



Workforce Policy Web Seminar #1: *Focus on Advisory Structures*



**NAEYC Early Childhood Workforce Systems Initiative
March 23, 2009**

Welcome

- ★ Thank you
- ★ Meeting reminders
- ★ Agenda
 - ☆ Overview of state policy blueprint
 - ☆ Federal opportunities
 - ☆ State early learning councils
 - ☆ State example: California
 - ☆ Questions and comments

State Policy Blueprint Overview



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

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

Policy Blueprint: Focus

- ★ Recommended state policies for integrated PD system building
- ★ What *should* exist: future
- ★ Developed from solicited input and feedback



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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.



Policy Blueprint: Content

- ★ Research-based needs statement
- ★ Policy-making principles
- ★ Essential policy areas
- ★ Examples of how principles can be applied
- ★ Examples of state policy (statutory and non-statutory)
- ★ Sample implementation strategies

Policy Blueprint: **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?**

Policy Blueprint: **Essential Policy Areas**

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



Policy Blueprint: **Essential Policy Area Focus**

★ Advisory Structure

- ★ the coordination mechanism for an integrated early childhood professional development system, which should be free standing and have some authority or direct link to authority in the state's governance structure.

Applying the Principles

- ★ ***Integration***—includes representatives from the various early childhood education sectors, across agencies and quality initiatives
- ★ ***Quality assurance***—requires mechanisms and processes to ensure accountability
- ★ ***Diversity, inclusion, and access***—specifies composition requirements that include perspectives representing the diversity of the field
- ★ ***Compensation parity***—requires compensation related issues be addressed

Federal Opportunities



- ☆ Adele Robinson
- ☆ NAEYC Associate Executive
Director, Policy and Public Affairs

Recent Federal Policy Opportunities

- ★ Higher Education Opportunity Act
- ★ American Recovery and Reinvestment Act of 2009 (ARRA)

Higher Education Opportunity Act

- ★ Title VIII Part I – Grants to states for professional development systems (enacted, needs to be funded)
- ★ Loan forgiveness for early childhood educators (enacted, needs to be funded)
- ★ Title II Part A Teacher Quality Partnerships which may include an early childhood education program (funded in FY 2009 and ARRA)

ARRA and Professional Development

- ★ CCDBG quality set aside
- ★ Head Start quality dollars, state early learning councils, Early Head Start TA
- ★ Title I uses for preschool and professional development
- ★ Stabilization funds – awaiting guidance
- ★ Statewide data systems
- ★ Expansion of Pell Grants and Opportunity Tax Credit for higher education

State Early Learning Advisory Councils



- ☆ Rachel Demma
- ☆ Senior Policy Analyst, National Governors Association Center for Best Practices

Early Childhood Advisory Councils (ECACs)

- Improving Head Start Act of 2007 mandates creation or designation of collaborative body that will coordinate resources, bridge programs, and address data infrastructure;
- ECAC's represent an opportunity for governors to lead early childhood comprehensive system building initiatives;
- In 2008, NGA Center awarded \$10,000 grants to 12 states: AL, CT, CO, GU, IA, KS, ME, MD, NV, OH, PA, and WV;
- Conducted a 2007 state survey, updating it in 2009 for online ECAC Directory;
- The ECAC Learning Community

ECAC COMMON TASKS:

- Strategic Planning
- Data-Informed Decision Making
- Accountability Measures
- Quality Improvement

ECAC KEY QUESTIONS:

- How does the council define early childhood?
- What promotes healthy early childhood development?
- How should the council prioritize its work?
- How does the council relate to other coordinating entities?



ECACs & PROFESSIONAL DEVELOPMENT:

- Include representatives of state higher education organizations;
- Communicate regularly and/or serve on state higher education advisory council;
- Set standards and qualification thresholds;
- Determine levels of licensure and certification;
- Develop career lattices and career pathways;
- Work collaboratively with institutions of higher education in the state



ECACs and Professional Development

CONNECTICUT:

- Governor Rell designated the Early Childhood Education Cabinet the ECAC; In 2006, created the Early Childhood Research and Policy Council;
- Additional working groups target specific issue areas;
- Representation of community college and state universities on Council;

NEW MEXICO:

- The Office of Child Development was created in 1989; 7- member Child Development Board
- Developed a PD Standing Committee and developed licensure program and career lattice;
- Extended focus to Infant mental health competencies;



ECACs and Professional Development

PENNSYLVANIA

- Early Learning Council established by Governor Rendell in 2008 by executive order;
- Professional development grounded in Keystone Stars under OCDEL;
- Also involves: Core Body of Knowledge; Professional Development Record; Career Lattice ; Early Learning Standards; Credential Programs; PA Quality Assurance System; Voucher Program

ILLINOIS

- Early Learning Council established in 2003 through statute;
- Higher education represented on Council;
- Professional Development Committee;
- Works with CCRR Network and Gateways to Opportunity



National Governors Association Center for Best Practices

NGA Center for Best Practices

www.nga.org/center

NGA Center Early Childhood Projects

www.nga.org/center/earlychild

NGA Center Early Childhood Advisory Councils Resources

<http://www.nga.org/center/earlychildcouncils>

State Example: California



- ☆ *Sarah Neville-Morgan*
- ☆ Deputy Director, Program Management at First 5 California



California Context

- ★ Largest and most diverse group of children
 - ☆ 3.2 million children birth to five
 - ☆ 52% are Latino
 - ☆ 42% of five-year-olds are English learners
 - ☆ http://publications.childrennow.org/publications/invest/reportcard_2008.cfm
- ★ Early learning licensed workforce includes approximately 130,000 people
 - ☆ <http://www.rrnetwork.org/our-research/uploads/2005-wfs/study-highlights.pdf>

First 5 California

- ★ November 1998: Voters approve Proposition 10 and a 50-cents-per-pack tobacco tax hike
- ★ Formed California Children and Families Commission (First 5 California) and 58 county commissions
- ★ Support children 0-5 by creating a comprehensive and integrated system of information and services to promote healthy child development and school readiness
- ★ www.ccfc.ca.gov

Workforce Development Systems

- ★ Develop recommendations on what California needs to support the field's education and professional development
- ★ Policy Blueprint used as organizing scheme
- ★ Detailed scan of California's current activities and initiatives
- ★ While a variety of activities are in place, California lacks a comprehensive and coherent system

“Water Cooler” – Stronger Together

- Broad coalition that seeks to build consensus on birth to five issues
- Goal of building a consensus policy base for moving a Birth to Five (or Eight) agenda
- Five workgroups created to do more detailed policy and organizational work on topics that need study and further consensus building

“Water Cooler” Workgroup: Workforce Development and Certification

- ★ Aligned our discussions with a national process
- ★ Used the NAEYC blueprint as a framework for thinking about building a strong workforce in California
- ★ Framed forward-looking questions that encourage us to envision new possibilities
- ★ Developing policy recommendations and priorities and cross-walk with QRIS workgroup

Questions and Comments



☆ From participants

Participant Questions

★ Integration:

- ★ Authority (or links to) and integration across state departments, with QRIS, and private organizations
- ★ Integrating cross agency interpretations
- ★ Incorporating the voice of alternative structures
- ★ Structures that provide the access to both public and private funding and support
- ★ Structures that allow for multiple advisory groups to inform (and be informed by) an overarching council

Participant Questions

★ **Quality Assurance:**

- ☆ Strategies to keep advisory structures vital and engaged

★ **Diversity, Inclusion, and Access:**

- ☆ Strategies that ensure that advisory structures include expertise from English Language Learner community - working with children, families and preparing staff/teachers

Participant Questions

- ★ **Use the “chat” feature to submit your questions**

Follow-up will be provided for questions we are unable to address during the seminar

Policy Blueprint: **Related Resources & Assistance**

- ★ Online state policy database
- ★ Summary and additional tools
- ★ National Summit: 3rd Annual State PD Professional Development Leadership Team Work Day
- ★ Collaborative consultation via resources and Web seminars
- ★ www.naeyc.org/policy/ecwsi

Workforce Policy Web Seminar #2

★ *Focus on Articulation*

★ April 1, 2009

★ 2:00 – 3:00 pm EDT

Thank you!

★ Please contact Sarah LeMoine
for additional information

★ NAEYC

1313 L Street, NW, Suite 500
Washington, DC 20005-410

202-232-8777, ext. 8841 or
800-424-2460, ext. 884

slemoine@naeyc.org



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