



## 2011 National Summit

5th Annual State PD Leadership Team Work Day

### Summary of Roundtable Discussions

This document provides a summary of participants' comments shared during roundtable discussions at the National Association for the Education of Young Children (NAEYC) *2011 National Summit* held on June 11, 2011. Discussion topics were determined based on participating states' identification of top policy issues and questions in the application process for the Summit, and were framed by the integration policy making principle and essential policy areas as outlined in [Workforce Designs: A Policy Blueprint for State Early Childhood PD Systems](#). Specifically, five topics were the focus of the 2011 roundtable discussions:

- I. [INTEGRATION: Cross-sector PD \(PD\) Systems](#)
- II. [INTEGRATION: PD Systems and Quality Rating and Improvement Systems](#)
- III. [INTEGRATION and PROFESSIONAL STANDARDS: Aligning Standards, Core Knowledge and Competencies](#)
- IV. [INTEGRATION and DATA: Data Systems, System Data, and Workforce Registries](#)
- V. [INTEGRATION and FINANCING: Integrated Systems](#)

Both general and state specific examples are included in this document. This summary provides a snapshot of activities from the perspective of Summit participants and may not include all of the details of initiatives or state systems. Hyperlinks to cited or related materials are provided as possible in the summary text. Participants are encouraged to contact state team members for additional information. For team contacts, please reference the summit participant list or use the NAEYC Early Childhood Workforce Systems Initiative's [online peer-to-peer community](#) (all summit participants are registered for the online community). In the online community, you can post and respond to related questions and continue the discussions, as well as access related state and national resources.

A summary of the discussions in each of the five discussion topics follows and includes:

- (1) an edited summary of comments by the national and state panelists that framed each topic discussion;
- (2) major discussion themes; and
- (3) related state strategies, questions, and ideas.

NAEYC thanks all of the Summit participants for sharing their expertise, experiences, ideas, and questions. A special thank you goes to the 2011 National Summit discussion framers, facilitators, and note-takers for sharing topic overviews, capturing, and sharing the discussion notes that serve as a basis for this summary. NAEYC also thanks the Birth to Five Policy Alliance and the McCormick Foundation for their generous support of the Summit and the Early Childhood Workforce Systems Initiative.

*Integration isn't about making everything the same. It is about understanding, alignment, and consistency ... where it makes sense—there is strength in our diversity if it is coordinated.*

## **I. Integration: Cross-sector PD Systems**

An integrated PD system is a comprehensive system of preparation and ongoing development and support that crosses sectors (e.g., child care, Head Start, early intervention and special education, and public schools), and serves all professionals preparing to and working with and on behalf of young children and their families (i.e., direct and non-direct service staff).

### **1. Cross-Sector PD Systems: *Topic Framing Summary***

#### ***Why consider/implement an integrated system?***

- Scope, scale and types of providers providing direct instruction/teaching or other services (therapy, case management) and others who indirectly serve/support children and families in a “comprehensive” manner/approach
- Base of standards and qualifications beyond typical licensing requirements—18, High School grad—to address/acknowledge value and effect of increased and improved education and training, PD opportunities.
- Share, extend and leverage resources across the sectors in an intentional manner (people, time, funding, etc.)
- There are benefits in having consistent expectations of knowledge and skill base (with a focus on continuum) for all who work with or on behalf of young children in order to improve consistency and quality for all children and families.
- Brings together social-emotional development with other systems.
- Creates a baseline for practices ensuring quality consistent care for children and families who are diverse in both their cultural backgrounds and abilities.

#### ***What do we do and how do we proceed?***

Effective steps to consider include:

- Address or create a common goal, purpose, and/or mission – work towards consensus and keep it concise and to the point. Take into account and build off of requirements in existing mandates or state plans for both the workforce and the overall early education system.
- Recognize interdependence of roles and responsibilities in caring for and educating children outside of home and with families.
- Create a sense of synergy—by working together more efficiently and effectively, we are better able to do our work; the sum of the parts is greater than the whole.
- Value and address accountability – for our work with children and monies invested, and align and coordinate with a continuum of PD opportunities and career planning and supports.
- Consider taking stock in both the actual PD methods/supports *and* policies in order to increase sustainability and impact. After planning for these two pieces, move on to exploring and identifying opportunities as well as the priorities within those opportunities.

#### ***Who does this work, or whom do we engage?***

Each State and endeavor is in differing developmental stages or cycles of continuous improvement. Therefore, it is about:

- Determining the universe or scope of whom to begin targeting/engaging in the PD system—is it a few, is it many?
- Balancing the identification of the population which has the greatest need for PD or where potential impact can be made with the resources at hand with long-term goals and the future of the workforce

- Reviewing/scanning the environment as to the current (or projected) political/economic climate to support/undertake this work
- Deciding whether it will be doable, feasible, with some level of success—in bringing people together
- Ensuring that leaders involved are forward thinkers, can contribute to a growing leadership within an ever-evolving systems work and are also the most proficient at the actions required of them
- We wanted to provide the opportunity for you to hear more about what one state –Iowa– is doing in this area and the people who were engaged in the process. This strategy was shared prior to the Summit:

### **Iowa's Experience**

Approximately 12 years ago, Iowa adopted Early Childhood Iowa, a Smart-Start like model for birth to five services. A cornerstone of this model is the cross sector local collaborations supporting early education, child care, special needs services, family support, health, mental health and nutrition. The leaders of this work, on both the state and local levels, became the leaders of the state's early childhood work, in collaboration with the more traditional partners. Much new state funding followed these efforts.

As this work progressed, under the direction of leadership component groups, the PD system efforts were hitting roadblocks. We decided to restart at the work at square one, while still honoring the previous work that had been accomplished. We hired a facilitator, ensured that the right persons were in the leadership seats, and asked for a commitment. We used diverse representatives—geographically, by backgrounds, by age, in whatever ways we could—so discussion could be rich and thinking as broad as possible. We agreed to follow NAEYC's Blueprint as a guide for our initial conversations and our work, considering the policy areas and the principles as they applied to the current state of the work in Iowa. Later we made the decision to build an Iowa framework using the blueprint as a guide. This created a strong, cross-system structure that allows us to build one plan, one overall integrated structure. Sectors learn from each other, and get a "push" from the work of another sector.

In a smaller, rural state, one of the main reasons we favor a comprehensive, cross-sector PD system is because of economic factors and a need to be wise with limited resources. Determining overlap between systems where PD can be jointly offered, especially in rural areas, is critical. We also face tough questions about how to prioritize the work ahead. After strengthening the licensing system, should we strive to support programs to achieve: higher levels on the QRIS? Iowa's Quality Preschool Program standards? higher Environmental rating scales scores? NAEYC accreditation? Head Start standards? Funding partners and policy makers are often quite impressed with the efforts to blend funding, open PD offerings across systems and sectors, and create a system/structure with clear pathways for roles that cross sectors.

Having said all this, there are still significant challenges to taking a cross-sector, cross-systems approach. The economy has disrupted several systems in our state, and people's plates are fuller than ever, which can stall the work. Resources have been limited, but we are aligning our work with the Early Childhood Advisory Council and Early Childhood Comprehensive Systems grant requirements.

### ***When do you use a cross-sector, cross-systems PD approach?***

- Seize the moment when and as it comes.
- Have leadership and others available to commit and sustain the work overtime as the work is complex and ever-evolving.
- There is no right or wrong answer; there are strategies and approaches being taken that can be learned from or replicated.
- Each State must decide what works for them with a focus on: What does the research say about PD? What evidence can we cite as to what works? What difference will it make in the lives of children, their learning, and working with their parents and with one another in the communities and states we live in?

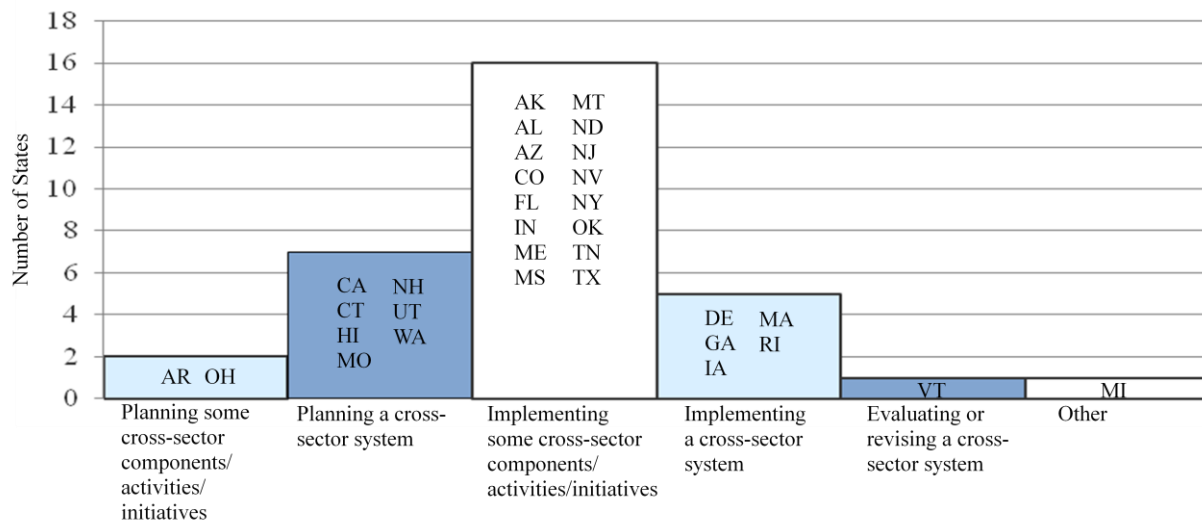
## 2. Cross-Sector PD Systems: Major Themes

- Current [status of states' PD systems](#)
- Strategic [partnerships](#) to develop and integrate PD systems
- Including and embedding [quality assurance and evaluation](#) in standards and PD systems
- Strategies to integrate the [higher education](#) field into PD systems, including articulation of ECE training and coursework to benefit teaching quality and career pathways
- Strategies to strengthen the [alignment](#) of PD systems
- Developing or using [technical assistance](#) as a cornerstone of integrated PD systems
- Additional ideas [to integrate PD systems across sectors](#)
- [Remaining state questions and related resources](#)

## 3. Cross-Sector PD Systems: State Strategies, Questions, and Ideas

### Status of States' PD Systems

In the application process for the 2011 National Summit, states were asked to identify the current status of their PD system. The following chart illustrates the status as identified by the responding states.



- **Arkansas** integrated early childhood education with the state's grade school system to create a collaborative PD system with child care, Head Start, and school districts.
- **Hawaii and Rhode Island** are at the beginning stages of developing/re-developing a PD system.
- **South Carolina** used a federal grant to develop a cross sector PD system, which was very successful in bringing teachers together over literacy for teachers of at-risk-children.
- **Colorado** created the [Early Childhood PD Unit](#), which has developed a [Birth-3 PD System plan](#). This includes a task force that is working on determining what state teacher standards will be related to competencies and dispositions.

### Partnerships

- **New York** has implemented a local branch of the national initiative called [Project Launch](#). It is a five year mental health project that aims to create a developmental framework across child-serving agencies that supports children and their families through life transitions, including early identification and intervention. It also seeks to increase access to evidence-based practices, and support providers' capacity to implement effective practices through technical assistance, funding, and quality improvement efforts.

The state is also using ECAC funds to drive training. They are currently looking to see who else can be invited, such as military families.

- **Colorado's** funding was cut by one-third with the state not adding to federal quality monies. [The Office of PD](#) will be incorporated into the State Division of Child Care in 2012.
- **Oklahoma's** publicly funded schools invited private schools to PD trainings.
- **Tennessee's** statewide [Center on the Social and Emotional Foundations for Early Learning](#) (CSEFEL) team planning includes representatives from the mental health field, the Department of Education, higher education, child care resource and referrals (CCR&Rs), and the [Tennessee AEYC](#).
- **Vermont** has the [Vermont Higher Education Collaborative](#), which collaborates with the Vermont Department of Education, Vermont's higher education institutions and other organizations to make quality preparation, training and support programs accessible to schools, educators, and educators in training.

### Quality Assurance and Evaluation

- **Florida** passed legislation that establishes the Department of Children and Families as the hub of the PD registry/data system. The Department approved the [Florida Child Care Professional Credential \(FCCPC\)](#) that offers Birth through Five and School-Age certification. Florida's members of the Early Learning Coalition work together to avoid conflicts of competencies and has a training registry at the state level.
- **Oklahoma's** web-based PD registry, [The Oklahoma Registry](#), verifies that educators have met all of the Oklahoma Department of Human Services entry-level and continuing education training requirements. It also awards the Oklahoma Director's Credential.
- **Texas's** Early Learning Council is supported by the Governor and is a leading voice driving quality PD in the state. The Council aims to develop an early childhood education career development and registry system that will build off of the [Texas Early Care and Education Career Development System \(TECECDS\)](#). The workforce cabinet is designing a data collection system that is rapidly moving ahead. Leaders are also working to keep in mind it is important to slow down sometimes in order to ensure that everyone is on board across all sectors.
- **Washington** is integrating a wide variety of systems into a voluntary QRIS called [Seeds to Success](#), which is based within five Thrive demonstration communities. The Department of Early Learning (DEL) and Thrive by Five Washington are testing the system, which is funded by the federal American Recovery and Reinvestment Act and with private funding from Thrive by Five and the Bill and Melinda Gates Foundation.

### Higher Education

- **California** higher education leaders collaborated on a Higher Education Colloquium for Early Care & Education that discussed policy, PD, career pathways, and more. This had a huge influence on policy work. It built trust among collaborators and it has increased the number of collaborators, broadened the diversity of the group and established stronger relationships between and among sectors.
- **Illinois** has a [Joint Workforce on Linguistic Diversity](#) to improve higher education engagement and understanding of the demographics of the early childhood population. There was a higher education forum before the Illinois AEYC conference.
- **North Carolina** has a [statewide common catalog](#) within the NC community college and public university systems to ensure that all courses taken toward an AA or AS degree apply toward the general education requirements of baccalaureate degrees at UNC system schools.
- **Indiana** has aligned all early education competencies in associate and baccalaureate degree granting programs through articulation agreements.
- **Georgia** has a [certification program](#) funded through CCDF quality dollars for providers through the [Georgia Early Care and Education PD System](#). It includes an eight day training over four months that can translate into college credit. A specific score on the exit test and essay must be achieved to successfully complete the program. They are then monitored through examples of field work.

### Alignment

- **California** has implemented [transitional kindergarten](#) for children too young for kindergarten entry. Early childhood guidelines now go up to 60 months to meet the strengths and needs of those children too young to start kindergarten. They are in the process of redesigning the curriculum.
- **Illinois** is using the [Teaching Strategies Gold Curriculum](#). The Illinois Early Learning Standards are aligned with the Teaching Strategies Gold Objectives for Development & Learning: Birth through Kindergarten.
- **Alaska** recently incorporated early childhood into their K-12 PD conference.
- **Oregon** is working on developing coursework for early childhood diversity and culture through the [PK-20 Redesign Workplan](#). This Workplan, through the collaboration between the State Board of Education (K-12/community colleges) and the Board of Higher Education, aims to integrate and align systems that promote successful student transition from PreK-12 to further education.

### Technical Assistance

- **New Hampshire** has implemented a six-month trainer development program that consists of a volunteer mentor and a protégé consultant development program.
- **Wisconsin** (Madison) has a training and [technical assistance center](#), which brings together people to talk about inclusive packages, completing the cycle (including implementation and mentoring), and forming a community of practice, with coaches in each region.
- **Colorado's** K-12 system focused heavily on effective teachers so this gave early childhood education the opportunity to connect with them and create a [statewide coaching consortium](#) that brought sectors together.

### Ideas to Integrate PD Systems

- Invite new members of state agencies as administrations change to keep changes going forward.
- Create an online universal PD registry.
- Partner with a champion (for example a Lt. Governor) to move states' PD systems forward and integrate key players across all sectors. Work to establish advocates for children among state officials in order to solidify ongoing support of early childhood education and specifically integrated PD in the state budget.
- Define roles to decrease duplication of work.
- Incorporate the Director's Credential into QRIS.

### Remaining State Questions and Related Resources

- How do we get systems to talk to each other?
- Temporary grants are both successes and pitfalls because funding eventually runs out. How do we institutionalize funding for cross-sector PD systems?
- How do we overcome cross-sector privacy issues?
- When a PD system focuses on just child care, how do they expand?
- The National Center for Children in Poverty [publications](#) provide best practices and key evaluation reports on building strong, integrated systems.
- The NAEYC Early Childhood Workforce Systems Initiative's [state policy database](#) includes a collection of state policies in the blueprint's six essential policy areas and includes whether or not each policy meets the principle of integration.

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## II. Integration: PD Systems and QRIS

Integrated PD systems are an integral piece of states' overarching quality improvement efforts, especially QRIS. QRIS offer a unique opportunity to link professional standards across the various sectors of the field. QRIS standards linked to a comprehensive PD system help programs, and the professionals in them, meet higher levels of quality.

### 1. PD Systems and QRIS: *Topic Framing Summary*

- ***What is the link between PD systems and QRIS?***
  - The focus on early childhood systems building and QRIS at both the state and federal levels has pushed us to look at the components of the overall early care and education infrastructure (as well as the quality improvement infrastructure) in a new and sometimes more complex way.
  - QRIS is only as good as its parts – the pieces of a state's early childhood education infrastructure to which it links. An effective QRIS relies on a well-aligned and integrated state PD system.
  - We know that QRIS criteria are broad by design (and speak to the inherent flexibility of program quality) and are where the overarching structure of QRIS and elements of a PD system can and should intersect.
  - Across the states, we've seen PD systems both as a driver of and delivery mechanism for QRIS.
  
- ***What are the challenges faced in integrating PD systems and QRIS?***
  - It is important to acknowledge that there can be barriers to a well integrated PD systems and QRIS, especially as we talk about cross-sector, comprehensive PD systems.
  - One significant barrier is that some QRIS may not be as comprehensive and cross-sector as they would seem. On paper, they may allow the spectrum of early childhood programs and providers to participate but in implementation that may not be the case. This of course has very real implications for how alignment can truly be achieved.
  - We know that other barriers to alignment and integration include the limitations of the current data collection systems that we use as well as the challenges of accountability – as various requirements of “proving effectiveness” of QRIS and PD can put additional burdens on providers and programs.
  
- ***How do we overcome these challenges?***
  - While there may be significant challenges, the process of integrating PD systems and QRIS is also a prime opportunity – because defining and focusing on the key components of a PD systems to align and integrate within a QRIS shores up the foundations and strengthens both.
  - The real questions to ask are: How do we make this work across funding streams, across sectors, and across time? These questions are important to keep in mind so that we are integrating past systems-building into current efforts without placing the burden on programs and providers.
  - Below are some of the strategies that states shared prior to the Summit:
    - In terms of integration across funding streams, **New York** is tying incentives (scholarships through the [Education Incentive Program](#)) to program improvement plans that are part of their QRIS field test. This is as a first step in aligning PD efforts with the QRIS and since the QRIS crosses all sectors, it also crosses the funding streams associated with those sectors.
    - In terms of integration across sectors, **Tennessee's** [Early Childhood Training Alliance](#) offers support for programs seeking national accreditation (TA and financial support) and works across family child care, Head Start, school-based preK, and child care settings. Although school-based preK programs are not eligible to participate in the QRIS, this model does utilize a cross-sector approach.
    - **Indiana** was able to build on the long time work of its pilots as its QRIS went fully statewide. Their QRIS integrates the CCR&R network, T.E.A.C.H., child care licensing regulations, the accreditation facilitation project, and the [Non-Formal CDA Project](#).

- Although those were quick snapshots of some of the integration work going on in states, we wanted to provide the opportunity for you all to hear more about what Massachusetts is doing in this area.

## Massachusetts' Perspective

### Integration across sectors/time:

We are actively aligning and integrating funding and functions to build a single PD system for early education and OST. [The Department of Early Education and Care](#) (EEC) was created in 2005 in response to advances in brain research and a demonstrated need for a single comprehensive system. The agency was charged with ensuring “a mixed system of high-quality public and private programs,” consumer education about early education resources, and advancing the quality of those resources.

The development of a statewide QRIS is subsequently in this mandate in all but name with the expectation of a cross-sector approach. The Legislature was more direct when it came to a PD system. Components (including core competencies, a mandatory professional qualifications registry [PQR], and a range of accessible PD opportunities that provide degree pathways across sectors) were developed for a mixed delivery system and apply to home-based and center-based settings that care for children from birth through school-age.

The “culture” of cross sector integration extends well beyond EEC, into the Education secretariat, the [Executive Office of Education](#) (EOE) that oversees EEC, [The Department of Elementary and Secondary Education](#) (ESE), and the [Department of Higher Education](#) (DHE). We established regional [Readiness Centers](#) to align education initiatives from birth to work. EEC’s [Education Provider Support](#) (EPS) Partnerships work with these Readiness Centers using ARRA funds.

### Integration across funding streams:

In 2010, to better link PD with QRIS, EEC integrated 3 disparate initiatives (accreditation and CDA support, degree pathways, and training) that had separate funding into a single system of 6 regional educator and support partnerships (integration across time).

The EPS Partnership System was built with 5 principles in mind:

1. PD must be evidence-based and align with EEC’s 8 Core Competency Areas.
2. PD activities must leverage resources across public and private agencies, including in-kind resources.
3. PD is a shared responsibility between educators and the programs that employ them.
4. PD must meet the needs of the early education and care and out-of-school-time (OST) workforce in all settings and sectors.
5. PD must be targeted and intentional to meet the needs of specific age groups and unique populations.

These Partnerships focus on our primary customers- educators and the programs that employ them- by working across early childhood and school-age (OST) settings and sectors.

- Educator Supports – Attaining Degrees, Credentials and/or Developing Competencies.
- Provider Supports – Achieving Accreditation or QRIS Progress.

To concentrate existing resources for maximum effect, the EPS partnerships work on 3 goals:

1. Educator and program planning (intentional PD);
2. Coaching and mentoring (support academic success and quality improvement); and
3. Competency development (attain specific competencies aligned with 8 core areas, QRIS progress by programs).

Going from a fragmented to an integrated PD system enabled movement away from unaligned, “random” workshops to intentional PD that is based on knowledge, applied skills, and reflection and is aligned with QRIS qualifications.

- PD funded through the EPS Partnerships must result in at least .5 CEUs (5 hours).
- PD must be in the 8 Core Competency Areas which links PD with the qualifications in the QRIS standards.
- Individual professional development plans (IPDPs) create the plans for pathways educators and programs need to advance on QRIS.

A \$3.2M early educators’ scholarship program to fund degree attainment for educators working in the field is administered by EEC and the Massachusetts Department of Higher Education. The EPS Partnerships help educators apply for the scholarship (integration across funding streams/agencies). EEC is also building and providing PD resources that educators and programs need for QRIS.

- Training and information sessions on QRIS itself (regional sessions, T4Q training and Field Coach programs).
- Embedding resources in the field (training trainers who are in programs and positions to affect practice).
- Examples of resources developed to align with the QRIS Key Indicators:

**Curriculum and Learning** (*Core Comp Area 1, 2,5,6*) *add number of related opportunities*

- Preschool and Infant/Toddler Guidelines
- Levels of training in child assessment and screening (self select)
  - Educators in introductory and intermediate sessions will receive CEU’s
  - Educators in advanced training will receive college credit for their participation.
  - Educators will also have access to technical assistance and consultation.
- [Center on the Social and Emotional Foundations for Early Learning \(CSEFEL\)](#) training and licensing on interactions
- Using ARRA funds to develop [STEM \(Science, Technology, Engineering & Math\) courses at Massachusetts College of Liberal Arts \(MCLA\)](#) for early education and OST workforce.

**Safe Healthy Indoor and Outdoor Environments** (*Core Comp Areas 4,5,7*)

- Accreditation, ERS, measurement tools, licensing

**Workforce Qualifications and PD** (*All Core Areas*)

- On-line courses on Preschool and Infant/Toddler Guidelines, and Core Competencies for self-study, CEUs, or college credit to meet varied provider needs (flexible and widely accessible)
- IHE studies of 28 colleges offering ECE degrees

**Family and Community Engagement** (*Core Comp Areas 3,7*)

- Strengthening Families
- Increasing emphasis on English Language Learners
- Conferences with Head Start, Early Intervention and public school principals

**Leadership, Management, and Administration** (*Core Comp Areas 3,7,8*)

- Imbedding resources in the field: Training folks as trainers who are in programs, in positions to affect practice. (Infant/Toddler Leadership)
- Training on measurement in QRIS (ERS tools, Program Administration Scale PAS, Assessing Afterschool Practices Tool APT, CLASS, Arnett, Pre-LAS)

Integration across functions:

QRIS is a framework for a mixed system of comprehensive quality services including PD. It is the common denominator for EEC initiatives (functional integration). Examples:

- Licensing requirements (satisfy QRIS level 1 – No additional burden on programs)
- Programs that “do business” with EEC need to be in QRIS (contracts for subsidized care, UPK, Head Start supplemental, etc. - integration across funding streams)
- PD through the EPS Partnerships intentionally supports upward movement on the QRIS
- QRIS is integrated with the PQR which tracks education, experience, and ongoing PD.
  - Programs must have their staff in the PQR to participate in QRIS. This makes tracking the professional growth of staff easier and more streamlined.
  - Educators must be in the PQR to take advantage of related resources.

Regional meetings between Head Start, Early Intervention, and public school districts are held to promote the continuity of services and transition of Head Start children to the school system (MOU required by Head Start Act 2007) and to promote effective strategies for school readiness, transitions, curriculum, assessment of joint PD, and parent involvement.

As an EPS grantee, STEM used ARRA funds to work with the [MCLA Readiness Center](#) to develop:

- Seven courses equivalent to three CEU’s (two engineering, three math, and two science courses)
- Learning strategies to encourage observation, reflection; tool kits to assist participants in translating theory to practice
- Courses on Saturdays to maximize participation by the mixed delivery system.

## 2. PD Systems and QRIS: *Major Themes*

- [Defining quality and desired outcomes](#) across sectors and education levels
- The common [barriers](#) faced in developing QRIS
- The [current status of PD and QRIS](#) integration and development across states
- The challenges and strategies of [cross-sector buy-in](#)
- [Remaining state questions and related resources](#)

## 3. PD Systems and QRIS: *State Strategies, Questions, and Ideas*

### Defining Quality and Outcomes

- There is often a disconnect between programs striving to achieve quality and those only striving to meet benchmarks.
- Implementation of QRIS is often different than how it appears “on paper.” As a result, it is important to identify and hold on to a few key qualities of QRIS that are most important to ensuring quality.
- Consistency is an important component of quality. We could possibly look into creating cross sector training packages and PD packages that can serve as a national standard.
- [Pennsylvania’s](#) experience demonstrates the importance of defining school readiness in order to develop effective QRIS. QRIS is invented by the state in order for the state to be able to define quality. You need to have one vision of school readiness. There are differences between how preschool and elementary school staff see this concept. We need to help kindergarten teachers understand what the preschool is doing and vice versa. Essential understandings include that developmentally appropriate practices may be called differentiated instruction in elementary schools.
- When **North Carolina** started out developing its QRIS, TA was heavily focused on improving ERS scores. They learned that TA really needs to focus on what improves outcomes for kids.

### Barriers to Developing QRIS

- Funding challenges are forcing us to be better integrated, which may present some opportunities.
- The caps on fundraising to QRIS.
- The fragmentation of groups among and across sectors.
- Defining quality assurance and what is appropriate in training.
- QRIS tied to Early Learning standards/core competencies.
- High turnover of staff makes it difficult to keep the QRIS updated, which is key in producing accurate data for evaluation, for funders, and families.

### Current Status of PD QRIS and State Strategies

- A few states mentioned conducting a crosswalk of the NAEYC accreditation standards to build their QRIS.
- Several states, including **North Carolina, Pennsylvania, and Wisconsin** have state workforce registries that are required and are built electronically and are easily accessible.
- **Minnesota, Virginia, and Washington** are using the [Classroom Assessment Scoring System™](#) (CLASS) as part of their QRIS. The University of **Virginia** is implementing CLASS training in their courses to align standards. Virginia's QRIS is based on a 5 star scale, measures a teacher's education, uses the [Early Childhood Environment Rating Scale](#) (ECERS) tool to evaluate learning environments, and focuses on peer PD.
- **Idaho and Massachusetts** are using the strengthening families' model to incorporate into their QRIS.
- **Alabama** is in the process of developing their QRIS.
- **Alaska's** requirements are linked to licensing and are coordinated by the CCR&R using [NACCRRAware](#).
- **Arizona** has had a QRIS for four years, which contains a hybrid assessment of staff qualifications/PD. This block does not have a mechanism to qualify PD.
- **California** has is in the process of developing their QRIS in process, however funding has been stalled.
- **Colorado** has had a QRIS for ten years. The state is revamping its QRIS and looking at a hybrid version (points and steps). Licensure will include (on average) three higher standards. Resource money is needed to change regulations.
- **Connecticut** does not have QRIS in place; however the state does have career pathways (ladders). Its accreditation process is their quality improvement initiative.
- **Delaware** has coordinated the launching of their QRIS. Their QRIS is moving from a block system to a point system. The Governor has committed \$22 million towards quality in ECE.
- **Florida** found that self-paced online courses worked for introductory courses but when they were trying to move the participants along a pathway, more was needed.
- **Hawaii** is developing a pilot QRIS.
- **Illinois** implemented a QRIS in 2007 (Quality Counts). CCAP children's programs are added to other reimbursement. Over 1000 early childhood staff are in the registry, which includes license-exempt staff. The registry is part of [Gateways to Opportunity](#) (the statewide PD system). There are three training tiers based on ECE levels of training. Illinois' QRIS includes professional work experience and professional contributions.
- **Indiana's QRIS (Paths to QUALITY)** was modeled after two cities' pilots. Funders were brought into the state in 2009. There is a 4-level system created which includes national accreditation. There is a social emotional learning component built into their preschool programs.
- **Michigan's Program Quality Assessment** by High/Scope covers 63 dimensions of program quality in 7 domains: learning environment, daily routine, adult-child interaction, curriculum planning and assessment, parent involvement and family services, staff qualifications and development, and program management.
- **Nevada's** building blocks for QRIS is in pilot form. There is a 5-tiered system. It is statutory that all must be in the registry. They are funded by quality level.

- [New Mexico's](#) QRIS has the 5 star system using not only NAEYC accreditation, but the state star system as well. A registry is used by trainers. PreK initiative has an excellent evaluation and good assessment pieces to be used with young children. People in homes, not center-based programs, care for most children in New Mexico.
- [North Carolina](#) has a fifteen point (and 5 star) quality system that includes higher education (not training).
- [Oklahoma](#) uses an "every 3 years" QRIS assessment with reliable assessors. It has a 3 tiered reimbursement within QRIS.
- [Rhode Island](#) is working to balance a business friendly governor with an implied accountability in their QRIS. The local QRIS systems have developed their own collaborative. The state has yet to do an alignment with PD.
- **South Carolina** does not have a QRIS, but does have a 5 level-tiered system.
- [Tennessee](#) has a statewide partnership to work together in a formal way. They meet at least four times a year and recently changed some of their QRIS standards. CCR&Rs developed an administration and toddler credential linking PD and QRIS. Data shows evidence that reading scores are better. Data is stored at University of Tennessee. Tennessee has provided training for self assessment (PSAM) to anyone who wants to participate. The state has 60 reliable assessors who do an annual assessment.
- **Texas** has a teacher scholarship program but not a QRIS.
- [Vermont's Step Ahead Recognition System \(STARS\)](#) has existed for eight years. 56% of centers are licensed. Public preschool mandated-STARS has increased licensing visits.
- [Washington](#) is in the second year of its QRIS pilot and has state funding.

#### **Cross-Sector Buy-In: Challenges and Strategies**

- Helping new leaders see the benefit of early childhood, specifically QRIS has stalled QRIS efforts and funding.
- A strategy to overcome funding challenges is to secure money from licensing offices to study the problem and to produce data showing increased efficiency of having a database for registry. We also need to engage more broadly outside of just licensing offices.
- Creating professional learning communities where relationships can be built around the course content is a helpful strategy.
- Financial incentives are key through compensation parity and possible immediate financial benefits — but where can this money come from?
- Conducting a crosswalk to demonstrate alignment between program standards in different sectors, although this is a lot of work.
- Finding new champions has been effective in some states.
- Enabling accredited programs to enter mid-level (e.g. level 3 of 5 stars) or higher has helped engage programs.
- **Alaska** is working to find incentives for Department of Defense child care to participate.
- **Maine** provides a tax credit to parents to select rated programs. The state wants to engage additional sectors, particularly more family care providers, preK and FFN.
- **New Jersey** would like to integrate Abbott Districts into a larger system.
- **Ohio's** Head Start community has become more involved in the QRIS because the state will allow one of the Head Start quality reviews to count as one of the three QRIS evaluations **Oklahoma** is working to find incentives to engage higher education in QRIS.
- **Texas** will be launching a QRIS, but would like to ensure that it is a cross-sector system, particularly for Department of Defense child care.

#### **Remaining State Questions and Related Resources**

- What are the benefits of a point system versus a block system?

- High quality programs are applying; how do we outreach to those who need it most?
- What are best practices in scaling up local QRIS pilots?
- Do any states have career pathways built for family educators/home visitors?
- QRIS study is being conducted about technical assistance providers across states that have statewide systems. There is a monitor tool from NCCP to examine the current status and can assess alignment of state PD and QRIS.
- NAEYC is conducting focus groups on states' needs related to technical assistance capacity and will be developing related briefs and tools.
- IACET: International Association for Continuing Education Training is an approval entity for all disciplines, not just early education.
- Federal resources will include: Race to the Top, Early Learning Challenge Fund; the new Office of Child Care's TA Network (includes Quality and PD Centers); Office of Head Start Centers.

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### III. Integration and Professional Standards: Aligning Standards, Core Knowledge and Competencies

State policies should create an integrated system of professional development, based on consistent professional standards that cross the early childhood sectors--child care, Head Start, preK, public schools, and early intervention and special education services. Systems need to support integration while simultaneously encouraging levels of standards that offer incentives for improvement and advancing qualifications—for example, through aligned standards for licensing, funding, accreditation, and QRIS.

#### 1. Professional Standards: *Topic Framing Summary*

- ***An overview of the birth to 13 system for which workforce standards have been/are being developed***
  - National and state standards that are in place and an analysis that looks at alignment of core competency areas across states, of [NAEYC professional preparation standards](#) and core knowledge areas, and of career lattice levels across states
- ***Intersections of a PD continuum***
  - From licensing requirements to advanced degrees, with infant toddler, preschool, school-age, and administration credentials/specializations; higher education approval/accreditation systems; and QRIS/Accreditation/HS/PreK standards for professional qualifications and ongoing development
  - Development of national standards: Health; IT consultant; elementary/school-age
  - Specific intersections, how obstacles were overcome, and how challenges were met in Ohio, as an example
  - Core knowledge and competency documents spanning all age groups
- ***The intersections of PD standards and QRIS***
  - How are states embedding core knowledge and competencies, credentials, or career lattice levels in the QRIS?
  - How are practitioner skills or professional attainments validated?
  - How is this information tracked or documented for QRIS?
- ***Integrating standards into training***
  - How are standards embedded in training approval, course development, degrees and certifications, ongoing PD, TA? How is this done? Who does it?
  - Is there evaluation of implementation, effectiveness, and/or outcomes?

- What are the new approaches to evaluation and documentation of knowledge and skills, training or coursework delivery? What issues remain the most difficult to address?
- **Addressing specializations**
  - School-age, home visiting, inclusion specialists, trainers
  - Do core knowledge areas or competency statements need to be revised or do a new set of standards need to be developed? What are the advantages and disadvantages to each approach?
- **Integrating higher education**
  - What are the linkages with higher education competency-based (NAEYC) standards?
  - What are successful strategies for connecting with and intersecting with higher education?
  - Beyond alignment of standards, how do higher education approval and accreditation processes facilitate or create obstacles for intersections with the state PD system?

## 2. Professional Standards: *Major Themes*

- Clarifying and developing cross-sector [definitions](#)
- [Challenges](#) in aligning and defining standards
- Developing or using [common standards](#) to integrate PD systems and improve articulation strategies
- Strategies to assist the entire early childhood workforce in [meeting standards](#)
- [Incentives](#) to increase qualifications, standards, expectations
- Including [quality assurance and evaluation](#) in standards and the PD system
- [Remaining state questions and related resources](#)

## 3. Professional Standards: *State Strategies, Questions, and Ideas*

### Definitions

- We must be intentional about language and definitions in order to move systems and individual PD efforts forward. This is also essential to integration and building relationships across sectors.
- [Early Childhood Education PD: Training and Technical Assistance Glossary](#) was jointly developed by NAEYC and NACCRRA for those who provide PD, state policy makers, early education advocates, and program administrators working to connect PD activities and initiatives into an integrated system. The definitions are also designed to provide common understandings, or starting points, for research and national or cross-state discussions.
- There is a need to define behavior competencies. For example, dispositions are different from knowledge.
- It is important that the Board of Education and the Board of Health and Human Services align their recommendations.
- Alignment sometimes implies that it is linear. However, it should be thought of more as weaving a braid.
- The difference between knowledge and competencies should be defined because it is more than just the knowledge that teachers should have. It is also about having the right skills/competencies and having them be properly demonstrated to, for, and by teachers.
- The conversation about disposition is unique. When talking about dispositions, we need to understand the difference between disposition towards learning and disposition towards skills/knowledge in working with and for young children.
- We need to know the competencies that we want coaches, mentors, and practicum supervisors to have.
- **Vermont** looked at terms that were inclusive, and created [MATCH Network](#) definitions. MATCH is Vermont's name for the professionals who provide individualized support to programs or to individuals working in early childhood or afterschool services. Vermont did fieldwork to survey TA being conducted and brought this information back to the workgroup [that formed MATCH network] meetings.

## Challenges

- A common issue is that there is no legislative mandate to implement or integrate core competencies. We should advocate with legislators for changes at the policy level to ensure accountability.
- Packaging CEU's to count for college credit.
- Training is coming from so many sources, which has made it challenging. Training becomes splintered and territorial.
- When national standards are not used as a foundation, there is a misalignment between state early childhood competencies and teacher preparation requirements often linked to teacher licensure.
- Licensing and quality standards often require separate approval.
- States need to strengthen the alignment between their competencies, early learning standards, and NAEYC professional preparation standards.
- In many states, college courses are not mandated. There is no universal incentive to take them.
- Many states are currently rushing to get work done before ARRA funding runs out.
- Meeting CKCs and new PD requirements for higher level (CEUs, college courses).
- There is a need for more accessible evidence-based research supporting core competencies.
- Licensors need to be trained on identifying core knowledge and competencies.
- An obstacle in practicum is the question of who is supervising. Supervisors are often master degree holders and some of them do not have program experience. The variety of assignment location, who the master teachers are, and hours is a challenge.
- Lack of training for licensing staff and understanding by practitioners.

## Common Standards

- [NAEYC's professional preparation standards](#) can serve as a basis for state work and adaptation. Because the standards are part of higher education accreditation processes, they can also assist with articulation efforts from community based trainings through higher education degree programs.
- When money is tight, there is less competition and it becomes easier to pull everyone together around strategic planning rather than implementation. Being strategic and sharing resources are important so that when times are better, the field is ready to move towards a common vision.
- In several states, Head Start, preK, and child care developed state early learning standards together so that all sectors are working from the same content and expectation basis.
- [The National Center for Children and Families](#) is looking at what children need to know and be able to do to form national standards.
- Because QRIS is a good driver of PD, it is important that PD is linked to competencies in order to ensure that QRIS reflects competencies. As a result, linking coursework to competencies becomes even more essential. A serious issue is moving too fast with QRIS before all sectors are on board and agree to common standards due to time and/or limited funding.
- **All six New England states** participate in [Federal Region I](#) meetings to identify core knowledge, skills and dispositions for infant toddler (IT) teachers and developed three training modules that could be used by IT teachers and specialists who did not have a child care background. Training modules were designed and delivered to a cross-sector multi-disciplinary group from all New England states. A set of multi-disciplinary core knowledge and competencies (CKCs) for consultants working in settings serving infants, toddlers and their families was also created by the Region I workgroup with support, facilitation and leadership from the Region I Child Care Manager and Federal Child Care technical assistance contractors. It has been [published by the Office of Child Care](#).
- **South Carolina** and **Connecticut** use NAEYC accreditation for community colleges as a way of creating statewide common standards.
- **North Dakota** and **South Carolina** have articulation both public and private 4-year colleges. **South Carolina** used financial buy-in from a wide variety of parties. In **North Dakota**, higher education and practitioners worked together to develop competencies.

- **Alaska** is in the process of bringing together 2 and 4 year common competencies.
- **Connecticut** higher education students can receive [6 college credits](#) for their Child Development Associate (CDA) Credential at Charter Oak State College.
- **Georgia** has a [PD Standards Commission](#) to keep track of credentials and move toward common standards across sectors.
- **Illinois'** standards are aligned at the 2- and 4-year levels.
- **Michigan** is working to strengthen continuity between infant/toddler, preschool, and out of school time early learning goals.
- **New York** is looking at linking PD competencies and QRIS using the core body of knowledge as a driving force.
- **Ohio** has an instructor guide for core knowledge and competencies. Ohio's higher education students can receive college credit for training, but the training is more than clock hours.
- **Oklahoma's** community colleges will allow CDA transfers for 6-9 credits.
- Tennessee developed [Early Learning Standards](#) with a wide variety of agencies including the military and the Department of Health.
- In **Virginia**, it took 2½ years to establish common coursework for early childhood education [facilitating articulation agreements] across 21 colleges. Virginia's [QRIS standards](#) include those from licensing, public education, and Head Start.
- **Wisconsin's** [Model Early Learning Standards](#) are linked with competencies.

### Meeting Standards

- Quality initiatives, including QRIS, need to build or assist with building a PD system to support the entire early childhood workforce in meeting initial and baseline standards through higher requirements and accreditation. This requires targeted work.
- There is a need for more videos of best practice, to illustrate standards in implementation and what quality looks like.
  - [National Head Start Center on Inclusion](#) has several videos on supporting children with disabilities.
  - [The CONNECT Project](#) has developed two modules to help professionals working with young children with special needs and their families.
  - [NAEYC](#) has several new DVDs that include video clips of Developmentally Appropriate Practice (DAP) in various early childhood settings.
  - [The Center for the Advanced Study of Teaching and Learning](#) at the University of Virginia is also producing video clips on best practice.
- There is recent research that a master's degree does not guarantee quality. It may not be a degree that ensures quality, but it has been documented that salary-level makes a difference on quality, and salary is tied to degree-level. We need to move past the conversation of what degree to get and look deeper at the [content of the degree](#) program, the [quality of the degree program](#), support teachers have, and their work environment.
- It may be beneficial to have on staff a child development leader to model and help with PD and the building of core knowledge/competencies.
- **Alabama** has a core knowledge that has crosswalked all standards, competencies, and guidelines. Their efforts were largely based on **Vermont's** standards.
- **Michigan** used [New Zealand alignment standards](#).
- **Nevada** is focusing on online courses, specifically on how to make coursework accessible while also having relationship building, mentorship (high tech and high touch), and videotaping opportunities.
- **New York** is trying to use the leadership competencies and the director's credentials to address disposition (particularly around supervision, mentoring, and observation skills).

- **Wisconsin** instituted a training of trainers expectation. The next step is to have five regions with each one having communities of practice.

### Incentives

- Need to create a demand from parents to push change and create incentives.
- QRIS can be a strategy for integration and providing incentives. This strategy can be especially promising when licensing and subsidy are “under one roof.”
- In **Arkansas**, incentive funding for QRIS participating programs can be utilized for improvement including PD for staff.
- **California**’s mentoring program includes a stipend.
- **Delaware**’s governor submitted a funding proposal for a tiered reimbursement rate.
- **Maine** has a Roads to Quality scholarship for matriculation (higher education leadership initiatives).
- **Montana** includes the following incentives in its QRIS: tiered reimbursement, slots, stipends (including those for continuity of care), and incentives through the registry. Also, including coaching supports is essential in QRIS.
- **North Carolina** works with the community college system to align core knowledge/competencies. Grants are available to make this happen (state level leadership).

### Quality Assurance and Evaluation

- There is a need for consistent assessment of outcomes from training and coursework. The “structure” provided through QRIS may be part of the solution.
- Evaluating effectiveness of preschool teachers by student achievement at 3<sup>rd</sup> grade is a test of competencies and alignment of standards from PreK-3.
- **Indiana** conducted a workforce study to investigate if funding for the same training over and over again is effective. The study revealed that professionals needed entry-level combined with advanced training and that trainings yield the most success when participants are actively engaged and want to be there (possibly including a base of incentives).
- **Washington** believes that coaching is critical to PD. A recent, local and privately funded study included a control (coached) and a non-control group (non-coached). The study found that those who received coaching were more successful in their teaching practices/goals.

### Remaining State Questions and Related Resources

- Coaches and mentors external to programs may not be effective unless the administrator is on board so it’s important to build trust for teachers so that they’ll be willing to make changes, take risks and have the administrator support that work. Can we look to other fields for their work around dispositions, such as social work, psychology and child welfare?
- Big questions about coaching and follow-up: who is responsible and who is used to do it?
- What is the child impact of teacher competencies and training on children? Is there evidence that they are doing better?
- How do new standards impact current trainers who do not meet them?
- [The National Center for Children and Families](#) provides a framework to align and embed competencies.
- The National Institute on Out of School Time developed [National Core Competencies for After School Providers](#).
- The NAEYC Early Childhood Workforce Systems Initiative’s [state policy database](#) includes a collection of state policies in the blueprint’s six essential policy areas, including professional standards and articulation.

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## IV. Integration and Data: Data Systems, Systems Data, and Workforce Registries

Data-driven decision-making is increasingly essential, yet as a nation, and state-by-state, we do not have an accurate picture of our workforce nor their needs or supports. Workforce data is needed to gauge impacts and systems change; to inform planning, evaluation, quality assurance, and accountability; and to enhance workforce development related to career pathways and compensation parity.

### 1. Data: *Topic Framing Summary*

#### [The Early Childhood Data Collaborative](#)

The Early Childhood Data Collaborative (ECDC) supports state policymakers' development and use of coordinated state early care and education (ECE) data systems to improve the quality of ECE programs and the workforce, increase access to high-quality ECE programs, and ultimately improve child outcomes. The ECDC will provide tools and resources to encourage state policy change and provide a national forum to support the development and use of coordinated state ECE data systems.

The ECDC is supported through funding from the Birth to Five Policy Alliance, The Pew Charitable Trusts, and The David and Lucile Packard Foundation.

ECDC developed:

- Guiding principles
- Theory of Action
- Six policy questions
- 10 Fundamentals
  - 2 include a specific focus on workforce
  - Mirrors the NAEYC PD blueprint: Data essential policy area and integration principle

They are tracking states' progress and recently released the results of the first-ever 50-state survey and found:

- Every state collects some ECE data
- Data gaps remain:
  - Workforce data
  - Child-level development data
- Data are uncoordinated
- Governance matters

Filling the workforce data gap (Mirrors the NAEYC PD blueprint: Data essential policy area and integration principle)

- Workforce registries
- NACCRRWare/T-TAM™
- T.E.A.C.H. Early Childhood® Database

Alignment/advocacy efforts

- Workforce policy questions
- Essential workforce data elements to answer the policy questions
- Standard definitions for the essential data elements
- Standard data collection procedures (verification/ID numbers, etc.)
- Advocating for full inclusion of the workforce in registries

- Advocating to be the workforce component of an coordinated ECE data system
- Federal interest/resources related to workforce data

### *Oklahoma's Perspective*

Components of Oklahoma's registry system include:

- Practitioners
- Director's Credential
- Training Approval
- Trainer Approval

The registry is embedded in the QRIS system.

Registry challenges and issues have included:

- Mandatory versus voluntary
- Transcript review (What is an ECE credit? What is a Business/Administration credit?)
- Fraud and Fraud Policy
- Training—what counts and what doesn't? (i.e. Online, relationship-based PD, formal vs. informal, credit vs. non-credit)

Answering the workforce data questions for our state

- What questions might we be able to answer with our current data?
- What questions do we want to be able to answer?]
- Partnerships between the Registry, State Child Care Administration, Resource and Referral, Scholarship Programs and other potential partners

Oklahoma has relied on and been a leader of the National Registry Alliance.

### *The National Registry Alliance*

The National Registry Alliance is a private, non-profit, voluntary organization of state early childhood and school-age workforce registry and professional development leaders. Its mission is to enhance, strengthen, and support the work of state early childhood and school-age registries by providing an interactive forum for networking and information and strategy exchanges.

- **Core Data Elements:** The Alliance developed common core data elements and a best practice guide for collecting data to support new registries or those planning or implementing system improvements or revisions.
- **Partnerships—Partnership Eligibility Review:** The Partnership Eligibility Review process determines the level of readiness of individual registries for participation in data-related projects that inform policy or support quality initiatives such as QRIS at the national level. This process moves beyond standards of practice suggestions to established protocol for data collection and increases the Alliance's capacity to build a national workforce dataset. Six registries have been approved in the first cycle of review and three additional registries applied in the second cycle.

## **2. Data: Major Themes**

- State efforts and important components of early childhood [integrated data systems](#)
- [Challenges](#) in funding, developing, and maintaining workforce data and integrated systems, including issues of confidentiality
- [Workforce data and integrated systems](#), including state strategies to overcome these challenges and to create buy-in

- [Remaining State Questions and Related Resources](#)

### 3. Data: *State Strategies, Questions, and Ideas*

#### Integrated Data Systems

- Building data systems are a good use of one-time funding opportunities.
- Integrated data systems are important because they help parents know what to look for in early childhood programs.
- Ongoing attention to data quality definitions, standards, elements, and formats is essential.
- Unique identifiers for children, facilities, and members of the workforce are basic building blocks for linked/integrated data systems.
- In order to figure out what we really want to know through these data systems, there must be a broad cross-section of organizations at the table in the planning stages (AEYC affiliates, Early Learning Advisory Councils, Head Start Collaboration Offices, other ECE initiatives).
- **California** uses unique identifiers through K-12 systems but not 0-5. This poses a significant challenge since one child could be in multiple settings throughout day.
- Funders and participants are less wary of neutral data collectors/analysts that have established a reliable reputation.
- **Georgia** has used TEACH® money, a QRIS bonus, and state funding to incentivize participation in integrated data systems.
- **Illinois'** Department of Education drives the B-5 data system, PreK, and the [prevention initiative](#). The system has unique ID's but does not align with K-12. All B-5 & PreK are funded by CCDF monies and include child care, home visiting, Early Head Start, Head Start, PreK. They are investigating school-age care and potential points of entry for unique IDs and how to assess and measure quality.
- **South Carolina** houses its warehouse of longitudinal data in a non-data-producing office—the [Budget Office](#)—which has no stake in the programs whose data are housed there. Health programs were the first to use the repository, and over several years ECE and other programs in the state have joined at their own request. This office possesses up-to-date expertise with data technology—front end and back end.

#### Challenges

- There is a challenge including informal family, friend, and neighborhood providers in integrated data systems. How inclusive can/should provider databases be?
- Some data systems use unique identifiers for participants (such as a social security number), which raises issues of security/confidentiality. There are best practices related to this issue, including from the National Registry Alliance.
- Privacy issues also include child specific data (child identifier's address). However, it is important to share this data. Issues of security can be worked out with an MOA between agencies.
- If a registry is not mandatory, data is not representative in terms of workforce data.
- Programmers often do not understand the field/ECE common language and therefore what to prioritize and how to best organize the databases. Licensing definitions often do not match the language in the registry or the language you want to use. Programmers need to understand the "1 to many" concept (1 center has many classrooms, which has many children). There needs to be more collaboration between the professionals and programmers.
- This lack of collaboration also makes it difficult to re-purpose data in a way that can best respond to data demands from funders.
- Computer literacy and the technical assistance that can strengthen it are often lacking in the ECE field.
- There is a lot of inconsistency in data systems purpose/use due to change in administrators and their own visions/preferences.
- Need to better understand what elements of PD are linked to quality and child outcomes so we can make sure they are included in data systems. There needs to be lot of education on why integrated data systems are important. The first step to advocating for an integrated data system is to come together and decide (based on evidence) what needs to be in these systems. We need to establish common reasons/justifications for building them in order to pull in funders and participants.
- Most databases are focused on one point-in-time and we need to move to longitudinal data and analysis. Promising long-term data which can also be used to determine where money is most needed/effectively used and can justify future funding in specific ECE fields.
- Early childhood advisory council (ECAC) funding is for planning only and not for implementation.

- One of the biggest challenges is limited access to computers and appropriate technology. Incompatible hardware among systems is a big barrier to integration.
- Choosing (expensive) software over in-house IT can be difficult to justify, but it could be important for long-term sustainability.
- People often feel a sense of ownership over the organization of their data. As a result, territorialism can be a political barrier to integration across centers and sectors.
- States may worry that unions may use workforce data to demand higher wages.
- Using work sampling is a beneficial qualitative source of data, but it may not link well to quantifying school readiness or data systems in general.

### Workforce Data and Integrated Systems

- Develop a point system in which providers can accumulate points based on education, experience, conference participation, etc. that can help them move up the latter to the next level/credential.
- Key components of a registry profile could be individual career pathways/PD plans (what have you done and where do you want to go).
- There is more buy-in from other state agencies when it was associated with “neutral” agencies (colleges, nonprofits, etc.)
- Tying registry participation/development in grant giving and applying for grants.
- Federal-level strategies include using SLDS funding (to be part of broad data integration plans) and through Race to the Top (much of ECE is now aligned with state departments of education). Therefore, state departments are much more enthusiastic about data systems.
- User fees can be an additional means of funding, however this off sets the goal to incentivize participation.
- Find agency directors to serve as champions and support legislation to fund data systems.
- One option is making registries mandatory (such as **Washington** and **South Carolina**). **Washington** and **South Carolina** mandate registry participation to link with training programs. **Nevada** is also working toward a mandated credential registry through child care regulations.
- **Florida** passed legislation that establishes the Department of Children and Families as the hub of the PD registry/data system. The Department approved the [Florida Child Care Professional Credential \(FCCPC\)](#) that offers Birth through Five and School-Age certification. Florida’s members of the Early Learning Coalition work together to avoid conflicts of competencies and has a training registry at the state level.
- Granting direct access to data systems to individuals/trainers in order to verify information and increase the likelihood that data is updated is helpful. This can also reduce paperwork and time. In **Iowa**, some individuals (such as directors) can access this information and individuals can be verified by the director to access their own information.
- **Maryland** has a model school readiness assessment system, which serves as a professional system because it is also linked to instructional quality and what drives instructional quality. Of the \$1million yearly cost, at least ¾ is spent on PD and ¼ on assessments. Aggregate student data is used to drive PD and training in needed areas.
- **Massachusetts** mandated the [Professional Qualifications Registry](#) (created by the Early Education and Care Department) to learn about the size and composition of the birth through school age workforce including demographic, salary, benefit education, and experience. Massachusetts is also revising regulations for child care centers and homes. Regulations will include a child care workforce registry including education, training, and salary.
- **Oklahoma** has a web-based PD registry called [The Oklahoma Registry](#), which verifies that educators have met all State of Oklahoma Department of Human Services (DHS) entry-level and continuing education training requirements. It also awards the Oklahoma Director's Credential.
- **Texas’s** Early Learning Council is supported by the Governor and is a leading voice driving quality PD in the state. The Council aims to develop an Early Childhood Education Career Development and Registry System that will build off of the [Texas Early Care and Education Career Development System \(TECECDS\)](#). The workforce cabinet is designing a data collection system that is rapidly moving ahead. It is important to sometimes slow down in order to ensure that everyone is on board across all sectors.
- **Washington** is integrating a wide variety of systems into a voluntary QRIS for providers called [Seeds to Success](#), which is based within five Thrive demonstration communities. The Department of Early Learning (DEL) and Thrive by Five Washington are testing the system, which is funded by the federal American Recovery and Reinvestment Act and with private funding from Thrive by Five and the Bill and Melinda Gates Foundation.

## Remaining State Questions and Related Resources

- What are the major reports on the cost savings of integrated data systems and turnover of staff?
- What is the high end of a registry (PreK, 3<sup>rd</sup> grade, etc.)?
- NAEYC did a presentation on [Integrating PD within a Comprehensive Data System](#) as part of the [National Governors Association \(NGA\) Center for Best Practices'](#) Read States Policy Academy.
- The Administration for Children and Families (ACF) is conducting a study in attempt to improve identification and inclusion of informal family, friend, and neighbor care.
- The Build Initiative has a [report](#) on how to include components of diversity and equity in early childhood integrated data systems.
- The Data Quality Campaign has a [collection of reports](#) on early childhood data systems criteria, best practices, and case studies.
- The NAEYC Early Childhood Workforce Systems Initiative's [state policy database](#) includes a collection of state policies in the blueprint's six essential policy areas, including data.

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## V. Integration and Financing: Integrated Systems

The funding that all PD systems need in order to operate (needs-based support for early childhood professionals to obtain education and ongoing development; support for programs/workplaces that facilitate PD; explicit rewards and compensation parity for attainment of additional education and development; and financing of the PD system infrastructure).

### 1. Topic Framing Summary

A Strategic Financing Approach to Financing PD systems—in other words, *how do you get and keep the funding you need in order to operate the system effectively for all!*

Financing for what? *You can't really seek funding without knowing clearly what you want to fund, and the expected results. Seems easier than it is!*

Integrated System of PD—Funding for policy and coordination, direct services (i.e. training and support); financial incentives and compensation; standards, access, etc.

- Have you defined the system for your state?
- What are the range of strategies and activities you want to sustain:
- At what scale; over what period of time

How much do you need? *We often underestimate what it really costs to do the work, or sell the system short. But if we really believe and have the data to prove that PD is critical to the success of our children then we need to help educate policymakers on the true costs.*

- Program costs: both start-up and operating
- Infrastructure costs: administrative/management structure, data and evaluation, communications, training, technical assistance, etc.
- Capital costs: facilities, equipment, etc.
- Take into account ramp-up goals and cost escalation assumptions

What resources do you currently have? *Most states currently rely heavily (or exclusively) on CCDF quality dollars for their PD systems but the early childhood workforce involves many other sectors; and is of interest to private funders with early childhood goals.*

- What are your current funding sources (cash and in-kind)?
- How flexible are the resources?
  - Are they restricted to specific strategies/activities?

- Can they be redirected to other purposes as needed?
- How durable are the resources?
  - Over what time period will they be available?
  - Will they be automatically renewed?
  - Are there funding sources that are at risk of being cut or reduced?
- How robust is the initiative's overall funding mix?
  - Is there a balance of public and private funding, short- and long-term support, restricted and flexible resources

What are the gaps? *Often we are trying to build the system as we "fly" it and so don't have a good sense of the gaps in geographic reach, sector penetration, or specific needs of sub-populations of the workforce.*

- Gaps = estimate of costs - current resources
- Pinpoint the nature of the initiative's funding needs:
  - What strategies/activities or infrastructure?
  - What categories of spending (e.g. staff salaries)?
  - What timeframes (e.g. next year or longer-term)?

What funding sources and financing strategies can you employ to meet your fiscal needs?

*Funding a system takes a broad and diverse approach to funding sources, and financing strategies. Here policy guidance and practical tools and skill building around financing are critical.*

- Making better use of existing resources
  - Redeploying resources to directly align to goals and system priorities
  - Operating more efficiently: economies of scale, making better use of in-kind support, connecting programs and services
  - Maximizing federal and state funding sources
  - Leveraging private dollars to use as match for federal sources
  - Increasing outreach in entitlement programs
- Creating more flexible funding streams
  - Coordination
  - Pooling Resources
  - Blending/Braiding
- Creating public-private partnerships
- Generating new/dedicated revenue
  - Dedicated local revenue sources
  - Special taxing districts
  - Special tax levies
  - Guaranteed expenditure minimums
  - Children's trust funds
  - Fees and narrowly-based taxes
  - Income tax check-offs

## 2. Major Themes

- Leveraging and building [partnerships](#) to increase resources
- [Additional strategies](#) to work within current state budget constraints and other barriers
- [Remaining State Questions and Resources](#)

### 3. State Strategies, Questions, and Ideas

#### Partnerships

- It is important to build relationships with funders. Technology works but does not replace relationships when the goal is to become memorable.
- Look for unexpected partners, such as military sources and businesses/corporations. Police departments have also been collaborating more with early childhood education lately including through “[Fight Crime, Invest In Kids](#).”
- Identify new partners with resources, even if that means technical assistance and not direct funding (DOD extension services, Department of Agriculture).
- Connect with the Department of Labor for basic skills development.
- In **Arizona**, St. Luke’s Hospital is supporting a TA network.
- In **Florida**, 1/3 of business leaders (appointed by local governments) must be part of the local Early Learning coalitions.
- In **Illinois**, three AEYC’s partnered together to fund a statewide coaching model.
- In **Indiana**, a foundation funded a QRIS system and the state tried to replicate it by creating [Paths to QUALITY](#). It did a cross-walk with other groups, including the R&R network and the higher education community. The partners then looked at the outcomes and came together to find funders based on their collected data.
- **Massachusetts** held a shared conference between the Office of Head Start and the Office of Child Care, which created an opportunity to build relationships.
- **New Hampshire** has experienced a financial cultural shift, in which organizations are now sharing funding.
- In **Washington**, fruit growers have invested in early learning.

#### Additional Strategies

- There is a fear of “assessing children” through quantitative data that is often necessary to attract funders. This is why it is even more important to establish uniformity in what we are seeking to fund and why. It is important to build a strong argument that convinces and informs both funders and those seeking funding.
- With budget constraints increasing, it is becoming even more important to articulate exactly what we need and why. Otherwise others will make funding decisions for us, which may result in funding lower-priority or urgency needs.
- The current political/economic climate has many people (including funders and parents) becoming more aware of the economy. We can use this and base most of our arguments for increased ECE investment in the positive economic impact that it creates. While it is important to present some anecdotal evidence depending on your audience, speak mostly in business language to legislatures and funders.
- [Heckman’s model](#) is a strong tool to mobilize the ECE field. We need to invest in more longitudinal data systems. This is a worthwhile investment because this is the type of data that is crucial to long-term sustainability and funding.
- The [McKinney Vento Homeless Act](#) integrated with health data systems.
- How can we become a part of system development across sectors? To save on cost, many states are integrating QRIS with immunization records. We should start looking at other case studies.
- States suggested that in order to produce revenue, it is important to consider the possibility of charging fees, dues, etc. for services received. Having people pay may make them more invested in it. However, the challenge is determining the correct amount/range so that people do not stay away.
- **California** has lost significant funds for the [Exceptional Children’s Assistance Center](#) and is trying to figure out how to integrate it into systems to stabilize funding.
- In **Florida**, eight counties have taxes to fund PD and quality early education.
- **Illinois** is in a position to receive and use funds from unanticipated sources by talking about workforce/PD for years and continuously planning even without funding. Illinois emphasized that developing systems is not the same as building sustainability; focusing just on development is harmful because the goal of investing in systems is to have long-lasting results. Illinois’ Ounce of Prevention has diverse funding streams due to constant data analysis and improvement of knowledge that it is able to show to funders and other investors across sectors.
- **Missouri** has experienced funding cuts to its CCR&R which are now experiencing more constraints during Joplin’s recovery from the tornado that hit in May.
- **Tennessee** has experienced 40% cuts in early education and institutions of higher education (IHE) that offer degrees/certifications in early childhood education.

- **Vermont's** community college doctors have a budget to train child care providers.
- **Wisconsin** is now able to pool a small amount of money from three state departments and six funding sources to fund six regional coaches to coordinate training within the state around Early Learning Standards that they recently created.

### Compensation

- The early childhood workforce needs to create a strong lobbying force for increased ECE workforce compensation using powerful longitudinal data that demonstrates a return on investment.
- Integrated PD systems that incorporate QRIS have a potential to impact compensation. In order to use QRIS to raise compensation, the QRIS criteria must explicitly require that some of the funding go to raising staff compensation.
- [The Center for the Child Care Workforce](#) has many resources, best practices, and case studies related to increasing compensation for the child care workforce.
- **New Jersey** is beginning to collect data on salary increases and experience, in order to create a system of knowledge for all teachers.
- **North Carolina** has certification of all roles in the early childhood workforce based on education levels; single portal for all systems. This new system will make the case for needed additional funding for compensation for a professional workforce.

### Remaining State Questions and Resources

- How do states align data with future financing opportunities? How do they have different data systems that are not integrated or funded by CCDF and TANF?
- We need to have people focus on answering the questions: What are we specifically looking to finance? What does current research say about where money is best spent?
- Do you get more ROI if you invest your money in a tiered training or a one-time conference?
- NCCIC's [Early Childhood PD Systems Toolkit](#) includes a section on financing which has state examples and stories, research, and planning tools.
- [Switch: How to Change Things When Change Is Hard](#) is a resource to help look at alternative possibilities in increasing communication, planning, and repurposing.
- The NAEYC Early Childhood Workforce Systems Initiative's [state policy database](#) includes a collection of state policies in the blueprint's six essential policy areas, including financing.

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