



Effective PD Systems

Using the NAEYC *Policy
Blueprint for State Early
Childhood Professional
Development Systems* to
develop PD System
Indicators

NAEYC Early Childhood Workforce Systems Initiative
Alison Lutton, Senior Advisor

NAEYC 2015 National Institute for Professional Development, New Orleans

Agenda

NAEYC ECWSI Project Overview

NAEYC PD System Blueprint Overview

PD System Indicators

National Advisory Panel and Pilot State Perspectives

Next Steps



Our Panel

Deb Cassidy, PDSI National Advisory Panel member
and NC state team member

Deb Adams, PDSI National Advisory Panel member
and CT state team member

Merrily Haas, OR state team member

Dianna Wallace, IN state team member

Alison Lutton, NAEYC



The NAEYC ECWSI

The Early Childhood Workforce Systems Initiative (ECWSI)

- **Purpose:** assist 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.

<http://www.naeyc.org/policy/ecwsi>





Supports for your work

The NAEYC Workforce
Designs Policy Blueprint
for State EC PDS

Publications

State TA

Summit of States

Policy databases

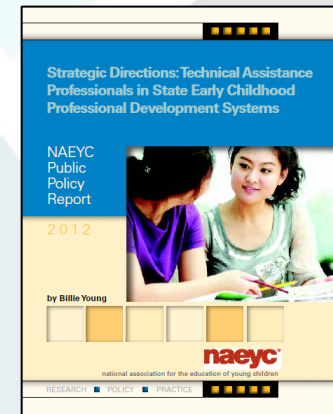
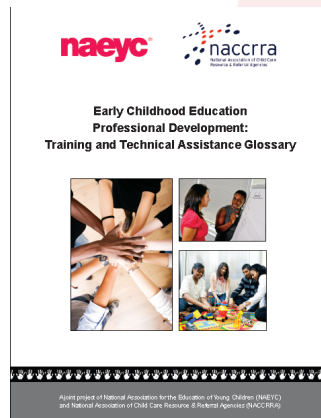
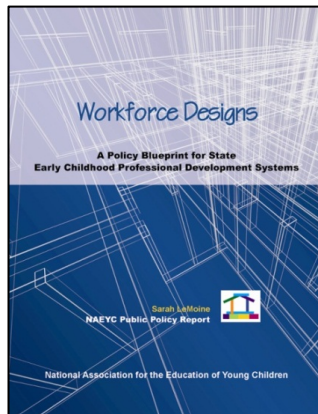
NEW: PDS Indicators

Next: Publications

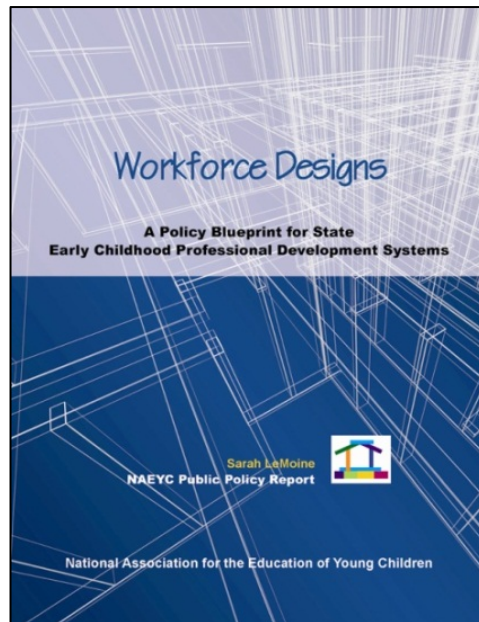


The NAEYC ECWSI

Publications



The NAEYC policy blueprint



Goal: Integrated system of professional development

- Child care
- Head Start
- Prekindergarten
- Early school grades
- Early intervention
- Special education services



Development of the blueprint

Intent

Vision for the future, what *should* exist

Input and feedback

Steering committee

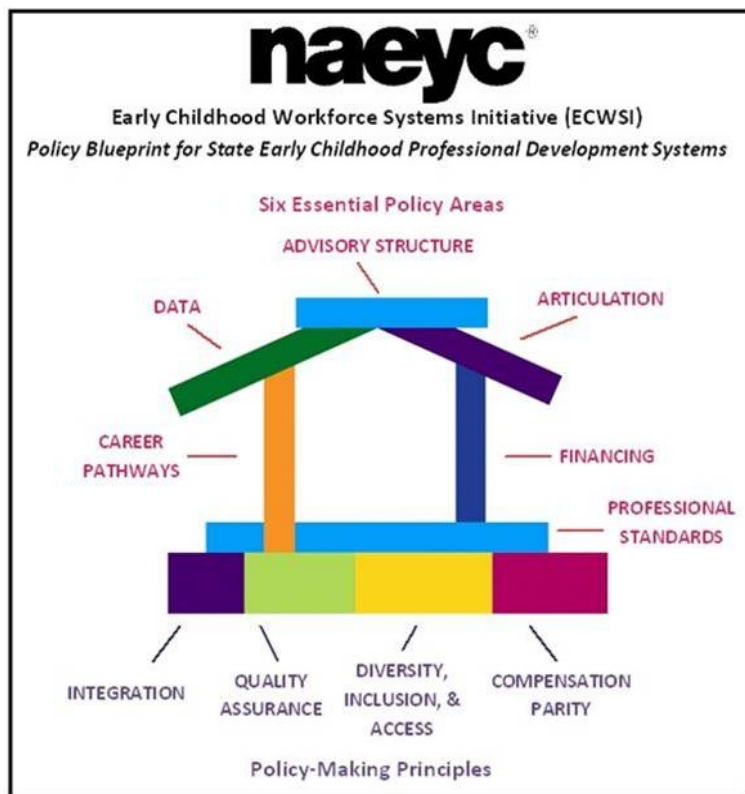
Individual interviews

Focus groups: DC, multi state, AR, NJ

Alignment with NAEYC priorities, goals and work



The NAEYC policy blueprint

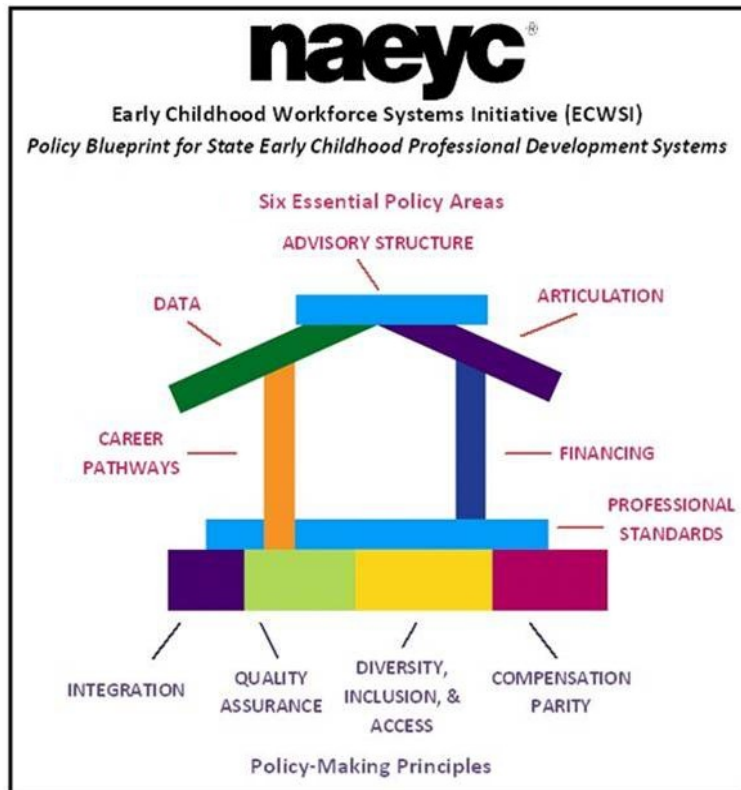


Using the blueprint

- 6 policy areas provide essential supports – the floor, walls and roof of the EC PD system
- 4 principles or values guide development and evaluation of policies in all 6 areas – the house is built on a strong foundation
- As a whole, the blueprint is a tool for construction, strategic planning, and policy recommendations



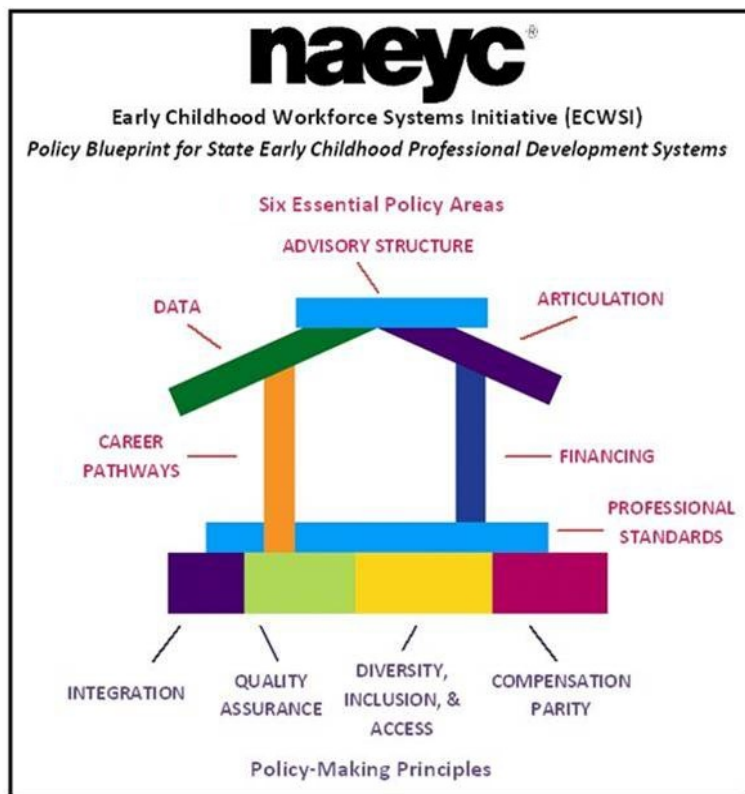
The NAEYC policy blueprint



6 essential policy areas

1. Professional Standards
2. Career Pathways
3. Articulation
4. Advisory Structure
5. Data
6. Financing

The NAEYC policy blueprint



4 principles to apply

1. Integration across sectors, agencies and quality initiatives
2. Quality assurance
3. Diversity, inclusion and access
4. Compensation parity



Using the blueprint

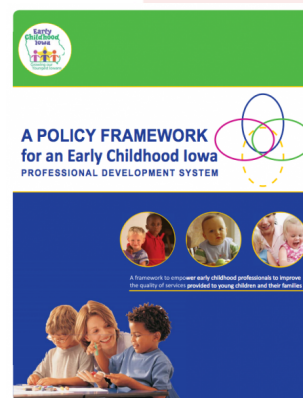
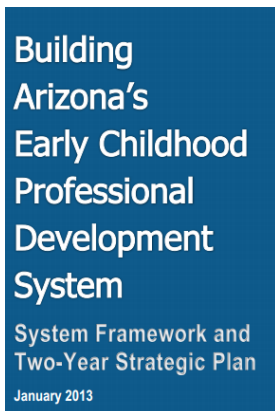
Policy Area 1 Professional Standards: Apply 4 principles

Do our policies around standards

- Increase *system integration* across ECE sectors?
- Include *quality assurances* that the standards are strong and PD programs meet them?
- Support *diversity, inclusion and access* in the content of standards and in PD programs themselves?
- Increase *compensation parity* for comparable roles across sectors?

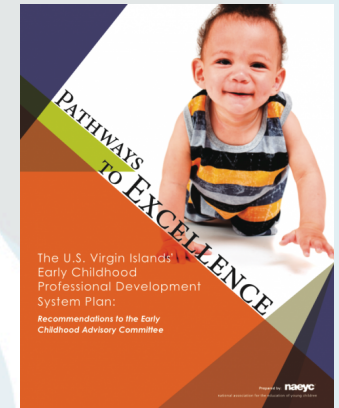
State examples

AZ, IA, RI, VI reports using NAEYC blueprint as framework for PD system plans



Rhode Island's Early Learning and School-Age
Professional Development System Plan

Submitted to the Rhode Island Early Learning Council
June 2012



The next questions

What do the four policy principles really mean?

1. What does PD *system integration* look like?
2. What *quality assurances* are we talking about?
3. How can we measure *diversity, inclusion and access* in our PD system?
4. How do actions in the six policy areas create opportunities or barriers to *compensation parity*?

Could national indicators of EC PDS quality help states and yield a national report on capacity, need, and promising strategies?



Advisory Panel Recommendations

PD System Indicators should be

1. Fewer, clearer, higher – closer to 10 than 100
2. Both aspirational and achievable
3. Evidence-based with impact on program quality and on conditions for teaching and learning
4. Fair to states
5. Useful to policy makers, advocates, and the profession



Panel recommendations

Pilot states need to

1. Get input from a cross sector team
2. Represent different levels of PDS development
3. Represent different state political contexts
4. Include NAEYC affiliate leaders on the team



The Pilot State experience

- 7 Pilot states: CT, IA, IN, NC, OR, TN, VA
- Why did your state decide to participate?
- What is your process for gaining cross sector input?
- What are the benefits and challenges so far?
- What are the hopes for use of the final PD System Indicators tool?





Let's hear from you

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Could this tool support your
policy & advocacy work?

Can this tool help us to
define the profession

...and create the unifying 0-8
framework and standards
that we need for work on
compensation parity?



Panel & Pilot State Recommendations

A National Survey and Report should

1. Share promising strategies and support peer learning across states
2. Be useful to policy makers, advocates, and to the profession itself
3. Be open and transparent about audience, purpose, and how data will be used
4. Be meaningful but not burdensome or duplicative to complete
5. Engage cross sector teams and professional associations for accurate input and to benefit state planning work
6. Keep focus on early childhood education 0-8
7. Remember these are aspirational, do not expect states to fully meet these indicators now.
8. Be “fair to states”, respect context, don’t rank or rate states.





Next steps

- Presentation of pilot results at national meetings and conferences
- Final instrument fall 2015
- National distribution and report 2016
- Contact: Alison Lutton, alutton@naeyc.org