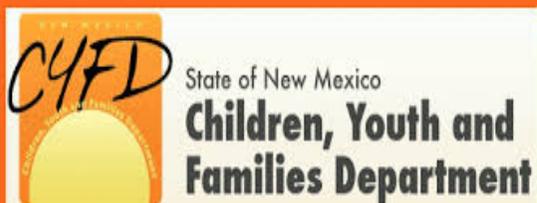




Raising the Bar on Quality Strengthening the Workforce

STAM Session

July 15, 2015



Session Objectives

- Introduce *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*
- Share promising strategies:
 - Showcase States' planning, strategy, and implementation for transforming the workforce
 - Introduce the new ACF initiative, Early Educator Central

Session Presenters

- Allyson Dean, Expert Consultant, Early Educator Central (ZERO TO THREE)
- Harriet Dichter, Project Director, Early Educator Central (ICF International)
- Katrina Montaña-White, Early Childhood Quality Development Administrator, New Mexico Office of Child Development
- Albert Wat, Senior Policy Analyst, National Governor's Association Center for Best Practices and Member, Institute of Medicine (IOM) and National Research Council (NRC) Committee, *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*
- Dawn Woods, Quality Improvement Director, Oregon Early Learning Division

Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation

Funders:

Bill & Melinda Gates Foundation

David and Lucile Packard Foundation

Department of Education

Department of Health and Human Services,
Administration for Children and Families

Department of Health and Human Services, Health
Resources and Services Administration

Robert R. McCormick Foundation

W.K. Kellogg Foundation



Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation

Commission Members:

LaRue Allen (Chair), New York University
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San Francisco

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Douglas H. Clements, University of Denver

Fabienne Doucet, New York University

John C. Duby, Northeast Ohio Medical
University and Akron Children's Hospital

David N. Figlio, Northwestern University

Jana Fleming, Erikson Institute (through
January 2015) Salama bint Hamdan Al
Nahyan Foundation (from February 2015)

Lisa Guernsey, New America

Ron Haskins, The Brookings Institution

Jacqueline Jones, Foundation for Child
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Marjorie Kostelnik, University of Nebraska,
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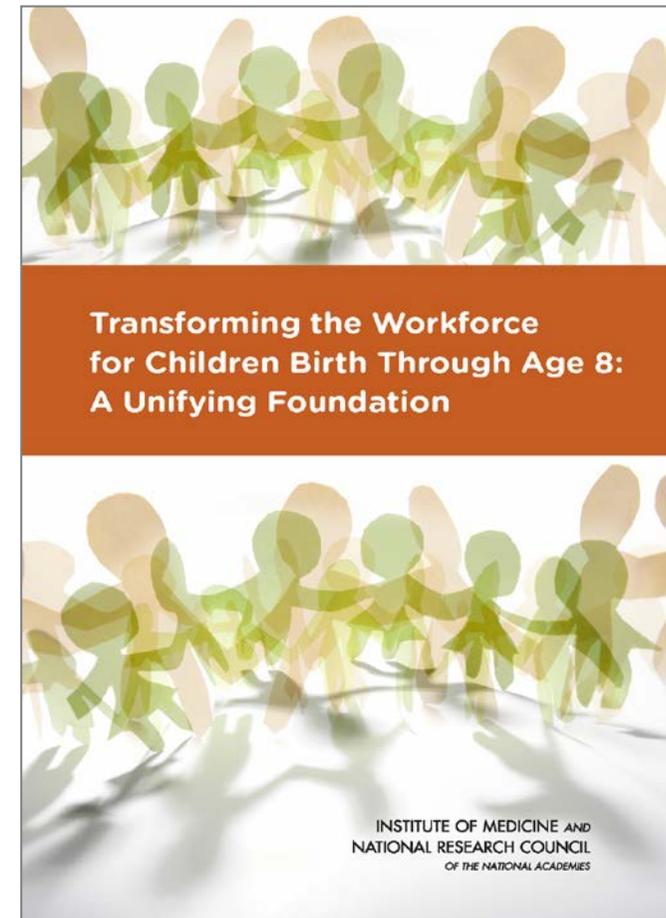
Ross A. Thompson, University of California,
Davis

Albert Wat, National Governors Association



Abbreviated Statement of Task

How can the science of children's health, learning, and development inform how the workforce supports children from birth through age 8?



<http://iom.nationalacademies.org/Reports/2015/Birth-To-Eight.aspx>

Children are already learning at birth.

Key Messages

Development and learning in the early years is rapid and cumulative – and is the foundation for lifelong progress.

Adults who provide for the care and education of children birth through age 8 bear a great responsibility for their health, development, and learning.

Key Messages

Just when consistent, continuous support is so important, the systems and services that children encounter – and the systems that support the adults who work with them – are fragmented.

Practices and policies have often not kept pace with what we know about the sophisticated knowledge and competencies required to provide high-quality care and education for children birth through age 8.

High-quality practice requires more than individual mastery of competencies.

Overview of Recommendations: A Blueprint for Action

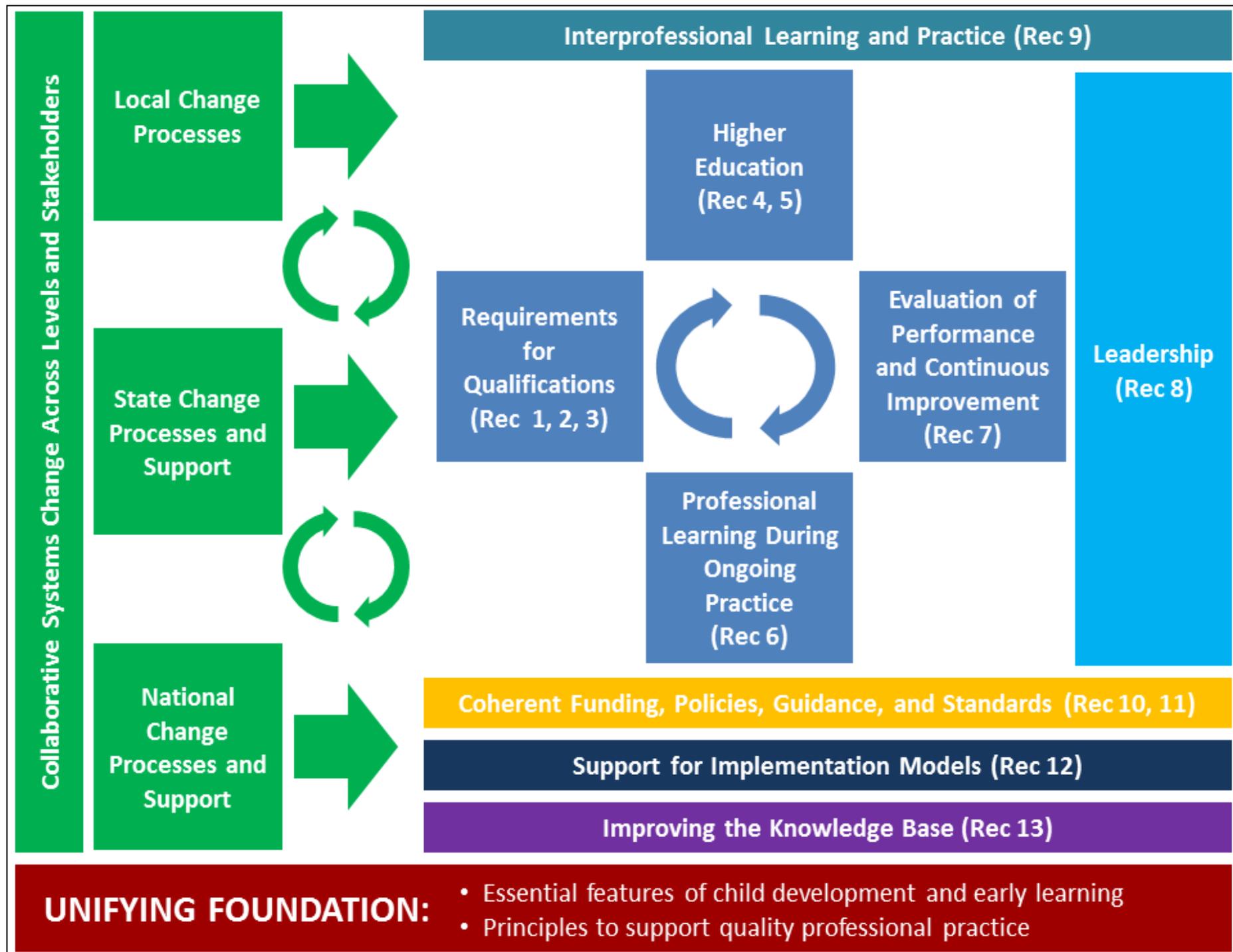
Vision:

A care and education workforce for children birth through age 8 that is unified by a foundation of the science of child development and early learning, shared knowledge and competencies, and principles to support quality professional practice at the individual, setting, systems, and policy levels.

As a result:

All children experience high-quality and continuity in support for their development and early learning.

Overview of Recommendations: A Blueprint for Action



Highlights from Recommendations

PROFESSIONAL COMPETENCIES AND QUALIFICATIONS

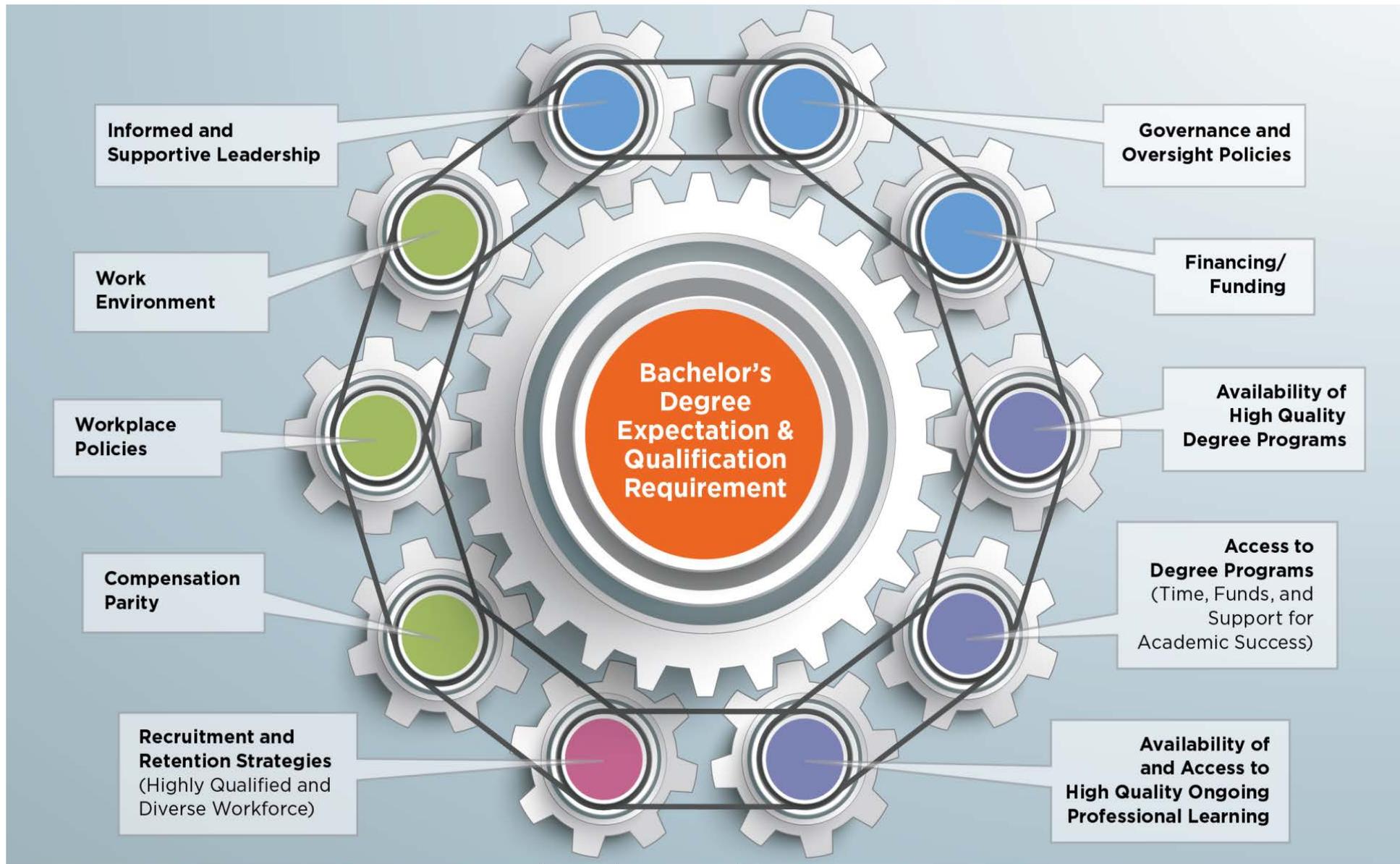
Recommendation 1: Strengthen competency-based qualification requirements for all care and education professionals working with children from birth through age 8.

Recommendation 2: Develop and implement comprehensive pathways and multiyear timelines for transitioning to a minimum bachelor's degree qualification requirement, with specialized knowledge and competencies, for all lead educators working with children from birth through age 8.

Recommendation 3: Strengthen practice-based qualification requirements for all lead educators working with children from birth through age 8.

The recommendations in this presentation are abbreviated; please see Chapter 12 for complete recommendations and implementation considerations.

Implement in the context of efforts to address other interrelated factors



A degree requirement that doesn't stand alone

Professional Competencies and Qualifications

Promising Strategies



Early Educator Central

Pathways to Credentials and Degrees for Infant-Toddler Educators

Early Educator Central Resources

An exciting new Web site, Early Educator Central, prioritizing infant and toddler educators:

- Leverages existing federally funded coursework from ACF, Department of Defense, and the Centers for Disease Control and Prevention.
- Courses are part of a career pathway that lead toward a credential or degree.

Early Educator Central Resources

Career Pathways

No matter what your infant toddler career pathway is, you'll find resources organized by your role to build competency and your impact. On track for a Child Development Associate (CDA™), Associate in Arts (AA) or Bachelor of Arts (BA) for yourself or your staff? Go to [Teachers](#) or [Administrators](#). Looking to strengthen your skills as a coach, trainer or consultant? Go to [Trainer/Coaches](#). Designing curriculum? Go to [Professional Development \(PD\) System Leaders](#).



Teachers

All Teachers - Child Care, Early Head Start, EHS-CC Partners, center or home-based



Administrators

Directors, Education Coordinators, Instructional Leaders



Trainers/Coaches

Trainers, Coaches, Consultants, Specialists, Technical Assistants who support teachers and programs to deliver quality infant-toddler services



PD System Leaders

Higher education, curriculum designers, policy makers

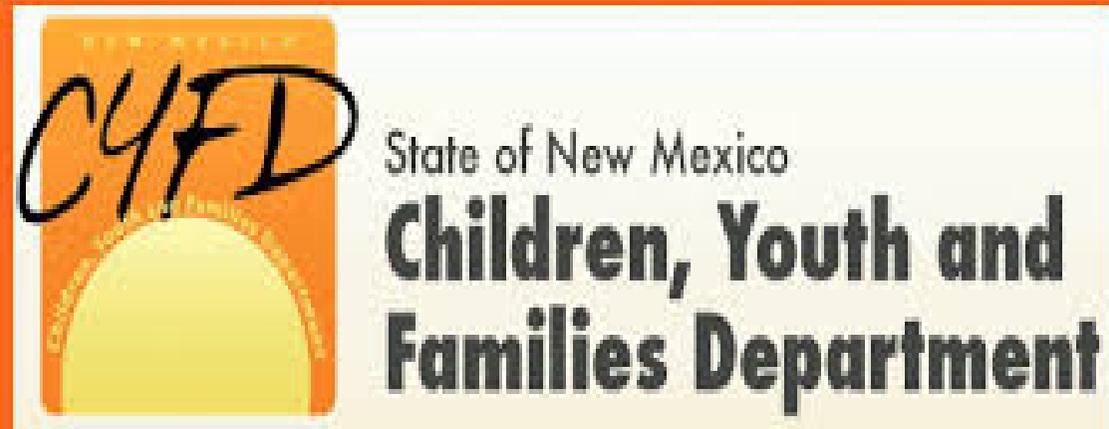
Early Educator Central Resources: Coursework

Coursework	Course Developer	Intended Audience
Department of Defense Virtual Lab School Infant Toddler Track	The Ohio State University	Infant Toddler Educators Administrators
Better Kid Care	Penn State Extension Better Kid Care Program	All Early Learning Educators Administrators
Online Infant Toddler Associate of Arts (A.A.) curriculum	University of Cincinnati	Infant Toddler Educators Course Developers and Higher Education Professionals PD System Planners
Infant Toddler Consultant Curricula Relationships: The Heart of Development and Learning Infant Toddler Development, Screening, and Assessment Infant Toddler Curriculum and Individualization	ZERO TO THREE	Coaches and Trainers PD System Planners

Early Educator Central Resources: Coursework

Coursework	Course Developer	Intended Audience
<u>Family Connections: A Preventive and System-Wide Training Guide and Mental Health Consultation Model</u>	Boston Children's Hospital	Administrators Coaches and Trainers PD System Planners
<u>Center for Early Childhood Mental Health Consultation's Best Practice Tutorial Series</u>	Georgetown University	Administrators Coaches and Trainers PD System Planners
<u>Center on the Social and Emotional Foundations for Early Learning (CSEFEL) Infant Toddler Training Modules</u>	Vanderbilt University	Infant Toddler Educators
<u>Watch Me! Celebrating Milestones and Sharing Concerns</u>	Centers for Disease Control and Prevention	Teachers

New Mexico



Workforce Development Our Commitment

- Through the Race To the Top – Early Learning Challenge (RTT-ELC) grant we are providing opportunities for early childhood staff to gain a degree, and working with the 2 and 4 years Colleges and Universities to make sure that students are graduating with the knowledge and skills to work with infants, toddlers, preschoolers and families.
- We are also providing current teachers, home visitors and intervention staff with access to the most current information and training regarding the latest evidence based practices to promote the development and learning of young children.

TEACH[®] Scholarships

- Supporting a cohort of PhD students at New Mexico State University, and helping NMSU create a new — and we think will be a continuing — doctoral program that heavily emphasizes early childhood. Students have had high praise for the program.
- Providing for a cohort of New Mexico students to get Master's degrees in early childhood education at Erikson Institute in Chicago, Ill. Again, the students report great satisfaction with the program.
- Offering scholarships to groups of people for whom T.E.A.C.H. scholarships were previously unavailable — early interventionists, college faculty, mentor/trainers, parent educators and home visitors. Also, offering scholarships to early care and education teachers and directors as T.E.A.C.H. has traditionally done.

Higher Education Taskforce

- In 1992 the first statewide early care and education stakeholder meeting was held to establish a professional development system in New Mexico.
- The Task Force began to examine the competencies that guide the entire professional development system and accompany the Early Childhood licensure. At that time the primary task was successful articulation of the two-year and four-year institutions through the development of common core content and the creation of a statewide common catalog of courses.
- In 2013 New Mexico Early Childhood Education Higher Education Task Force became an official standing committee of the New Mexico Early Learning Advisory Council.

Higher Education Institutes and Opportunities

Conduct Faculty Institutes specific to incorporating into all Early Childhood Education courses at the AA, BA and MA levels:

- New Mexico Early Learning Guidelines
- FOCUS TQRIS
- Full Participation
- Leadership



Overview of the Oregon Registry

- Serves as Oregon's workforce data system which documents and tracks the early learning workforce professional development:
 - Connects the licensing system and is used as evidence to meeting licensing standards;
 - Integrated with the QRIS and used as evidence to meet QRIS standards;
 - Tracks and documents training requirements for license-exempt providers receiving CCDF subsidy.
- Career lattice is a 12 step registry system and serves as a guide for intentional professional development.
- The Trainer Program supports “in the system” trainers and by design connects trainings they offer to workforce, QRIS and ELG standards.

Portable & Stackable Professional Development

- The Oregon Registry is connected with all 17 community colleges in Oregon
 - Oregon Registry Core Body of Knowledge aligns with NAEYC Standards for Early Childhood Professional Preparation Programs that is used by all Community Colleges
 - Credential Program – School-Age, Director and Infant/Toddler (recognized by HS to meet I/T CDA requirement)
 - Step 7 on the Oregon Registry provides between 9-15 credits for prior learning towards an Early Childhood AA Degree
 - Shift in the relationships 2 and 4 year higher education programs
 - Less articulation and more intentional partnerships that build intentional pathways

Continued Efforts Towards PD Competency

- The Early Learning Professional Development Consortium Grant \$400,000 Investment in the Early Learning Workforce to:
 1. Expand and scale up partnerships involving community colleges to create early childhood stackable and portable certificates, credentials, and degree programs that prepare more non-traditional, dual-language educators and that support more seamless transitions from high school to degree completion.
 2. Scale up AA degree programs to be flexible in meeting the needs of the existing early learning workforce and provide a comprehensive array of supports to individuals completing degrees in Early Childhood Education. Awards PD Grants that focus on historically underserved populations to create portable stackable degrees.

Continued Efforts Towards PD Competency

- VESL program in EC - students earn their CDA and 1 year towards their AA in Early Childhood while learning English.
- Oregon is beginning to implement ongoing training hours for coaching activities that serve as an “extension” to a training.

Scholarships

- **Philanthropic Investment - 10+ years**
 - Funding to all 17 Community Colleges to support students in earning an AA degree
 - Funding Scholarships to individuals to attend community based training or take a college class
- **Race To the Top Scholarship Program**
 - Supporting 72 students
 - 9 have already graduated with their AA degrees
 - 1,518 credits have been taken
 - Supporting students to navigate the system has been key

Highlights from Transforming the Workforce Recommendations

ONGOING PROFESSIONAL LEARNING

Recommendation 6: Support the consistent quality and coherence of professional learning supports during ongoing practice for professionals working with children from birth through age 8.

EVALUATION OF PERFORMANCE

Recommendation 7: Develop a new paradigm for evaluation and assessment of professional practice for those who work with children from birth through age 8.

LEADERSHIP

Recommendation 8: Ensure that policies and standards for care and education leaders encompass the foundational knowledge and competencies needed to support high-quality practices for child development and early learning.

Ongoing Professional Learning Evaluation of Performance Leadership

Promising Strategies



**EARLY
LEARNING
DIVISION**

OREGON DEPARTMENT
OF EDUCATION

Professional Development Plans

- **A tool for ongoing professional learning:**
 - Used to support individuals to be intentional in PD
 - Used by individuals, directors, PD advisors
 - Built in as a requirement for scholarships and QRIS
- **What we have found:**
 - Helps to have the conversation
 - Leading individuals towards college when they see a plan mapped out
 - QRIS is creating a surge

Leadership Support

Building a Better Business

- 60 Training Series for Family Child Care programs
- Business and leadership focused

Director's Certificate Training Series

- 60 Training Series focused on
- Business and leadership focused

Director's Credential

- Competency based credential

Are integrated into PD System and QRIS Standards



Early Educator Central

Pathways to Credentials and Degrees for Infant-Toddler Educators

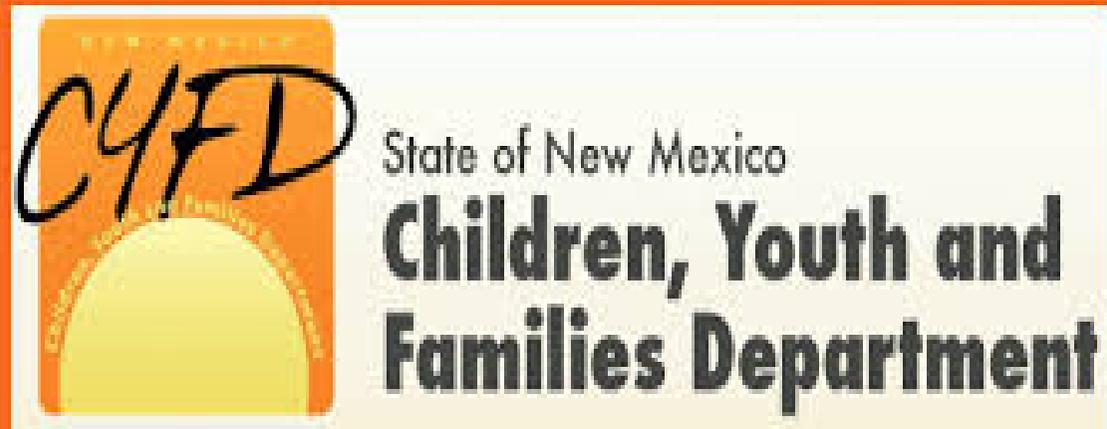
Early Educator Central: Tools & Resources

Early Educator Tools	Overview
Observation Tool	An open-source, online digital observation tool that teachers can use to record themselves and share with others to help improve their practice.
Coursework Framework	A self-assessment tool for course developers to ensure their courses deliver on a “Know-See-Do-Improve” competency framework.
Articulation Agreement Templates and Samples	Templates and samples Articulation Agreements to support development of career pathways with portable degrees and credentials.
Articulation Guide for State Policymakers	Practical advice about articulation.

Early Educator Central: Resources

Early Educator Tools	Overview
Guide to successfully including Family Child Care in higher education coursework.	Guide by experienced higher faculty about how to successfully include family child care providers
Supporting Infant Toddler Coursework in Early Childhood Higher Education Brief.	Strategies for ensuring infant-toddler issues are addressed in higher education coursework
Compensation for the Infant Toddler Workforce Brief.	Information about improving compensation for infant-toddler educators
Topical annotated bibliography on key topics for infant-toddler course developers: dual language learners, poverty, race and culture, and STEM.	Materials to help build higher education coursework focusing on infants and toddlers in priority content areas

NEW MEXICO



Reflective Practices

- Contract with University of New Mexico Center for Development and Disabilities to provide training and lectures regarding infant mental health and to support the endorsement of early childhood educators and early childhood education faculty
- Develop and provide trainings on Reflective Practice to FOCUS management and consultants
- Assist early childhood programs with the endorsement process

Symposiums and Lectures

In alignment with the quality elements and criteria being measured under the FOCUS Tiered Quality and Rating and Improvement System (TQRIS) training Symposiums, lectures and workshops are being provided regarding the full participation of all children:

- Inclusion
- Culture and Language
- Family Engagement and Family Centered practices
- Social and Emotional skills

Highlights from Recommendations

INTERPROFESSIONAL PRACTICE

Recommendation 9: Strengthen collaboration and communication among professionals and systems within the care and education sector and with closely related sectors, especially health and social services.

IMPLEMENTATION

Recommendation 12: Support comprehensive state- and local-level efforts to transform the professional workforce for children from birth through age 8.

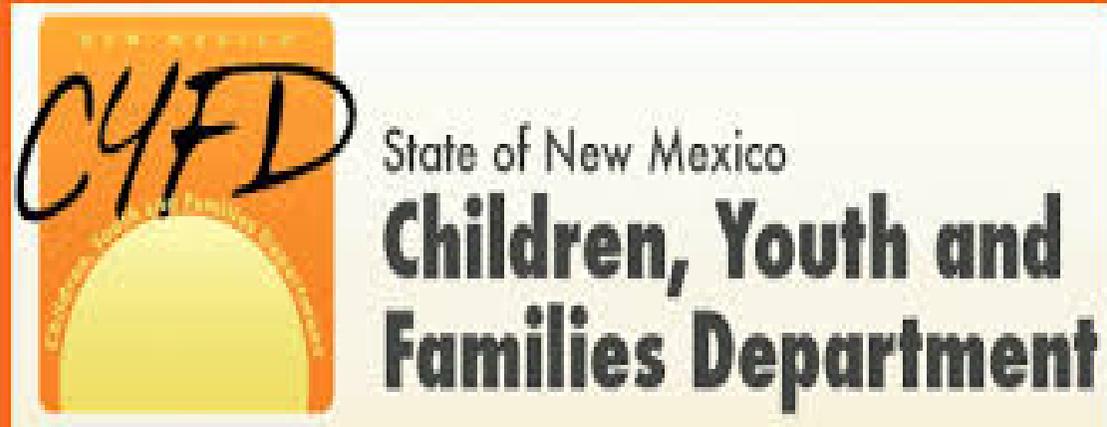
The recommendations in this presentation are abbreviated; please see Chapter 12 for complete recommendations and implementation considerations.

Interprofessional Practice

Implementation

Promising Strategies

NEW MEXICO



Consultation Alignment and Competencies

- A contract is in place to develop an aligned concept for Consultant, Trainers and Coached competencies utilizing “The Guiding Principles for the Full Participation of Young Children, Birth through Age Eight, in New Mexico’s Early Learning System” as a basis.
- On October 21-22, 2014 over 150 of New Mexico’s best and brightest early childhood consultants and state management met at the Indian Pueblo Cultural Center in Albuquerque for two-days of defining common elements, understanding the alignment and integrating existing competencies.



**EARLY
LEARNING
DIVISION**

OREGON DEPARTMENT
OF EDUCATION

Cross Agency Partnering

- **Early Learning Hubs**

- Local catalyst to bring together agencies that are supporting young children
- Create a shared understanding of community goals and identify strategies to meet the needs of children and families
- Work closely with child care providers to provide professional development opportunities and connecting to support

- **Health Connections**

- Developmental Screening training and support
- Infant/Toddler professional development opportunities
- Coordination across Early Learning Hubs and Coordinated Care Organizations to provide consultation to child care providers



Early Educator Central

Pathways to Credentials and Degrees for Infant-Toddler Educators

PD System Cost Analysis Tool

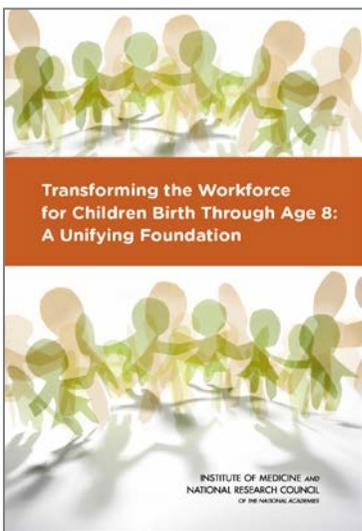
- An online professional development system cost calculator;
- Informs planning and development of state professional development with a focus on credit-bearing credentials and degrees; and
- Helps planners understand costs associated with helping early childhood professionals gain degrees and credentials.



How Can the PD System Cost Tool Help?

The tool helps planners answer questions like:

- What qualifications does your workforce currently have?
- What qualifications do you need or want it to have?
- What do you need to target to help meet your goals of building and retaining a qualified workforce?



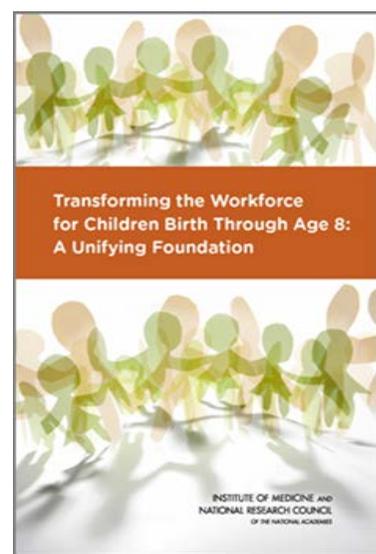
Transforming the Workforce Call to Action

- This report calls for a commitment to the pathways that will lead us to the systems and policies that we need (rather than making do within the systems and policies that we have).
- This is not fast, easy, or cheap. It will require a strategic, progressive trajectory to transform the professional landscape, accompanied by significant commitment, mobilization of resources, and innovations in financing.
- But the status quo will perpetuate today's fragmented approach, resulting in less than adequate support for children's development and learning.

Final Thoughts

The committee anticipates the actions laid out in this report will transform the workforce:

- Elevate the perception of the professionals who work with children from birth through age 8.
 - Recognize their complex and important role and the intellectually, physically, and emotionally challenging nature of their work.
 - Recognize the deep, extensive, and ongoing professional learning and other support that is required for them to be successful.
-
- Improve the quality of professional practice, the quality of the practice environment, and the status and well-being of the workforce.
 - Retain highly effective practitioners and bolster the recruitment of a robust and viable pipeline of new professionals.
 - ***As a result:*** Get things right from the very beginning for all children, laying the foundation for their lifelong progress.



Open Discussion

- What are your questions?
- How do the recommendations and the work presented resonate with your own state strategies and work?
- What support do you need to take advantage of the Transforming the Workforce recommendations or the new resources from Early Educator Central?

Panel Follow Up Information

- Allyson Dean, adean@zerotothree.org
- Harriet Dichter, harriet.dichter@icfi.com
- Katrina Montaña-White,
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- Albert Wat, awat@nga.org
- Dawn Woods, dawn.a.woods@state.or.us

Thank You!