

Leadership Development in Early Childhood Care and Education

A View of the Current Landscape

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September 2009

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Funding for this study was provided by the McCormick Foundation as part of a grant to the first author in support of her research for *Leading for the Future of Early Care and Education*, forthcoming from Teachers College Press.

This version includes corrections received since initial publication. Readers should be aware that Internet websites offered as citations and/or resources for further information may have changed or disappeared between the time this was written and when it is read.

Suggested citation: Goffin, S. G., & Means, K.M. (2009). Leadership development in early care and education: A view of the current landscape. Washington, DC: Goffin Strategy Group.

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INTRODUCTION

The backdrop for early childhood care and education (ECE) has changed dramatically over the last several decades. *Ready or Not: Leadership Choices in Early Care and Education* (Goffin & Washington, 2003) codified these changes in terms of five new realities:

1. Early care and education has risen in esteem as a public good.
2. Early care and education has become politicized.
3. Early care and education is expected to produce results.
4. Early care and education must organize itself as an effective delivery system.
5. Early care and education lacks the capacity to meet the public's expectations. (p.23)

The early care and education field is at a crossroads, and this defining moment calls for leadership. These realities place new stresses on ECE and on the field that delivers its services. Unless the ECE field adapts to its new realities and takes the lead in organizing itself as a coherent and competent field of practice, its effectiveness in shaping the field's future trajectory is in jeopardy – impacting its ability to well serve children and families through effective practices in classrooms and organizations and as public policy advocates.

About 13 years ago, as the emergence of this current juncture was becoming evident, Kagan and Bowman (1997) edited the field's most comprehensive examination of leadership, *Leadership in Early Care and Education*. Focused on leadership development, Kagan and Bowman closed the volume by noting that as a field we have not accorded the issue of leadership serious analysis and action and issued a series of recommendations to address the gap. As evidence of growing interest in the availability of leadership development programs, in 2004 the Smart Start National Technical Assistance Center (Munn, 2004) issued a report identifying 12 ECE leadership development programs across the country, along with their challenges and lessons learned.

In light of the field's increasingly complex context, and its burgeoning needs and opportunities since 2004, *Leadership Development in Early Care and Education: A View of the Current Landscape* assesses the field's progress in attending to leadership development. Equally of interest was learning how the ECE field is defining leadership based on the leadership development programs it offers.

Given limited attention to the topic, a definition for leadership in early care and education is lacking although many leadership attributes, especially in the realm of structural characteristics (such as collaborative, non-hierarchical, non-role specific) are widely accepted. This study sought to offer an initial response to the question of how the field defines leadership based on the stated purpose and focus of programs that identified themselves as ECE leadership development programs.

Several operating assumptions guided our thinking in preparing this document. First, we build on the distinction offered by Kagan, Kauerz, and Tarrant (2008, p.5) between the ECE teaching workforce and the ECE workforce. The ECE teaching workforce includes all personnel whose primary role is to provide direct instructional services to children; the broader term, ECE workforce includes both instructional and noninstructional roles that encompass administrative roles (e.g., center administrators) and support roles (e.g., resource and referral coordinators).

Our definition of the ECE workforce, however, extends beyond a field-specific definition to include those individuals whose work on behalf of ECE takes place outside of ECE settings, such as in United Way agencies, state departments of education and human services, advocacy organizations, and so forth.

Recognizing that efforts to advance the quality, availability, and accessibility of effective early care and education programs now resides in disparate settings, our definition of the ECE workforce extends to those individuals who work on behalf of ECE (not to be confused with the broader world of early childhood programs and services) regardless of auspice. Individuals who work on early care and education issues outside of ECE settings often are in unique positions to expand public understanding of early care and education, consider innovative ideas, and access new resources.

Second, our focus on *leadership development* distinguishes between the exercise of leadership and the positions individuals hold. The exercise of leadership need not be constrained by role or position. Finally, the term *program* is inclusive of all delivery approaches, including workshops, seminars, degree programs, fellowships, and institutes.

METHODOLOGY

This study sought to answer two questions:

1. How is the ECE field currently addressing its needs for leadership development? Specifically, what programs are available to support leadership development and who are they serving?
2. What can be learned about the field's definition of leadership based on the programs that self-identify as leadership development programs?

The leadership development programs identified in this report were identified primarily through broad outreach to the ECE field's many listservs/group e-mail lists, and we gratefully express appreciation to the numerous individuals who gave us access to these networks. This outreach effort was supplemented by the first author's long-term habit of collecting the names of leadership development programs and by the second author's internet research.

Information on leadership development programs was requested through the listservs of 15 groups:

- ACCESS: American Associate Degree Early Childhood Educators
- Accreditation Facilitation Projects via the National Association for the Education of Young Children's project listserv
- Association for the Education of Young Children State Affiliates
- The Build Initiative
- The Early Childhood Funders Collaborative
- The Early Childhood Systems Group
- Head Start State-based TA System Contractors, ICF International
- The McCormick Center for Early Childhood Leadership – National Louis University
- The National Association for Early Childhood Specialists in State Departments of Education (NAECS-SDE)
- National Association of Early Childhood Teacher Educators (NAECTE)
- National Association of Resource and Referral Agencies (NACCRRA)
- The National Child Care Information and Technical Assistance Center (NCCIC)
- Southern Early Childhood Association (SECA)
- State Head Start Collaboration Office Directors
- United Way Success by Six (via their newsletter)

Over approximately an eight month period, participants in early care and education leadership programs were asked to respond to the following:

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

- *Program Name*
- *Target Audience*
- *Program’s Leadership Purpose and Focus*
- *Funding Source*
- *Location*
- *Telephone number and e-mail address of contact person*
- *Web site address*

Before providing us with their information, respondents frequently asked how we defined leadership. Whenever asked this question, we answered by saying, “We are interested in learning how you define leadership based on what your program offers and/or teaches.” To have taken a stance on this definitional issue would have countered a primary intent of this exploration: to learn how the ECE field is defining leadership based on the programs it designates as “leadership development.”

The information given by respondents, expanded by follow up e-mail correspondence, phone conversations, and examination of websites, has been organized into an ECE Leadership Development Program Compendium (beginning on page 12. Program information was confirmed by reconnecting with every respondent and seeking affirmation that our information was current and correct. A small number of respondents — 17 — did not confirm despite multiple attempts, leading us to rely on their initial submissions and information that could be gleaned from their websites, when available.

We recognize that this information gathering process may have overlooked some programs. Additionally, variation in specificity of information provided and ambiguity in terminology often left us in the position of deciding how to interpret the information received. For these reasons, we consider the leadership compendium a working document and view our findings as tentative. We welcome additions – as well as corrections, especially for those programs categorized as Leadership Skill Development Programs (see below. Please write us at eceleadership@gmail.com for this purpose.)

This survey was intended as a surface review of the ECE field’s leadership development programs. It did not involve in-depth interviews with program implementers or careful examination of programs of study and course syllabi. Nor did it investigate programs’ approaches to teaching leadership knowledge, skills, and dispositions; thus our findings say little about the “development” portion of leadership development. Especially as it relates to the field’s operational definition of leadership based on the purpose and focus of programs providing leadership development, the findings presented below offer only a preliminary glimpse into how the field appears to be defining leadership. Nonetheless, initial findings are revealing.¹

¹ This survey was initiated by the first author as part of her research for *Leading for the Future of Early Care and Education* (to be published by Teachers College Press). The survey’s findings will be further scrutinized as part of this publication.

OVERARCHING FINDINGS

A total of 97 programs were identified. Of these, ten were from individuals proud of the quality being provided by their ECE programs, especially in the area of parent engagement, and presented their efforts as examples of leadership development. Another response highlighted the leadership development experience being provided by a project seeking to build an infrastructure for the child care sector.² Since these 11 responses do not represent a formalized leadership development program, they are excluded from the statistics provided below. Beyond these 97 responses, some respondents identified demonstration projects as leadership development programs. Other submissions came from individuals managing programs that highlight the importance of early childhood education with families and other stakeholders.

The remaining 86 ECE leadership development programs represent a seven-fold increase over the 12 programs identified in 2004 by the Smart Start Technical Assistance Center in its report on ECE leadership development programs. This increase needs to be understood, at least in part, in the context of differences between the 2004 Smart Start Technical Assistance Center study and this report. The 12 programs identified by the Smart Start Technical Assistance Center met a definition of leadership crafted from the profiled programs and a selective literature review. In contrast, the 86 programs showcased in this document reflect the ECE field's self-report of its leadership development programs.

These 86 leadership development programs are delivered under the auspices of 74 organizations, agencies, and institutions of higher education; this numerical disparity reflects the fact that seven entities collectively deliver 20 programs, representing over 20% of the 86 programs described in the leadership development program compendium. The predominant audience for these 86 leadership development programs is the child care sector.

It was possible to organize the 86 self-reported leadership development programs into three categories. While not always clear cut, this sorting process suggests that the field's operational definition of leadership development has a two-pronged focus. On the one hand, almost one-third of the programs (26 of the 86) focus on improvement of program services, either through teacher preparation or program improvement initiatives. The 13 programs that fall within the subcategory of teacher preparation were particularly challenging to interpret in the context of leadership development given that many of them are college and/or university based two-year and four-year teacher degree programs — what usually would be considered basic preparation for the ECE teacher role. Given the heavy focus on the child care sector, perhaps advancing individuals and programs beyond what is typically required by state child care licensing regulations is being viewed as leadership development.

The remaining 60 programs (70%) attend to building management and leadership skills. These programs deliver the type of content most frequently associated with leadership development. The audience for this leadership category also tilts toward the child care sector, and in particular toward center-based child care directors, suggesting that leadership programs have yet to respond to the needs and interests of individuals in diverse early care and education roles.

To expand further on the three categories:

²We want to acknowledge the respondent, Louise Stone, and her important work to strengthen the capacity of individual child care programs through shared services. For more information, go to <http://merage.org/index/asp?w=pages&r=85&pid=115>.

- 13 programs identified their focus and/or purpose as teacher preparation; these programs offer content, personal coaching, and/or mentoring support required by practitioners who are seeking to earn teacher-focused credentials and/or degrees. In a few instances, programs and/or activities are focused on specific curriculum content, such as literacy development.
- 13 programs identified their focus and/or purpose as program improvement. This category is populated primarily by accreditation facilitation and other quality improvement projects for family child care and child care centers. One of these programs focuses on organizational development by using a child care center-specific organizational assessment tool for informing program improvement.
- 60 programs fall in the category of leadership skill development. These programs focus on program management, especially for child care center directors, and on the personal and interpersonal knowledge and skills associated with motivating others to get a job done or achieve a shared goal.

Leadership Skill Development programs varied in terms of their content focus as well as by their target audience. The knowledge and skills being taught focused on helping individuals (1) more capably fulfill the administrative and other responsibilities associated with their positions (this refers to individuals in positions other than that of an ECE teacher) and (2) mobilize others in joint effort on behalf of shared interests and aspirations (inclusive of all who are part of the ECE workforce).

The content areas most frequently identified by these programs were management, policy, and competencies associated with leadership behavior, especially networking, collaboration, and awareness of community issues. The audience focus was overwhelmingly center directors, although teachers and positions associated with other roles also were targeted.

Finally, the information submitted suggests that ECE leadership development programs vary in their robustness and viability. Notably, of the 12 programs identified in 2004 by the Smart Start Technical Assistance Center, seven no longer are operational. A meaningful proportion of the 86 programs rely on philanthropic support, raising questions about sustainability. We pursued at least one other program, only to learn it no longer is in existence. Additionally, after more than two years of planning, an early childhood leadership doctoral level program being proposed by the Department of Teaching and Learning at Peabody College, Vanderbilt University was withdrawn due to the inability to recruit students who could meet the university's entry requirements and thus ensure the program's financial viability.³

A recommended next step in this research is deeper assessment and analysis of programs' focus and purpose by studying their programs of study and course syllabi. This next level of investigation would allow us to learn more about the field's operational definition(s) of leadership development and the challenges and opportunities associated with its delivery. To quote Bowman and Kagan (1997) from their work on leadership in early care and education,

The early care and education field historically has approached leadership as something that happens to some people. Until recently, we have not tended to accord it the serious analysis and action that it deserves. This is true at practical and conceptual levels. We have underestimated the importance of leadership to the advancement of the field and the children and families served. Moreover, we have been unclear about what is meant by leadership and where it can and should exist (p.157).

³ Personal communication with David Dickinson.

We concur and hope this survey and its findings fuel further interest in leadership development's and its place in the ECE field's expanding efforts to build strong systems and programs in support of children's learning and development.

DEMOGRAPHIC FINDINGS

Demographic information on the 86 leadership development programs is organized by:

- Audience
- Geographical Focus
- Delivery Systems
- Funding Sources

It must be noted that the findings provided below may not be as clear cut as the presentation suggests because in many instances responses were not singular. For the purpose of organizing these findings, we attempted to sort leadership development programs by their primary focus. More nuanced information can be found in the leadership development compendium.

Audience

More than half of the 86 leadership development programs catalogued in this report are directed to the child care sector. The primary audience of the programs reviewed, listed alphabetically, is:

- Classroom teachers: Of these 18 programs, one specifically targeted pre-k teachers in community-based programs.
- Center Directors: This by far was the largest audience group. Of the 86 programs, 38% (33 programs) solely focused on child care center directors.
- Non-ECE teaching staff working in organizations and agencies in executive roles or as content specialists: Four leadership development programs identified this population as their primary audience.
- Programs: Five leadership development programs identify programs (center-based and family child care) as their audience. Sometimes, however, the audience for quality improvement initiatives were identified as teachers, center directors or some combination of these positions.

Of the 86 programs reviewed, 19 did not specify a target audience, instead using broad terms such as “emerging leaders”; “early childhood education practitioners”; and “early care and education professionals,” making it difficult to know with certainty the intended audience.

A more finely grained review of the target audience is presented in Table 1.

Table 1 Target Audience by Leadership Category					
Audience	Teacher Preparation	Program Improvement	Leadership Skill Development	TOTAL Numbers	Percentage Of Total
Teachers	12 (1 of which is targeted @ pre k t in nonpublic schools)	1	5	18	18/86 21%
Center Directors		6	27		33/86 38%
Non-early care and education teaching staff working in organizations and agencies in executive roles and/or as content specialist			5	5	5/86 6%
Programs		4		4	4/86 5%
Family Child Care		1		1	1/86 1%
Director & Family Child Care provider		1	3	4	4/86 5%
Teacher & Center Director	1		1	2	2/86 2%
Nonspecified ECE personnel (“leaders, professionals”)			18	18	19/86 22%
Students			1	1	1/86 1%
Total	13	14	60	86	

Geographical Focus

Leadership programs primarily are located on the East Coast, and most are statewide. Three programs have a multi-state focus and two focus on a region within their states. Ten of the programs are county-focused, and eight are city specific. Of the eight with a city specific focus, New York City and Chicago each have two programs.

Twenty-two programs exist with “geographically open” enrollment (i.e., enrollment is not limited to residents from a particular location). The text box titled *Leadership Development Programs by Geographical Region and State* identifies the regional location of state-based and “geographically open” enrollment programs, and the number of programs located in each state plus the District of Columbia. DC-based programs include both “state” specific programs and national programs based in the District of Columbia. Two-year institutions/community colleges are captured with those programs that are state specific. Table 2 shows the geographical focus of programs by leadership category.

LEADERSHIP DEVELOPMENT PROGRAMS BY GEOGRAPHICAL REGION AND STATE	
East:	CT (3); DC (9), MA (3); MD (2); NH (1); NJ (3); NY (5); PA (4); VA (2)
Midwest:	IL (11); KS (1); MI (4); MN (2); NE (1); MO (1); OH (3); OK (2); TX (1); WI (3)
South:	AR (1); KY (1); NC (5); SC (1); TN (2)
West:	AZ (2); CA (5); CO (2); HI (1); MT (1); NM (1); OR (1); WA (1)

Geographical Focus	Teacher Preparation	Program Improvement	Leadership Skill Development	TOTAL Numbers	Percentage Of Total
Region-multi-state		1	2	3	3/86 3%
Region-within a state			2	2	2/86 2%
County focused	2	4	4	10	10/86 12%
City focused		4	4	8	8/86 9%
State focused	9	3	29	41	41/86 48%
Geographically Open Enrollment	2	1	19	22	23/86 26%
Total	13	13	60	86	

Delivery Systems

Five delivery systems for individual leadership development were identified:

- Coaching and mentoring
- Workshops
- Self-contained programs of study, including fellowships (all but one of which focus on advocacy and policy)
- Online Programs
- College and university-based associate and baccalaureate degree, post-baccalaureate, doctoral, and post-doctoral programs

Funding By Leadership Category

In contrast to Teacher Preparation and Program Improvement, Leadership Skill Development programs are funded primarily by fees and/or tuition. We suspect funding for this category differs from the other two leadership categories because of the fact that participation is driven by individual interest and is less frequently associated with policy mandates to become accredited or achieve a formal teaching credential or degree. Many of the programs tied to Teacher Preparation and Program Improvement receive philanthropic support. Table 3 details program financing by leadership category.

Table 3								
Funding by Leadership Category								
<i>Funding Source</i>	<i>Leadership Category</i>	<i>Percent of Total-Teacher Prep. Category</i>	<i>Leadership Category</i>	<i>Percent of Total - Program Improvement Category*</i>	<i>Leadership Category</i>	<i>Percent of Total - Leadership Skill Development Category</i>		<i>Percent of Total</i>
	Teacher Prep.		Program Improvement	*[The total slightly exceeds 100% due to rounding up]	Leadership Skill Development		Total	
Fees/tuition	6	6/13 46%	1	1/13 8%	24	25/61 41%	31	32/86 37%
Philanthropic Dollars	1	1/13 7%	1	1/13 8%	10	10/61 17%	12	12/86 14%
Combination	3	3/13 23%	8	8/13 62%	14	14/61 23%	25	25/86 29%
State or County Funding	3	3/13 23%	3 (1 is county funded)	3/13 23%	5 (1 is public school funded)	5/61 8%	11	11/86 13%
Federal Funding					4	4/61 7%	4	4/86 4%
Program's Sponsor Provides Funding			0		2	2/61 3%	2	2/86 2%
Tobacco Tax			0		1	1/61 2%	1	1/86 1%
Total	13		13		60		86	

ECE LEADERSHIP DEVELOPMENT PROGRAM COMPENDIUM

The leadership program compendium, which begins on the next page, compiles the information received from respondents under four headings: Program Name and Contact Information; Audience; Funding; and Focus/Program. The information on program focus and purpose follows as closely as possible the descriptions provided by respondents. Programs are organized by leadership development category and within each category listed alphabetically by program name unless multiple programs are provided by one sponsor/auspice. In these instances, the program sponsor is identified, followed by the leadership development programs being offered.

ECE Leadership Development Programs
Working Document

Program Name / Contact Information	Audience	Funding	Focus / Purpose
Leadership Category: Teacher Preparation			
<p>Accelerated Licensure Program for Early Childhood Professionals Susan Finkel finkel@uwosh.edu Department of Special Education Department of Curriculum & Instruction University of Wisconsin-Oshkosh 800 Algoma Blvd Oshkosh, WI 54901 920.424.3005 http://www.uwosh.edu/coehs</p>	<p>Early childhood education professionals who have completed an Associate's degree in ECE & are seeking BSE in Elementary Education</p>	<p>Tuition</p>	<p><u>Focus:</u> Designed to allow professionals who have completed an associate's degree within the Wisconsin Technical College System to transition into a Bachelor of Science in Education & teacher licensure program.</p> <p><u>Purpose:</u> Professional preparation of teachers.</p>
<p>Beginning Teacher Support Program/Mentor Teacher Program Cindy Wheeler cindy.wheeler@ncmail.net Teacher Licensure Unit Office of School Readiness NC Dept of Public Instruction 1110 Navaho Drive Raleigh, NC 27609 www.osr.nc.gov</p>	<p>More at Four Pre-Kindergarten Teachers in Nonpublic Schools; BA/BS degreed teachers seeking a Birth-through-Kindergarten License; classroom teachers working in community-based programs entering into leadership positions by becoming mentor teachers for pre-K teachers new to licensure.</p>		<p><u>Focus:</u> We provide a unique service - statewide - to pre-k teachers who work in nonpublic schools (More at Four Pre-K program). All pre-k teachers must have the highest state teacher licensure to work in More at Four. Teachers, mentors, evaluators, & site administrators work as a team to guide teachers' professional growth plan. The growth plan may identify leadership goals. The PKKTPAI (http://education.uncc.edu/pkktpai/) anchors this work and focuses on teacher practices, including a leadership dimension (ex.: a teacher may help establish a professional learning community in her child care program). Classroom-based More at Four teachers who have themselves been the recipients of mentoring have moved on to a higher level to become mentors themselves to newly licensed teachers.</p> <p><u>Purpose:</u> Teachers in nonpublic schools now have the opportunity to attain the highest license through a framework of self-assessment, mentoring by an expert BK SP II licensed teacher (the intervention), followed by formal observation by an evaluator using a valid tool that measures teaching practices.</p>
<p>Brunswick Community College Tonia Padrick padrickt@brunswickcc.edu 50 College Road Boliviam NC 28422 910.755.7366 www.brunswickcc.edu</p>	<p>Early childhood educators</p>	<p>Tuition</p>	<p><u>Focus:</u> Students seeking an AAS degree in Early Childhood Education.</p> <p><u>Purpose:</u> Not available</p>

ECE Leadership Development Programs
Working Document

Program Name / Contact Information	Audience	Funding	Focus / Purpose
Leadership Category: Teacher Preparation			
<p>Building Careers Grant Sue Eliason seliason@annamaria.edu 50 Sunset Lane Box C Paxton, MA 01612 508.849.3416 www.annamaria.edu</p>	<p>- Massachusetts residents & US citizen or eligible non-citizen -Staff working in a program serving EEC-funded children -Individuals who have completed a college-level course for credit in Child Growth & Development (Additional requirements exist for continued participation.)</p>	<p>Massachusetts Department of Early Education and Care</p>	<p><u>Focus:</u> One of the Core Competencies for early childhood professionals is Professionalism and Leadership. Coursework supports: A. Professional attitudes, behaviors, and ethical standards/professional guidelines, B. Communication skills C. Relationships and team building D. Professional development E. Leadership</p> <p><u>Purpose:</u> To improve educational and developmental outcomes for children by improving the quality of early education and out-of-school time services through professional development of the workforce. The Building Careers in Early Education and Care grant is a key component in helping EEC achieve its priority strategic directions for workforce development: “to create and implement a system to improve and support quality statewide” and to “create a workforce system that maintains worker diversity and provides resources, support, expectations, and core competencies that lead to the outcomes we want for children.</p>
<p>California State University, East Bay MS in Education, Option in ECE & minor in ECE Valerie Helgren-Lempesis vhlempesis@comcast.net Department of Teacher Education California State University, East Bay 25800 Carlos Bee Blvd Hayward, CA 94542 925.831.9825 website under development</p>	<p>Working early childhood professionals seeking specialization in the bachelor's program & professionals wanting additional training & competencies in ECE on a Master's level</p>	<p>Tuition & Grant funds</p>	<p><u>Focus:</u> Mentoring, advocacy, delivering professional development, reflective practice, working with families.</p> <p><u>Purpose:</u> Not available</p>

ECE Leadership Development Programs
Working Document

Program Name / Contact Information	Audience	Funding	Focus / Purpose
Leadership Category: Teacher Preparation			
<p>Developing Early Childhood Educators [DECE] Rosemary Hernandez rhernandez@rebhc.org Regional Employment Board for Hampden County 1441 Main Street 1st floor Springfield, MA 01103 413.755.1377 www.rebhc.org/pages/early_childhood.html</p>	<p>Hampden County Early Childhood Workforce</p>	<p>Workforce Competitive-ness Trust; Regional Employment Board of Hampden County; Preschool Enrichment Team Inc.; Irene E. & George A. Davis Foundation</p>	<p><u>Focus:</u> Creation of a seamless educational system DECE partners will achieve the following goals: - Reduced staff turnover, therefore reducing the coast of replacement and retraining of employees. - Increased number of teachers enrolling in college degree programs, or further advancing toward obtaining degrees &/or receiving other professional development credentials. - Increased ability to train more staff by grouping employers with common needs. - Increased ability to meet staff qualifications for Universal Pre-k funding & other initiatives that increase quality and teacher compensation.</p> <p><u>Purpose:</u> The purpose of this 2-year project is to help partnerships address the workforce development needs of their business, and to increase staff professionalism by growing the number of teachers with credentialing and higher education which will result in higher quality instruction in partner programs and ultimately better education for young children.</p>
<p>Early Childhood Initiative White Mountains Community College and Gorham Community Learning Center Pat Finnigan Allen @ White Mountains Sue Clotier @ Gorham Kirsten Scobie @ New Hampshire Charitable Foundation ks@nhcf.org (Kirsten) 603.752.1113 (Pat) 603.466.5766 (Sue) 603.788.4522 (Kirsten)</p>	<p>Early childhood providers in Coos County, NH</p>	<p>Neil and Louise Tillotson Foundation of the New Hampshire Charitable Foundation</p>	<p><u>Focus:</u> Building and sustaining high quality early childhood programs in northern New Hampshire</p> <p><u>Purpose:</u> To develop a professional network of providers focused on building and sustaining high quality early childhood programs in northern New Hampshire.</p>
<p>Kent Regional 4C-Education Department Lynne Benson lynneb@4cchildcare.org 233 E. Fulton Suite 107, Grand Rapids, MI 49503-3262 800.448.6995 x 224 www.4cchildcare.org</p>	<p>Early Childhood Care & Professionals (center & home based)</p>	<p>State and local grants</p>	<p><u>Focus:</u> Kent Regional 4C offers classes & workshops for early care & education professionals to meet licensing requirements& work towards CDA or other professional goals.</p> <p><u>Purpose:</u> To help educate and prepare early childhood professionals and facilities 5o meet licensing and professional training goals.</p>
<p>Muskegon Community College Lynne Benson lynneb@4cchildcare.org 221 S Quarterline Road Muskegon, MI 49442 800.448.6995 x 224 www.muskegon.cc.mi.us/pages/1.asp</p>	<p>College students</p>	<p>Tuition</p>	<p><u>Focus:</u> CDA, AA, & Paraprofessional certificates</p> <p><u>Purpose:</u> To prepare college students to work in the Early Childhood Care and Education Field.</p>

ECE Leadership Development Programs
Working Document

Program Name / Contact Information	Audience	Funding	Focus / Purpose
Leadership Category: Teacher Preparation			
<p>St. Joseph College Early Childhood Special Education Program Margie Palmeri mpalmeri@sjc.edu 1678 Asylum Avenue West Hartford, CT 203.271.3361 www.sjc.edu</p>	<p>Undergraduate/ graduate preschool professionals</p>	<p>Tuition</p>	<p><u>Focus:</u> BA in EC Special Ed & teacher licensure</p> <p><u>Purpose:</u> St. Joseph College prepares teachers and child/youth professionals who are independent problem-solvers and competent practitioners, as well as being reflective in practice and inquisitive in nature. It is the intent of each program to provide its graduates with various and extensive academic & field experiences. The goal of the department's programs is to help students develop a perspective on the crucial role that both theory and practice play in facilitating the teaching-learning process with diverse populations.</p>
<p>TECTA (Tennessee Early Childhood Training Alliance) Constance Mietlicki cmietlic@tnstate.edu Center of Excellence for Learning Sciences Tennessee State University 3500 John A Merritt Blvd. Nashville, TN 37209 615.277.1697 www.TECTA.info</p>	<p>Child care providers in TN</p>	<p>Tennessee Department of Human Services</p>	<p><u>Focus:</u> The TECTA program functions as a lattice of professional development opportunities with a curriculum based on core competencies. Beginning with 30 hours of free training (students can choose from 5 orientation specializations: administrator, center-based, family child care, infant-toddler & school-age) TECTA continues to assist students pursuing early childhood education by offering tuition support (from 75% up to 100%) for their Child Development Associate (CDA) credential, the Administrator Credential (TECPAC), & technical degrees, & as they move on to two-year and four-year higher education institutions seeking their Associates, Bachelors, Masters, & Doctoral degrees, as well as support as they seek accreditation for their facilities.</p> <p><u>Purpose:</u> The TECTA program is a statewide training system based on the belief that all early childhood personnel need to acquire recognized professional knowledge and skills to provide appropriate care & education for young children.</p>
<p>The Toppel Family Early Childhood Education Institute, College of Education, Florida Atlantic University Nancy Brown nbrown29@fau.edu The Toppel Family Early Childhood Education Institute College of Education Florida Atlantic University 777 Glades Road Boca Raton, FL 33431-0991 561.297.1244 website under development</p>	<p>Individuals seeking degrees focused on early childhood</p>	<p>Tuition</p>	<p><u>Focus:</u> Teacher education, research, demonstration lab, school & community partnerships.</p> <p><u>Purpose:</u> Bachelor's degree in elementary education with a k-6 endorsement. Master's degree in Curriculum and Instruction, pre-k-primary.</p>

**ECE Leadership Development Programs
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Program Name / Contact Information	Audience	Funding	Focus / Purpose
Leadership Category: Teacher Preparation			
<p>West Shore Community College Early Childhood Education Program Lisa Morley Immorley@westshore.edu P.O. Box 277 3000 North Stiles Road Scottville, MI 49545 231.843.5901 www.westshore.edu</p>	Associate degree students	Tuition	<p><u>Focus:</u> Associates degree in Early Childhood Education & Child Care</p> <p><u>Purpose:</u> Not provided</p>
Leadership Category: Program Improvement			
<p>Child Care Quality Enhancement Program Marilyn Jones mjones@uwmtc.org United Way of Tarrant County 1500 North Main Suite 200 PO Box 4448 Fort Worth TX 76164-0448 817.258.8055 www.unitedwaytarrant.org</p>	Licensed child care providers & parents	United Way of Tarrant County, TX; Burlington Northern Santa Fe; PepsiCo; local labor unions	<p><u>Focus:</u> The guiding principle in the “inside-out” approach is that program participants (child care center owners/operators and classroom staff) take the lead role in identifying their challenges, needs and long-term goals.</p> <p><u>Purpose:</u> To improve the quality of child care and prepare children for school.</p>
<p>The Family Child Care Accreditation Project & Mentoring Program for Family Child Care Providers Angela Parker aparker@ecresourcecenter.org Early Childhood Resource Center 3114 Cleveland Avenue NW Canton, OH 44709 330.491.3273 x 223 www.ecresourcecenter.org</p>	Family Child Care Providers	Over the past several years, project has been funded by multiple funding streams including: the Sisters of Charity Foundation of Canton; the Stark County Department of Job and Family Services; the Paul and Carol David Foundation; the Aultman Health Foundation	<p><u>Focus:</u> Rigorous examination of nationally recognized accreditation standards and best practices</p> <p><u>Purpose:</u> To increase the capacity of family child care providers in our community to offer high quality education and care to families and children</p>

ECE Leadership Development Programs
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Program Name / Contact Information	Audience	Funding	Focus / Purpose
Leadership Category: Program Improvement			
<p>Montana Early Childhood Project Libby Hancock libbyh@montana.edu Early Childhood Project, Montana State University P.O. Box 173540 Bozeman, MT 59717 http://www.mtecp.org/</p>	<p>Early childhood programs</p>	<p>Montana Department of Public Health & Human Services Early Childhood Services Bureau & Federal CCDF dollars</p>	<p><u>Focus:</u> The Early Childhood Project (ECP) is dedicated to improving the quality of programs and services. The ECP has been in existence since 1985, and is housed at Montana State University-Bozeman in the Department of Health and Human Development.</p> <p><u>Purpose:</u> Improving quality of programs and services for Montana's young children and families</p>
<p>National-Louis University, McCormick Center for Early Childhood Leadership</p> <p>Program Administration Scale (PAS) Training and Certification McCormick Center for Early Childhood Leadership National-Louis University 6310 Capitol Drive Wheeling, IL 60090 847.947.5056 http://cecl.nl.edu</p>	<p>Child Care Center Directors</p>	<p>Joyce Foundation; McCormick Foundation; fee-for-service contracts</p>	<p><u>Focus:</u> The Center offers four different types of PAS training ranging from a brief two-hour overview to a four-day intensive reliability training for assessors. The Center also administers a certification system for PAS Assessors and generates computerized profiles.</p> <p><u>Purpose:</u> The PAS was developed to measure, monitor, and improve the quality of leadership and management practices in center-based early care and education programs.</p>
<p>Northampton Community College Program for Leaders in Early Childhood Education, Technical Assistance Programs Joyce Lang jlang@northampton.edu Northampton Community College 3835 Green Pond Road Bethlehem, PA 18020 610.332.6541 www.northampton.edu</p>	<p>Current and future directors and owners & early childhood and school-age teachers</p>	<p>Fees; Keystone Stars</p>	<p><u>Focus:</u> Northampton Community College's leadership development work provides technical assistance for accreditation, STARS, networking with other directors, Certified Program Assessment Scale Assessors, and customized on-site leadership guidance and consultation.</p> <p><u>Purpose:</u> Directors of early child programs have complex jobs. They must be skilled in managing the day-to-day operations of a business, and strategically leading a workforce, while providing high-quality early childhood experiences for all children. State and national standards demand health, safety, administrative, and educational expertise in early childhood programs</p>
<p>Professional Impact New Jersey Aimee Gelnaw agelnaw@pinj.org Kean University 1000 Morris Avenue Willis 300 Union, NJ www.pinj.org</p>	<p>Statewide early childhood education systems & early educators serving children 0-13</p>	<p>State</p>	<p><u>Focus:</u> Professional Impact NJ (formerly New Jersey Professional Development Center for Early Care and Education) promotes and coordinates systems for the educational development of early childhood and primary education, family child care, and afterschool program professionals.</p> <p><u>Purpose:</u> The center advocates for policies and standards that result in high-quality care and education for the children and families of New Jersey.</p>

ECE Leadership Development Programs
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Program Name / Contact Information	Audience	Funding	Focus / Purpose
Leadership Category: Program Improvement			
<p>Quality through Accreditation Quad Cities Association for the Education of Young Children Jennifer Praet Teampr8@sbcglobal.net 907 E. 6th Street Coal Valley, IL 61240 www.quadcitiesaeyc.com</p>	<p>Licensed programs</p>	<p>Scott County KIDS-Empowerment; United Way of the Greater Quad Cities Area. Quality through Accreditation is a collaborating partner with the Illinois Statewide Accreditation Mentoring Project.</p>	<p><u>Focus:</u> Not provided</p> <p><u>Purpose:</u> The goal of Quality through Accreditation is to raise quality in the bi-state Quad Cities region through a comprehensive and systematic approach.</p>
<p>Quality Improvement Supports Dee Navares dnavares@familycentral.org 840 SW 81st Ave North Lauderdale, FL 33068 954.724.3955 www.family-central.org</p>	<p>Child care centers in quality rating system</p>	<p>Early Learning Coalition of Broward</p>	<p><u>Focus:</u> Quality improvement and support.</p> <p><u>Purpose:</u> To promote children's success by providing quality family support & educational services</p>
<p>Quality Institute for Directors, First Steps Spartanburg County Barbara Manoski bmanoski@1steps.org 900 S Pine Street Spartanburg, SC 29302 864.327.4914 www.1steps.org</p>	<p>Directors</p>	<p>South Carolina First Steps; Mary Black Foundation</p>	<p><u>Focus:</u> Spartanburg County First Steps will be the engine to drive collaboration, partnership, effective resource utilization and funding to prepare children to be ready for school.</p> <p><u>Purpose:</u> Spartanburg County First Steps' mission is based on the knowledge that for young children to develop socially, emotionally and intellectually, they must live in an environment that fosters their growth. Our programs and activities focus not only on meeting the individual development needs of children 0 to 5 years, but also on strengthening adults' parenting skills and the overall health of their families. In support of our mission, we provide programs and services for at-risk children and their families; through collaborative efforts, we continue to strengthen and expand services.</p>

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Program Name / Contact Information	Audience	Funding	Focus / Purpose
Leadership Category: Program Improvement			
<p>Quality New York Mary Hayes Judy Ennes mhayes@fpwa.org jennes@childcareinc.org Quality New York 281 Park Avenue South NY, NY 10010 212.801.1319 (Mary) 212.929.7604 x 3012 (Judy) www.qualitynewyork.org</p>	<p>Early Childhood Program Administrators in NYC</p>	<p>Foundations; grants; fee-for-service</p>	<p><u>Focus:</u> Quality New York helps program administrators build their leadership and organizational capacity for ensuring program quality, using NAEYC Early Childhood Program Standards, NAEYC accreditation process, program assessments, and opportunities for professional development to meld theory with practical experience that result in actualizing leadership and management supports for high-quality practices. In addition to advancing early childhood program quality, Quality New York helps program administrators develop professionally by providing opportunities for them to learn about and experience peer networks and mentor relationships as they take care of the daily challenges of supervising and administering their programs.</p> <p><u>Purpose:</u> Not available</p>
<p>Quality Enhancement Initiative (Success by Six) Paige Whalen pwhalen@ccrctulsa.org 16 East 16th Street, Suite 200 Tulsa, OK 918..834.2273 www.ccrctulsa.org</p>	<p>Center- based programs, family child care homes, and any programs across the state needing technical assistance</p>	<p>George Kaiser Family Foundation; Tulsa Area United Way</p>	<p><u>Focus:</u> Helping family child care homes and center-based child care programs achieve NAFCC and NAEYC Accreditation and ascend OK's Quality Rating System: Reaching for the Starts.</p> <p><u>Purpose:</u> To raise the quality of care in multiple child care settings</p>
<p>Professional Development & Continuous Quality Improvement (PDCQI) Washington Child Development Council (WCDC) Washington, DC Edna Ranck eranck@wcdc.net 202.387.0002 x 203 www.wcdconline.org</p>	<p>Child Care and Family Child Care Providers</p>	<p>Grant from DC's ECE, Office of the State Supt. of Education (OSSE)</p>	<p><u>Focus:</u> Provide support for continuous quality improvement by increasing the number of nationally-accredited child development centers and child development home providers in the District. WCDC assists center staff members and family child care providers to identify educational programs leading to professional certification, credentials or degrees At the present time, the focus of the PDCQI is on national program Accreditation Preparation and Higher Education Obtainment Assistance.</p> <p><u>Purpose:</u> To impact directly on child care administration, child care teaching staff, program affectivity, family and consumer awareness of quality programs, and the positive development of all children enrolled in child development centers and child development homes selected for the PDCQI.</p>

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Program Name / Contact Information	Audience	Funding	Focus / Purpose
Leadership Category: Program Improvement			
Words Work! Elizabeth Menninga eem@saintpaulfoundation.org 1821 University Avenue Suite 324-S St. Paul, MN 55107 651.287.7217 www.saintpaulfoundation.org/giving_opportunities/find_funds_by_issue/words_work/	Teaching staff in Head Start Programs (also mentors, management staff, parents)	St Paul Foundation & Minnesota Community Foundation	<u>Focus:</u> Not provided <u>Purpose:</u> Helping children become successful readers.
Focal Point: Leadership Skill Development			
Administrator's Certificate in Early Childhood Administration Kate Rhodes krhodes@nmsu.edu Dona Ana Community College Las Cruces, NM 575.527.7629 www.dacc.nmsu.edu	Students interested in program management who have or are working toward degrees in ECE	Tuition	<u>Focus:</u> Courses lead to an Administrator's certificate in Early Childhood Education. <u>Purpose:</u> Not available
The Administrative Leadership Project Danette Lund dlund@ecresourcecenter.org Early Childhood Resource Center 3114 Cleveland Ave NW Canton, OH 44709 330.491.3272 x 223 www.ecresourcecenter.org	Center Directors & Assistant Directors in Northeast Ohio	Sisters of Charity Foundation; Stark County Department of Job and Family Services; R.J. Wean Foundation	<u>Focus:</u> Formal assessment & individual coaching using the Program Administration Scale (PAS) with area child care directors. PAS measures leadership and management capacity within programs to improve organizational stability and quality. <u>Purpose:</u> To increase administrators' understanding of leadership roles and expectations related to program quality and empower them to identify, create, and implement action plans for on-going quality improvements.
Alameda County California Child Development Corps Leadership Group Neva Bandelow neva.bandelow@acgov.org First 5 Alameda County Every Child Counts 1100 San Leandro Blvd. Suite 120 San Leandro CA 94577 510.875.2412 www.first5ecc.org	Early childhood education practitioners	Prop 10 Tobacco Tax	<u>Focus:</u> Advocacy <u>Purpose:</u> To ensure all children receive quality early care and education (ECE), ECE professionals are committed to working together, advocating and impacting public policy, to achieve the common goals of: <ul style="list-style-type: none"> - High quality education and training for ECE professionals - Adequate compensation - Appropriate local, state and federal funding for ECE.

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Program Name / Contact Information	Audience	Funding	Focus / Purpose
Leadership Category: Leadership Skill Development			
<p>Bank Street College Early Childhood Leadership Program Denise Prince dprince@bankstreet.edu Bank Street College 610 West 112th Street NY, NY 10025 212-875-4585 www.bankstreet.edu/gs/earlychildhood.html</p>	<p>Early childhood teachers and administrators seeking professional development & preparation for careers in educational leadership.</p>	<p>Tuition</p>	<p><u>Focus:</u> Professional development & preparation for careers in leadership</p> <p><u>Purpose:</u> To ensure that all young children in early care/early childhood education programs have access to highly qualified early childhood leaders/professionals who not only understand the unique needs of caring for and educating young children and their families, but the importance of bringing to bear the knowledge, skills, and dispositions required around issues of growth and development.</p>
<p>BELIEF Early Childhood Leadership Institute (Building Excellent Leaders Influencing Early Foundations) Becky Woerz becky@kaccrra.org Kansas Association of Child Care Resource and Referral Agencies [KACCRRRA] P.O. Box 2294 Salina, KS 67402-2294 620.343.3491 www.kaccrra.org (website will be up in 2010)</p>	<p>Experienced center directors & family child care providers</p>	<p>KACCRRRA</p>	<p><u>Focus:</u> Developing leadership and business skills of early childhood program directors and family child care providers to facilitate program quality improvements.</p> <p><u>Purpose:</u> To build leadership in the early childhood field and improve early childhood program quality.</p>
<p>Buell Early Childhood Leadership Program Wendy Bickford & Carolyn Elverenli wbickfor@du.edu celveren@du.edu University of Denver, Morgridge College of Education Office of Admission 2450 S Vine Street Room 127 Denver CO 80208 303.871.2509 www.du.edu/buell</p>	<p>Emerging & experienced leaders in early childhood education</p>	<p>Temple Hoyne Buell Foundation; Community Partner – Clayton Early Learning Institute</p>	<p><u>Focus:</u> The Buell Early Childhood Leadership Program (BECLP) is an academic certificate or a master's concentration in Education Administration in the field of Early Care and Education. This program is targeted to meet the needs of experienced and emerging administrators in early care and education settings.</p> <p><u>Purpose:</u> To promote quality in the early care and education system in Colorado by identifying, nurturing, and building leadership capacity in existing and future early childhood leaders. A committed, visible, diverse cadre of early childhood leaders will be developed and awarded degrees to meet the challenges of achieving high quality ECE programs for infants and young children in Colorado, especially those at risk of failure due to socio-economic and language barriers.</p>

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Program Name / Contact Information	Audience	Funding	Focus / Purpose
Leadership Category: Leadership Skill Development			
<p>CAYL (Community Advocates for Young Children) Schott Fellowship in Early Care and Education Valora Washington vwashington@cayl.org P.O. Box 391378 Cambridge, MA 02139 617.873.0678 www.cayl.org</p>	<p>Mid-career early childhood leaders in Massachusetts</p>	<p>CAYL Institute & Schott Foundation for Public Education</p>	<p><u>Focus:</u> The CAYL Schott Fellowship in Early Care and Education is an innovative one-year leadership program that identifies and supports mid-career early childhood leaders in Massachusetts who demonstrate both commitment and experience working within communities of color and/or economically under-served communities.</p> <p><u>Purpose:</u> To ensure opportunities for diverse and representative leadership in policy advocacy on behalf of children. The Fellowship seeks to expand Fellows' networks and capacity to engage with others in creating change for children in the Commonwealth. Over time, Fellows are expected to become visible in significant leadership positions affecting public policy.</p>
<p>Collaborative Leadership Initiative Katy Warren katy@wsaheadstarteceap.com 841 N. Central Ave Suite 204 Kent, WA 98032 253-373-9100 www.wsaheadstarteceap.com/cli.html</p>	<p>Emerging leaders working within the early learning, early care, and after-school fields in Washington state</p>	<p>Department of Early Learning; Foundation for Early Learning; Washington State Association of Head Start & ECEAP; Washington State Child Care Resource & Referral Network; Washington Association for the Education of Young Children</p>	<p><u>Focus:</u></p> <ul style="list-style-type: none"> • Increase self-awareness of personal leadership style • Develop an innovative project to benefit the community • Explore leadership research and literature • Understand early learning as a system • Cultivate a broad range of strategies to achieve goals • Gain ability to harness resources to fuel your actions • Create change and make an impact in the field of early learning <p><u>Purpose:</u> The Institute is designed to promote creative, innovative leadership among emerging leaders in the early childhood and school age care professions.</p>
<p>Connecticut Director's Credential Carole Weisberg cweisberg@charteroak.edu Charter Oak State College 55 Paul J Manafort Drive New Britain, CT 06053-2150 860.832.3933 www.charteroak.edu/cdc</p>	<p>Program Administrators</p>	<p>Fee</p>	<p><u>Focus:</u> Not available</p> <p><u>Purpose:</u> To provide individuals a voluntary system of director credentialing with 4 levels of proficiency. Courses can be taken at any college/university that is regionally accredited.</p>

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Program Name / Contact Information	Audience	Funding	Focus / Purpose
Leadership Category: Leadership Skill Development			
<p>Connecticut Program Administrator Leadership Institute Margaret Gustafson mgustafson@ctcharts-a-course.org 2321 Whiteny Avenue 5th floor Hamden, CT 06518 203.287.3907 www.ctcharts-a-course.org</p>	<p>Program Administrators</p>	<p>Connecticut Department of Social Services; Connecticut Women’s Education & Legal Fund; & the Early Childhood Cabinet.</p>	<p><u>Focus:</u> Five 3-credit courses are offered: Administration and Supervision of Programs for Young Children; Leadership in Programs for Young Children; Finance in Programs for Young Children; Family and Community Involvement in Early Childhood Programs; and Personnel Management and Professional Development. Courses are designed to fulfill each of the five competency areas of the Connecticut Director Credential.</p> <p><u>Purpose:</u> To support continuous program improvement by advancing the education qualifications of program administrators in early care and education programs. Successful completion of these college-credit courses increases job competency and assists administrators in achieving the education qualifications criteria established by the National Association for the Education of Young Children (NAEYC), the competency requirements of the Connecticut Director Credential, and the Connecticut Department of Public Health regulations for administrators.</p>
<p>Eager-to-Learn Online Learning Program Cory Woosley coryw@mnchildcare.org MN Child Care Resource &Referral Network 380 Lafayette Road Suite 103 St. Paul, MN 55107 651.746.4024 www.eagertolearn.org</p>	<p>Center Directors</p>	<p>Fee</p>	<p><u>Focus:</u> Eager-to-Learn is an innovative, community based, e-learning program of the Minnesota Child Care Resource & Referral Network. Our courses are designed to provide quality, accessible, educational opportunities for people who care for children.</p> <p><u>Purpose:</u> Students participate in weekly live chat sessions, engaging message board discussions, and write regular e-mail reflections. Instructors provide ongoing feedback to students on the message board while students communicate with each other throughout the course.</p>

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Program Name / Contact Information	Audience	Funding	Focus / Purpose
Leadership Category: Leadership Skill Development			
<p>Early Childhood Leadership Academy Lu Lewis lulewis@uwchatt.org United Way of Greater Chattanooga 630 Market Street Chattanooga, TN 37405 423.752.0300 www.uwchatt.org/www/docs/1187.2355/united-way-news-releases</p>	<p>Current professionals; emerging leaders and advocates</p>	<p>Community Foundation of Greater Chattanooga</p>	<p><u>Focus:</u> This leadership development program provides professional and leadership training for 22 directors of childcare programs in Hamilton County. Those chosen to participate represent a diverse cross section of non-profit, for profit, and church-operated centers and also vary in size.</p> <p>Participants:</p> <ul style="list-style-type: none"> - Study best practices in early childhood education and visit exemplary sites where best practices are demonstrated; - Increase their personal leadership skills; - Assess their own centers' needs and plan with staff for use of outreach lessons; - Design and implement a leadership project to examine their own programs' quality and develop plans for leading their staff in the implementation of best practices.
<p>Early Childhood Leadership Directions Diane Turner diane.turner@oregonstate.edu Oregon State University College of Health & Human Sciences 123 Women's Building Corvallis, OR 97331541.737.3220 www.hhs.oregonstate.edu/hdfs/about-ecl-d-program</p>	<p>Exemplary leaders in health, mental health, human services, and education</p>	<p>U.S. DoE; Ford Family Foundation; Oregon Women's Giving Circle</p>	<p><u>Focus:</u> Early Childhood Leadership Directions is a highly successful professional development program that prepares exemplary leaders in health, mental health, human services, and education</p> <p><u>Purpose:</u> To shape a new generation of leaders to guide and enhance collaborative services and advance systems change for young children and their families. Our Vision is that all communities will have competent, confident, and articulate leaders to improve life outcomes for young children and their families.</p>
<p>Early Childhood Program Management Specialization Certificate Central Arizona College 8470 N. Overfield Road Coolidge, AZ 85228 520.494.5477 www.centralaz.edu/x642.xml</p>	<p>Directors</p>	<p>Tuition</p>	<p><u>Focus:</u> The Early Childhood Education Program Management Specialization Certificate of Completion consists of 34 credit hours and uses an on-site, one-to-one mentoring model with opportunities for group sessions/interaction. The pace is individualized, open entry/open exit.</p> <p><u>Purpose:</u> Not available</p>

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Program Name / Contact Information	Audience	Funding	Focus / Purpose
Leadership Category: Leadership Skill Development			
<p>Early Childhood Specialist Program Julie Ramski or Rebecca Lindsay-Ryan jramski@archchicago.org rlindsayryan@bigshouldersfund.org Big Shoulders Fund 309 W. Washington Suite 550 Chicago, IL 60606 312-751-3851 www.rmtf.org</p>	<p>Preschool & kindergarten teachers</p>	<p>McCormick Foundation to The Big Shoulders Fund</p>	<p><u>Focus:</u> To develop teacher-leaders who will serve as a resource to principals & teachers at their own & other schools by being available to:</p> <ul style="list-style-type: none"> - mentor other teachers, - model developmentally appropriate practice - assist with program evaluations - facilitate professional learning communities - make presentation, and - be a liaison to the Office of Catholic Schools Early Childhood Department <p><u>Purpose:</u> To develop teachers as "Early Childhood Specialists"</p>
<p>Early Education Emerging Leaders Program Alan Taylor ataylor@swhd.org SW Human Development 2850 North 24th Street Phoenix, AZ 85013 602.266.5976 www.swhd.org</p>	<p>Child care center directors & family home providers</p>	<p>Private foundations & corporate sponsorship</p>	<p><u>Focus:</u> The Early Education Emerging Leaders Program includes an orientation and nine training sessions with national and local early care and education professionals. Workshops are designed to help program directors access and build their leadership styles and skills, provide information on critical areas of program quality including an emphasis on the importance of language and literacy, and support of social emotional development. The program addresses key components of program administration, provides introduction to a number of assessment instruments, and provides opportunities to meet and learn from national experts in early care and education. The program is a cohort learning model; mentors are assigned to meet and consult with participants throughout the one year program. Mentors participate in quarterly meetings to build their mentoring and consultation skills.</p> <p><u>Purpose:</u> Goals include: enhancing management and leadership skills; engaging in leadership and professional development discussions; providing a forum for collaboration and networking; intentionally building leadership that reflects the cultural diversity of the children in Arizona's early care and education programs.</p>

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Program Name / Contact Information	Audience	Funding	Focus / Purpose
Leadership Category: Leadership Skill Development			
<p>Forum for Early Childhood Organization and Leadership Development Mark Culver culverm@umkc.edu Midwest Center for Nonprofit Leadership University of Missouri Kansas City Bloch School of Business and Public Administration Room 310 5100 Rockhill Road Kansas City, MO 64110 816.235.2305 www.bloch.umkc.edu/mwcnl/FORUM/Programs/program.htm</p>	<p>Early childhood education and care professionals in the six state Midwest region</p>	<p>Program and project Fees</p>	<p><u>Focus:</u> The MCNL Forum provides leadership and organization development programs and other resources to:</p> <ul style="list-style-type: none"> - develop leadership and management capacity of leaders in the field of early learning - building linkages between early learning leaders and professionals and those of allied fields - promoting broad understanding of the crucial role that quality early childhood education and care programs play in human development, family stability and community well-being. <p><u>Purpose:</u> The mission of the forum is to build the leadership, management and organization capacity of current and emerging leaders in the field of early learning in the six state Midwest region. The Forum accomplishes this through the programs of the Midwest Center for Nonprofit Leadership.</p>
<p>Illinois Early Childhood Fellowship Alice Cottingham alicecottingham@gmail.com Evanston Community Foundation 1007 Church Street, Suite 108 Evanston, Illinois 60201 708.609.9981 www.ILEarlyChildhoodFellowship.org</p>	<p>Diverse, emerging leaders, especially people of color</p>	<p>Grants from the Boeing Company; Children's Initiative; JB and MK Pritzker Family Foundation; Grand Victoria Foundation; Irving Harris Foundation; Joyce Foundation; & McCormick Foundation</p>	<p><u>Focus:</u> The Illinois Early Childhood Fellowship brings together the best thinking and experience in the fields of early childhood, policy development and advocacy, leadership development, and adult learning. Fellows are placed for two years in a leading IL organization that addresses young children's lives – through policy development, advocacy, applied research, or broad planning. In the placement, Fellows will:</p> <ul style="list-style-type: none"> - work closely with accomplished strategists and advocates - be part of leadership teams - learn about the field's major players and issues - develop and run projects - experience multiple dimensions of how effective organizations are managed - work with remarkable mentors who offer insight and feedback, now and into the future <p><u>Purpose:</u> Not available</p>
<p>InnoVActive Leadership: Building Community Connections Jan Baker & Martha Walker janblank@vt.edu walker53@vt.edu Smart Beginnings and Success By 6 of Central Virginia 1010 Miller Park Square Lynchburg, VA 24501 434.946.9365 (Jan) 434.766-6761 (Martha) http://www.cv.ext.vt.edu/topics/CivicLeadership/Innovative_Leadership/Innovative_Leadership_top.html</p>	<p>Early Childhood Leaders</p>	<p>Fee</p>	<p><u>Focus:</u> Training sessions focus on individual leadership development, effective communication, team building, data utilization, community planning, and effective relationships with governing bodies.</p> <p><u>Purpose:</u> Developed by Virginia Cooperative Extension, <i>InnoVActive Leadership</i> teaches the language and process of leadership and provides participants with the opportunity to a) build their leadership skills; b) increase their awareness of community issues; c) network with other leaders; & d) become more engaged in community, civic, and governmental activities.</p>

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Program Name / Contact Information	Audience	Funding	Focus / Purpose
Leadership Category: Leadership Skill Development			
<p>Leaders in Quality Beth Knight bknight@inccrra.org Illinois Network of Child Care Resource & Referral Agencies (INCCRRA) 1226 Towanda Plaza Bloomington, IL 61701 800.649.1884 www.inccrra.org</p>	<p>Illinois CCR&R Staff Members</p>	<p>Illinois Department of Human Services</p>	<p><u>Focus:</u> Leaders in Quality (LinQ) is designed to enhance individual leadership and mentoring skills of CCR&R staff. Up to 30 new members participate in a two-year program of specialized training that builds on their individual expertise and prepares them for leadership within the CCR&R system. Members join LinQ after completing both the Partners in Quality (PinQ) orientation program and the Stepping Stones program. Partners in Quality is an orientation program led by Master Trainers within the R&R system and focuses on 4 core areas: Individual; Professional; Teamwork; Leadership. Stepping Stones is a program designed for CCR&R staff to develop a professional portfolio by completing and documenting trainings beyond the voluntary 15 hour training requirement for all CCR&R staff. Once Leaders in Quality is completed, members may opt to further their development by participating in one of two tracks: Supervision/Management or Executive. With options for addressing internal professional development needs on a continuum, the overall program includes Partners in Quality, Stepping Stones and Leaders in Quality – meeting needs of both new and experienced team members. In addition, this program provides a strong and stable foundation for the individual and the CCR&R system. Continuation in a second year of the program assures returning members are committed to development for themselves, the system, and the field. Legacy members are provided with ongoing training, leadership opportunities and the experience of assisting new members with their leadership development.</p> <p><u>Purpose:</u> Ideally, the program not only encourages individual growth, but also increases retention and resources for presentations, planning, mentoring and marketing/educating for all staff across the state.</p>

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Program Name / Contact Information	Audience	Funding	Focus / Purpose
Leadership Category: Leadership Skill Development			
Leadership Academy Susan Kimmel & Jill Soto skimmel@ou.edu jsoto@ou.edu Center for Early Childhood Professional Development (CECPD) The University of Oklahoma 1801 N. Moore Avenue Moore, OK 73160 405.799.6383 ext242 (Susan) (405) 799-6383 ext 247 (Jill) www.cecpd.org	Child Care, Head Start Directors &Assistant Directors, Early Care& Education Administrators	CCDF Funds	<p><u>Focus:</u> The Leadership Academy delivers 40 hours of interactive expert professional development to early care and education directors and administrators. Sessions include leadership practices and essentials; effective leadership strategies; communication; managing and mentoring staff; professionalism; positive discipline and guidance, leadership ethics; and advocacy. With over 400 Academy graduates, this training has been growing early care and education leaders since 2002.</p> <p><u>Purpose:</u> The purpose is to provide leadership skills training & focuses on ways to become a more effective leader in meeting the needs of staff and children in their care. (used to meet training hours for business/administration section of Oklahoma's director credential)</p>
Leadership Issues in Early Childhood Education Sharon Libby sharon_libby@owens.edu Owens Community College School of Arts & Sciences Department of Teacher Education & Social Services P.O. Box 10,000 Toledo, OH 43699-1947 567.661.7649 www.owens.edu	Students at Owens Community College Pre-service & those renewing teaching licenses	Tuition	<p><u>Focus:</u> Helping students understand the role of leadership and the differences between managing a program/department and being a leader. We also help students practice using their voices as advocates to encourage an interest in continuing the dialogue with local, state and federal people.</p> <p><u>Purpose:</u> Not available</p>
LEAP (Leadership Empowerment Action Project) Pamela Haines pamela@dvaeyc.org 1608 Walnut Suite 1400 Philadelphia, PA 19103 215.893.0130 x 228 www.dvaeyc.org	Early Childhood Providers	Private foundations	<p><u>Focus:</u> LEAP participants are encouraged to reflect on their own experiences as a starting point for understanding the components of leadership and the potential for advocacy in the field. Information, skill-building, and support are provided in: basic listening skills; articulation of vision; understanding of the barriers to both personal and institutional change; assessment of the needs in the field; analysis of the impact of early childhood policy proposals; basic economic literacy, and the workings of government as it affects early care and education. Participants are encouraged to network and helped to create an individual action plan for improving an aspect of their program or the field at large.</p> <p><u>Purpose:</u> To enhance leadership development and advocacy skills among practitioners in the field of Early Childhood Education.</p>

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Program Name / Contact Information	Audience	Funding	Focus / Purpose
Leadership Category: Leadership Skill Development			
<p>Lutheran EC Learning Institute lea@lea.org Lutheran Education Association 7400 Augusta Street River Forest, IL 60305 708.209.3343</p>	<p>Early childhood directors, consultants, principals, pastors</p>	<p>Lutheran Education Association / Fee based institute</p>	<p><u>Focus:</u> Modules include: The Director as Visionary Leader-Philosophy, Mission, and Purpose Statements; Strengthening Relationships – Advocacy; The Director as Supervisor-Staffing for Quality & Mentoring Quality Staff.</p> <p><u>Purpose:</u> Linking, equipping and affirming educators in Lutheran ministries.</p>
<p>Maryland Child Care Administrator Credential Division of Early Childhood Development Maryland State Department of Education 200 W Baltimore Street Baltimore, MD 21201 866.243.8796 www.marylandpublicschools.org/MSDE/divisions/child_care/credentials</p>	<p>Directors</p>		<p><u>Focus:</u> The Maryland Child Care Administrator Credential is a voluntary program consisting of six levels tied to training hours, years of experience, and professional activities.</p> <p><u>Purpose:</u> Participants complete training in topic areas that develop the knowledge and skills needed to provide the highest quality care. Participation in the credential program at Level Two & higher includes achievement bonuses & training vouchers.</p>
<p>Mills College Early Childhood Leadership Program Lea J.E. Austin education@mills.edu Mills College, School of Education 5000 MacArthur Blvd. Oakland, CA 94613 510.430.3379 www.mills.edu/academics/graduate/educ/prgrams/early_childhood.php</p>	<p>EC professionals currently in the field</p>	<p>Tuition and grants</p>	<p><u>Focus:</u> The Leadership Program in Early Childhood is a 14-month Master’s degree program. Students earn an MA in Education, emphasis in Leadership in Early Childhood.</p> <p>The Mills College School of Education trains early childhood and allied professionals to become policy makers, program administrators, agency directors, college professors, and advocates on behalf of children.</p> <p><u>Purpose:</u> This groundbreaking program is designed to address the urgent need for experienced leaders in the early childhood field, particularly critical in the ethnically and linguistically diverse state of California.</p>
<p>Murray State MA program, Teacher Leader Track Jo Robertson, Chair jo.robertson@coe.murraystate.edu Murray State University Department of Special Education Alexander Hall 3202 Murray, KY 42071 270.809.6845 http://coekate.murraystate.edu/ece/iece/</p>	<p>Designed for students seeking MA, who are IECE certified (IECE=Interdisciplinary Early Childhood Education)</p>	<p>Tuition</p>	<p><u>Focus:</u> For individuals seeking a Master’s degree, the focus is on leadership in educational settings.</p> <p><u>Purpose:</u> Not available</p>

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Program Name / Contact Information	Audience	Funding	Focus / Purpose
Leadership Category: Leadership Skill Development			
<p>National Administrators Credential National Child Care Association 2025 M Street, NW Suite 800 Washington DC 20036 202.367.1133 www.nccanet.org</p>	Directors	Fee	<p><u>Focus:</u> The National Administrator Credential (NAC) is a 40-hour course designed for directors or aspiring directors. Typically the course is offered over a five-day period from 8 a.m. to 5 p.m. Provided that the participant meets all course requirements; the credential is completed within the week. NAC is an accepted form of training for director's licensing requirements in many states.</p> <p><u>Purpose:</u> Training on administrative responsibilities</p>
<p>Management & Leadership in Early Childhood Programs Sherry Cleary sherry.cleary@mail.cuny.edu 101 West 31st Street 7th floor NY, NY 10001 646.344.7248 www.earlychildhoodnyc.org</p>	Directors of early childhood programs in New York City. Head teachers who might want to become directors	Tuition and scholarships made available through workforce development funds	<p><u>Focus:</u> The focus is on leadership & management.</p> <p><u>Purpose:</u> To provide individuals with the skills needed to lead programs of excellence. <i>Management and Leadership in Early Childhood Programs</i> leads to the NY State Children's Program Administrator Credential(CPAC)</p>
<p>National Association for Child Care Resource and Referral Agencies (NACCRRRA) Leadership Development Program Jan Terhune jan.terhune@naccrra.org 3101 Wilson Blvd. Suite 350 Arlington, VA 22201 703.341.4179 www.naccrra.org/leadership</p>	State and local Child Care Resource and Referral Professionals	NACCRRRA Board	<p><u>Focus:</u> The NACCRRRA Leadership Development Program provided selected leaders with intensive mentoring, training, and internship experiences in CCR&R.</p> <p><u>Purpose:</u> The outcome of these activities will be a group of leaders who will help shape the future of CCR&R at the local, state, and national level.</p>
<p>National Head Start Fellows Jean Swift jswift@pal-tech.com 703.247.8303 http://eclkc.ohs.acf.hhs.gov/hslc/Professional%20Development/Individual%20Development/Head%20Start%20Fellowship%20Program/TheNationalHead.htm</p>	Early childhood educators and human service professionals	Federal	<p><u>Focus:</u> The National Head Start Fellowship Program enables early childhood education and human service professionals from around the country to spend a year in Washington, DC working as full-time paid special assistants to senior managers at the Office of Head Start. The web site describes the types of responsibilities, professional opportunities, and professional development offerings the fellows receive while working at the national Head Start office.</p> <p><u>Purpose:</u> Not available</p>

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Program Name / Contact Information	Audience	Funding	Focus / Purpose
Leadership Category: Leadership Skill Development			
<p>National-Louis University</p> <p>McCormick Center for Early Childhood Leadership</p> <p>Aim4Excellence Kara Lehnhardt kara.lehnhardt@nl.edu McCormick Center for Early Childhood Leadership, National-Louis University 6310 Capitol Drive Wheeling, IL 60090 847.947.5155 http://aim4excellence.nl.edu</p> <p>Go For the Gold Lila Goldston lila.goldston@nl.edu McCormick Center for Early Childhood Leadership National-Louis University 6310 Capitol Drive Wheeling, IL 60090 800.443.5522 x 3469 www.ced.nl.edu</p>	<p>Center Directors and Assistant Directors</p> <p>Directors</p>	<p>Participant fees</p> <p>Chicago Public Schools Community Partnership Program</p>	<p><u>Focus:</u> Aim4Excellence is an online national director credential available to early childhood administrators across the country. It includes nine self-paced modules that cover the essentials of early childhood program administration. Each module features the expertise of a lead author, engaging content, and rich media. Throughout the modules, participants complete exercises, quizzes, assignments, and reflections that help them apply the information to real-life situations. The credential is recognized by NAEYC as an alternative pathway for meeting the director management qualifications for NAEYC program accreditation. The nine modules can be taken for credit or noncredit. Topics include:</p> <ul style="list-style-type: none"> -Leading the Way; -Recruiting, Selecting, and Orienting Staff; -Promoting Peak Performance; -Managing Program Operations; -Building a Sound Business Strategy; -Planning Indoor and Outdoor Environments; -Supporting Children’s Development& Learning; -Creating Partnerships with Families; -Evaluating Program Quality <p><u>Purpose:</u> To improve the leadership and management practices of early childhood administrators across the country.</p> <p><u>Focus:</u> This leadership training opportunity is designed to support 25 directors in their pursuit of the IL Director's Credential. This 10-month professional development initiative provides training, on-site technical assistance, and additional professional growth opportunities to help directors achieve their credential.</p> <p><u>Purpose:</u> Help directors achieve IL directors credential</p>

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Program Name / Contact Information	Audience	Funding	Focus / Purpose
Leadership Category: Leadership Skill Development			
<p>National-Louis University <i>continued</i></p> <p>McCormick Center for Early Childhood Leadership <i>continued</i></p> <p>Next Generation of Chicago Leaders Debra Trude-Suter debra.trudesuter@nl.edu McCormick Center for Early Childhood Leadership National-Louis University 6310 Capitol Drive Wheeling, IL 60090 847.947.5056 http://cecl.nl.edu</p>	<p>Seasoned professionals</p>	<p>McCormick Foundation</p>	<p><u>Focus:</u> This training & technical assistance initiative is designed to support seasoned directors in developing leadership succession plans for their organizations & expanding the professional development & career counseling supports available for their teachers. Participants are provided with structured opportunities to build & refine their coaching and mentoring skills. Topics include: Coaching and mentoring staff at different career stages, implementing an individualized model of professional development; developing a leadership succession plan; supporting staff advancement on the early childhood career lattice and funding opportunities that support the professional development of the early childhood workforce. As part of the Next Generation of Chicago Leaders, participants work closely with faculty from National-Louis University who guide them through the process of developing individual growth plans for their staff and making organizational changes to enhance professional development opportunities at their centers. Participants also identify and mentor an emerging leader at their center and develop internal organizational systems for leadership succession.</p> <p><u>Purpose:</u> The Next Generation of Chicago Leaders has been designed to implement a model of career advising and professional development in Chicago. This innovative project supports the early childhood career development system in Illinois by preparing Chicago leaders to become professional growth advisors for their agencies and communities. The project is an advanced leadership training program designed for seasoned professionals.</p>

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Program Name / Contact Information	Audience	Funding	Focus / Purpose
Leadership Category: Leadership Skill Development			
<p>National-Louis University <i>continued</i></p> <p>McCormick Center for Early Childhood Leadership <i>continued</i></p> <p>Taking Charge of Change Debra Trude-Suter debra.trudesuter@nl.edu McCormick Center for Early Childhood Leadership National-Louis University 6310 Capitol Drive Wheeling, IL 60090 847.947.5056 http://cecl.nl.edu</p>	<p>Center Directors & Assistant Directors</p>	<p>Illinois Department of Human Services</p>	<p><u>Focus:</u> Taking Charge of Change is a 10-month leadership training program. Participants work with a mentor as they implement a program improvement plan at their respective centers. Through interactive learning, group discussions, guided reflection, reading, and visits to exemplary programs, participants explore the components of quality programming and how to implement change to achieve program excellence. Topics include:</p> <ul style="list-style-type: none"> -The nature of individual and organizational change; -Defining and assessing leadership behavior -Understanding and valuing diversity in the workplace - Diagnosing organizational problems; -Achieving change through staff development - Understanding communication styles and managing conflict -Facilitating effective meetings -Implementing shared decision-making -Using performance appraisal as the catalyst for growth and change -Center accreditation—how to make it a reality. <p>This leadership training initiative focuses on individual, organizational, and systematic change and the director’s role as change agent. In 2007, the McCormick Center for Early Childhood Leadership received funding from the Pritzker Early Childhood Foundation to launch a Taking Charge of Change Train-the-Trainer initiative. The goal of this initiative is to develop a cadre of informed and experienced trainers who can implement the components of the Taking Charge of Change training model to support the leadership development of early childhood center directors in other states. The target audience for this Taking Charge of Change Train-the-Trainer initiative is community college instructors, supervisors of multi-site programs, technical assistance specialists who work for child care resource and referral agencies, and organization development consultants who support directors’ quality enhancement endeavors.</p> <p><u>Purpose:</u> To provide a comprehensive integrated model for improving the quality of early childhood programs</p>

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Program Name / Contact Information	Audience	Funding	Focus / Purpose
Leadership Category: Leadership Skill Development			
<p>National-Louis University <i>continued</i></p> <p>M. Ed. & Certificate of Advance Study (C.A.S.) in Early Childhood Administration Candice Dowd candice.dowd@nl.edu Department of Early Childhood Education National-Louis University 1000 Capitol Drive Wheeling, IL 60090 847.947.2019 http://nl.edu</p>	<p>Center Directors and Assistant Directors</p>	<p>Fees</p>	<p><u>Focus:</u> The Early Childhood Administration M.Ed. and C.A.S. program provides a comprehensive study of knowledge and skills needed to effectively administer early care and education programs. Students are provided with a broad understanding of organizational theory, group, dynamics, and leadership applications as well as the impact that family, community, and schools have upon each other. Specific topics include supervision and staff development strategies; social and cultural diversity; professional ethics; financial and legal aspects of program administration; family systems; and the role of educational inquiry and assessment. The Master's in Early Childhood Administration is designed for students who have earned a bachelor's degree and want to assume leadership positions in the field. The M.Ed. option includes 32 hours of graduate credit. The Certificate of Advanced Study in Early Childhood Administration is designed for students who already have a master's degree in education or who are early childhood professionals, such as preschool owners, Head Start component coordinators, and consultants. The Certificate of Advanced Study includes 30 hrs of coursework. The Early Childhood Administration program is taught in a cohort model. Students attend two residencies in Chicago at the beginning and midpoint in their degree sequence. The remainder of the coursework is taken online.</p> <p><u>Purpose:</u> The Early Childhood Administration (ECA) program is a comprehensive study of the management and leadership skills needed to effectively administer early care and education programs.</p>
<p>New York City Early Childhood Professional Development Institute info@earlychildhoodnyc.org 101 West 31 Street, 7th Floor New York, NY, 10001 646.344.7293 www.earlychildhoodnyc.org</p>	<p>Directors</p>	<p>Tuition</p>	<p><u>Focus:</u> CUNY's School of Professional Studies offers professional development opportunities including 18 one-credit courses Designed by the NYC Early Childhood Professional Development Institute (PDI), in partnership with Quality New York, the Children's Program Administrator Credential (CPAC) is an NAEYC-accepted program of study in the new accreditation system for program administrators.</p> <p><u>Purpose:</u> To educate, train, and inspire directors to create excellent environments for the children and families they serve.</p>

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Program Name / Contact Information	Audience	Funding	Focus / Purpose
Leadership Category: Leadership Skill Development			
<p>Northampton Community College</p> <p>Program for Leaders in Early Childhood Education Joyce Lang jlang@northampton.edu Northampton Community College 3835 Green Pond Road Bethlehem, PA 18020 610.332.6541 www.northampton.edu</p> <p>Leadership for Early Childhood Program Directors, Specialized Diploma Joyce Lang jlang@northampton.edu Northampton Community College 3835 Green Pond Road Bethlehem, PA 18020 610.332.6541 www.northampton.edu</p>	<p>Current and future directors and owners</p> <p>Directors, owners, staff, emerging leaders, parents</p>	<p>Fees</p> <p>Tuition</p>	<p><u>Focus:</u> In collaboration with the Leadership Development Institute and the Center for Health Care Education at Northampton Community College, provides technical and professional support to current and future program directors and owners in the following areas: Leadership, Strategic Planning, Accreditation, Human Resource Management, Finances, Learning Environments, Curriculum, Healthcare and Safety. All services can be customized to meet a program's unique requirements.</p> <p><u>Purpose:</u> To build a community of early childhood and school-age leaders who are supported and prepared to create and sustain strong, high-quality programs for children and families.</p> <p><u>Focus:</u> Designed for current and future directors and owners of early care and education programs. Topics include leadership, program quality, organization and administration, business management, curriculum and pedagogy.</p> <p><u>Purpose:</u> Meets the course requirements for the PA Key Director Credential.</p>
<p>Oakland University/Oakland Schools Leadership Forums Julie Ricks-Doneen ricksdon@oakland.edu 420 F Pawley Hall School of Education and Human Services Department of Human Development and Child Studies Oakland University 2100 Squirrel Rd Rochester, MI 48309 248.370.2622 www.oakland.edu</p>	<p>Early Childhood Education/Elementary Education students (undergraduate & graduate), Early Childhood Education directors & teachers, Early Elementary teachers, supervisors & administrators</p>	<p>Oakland University, School of Education & Human Services Dean's Office; Oakland Schools Early Childhood Department; Oakland County Child Care Collaborative, Oakland County Great Start Collaborative; Jacqueline Loughheed Research Fund</p>	<p><u>Purpose:</u> -Examine the leadership experiences and needs for leadership development of early childhood professionals.</p> <p>-Provide forums where early childhood professionals can network with each other and key community members, reflect on and continue to develop leadership skills, and develop strategies that will strengthen early childhood programs in their communities.</p> <p>-Support research and knowledge development for early childhood administrators, teachers, and university students (e.g., masters and doctoral projects, field studies, dissertations)</p>

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Program Name / Contact Information	Audience	Funding	Focus / Purpose
Leadership Category: Leadership Skill Development			
<p>Preschool Leadership Track Renee Whelan & Vincent Costanza renee.whelan@doe.state.nj.us vincent.costanza@doe.state.nj.us 1st floor Conference Room 100 Riverview Plaza Trenton & Long Branch Board of Education 540 Broadway Long Branch, NJ 07740 609.777.2074 www.nj.gov/education/ece/pd</p>	<p>Current & new preschool leaders</p>	<p>State Dollars</p>	<p><u>Focus:</u> Annually, the New Jersey Department of Education Office of Preschool offers a Preschool Leaders Conference and a year-long seminar for new preschool leaders.</p> <p><u>Purpose:</u> To prepare administrators to lead their early childhood programs and to provide tools and techniques to improve the quality of early childhood programs.</p>
<p>Pulaski Technical College Jeanne Williams jewilliams@pulaskitech.edu 3000 West Scenic Drive Little Rock, AR 72118 501.812.2342 www.pulaskitech.edu/programs_of_study/early_childhood</p>	<p>Individuals interested in owning or managing an early childhood program.</p>	<p>Tuition</p>	<p><u>Focus:</u> Education and training – either credit or and non-credit. The AAS Program Administration degree is designed for persons interested in owning or managing an early childhood program.</p> <p><u>Purpose:</u> Not available</p>
<p>Teachers as Leaders: A Professional Development Series Sue Handy shandy@dvc.edu Diablo Valley College 321 Golf Club Road Pleasant Hill, CA 94523 925.685.1230 ext 2162 www.dvc.edu/ece</p>	<p>Early childhood education practitioners & students</p>	<p>A grant from First 5 Contra Costa was used for the recruitment and development of peer facilitators.</p>	<p><u>Focus:</u> This course is designed to provide “Round Table” discussions for examining leadership theory and its application to the daily lives of ECE classroom teachers using the text <i>Learning to Lead: Effective Leadership Skills for Teachers of Young Children</i> by Debra R. Sullivan.</p> <p><u>Purpose:</u> The mission message to all program participants is that they already are leaders, whatever their position. The <i>Teachers as Leaders</i> program exists to support their growth and development as they learn to use their leadership skills and opportunities to benefit children, families, and the community.</p>

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Program Name / Contact Information	Audience	Funding	Focus / Purpose
Leadership Category: Leadership Skill Development			
<p>Towson University M.Ed. In Early Childhood Education, Certificate of Advanced Study in ECE Edyth Wheeler ejwheeler@towson.edu Towson University 8000 York Road Towson, MD 21250-0001 410.704.2460 www.grad.towson.edu/program/master/eced-med/</p>	<p>Early childhood professionals who work in a variety of roles & settings with or on behalf of children from birth to age 8 & their families</p>	<p>University budget, (state funding, student tuition) federal and state grants & school system & Head Start partnerships also support off campus cohorts in Baltimore city& throughout the state.</p>	<p><u>Focus:</u> The M.Ed. in Early Childhood Education is an advanced degree program designed to prepare the degree candidate for a future professional role, to increase competence in a current career role, or to provide a step toward further study in the field of ECE. It is not an initial teaching certification or licensure program, but an opportunity for increased professional development at the graduate level. Guiding principles include an interdisciplinary perspective, collaboration, mentoring, and advocacy, with a foundation of the most current knowledge base in early childhood& best practice for all young children & families.</p> <p><u>Purpose:</u> Advanced Professional Study</p>
<p>SRCD Fellows Sarah Mandells mandell@srcd.org 1313 L Street, NW Suite 140 Washington , D.C. 20005 202.289.7903 www.srcd.org</p>	<p>Scholars from a variety of backgrounds and scientific disciplines. Applicants must demonstrate exceptional competence in an area of child development research and have a doctoral-level degree in any discipline (e.g., Ph.D., Ed.D., M.D., J.D., DSW)</p>	<p>Federal grants; William T Grant Foundation; SRCD; contracts</p>	<p><u>Focus:</u> There currently are two types of Fellowships: Congressional and Executive Branch. Both Fellowships provide exciting opportunities for researchers to come to Washington, DC and use developmental science outside of the academic setting to inform public policy. These Fellowships are open to doctoral scientists from any discipline relevant to child development, and both early and mid-career professionals are encouraged to apply.</p> <p><u>Purpose:</u> The Fellowships goals are to: (1) contribute to the effective use of scientific knowledge about child development in the formation of public policy; (2) educate the scientific community about the development of public policy; & (3) establish a more effective liaison between developmental scientists and the Federal policy-making mechanisms.</p>

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Program Name / Contact Information	Audience	Funding	Focus / Purpose
Leadership Category: Leadership Skill Development			
<p>UCLA/Johnson & Johnson Head Start Management Fellows Program Jeanette Lim jlim@anderson.ucla.edu UCLA Anderson School of Management 110 Westwood Plaza Suite B307 Los Angeles, CA 90095-1481 310-825-6306 www.anderson.ucla.edu/headstart.xml</p>	<p>Head Start Administrators</p>	<p>Johnson & Johnson, UCLA Anderson School of Management</p>	<p><u>Focus:</u> Understanding Strategy, Formulating strategy, Implementing Strategy, Strategy Workshops, Org Design, Org Change, Operations Concepts, Project Management, Marketing Concepts, Public Relations, Communications Theory & Practice, Group Design & Development, Personnel Issues. Economic Principles, Data Analysis, Finance Concepts, Cost Accounting, Leasing Principles, Perspective on Management & Leadership, Making the Transition to Manager, Leading & Managing Change, Board Governance</p> <p><u>Purpose:</u> The principal mission of the UCLA/Johnson & Johnson Management Head Start Fellows Program is to strengthen the management skills of Head Start directors by: providing them with modern management theories and principles; increasing their ability to plan, lead and control the effective delivery of Head Start services in an increasingly changing and challenging environment; fostering an entrepreneurial competence, and promoting a bias for action; enhancing their capacity to find alternate funding sources and collaborate with other social service programs in their communities; developing strategies that can be quickly implemented in their programs and shared with other Head Start managers; establishing a network of Head Start Fellows who will assist in the management education of other Head Start directors nationwide.</p>
<p>University of Colorado, Denver Early Childhood Special Education Leadership Post-Doctoral Program Barbara Smith barbara.smith@ucdenver.edu University of Colorado, Denver Center for Evidence Based Practices in Early Learning 1380 Lawrence Street LW 637 Denver, CO 80204 303.315.4939 www.evidencebasedece.org</p>	<p>Post-docs in Early Intervention/ Early Childhood Special Education</p>	<p>US Department of Education, Office of Special Education</p>	<p><u>Focus:</u> Fellows increase their knowledge & skill in the core areas of EI/ECSE public policy, advocacy, systems and collaborative leadership as well as related research methods & personnel preparation.</p> <p><u>Purpose:</u> To provide training in leadership competencies to post-doctoral fellows in early intervention and early childhood special education.</p>

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Program Name / Contact Information	Audience	Funding	Focus / Purpose
Leadership Category: Leadership Skill Development			

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Program Name / Contact Information	Audience	Funding	Focus / Purpose
Leadership Category: Leadership Skill Development			
<p>University of North Carolina-Greensboro (UNC-G)</p> <p>Online Birth –Kindergarten: Interdisciplinary Studies in Education and Development (BKISED) Master of Education Program (Birth – Kindergarten Interdisciplinary Studies in Education & Development</p> <p>Dr. Linda Hestenes (HDF Department) Dr. Belinda J. Hardin (SES Department) llhesten@uncg.edu bjhardin@uncg.edu UNC Greensboro Department of Specialized Education Services PO Box 26170 Greensboro, NC 27402-6170 336.334.5315 (Linda Hestenes) 336.334.5843 (Belinda Hardin) www.uncg.edu/hdf/graduates/certificate.html</p>	<p>Professionals, individuals with Bachelor degree</p>	<p>Tuition</p>	<p><u>Focus & Purpose:</u> The primary goal of the online Birth to Kindergarten Interdisciplinary Studies in Education and Development program is to prepare personnel to assume leadership roles in diverse settings (both educational and community agencies) that develop and implement programming for young children with and without disabilities, ages birth through five. The program also recognizes the importance of the family in the development of the young child and provides professionals in the field with extensive coursework and experiences in the area of family studies. Another goal of the program is to train leadership personnel to have a more scientific approach to practice. That is, students will learn to become professionals who evaluate and critically analyze their beliefs and practices in order to perform effectively in an ever-changing field. In addition, the BKISED program emphasizes preparing students to work with diverse children and families (e.g., socioeconomic, gender, linguistic, ethnic, race, family, and ability diversity). Toward this end, students are taught to routinely use validated research findings to guide their daily professional practice. Students participate in an individualized final internship, which is responsive to their developmental needs and future career goals. The program is jointly offered by the Departments of Specialized Education Services and Human Development and Family Studies at UNCG. The online courses in this program include both synchronous and asynchronous formats.</p>
<p>Post-Baccalaureate Online Certificate Program in Leadership in Early Care and Education</p> <p>Dr. Linda Hestenes (HDF Department) Dr. Belinda J. Hardin (SES Department) llhesten@uncg.edu bjhardin@uncg.edu UNC Greensboro Department of Human Development and Family Studies PO Box 26170 Greensboro, NC 27402-6170 336.334.5315 (Linda Hestenes) 336.334.5843 (Belinda Hardin) www.uncg.edu/hdf/graduates/certificate.html</p>	<p>Professionals, individuals with bachelors degree</p>	<p>Tuition</p>	<p><u>Focus & Purpose:</u> The Online Leadership in Early Care and Education (LECE) Graduate Certificate prepares individuals to assume leadership roles in diverse settings (educational & community agencies) that develop, implement, & support programming for children with & without disabilities, birth to five, & their families. The Human Development & Family Studies & Specialized Education Services Depts. offer an online Post-Baccalaureate Certificate in Leadership in EEC which provides students with graduate level training & a credential to pursue careers in leadership positions. The online courses include both synchronous & asynchronous formats.</p>

ECE Leadership Development Programs
Working Document

Program Name / Contact Information	Audience	Funding	Focus / Purpose
Leadership Category: Leadership Skill Development			
<p>University of Wisconsin-Milwaukee</p> <p>Certificate in Child Care Administration Pam Boulton boulton@uwm.edu University of Wisconsin Madison Center for Early Childhood Professional Development & Leadership 161 West Wisconsin Avenue, Suite 6000 Milwaukee, WI 53203 414.229.5384 www.sce-earlychildhood.uwm.edu</p> <p>Leading to Excellence Series Pam Boulton boulton@uwm.edu University of Wisconsin Madison Center for Early Childhood Professional Development & Leadership 161 West Wisconsin Avenue, Suite 6000 Milwaukee, WI 53203 414.229.5384 www.sce-earlychildhood.uwm.edu</p>	<p>Managers & leaders of today's child care programs</p> <p>Current & emerging leaders</p>	<p>Tuition</p> <p>Tuition</p>	<p><u>Focus:</u> Up-to-date information on child care administration and organizational management. - Practical information that Administrators can put to use in their child care program right away. - Current concepts and “best practices” in administration, management and leadership. - Active involvement through presentations, discussions, information sharing, individual projects and group activities.</p> <p><u>Purpose</u> of the Certificate in Child Care Administration is to improve the quality of child care programs & services available to young children, parents, and families by strengthening and expanding administrators’ management & leadership skills.</p> <p><u>Focus:</u> These courses are designed to provide the building blocks for successful leadership in early childhood programs. Overarching themes include the importance of excellence and diversity in early childhood programs, and the role of vision and reflective practice in reaching these goals.</p> <p><u>Purpose:</u> Visionary leadership and a collaborative disposition are needed to confront & overcome the challenges facing the early care & education profession today. Our Leadership Development Program is a sustained and intentional effort to grow leaders, build leadership capacity, & encourage networking, collaboration and engagement of leaders. The outcome is an empowered group of early childhood leaders who make a lasting difference for children, parents, families, and early childhood programs.</p>

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<p>National Association for the Education of Young Children (NAEYC) Faculty Fellowship Alison Lutton alutton@naeyc.org NAEYC 1313 L Street, NW Washington, DC 20005 202.350.8834 www.naeyc.org</p>	<p>Early childhood faculty teaching at the associate degree level, in accredited early childhood degree programs</p>	<p>Start-up funding: W. Clement & Jessie V. Stone Foundation</p>	<p><u>Focus:</u> Faculty fellows work together with staff to exchange and disseminate promising strategies or innovative practices in early childhood teacher education. Dissemination could include creating materials, presenting online workshops, or facilitating online discussions. Fellows remain active teaching faculty during the year of their award. The emphasis is on asynchronous, distance methods of collaboration and dissemination.</p> <p><u>Purpose:</u> To identify and support faculty who are engaged in innovative practices within the framework of national professional preparation standards. Current priority is given to practices related to making associate degrees more relevant and accessible, or supporting retention, successful graduation or transfer for a specific group of students in the institution's community.</p>
<p>Taking The Lead Institute Penny Gildea penny.gildea@nebraska.gov Early Childhood Training Center 6949 S. 110th Street Omaha, NE 68128-5722 402-557-6880 http://ectc.nde.ne.gov/projects_opp/ttl.htm</p>	<p>Professionals in early childhood education</p>	<p>Grants from the Nebraska Department of Education & Department of Health and Human Services</p>	<p><u>Focus:</u> Nebraska's Taking the Lead believes anyone can be a leader. Taking the Lead encourages people to become actively involved in their community and take a leadership role. At Taking the Lead Institute, people learn the leadership skills they need to deal with important early childhood concerns. In a variety of workshops and seminars, participants discover effective strategies for influencing others and gain an understanding of public policy. Participants learn the importance of group dynamics and how to communicate effectively in a variety of situations.</p> <p><u>Purpose:</u> As a result of the Nebraska's Taking the Lead Institute, participants will build their leadership capacity to promote responsive caregiving. Participants will:</p> <ul style="list-style-type: none"> -Become stronger leaders in the early childhood community; -Learn proven techniques for working with groups (parents, early childhood professionals, elected officials, business and community leaders); -Practice effective strategies for influencing public policy; -Communicate effectively in a variety of settings; -Come away with a new perspective on ways to make an impact; and -Promote quality early childhood programs.

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<p>The Director's Academy D. Bryan dbryan@pinj.org IMPACT NJ Kean University Willis Hall, Room 300 Union, NJ 07083 908.737.4240 www.pinj.org</p>	Directors	NJ Department of Human Services, Division of Family Development, New Jersey Association of Child Care Resource and Referral Agencies, corporations, foundations	<p><u>Focus:</u> The Directors' Academy is a 60-hour administration course for leaders of child care programs in a variety of settings. Through Professional Impact NJ, funding is available to those meeting specific eligibility requirements.</p> <p>The course includes topics such as:</p> <ul style="list-style-type: none"> - Leadership and Advocacy - Staff Management and Professional Development - Fiscal Management and Legal Issues - Family Support and Community Resources <p><u>Purpose:</u> Not available</p>
<p>Teachers College, Columbia University Ed.M & EdD - Concentration in Early Childhood Policy Lynn Kagan sharon.kagan@columbia.edu Teachers College Columbia University 525 West 120th Street NY, NY 10027 212.678.3765 www.tc.columbia.edu/academic/C&T/Curric & Teach/</p>	Anyone interested in furthering their knowledge and application of early childhood policy	Tuition	<p><u>Focus:</u> Within the Department of Curriculum and Teaching, the Early Childhood Education Program offers a Concentration in Early Childhood Policy. The goal of the effort is to provide students with a structured opportunity to study and examine early childhood policies as a distinct area of inquiry. At both the Ed.M. and Ed.D. levels, this program provides students with a firm grounding in early childhood pedagogy, programs, and practice, as well as in policy analysis and policymaking related to young children and their families. Students in Ed.M and Ed.D. programs combine theoretical knowledge with practice in the policy field as they become familiar with an array of policy issues impacting contemporary child and family life. Students are exposed to policy leaders and current policy issues; moreover, they also have experience dealing with international policy issues.</p> <p><u>Purpose:</u> Prepare individuals for careers in academia, research and policy.</p>

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<p>Zero to Three</p> <p>Creating Connections for Babies Debbie Rappoport drappoport@zerotothree.org ZERO TO THREE National Center for Infants, Toddlers and Families 2000 M Street, NW Suite 200 Washington DC 20036 202.638.1144 www.zerotothree.org</p>	<p>Infant-toddler professionals in Kentucky, Oregon, New Mexico, New York, Virginia, and Wyoming</p>	<p>Buffett Early Childhood Fund</p>	<p><u>Focus:</u> ZERO TO THREE Policy Center’s Creating Connections for Babies project focuses on creating connections that will positively impact state early childhood policies and services. Creating Connections for Babies seeks to engage infant-toddler professionals, policymakers and policy shapers (e.g., professional advocates, philanthropists, business leaders, etc.) in policy change for infants, toddlers, and their families within their state.</p> <p><u>Purpose:</u> Through this project, the ZERO TO THREE Policy Center works closely with six states committed to engaging new leaders of the infant-toddler professional field in establishing coordinated, comprehensive services and policies focused on 0 to 3 year olds or ensuring their inclusion in a broader system-building effort. Connections will be created between infant-toddler professionals, policymakers, and policy shapers in these six states by: (1) selecting one or two infant-toddler professionals as Birth to Three State Advocacy Leaders who will participate in the public policy process, recruit new members for the ZERO TO THREE Policy Network, and help connect those members to the state’s infant-toddler policy work; and (2) working with Birth to Three State Advocacy Leaders and a public-private partnership comprised of policymakers and policy shapers in each state to develop or implement an infant-toddler plan, further creating connections that will strengthen and coordinate state early childhood policies and services.</p>
<p>Leaders for the 21st Century Betty Johnson bjohnson@zerotothree.org ZERO TO THREE National Center for Infants, Toddlers and Families 2000 M Street, NW Suite 200 Washington DC 20036 202.857.2617 www.zerotothree.org</p>	<p>Multi-disciplinary professionals highlighting work related to infants & toddlers</p>	<p>Irving Harris Foundation</p>	<p><u>Focus:</u> ZERO TO THREE's Leaders for the 21st Century is the nation’s oldest national fellowship program for infant-family professionals and policymakers and has over 250 alumni around the country. The program works to meet the nation’s growing need for dynamic leaders and a strong, multi-disciplinary network of professionals and policymakers who are dedicated to improving outcomes for infants, toddlers, and their families.</p> <p><u>Purpose:</u> The Fellowship’s overall goal is to strengthen the ability of committed, talented professionals and policymakers to implement policies and practices that promote the healthy development of babies and families.</p>

REFERENCES

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Kagan, S. L., Kauerz, K., & Tarrant, K. (2009). *The early care and education teaching workforce at the fulcrum: An agenda for reform*. NY: Teachers College Press.

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About the Authors

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

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

Kim Means has over twenty years of experience in the early childhood field, where she has served both as a consultant and senior executive. Most recently, Kim has been a consultant with KMM Consulting.

Her experience includes over fifteen years with the National Association for the Education of Young Children, the last three of which she served as the senior executive responsible for NAEYC's Academy for Early Childhood Program Accreditation, the nation's largest early childhood program accreditation system. Kim's leadership as the senior executive encompassed a reorganization and transition of NAEYC's accreditation system– a multi-year, multi-million dollar process for over 20,000 early childhood programs worldwide.

Kim also worked as a consultant for Fried and Sher Consulting, a work life consulting firm. She oversaw numerous national early care and education systems as well as employer-based programs and her work included establishing policies and procedures that standardized high quality programs for children and families. Her clients included the National Institutes of Health, the Department of Defense, the Federal Aviation Administration, the Inter-American Development Bank, and Georgetown University.

Kim has served as Adjunct Faculty for George Mason University and currently serves on the Board of Advocates for the College of Education at the University of Oklahoma and as an advisor to the President for the Maryland Association for the Education of Young Children.

Kim received her Master's degree in Child Development from the University of Maryland and a Bachelor's degree in Early Childhood Education from the University of Oklahoma.