

2009 National Summit

Third Annual State Professional Development Leadership Team Work Day

Summary of Roundtable Discussions

June 13, 2009

The following table provides a summary of state participants' comments during roundtable discussions. Discussions were framed by the essential policy areas and principles for policy making as outlined in NAEYC's *Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems* (www.naeyc.org/policy/ecwsi#blueprint). The comments provide a snapshot of activities from the perspective of summit participants and may not include details of state initiatives or systems. Example strategies in each topic area are listed in alphabetical order by state. Click on the topics listed below to link directly to that topic's specific summary.

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Professional Standards: Integration [return to top]	<p><u>Benefits:</u></p> <p>There are states that have developed early childhood competencies and standards, and there are national standards. It is important to have standards to guide professional development and quality efforts, and to enhance communication about knowledge and skills needed for practitioners across early childhood sectors.</p> <hr/> <p><u>Successes and Strategies:</u></p> <p>Some states (including Arkansas, Oklahoma, Michigan and Nevada) have developed competencies defined at different levels (beginning, advanced, etc). They have looked to other states for examples, as well as drawing from NAEYC. They have tried to draw in different sectors to the efforts.</p> <p>For many states, linking to or requiring a credential or participation in the state's registry or career lattice has made a difference. Some states have done a good job of taking a cross-sector approach to competencies through blended licensure.</p> <p>ARRA funds are being used to plug budgets in many states.</p> <p>In Arkansas, new legislation, Act 186 of 2009, requires the Division of Child Care and Early Childhood Education in partnership with other</p>

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	<p>stakeholders to develop a Birth-Pre-K Credential and Endorsement. This would allow another pathway for persons choosing to work with very young children. This work is currently in process with a completion date of January 31, 2010. While the Arkansas Early Childhood Professional Registry is housed with Arkansas State University-Childhood Services, the professional development system is delivered through many institutions of higher education as well as other entities throughout the state. There are approximately 400 trainers in the Registry.</p> <p>California is conducting a curriculum-alignment project, which addresses articulation and a competency-based system of coursework (8 courses, 24 credits). In California, the state budget is in trouble; one strategy proposed is cutting licensing inspections in child care.</p> <p>Connecticut has memorandum of agreement on 15 credits required for the CDA credential; all these are verified by the state's registry. Connecticut is trying to bring programs not receiving state funding into its quality rating and improvement system (QRIS).</p> <p>Florida requires a director credential and an early childhood credential based on the number of children in the program; qualifying courses must be approved, and the early childhood credential counts for 9 semester hours of college credit when other activities are completed. The 40 hour credential (completed within the first year) articulates into college credit.</p> <p>The Georgia Department of Early Childhood Education recognizes several certificate programs as a path to credential and articulates into college credit/degree. Connecticut pays for its director credential.</p> <p>Hawaii is looking at including family, friend, and neighbor caregivers (FFN) and parent engagement groups in its QRIS, and is looking for appropriate measures. Teachers require more [child development/early education] education than directors.</p> <p>In Iowa, competition has motivated participants to complete the 12 semester hour CDA credential; TEACH® Early Childhood qualifications require at least a Level II, and financial incentives and supports have also been successful motivators.</p> <p>The Michigan school-age credential is making progress. Michigan is issuing RFPs for data collection of staff qualifications, etc.</p> <p>Minnesota is piloting a practitioner registry—licensing staff will have access. Funded projects and contracted programs must have credentials or participate in the registry. When participants register for conferences, they check a box to become part of the registry—participation in the registry links them to outreach/access. Registry participation is a requirement for licensing; licensors use registry verification/tracking or qualifications for verifying staff qualifications. Minnesota AEYC and Alliance for Afterschool Care merged to provide a continuum of care. The state's QRIS does not include school-age care programs.</p> <p>New Jersey has a 144 hour Directors' Academy. Have strategies to get people into the registry such as sponsored conferences—organizer's marketing registry gives opportunity for practitioner outreach.</p> <p>In New York, 4 state specific credentials are embedded in licensing. New York City is piloting a trainer credential and provider registry (through the Professional Development Institute).</p> <p>North Carolina has a teacher certification system which is moving toward individual licensure (www.ncchildcare.org)</p> <p>Ohio's state-funded pre-K requires teachers to have an associate's degree. Licensing and QRIS are integrated DHS). Will change QRIS levels as they move the field (first level is minimal now).</p> <p>Washington is piloting a QRIS. Washington state has developed a model professional development program that has taken a 3 hour course and broken into 1 credit units that are provided in evenings and late afternoon for credit. This work was done by a committee and funded with some short-term money.</p> <p>In Wisconsin, a Director's credential is required in Licensing. Early learning guidelines (ELGs) and credentials are built into QRIS criteria. Standardized curriculum articulates into college credit. In Wisconsin, the Milwaukee Area Technical College is the biggest TEACH® Early</p>

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	<p>Childhood recipient in the state, and the only community college in the state to offer coursework in Spanish.</p> <p><u>Challenges:</u></p> <p>Challenges include articulation (from CDA credential to college credit and college degrees), funding, the role and impact of state early childhood advisory councils (ECACs), and governance. Another challenge is addressing politics and turf issues—each sector has its own set of competencies.</p> <p>Biggest issue is the need to examine the quality of the professional development, not just rely on all courses and coursework being equal. Also need to address the quality of the professional development providers, define their role and what they need to know and be able to do. How do we measure the impact of professional development on teacher knowledge and skills, and on outcomes for children?</p> <p>Another concern is linkages: we need to find a way to link professional standards and QRIS in a meaningful way, and link with competencies and meaningful professional development. Also need to find a way to link professional standards with early learning guidelines, link higher education with workforce development (an integrated definition of professional development), and link professional development with QRIS.</p> <p>Publicizing the career lattice in meaningful ways is also a challenge.</p> <p>In several states, licensing does not want to change statute; states also report confidentiality issues with practitioner registries.</p> <p><u>State-specific challenges:</u></p> <ul style="list-style-type: none"> • Some states have different credentialing systems—California has three different systems, and is looking at QRIS. • In Hawaii and Michigan teachers require more [child development/early education] education than directors. • In Michigan, TEACH components are “all over the place,” and they are trying to bring it all together. • Minnesota is finding reaching family child care a challenge. • In Oklahoma, the QRIS leaves out Head Start, and there is no link to the pre-K system. • Washington reports a conflict between low expectations and high standards. <p><u>Lessons Learned:</u></p> <p>Need to develop the infrastructure and an overall professional development plan, without simply working on small parts of the big puzzle—need to “build airplane while flying it.”</p> <p>Make sure articulation is there and aligned with NAEYC accreditation standards (New Jersey).</p> <p>Don’t link incentives to market rates—they are too volatile. Use bonuses.</p> <p><u>Next Steps:</u></p> <p>Next steps include identifying funding, identifying all the pockets of excellence and building on them, connecting different initiatives, and breaking-up the status quo. Would like to see NAEYC develop standards for trainers and other PD specialists.</p>
<p>Professional Standards: Integration & Quality Assurance</p>	<p><u>Successes, Strategies and Challenges:</u></p> <p>In Alabama, determining what Head Start, Early Head Start, pre-K directors and Ed specialists need: standards for PD specialists. Wonders if there is a need for national standards.</p> <p>Alaska has quality assurance through NACCRRRA; manage statewide registry; looking at credentials for trainers/TA staff and professional</p>

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[return to top]	<p>development career ladder.</p> <p>Delaware is working to fit all the pieces together. Have comps for EC and SAC, but want to look at home visiting. The QRIS is well funded, but TEACH® early childhood is not. The registry is changing as licensing now has preservice requirements for centers. Focusing on Department of Education certification—early childhood and elementary teachers are both in it. Trainer registry wasn't working well, so dropped it. Then did quality assurance on content. There is a new Institute for Excellence in Early Childhood with new trainer and training content for quality assurance and includes technical assistance providers. What are the qualifications for all of these? Worried that a problem/challenge is if you have too specific requirements we “lose” too many people. Question on certification and credentialing: local vs. state responsibility. Have good articulation from Vo-tech to associate's degree.</p> <p>The District of Columbia has a Department of Early Learning. They certify the trainer but not the training. Training is aligned with core knowledge areas.</p> <p>Florida's Palm Beach Community College Institute of Excellence Children's Services Council—includes trainer credentials and career advisors</p> <p>In Illinois, Gateways is credentialing trainers and training, has trainer levels. There is a face-to-face orientation on how to train for novices; for more advanced trainers, show a video on adult learning.</p> <p>Iowa has a CCR&R and Early Childhood Iowa which includes cross-sectors and systems of early learning, family support, health, and nutrition. Pre-K standards, QRIS in the Department of Human Services. The registry has a larger HHS base. Competencies are being developed.</p> <p>Missouri administers TEACH®—but is throwing “everything up in the air” related to coordination. The board of EC is looking at all pieces including the ED matrix, trainer registry. Have a voluntary Professional Recognition system, and are conducting a pilot of a Youth Development Credential—looking at how to make it a system. EC advisory council is now coming together. QRIS didn't pass again (4th time). Discussing maybe some folks shouldn't be in it (if quality is lower). Trainer registry is just stalled. Experience quality is the question. At R&R, what do trainers need? Also lost many licensing staff. Revamping standards and core competencies, including more special ed. Starting to work in P-12 council.</p> <p>New Jersey has mixed delivery systems. The state collaborates among groups (preschool/public/private/Head Start) to create the same standards. There is also a Directors' academy.</p> <p>New York has a new trainer registry and an infant-toddler/school-age/trainer credential which is part of the QRIS. Higher education is looking at quality.</p> <p>North Carolina's Early Childhood Professional Development Institute (ECPDI) early educator certification system is based on education level only; working on trainer standards. Concerned that trainers and other PD specialists have knowledge base of early education field content <i>and</i> adult learning. In North Carolina, the community system is moving to credit bearing courses. Working on building bridges among systems; content and adult learning; integration across QRIS, early learning standards, ages; aligning P to 5—elementary ed.</p> <p>In Oklahoma, the core competencies are recently completed, and training is tied to that.</p> <p>In Pennsylvania, chapter 49 pre-K standards will be the new core knowledge. Single set of integrated standards across sectors.</p> <p>In South Carolina, the Program for Infant Toddler Care (PITC) provides certification for trainers, and is starting to work on TA.</p> <p>Vermont has several quality assurance pieces including its registry (with data management system for programs, subsidy, incident reports); career development center; early childhood family mental health, instructor registry (5 levels)—one to one support; mentoring credential; individuals; programs/evaluation. Vermont is working on higher education and articulation. Adult education competencies exist.</p>

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	<p>Washington has a Department of Early Learning, planning for an integrated professional development system, and competencies around TA. Working to align with QRIS.</p> <p>West Virginia has revised its core knowledge and competencies and now includes in-home visitors.</p> <p>Wisconsin has a professional development approval system for trainers and trainings. The Registry is not required, and 70% of training is done by directors onsite.</p> <p>Next steps:</p> <p>Specifications on the content of early childhood in standards. More national communities of learning and peer-to-peer opportunities; and discussions around terminology, qualifications; role definitions of trainers, mentors, coaches, TA staff, and higher education faculty; dimensions, functions of the roles, common components of trainers and common qualifications</p> <p>Determining who is in charge: Department of education, governor’s office, Departments of Early Learning, QRIS leads, etc. Especially when professional development work is outsourced by an agency.</p> <p>Early learning advisory councils are too new; we will see more questions related to them and their effectiveness as time passes.</p> <p>Remaining questions include: How will you know success? How do you measure success? What is evaluated? How do you address online learning? How to handle conferences and role in ongoing professional development? Cross-state reciprocity? Do trainings fold into college courses and if so how do they articulate into the college system?</p> <p>NAEYC Position statement would help to guide more commonalities than we have now. Could include levels to which you are competent to teach a particular topic or group, levels of training.</p>
<p>Career Pathways: Integration</p> <p>[return to top]</p>	<p>Successes and Strategies:</p> <p>Creating bridges to degrees; one state suggested breaking introductory courses into individual modules, which increases self-esteem and confidence to proceed into degree. Another suggestion was to integrate general education courses into ECE to increase retention.</p> <p>The District of Columbia has a director’s credential. Also has a CDA credential to AA degree program. In a study of cohorts found that it takes an average of 5 years to get an AA.</p> <p>Florida is developing core competencies.</p> <p>Iowa is working on integrating health and family support. into early learning pathways and public schools. They are focusing on 0-5.</p> <p>Maine has career pathways (Maine Roads to Quality--MRQ). Maine has 3 different paths (direct services, administration, social services) working on integration; need to align child care pathways across program sectors. QRIS requires joining the registry. Maine has established articulation agreements. If a 2-year CC program accepts credits, 4 year college will accept that. Maine has an administrative lattice.</p> <p>Montana is using scholarships to link training to associate’s degree to bachelor’s degree.</p> <p>New Mexico uses a universal course catalogue. In New Mexico, must have 40 hour entry level course to begin in child care. This helps people in the field move forward, and is tied to QRIS incentives.</p> <p>Ohio is working on integrating early intervention/Part C into existing “Child Care” pathways.</p> <p>Oklahoma is providing training for directors to help staff plan their professional development.</p>

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	<p>South Carolina has created an introductory course that also teaches how to apply to college.</p> <p>Wisconsin has a core competency self-assessment online.</p> <p>Challenges:</p> <p>Challenges include melding standards and funding from each sector into one system, finding common ground and language across sectors, and leveraging funding from one sector to others.</p> <p>Inspiring the workforce to stay in the field.</p> <p>Developing communication strategies to reach professionals about the benefits of career pathway.</p> <p>Moving CDA credential to online degrees.</p> <p>Aligning competencies with career ladder.</p> <p>Should pathways start with child care licensing and move forward?</p> <p>How to get buy-in for MA level trainers? Funding by state agency that set the bar and wants to see outcomes.</p> <p>Student teaching in other early childhood settings besides public schools.</p> <p>State specific challenges:</p> <ul style="list-style-type: none"> • Delaware is working towards school-age integration, as well as Head Start. • DC wants to promote their registry and get people to use it—possibly mandating use. Also working on leadership pathways. • In Georgia, there is no compensation to drive child care practitioners to get BA’s. • Indiana working to get registry started • Iowa—Divide between CC and pre-K/schools. Many want 2 different career pathways (CC and education) • In New Mexico, legislative action is good but need gubernatorial change; pre-K in community-based agencies, not just public schools. • In Ohio, an Early Childhood program is coming under Ohio DOE and Center for Early Childhood Development (challenge and opportunity). Integrating all EC PD across sectors. <p>Next Steps:</p> <p>Defined core knowledge is important. Create competency-based assessments to “grandmother” current workforce while creating system of access for new professionals. Also need to continue to professionalize field at Master’s level (and beyond). Need to figure out how to track articulation to prove that it works. Need pathways for non-directors, such as those interested in leadership roles.</p>
<p>Career Pathways: Integration & Quality Assurance</p> <p>[return to top]</p>	<p>Successes and Strategies:</p> <p>Consistent translation of credits, points, CEU—can’t change the system but can code them in a similar way.</p> <p>Accountability for services delivered—Connecticut includes a broader sector of participants—early interventionists, Head Start, child care. Also has an observation tool for trainers and training designed to increase the skills of the trainers. There is a start bonus—paid at intervals during their professional development. Eight agencies deploy the system with their own trainers—seek out good trainers and are “cornering the market” due to strength of their trainers. Competency-based observation tool. Would like to make guidelines for compensation of the trainers—to provide more consistency.</p> <p>Convene a statewide group to inform agency work—Special development specialists convene to inform each other and the agencies of the issues</p>

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	<p>of the workforce—Smart Start funded—60 dispersed regionally in North Carolina.</p> <p><u>Challenges:</u></p> <p>The participants generated a list of questions related to challenges. They also discussed that additional peer-to-peer discussions could address some of these issues.</p> <ul style="list-style-type: none"> • How to integrate very diverse systems—fragmented and diverse systems—how do we work together? • How do we share data and integrate technology systems? • How do you integrate cross system training? Acknowledging the training requirements cross sectors • How to move public policy • Keeping good data to inform quality initiatives • Intentionality and strengthen the dialogues across sectors • How do we honor non-credit training? • How do we address the non-regulated out of home care within an integrated system (relatives and aides) • How to “de-silo” a state? • Training access for rural, remote and urban • Integration and coordination of programs and systems at all levels of development • How can we assist providers in meeting professional development goals? How do we assure that providers understand the system? • How do we assure that we improve/meet child outcomes? How do we translate this from what we provide to the practitioner? • How do we assure that not only does practitioner participate in a good training but that he/she can apply the knowledge to practices? • How do we create an effective strategic plan and prioritize our goals? • How do we assure that we are supporting children with disabilities? <p><u>Lessons Learned:</u></p> <p><i>Integration:</i></p> <ul style="list-style-type: none"> • Very new movement [integration]—collaboration can be challenging. • Use a facilitator to guide, begin the work and create a positive framework within which to work and collaborate -- facilitator sits on many committees to build in continuity (Florida—Miami Dade County) • Establish guiding principles • Make clear that the charge is to create something new • Inform each other of the work currently being done • Provide orientation and information about the purpose of the collaboration and who is at the table so services can be enhanced and strengthened, not duplicated • It is important for each collaborator to understand his/her individual and agency role • Encourage technology/data sharing • Practitioners need an integrated system to facilitate professional development planning support (Model Comprehensive Approaches to Raising Education Standards—California) • Practitioner support could include online portfolios to support professional development

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<p>Career Pathways: Diversity, Inclusion, and Access</p> <p>[return to top]</p>	<p><u>Successes and Strategies:</u></p> <p>Alabama uses Head Start money to pay for substitutes, etc. for staff to gain professional development.</p> <p>Alaska has a challenge program in high schools, and the credits articulate.</p> <p>Arizona is interested in additional research around continuity of care for older children.</p> <p>In California, mentoring is huge. Santa Monica is a model for this. CCDBG pays for this, as well as state funds.</p> <p>In Colorado, series of assignments, followed by tests – can get credit but it doesn’t transfer. Need higher education counselors or similar advisor to help workforce figure out paths. In Colorado there is a common core across community colleges. Office of professional development looked at this and wrote standards. Have voluntary credentials; if you feel you have the knowledge you can take a test rather than trainings/courses, you don’t get credit but you get an individual credential.</p> <p>Connecticut has Early Childhood Pathways Exams—100 level courses of 3 credits each. Exams are open to anyone, in Charter Oak and local testing centers. Connecticut is interested in individual licensure.</p> <p>In Delaware, licensing has “upped” the bar. Delaware also is interested in individual licensure. Another area that was discussed was how subsidy payments that are tied to QRIS can drive quality. Delaware created a crosswalk within their QRIS between Head Start, child care and others.</p> <p>Florida is interested in understanding relationship-based professional development especially from an infant/toddler perspective.</p> <p>Hawaii has a challenge option—costs \$500 and is just like taking the course, is 3 credits, but doesn’t necessarily articulate. Hawaii has community-based training run by higher education instructors which serves as a stepping stone into the system. Hawaii licensing requires all staff to be a part of the registry. The system is good, but can’t access reports.</p> <p>In Georgia, there are 3 levels of professional development which have been structured to correspond with Bloom’s Taxonomy. The training at all levels of their professional development system is structured around these levels, so that a caregiver at level 1 is receiving instruction from a trainer who has been trained on how to work with students at level 1. They also developed a portfolio for evaluation and a rubric for evaluating the portfolio.</p> <p>Illinois has an “entitled” route through higher education and “indirect” is informal, portfolio.</p> <p>Michigan has articulation between CCR&R and community college</p> <p>Minnesota has recently revised their professional development system, and shared that using the concept of the parallel process in thinking about our work with providers is very important and needs to be intentional.</p> <p>Missouri’s coordinating board of early childhood (probably will morph into advisory council)—created 2 years ago, getting it together now—with a subcommittee on professional development. Puzzle pieces all funded differently. June 29—prenatal-20 Council summit—ask all the hard questions such as what links do we need—higher ed, etc. Haven’t been able to move QRIS or other pieces with the legislature; going through administration instead. We might lose some people—need to move on, or step up -- we do a realignment or we lose our funding (someone else will decide). Have to know what we want, but also need people <i>today</i>. Missouri is also talking about on-campus career counselors.</p> <p>Nevada reports that it surprisingly wasn’t hard to make the registry mandatory, and the state will be piloting a QRIS in July. Licensing agencies saw the benefits and were supportive. The registry took all the training off the licensing agency’s plate. Nevada registry is funded through CCDBG funds. Individuals apply and renew annually, and receive a certificate. Licensing requires 15 hours [of ongoing training] yearly.</p>

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	<p>Nevada has a relationship between the Department of Labor and their TEACH® program.</p> <p>Washington also has course challenges and competencies. Instructor works with students who challenge course.</p> <p>Wisconsin's community colleges have common core competencies.</p> <p>All of these strategies are only good if the credits accrue toward something. Students might have the experience for care, but not pre-math or other subjects. Funding for the college system and college preparation for the students - driven by incentives and requirements, including the Head Start mandate; QRIS, tiered reimbursement, and other awards; and state-specific requirements.</p> <p><u>Challenges:</u></p> <p>Fragmentation and the growing pains of system coordination; disconnect among settings; including family child care in career pathways</p> <p>Establishing the path; including experience and connecting it to the pathway; revisions to pathways</p> <p>Community-based training articulating to credit; articulation and colleges looking at/gauging experience</p> <p>Accessibility of coursework especially related to 0-3</p> <p>Nontraditional pathways and cultural competency in regulations</p> <p>The role and composition of advisory councils</p> <p>If we are not strategic, the higher our expectations, the disproportionate impact on diverse communities.</p> <p>Disposition is so important. Resources include Pianta's work—CLASS instrument. How can a written test demonstrate competencies? "Indicators" of core competencies and how to use them, and how to value the experience. Mentoring accomplishes this if it is done right. Can use CLASS to train the mentors—powerful.</p> <p>Sometimes we have staff with degrees and they are terrible teachers. We have those with only experience—some are wonderful and some are terrible. Conversation needs to be continued.</p> <p>Cultural competence, cultural continuance: how to teach it, how to know it is happening, recognizing who you have in your classroom.</p> <p>How confusing these systems can be to professionals, strategies that assist in reaching line staff and also helping them take ownership of their own professional development.</p> <p>Some barriers that were discussed were around how different states articulated experience and training into a degree program. Another stumbling block for some states was articulation between different colleges. And also lack of access for providers contributes to confusion around the system.</p> <p>FFN care was also a concern, mostly in how to access them. Training of supervisors and how to embed that into a professional development system was also a challenge.</p> <p><u>Next Steps:</u></p> <p>Next steps could be to look at crosswalks so standards could be articulated across systems. Need to provide more training around relationship-based professional development and provide access to other states' resources. Point was made that local AEYCs can be a resource for mentors in the field.</p> <p><i>Additional remaining questions:</i></p>

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	<ul style="list-style-type: none"> • Where does experience count in a career lattice? • What kinds of certifications are being developed for TA providers?
Career Pathways: Leadership Development [return to top]	<p><u>Benefits:</u></p> <p>When teacher preparation expands to include special education/English language learners and teachers are better trained and prepared, children will be better served, and learn necessary skills. Funding goes to universities to help with their economic development goals and workplaces see the significance of quality childcare for productivity.</p>
	<p><u>Successes and Strategies:</u></p> <p>Higher education accreditation process: NCATE and NAEYC promote diversity.</p> <p>California has articulation between AA and BA institutions.</p> <p>DC has an 87% completion rate of their AA program, due in large part to monetary incentives and mentoring.</p> <p>Illinois' DePaul University deconstructed the ECE curriculum. They integrated ECE, special education, and bilingual education. This is a 4 year BA program.</p> <p>Minnesota has a well articulated career lattice with professional development attached and available online.</p> <p>New Jersey offers a pre-K certificate.</p> <p>North Carolina has a Diversity in Leadership Institutes, which are year-long institutes for teachers or directors. The Institutes help participants develop action plans and it uses coaches to help teachers develop leadership skills. The program is funded by the NC Head Start Collaborative Office, the NC Association for the Education of Young Children, the Office of School Readiness, and the UNCG Department of Human Development and Family Studies. More information is online at www.eclpn.org/Diversity%20in%20Leadership%20Institute.html.</p> <p>Equity project in Ohio follows equity curriculum</p> <p>South Carolina graduated 32 Master's level professionals from Head Start.</p>
	<p><u>Challenges:</u></p> <p>Funding issues and initiatives including: incentivizing leadership development when there is no extra funding; paying for basic courses that are required for the more advanced, leadership coursework.</p> <p>Classroom practitioners may not see themselves as leaders. Need to use coaches and mentors.</p> <p>No standardization; alignment of training and credit requirements for degrees and non-aligned credentialing systems</p> <p>Getting faculty prepared to teach across subject matters. Graduates are not prepared to meet the needs of diverse students.</p> <p>Literacy skills not always seen as necessary for classroom teachers; potential teachers may not have basic literacy; the workforce is not academically prepared.</p> <p>Recruitment should include demonstrations of competencies in serving diverse children and families.</p>

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	<p><u>Lessons Learned:</u></p> <p>“Don’t ask permission.”</p> <p>Tying scholarships to professional development plans works; cohorts are key to peer support; also need money with peer support.</p> <p>Coaching workers individually to navigate higher education system—Washington State University had a successful degree grant for ELL teachers.</p> <p>Offering courses in native languages will get non-traditional students involved.</p> <p>Need structural supports to sustain diverse workforce—coaching and mentoring.</p> <p>People feel isolated on this topic.</p> <p><u>Next Steps:</u></p> <p>Start small—everyone needs to learn new skills. Go from small scale to statewide: many programs are “model” and now need to be taken to scale. Start small group forums on diversity: face-to-face and online. Cohorts are a good way to start. Start with existing directors.</p> <p>Need to work with principals to communicate ECE strategies—and personnel.</p> <p>Higher Education can implement bilingual programs in ECE for Spanish speaking teacher education candidates—but it is difficult to get permission.</p>
<p>Articulation: Quality Assurance</p> <p>[return to top]</p>	<p><u>Benefits:</u></p> <p>Articulation provides easy transfer – the real benefit is to the students (which then benefits the programs and children and families).</p> <p>There are 2 bridges which need to be built. The first bridge is from community based training and CDA credentials to college credit/matriculation; the second is from 2 to 4 year colleges. However, few states have strong bridges.</p> <p>Regulations from pre-K programs require bachelors’ degrees; NAEYC accreditation and Head Start have future requirement dates. There is a great need to align the production of bachelor’s level teachers to meet the regulations, current and coming. We are falling further and further behind.</p> <p><u>Successes and Strategies:</u></p> <p>When no institution has to lose its identity, everyone wins. Courses can retain the given names and still be give credit for the same content/competency. NAEYC accreditation standards for 2 and 4 year colleges are helpful in creating a common articulation language.</p> <p>Cohorts are a key to success.</p> <p>TEACH® has worked well at the first bridge and is beginning to impact the second bridge.</p> <p>In Alabama, the Teacher Certification is K-6th & P-3 or a blended certificate for 0-8 years, so it is hard to make courses fit to transfer.</p> <p>Arkansas has new legislation that assists transfer between community college/tech schools & universities. In developing the process to make this happen, relationships were built during planning meetings that assisted the articulation process.</p> <p>Local collaborations between community colleges and 4 year colleges have worked. Of special note is Santa Clara County, California.</p>

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	<p>Iowa AEYC is the TEACH® administration agency, and is using the NAEYC Blueprint to develop its professional development system.</p> <p>Massachusetts is working with MAEYC to become the TEACH® early childhood administrating agency.</p> <p>In Michigan, as the economy has weakened, ECE people are being better heard by Michigan State University. If at first you don't succeed, try, try again!</p> <p>In Montana, the community college has been bypassed. The University of Montana offers 24 credits in the community and after that, bachelors' courses on-line.</p> <p>In Ohio, the governor mandates articulation, but graduates in early childhood settings are not eligible for Praxis.</p> <p>What has worked includes the TEACH® scholarships and other scholarships such as the Scholars for Excellence in Oklahoma, alternative certification, relationships among community college faculty and university faculty.</p> <hr/> <p><u>Challenges:</u></p> <p>There are many barriers to transferability of 2 year college credits. State universities may be full, turning away students and not interested in transfers (Georgia). One strategy is that community colleges agree on core courses and curriculum, which 4 year colleges agree to accept.</p> <p>Placement tests and universities that do not want to accept community college courses were both identified as challenges. Strategies include 2+2 programs, and establishing tagged courses that are guaranteed to transfer.</p> <p>Students are not aggressive in seeking financial aid. Many are part time and do not think they are eligible for aid.</p> <hr/> <p><u>Lessons Learned:</u></p> <p>Avoid wasting time on paper articulation agreements/compacts which are unenforceable. They inadvertently slow the process because people believe if they exist and that the problem is solved. Even state-wide articulation agreements are easily ignored without enforcement.</p> <p>Community colleges need to be advocates, and push the need for transfer on behalf of students.</p> <p>The state university is key; don't ignore it.</p> <p>This process is complicated and variable from state to state. Where articulation and transfer has really been successful, the government of the state has been involved.</p> <p>Relationships make the difference.</p> <p>Scholarship money caused universities and community colleges to start talking.</p> <p>NAEYC standards create a common language.</p> <p>This process takes time!</p> <hr/> <p><u>Next Steps:</u></p> <p>Using QRIS to align child care licensing with K-12 sector to bridge the standards.</p> <p>Work on next re-authorization of Higher Education Act for even more scholarship and loan forgiveness; work on the budget side and inclusion of more funds.</p>

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<p>Articulation: Diversity, Inclusion, and Access</p> <p>[return to top]</p>	<p><u>Benefits:</u></p> <p>There are numerous state initiatives to increase access to early childhood programs in public schools (Head Start; UPK; Act 62, Vermont; Abbott, NJ, etc). Practitioners currently working in these programs need clearly articulated career pathways to enhance the quality of their programs and advance in their careers.</p> <hr/> <p><u>Successes and Strategies:</u></p> <p>TEACH® early childhood project is offered in a number of states to provide scholarships for teachers working in early childhood programs.</p> <p>Arkansas has articulation agreements with high schools and institutes of higher education (IHEs) to accept 9 credits. The Arkansas Early Childhood Development System has a tracking registry that includes an online training transcript. The Arkansas Course Transfer System (ACTS) articulates 2 and 4 year programs through the Teacher Quality Enhancement Initiative.</p> <p>Hawaii proposed articulation agreements among IHEs.</p> <p>Idaho's the Professional Development System (PDS) provides scholarships and incentives through a collaboration of state agencies, colleges and universities. The IdahoSTARS Career Pathway tracks training and education.</p> <p>The New Jersey Early Childhood (Abbott) Scholarship program is available to individuals employed by licensed child care centers which are contracted with public schools in Abbott Districts. Funds are available to individuals working toward a CDA or CCP credential, an early childhood education associate's or bachelor's degree, and the P-3 Early Childhood Teacher Certificate.</p> <p>New York's Educational Incentive Program (EIP) is a scholarship program funded by the New York State Office of Children and Family Services (NYS OCFS). Its purpose is to assist child care providers in paying for the professional development training and education they need to provide quality care to children. Some CCR & R's have partnered with community colleges to offer credit bearing courses and have developed a career ladder.</p> <p>Vermont has numerous grants are available for professional development training and education through the Vermont Department of Children and Families Child Development Division. Vermont State Colleges offer an assessment of prior learning 3 credit course in which students submit a portfolio of their prior experiences.</p> <hr/> <p><u>Challenges:</u></p> <p>Overall, articulation policies vary widely from state to state, and from institution to institution. Some consistent challenges include the following:</p> <ul style="list-style-type: none"> • Distance learning has increased access but is not always accepted. • Perception is still a problem. Understanding what early childhood is all about. • Public vs. private institutions. • Lack of state-wide articulation systems. • AAS/AS programs perceived as not preparing students to be successful at the Bachelor's level. • Students who are under-prepared to be successful with college coursework. • Need for developmental courses. • Credentials not accepted as credit-bearing. • Core competencies need to be universal. • Evaluating qualifications from other countries.

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	<p><u>Lessons Learned:</u></p> <p>Advisors/mentors are critical.</p> <p>Community-based training can be articulated. A college transcript is essential.</p> <p>Community-based training has to meet the same criteria – assessment and standards – to be credit-bearing.</p> <hr/> <p><u>Next Steps:</u></p> <p>Implement national loan forgiveness programs</p> <p>Higher Ed forum – bring the 2 and 4 year institutions together</p> <p>Exploring how pre-k interfaces with Head Start</p> <p>National Standards</p>
<p>Advisory Structure: Integration</p> <p>[return to top]</p>	<p><u>Benefits:</u></p> <p>This is a time of opportunity; things are changing in states, and lots of opportunities are becoming available—need to coordinate new funding for early childhood learning councils and new Head Start early learning councils</p> <p>Advisory councils could be a tool to facilitate coordination</p> <p>Advisory councils provide an opportunity to bring the field together. Need one advisory board for early childhood to bring our services together</p> <p>State TA systems often have advisory committees. The groups are building and looking for strategies to coordinate these entities.</p> <hr/> <p><u>Successes, Strategies, and Challenges:</u></p> <p>Governor can appoint existing organization as ECAC</p> <p>NGA grant—can merge groups to create ECAC or have representation (vs. merge) on ECAC</p> <p>There are too many councils. Some of them are in place in name but aren't really functioning, and others come and go when projects end. It is difficult to link all the early childhood advisory entities within a state.</p> <p>Some groups are too broad and if a group is too broad membership can't always do the job if they don't have the experience or right representatives.</p> <p>Funding is also a problem. In one state, the governor disbanded all advisory councils as a cost cutting measure. In California, the state won't apply for federal funds—they won't commit the match even though agencies have it. Some states have trouble even with a 70/30 match. In Indiana, state fiscal turmoil is stopping progress.</p> <p>Need to clearly define roles, and involve those who can make decisions. Create a meeting structure that allows for very busy people to be involved when needed but not be at every meeting.</p> <p>Head Start TA is doing a needs assessment on TA PD needs and is developing a TA plan need to bring together other PD providers. Advisory council could help collaborate on these needs assessments. This extensive needs assessment can create a burden on the programs. Could bring them all together through a collaborative Advisory Council. Sometimes federal requirements create conflicts. Need a cross sector federal</p>

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	<p>advisory council to help with these decisions</p> <p>Do an inventory of all the committees and try to consolidate in one entity but meet needs/requirement of each specific groups. Maybe start with new Early Learning Councils. Need to include folks who can make the decisions.</p> <p>Use challenge grants to create cross sector groups.</p> <p>In Alabama the ECCS and HS collaboration office are coming together to table with governor since not with cabinet to create new structure, Governor doesn't want to create new structure. Independent council on EC, big link with ECCS.</p> <p>Arkansas expanded the existing governor-appointed early childhood commission to meet early childhood learning council requirement.</p> <p>California has an advisory council for Early Childhood services.</p> <p>Colorado put its ECAC in the Department of Treasury (so not owned by an agency). Has task forces on topics to inform ECAC (since the ECAC heads are not content focused). Colorado has a council to look at the infrastructure of councils, but still bump into to old systems and infrastructures. Getting all the players together is challenging, some work together well and others do not.</p> <p>Connecticut faces a challenge in conveying importance and structure to governor. Have a fragmented system and focus is on pre-K without professional development for full continuum, especially missing family child care.</p> <p>In Florida, the ECCS and Head Start councils talk together.</p> <p>Hawaii's ECAC and PD Advisory Council are both new; private money supports latter coordination with ECCS, HS collaboration office. Legislature last year funded EL council but there are political issues between legislature and governor's office.</p> <p>Illinois' Early Learning Council is a governor appointed public-private organization, CC advisory committee includes DHS—licensing, subsidy but separate from EL council; PD advisory council—HS, pre-K, higher education but doesn't have an explicit tie to other 2 councils.</p> <p>Indiana is working through their AEYC, which is a major player. The state has its food sponsors in DOE, also has TEACH® working with 4-year institutions. Staff in licensed child care have 3 years to get CDA credential or 12 credentials.</p> <p>Maine is using an existing council as an Early Learning Council (its ECAC).</p> <p>Michigan used the ECCS structure to start. Michigan Early Childhood Investment Corporation (ECIC), function through school districts-funded by department of education with parent participation and parent advisory committee. The ECAC is housed at ECIC with others so can add to form ECAC or do whole separate one. Michigan's state PD Advisory Board (part of ECIC) approves trainers and training.</p> <p>Missouri has a coordinating board for early childhood, have cross representation of other councils like Part C, Interagency Coordinating Council and ECCS board.</p> <p>Montana's ECAC is governor appointed.</p> <p>New Jersey's CC advisory council used to advise DHS—it was in legislation, but governor cancelled it in December. Governor put ECAC in DOE.</p> <p>New Mexico's developmental board (7 members) is governor appointed and could expand to be ECAC plus Department of Children Youth and Families.</p> <p>New York—focus on insurance, UPK—Children's Cabinet as lead. Using ECCS as start. Have a public-private partnership. Focused on structural issues including workforce (in 2 parts), financing, quality improvement, capacity building=data, PD content areas, core competencies,</p>

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	<p>workshop on ELGs, and professional standards for QRIS (HS, UPK, CC)</p> <p>Nevada's structure is not in one organization—not merging the 4 organizations, either—doing a separate one with 11-13 representatives and Head Start collaboration office in the lead.</p> <p>Ohio has formed its ECAC but the child care administrator is not on it.</p> <p>Oklahoma's HS collaboration is in DOE—not connected to governor's office. Advisory committee (has DOE and governor representatives) so may expect it to be ECAC. Center for EC PD at a University. The PD Council is composed of higher ed, NCIC, DHS, Smart Start, all state departments.</p> <p>Wyoming is using the New Head Start Council as the main coordinator. Can get training funds if they are marked for workforce dollars, not quality or a need for child care. Wyoming is doing individual EC planning grants with communities. State also has a Business Council -- communities have come with child care needs.</p> <p><u>Lessons Learned:</u></p> <p>Don't disband committees when they are functioning well for individual projects that end</p> <p>Need an ongoing committee that can serve the projects so we don't lose the relationships</p> <p>Too large groups can't function in a decision making role – need to break it down.</p> <p>Create a structure that addresses all regions/entities so they feel that they are being heard. Develop strategies for representatives to communicate with their constituencies. What are their responsibilities?</p> <p>Create a tiered approach to advisory councils – so those who make decisions can be involved and the “worker bees” can meet more often.</p> <p><u>Next Steps:</u></p> <p><i>Remaining questions:</i></p> <ul style="list-style-type: none"> • ECAC and school-age care representation • Leadership versus content/worker bees split • We need a common language. Registries help—could we, and should we, advocate for a federal registry? • QRIS planning committee—how does it fit?
<p>Data: Integration</p> <p>[return to top]</p>	<p><u>Benefits:</u></p> <p>In addition to workforce data, a data system could provide data on programs, child enrollment, child characteristics (including risk factors), and community characteristics, to be used for advocating for better and more programs.</p> <p>Data is necessary for showing progress—in program improvement, child outcomes, etc.</p> <p>Questions a data system could answer include: What are child outcomes statewide? How do these relate to teacher qualifications? How are our teachers doing in the career ladder (teacher registry)? How do our teacher education programs do, based on later child outcome of children in their classrooms? What are the assets in the community going beyond ECE programs – libraries, museums, zoos, hospitals, etc? What is children's access to programs (could use geo-mapping)?</p>

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	<p><u>Successes and Strategies:</u></p> <p>Many states have registries, but they differ in how they are operated and linked with other services.</p> <p>In Arizona, every student gets a unique ID from first contact with kindergarten through college.</p> <p>Georgia has the Georgia Tech ID (GTID), which starts from birth. K-12 teachers are also in the system (use their social security number) and early childhood staff use their Registry ID numbers. They are now able to scan children’s work into the data system</p> <p>In Missouri, contact starts before birth (the Parents as Teachers program is prenatal), although children are not actually issued an ID number until they are born. This includes children who enter any Title I funded, special education or other education program.</p> <p>South Carolina has a robust data system. It has 40 staff in its data warehouse, is managed by the State Budget Control Board. All social service data and can link to DOE K-12 data, all data in warehouse HIPPA and FERPA compliant. Herman Knopf (University of South Carolina) has an OPRE funded grant on data capacity – linking data, making web-based, etc. Data cubes link a series of databases.</p> <p><u>Challenges:</u></p> <p>There is concern that some, legislators in particular, want data before it’s possible to produce it, or before there are any results to show. Could NAEYC and others work with NCSL to clarify what child outcomes we should be interested in, how to measure them, and what is reasonable to request?</p> <p>What questions should a state data system be able to answer? And how much confidence does the system have to have before releasing data?</p> <p>What are best practices in data collection and reporting?</p> <p>What is the standard set of data every state ought to have on children, families, the early childhood workforce, and early childhood programs? We need to develop this, and get guidance.</p> <p>Is it essential to have a data warehouse in the state in order to accomplish a full scale multi-agency database such as that being launched in South Carolina?</p> <p>Creating unique identifiers that cross systems or multiple identifiers that still connect across data bases.</p> <p>What are the costs of the record keeping and record entry at the local level to ensure quality and timely data?</p> <p>Determining what data should be “real time” and what should be point in time.</p> <p>What is the “p” in the ED data system that each state DOE will or has developed? Prenatal, 3 year olds and 4 year olds?</p> <p>How do we resolve FERPA (Family Education Rights and Privacy Act of 1974) issues?</p> <p>How do we use a data system to improve PD and link program data to PD teacher data?</p> <p><u>Lessons Learned:</u></p> <p>Need to establish memorandums of understanding among agencies on data sharing rules before launch.</p> <p>Need money for record keeping and data entry at every level.</p> <p>Keep in mind the two overlapping but separate uses of data systems – one administrative and the other for research/evaluation. Make sure you are aware of which you are trying to meet since this impacts the elements and the system.</p>

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	<p>Costs and benefits of using an externally developed and maintained system (Pennsylvania did an analysis of the costs of their system)</p> <p>Need to understand why you want to integrate, how will you use the data? This helps determine what data to share. Establish common goals across agencies – will it be useful? Build in continuous clean-up and make the decision making iterative so that the system doesn't just keep adding on information, ensure that a record is kept for why data elements were put in the system so that they can be removed when no longer serving that purpose. Build in a method to monitor the quality of the data being entered and training of data entry. (From Georgia registry)</p> <p><u>Next Steps:</u></p> <p>Promote the new sources of money for data system development, including ARRA, Early Childhood Advisory Council funds, and longitudinal data systems funds.</p> <p>All ECACs should be influencing what state departments of education do with their longitudinal data systems funds.</p> <p>Work with the Data Quality Campaign to establish a standard core data set for early childhood education that connects children, families, the early childhood workforce, and program data. Make sure the Data Quality Campaign understands the early childhood workforce issues and knows about Registries, etc.</p> <p>Potential sources of funding include Stabilization, Early Learning Challenge Fund, Early Learning Advisory Councils (have to do needs assessments—should create databases as they do this), and ED school based database funding.</p> <p>Need to ensure the quality and appropriateness of the data, and that data is used appropriately – cross sectional data can describe but not answer causal questions.</p>
<p>Data: Quality Assurance</p> <p>[return to top]</p>	<p><u>Successes and Strategies:</u></p> <p>Many states mentioned registry systems as a way to link teacher attributes and training experiences with classroom quality.</p> <p>Alaska is using data to inform policy—through Part C is collecting child outcomes (behaviors, progress, access to learning supports) and were able to demonstrate acceleration of growth curves in children participating in the system. They have been able to secure funds to expand this good work because they could empirically demonstrate that there was an impact of program participation. They are looking at child care provider quality, looking at dosing questions over time.</p> <p>The Arkansas Better Chance Program (state funded pre-K in school systems) serves approximately 25,000 children with about 1,000 teachers. Some teachers have taken state prepared courses, others have not, and the program compares child work samples from teachers who have had/not had courses. Have work sampling data on children / teacher survey data on teachers and if they have/have not taken the following courses: AR Framework for 3-5 year-olds, Early Literacy, Social/Emotional Learning, and Math and Science. So far, see some effects of coursework on child outcome data. This was funded through the DOE and DHS.</p> <p>Connecticut is looking at training and coaching related to early learning standards. The state developed a rubric for evaluating teacher practice and are examining whether coaching makes a difference in practice as well as in child outcomes. Teachers do self, administrator, and observer assessment to get multiple perspectives/windows. They have found differences in practice linked to coaching. In getting state or federal funds children get a unique identifier to assist with data linking.</p> <p>Indiana is tracking improvements made with a coaching model. Teacher participation is voluntary. Teachers are assigned a coach/mentor through the child care resource and referral, and program level outcomes are tracked. Indiana also is developing an alternate reporting system (I Star) and is clarifying what specific classes of teacher behaviors provide children with opportunities for learning. Children will be followed from pre-K to kindergarten.</p>

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	<p>Missouri is also linking professional development with child outcomes: looking at ECCRES and ECCERS – E , they have conceptualized intentional teaching as a key to efficacy. They have empirically tested the sampling rate that needs to be included to ensure accurate representation of a state/district, and found in general that about two-thirds of classrooms should be assessed in order to ensure that results represent larger whole.</p> <p>Oregon is examining changes in teachers’ behaviors as a result of coaching.</p>
	<p><u>Challenges:</u></p> <p>A major challenge is that states often have a great deal of data collected and warehoused somewhere, but the data is not linked or coordinated. Many people don’t know what is out there or aren’t able to link one piece of data to another, so all of the assessment work and data collected are not being utilized to promote positive change and growth of the system. Need an intentional, focused, and proactive strategy for thinking about what data is really need and how to link various pieces of information in ways that are useful to teachers and children.</p>
	<p><u>Lessons Learned:</u></p> <p>“If it is not part of your measure, it is not changing.” In other words, if your coaches are not being told explicitly to focus on promoting a certain teacher behavior, those behaviors are not part of the push for change, and there is no result of coaching on those teacher behaviors. Therefore, need to be extremely intentional about what the content and goals of our coaching are: find out empirically what is key, what teacher behaviors should we hone in on because they matter for child growth, and then make that very explicit to coaches and teachers alike.</p> <p>Try to be more intentional in the evaluation data collected after trainings—get very specific and focused, don’t stop with “did you enjoy this training” or even “did you learn from this training?” Make it more about a true evaluation of the learning gains—ask specific content questions and code for accuracy of answers to evaluate efficacy. Could do pre- and post-testing.</p> <p>Need more transparency and specificity. Everyone needs to know what evaluations of professional development are being done. It is not enough to say “we know this is effective,” we need to document and explain “we know this works because we evaluated X, Y, Z and we found these specific results.”</p> <p>There needs to be open communication between sectors for progress to be made in the kinds of supports we are able to provide to the workforce.</p> <p>Need good data—funding effective evaluations may be relatively expensive, but it is worth it to get good, usable information out of the effort. Think about who is collecting your data—do they have conflicts of interest? How are they trained? Good data is worth a lot, so we have to be prepared to put a lot of planning into it and perhaps pay a lot for a quality evaluation.</p> <p>We need cross-sector buy in on a common assessment tool to make progress.</p> <p>Make provisions of longitudinal linkages using one assessment tool/rubric over time.</p> <p>Think of child outcomes not as a percentage of children reaching a specific outcome, but as children making more rapid personal growth as a result of teachers’ participation in professional development.</p> <p>Include as a part of the team someone with a research perspective to inform the professional development evaluations. Make sure to invite the research perspective to the multidisciplinary table.</p> <p>Need consensus on what “High Quality Teaching Practice” means. High Quality practices should be those that lead to improved child outcomes—so we need to determine what those practices are first, then evaluate professional development based on how it impacts high quality teaching practice.</p>

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	<p>Clarify goals in professional development/teacher education/in-service: are we teaching a skill or helping teachers to understand a general principle? These are different goals, which need to be evaluated in different ways.</p> <p><u>Next Steps:</u></p> <p>Participants shared a variety of examples and resources:</p> <ul style="list-style-type: none"> • The Rand 5 study in California: www.preschoolcalifornia.org/rand-study/, overview of studies: www.rand.org/congress/profiles/RAND_Early_Childhood_Profile.pdf • NCEDL SWEEP and Multistate studies and others: www.fpg.unc.edu/~ncedl/pages/research.cfm • NCRECE PD evaluations: www.ncrece.org/wordpress/ • Adult Learning and how to provide effective professional development: “How Do They Know They Know” by Jane Vella on adult education, how students do self-assessments, designing effective instruction: “Dialog Education” • Child outcomes resources: <ul style="list-style-type: none"> ▪ Child Trends – Early Childhood Outcomes Center ▪ Taking Stock – Pew Accountability Task Force ▪ “Early Childhood Assessment: Why, What, and How” National Academies <p><i>Remaining questions:</i></p> <ul style="list-style-type: none"> • How can we best link inputs (professional development) to outcomes (teacher behavior and child learning) empirically, knowing that there are many mediating factors? How can we understand the mechanisms through which inputs (professional development) lead to desired outcomes (child growth and development)? • How can we measure the impact of higher education? • How can we measure the impact of community based training – how does in-service professional development impact teacher practices? • How can we coordinate existing data or make provisions to ensure that future data collection efforts are linked and coordinated? • Within EC Special Education – given accountability reporting of child outcomes, how can we create linkages between professional development and this outcome data? • How can we collect data that can be disaggregated to inform policy? • What data is important to collect? What kind of data do we need to collect when we evaluate trainings? We need to be intentional about this, not just ask teachers “did you like this training?” but assess beliefs and knowledge. • How do we link efficacy data with funding?
<p>Data: Quality Assurance & Diversity, Inclusion, and Access</p> <p>[return to top]</p>	<p><u>Benefits:</u></p> <p>Data can be used to show the link between teacher qualifications/practices and child outcomes.</p> <p>Data props up and validates what we already know and provides information important to funders.</p> <p>Data shows what kinds of professional development are needed.</p> <p>Data can show what aspects of QRIS provide meaningful data and should be invested in; other aspects could be discontinued as unnecessary.</p> <p>Data can help elementary schools locate and understand feeder schools and work toward developing professional development activities.</p>

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	<p>Data from 3rd and 4th grade scores can be linked back to 0 to 5 experiences (where, how long, by whom, program quality, child outcomes). After factoring out other variables (e.g., poverty), data can be used to inform 0 to 5 practice</p> <p><u>Successes and Strategies:</u></p> <p>It's an important step to come to agreement on assumptions about data definitions.</p> <p>Make sure the K-12 school system understands the importance and need for preschool data and the difficulty of getting it as a way to garner their financial support.</p> <p>Colorado suggests that Head Start and Early Head Start can get a school identifier for children to be able to match up data. Link together different data sources for broader understanding: AA or BA; QRIS/components of effective practice (portfolio for professionals); and child outcomes.</p> <p>Hawaii is conducting impact studies on how data utilization is impacting the early childhood workforce and children.</p> <p>Collect and analyze child data and teacher data. Maryland has been doing this for seven years with work sampling and administrative data.</p> <p>Massachusetts suggests aligning curriculum from pre-K to grade 3.</p> <p>Missouri has linked together 3 different unique child identifiers. Study of child outcomes (gain score from an array of standardized tests) based on QRIS (Missouri will have study results by fall 2009).</p> <p>In Oklahoma, the registry is voluntary but to be eligible for REWARDS (education-based salary supplements to teachers, directors, and family child care providers), practitioner must be registered. Integrate Professional Development data systems. Oklahoma has been working on this for 10 years.</p> <p>In South Carolina, regulated child care providers are required to be in training registry with documentation of professional development hours and transcripts. South Carolina suggests getting an agreement on a minimal set of data fields that each agency is willing to release to partner agencies (not their whole database) to begin meaningful data sharing. For example, where personnel are getting trained from Head Start and who is looking for what kind of care from CCR&R. Make use of federal grants to develop “data bridges” across agencies for the whole state on data related to young children. South Carolina is in its second year of a 10 year project with about 10 partner agencies.</p> <p>Use scholarship money only for training that has been determined to be effective.</p> <ul style="list-style-type: none"> • Randomized control study being conducted on Infant/Toddler 20-day intensive coaching in early childhood programs (Mississippi Building Blocks; evaluation conducted by Missouri) • Use GIS mapping and Google Earth for child care information (Arizona) • Integrate community college courses and coaching (Colorado) <p><u>Challenges:</u></p> <p>No sharing of key data across sectors (e.g., CCR&R, DOE, PD systems, HS, EI, United Way)</p> <p>Need for similar definitions in order to aggregate and compare data</p> <p>Issues of reliability of data—who does the rating? What level of education, e.g. bachelor’s in early childhood? What lens? (can be differences in ratings by evaluators and coaches) How is inter-rater reliability checked?</p> <p>Inefficiency of licensing is by facility and credentialing is by individual.</p>

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	<p>With a web-based system, who will tend it and who owns the data?</p> <p>Issues related to sharing data – who can access it and use it, for what purposes.</p> <p>Need for more training on data utilization</p> <p>Peer learning time doesn't show up in training database so database is incomplete and misses an important element of learning.</p> <p>How to deal with programs that are resistant to change – when provided with performance data or with recommendations from coaches?</p> <p>Comprehensiveness of statewide registries</p> <ul style="list-style-type: none"> • Unlicensed people (not connected to public schools) voluntarily submit data • Licensed people are not yet required to register • Multiple registries within a state; need for merging • Care providers who do not have college credits
	<p><u>Lessons Learned:</u></p> <p>Before collecting data, consider if it will provide you with information you don't already know, and if it will give you information you can actually use. Decide what it is that you want to know.</p> <p>Results of provider surveys and cost/quality studies may be suppressed for political reasons.</p> <p>It can be difficult to control public image if data identifying low performing agencies or areas is shared.</p> <p>Sharing data can effect funder expectations, especially if they don't understand the definitions and meanings of scales. For instance, it is easier to improve ratings of environment than ratings of interactions.</p> <p>Selection of rating tools is important</p> <ul style="list-style-type: none"> • Intentional teaching checklist is informative and may have biggest impact • ECERS-R alone is not sufficient • ECERS-E is more useful and covers more areas • CLASS is more informative on interactions <p>It can be a question of attitude. Make it a win-win situation for public relations. Rather than reporting negative findings, look at it as areas needing improvement and what policies can be changed to promote best practice.</p> <p>It is sometimes better to connect through a mid-management level rather than going through official state chains.</p> <p>Don't necessarily go for everything; carve out something small enough that people can embrace and move forward on (e.g., New Jersey readiness indicators)</p> <p>Don't draw conclusions from data that may not be "clean" or too "young" – it may be too soon to know what the data say</p> <p>It is necessary to have the hard discussions to end up with quality programs.</p>

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Topic	Discussion Summary
	<p><u>Next Steps:</u></p> <p>A good first step is finding out what data each system is already collecting. Look into having the Early Childhood Planning Councils take on the role of coordinating data.</p> <p>Consider using the state’s BUILD team to develop the plan and infrastructure for data on integrated workforce development; or determine one key organization that can take the lead.</p> <p>Build on existing technical expertise and sophistication for linking data and matching child, teacher and school identifiers.</p> <p>Explore Race to the Top and EC Challenge Grants since data is a key element that fits into their system orientation.</p> <p><u>Remaining questions:</u></p> <ul style="list-style-type: none"> • How do other sectors or systems keep workforce data (e.g., health, medicine)? Are there lessons to be learned? • What level of training is necessary for producing effective practices? • What type of training produces the most effective results (mentoring, coaching, workshops, courses)? Wisconsin is doing a study that tracks the type of training using NCCIC definitions. • What can we learn from the evaluation of Early Reading First and its heavy investment in professional development? What worked? • How does the cost of a 4-year scholarship for a BA compare to the cost of 2 years of intensive coaching, and how does this relate to effectiveness for child outcomes? <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Department of Education Data Handbooks have coding definitions to help define cells uniformly • Recent web seminar on data and information on protocols data quality at www.naecs-sde.org/eceu • NAEYC web seminar on workforce data and policies at www.naeyc.org/policy/ecwsi#seminars • Handout of potential data elements from Kathy Thornburg from Missouri • The National Registry Alliance web page – has best practices on data, information about practitioners (classes taken, when, training hours), training offered, and trainers www.registryalliance.org • Elizabeth Laird’s web seminar of data quality • Society for Research in Child Development (SRCD) presentation by Sharon & Craig Ramey at Georgetown on types of training www.srcd.org • Montgomery County, Maryland web site – information on coaching
<p>Financing: Integration & Compensation Parity</p> <p>[return to top]</p>	<p><u>Benefits:</u></p> <p>If compensation parity is absent improved concentration to recruit and retrain a well educated workforce will fail.</p> <p><u>Successes and Strategies:</u></p> <p>Incentives and bonuses work to slow turnover, but don’t address the problem long-term. Only employment on a school teacher salary—optimally in the public school because of benefits—seems to work.</p> <p>Comparability with public school teacher is really driven by policy maker leadership on this issue. Framing the issue as education is essential/</p> <p><u>Challenges:</u></p> <p>Frustration about [lack of] abilities to significantly address this issue.</p>

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	<p>The biggest challenge relates to how to frame the issue. In an economic downturn, asking to improve jobs is a difficult thing to get traction on. Even in better times, spending more money on teachers is hard to argue for when so many children go unserved. We need to frame the compensation issue differently. Another challenge is that bonuses are just not significant enough to change people's career decisions.</p> <p>Need to get people in the field to overcome their unwillingness to talk about the depth of this problem and the need to value and reward teachers.</p> <p><u>Lessons Learned:</u></p> <p>An unwillingness to talk about this issue keeps the issue from being addressed.</p> <p>The importance of data to show how serious the issue is and the need to link our investment and professional development to turnover. Until people realize that those who are getting trained are not staying in the field, the status quo continues.</p> <p>The current system does not make compensation improvements possible. The voucher system and the idea of a quality set-aside really reflect the fundamental inability of our current system to pay teachers adequately. Some people are now rethinking whether a public school based system is ultimately the only way to fundamentally address this problem, though that would surface many additional issues.</p> <p><u>Next Steps:</u></p> <p>Examine fundamentally restructuring the child care and development block grant (CCDBG).</p> <p>Need serious discussion about how to reframe how we value the adults who work with young children.</p>
<p>Financing: Integration</p> <p>[return to top]</p>	<p><u>Successes and Strategies:</u></p> <p>It helps to have a plan in place and build public will.</p> <p>Hawaii reviewed the expenditures of area organizations on professional development and discovered that 3 different groups had brought in an expensive consultant. This indicated duplication and perhaps redundancy and money could have been maximized if folks had communicated.</p> <p><u>Challenges:</u></p> <p>Budget cuts impact sustainability and relying on one funding stream impacts long term sustainability. Costs of turnover are significant and also impact sustainability.</p> <p>Competing for limited resources.</p> <p>Relationships built over a long time have helped sustainability but in this environment resources are scarce.</p> <p>All funding sources are not integrated.</p> <p>Stakeholders are very distracted given the economy, so need simple messages. Children's budgets are helpful and the governor or other high level folks help a lot.</p> <p><u>Next Steps:</u></p> <p>Look to new federal leadership and opportunities through ARRA funds, Early Learning Challenge Fund, and possibilities with push from Head Start reauthorization, Higher Education Opportunity Act and others.</p> <p><u>Resources:</u></p> <ul style="list-style-type: none"> • The Finance Project resources available online at http://www.financeproject.org/index.cfm?page=18.

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<p>Financing: Quality Assurance & Diversity, Inclusion and Access</p> <p>[return to top]</p>	<p><u>Benefits:</u> Reduce duplication and maximize resources/impact</p> <hr/> <p><u>Successes and Strategies:</u></p> <p>Redirecting CCDBG into QRIS</p> <p>Public/private partnerships—both fiscal and in-kind</p> <p>Using data to obtain buy-in from key partners</p> <p>Using data to align credential requirements across system for developing comprehensive registry</p> <p>Arkansas has Governor’s Family Friendly. Rubric developed and businesses had to apply to be recognized. Recently had the 8th annual reception to honor. Now have an Ambassador Award. Three levels (bronze, silver & gold), also by size of business. Sponsored by Division of Child Care and Early Childhood Education. Now called Work Life Initiative. Arkansas has state-funded pre-K; in program embedded staff qualifications and funding needed for that person, expenses per child, per classroom (on parity with school). Bridging disparity of salaries for Head Start and pre-K . Working on identifying opportunities for higher education institutions. Work with 2-and 4-year degreed teachers -- 1st classroom – 4 yr. degree, 2nd & 3rd can have Associate’s.</p> <p>Connecticut has had more successes at regional level than state level. Connecticut has a training, mentoring & coaching model related to standards, curriculum and assessment – Cycle of Intentional Teaching. Are there similar models? Supporting people to plan around child learning standards (3 & 4 year olds). How can we leverage resources across systems?</p> <p>Montana’s Stars program—2-accreditation, 1-licensed. Pulling it into QRIS. Funding available for 1 year (mini-grants). Data by 2011. Anticipating having larger impact.</p> <p>North Carolina has had success with Smart Start infrastructure, and More at 4 focuses on specific age group. North Carolina is bringing private community programs into state systems, including classroom-based mentors, larger picture of compensation, e.g. supplements. Which states are doing something similar (linked to child outcomes) and how are they linking with financial sources/funding streams? North Carolina uses CCDBG funds, SmartStart funds, More at Four. But in terms of policy, Division of Child Development and North Carolina Institute of Early Childhood Professional Development (an Advisory Council, trying to become a non-profit). More coordinated conversations, more at the agency level. Center Director is on team that utilizes these various funding streams. Have salary schedules, could make it policy but probably won’t. Aligning public schools with community based programs is a challenge. North Carolina Head Start classrooms are dually funded. Looking at ramping up Head Start credential to birth-K license. Looking at university partners. Someone needs to pay for that clinical supervision.</p> <p>Vermont has no formal structure. Apprenticeship program is formal, but mentors only get training and support, and is loosely structured and at the discretion of the EC program. Hours spent count towards work. A lot of mentoring happens face-to-face with kids. Mentors paid by center, that leverages funds from Department of Labor. 6 college credits go with being an apprentice. Funds from DOL goes to buying classes, certificate, Level 3, higher than CDA (2). Vermont also recently developed Guiding Principles. In Vermont, there is not a lot of influence with higher education in state. Began connecting with business networks, which then convened meeting with higher ed. Finding success in carrying the message with business networks. Pre-K VT and Kids Are Priority 1 (coalition). SWOT analysis presentation came from business (VT Business Roundtable) to higher education. Virtual strike on the importance of child care (buttons for a week, “I’m at work because I have child care). Lots of media coverage to increase awareness with business community.</p>

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	<p><u>Challenges:</u></p> <p>Politics are disrupting collaborations underway: e.g. changes in leadership.</p> <p>Identifying, what partners need to be at the table</p> <p>Spirit of influence is very important to tap into; we weren't making movement, who can help us to take action?</p> <p>Resistance because centers can't afford to pay higher salaries.</p> <p>Not just the money that is a disincentive for community programs. Fear that if providers have higher credentials they will leave program to work for the school system. Not a problem these days as even school teachers are losing jobs.</p> <hr/> <p><u>Lessons Learned:</u></p> <p>Lesson is set policy high. Head Start is a great model on this, how they moved the CDA in the 70s.</p> <p>Possibilities with Early Learning Councils, to bring people together with the similar focus. Training can be the glue across programs, because it's a requirement for all. Is there Quality assurance embedded in policy? Are requirements included, with assurance (accountability)?</p> <p>Not pressuring for funds for different agencies to go into one pot but to agree on the same standards and to strive/adhere to them within each entity; e.g. career lattice, training registries</p> <p>Braided funding options—Collaboration Coaches in Wisconsin, for cross-sector PD (DOE pools and handles funds)</p> <p>Influence of shared governance</p> <p>Policy that assists to roll-out initiatives and remove barriers</p> <p>Be persistent!</p> <p><u>Resources:</u></p> <ul style="list-style-type: none"> • BUILD initiative resource on uses of ARRA funds to support QRIS in states www.buildinitiative.org/files/QRIS-Stimulus%20Final.pdf • CLASP web site re: ARRA funds by state www.clasp.org/admin/site/publications/files/0455.pdf • NAEYC ARRA web page www.naeyc.org/policy/ARRA (includes PD ARRA paper framed by policy blueprint)

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The 2009 National Summit was hosted by NAEYC's Early Childhood Workforce Systems Initiative, generously supported by the Birth to Five Policy Alliance and Cornerstones for Kids.