Transforming Early Care and Education through leadership from within the field

UMass Boston Institute for Early Education Leadership and Innovation
Impact Report FY2022
The work of the Institute for Early Education Leadership and Innovation is to catalyze transformation in the early care and education sector through leadership from within our field. The foundation for this work is our belief in the power of early educators to lead and drive change in ECE programs and systems.

In this overview of our efforts throughout Fiscal Year 2022, we highlight the ways in which we are cultivating, sustaining, and elevating leadership that reflects the racial and linguistic diversity of the early education workforce.

**OUR VISION**

Our vision is a system of early care and education that is high quality, affordable, and accessible for all children and families. In this system, family child care business owners and early educators from every level of the field lead change and innovation. They incorporate cutting edge research and new knowledge in their programs, and their businesses are vital contributors to their local economies.

To achieve this vision, we drive systems change in 4 key ways:

- We cultivate racially and linguistically diverse leaders from within the field with entrepreneurial leadership training.
- We sustain these leaders and support their development and influence through our growing leadership and innovation network.
- We contribute new knowledge about the impact of leadership in early care and education, and its potential as a powerful lever for social change, through original research.
- We are building the ecosystems required to sustain new and emerging leaders and scaling our entrepreneurial leadership model by partnering with governmental, philanthropic, and community-based organizations.

**OUR MISSION**

To equip the racially and linguistically diverse early care and education workforce to lead and innovate for change and quality improvement in their practice, program, and in the field.
The Institute for Early Education Leadership and Innovation

**FY2022**

**by the Numbers**

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<th>Cultivating leadership</th>
<th>Sharing new knowledge</th>
<th>Getting the word out</th>
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<td><strong>1,988</strong></td>
<td><strong>10</strong></td>
<td><strong>261,659</strong></td>
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<td>Professional learning community participants</td>
<td>Articles in peer-reviewed journals</td>
<td>Impressions across 3 social media platforms</td>
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<td><strong>190</strong></td>
<td><strong>11</strong></td>
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<tr>
<td>New Leading for Change graduates</td>
<td>Presentations to professional associations, conferences, and legislative bodies</td>
<td>Stories published on Leadership Institute blog</td>
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<td><strong>709</strong></td>
<td></td>
<td><strong>3</strong></td>
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<tr>
<td>Cumulative Leading for Change graduates</td>
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<td>Impact or informational videos</td>
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<td>Published opeds</td>
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<th>Fostering Innovation</th>
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<tr>
<td>Leadership Forum on Early Education, Research, Policy and Practice</td>
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<td>Presentations by Leading for Change graduates at Leadership Forum</td>
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<td><strong>234</strong></td>
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<td>Leadership Forum attendees</td>
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The Institute for Early Education Leadership and Innovation

by the Numbers

Growing our support

$5.6 million
In outside funding

12
Funding sources representing community, philanthropic, and governmental entities

Cultivating community partnerships

200 +
Early education programs, community-based organizations, advocacy coalitions, social entrepreneurs, governmental entities, and more

3
States:
CA  MA  MD
Three graduates of our leadership development programs share the impact of what they learned in their practice and programs.

Click the quotes to read more, or visit the Institute for Early Education Leadership and Innovation blog.

— Kelly Cavallini, Leading for Change graduate and Family Child Care owner

— Marcia Gadson-Harris, Leading for Change graduate and Family Child Care owner

— Emilee Johnson, educational coordinator at Boston Children’s Hospital Child Care Center and graduate of the Post-Master’s Certificate in Early Education Research, Policy, and Practice
In Fiscal Year 2022, we scaled the delivery of Leading for Change, our proprietary entrepreneurial leadership curriculum by developing a facilitator certification program. The intensive certification program included 40 hours of training and engaging with Leading for Change course materials as a participant would. By January 2022, in partnership with the Massachusetts Department of Early Education and Care, Leading for Change was offered for free to early educators across the state in English, Spanish, Portuguese, Mandarin, Cantonese, and Haitian Creole.

Click on the images to learn more.
IEELI STUDY FINDS THAT TEACHERS’ EDUCATIONAL ATTAINMENT EXPLAINED WAGE GAPS AMONG A STATEWIDE REPRESENTATIVE SAMPLE OF EARLY CARE AND EDUCATION CENTER EDUCATORS IN MASSACHUSETTS

“Prior studies have shown that the wages of early educators reflect racial inequality that is woven throughout U.S. institutions and culture. Our findings call for further research to better understand characteristics of ECE settings, work environment, and organizational conditions that could mitigate racial and ethnic wage disparities.”

— Yujin Lee, PhD, post-doctoral research fellow

IEELI STUDY FINDS THAT EARLY EDUCATORS WHO PARTICIPATED IN A RELATIONAL-ENTREPRENEURIAL LEADERSHIP DEVELOPMENT PROGRAM WERE LIKELY TO LEAD FOR CHANGE IN CURRICULUM IMPROVEMENT, FAMILY ENGAGEMENT, AND RELATIONSHIP BUILDING AFTER COMPLETING THEIR TRAINING.

“Early educators have proprietary knowledge, expertise, and insights about caring for and educating very young children that are not known to those outside the field. Our study suggests that relational-entrepreneurial leadership training taps into this knowledge and equips early educators to lead for positive change and quality improvement.”

— Amanda Wiehe Lopes, PhD, Learning & Quality Improvement Manager

IEELI STUDY IDENTIFIES THE DEVELOPMENTAL STRENGTHS OF RACIAL MINORITY CHILDREN OF IMMIGRANTS FROM DOMINANTLY NON-ENGLISH SPEAKING HOMES ENROLLED IN HEAD START PROGRAMS.

“This research has huge implications for the field because it shows that we’ve missed something really important in decades of research. The assessments we have were really built based on norms about white children and white families. These findings suggest we’re missing a lot of really important information.”

— Anne Douglass, PhD, Executive Director and Professor of Early Care and Education
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