A1: *What Do We Know About Leadership in Early Care and Education?*
Wednesday, June 28, 2023
10:45 a.m. – 12:00 p.m. | *Gallery I*

1. Descriptive Information

A1: What Do We Know About Leadership in Early Care and Education?
 	
Leadership and leadership development are essential components of a thriving, high-quality, and equitable early care and education (ECE) sector, yet too little attention has been paid to ECE leadership in research, policy, and practice. What is ECE leadership, who can lead, how can leadership be developed, and how does leadership influence outcomes for children, families, staff, and program quality? This session explores these questions and shares findings from the latest research on ECE leadership, how to define and measure it in equitable and inclusive ways, and how to grow a thriving and equitable leadership development ecosystem for early educators, family child care providers, and program administrators in the ECE sector.
	Presenters
	    Anne Douglass, Institute for Early Education Leadership and Innovation, University of Massachusetts Boston
	    Timothy Ford, University of Oklahoma
	    Kyong-Ah Kwon, University of Oklahoma
	    Yujin Lee, Institute for Early Education Leadership and Innovation, University of Massachusetts Boston
	    Songtian Zeng, University of Massachusetts Boston
	        Lizabeth Malone, Mathematica
	    Juliet Bromer, Erikson Institute
	
	Scribe
	    Jeremy Long
	
	Number of Attendees: 21

2. Documents/Presentations Shared (Please list any electronic documents, PowerPoint presentations, or web links used during the session.) ***Collect presenter PowerPoints or other documents on the flash drive provided.***
- Ford Kwon CCEERPC ECE Leader Presentation
- UMass_CCEEPRCWorkshopPresentation1
- UMass_CCEEPRCWorkingPresentation2
- ExCELS_10 things about leadership slides_CCEEPRC 2023

3. Brief Summary of Presentations

Summary of Presentation #1: 10 things to know about leadership in Center-based Early Care and Education   - Lizabeth Malone - Mathematica and Anne Douglass – University of Massachusetts Boston

- **Themes:** Defining and measuring leadership in fully inclusive ways, understanding how and why leadership matters, the impact it has, what do we know about how to further develop leadership.

- First insight: distributed leadership is well suited for ECE, distributed leadership recognizes the participation of teaching staff and families in leadership which may be well suited for ECE context.
- Leadership is an important driver of quality with teaching staff involved as leaders.
- ECE leadership has three elements:
  - Who participates in leadership?
    - Based on contributions to center decision making, not just formal management roles. Teaching staff and families can make contributions to centers. Preliminary findings from study, teaching staff and families have a contribution and there may be room for improvement. Scores around 2.5. Center characteristics were not influencing who was participating.
  - What center staff bring to leadership?
    - Human capital input, what an individual brings to leadership can influence whether and how they participate in leadership.
  - What center staff do as leaders?
    - Leadership is reflected by actions in five areas of practice.
- Who participates in leadership and what they do as leaders can influence staff and family outcomes.
  - High participation of teaching staff in leadership was associated with higher teacher reported family involvement.
  - High engagement in practices by center management to support instructional quality and relational coordination lowered job stress among staff.
- Center managers can strengthen leadership and its influence on children's learning by building a positive organizational climate with relational trust with teaching staff, creating the conditions.
- Leadership is not static, what individuals bring to leadership is not based on inherent qualities, skills, experience, and values and beliefs can develop and expand. Leadership developmental initiatives can help.
- Need more evidence about leadership development programs.

Summary of Presentation #2: Provider Voice Within Home-Based Child-Care Networks: Findings from the network Benchmarks and Indicators Project- Juliet Bromer- Erikson Institute

- Home based Child Care (HBCC) Network – interconnected group of providers and families that come together to enhance supports for HBCC.
- 51 organizations in phase 1, phase 2 will reach additional family friend and neighbor care serving networks. Focus groups with 7 network directors and 12 affiliated providers across 5 networks.
- Benchmarks: Providers as partners: providers as equal partners in network governance, decision making operations and accountability.
- About a 1/3rd have a HBCC provider leadership or advisory group that meets regularly.
- Focusing on provider voice requires authenticity. Provider leadership and voice emerges from historic and current inequities.
- Opportunities for leadership and provider voice. Formal: election to advisory committee, hiring of providers as paid consultants. Informal: provider cafes, social media platforms, peer to peer sharing/mentoring.
- Pathways to leadership: support and encouragement, resources and knowledge-sharing, time.
- Public advocacy: sharing knowledge about policies and systems, role plays, mock pitches, help with letter writing, invite policy makers to spend a day in a childcare center.
- Challenges around provider voice and leadership: language, demanding schedules and limited availability, not everyone feels comfortable taking on leadership roles, lack of data and evidence to show the results of provider leadership.
- Recommendations:
  - Include providers as equal partners
  - Listen to issues that matter most to providers
  - Provide supports that allow providers to participate as leadership
  - Offer opportunities for skill building

- o Offer all materials and information in preferred languages
- o Collect data on impacts of leadership activities
- o Increase public investment in provider-run networks.

Summary of Presentation #3: Working Conditions, Well Being, and Support Needs of Center-Based ECE Leaders – Timothy Ford and Kyong-Ah Kwon – University of Oklahoma

- School workers tend to get less attention. Teachers vs. Leaders job demands.
- ECE leadership is demanding work, yet fewer formalized pathways for ECE leadership for proactive succession planning.
- Why does this matter?
    - o Quality educational leadership is linked to various aspects of student, educator, and organizational improvement, development, and success.
- Purpose of study: understand wellbeing and working conditions of center-based leaders.
- Why leaders are learning and what supports do they most want to help with their well-being.
- Second wave of the survey: First wave of findings: Yielded 2,347 responses, 861 identifying as ECE leaders in formal roles.
    - o Did not include family child care homes in this survey.
    - o Less than 20% of both leaders (ECE and K-12) are people of color. More female than male.
- Leader working conditions measures: job demands, job resources, leader background/characteristics.
    - o Physical well-being, psychological well-being, professional well-being.
- Findings:
    - o 38% reported having depressive symptoms
    - o 30% reported having trouble sleeping
    - o 26% reported having doctor diagnosed anxiety
    - o 78% reported being obese/overweight
    - o 24% reported having high blood pressure
    - o 50% reported eating fast food more than two times a week
    - o 35% reported exercising less than 2 days a week
    - o 6.9% sedentary hours reported
- Why have you decided to leave the profession?
- What supports/resources do you think you need to improve your overall well-being from where it is today?
    - o The overwhelming majority were dissatisfied. Burnout stress was the top reason for being dissatisfied.
    - o Leader needed supports: #1 was better wages/benefits. #2 more staff/resources, #3 self-care support, #4 time, #5 less paperwork, fewer regulations.
    - o Leading a center is a highly demanding role.
- Policy implications: often the discussion of the ECE workforce does not include center-based leaders.
- More policy attention to the health and well-being of center-based leaders, given their influence of the working environment.
- Policy conducive to building robust ECE centers.

Summary of Presentation #4: Effects of A Business Management Course on Child Care Providers' Outcomes: A Randomized Controlled Trial - Anne Douglass, Yujin Lee, and Songtian Zeng – University of Massachusetts Boston

- Childcare supply shortage, more prevalent in communities of color.
  TOC: studied outcomes of a business leadership course. Increasing child care business owners' access to knowledge, expanding their network, and access to resources resulted in better outcomes for their business and increased quality of child care.
- Small Business Innovation Course (SBIC) was used.
- Had conducted a feasibility study of the SBIC. Significant improvement in participants' self-confidence.

- o The study aims to: examine whether the SBIC participants showed higher scores compared to the control group in the following areas.
- Recruitment: used SBIC alumni network, 56 child care providers operating in low-income neighborhoods where there was a shortage of programs, 50% of children who are of color. Facing challenges in business management, had no prior involvement with the SBIC program.
  100% female, majority being Hispanic. 59% did not have a college degree. 13 years of experience in the ECE business. 73% family child care providers, serving an average of 8 enrolled children.
- Program effectiveness: SBIC participants demonstrated higher business management skills and reported greater confidence in business practices compared to the control group.
- Discussion and Takeaways:
  - o Project directors targeting the business side of the ECE programs can make ECE sustainable.
  - o SBIC was effective in increasing a leaders' business management skills and confidence in business practices.
  - o Need-based hands-on activities practical guidance and access to business tools and resources are essential to professional development (PD) models
  - o Future research is needed to better understand how different program aspects are related to the program effectiveness.

Summary of Presentation 5: Scaling Leadership Development Equitably in a State System: Leading for Change in Early Care and Education - Yujin Lee - University of Massachusetts Boston

- ECE in the field have insight and experiences, cultivating the workforce's leadership in the field is a driver of systems change.
- Tested scalability of a state wide.
- Scale up: expanding or replicating evidence based   model to different places, settings, or population groups while maintaining their effectiveness.
- Effective PD model: Leadership for Change Program, Trained over 300 early educator leaders. Fidelity and adaptability, facilitator certification program   , ongoing support, professional learning community, coaching.
- Robust data collection and feedback loops
- Partnerships
- Context of scalability study.
- Participants: 39% white, 9% black, 35% Hispanic/Latinx
- Participants' impact was significant between the two groups.
- Perceived knowledge of how to make change? LFC both groups showed significant increase.
- Discussion and Takeaways:
- Learned it is possible to scale effectively and equitably by training facilitators through the PDC network.
- Further develop fidelity and adaptability supports.
- Scaling frameworks help guide this work.

Audience Discussion/Questions

- Ten things we can know about leadership, idea of staff and families participating in the leadership activities. Any connections with more participating being driven by policies or structure.
  - o Response: did not ask about the specific policies, descriptive study done with centers who have public funds. Funding was looked at, didn't see any differences based on where the money was coming from.
- Thoughts on finding anything that could be useful for private funds be required to have family leaders.
  - o Day to day, how distributed leadership is plays out on leaders. Framework from Early Care and Education Leadership Study (ExCELS), but data from continuous learning project. Structures put in place where teachers were engaged in leadership opportunities.
- Interested in definition of equitable: LFC offered in 5 different languages. 92% were able to have LFC in their primary language.

- Collected data over a year ago. Some facilitators wanted more ability to engage in a peer learning dialogue.