



**Workforce Policy Web Seminar #6:
*Focus on Workforce Development
Systems and QRIS***



**NAEYC Early Childhood Workforce Systems Initiative
May 28, 2009**

Introduction



- ☆ Sarah LeMoine
- ☆ NAEYC Director, Early Childhood Workforce Systems Initiative

Welcome

- ★ Thank you
- ★ Meeting reminders
- ★ Agenda
 - ☆ Policies for Integrated Systems - Overview of the State Blueprint
 - ☆ Workforce Policies and QRIS
 - ☆ QRIS Linkages to Diversity, Inclusion, and Access Principle
 - ☆ T.E.A.C.H. Early Childhood[®] - Essential Component of the ECE System
 - ☆ State Example: Washington
 - ☆ Questions and comments

Sometimes what grows isn't what we intended, expected, or need



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Workforce Designs: A Policy Blueprint for State Professional Development Systems

- ★ Product of NAEYC's Early Childhood Workforce Systems Initiative
- ★ Sponsored by the Birth to Five Policy Alliance and Cornerstones for Kids
- ★ On the web at www.naeyc.org/policy/ecwsi

Integrated early childhood professional development system

- ★ A comprehensive system of preparation and ongoing development and support for *all* early childhood education professionals working with and on behalf of young children.



Principles for Policy-Making

- ★ Does this policy increase **integration among the sectors?**
- ★ Does it include **quality assurances?**
- ★ Does it support **diversity, inclusion, and access?**
- ★ Does it increase **compensation parity?**

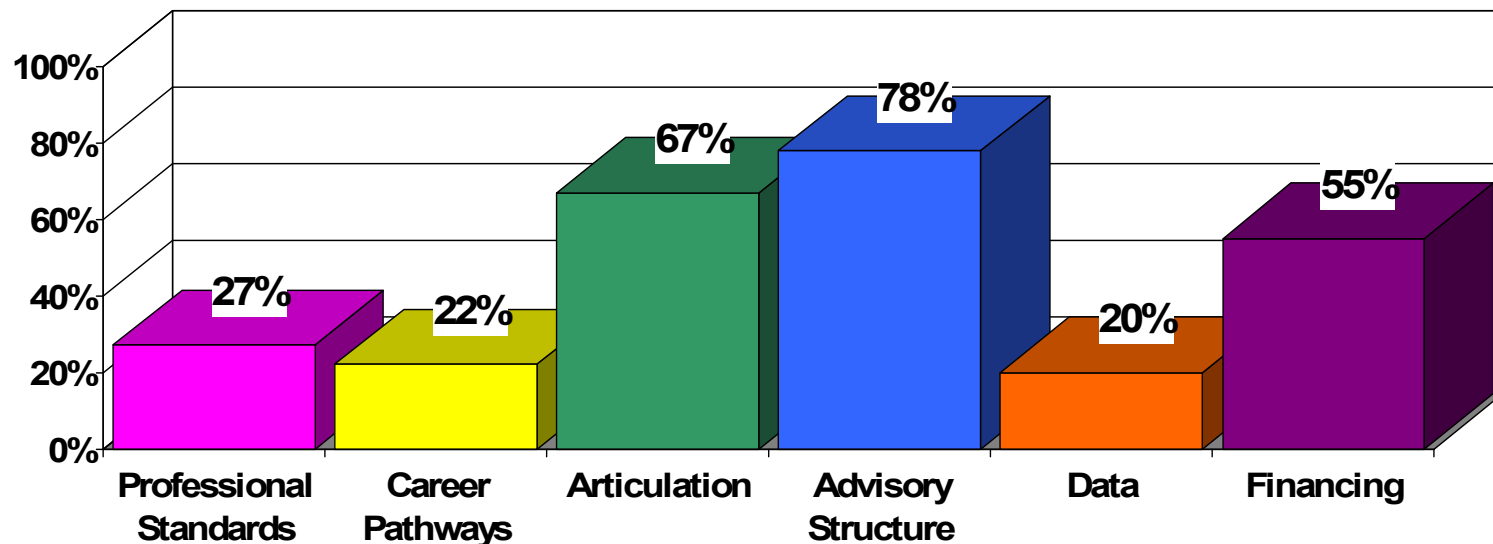
Essential Policy Areas

- ★ Professional Standards
- ★ Career Pathways
- ★ Articulation
- ★ Advisory Structure
- ★ Data
- ★ Financing



Overview of State Policies

- ★ Minimum percentage of states* with one or more early childhood workforce development policies in statute, regulation, or executive order



- ★ How do these policies support, tie to, align or link with state QRIS and other workforce related efforts?

Workforce Policies and QRIS



- ☆ *Anne Mitchell*
- ☆ Immediate Past President of NAEYC,
President of Early Childhood Policy
Research, and co-founder of the Alliance for
Early Childhood Finance

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Quality Rating and Improvement System (QRIS)

- ★ A comprehensive system for quality improvement and accountability in the early care and education market.
- ★ Standards-based reform/design of an EC&E system

QRIS affects the EC&E market

- ★ *Quality assurance*: progressive quality standards with monitoring and assessment.
- ★ *Supply-side interventions*: technical assistance for programs to improve quality & professional development for practitioners to increase their educational qualifications. Financial incentives to encourage improvement, and significant ongoing financial awards help to maintain higher quality.
- ★ *Demand-side interventions*: easy-to-understand symbols for the ratings “stars” are publicly available and financial incentives reward consumers who choose higher quality.

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Optimal Ongoing Financial Investment

In Direct Early Learning Services

For all young children
In child care centers & homes, Head Start & Early Head Start,
prekindergarten, nursery schools
Supported by ample public investment

In Continuous Quality Improvement

In all settings, for all young children,
A well-qualified and compensated workforce
Supported by ample public investment

System Elements

Communication Professional Development System Program Resources Standards & Assessments

QRIS: Linkages to Diversity, Inclusion and Access Principle



- ☆ Davida McDonald
- ☆ Director of State Policy, NAEYC

QRIS – Policy Blueprint

- ★ Intersection between Diversity, Inclusion, and Access Principle
- ★ Two connections to QRIS: NAEYC Accreditation, QRIS standards and criteria

QRIS – NAEYC Accreditation

- ★ **16** states link NAEYC Accreditation to the top tier of their QRIS
- ★ Statewide QRIS link to NAEYC Accreditation in a variety of ways:
 - ★ Solely at the highest level
 - ★ Plus additional criteria at the highest level
 - ★ Included in a cumulative points scheme
 - ★ As an “alternate pathway” for reaching higher levels, plus additional criteria

QRIS – NAEYC Accreditation

- ★ Statewide QRIS NAEYC Accreditation supports:
 - ★ The District of Columbia has a "Professional Development and Continuous Quality Improvement" (PDCQI) project that provides training and technical assistance to centers seeking national accreditation, reimburses centers for a percentage of their accreditation fees and provides financial assistance for equipment and materials where needed.
 - ★ The Indiana Accreditation Project is aligned to the state's QRIS and provides financial support for each phase of the accreditation process, as well as provider support materials. Trained professionals offer advising to assist programs in achieving accreditation.

QRIS – Selected Research

A 2003 evaluation of Oklahoma's QRIS, Reaching for the Stars, documented the links between accreditation and specific determinants of quality. The study included a group of centers at the highest level of the QRIS, 50 (89%) of which were NAEYC-accredited

(Norris DJ, et. al., 2003)

QRIS – Selected Research

Compared to the other centers participating in the Oklahoma study, accredited centers:

- ☆ Reported the lowest staff turnover rates
- ☆ Had staff who participated in more professional development opportunities
- ☆ Had more directors that had bachelor's degrees of higher with a specialization in early childhood/child development
- ☆ Were more likely to employ teachers with a baccalaureate or higher degree

See www.csctulsa.org/images/Stars%2520Research%2520-%2520Full%2520report%2520Nov.%25200310.pdf

QRIS - Standards

Specifically, QRIS standards and criteria address:

- ★ Physical environment, including class size and ratios as well as health and safety
- ★ Staff qualifications and professional development – including scholarships and compensation
- ★ Interactions between teachers, children and families
- ★ Developmentally and culturally appropriate curriculum and classroom practices
- ★ Regular program evaluation and public reporting
- ★ Continuous program quality improvement

QRIS – Criteria

All staff must attend professional development training on cultural competence and Inclusive Practices. The Inclusive Practices requirement refers to STARS approved professional development related to serving children with special needs or disabilities, as well as teaching diverse children and supporting diverse children and their families. (Keystone STARS, STARS Worksheet, Star 3 – Centers)

See [www.pakeys.org/docs/WS3-02%20Ctr%20STAR%203%20WS%20\(2008-07-01\).doc](http://www.pakeys.org/docs/WS3-02%20Ctr%20STAR%203%20WS%20(2008-07-01).doc)

QRIS – Criteria

- ★ The A.L. Mailman Family Foundation has funded the Quality Benchmark for Cultural Competence Project (QBCCP), housed at NAEYC.
- ★ Purpose of the Project was to determine the feasibility of developing a tool as well as a measure to assess the level of cultural competence within programs participating in a QRIS.

QRIS – Standards & Criteria

Growth of QRIS nationwide

+

Demographics of the ece workforce and families
with children under six in US

=

**We must ensure that concepts of cultural
competence are woven into QRIS standards
and criteria in a meaningful way**

Related Resources

★ State Legislative Trends and Policies

★ www.naeyc.org/policy/state

★ Resources About Accreditation

★ www.naeyc.org/academy/ResourcesAboutAccreditation.asp

T.E.A.C.H. Early Childhood®

Essential Component of the Early Childhood Education System



☆ *Sue Russell*

☆ President of Child Care Services Association

System Barriers to Education for the Early Childhood Workforce

- ★ High cost of books/tuition
- ★ Coursework without currency
- ★ No/poor articulation between higher education institutions
- ★ Inappropriate or unavailable coursework in early childhood education
- ★ Inconvenient days, times and places for classes
- ★ Unreasonable expectations and little support for part-time working students
- ★ English-only coursework
- ★ Practicum/student teaching away from work site
- ★ No compensation incentives

T.E.A.C.H. Scholarship Components

- ★ Scholarship--partial support for tuition, books, travel, paid release time
- ★ Education--requirement to complete a specified number of credit hours per contract
- ★ Compensation--required bonus or raise upon completion of required credit hours
- ★ Commitment--requirement to remain in child care setting for specified time period upon receipt of bonus or raise

Core Values

- ★ Build partnerships for professional development
- ★ Reach the diversity of the field
- ★ Use and strengthen existing higher education systems
- ★ Increase collaboration through formation of State Advisory Committee
- ★ Collect, analyze and share data
- ★ Create educational pathways
- ★ Strengthen early childhood infrastructure
- ★ Work to deliver high quality, outcome-focused services
- ★ Think system, not program
- ★ Advocate for increased compensation for the early childhood workforce

Partnerships

- ★ 21,272 recipients
- ★ 10,669 employers
- ★ 21 T.E.A.C.H. state administrative agencies
- ★ 571 Higher education institutions

Diversity

★ Race/Ethnicity

- ☆ 46% people (women) of color
 - 32% African American
 - 9% Hispanic

★ Programs

- ☆ Child care, Head Start, Pre-k, Afterschool
- ☆ Public Schools, Family Child Care, For Profit, Not-for-Profit, Faith-based

★ Role

- ☆ Teachers, Directors, Family Child Care Providers

Data

- ★ Demographic
- ★ Financial
- ★ Output
- ★ Outcome
- ★ Customer satisfaction
- ★ Regular reporting system
- ★ Program management database

Educational Pathways

- ★ State Credentials
- ★ State Administration Credential
- ★ Child Development Associate Assessment and Renewal
- ★ AAS in Early Childhood Education
- ★ BS/MA in Child Development
- ★ Birth-Kindergarten and Preschool Add-on License

Infrastructure

- ★ Increased state investments in professional development and compensation

State	Then	Now (07-08)
FL (94/95)	\$50,000	\$3.1 million
IN (99/00)	\$226,000	\$2 million
PA (98/99)	\$500,000	\$4.37 million
MO (00/01)	\$159,000	\$980,164
Nationally	Then	Now (07-08)
8 states (98/99)	\$6 million	\$28.3 million

- ★ 61% stronger state early childhood organizations
- ★ 33% better education standards within licensing

Outcomes Focus

- ★ 129,938 credit hours completed
- ★ Credit hours completed on annual contract by associate degree scholarship participants
 - ☆ 13.1-18 credit hrs 12 states
 - ☆ 11-13 credit hrs 8 states
 - ☆ <11 credit hrs 1 state
- ★ Average turnover rates for associate degree scholarship participants far less than 10% annually
 - ☆ <5% 14 states
 - ☆ 5-9% 6 states
 - ☆ 10.1% 1 state

Compensation

- ★ T.E.A.C.H. scholarship mandate
- ★ Annual increases in child care wages for associate degree scholarship participants
 - ★ 10%+ 4 states
 - ★ 7-9% 7 states
 - ★ 5-7% 8 states
 - ★ <5% 2 states
- ★ 38% new education & compensation initiatives

System

- ★ 90% more flexible delivery system
- ★ 76% better articulation opportunities
- ★ 86% more Early Childhood Associate's and Bachelor's Degree programs
- ★ Competencies for system accountability and continuous program improvement
 - ☆ Advocacy
 - ☆ Knowledge of workforce demographics/needs/issues
 - ☆ Fund development
 - ☆ Public education
 - ☆ Collaboration with key stakeholders
- ★ Alternating self-study and monitoring assessments

Related Resources

- ★ Additional information is available on the web at www.childcareservices.org/ps/teach



State Example: Washington

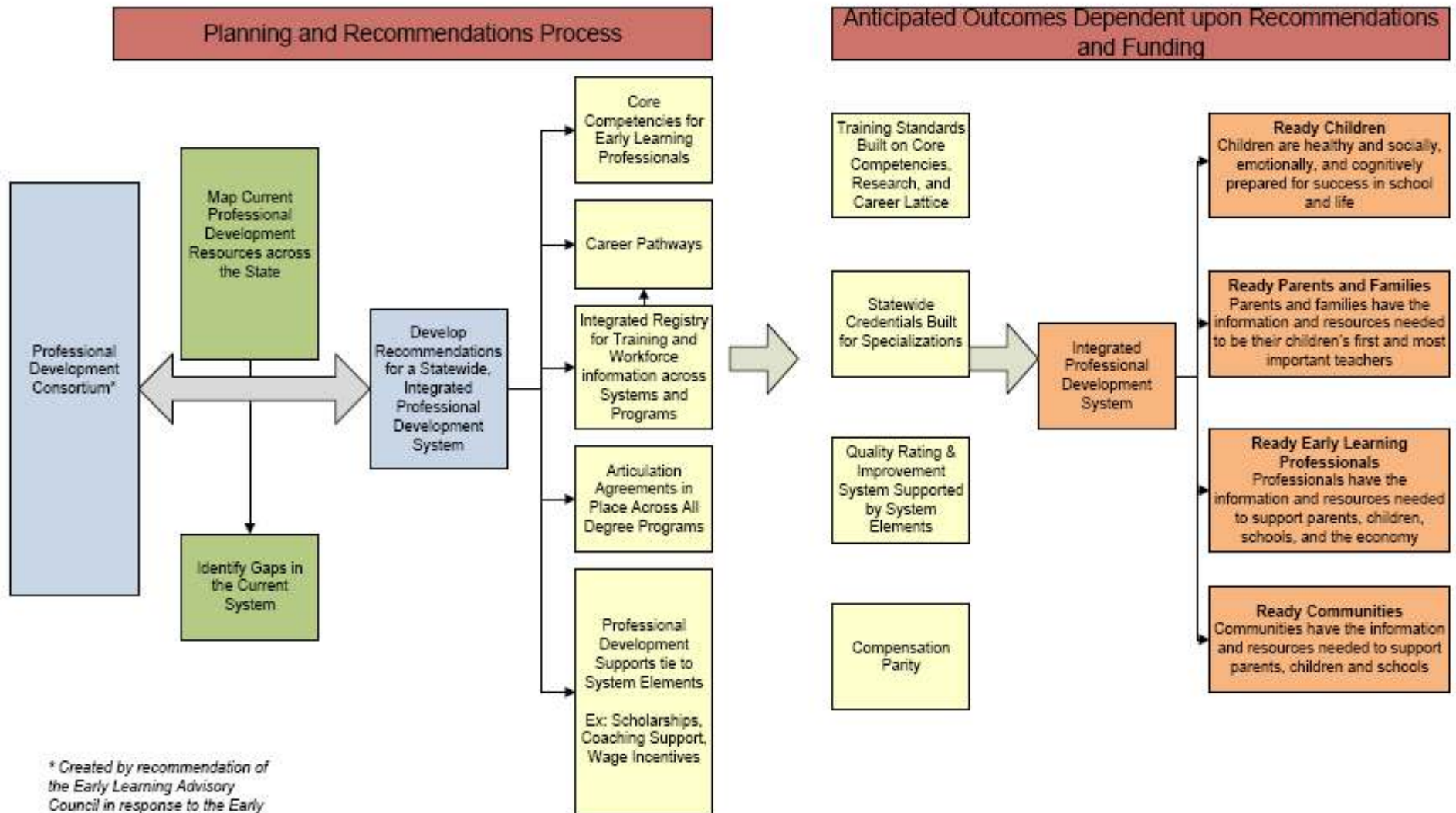


- ★ *Agda Burchard*
- ★ Executive Director, Washington Association for the Education of Young Children

System Planning

- ★ Early Learning Partnership Resolution
- ★ Early Learning Advisory Council
- ★ Professional Development Consortium
- ★ House Bill 1943: Requiring recommendations for preparation and professional development for the early learning and school-age program workforce
<http://apps.leg.wa.gov/documents/billdocs/2009-10/Pdf/Bills/Session%20Law%202009/1943-S.SL.pdf>

Washington State Professional Development Plan Process

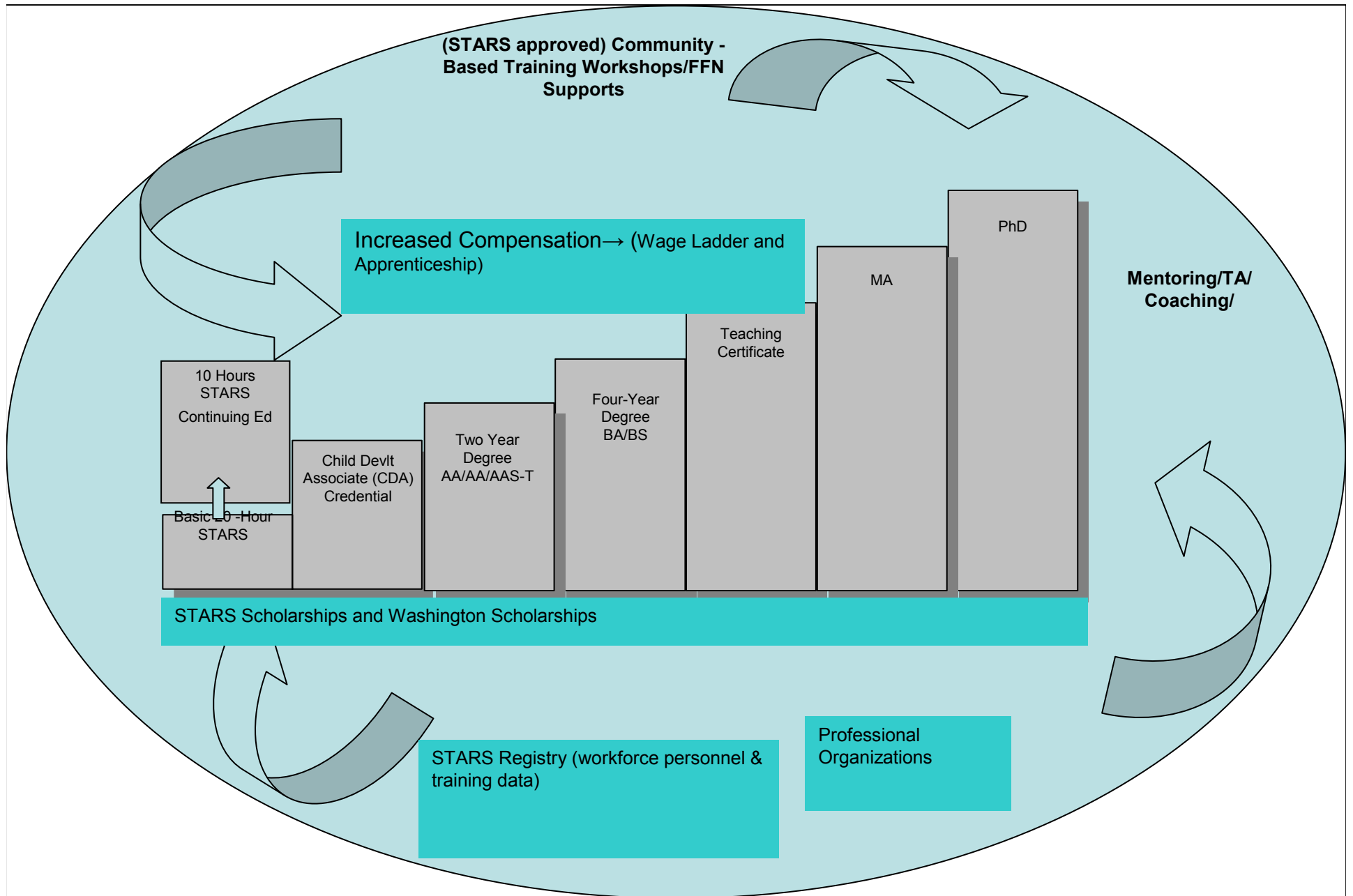


* Created by recommendation of the Early Learning Advisory Council in response to the Early Learning Partnership Resolution between DEL, Thrive by Five, WA, and OSPI; Staffed by DEL

PD Consortium Organizations: SBCTC, Thrive by Five, WA, OSPI, Child Care Unions, SOWA, WAEYC, ECEAP, Early Childhood Teacher Preparation Council, WA Family Child Care Association, HSSCO, DOH, WA State Association for Head Start and ECEAP, CCR&R Network, DSHS infant/toddler early intervention, Foundation for Early Learning, Economic Opportunity Institute, Educational Training Partners, Early Learning Advisory Council Liaisons, DEL

Professional Development Programs

- ★ State Training and Registry System
www.stars.del.wa.gov
- ★ Washington Scholarships
www.childcarenet.org/providers/scholarships
- ★ Collective Bargaining: in-home/relative provider training
www.seiu925.org/Early_Learning/default.aspx
- ★ Early Childhood Education Career and Wage Ladder
www.del.wa.gov/partnerships/development/ladder.aspx
- ★ Early Care and Education Apprenticeship
www.cptc.edu/cptc/pdf/ECE_Apprenticeship.pdf
- ★ Seeds to Success (QRIS)
<http://www.del.wa.gov/partnerships/qris/Default.aspx>



Challenges, Successes and Resources

- ★ Afterschool workforce study and supply & demand study
<http://schoolsoutwashington.org/index.cfm?fuseaction=page§ionid=55>
- ★ Child Care Resource & Referral Early Learning Academy
- ★ Higher Education
- ★ Collaborative Leadership Institute
<http://www.wsaheadstarteceap.com/cli.html>
- ★ *Paving the Pathways to Quality* report
http://www.eoionline.org/early_learning/index.htm

Questions and Comments



☆ From participants

Related Resources

- ★ www.naeyc.org/policy/ecwsi
 - ★ Online state policy database
 - ★ Summary and additional tools
 - ★ Collaborative consultation via annual summit, web seminars, and peer-to-peer

Thank you!

★ Please contact Sarah LeMoine
for additional information

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