



NAEYC Resources and Activities for a Dynamic, Diverse Early Childhood Workforce

The NAEYC Early Childhood Workforce Systems Initiative (ECWSI)

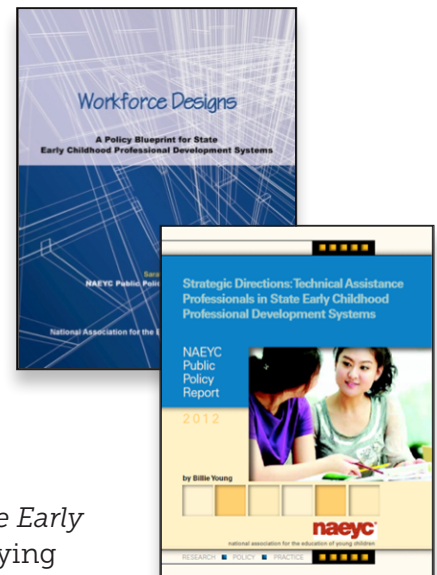
The Early Childhood Workforce Systems Initiative assists states in developing, enhancing, and implementing policies for an integrated early childhood professional development system for all early childhood education professionals working with and on behalf of young children. Current ECWSI activities include:

- Peer-to-Peer Exchange, an online community designed to facilitate communication between state policy makers, early education advocates, and program administrators;
- Technical assistance to states;
- Webinar recordings and slides from past PD Summits, presentations, meetings, and conferences;
- *IN DEVELOPMENT*: A set of indicators to measure state progress toward integrated professional development systems using the six essential policy areas and four guiding principles in *Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems*.

The following ECWSI resources are available on the NAEYC website at:
<http://www.naeyc.org/policy/ecwsi>

Tools for Designing and Enhancing Professional Development Systems

- *Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems* along with a planning guide and recording tool
- Reports from states and territories that have used the *Workforce Designs* policy blueprint for professional development system evaluation and planning
- Database of state policies organized by the six essential policy areas in the *Workforce Designs* policy blueprint



QRIS and State Technical Assistance Professionals

- *Strategic Directions: Technical Assistance Professionals in State Early Childhood Professional Development Systems* with accompanying Policy Advocacy Tool and TA System Self-Assessment & Planning Tool
- *Policy Profiles for State and Territories: Early Childhood Education Technical Assistance Professionals*, a database detailing the latest trends and current efforts across states and territories to address public policies related to TAPs

State Early Childhood Teacher Certification Profiles

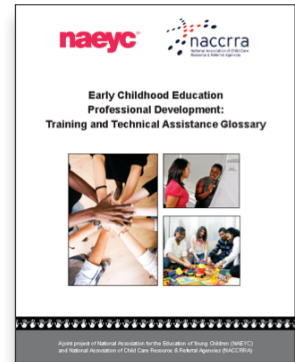
- *NEW: Early Childhood Teacher Certification: The Current State Policies Landscape and Opportunities*, composed of state-by-state profiles for early childhood teacher certification

NAEYC thanks the Alliance for Early Success, the McCormick Foundation, and Cornerstones for Kids for their generous support of ECWSI over the years.

Professional Development Standards and Definitions

Professional Development Glossaries

- *Early Childhood Education Professional Development Glossaries* with definitions developed through partnerships between NAEYC, NACCRRRA, and the Alliance of Early Childhood Teacher Educators (a collaborative effort of the National Association of Early Childhood Teacher Educators and ACCESS-Associate Degree Early Childhood Teacher Educators)



NAEYC Professional Preparation Standards

- The 2009 *NAEYC Standards for Early Childhood Professional Preparation*, with an overview of current themes, challenges, and opportunities for the field; followed by national professional knowledge and practice standards that provide a unifying professional framework for all early childhood education roles, sectors, and settings.

Strengthening the Early Childhood Professional Pipeline

The W.K. Kellogg Foundation of Battle Creek, Michigan has awarded a four-year grant to support two complementary NAEYC initiatives:

- quality and capacity building in higher education
- a career awareness, investment, and retention campaign

Activities include a higher education directory, advanced training for higher education faculty, expansion of higher education accreditation, and career awareness, recruitment, and investment marketing tools. More information is available here:

<http://www.naeyc.org/newsroom/pressreleases/kellogg-awards-grant-to-naeyc>

To Learn More About ECWSI Contact

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To Learn More About NAEYC PD Standards and the Strengthening the Early Childhood Pipeline Project Contact

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