and innovation in early education. Graduates are part of an alumni leadership network and will be ready to drive change and innovation in their program and the broader</p>	<p><u>Duration:</u> 12-24 months (12 graduate-level credits)</p> <p><u>Delivery Approach:</u> Cohort model: weekly online or in-</p>

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UMass Boston https://www.umb.edu/earlyedinstitute For more information, contact: Anne Douglass, Executive Director and Professor anne.douglass@umb.edu (617) 287-4383 Start Date: September 2012	<u>Geographic Focus:</u> State	professional development grants	ECE field.	person classes
Leading for Change in ECE The Institute for Early Education Leadership and Innovation at UMass Boston https://www.umb.edu/earlyedinstitute For more information, contact: Anne Douglass, Executive Director and Associate Professor anne.douglass@umb.edu (617) 287-4383 Start Date: September 2012	<u>Audience:</u> Early educators; program administrators; family child care providers <u>Geographic Focus:</u> Massachusetts AND Maryland	<u>Funding Category:</u> Participant fees; Public funds; Program sponsor <u>Financial Source(s):</u> Public & private funding	<u>Purpose:</u> To provide racially and linguistically diverse participants with entrepreneurial leadership training so they gain a broader internal definition of leadership, view themselves as leaders, and know how to lead for change and have a concrete plan for doing so. Participants will be ready to drive change and innovation in their program and the broader ECE field.	<u>Duration:</u> 15 weeks to 12 months <u>Delivery Approach:</u> Cohort model: weekly online or in-person classes
MICHIGAN				
Michigan Early Childhood System's Racial Equity Leaders Cohort Michigan Department of Education Office of Great Start http://www.schoolreadinessconsulting.com	<u>Audience:</u> ECE Policymakers; ECE Program Administrators & Educators; Parents & Community Members	<u>Funding Category:</u> Public Funds <u>Financing Sources:</u> Preschool Development Grant: Birth through Five Renewal	<u>Purpose:</u> To facilitate adoption of equitable practices in systems and programs through a localized or community-based approach, where participants engage in learning and skill-building to expand the definition of "high-quality" education to include a racial equity and anti-bias framework.	<u>Duration:</u> 1 ½ years <u>Delivery Approach:</u> Blended cohort model: 2-day institute, individual and group coaching, workshops, networking events

Program Name, Contact, & Start Date	Audience	Funding Category & Financing Sources	Program Purpose	Program Duration & Delivery Approach
<p>For more information, contact: Eugenia McRae, Administrative Coordinator mcrae@schoolreadinessconsulting.com (877) 447-0327 x 714</p> <p><u>Start Date:</u> January 2019</p>	<p><u>Geographic Focus:</u> State</p>			
MINNESOTA				
<p>Leadership for Transformational P3 Systems Minnesota Department of Education https://education.mn.gov/MDE/dse/early/prek/</p> <p><u>For more information, contact:</u> Mike Brown, Education Specialist mike.p.brown@state.mn.us (651) 582-8224</p> <p>June Reineke, Education Specialist june.reineke@state.mn.us (651) 582-8755</p> <p><u>Start Date:</u> August 2021</p>	<p><u>Audience:</u> Leaders from the early childhood to grade three continuum</p> <p><u>Geographic Focus:</u> State</p>	<p><u>Funding Category:</u> Public funds, Philanthropy</p> <p><u>Financing Source(s):</u> MN Department of Education; Private foundation (initial development only)</p>	<p><u>Purpose:</u> To build district, community, and regional capacity to develop, implement, and evaluate comprehensive, inclusive P3 systems that lead to improved outcomes for young children and their families.</p>	<p><u>Duration:</u> Ongoing</p> <p><u>Delivery Approach:</u> Online: Self-paced, asynchronous, ongoing; option for districts to participate as learning communities</p>
NEW JERSEY				
<p>Early Childhood Leadership Institute Rowan University https://eclini.org/early-childhood-</p>	<p><u>Audience:</u> Early childhood education and human services administrators</p>	<p><u>Funding Category:</u> Public funds</p> <p><u>Financing Source(s):</u> New Jersey Department of Human</p>	<p><u>Purpose:</u> To develop and support early childhood education professionals and leaders to build national and instate capacity for leadership through continuous quality improvement.</p>	<p><u>Duration:</u> 24 hours</p> <p><u>Delivery Approach:</u> <u>Online:</u> quarterly training; monthly</p>

Program Name, Contact, & Start Date	Audience	Funding Category & Financing Sources	Program Purpose	Program Duration & Delivery Approach
leadership-institute/ For more information, contact: Zeynep Isik-Ercan, Co-Director ecan@rowan.edu (614) 266-3648 Jennifer Cortes, Assistant Director cortesj@rowan.edu Start Date: January 2016	<u>Geographic Focus:</u> State-based but open to out-of-state participants	Service's Division of Family Development (DHS-DFD)		reflection and coaching sessions
NORTH CAROLINA				
Leadership, Policy, and Advocacy for Early Childhood University of North Carolina at Wilmington https://uncw.edu/ed/eemls/ec/index.html For more information, contact: Meredith Jones, Assistant Professor/Program Coordinator jonesmk@uncw.edu (704) 577-4833 Start Date: August 2014	<u>Audience:</u> Those in early childhood education (ECE) who wish to pursue ECE positions in policy and advocacy <u>Geographic Focus:</u> State-based but open to out-of-state participants	<u>Funding Category:</u> Tuition, Tuition Assistance <u>Financing Source(s):</u> Tuition; Financial aid-student loans; Employer support - typically from school district; TEACH@ North Carolina scholarships	<u>Purpose:</u> To prepare individuals with an interest in pursuing positions in ECE policy and advocacy with the intent of improving the lives of young children and their families.	<u>Duration:</u> 2 years (6 semesters) <u>Delivery Approach:</u> Online: primarily asynchronous classes
Leadership in Infant and Toddler Learning (LITL) Post Baccalaureate Certificate University of North Carolina at Greensboro https://hhs.uncg.edu/hdf/graduate/programs/litl/ For more information, contact:	<u>Audience:</u> Teachers and others working with and on behalf of infants and toddlers as well as their families <u>Geographic</u>	<u>Funding Category:</u> Tuition, Tuition assistance <u>Financing Source(s):</u> Tuition; TEACH@ North Carolina scholarships	<u>Purpose:</u> To provide in-depth knowledge regarding effective services for infants and toddlers and to prepare those working with and on behalf of infants and toddlers to assume high-level roles in a variety of services/programs.	<u>Duration:</u> 3-5 semesters <u>Delivery Approach:</u> Online: weekly synchronous and asynchronous classes

Program Name, Contact, & Start Date	Audience	Funding Category & Financing Sources	Program Purpose	Program Duration & Delivery Approach
Catherine Scott-Little, Program Co-Director mcscottl@uncg.edu (336) 404-5684 <u>Start Date:</u> August 2018	<u>Focus:</u> State-based but open to out-of-state participants			
PENNSYLVANIA				
ECE Fellowship First Up; Champions for Early Education http://www.firstup.org <u>For more information, contact:</u> Pamela Haines, Public Policy Consultant pamela.haines@firstup.org (215) 349-9428 <u>Start Date:</u> September 2009	<u>Audience:</u> A new generation of early childhood education (ECE) leadership <u>Geographic Reach:</u> Regional (Southeastern Pennsylvania)	<u>Funding Category:</u> Program sponsor; Philanthropy <u>Financing Source(s):</u> PNC Bank; grant money	<u>Purpose:</u> To train a new generation from the ECE field in leadership and advocacy to serve as a source of initiative, energy, and impact in the region.	<u>Duration:</u> School year <u>Delivery Approach:</u> Four overnight sessions (6 hours on Friday and 6 hours on Saturday), one day-long trip to the state Capitol on a weekday, and one final day-long Saturday session

Program Name, Contact, & Start Date	Audience	Funding Category & Financing Sources	Program Purpose	Program Duration & Delivery Approach
National Leadership Development Programs				
AIM4EXCELLENCE™ National Director Credential McCormick Center for Early Childhood Leadership https://mccormickcenter.nl.edu/services/national-director-	<u>Audience:</u> Child care program owners, directors, and senior administrators; lead teachers;	<u>Funding Category:</u> Participant fees <u>Financing Source(s):</u> Participant fees	<u>Purpose:</u> To engage child care program directors and others across the nation in 144 hours of self-paced learning that results in a nationally recognized director's credential. Directors may complete the module as individual learners or as a cohort group.	<u>Duration:</u> 144 hours <u>Delivery Approach:</u> Two options: 1) Community of practice model: facilitator guides

Program Name, Contact, & Start Date	Audience	Funding Category & Financing Sources	Program Purpose	Program Duration & Delivery Approach
<p>credential/</p> <p><u>For more information, contact:</u> Lorena Rodriguez, Aim4Excellence Program Manager lorena.rodriguez@nl.edu (847) 947-5054</p> <p><u>Start Date:</u> January 2008</p>	<p>college instructors; resource and referral specialists; technical assistance specialists; independent consultants across education sectors</p> <p>** International participants accepted</p>			<p>participants using module content 2) Online: individual works independently through module content</p>
<p>Birth to Kindergarten: Interdisciplinary Studies in Education and Development (BKISED), M.Ed. The University of North Carolina Greensboro https://hhs.uncg.edu/hdf/graduate/programs/med/</p> <p><u>For more information, contact:</u> Catherine Scott-Little, Co-Director mcscottl@uncg.edu (336) 404-5684</p> <p><u>Start Date:</u> January 1996</p>	<p><u>Audience:</u> Individuals in early care and education in positions of responsibility from a variety of roles and types of programs serving children with and without disabilities, including: teachers; family educators; interventionists; administrators; technical assistance providers</p>	<p><u>Funding Category:</u> Tuition; Tuition assistance</p> <p><u>Financing Source(s):</u> Tuition; TEACH@; Federal Financial Aid</p>	<p><u>Purpose:</u> To prepare personnel in diverse settings (both educational and community agencies) who develop and implement programming for young children with and without disabilities, ages birth through five. Extensive coursework and experiences focus additionally on family studies, self-evaluation and working with diverse children and families (e.g., socioeconomic, gender, linguistic, ethnic, race, family, and ability diversity). The leadership component focuses on learning how to motivate and provide direction for others or an organization.</p>	<p><u>Duration:</u> 2½ years</p> <p><u>Delivery Approach:</u> Weekly online courses plus an individualized final internship and capstone project</p>
	<p><u>Audience:</u></p>	<p><u>Funding Category:</u> Tuition;</p>	<p><u>Purpose:</u> To deepen participants' core knowledge of</p>	<p><u>Duration:</u> 3 series of</p>

Program Name, Contact, & Start Date	Audience	Funding Category & Financing Sources	Program Purpose	Program Duration & Delivery Approach
<p>Certificate in Early Education Leadership (CEEL) The Saul Zaentz Early Education Initiative https://zaentz.gse.harvard.edu/ <u>For more information, contact:</u> Robin Kane, Assistant Director of Professional Programs and Partnerships robin_kane@gse.harvard.edu (978) 314-5765 <u>Start Date:</u> June 2018</p>	<p>Child care center directors; principals; teacher leaders; administrators; service providers; instructional coaches</p>	<p>Philanthropy <u>Financing Source(s):</u> Tuition; The Saul Zaentz Charitable Foundation; the Zaentz Professional Learning Academy</p>	<p>leadership practices and equip them with the knowledge and tools grounded in scientific insights to navigate decisions, challenges, and opportunities associated with quality program improvements.</p>	<p>5, 3-week-long, modules <u>Delivery Approach:</u> Flexible online discussion and asynchronous, job-embedded learning</p>
<p>Director's Toolbox Management Series McCormick Center for Early Childhood Leadership mccormickcenter.nl.edu <u>For more information, contact:</u> Jill Bella, Director of Professional Learning jill.bella@nl.edu (847) 947-5059 <u>Start Date:</u> November 2018</p>	<p><u>Audience:</u> Cross-sector early childhood education (ECE) program administrators & program owners; senior program administrators</p>	<p><u>Funding Category:</u> Fee for service <u>Financing Source(s):</u> Fee for service</p>	<p><u>Purpose:</u> To support early childhood education program administrators in designing and implementing organizational systems to ensure they remain stable and continue to grow by applying foundational skills in reflective practice, communication, and team-building and considering leadership styles and disposition.</p>	<p><u>Duration:</u> Flexible depending on number of topics covered (up to 7 topics) <u>Delivery Approach:</u> Flexible depending on group needs</p>
<p>Early Childhood Leadership and Advocacy University of Dayton, Department of Teacher Education https://udayton.edu/education/departments_and_programs/edt/pro</p>	<p><u>Audience:</u> Practicing early childhood educators including teachers and administrators</p>	<p><u>Funding Category:</u> Tuition; Tuition assistance <u>Financing Source(s):</u> Tuition; Tuition assistance via credit for previous college credits and stackable certificates and</p>	<p><u>Purpose:</u> To advance the ECE early childhood education field by providing relevant and meaningful experiences for working early childhood educators at a variety of degree-levels, both those who seek to be teacher leaders and those who wish to develop as program leaders. Inspired by the Unifying Framework of the Power to the Profession Task Force, (2020), participants will develop</p>	<p><u>Duration:</u> 3 to 4 years part-time <u>Delivery Approach:</u> Online cohort model: asynchronous content via weekly</p>

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<p>grams/graduate/ecl.php</p> <p><u>For more information, contact:</u> Shauna Adams, Associate Professor of Early Childhood, Executive Director of the Center for Early Learning sadams1@uconn.edu (937) 229-3372</p> <p><u>Start Date:</u> August 2008</p>		achievement scholarships	the effective leadership and advocacy skills required for early childhood educators to succeed in today's challenging environment.	lessons, synchronous discussions and application to classrooms every other week
<p>Early Childhood Personnel Center Leadership Academy University of Connecticut Center for Excellence in Developmental Disabilities https://ecpcta.org</p> <p><u>For more information, contact:</u> Dr. Mary Beth Bruder, Director bruder@uchc.edu 1 (800) 679-1500</p> <p><u>Start Date:</u> August 2008</p>	<p><u>Audience:</u> State-level Individuals with Disabilities Education Act (IDEA) Part C Coordinators; IDEA Part B Section 619 Coordinators</p>	<p><u>Funding Category:</u> Public funds</p> <p><u>Financing Source(s):</u> U.S. Department of Education, Office of Special Education Programs</p>	<p><u>Purpose:</u> To increase the knowledge, skills, and competencies of State (and territory) IDEA Part C and 619 administrators to lead systemic improvement efforts, actively engage in broader early childhood initiatives, use technical assistance (TA) effectively, and build more effective and sustainable state systems capable of supporting a competent early childhood workforce that can improve outcomes for young children with disabilities and their families.</p>	<p><u>Duration:</u> 12 months</p> <p><u>Delivery Approach:</u> Virtual or in-person, for a total of 8 hours per month</p>
<p>Equity Leaders Action Network (ELAN) Build Initiative https://ecpcta.org</p> <p><u>For more information, contact:</u> Sherri Killins Stewart Ed.D, Co-Director skillins@buildinitiative.org</p>	<p><u>Audience:</u> Individuals in programs (such as early childhood systems, early learning, health and mental health, family support, food access, income</p>	<p><u>Funding Category:</u> Philanthropy</p> <p><u>Financing Source(s):</u> Kellogg Foundation; Ballmer</p>	<p><u>Purpose:</u> To build participants' capacity to lead for racial equity within their roles, responsibilities, authority, and influence.</p>	<p><u>Duration:</u> 2 years</p> <p><u>Delivery Approach:</u> Blended cohort model; convene monthly</p>

Program Name, Contact, & Start Date	Audience	Funding Category & Financing Sources	Program Purpose	Program Duration & Delivery Approach
(203) 645-4869 <u>Start Date:</u> July 2015	and labor, home visiting, and justice and equity) serving young children prenatal to five and their families			
Executive Ed.D. in Leadership University of Kentucky https://education.uky.edu/edl/edd/ <u>For more information, contact:</u> Beth Rous, Professor and Doctoral Program Chair brous@uky.edu (859) 257-6389 <u>Start Date:</u> August 2013	<u>Audience:</u> Individuals in executive roles in educational organizations	<u>Funding Category:</u> Public Funds; Tuition <u>Financing Source(s):</u> Tuition; University funds	<u>Purpose:</u> To prepare educators to assume formal leadership roles within educational organizations across the developmental continuum (early care and education, public schools, higher education, community education) that are capable of nimbly leading change within organizations that focus on providing high quality learning experiences to children from diverse backgrounds by concentrating on welcoming organizational cultures, socially just policies, and engaging the broader community.	<u>Duration:</u> 4 years <u>Delivery Approach:</u> Blended cohort model: 5-7 synchronous online meetings each semester, optional in-person week-long colloquium each summer
Online Masters of Science (MS) in Early Childhood Education Leadership & Advocacy Erikson Institute https://www.erikson.edu/about/ <u>For more information, contact:</u> Elizabeth Tertell, Leadership & Advocacy Concentration Leader etertell@erikson.edu (708) 408-9671 <u>Start Date:</u> August 2018	<u>Audience:</u> Early childhood practitioners who are looking to advance and extend their roles in administration, advocacy, and program leadership in early childhood education (non-profit and for-profit programs and agencies that serve children and families)	<u>Funding Category:</u> Tuition; Philanthropy; Tuition assistance <u>Financing Source(s):</u> Tuition; Erikson Institute	<u>Purpose:</u> To grow early childhood practitioners who lead in a variety of roles, including teachers, directors, business owners, coordinators, consultants, and instructors, across the field of early childhood education and family programming, with an emphasis on supporting children and families through an equity lens.	<u>Duration:</u> 1 year (certificate)-2 years (Masters) <u>Delivery Approach:</u> Online: weekly convenings, additional bi-weekly seminar for Master's students

Program Name, Contact, & Start Date	Audience	Funding Category & Financing Sources	Program Purpose	Program Duration & Delivery Approach
	**International participants accepted			
<p>Peer Learning and Leadership Network (PLLN) National Center on Tribal Early Childhood Development https://www.acf.hhs.gov/occ</p> <p><u>For more information, contact:</u> Diana Gates, Training and Resource Development Coordinator nctecd@ecetta.info (877) 296-2401</p> <p><u>Start Date:</u> March 2013</p>	<p><u>Audience:</u> Child care administrative or program staff in Tribal CCDF programs; administrators of CCDF Tribal funds</p>	<p><u>Funding Category:</u> Public funds</p> <p><u>Financing Source(s):</u> Child Care Development Fund (CCDF); Technical assistance and grantee funds</p>	<p><u>Purpose:</u> To build a network of Tribal CCDF administrators by promoting leadership development, and providing supportive technical assistance to Tribal child care programs through a multi-dimensional approach, including both leadership skill--building activities and training to increase participants' knowledge base in child care relevant topics</p>	<p><u>Duration:</u> 2 years</p> <p><u>Delivery Approach:</u> Blended cohort model: monthly convenings</p>
<p>P-3 Leadership Certificate Program National P-3 Center (University of Colorado, Denver, School of Education & Human Development) https://nationalp-3center.org/</p> <p><u>For more information, contact:</u> Kristie Kauerz, Director kristie.kauerz@ucdenver.edu (720) 390-8206</p> <p><u>Start Date:</u> June 2021</p>	<p><u>Audience:</u> Elementary school principals; school district administrators; school board members; administrators in early care and education</p>	<p><u>Funding Category:</u> Public funds, Philanthropy</p> <p><u>Financing Source(s):</u> Office of Planning, Research and Evaluation in the Administration for Children and Families; Heising-Simons Foundation; The McKnight Foundation; National Association of Elementary School Principals; The Nicholson Foundation; W. Clement & Jessie V. Stone Foundation</p>	<p><u>Purpose:</u> To equip participants with the skills and knowledge to lead cross-system improvements and to implement instructional reforms. Participants engage in intentional and collaborative learning to deepen their understanding of child development, school leadership, and strategies for dismantling historic inequities.</p>	<p><u>Duration:</u> 10 months</p> <p><u>Delivery Approach:</u> Executive-style online cohort</p>

Program Name, Contact, & Start Date	Audience	Funding Category & Financing Sources	Program Purpose	Program Duration & Delivery Approach
<p>The National Black Child Development Institute Policy Fellowship National Black Child Development Institute (NBCDI) https://www.nbcdi.org/</p> <p><u>For more information, contact:</u> William Dunbar, Vice President of Policy wdunbar@nbcdi.org (215) 776-4122</p> <p><u>Start Date:</u> June 2019</p>	<p><u>Audience:</u> Mid-career Black change agents in civil rights, social justice, philanthropy, education, government, and the corporate sector</p>	<p><u>Funding Category:</u> Philanthropy</p> <p><u>Financing Source(s):</u> Doris Duke Charitable Foundation</p>	<p><u>Purpose:</u> To add diversity in background and areas of expertise to the early childhood education field. In the long term, to ensure policy advocates who want to be change agents at the national level more closely reflect the young children who are being served in early childhood systems.</p>	<p><u>Duration:</u> 2 years</p> <p><u>Delivery Approach:</u> Blended Model: participation in a minimum of 20 onsite and online meetings, convenings, coaching, and mentorship sessions</p>
<p>UCLA Head Start Management Fellows Program UCLA Anderson School of Management www.anderson.ucla.edu/centers/p-ric-center-for-entrepreneurship-and-innovation/professionals/head-start-management-fellows-program</p> <p><u>For more information, contact:</u> Jeanette Boom, Director, Management Development Programs jeanette.boom@anderson.ucla.edu (310) 825-6306</p> <p><u>Start Date:</u> January 1991</p>	<p><u>Audience:</u> Head Start directors; Head Start managers</p>	<p><u>Funding Category:</u> Participant fees, Program sponsor</p> <p><u>Financing Sources:</u> National Center on Program Management and Fiscal Operations, Office of Head Start, Administration for Children and Families; Participant fees paid by Head Start programs</p>	<p><u>Purpose:</u> To assist Head Start executives in developing an entrepreneurial mindset and competence and to strengthen their management and leadership skills.</p>	<p><u>Duration:</u> 12 days</p> <p><u>Delivery Approach:</u> Onsite at UCLA: includes lecture, small workgroups, case studies</p>
	<p><u>Audience:</u></p>	<p><u>Funding Category:</u></p>	<p><u>Purpose:</u> To strengthen the knowledge, skills, and</p>	<p><u>Duration:</u> 18 months</p>

Program Name, Contact, & Start Date	Audience	Funding Category & Financing Sources	Program Purpose	Program Duration & Delivery Approach
<p>ZERO TO THREE Fellowship ZERO TO THREE www.zerotothree.org</p> <p><u>For more information, contact:</u> Lynette Aytch, Director, Leadership Development Institute laytch@zerotothree.org (202) 857-2967</p> <p><u>Start Date:</u> January 1981</p>	<p>A diversity of multidisciplinary early and mid-career professionals striving to advance system and policy change for infants, toddlers, and families to ensure equity in opportunity and outcomes</p>	<p>Philanthropy; Program sponsor</p> <p><u>Financing Source(s):</u> Philanthropy; ZERO TO THREE</p> <p>** International participants accepted</p>	<p>capacity of diverse professionals across multiple disciplines and sectors to advance change in systems, practice, and policies that impact the lives of babies, toddlers, and their families through an experience that uses the lens of adaptive leadership, collective impact, diversity, inclusion, equity, and infant and early childhood mental health (IECMH).</p>	<p><u>Delivery Approach:</u> Blended cohort model: 7 in-person convening and monthly individualized strategic coaching for each Fellow</p>

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INTRODUCTION TO 2021 EARLY CARE AND EDUCATION TOPICAL DEVELOPMENT PROGRAMS

2021 ECE Topical Development Programs

Topical development programs are organized by 6 categories presented in alphabetical order: Advocacy and Policy; Center- & Home-Based Child Care Management; Networking; Program Improvement; PreK – 3 Alignment; and Technology. Four headers organize each program's information:

1. Program Name & Auspice
2. Target Audience & Program Location
3. Funding Category & Financing Sources
4. Contact Information

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2021 Early Care and Education Topical Development Programs

Program Name, Auspice & Start Date	Target Audience & Program Location	Funding Category & Financing Sources	Contact Information
TOPICAL CONTENT: ADVOCACY & POLICY			
<p>Community Advocates for Young Learners (CAYL) The CAYL Institute) https://www.cayl.org/</p> <p><u>Start Date:</u> January 1, 2004 (on hiatus from 2017-summer 2021)</p>	<p><u>Audience:</u> Individuals, especially those of color, tasked with responding to the educational, social justice, and equity challenges facing early childhood education</p> <p><u>Location:</u> Massachusetts</p> <p><u>Geographic Focus:</u> National</p>	<p><u>Funding Category:</u> Philanthropy</p> <p><u>Financing Source(s):</u> Foundations</p>	<p><u>For more information, contact:</u></p> <p>Brenda Gadson, Chief Operating Officer bgadson@cayl.org (617) 354 - 3820</p>
<p>Doctorate of Education in Leadership for Educational Equity, Early Childhood Education University of Colorado Denver https://education.ucdenver.edu/academics/doctoral</p> <p><u>Start Date:</u> June 1, 2013</p>	<p><u>Audience:</u> Individuals with minimum of related master's degree wanting to advocate for equity and inclusion for children, including those with disabilities, and their families</p> <p><u>Location:</u> Colorado</p> <p><u>Geographic Focus:</u> State-based but open to out-of-state participants</p>	<p><u>Funding Category:</u> Participant tuition</p> <p><u>Financing Source(s):</u> Participant tuition</p>	<p><u>For more information, contact:</u></p> <p>Cristina Gillanders, Associate Professor cristina.gillanders@ucdenver.edu (303) 315-6300</p>
<p>Ed.M., Ed.D., & Ph.D. Concentration in Early Childhood Policy Teachers College, Columbia University https://www.tc.columbia.edu/education-policy-and-social-analysis/education-policy/</p> <p><u>Start Date:</u> January 1, 2001</p>	<p><u>Audience:</u> Individuals wanting to influence early childhood education policy and to conduct national and international research</p> <p><u>Location:</u> New York</p> <p><u>Geographic Focus:</u> National & international</p>	<p><u>Funding Category:</u> Participant tuition; Philanthropy; Public funds</p> <p><u>Financing Source(s):</u> Participant tuition; Endowment, Public and private grants</p>	<p><u>For more information, contact:</u></p> <p>Sharon Lynn Kagan, Virginia and Leonard Marx Professor of Early Childhood and Family Policy/Co-Director, National Center for Children and Families Slk99@tc.columbia.edu (212) 678-8255</p>

Program Name, Auspice & Start Date	Target Audience & Program Location	Funding Category & Financing Sources	Contact Information
<p>Society for Research in Child Development (SRCD) Policy Fellowship Program Society for Research in Child Development (SRCD) https://www.srcd.org/professional-advancement/srcd-us-policy-fellowship-programs <u>Start Date:</u> September 1, 1978</p>	<p><u>Audience:</u> Predoctoral and postdoctoral researchers with strong backgrounds in developmental science and interest in policy</p> <p><u>Location:</u> Washington D.C.; states across U.S.</p> <p><u>Geographic Focus:</u> National; state-based</p>	<p><u>Funding Category:</u> Foundations; Federal grants</p> <p><u>Financing Source(s):</u> Foundations & federal grants</p>	<p><u>For more information, contact:</u> Rose Ippolito, Policy Assistant rrippolito@srcd.org (202) 800-0666</p>
TOPICAL CONTENT: CENTER - & HOME-BASED CHILD CARE MANAGEMENT			
<p>4C Early Education Business and Leadership Development Institute 4C for Children https://www.4cforchildren.org/provider-s/professional-development/developing-early-childhood-leaders-decl/ <u>Start Date:</u> January 15, 2009</p>	<p><u>Audience:</u> Family child care providers; program administrators; supervisors; child care center owners; aspirants of these roles</p> <p><u>Location:</u> Ohio</p> <p><u>Geographic Focus:</u> Regional (Southwest Ohio & Miami Valley of Ohio)</p>	<p><u>Funding Category:</u> Participant fees; Philanthropy; Public funds</p> <p><u>Financing Source(s):</u> Private philanthropy; Participant fees; Local, state, & federal funding</p>	<p><u>For more information, contact:</u> Kim Ginn, Vice President, Program Operations kginn@4cforchildren.org (513) 375-1220</p>
<p>Connecticut Director's Credential and BS in ECE (Program Admin & Leadership) Charter Oak State College https://www.charteroak.edu/early-childhood-education/ <u>Start Date:</u> August 2018</p>	<p><u>Audience:</u> Education Managers, Program Directors, Head Teachers desiring to advance to positions with more responsibility</p> <p><u>Location:</u> Connecticut</p> <p><u>Geographic Focus:</u> State-based but open to out-of-state participants</p>	<p><u>Funding Category:</u> Tuition; Public Funds</p> <p><u>Financing Source(s):</u> Tuition; Connecticut Office of Early Childhood, Federal Financial Aid</p>	<p><u>For more information, contact:</u> Maureen Hogan, Director, Early Childhood Education mhogan@charteroak.edu (860) 515-3882</p>
<p>Director's Toolbox Management Series Training-for-Trainers</p>	<p><u>Audience:</u> Trainers; Community College Instructors; Supervisors of multi-</p>	<p><u>Funding Category:</u> Fee for service</p>	<p><u>For more information, contact:</u> Jill Bella, Director of Professional Learning</p>

Program Name, Auspice & Start Date	Target Audience & Program Location	Funding Category & Financing Sources	Contact Information
<p>McCormick Center for Early Childhood Leadership https://mccormickcenter.nl.edu/services/leadership-academies/</p> <p><u>Start Date:</u> June 2007</p>	<p>site programs; Technical Assistance Specialists; Organizational Development Consultants</p> <p><u>Location:</u> Illinois</p> <p><u>Geographic Focus:</u> National</p>	<p><u>Financing Source(s):</u> Fee for service</p>	<p>jill.bella@nl.edu (847) 947-5059</p>
<p>Eager-to-Learn Directors Credential Child Care Aware of Minnesota (MN) https://www.childcareawaremn.org/providers/professional-development/director-credential/</p> <p><u>Start Date:</u> January 6, 2005</p>	<p><u>Audience:</u> Directors in licensed child care centers</p> <p><u>Location:</u> Minnesota</p> <p><u>Geographic Focus:</u> State-based but open to out-of-state participants</p>	<p><u>Funding Category:</u> Participant fees; Public funds</p> <p><u>Financing Source(s):</u> Participant fees; MN Department of Human Services</p>	<p><u>For more information, contact:</u> Cory Woosley, Director of Workforce Development coryw@childcareawaremn.org (651) 746-4024</p>
<p>Early Childhood Leadership at Bank Street College Bank Street College www.bankstreet.edu/graduate-school/academics/leadership-programs-overview/early-childhood-leadership/</p> <p><u>Start Date:</u> January 1, 1986</p>	<p><u>Audience:</u> Child care center directors; early childhood education program administrators; aspirants to these roles</p> <p><u>Location:</u> New York</p> <p><u>Geographic Focus:</u> National</p>	<p><u>Funding Category:</u> Philanthropy; Tuition</p> <p><u>Financing Source(s):</u> Tuition; Limited soft grant money</p>	<p><u>For more information, contact:</u> Abbe Futterman, Director, Leadership Programs; Course Instructor afutterman@bankstreet.edu (212) 875-4585</p>
<p>Head Start Director Credential National Head Start Association https://www.nhsa.org/the-academy/head-start-directors-credential/</p> <p><u>Start Date:</u> January 2021</p>	<p><u>Audience:</u> Head Start directors in their position 5 years or less</p> <p><u>Location:</u> Virginia</p> <p><u>Geographic Focus:</u> National</p>	<p><u>Funding Category:</u> Participant fees</p> <p><u>Financing Source(s):</u> Participant fees</p>	<p><u>For more information, contact:</u> Dr. Deborah Bergeron, Deputy Director for Community Engagement and Innovation academy@nhsa.org (703) 260-7276</p>
<p>Head Start Site Leader Credential National Head Start Association https://www.nhsa.org/the-academy/head-start-site-leader-credential/</p>	<p><u>Audience:</u> Head Start/Early Head Start Site Leaders with fewer than 7 years' experience</p>	<p><u>Funding Category:</u> Participant fees</p> <p><u>Financing Source(s):</u> Participant</p>	<p><u>For more information, contact:</u> Dr. Deborah Bergeron, Deputy Director for Community Engagement and Innovation academy@nhsa.org</p>

Program Name, Auspice & Start Date	Target Audience & Program Location	Funding Category & Financing Sources	Contact Information
academy/academy-credentials/ Start Date: October 2021	<u>Location:</u> Virginia <u>Geographic Focus:</u> National	fees	(703) 260-7276
Leadership Academy University of Oklahoma, Center for Early Childhood Education www.cecpd.org Start Date: January 1, 2002	<u>Audience:</u> Center child care directors and owners of child care centers and family child care homes <u>Location:</u> Oklahoma <u>Geographic Focus:</u> State-based	<u>Funding Category:</u> Participant fees, Program sponsor <u>Financing Source(s):</u> Department of Human Resources, Child Care Services	<u>For more information, contact:</u> Susan J. Kimmel, Executive Director skimmel@ou.edu (405) 799-6363
Leadership Journey Series Minnesota Association for the Education of Young Children (MNAEYC) https://mnaeyc-mnsaca.org/ Start Date: June 2016	<u>Audience:</u> Child care directors; child care assistant directors; teacher leaders; aspirants to these roles <u>Location:</u> Minnesota <u>Geographic Focus:</u> State-based	<u>Funding Category:</u> Participant Fees <u>Financing Source(s):</u> Participant fees	<u>For more information, contact:</u> Heather Charmoli, Board Secretary hcharmoli@allsaintsmtka.org (952) 934-4156
Maine Roads to Quality Professional Development Network Maine Roads to Quality Professional Development Network https://mrtq.org Start Date: January 1, 2013	<u>Audience:</u> Experienced directors; administrators; lead staff in licensed child care centers <u>Location:</u> Maine <u>Geographic Focus:</u> State-based	<u>Funding Category:</u> Participant fees; Public funds <u>Financing Source(s):</u> Participant fees; Child Care Development Block Grant (CCDBG)	<u>For more information, contact:</u> Kris Michaud, Director Kristopher.michaud@maine.edu (207) 233-2983
Partners in Quality Illinois Network of Child Care Resource & Referral Agencies (INCCRRA) https://www.inccrra.org/ Start Date: February 1, 2009	<u>Audience:</u> Child care resource & referral staff; providers in licensed child care centers <u>Location:</u> Illinois <u>Geographic Focus:</u> State-based	<u>Funding Category:</u> Public funds <u>Financing Source(s):</u> Illinois Department of Human Services	<u>For more information, contact:</u> Libby Mitchell, Training Administration Coordinator lmitchell@inccrra.org (309) 834-1226
	<u>Audience:</u> Early learning	<u>Funding Category:</u> Fee-for-	<u>For more information, contact:</u>

Program Name, Auspice & Start Date	Target Audience & Program Location	Funding Category & Financing Sources	Contact Information
Program Leadership Consulting (PLC) Child360 https://child360.org/ <u>Start Date:</u> July 1, 2015	directors & supervisors in licensed child care centers <u>Location:</u> California <u>Geographic Focus:</u> State-based	service <u>Financing Source(s):</u> Fee-for-service	Schellee Rocher, Vice President srocher@child360.org (213) 416-1200
Taking the Lead McCormick Center for Early Childhood Leadership https://mccormickcenter.nl.edu/services/leadership-academies/ <u>Start Date:</u> November 1, 2014	<u>Audience:</u> Licensed home-based child care owners <u>Location:</u> Illinois <u>Geographic Focus:</u> State-based but open to out-of-state participants	<u>Funding Category:</u> Philanthropy; Fee-for-service <u>Financing Source(s):</u> Illinois Department of Human Services (IDHS); The FDC Foundation; An anonymous foundation	<u>For more information, contact:</u> Barbara Volpe, Leadership Academy Manager Barbara.Volpe@nl.edu (947) 947-5132
Tennessee Early Childhood Program Administrator Credential (TECPAC) Tennessee Early Childhood Training Alliance https://tectata.info/ <u>Start Date:</u> August 30, 2007	<u>Audience:</u> Administrators; directors; licensed child care center owners <u>Location:</u> Tennessee <u>Geographic Focus:</u> State-based	<u>Funding Category:</u> Public funds <u>Financing Source(s):</u> State child care development funds	<u>For more information, contact:</u> Rhonda Laird, TECPAC manager rlaird2@tnstate.edu (615) 277-1636
The New York Early Childhood Professional Development Institute The City University of New York (CUNY) http://earlychildhoodny.org/ <u>Start Date:</u> November 1, 2005	<u>Audience:</u> Current and aspiring program administrators, including center directors; education coordinators; coaches; family and group family child care providers <u>Location:</u> New York <u>Geographic Focus:</u> State-based	<u>Funding Category:</u> Public funds; tuition; Philanthropy; Tuition assistance <u>Financing Source(s):</u> The New York City Department of Education; Preschool Development Grant Birth to Five; The City University of New York Workforce Development Initiative; City University of New York (CUNY) Early Childhood Workforce Scholarships; Graduate NYC; Unspecified private funders	<u>For more information, contact:</u> Sherry Cleary, University Dean, Office of Early Childhood Initiatives and Executive Director, New York Professional Development Institute Sherry.Cleary@cuny.edu (718) 254-7285
	<u>Audience:</u> Bright Horizons	<u>Funding Category:</u> Program	<u>For more information, contact:</u>

Program Name, Auspice & Start Date	Target Audience & Program Location	Funding Category & Financing Sources	Contact Information
Virtual Growing Leaders Bright Horizons http://www.brighthorizons.com <u>Start Date:</u> January 1, 2010	education coordinators & assistant directors <u>Location:</u> Massachusetts <u>Geographic Focus:</u> National	sponsor <u>Financing Source(s):</u> Bright Horizons Education & Development Department	Kelly Hansinger, Senior Director, Leadership & Learning Kelly.hansinger@brighthorizons.com (313) 290-2120
TOPICAL CONTENT: MENTORING & NETWORKING			
UCLA New Director Mentor Initiative UCLA Anderson School of Management <i>*no website at this time</i> <u>Start Date:</u> October 12, 2016	<u>Audience:</u> Head Start directors in their position 3 years or less <u>Location:</u> California <u>Geographic Focus:</u> National	<u>Funding Category:</u> Program Sponsor <u>Financing Sources:</u> Office of Head Start, Administration for Children and Families.	<u>For more information, contact:</u> Jeanette Boom, Director, Management Development Programs jeanette.boom@anderson.ucla.edu (310) 825-6306
TOPICAL CONTENT: PROGRAM IMPROVEMENT			
Essential 0-5 Survey Start Early (formerly Ounce of Prevention) https://www.startearly.org <u>Start Date:</u> January 1, 2019	<u>Audience:</u> Early childhood education leaders and staff (birth to 2nd grade) in center and school-based settings <u>Location:</u> Illinois <u>Geographic Focus:</u> National	<u>Funding Category:</u> Public funds; Fee-for-service, Private grants <u>Financing Source(s):</u> Fee-for-service; Public contracts; Private grants	<u>For more information, contact:</u> Jenna Hille, Manager, Business Development professionaldevelopment@startearly.org (312) 981-0944
Education Coordinator Orientation: Resources & Education for Success (EdCORE) Bright Horizons https://www.brighthorizons.com <u>Start Date:</u> January 1, 2014	<u>Audience:</u> Bright Horizons education coordinators <u>Location:</u> Massachusetts <u>Geographic Focus:</u> National	<u>Funding Category:</u> Program sponsor <u>Financing Source(s):</u> Bright Horizons Education & Development Department	<u>For more information, contact:</u> Melanie Brooks, Senior Manager, Education Quality melanie.brooks@brighthorizons.com (313) 290-2120

Program Name, Auspice & Start Date	Target Audience & Program Location	Funding Category & Financing Sources	Contact Information
<p>Leadership in Early Education and Care Quinsigamond Community College www.gcc.edu/academics/education/leadership-early-education-and-care</p> <p><u>Start Date:</u> 2013</p>	<p><u>Audience:</u> Child care center directors; supervisors; aspirants to these roles</p> <p><u>Location:</u> Massachusetts</p> <p><u>Geographic Focus:</u> State-based</p>	<p><u>Funding Category:</u> Philanthropy; Public funds</p> <p><u>Financing Source(s):</u> The State’s Educator Provider support program that receives its funds from the Department of Early Education and Care; a local scholarship program designed specifically for this population</p>	<p><u>For more information, contact:</u></p> <p>Greg Mullaney, Early Childhood Education Program Coordinator gmullaney@gcc.mass.edu (508) 854-4433</p>
<p>Louisiana Early Leaders Academy Louisiana Department of Education https://www.louisianabelieves.com/early-childhood/lela-initiative</p> <p><u>Start Date:</u> May1, 2019</p>	<p><u>Audience:</u> Program directors of early learning centers receiving public funding of any kind who are “Proficient” and above in state’s QRIS</p> <p><u>Location:</u> Louisiana</p> <p><u>Geographic Focus:</u> State-based</p>	<p><u>Funding Category:</u> Public funds; Philanthropy</p> <p><u>Financing Source(s):</u> The Kellogg Foundation, Child Care and development Fund {CCDF} + a small family foundation</p>	<p><u>For more information, contact:</u></p> <p>Emmy O’Dwyer, Director of Early Childhood Workforce Development and Innovation Emmy.odwyer@la.gov (504) 210-7433</p>
<p>Nevada Early Childhood Leadership Series Nevada Department of Education & The New Teacher Project https://nveceleadershipseries.com/</p> <p><u>Start Date:</u> January 1, 2016</p>	<p><u>Audience:</u> Directors, assistant directors, coaches, teacher-leaders, school district principals, and assistant principals, either in licensed child care centers or elementary schools with PreK programs</p> <p><u>Location:</u> Nevada</p> <p><u>Geographic Focus:</u> State-based</p>	<p><u>Funding Category:</u> Public funds; Philanthropy</p> <p><u>Financing Source(s):</u> Kellogg Foundation; Stranahan Foundation; Title IIA Federal Funds</p>	<p><u>For more information, contact:</u></p> <p>Kaitlin Lewallen, Education Programs Professional; Nevada Department of Education Office of Early Learning & Development klewallen@doe.nv.gov (702) 486-9671</p>

Program Name, Auspice & Start Date	Target Audience & Program Location	Funding Category & Financing Sources	Contact Information
<p>The Essential Fellowship (formerly Lead Learn Excel) Start Early (formerly Ounce of Prevention) https://www.startearly.org</p> <p><u>Start Date:</u> April 2, 2012</p>	<p><u>Audience:</u> Early childhood education staff responsible for supporting effective teacher practice in center-based, school-based and family child care settings, birth to 2nd grade</p> <p><u>Location:</u> Illinois</p> <p><u>Geographic Focus:</u> National</p>	<p><u>Funding Category:</u> Public funds; Fee-for-service, Private grants</p> <p><u>Financing Source(s):</u> Fee-for-service; Public contracts; Private grants</p>	<p><u>For more information, contact:</u></p> <p>Jenna Hille, Manager, Business Development professionaldevelopment@startearly.org (312) 981-0944</p>
TOPICAL CONTENT: PreK-3			
<p>GEEARS P-3 Leaders Fellowship Georgia Early Education Alliance for Ready Students https://geears.org/p3/</p> <p><u>Start Date:</u> April 1, 2019</p>	<p><u>Audience:</u> Child care administrators and elementary school principals</p> <p><u>Location:</u> Georgia</p> <p><u>Geographic Focus:</u> Local (Atlanta)</p>	<p><u>Funding Category:</u> Philanthropy</p> <p><u>Financing Source(s):</u> Unspecified local philanthropy</p>	<p><u>For more information, contact:</u></p> <p>Greg Barrett, Project Manager, Leadership Academy for Better Brains (LABB) gbarrett@geears.org (404) 410-8564</p>
<p>P-3 Leadership Certificate Program The National P-3 Center: Nevada Department of Education/ University of Nevada—Reno <i>*no website at this time</i></p> <p><u>Start Date:</u> May 1, 2021</p>	<p><u>Audience:</u> Principals; building administrators and leadership teams; district administrators; school board members; administrators of 0-5 community programs; early care and education coordinators</p> <p><u>Location:</u> Nevada</p> <p><u>Geographic Focus:</u> State-based but open to out-of-state participants</p>	<p><u>Funding Category:</u> Public funds</p> <p><u>Financing Source(s):</u> Title IIA</p>	<p><u>For more information, contact:</u></p> <p>Anna Severens, Education Program Professional at Nevada Department of Education aseverens@doe.nv.gov (775) 225-5093</p> <p>Dr. Melissa Burnham, University Professor and Department Chair at University of Nevada-Reno mburnham@unr.edu</p>
<p>Pennsylvania Inspired Leadership Program: Prenatal to Grade 3 (P3) Systems Leadership & Effective Learning</p>	<p><u>Audience:</u> Principals and 0-5 early childhood education administrators</p>	<p><u>Funding Category:</u> Public Funds</p> <p><u>Financing Source(s):</u> Various state funding streams</p>	<p><u>For more information, contact:</u></p> <p>Jolie D. Phillips, Early Childhood Education Advisor jolphillip@pa.gov (717) 503-2555</p>

Program Name, Auspice & Start Date	Target Audience & Program Location	Funding Category & Financing Sources	Contact Information
Pennsylvania Department of Education https://www.education.pa.gov/Teachers%20-%20Administrators/PA%20Inspired%20Leaders/Pages/BlendedCourses.aspx Start Date: January 1, 2013	<u>Location:</u> Pennsylvania <u>Geographic Focus:</u> State-based		
Transforming Early Childhood Leadership Institute Foundation for Educational Administration (FEA) www.state.nj.us/education/ece/rttt Start Date: September 15, 2018	<u>Audience:</u> PK - 3rd grade district team of administrators and teacher leaders <u>Location:</u> New Jersey <u>Geographic Focus:</u> State	<u>Funding Category:</u> Philanthropy, In-kind contributions <u>Financing Source(s):</u> The Nicholson Foundation, The Geraldine R. Dodge Foundation, The Taub Foundation, FEA	<u>For more information, contact:</u> Mary M. Reece, Director of Special Projects mreece@njpsa.org (609) 860-1200
TOPICAL CONTENT: TECHNOLOGY			
Technology in Early Childhood (TEC) Mentor Program Archdiocese of Chicago Office of Catholic Schools & The Erikson Institute https://schools.archchicago.org/ Start Date: August 11, 2016	<u>Audience:</u> Preschool through grade 3 teachers in Catholic elementary schools <u>Location:</u> Illinois <u>Geographic Focus:</u> Local (Chicago)	<u>Funding Category:</u> Public Funds <u>Financing Source(s):</u> Title IIA Federal Funds	<u>For more information, contact:</u> Julie Ramski, Director of Early Childhood Education, Office of Catholic Schools, Archdiocese of Chicago jramski@archchicago.org 312-534-3868

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ABOUT THE GOFFIN STRATEGY GROUP

Stacie Goffin is the founder and principal of the Goffin Strategy Group, LLC. Established in 2004, the Goffin Strategy Group uniquely focuses on cultivating cultural transformation of early care and education as a field of practice through authorship of thought-provoking publications and analysis of complex issues.

It engages at the local, state, and national levels with non-profit, philanthropic, and government organizations and agencies.

To learn more, visit <https://goffinstrategygroup.com/>.