

A woman with sunglasses on her head, wearing a patterned top, stands and speaks to a group of people seated at a table. The people are looking towards her, and there are papers and a water bottle on the table. The scene is in a meeting room with large windows in the background.

Transforming Early Care and Education through leadership from within the field

UMass Boston Institute for
Early Education Leadership
and Innovation

Impact Report FY2022



INSTITUTE FOR EARLY EDUCATION
LEADERSHIP AND INNOVATION

Welcome

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 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.

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.

by the Numbers

Cultivating leadership



1,988

Professional learning community
participants

190

New Leading for Change
graduates

709

Cumulative Leading for Change
graduates

Sharing new knowledge



10

Articles in peer-reviewed
journals

11

Presentations to professional
associations, conferences, and
legislative bodies

Fostering Innovation



1

Leadership Forum on Early Education,
Research, Policy and Practice

48

Presentations by Leading for Change
graduates at Leadership Forum

234

Leadership Forum attendees

Getting the word out



261,659

Impressions across 3 social media platforms

22

Stories published on Leadership Institute blog

3

Impact or informational videos

2

Published opeds

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



Testimonials

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](#).

“

It changed my life.

”

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

“

It pushed me to
another level.
Leading for Change
gave me the
opportunity to grow.

”

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

“

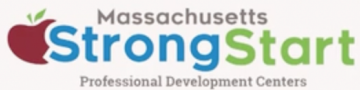
In the program, professors
and other students pull your
weaknesses from you and
show you the areas where
you still need to develop.
But they also pull your
strengths & show you how to
build on them, and I put these
skills to use every day now.

”

— 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.



Leading for Change
**Entrepreneurial Leadership
for Early Educators**

Leading for Change
Overview



Kelly Cavallini
Springfield-based Family Child Care Owner

Kelly Cavallini
Leading for Change testimonial



Marcia Gadson-Harris
Springfield-based Family Child Care Owner

Marcia Gadson-Harris
Leading for Change testimonial

Click the headlines to read more, or visit the
[Institute for Early Education Leadership and Innovation blog](#)

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

Lee, Y., Zeng, S., Douglass, A. et al. Racial and Ethnic Wage Disparities Among Center-Based Early Educators. *Early Childhood Educ J* (2022). <https://doi.org/10.1007/s10643-022-01317-2>

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

Lee, Y., Douglass, A., Zeng, S. et al. Preparing early educators as frontline leaders and change agents with a leadership development initiative. *ICEP* 16, 2 (2022). <https://doi.org/10.1186/s40723-022-00095-z>

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

Yujin Lee, Kyungmin Kim, Monica Yudron & Anne Douglass (2022) Intersectional Typologies of Children with Cultural Minority Backgrounds: Relation to School Readiness in Head Start. *Early Education and Development*, 33:6, 979-996, DOI: 10.1080/10409289.2021.1928443

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