

## **STACIE G. GOFFIN, Ed.D.**

Goffin Strategy Group, LLC

Web Site: [www.goffinstrategygroup.com](http://www.goffinstrategygroup.com)

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Recognized as a future-oriented authority and agent for change in early childhood education, I bring a blend of academic, philanthropic, government-related, and executive-level experiences to my work. I have a broad understanding of early childhood care and education's diverse programs, its multiple sectors, and its efforts to construct coherent systems that transcend the field's notorious fragmentation.

I have led multiple change initiatives of significance. Spanning higher education, local, state, and national organizations, organizational development, and advocacy, my efforts have led to change for both policy and practice. Currently prodding early childhood education to re-form itself as a coherent field of practice, my work represents a strong example of leadership as an activity, rather than a position. I am strategic and results-oriented with proven ability to spearhead change and conceptualize and execute sustainable initiatives, including:

- ✚ Documented ability to foster a shared vision, achieve consensus, and deliver results within the context of diverse and complex internal and external forces.
- ✚ Recognition as an accomplished public speaker, editor, and author, skilled at conceptualizing, analyzing, synthesizing, and organizing information.
- ✚ A record of skillful facilitation with a track record of success.

## **CAREER EXPERIENCE**

2004 to present: Principal, Goffin Strategy Group, LLC

My conceptual leadership has wide recognition. The Goffin Strategy Group (GSG) cultivates cultural transformation of early care and education as a field of practice through analysis of complex issues, a systemic and adaptive approach to change, and authorship of thought-provoking publications.

Beyond creating a viable small business that has engaged at the local, state, and national levels with non-profit, philanthropic, and government organizations and agencies, GSG's early accomplishments include facilitating cross-agency and multi-stakeholder efforts that resulted in the first-ever national program standards for early childhood education and brought about direction-setting recommendations that influenced national organizations', state agencies', governors', and legislators' actions and decision-making. *Early Childhood Education For A New Era*, prompted the National Association for the Education of Young Children to launch a national effort to re-form early childhood care and education as a recognized professional field of practice. Committed to children being able to fulfill their full developmental opportunities and to elevating ECE's competence as a field of practice, I was chosen by *Exchange* magazine and its partners as a Doyen (the most respected or prominent person in a field) in 2018.

A sample of Goffin Strategy Group clients can be found at [www.goffinstrategygroup.com](http://www.goffinstrategygroup.com).

September 2002-September 2004: Acting Deputy Executive Director, National Association for the Education of Young Children [NAEYC].

Oversaw operations of the NAEYC Academy for Early Childhood Program Accreditation and preparations for its reinvented accreditation system; staffed the Commission on NAEYC Early Childhood Program Standards and Accreditation Criteria; and created and oversaw implementation of a 2-year plan for the newly created Council on NAEYC Accreditation, resulting in the first ever national program standards for early education programs serving children birth through kindergarten; accreditation criteria for NAEYC's reinvented accreditation system; a new governance structure; and an accreditation division primed for implementing a new system.

January 2000 to October 2025, Governing Board Member of the CDA Council for Professional Recognition

April 2000 to September 2002: Director, Project to Reinvent NAEYC Accreditation, National Association for the Education of Young Children [NAEYC].

Led redesign of nation's largest early childhood education program accreditation system.

- Created and managed process for the deliberations of two national commissions charged with reinventing the association's early childhood program accreditation system.
- Managed development of new structure, design, and governance of NAEYC's early childhood program accreditation system
- Designed and implemented statewide test of innovative accreditation practices

September 1992 to December 1999: Senior Program Officer, Ewing Marion Kauffman Foundation.

As foundation's first program officer for early care and education, defined portfolio's strategic focus, leading to investment portfolio in excess of \$11 million focused on system development and school readiness.

- Catalyzed creation of Governor Carnahan's Commission on Early Childhood Care and Education in Missouri and co-authored its final report, resulting in investments exceeding \$63 million.
- Co-found and led the Early Childhood Funders Collaborative, comprised of 16 foundations, for its first 4½ years.
- Conceived and co-created Forum for Early Childhood Organization and Leadership Development at the Bloch School of Business and Public Administration, the nation's first located at a School of Business and Public Administration.
- Created and launched Partners In Quality for Early Childhood Care and Education, a group of 22 civic, corporate, nonprofit, and philanthropic members in metropolitan Kansas City.
- Conceived and implemented Fern Webster Early Childhood Professional Development Initiative, a \$2.5 million, 6-year system change initiative in metropolitan Kansas City (Missouri and Kansas).

Results chronicled in "The case of Kansas City" by David Renz in *Philanthropy and the Nonprofit Sector in a Changing America*, Indiana University Press, 1999 and *From Dream to Reality: The Growth of Early Learning in Kansas City*, A 2007 report published by Mid-America Regional Council's Early Learning Council.

1984 & Prior: Assistant/Associate Professor, University of Missouri-Kansas City; Assistant/Associate Professor & Interim Program Director, Elementary and Secondary Education West Virginia College of Graduate Studies; Early childhood special education teacher in private and public school settings.

## **FORMAL EDUCATION**

Harvard University, John F. Kennedy School of Government, Executive Education Certificate, May 2007:  
The Art and Practice of Leadership Development.

Society for Research in Child Development (SRCD) Summer Fellow, 1986.  
Ed.D. University of Houston, Houston, Texas, December 1977,  
Foundations of Education: Educational Psychology.  
Ed.D: Educational Psychology. University of Houston, June 1978.

Certificate for the Advanced Study of Education  
The Johns Hopkins University, Baltimore, Maryland, June 1975,  
Communications Disorders.

M.S. The George Washington University, Washington, D.C., June 1971,  
Early Childhood-Special Education.

B.S. University of Massachusetts, Amherst, Massachusetts, June 1970,  
Child Development (Teaching Certificate, Elementary K-6 and Special K-12).

### **SAMPLE OF PUBLICATIONS [EXCLUSIVE OF BLOG POSTS]**

#### BOOKS

Goffin, S. G. (2025). *How the Roles of Early Childhood Educator Caregivers and Educators Came To Be Marginalized: The Influences of Gender and Race, Developmental Psychology, and Public Policy.*

Goffin, S. G., & Gaga, E. (October 2021). The 2021 early care and education leadership development compendium: A view of the current landscape, 4<sup>th</sup> edition. Boulder, CO: Goffin Strategy Group, LLC.

Goffin, S. G., & Washington, V. (2019). *Ready or not: Early care and education's leadership choices — 12 years later*, 2<sup>nd</sup> edition. New York: Teachers College Press. Foreword by Marty Linsky and Ronald Heifetz.

Goffin, S. G. (2015). *Professionalizing early childhood education as a field of practice: A guide to the next era.* Minneapolis: Redleaf Press. [2015 NAEYC comprehensive membership benefit]

Goffin, S. G. (2013). *Early childhood education for a new era: Leading for our profession.* NY: Teachers College Press.

Goffin, S.G., & Wilson, C. (2001). *Curriculum models and early childhood education: Appraising the relationship*, 2<sup>nd</sup> edition. New York: Merrill/Prentice Hall. [sole author 1<sup>st</sup> edition, published 1994]

Goffin, S.G. & Day, D.E. (Eds.) (1994). *New perspectives in early childhood teacher education ! Bringing practitioners into the debate.* New York: Teachers College Press.

Goffin, S.G., & Lombardi, J. (1988). *Speaking out: Early childhood advocacy.* Washington, D.C.: National Association for the Education of Young Children.

#### EDITED VOLUMES

Goffin, S. G., & Bornfreund, L. (March 2020). *Moving beyond false choices for early childhood educators – A Compendium.* Washington, DC: New America.

Barnett, S.W., Goffin, S.G., & Boller, K. (2015). QRIS as change agents [Special Issue]. *Early Childhood Research Quarterly*, 30.

Goffin, S. G., & Ryan, S. (Eds.). (2008). Teaching in early care and education [Special Issue]. *Early Education and Development*, 19 (3).

Goffin, S.G. (Ed.) (1996). Child development knowledge and early childhood teacher preparation: Assessing the relationship—A special collection. *Early Childhood Research Quarterly* 11 (2).

#### ARTICLES & CHAPTERS

Goffin, S. G. & Washington, V. (November-December 2020). What lies ahead for our field: ECE's leadership choices. *Exchange*, #256, 30-32.

Winton, P. J., Snyder, P., & Goffin, S. G. (2016). Beyond the status quo: Rethinking professional development for early childhood teachers. In L. Couse & S. Recchia (Eds.) *Handbook of early childhood teacher education*. (pp. 54-68). New York: Routledge.

Goffin, S. G., & Rous, B. (2015). Revisiting early childhood education's governance choices. In S. L. Kagan & R. Gomez (Eds.), *Governance of early childhood education: Polemics and possibilities* (pp. 165–175). NY: Teachers College Press.

Goffin, S. G., & Barnett, W. S. (2015). Assessing QRIS as a change agent 30, 179–182  
<http://dx.doi.org/10.1016/j.ecresq.2014.08.005><http://dx.doi.org/10.1016/j.ecresq.2014.08.005>

Goffin, S.G. (2012). Beyond systemic structures: Penetrating to the core of an early care and education system. In S. L. Kagan & K. Krauez (Eds). *Early childhood systems: Looking back, Looking forward* (pp. 267-282). New York: Teachers College Press.

Goffin, S. G., Martella, J., & Coffman, J. (2010). *Vision to practice: Setting a new course for early childhood governance*. Washington, DC: Goffin Strategy Group.

Goffin, S.G. (2009). *Field-Wide Leadership: Insights from five fields of practice*. Washington, DC: Goffin Strategy Group, LLC.

Goffin, S.G. (2001). Whither early childhood education in the next century? *Education across a century: The centennial volume* Part 1. (pp. 140-163). One-Hundredth Yearbook of National Society for the Study of Education. Chicago, IL: National Society for the Study of Education.

#### **SAMPLE NATIONAL BOARD PARTICIPATION PAST AND PRESENT**

- » *Council for Professional Recognition*, 2021 – past Chair, Strategic Development and Nominations Committee
- » *First Children's Finance Board*, 2019 - 2022
- » *Bright Horizon's Advisory Board*, 2017 - 2021
- » *Early Education and Development Editorial Board*, 1991- 2023.
- » *Founding Chairperson, Early Childhood Funders Collaborative*, collaborative effort of national and regional foundations, 1993–1997.
- » *Founding Chairperson, Kansas City Metropolitan Council on Early Learning*, bi-state organization focused on developing a cohesive ECE delivery system. One of seven collaborations funded for study by Carnegie Foundation; one of four Early Education Quality Improvement Project (EQUIP) sites funded by AT&T, January 1989–1994.

- » *ALSO: A member of the Harvard Business Review Advisory Council, an opt-in research community of business professionals*