

# Child Care & Early Education RESEARCH CONNECTIONS

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## Leadership Development for Center-Based Child Care and Early Education Program Directors: Research-to- Policy Resources

In 2012, there were [129,000 center-based child care and early education programs](#) in the United States, employing more than [one million teachers and caregivers](#), and in 2014 the U.S. Bureau of Labor Statistics estimated there were [64,000 preschool and child care center directors](#). Regulatory requirements for directors [vary across programs](#) such as [Head Start](#), [prekindergarten](#), and [child care](#), as well as across states. In addition to these regulatory requirements, [many states encourage directors](#) to further develop their skills by offering director credentials and including administrator qualifications in their quality rating and improvement system (QRIS) standards.

[Research supports](#) the assertion that directors influence program quality. Given directors' importance to programs, a number of organizations and bodies, including the [McCormick Center for Early Childhood Leadership](#) and the [Early Childhood Leadership Development Consortium](#), have developed leadership frameworks for directors. The seminal Institute of Medicine and National Research Council report [Transforming the Workforce](#) additionally identified core competencies for leadership (p. 7-16) and made recommendations related to the critical role of leadership for early childhood programs (p. 12-44). These frameworks and competencies cover a wide range of skills, but all identify both instructional and administrative abilities as crucial for effective leadership.

Of the nearly 3,000 early childhood undergraduate degree programs in the United States, [only 2.9 percent](#) focus on early childhood administration, management, or leadership. To address this gap and to support those already serving in leadership roles, institutions of higher education, state agencies, school districts, and other human services organizations [have created early childhood-specific professional development programs](#) to strengthen leadership development in the field.



This Research-to-Policy Resource List identifies research in the *Research Connections* collection published since 2000 on the outcomes of early childhood leadership development programs. The resources on the list are organized by program name and, where indicated, identify the program's sponsor.

**Aim4Excellence, McCormick Center for Early Childhood Leadership**

National-Louis University. McCormick Center for Early Childhood Leadership. (2012). [Support one, impact hundreds: Evaluation of a facilitated cohort model of online director training](#). Wheeling, IL: National-Louis University, McCormick Center for Early Childhood Leadership.

**Director Support Program, Metropolitan Council on Early Learning**

National-Louis University. McCormick Center for Early Childhood Leadership. (2015). [Quality improvement in program administration through directors' support cohorts](#). Wheeling, IL: National-Louis University, McCormick Center for Early Childhood Leadership.

**Director's Credential, Mississippi Forum on Children and Families**

Mitchell, A. W. (2000). [An evaluation of the impact of the Mississippi Director's Child Care Credentialing Project with recommendations for improvement](#). Jackson: Mississippi Forum on Children and Families.

**Early Childhood Executive Leadership Program, National Institute for School Leadership**

Supovitz, J. A., & Morrison, K. (2010). [Evaluation of the impact of the National Institute for School Leadership Early Childhood Executive Leadership Program in Pennsylvania](#). Harrisburg: Pennsylvania, Office of Child Development and Early Learning.

**Early Education Emergent Leaders Program**

Shivers, E. (2010). [Early Education Emergent Leaders Program evaluation report](#). Phoenix, AZ: Indigo Cultural Center, Institute for Child Development Research and Social Change.

Shivers, E. (2008). [Chase Early Education Emergent Leaders Program evaluation report](#). Phoenix, AZ: Indigo Cultural Center, Institute for Child Development Research and Social Change.

**Enhancing Leadership and Early Learning Services**

Shoe, A. (2009). [Enhancing leadership and early learning services: Professional learning series: 2008-2009 \(Cohort 2\)](#). Jacksonville, FL: Florida Institute of Education.

**Every Director Counts, First 5 Alameda County**

Parsons, G., & LaFrance, S. (2006). [Evaluation of Every Child Counts: First 5 Alameda Children & Families Commission's Every Director Counts project](#). San Francisco: LaFrance Associates.

**Taking Charge of Change, McCormick Center for Early Childhood Leadership**

Bloom, P., Jackson, S., Talan, T., & Kelton, R. (2013). [Taking Charge of Change: A 20-year review of empowering early childhood administrators through leadership training.](#) Wheeling, IL: National-Louis University, McCormick Center for Early Childhood Leadership.

Bella, J., & Bloom, P. (2003). [Zoom: The impact of early childhood leadership training on role perceptions, job performance, and career decisions.](#) Wheeling, IL: National-Louis University, Center for Early Childhood Leadership.

Talan, T., Bloom, P., & Kelton, R. (2014). [Building the leadership capacity of early childhood directors: An evaluation of a leadership development model.](#) *Early Childhood Research & Practice*, 16(1&2).

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