



Workforce Policy Web Seminar #5: *Focus on Financing*



**NAEYC Early Childhood Workforce Systems Initiative
May 12, 2009**

Introduction



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

Welcome

- ★ Thank you
- ★ Meeting reminders
- ★ Agenda
 - ☆ Overview of state policy blueprint
 - ☆ National perspective
 - ☆ Focus on Infant and Toddler Workforce
 - ☆ State example: Ohio
 - ☆ Questions and comments

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.



Essential Policy Areas

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



Focus on Financing

- ★ The funding that all professional development systems need in order to operate, including:
 1. Needs-based support for early childhood professionals to obtain education and ongoing development;
 2. Support for programs/workplaces that facilitate professional development;
 3. Explicit rewards and compensation parity for attainment of additional education and development; and
 4. Financing of the professional development system infrastructure.

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?**

Applying the Principles

- ★ **Integration:** coordination of Federal, state, and/or private sources
- ★ **Quality Assurance:** transparency in resource direction, review processes and other accountability measures
- ★ **Diversity, Inclusion, and Access:** shared knowledge of fiscal resources; examination of barriers to financial aid and scholarships; and financing of the governance and institutional aid
- ★ **Compensation Parity:** explicitly address workforce compensation and/or include specific financing to support parity

Overview of State Policies

- ★ More than half of the states have at least one early childhood workforce development financing policy in statute, regulation, or executive order
 - ★ 18% of these policies address integration issues
 - ★ 14% address quality assurance
 - ★ 18% address diversity, inclusion, and access
 - ★ 39% address compensation parity

N=51

National Perspective



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

4 Financing Areas

1. Needs-based support for early childhood professionals to obtain education and ongoing development;
2. Support for programs/workplaces that facilitate professional development;
3. Explicit rewards and compensation parity for attainment of additional education and development; and
4. Financing of the professional development system infrastructure.

Financing Area 1: Principles in Action

- ★ Needs-based support for early childhood professionals to obtain education and ongoing development
 - ☆ Illinois Early Childhood Teacher Preparation Assistance Grants
 - ☆ T.E.A.C.H. Early Childhood® (many states)

Financing Area 2: Principles in Action

- ★ Support for programs/workplaces that facilitate professional development
 - ★ Connecticut Quality Enhancement Grants
 - ★ Hawaii Early Learning Council

Financing Area 3: Principles in Action

- ★ Explicit rewards and compensation parity for attainment of additional education and development
 - ★ Louisiana School Readiness Tax Credits
 - ★ Pennsylvania Education and Retention Awards

Financing Area 4: Principles in Action

- ★ Financing of the professional development system infrastructure
 - ★ Wisconsin – The Registry
 - ★ Massachusetts – Work Force Development Plan

New Opportunities

- ★ American Recovery and Reinvestment Act (ARRA)
 - ★ NAEYC paper *Using ARRA to Advance High Quality Professional Development for EC Educators**
- ★ Higher Education Opportunity Act 2008
 - ★ Teacher Quality Partnership Grants
 - ★ Student Loan Forgiveness
 - ★ NAEYC summary*

*Available online at www.naeyc.org/policy/ecwsi, under *NAEYC Resources*

Focus on the Infant and Toddler Workforce



☆ *Rachel Schumacher*
Senior Fellow
Child Care and Early Education
Center for Law and Social Policy

Considerations in financing for infant/toddler workforce

- ★ **Needs-based support for early childhood professionals**

- ☆ Pathways to scholarships and support may not be as accessible for infant/toddler workforce

- ★ **Support for programs/workplaces that facilitate professional development**

- ☆ Infants/toddlers are more likely in family child care; centers are not the only focus

- ★ **Explicit rewards and compensation parity**

- ☆ There is some evidence that infant/toddler workforce has (even) lower education levels and earnings than overall field

- ☆ Turnover undermines fundamental need of babies and toddlers for continuity of care to form secure attachment relationships

Financing access to what?

- ★ Many early childhood education degree programs don't require courses on infant/toddler care:
 - ★ About half of CDA/certificate programs and BA programs
 - ★ 1/3 of AA programs
- ★ Lack of attention to competencies in cultural diversity and dual or second language learning
- ★ Students need counseling support and encouragement to choose infant/toddler focus
- ★ Difficult to find good practicum sites
- ★ A NACCRRA study found that 4% of R&R trainings were specific to age groups, including infants/toddlers

Approaches to financing

- ★ Targeting a portion of birth to five initiative (i.e. TEACH®) to the infant/toddler workforce
- ★ Contracting directly with family child care networks or centers for slots in the subsidy system, and build in funds for cost of education/training and supports
- ★ Leveraging federal Early Head Start (EHS) professional development funding in local partnerships
- ★ Supporting higher education to develop infant/toddler credentials/coursework, develop faculty capacity
- ★ Providing support and stipends for infant/toddler specific training (i.e. WestEd PITC) and coursework/credentials
- ★ Providing incentives through QRIS and grants to programs to increase staff qualifications

Leveraging Early Head Start resources through partnerships

★ CLASP and ZERO TO THREE identified six states that support EHS - Child Care partnerships with state funds

☆ Illinois, Iowa, Kansas, Maryland, Missouri, Nebraska

★ Strategies

☆ Deliver EHS to children in child care partner center and/or family child care settings

☆ Leverage federal resources to improve child care partner quality

- Access to professional development financed through EHS
- Training and technical assistance
- Grants to meet and sustain EHS standards

Montana's Infant/Toddler Merit Pay & Stipend Initiatives

- ★ **Infant/Toddler Merit Pay Program:** \$500 when enrolled in training while working in early childhood. Participants must:
 - ☆ Work at least 15 hours/week in licensed facility
 - ☆ Be enrolled in the Early Care and Education Practitioner Registry
 - ☆ Complete a 60 hour infant/toddler training partly based on the Program for Infant/Toddler Care (PITC)
- ★ Funded by the infant/toddler earmark portion of Montana's Child Care and Development Block Grant
- ★ **Infant/Toddler Caregiver Stipend:** \$1,600 to certified infant/Toddler providers who stay in same facility for at least 18 consecutive months

Other innovative funding sources

- ★ Set-aside within state early childhood block grant (IL)
- ★ State gaming revenue (MO)
- ★ Educational lands and trust funds (NE)
- ★ Private foundation grant to challenge state legislature for matching funds (OK)
- ★ Tobacco settlement (KS) and tax (AZ)
- ★ Title I of No Child Left Behind
 - ☆ May be used for birth to five, including professional development and salaries, in schools, Early Head Start, community child care

CLASP resources

- ★ Charting Progress for Babies in Child Care Project
 - ☆ Policy framework; Links to online resources
 - ☆ Research to make the case for investing in infant/toddler child care and policy strategies related to professional development
 - ☆ Coming soon: State examples

www.childcareandearlyed.clasp.org/babiesinchildcare.html

- ★ State-by-State Data and Profiles

- ☆ EHS profiles, infant/toddler profiles, CCDBG



www.clasp.org/ChildCareAndEarlyEducation/CCStateByStateData.html

- ★ American Recovery and Reinvestment Act (ARRA) Resources

- ☆ Allowable uses for CCDBG funds and Title I of NCLB
- ☆ Strategies for spending funds effectively, including state infant/toddler policy series and paper “Benefiting Babies”

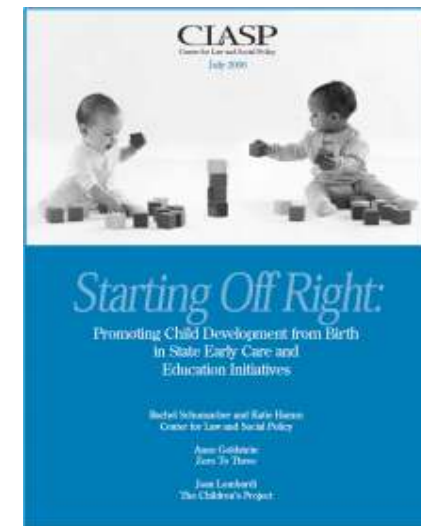
www.childcareandearlyed.clasp.org/reinvestinginchildcare.html

CLASP publications for more in-depth information



Building on the Promise:
State Initiatives to Expand Access to Early Head Start for Young Children and Their Families

Ensuring Quality Care for Low-Income Babies: Contracting Directly with Providers to Expand and Improve Infant and Toddler Care



Starting Off Right:
Promoting Child Development from Birth in State Early Care and Education Initiatives

State Example: Ohio

- ☆ *Terrie Hare*
Bureau Chief
Child Care and Development
Office for Children and Families
Ohio Department of Jobs and Family Services

Ohio

Department of
Job and Family Services

Ohio's Integration

- ★ Ohio Professional Development Network
 - ☆ www.ohpdnetwork.org
- ★ Governor's Early Learning Cabinet
- ★ State Infrastructure
- ★ Center for Child Development
 - ☆ Merge early childhood programs to Ohio Department of Education

Ohio's Diversity, Inclusion, and Access

- ★ Targeted toward QRIS
 - ☆ Step Up To Quality (SUTQ)
 - <http://jfs.ohio.gov/cdc/stepUpQuality.stm>
- ★ Inclusion woven throughout system
 - ☆ SpecialQuest
 - www.specialquest.org
- ★ Training & Technical Assistance
Coordination
- ★ Access primarily with centers providers

Ohio's Quality Assurance

- ★ Performance-based contracts
- ★ High level review
 - ★ TA Model
 - ★ Registry
 - ★ System

Ohio's Compensation Parity

- ★ T.E.A.C.H. Early Childhood® Ohio
 - ★ www.occrpa.org/TEACH.htm
- ★ SUTQ Quality Achievement Awards
- ★ OPDN Registry to collect wages/benefits
- ★ Governor's Fiscal Model

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

Workforce Policy Web Seminar #6

★ Focus on *Workforce Development Systems and QRIS*

★ May 28, 2009

★ 2:00 – 3:30 pm EDT

Thank you!

★ Please contact Sarah LeMoine
for additional information

★ NAEYC

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