



2025 Leadership Academy: Information Webinar 1

October 22, 2024

Agenda for Today's Call

- About NASLEE
- NASLEE Leadership Academy Core Competencies, Goals, and Expected Results
- Selecting a Diverse and Collegial Cohort of Leaders
- Time commitments
- Your Questions
- Next Information Session- November 14, 2 pm EST





About Us

Welcome To NASLEE

We are a nonpartisan, member-led organization with representation from across the U.S. and its territories. We support our members with shared resources, an online community, events, and professional development. Our national reach enables us to bring state perspectives to a wider conversation.

About Us

Our Vision & Mission



Vision

Our vision is a world where all children have access to a comprehensive and equitable early childhood system to reach their full potential.

Mission

NASLEE supports early childhood state leaders to connect, learn, and exercise their collective influence to improve outcomes for all young children. Together as members, we focus on prenatal to grade 3 initiatives to strengthen policy, advance research, and drive best practices in the field with an equity lens.



Strategic Plan Priorities

- Build and Sustain **Membership**
- Strengthen **Communication** and Collaboration
- Cultivate **Learning and Knowledge-Building** Opportunities
- Build **Leadership** Capacity
- Enhance the **Connection Between States and the National** Early Childhood Landscape

NASLEE Leadership Academy Core Competencies

- Use the self as an instrument of change
- Bring attention to and act on disparities
- Create conditions that fuel innovation while learning from and applying research and practice
- Be a systems thinker and master the skills of “adaptive leadership”
- Be results-based and data-driven
- Think and work collaboratively across systems
- Be powerful storytellers and communicators

Goals and Expected Results

Personal Leadership. This pillar focuses on deepening self-awareness and personal change in the exercise of leadership.

Result: Fellows will increase their knowledge of their leadership and management and apply this knowledge to the exercise of leadership.

Program Improvement. This pillar attends to coherent implementation of policy to accelerate early learning across diverse learners and programs to prevent and ameliorate early learning disparities and inequities.

Result: Fellows will improve the implementation of the state's publicly funded programs for children from birth through third grade.

Organizational Leadership. The third pillar addresses leadership in navigating the SDE/SEA bureaucracy, cross-agency collaboration, and the political process of state policy.

Result: Fellows will strengthen partnerships to build a more unified, equitable, and efficient birth to 3rd grade early childhood system.

Leadership Academy Pedagogy

Learning is personalized.

- State agency context is integrated into the curriculum and routinely acknowledged.
- Fellows' job-embedded capstone projects are used to customize the curriculum to individual needs and interests and accommodate diversity in state agency institutional capacity and political context.
- Learning content is relevant and applicable to Fellows' roles and responsibilities.

Learning is highly participatory.

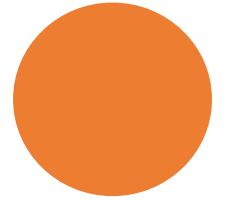
- Opportunities for interactive learning include interactive panels, peer-to-peer protocols, and exploration of SEA/ELA or ECE leadership opportunities and/or challenges.
- Fellows have opportunities to shape the learning agenda, so content is relevant and applicable.
- Meetings are organized as learning seminars. Fellows arrive prepared to apply new learning.
- Learning will be scaffolded to explore the application of what is being learned.

Peer learning and relationship building is prioritized.

- Building safe space and community is highly valued.
- Generous amounts of time are available for personal and peer group reflections, e.g. journaling.
- Coaches are responsive to Fellows' development of newly acquired leadership skills and provide individualized support in the exercise of leadership unique to the state early learning leader role.

We carefully select a cohort of Fellows that have the following attributes:

- Personal dedication to leadership development including willingness to explore the role of equity in their personal, program, and organizational leadership journey.
- Ability to articulate personal and professional goals for their leadership academy experience.
- Dedication to building human and organizational capital to advance the agency's early childhood policy agenda.
- Commitment to experiencing a fully immersive leadership experience, including attending each in-person meeting and webinar and building a peer relationship with your coach through regular phone meetings with the assigned coach.



Final thoughts and questions

