

Workforce Designs

A Policy Blueprint for State Early Childhood Professional Development Systems

Sarah LeMoine
NAEYC Public Policy Report



National Association for the Education of Young Children

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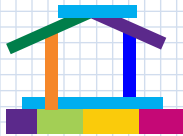


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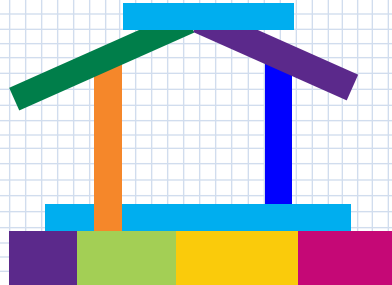
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INTRODUCTION

NAEYC formulated this state professional development systems policy blueprint as part of the Early Childhood Workforce Systems Initiative. This initiative focuses on the underlying state public policies that support integrated early childhood professional development systems.

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.

An integrated system crosses sectors serving early education professionals working in direct and nondirect service roles. Such roles may be in Head Start; for-profit and not-for-profit child care programs in centers and homes; state pre-kindergarten programs in community-based and school-settings; public school programs; early intervention and special education services; resource and referral agencies; higher education institutions; state departments of education, licensing, health, and other early childhood education related departments.

This blueprint focuses on the policies that connect professional development activities and that support and make possible effective implementation of a state system of professional development. It highlights principles and six policy areas that build or sustain an integrated system—a system that ensures quality in all settings in which early childhood professionals work. These principles and highlighted policy areas look beyond the status quo; they are aimed at the development and retention of a competent and stable early childhood workforce—a skilled cadre of effective, diverse, and adequately compensated professionals.

Principles define fundamental values. In this blueprint the principles for policy making are overarching value statements that are applied in each of the six highlighted policy areas.

Policy provides goals and procedures that guide decisions and actions. Governments, businesses, professions, and other entities develop and employ policies. Public policies, the focus of this blueprint, can be in legislation—articulated in statute, in executive order, or in department regulation. Policies can also be captured via operational documentation that may or may not be referenced in laws or rules.

This policy blueprint also includes a listing of sample state strategies in each of the six key policy areas.

Strategies define the “how”—the plans to do or achieve something, such as implementation of policies.

This policy blueprint was designed for—and with input from—state policy makers, early education advocates, and program administrators working to connect professional development activities and initiatives into an integrated system. The blueprint also was developed with input from other national organizations and experts working to strengthen professional development and career systems for the early childhood workforce. (For additional information about the development of the policy blueprint, see Appendix C, which includes a full listing of both input and feedback participants).

Since state policies do not begin—and will not end up—in the same place, this tool is intended to serve as a starting point for states to expand, change, and adapt for their own political and professional contexts and needs. The blueprint is the first in a series of related resources being developed by the Early Childhood Workforce Systems Initiative. Forthcoming are an executive summary of the blueprint designed specifically for policy makers, online state policy profiles with additional examples or sample language in each policy area, a state needs/gaps analysis tool, and other resources.

STATEMENT OF NEED

The Early Childhood Workforce Systems Initiative comes at a critical time as policy makers place increasing attention on—and accountability for—children’s readiness for school. Publicly funded preschool is expanding across the nation. Millions of children, some as young as six weeks, need child care for all or part of a day, week, and year. These children typically receive care and education from multiple sectors of the early childhood system: Head Start, child care programs, public prekindergarten, and other programs.

Research is clear that children who attend high-quality early childhood education programs are more likely to be ready for school and for life. The benefits of all children having access to good early development and learning experiences go beyond the individual child to the society as a whole (Berrueta-Clement et al. 1992; Ramey & Campbell 1999; Reynolds 2000). Research also tells us that qualified and well-compensated professionals are essential to ensuring high-quality early childhood education programs (Phillips 2008). However, the lack of cross-sector systems of professional development for early childhood educators in classrooms and homes, program administration, and other parts of the field creates a serious barrier to providing high-quality education for all young children.

Despite the growing attention to the importance of quality early education, the compensation (wages and benefits) of early childhood educators, particularly in community-based programs, remains untenable. Many individuals working in the field earn very low wages, and few have health care or retirement benefits sponsored by their employers. As a result, early childhood education programs find it extremely difficult to attract and retain highly educated and skilled staff. Additionally, the increased demands at the state and federal levels for higher education credentials without significant linked increases in compensation exacerbate the existing crisis.

Early Childhood Educators and Child Outcomes

Many studies point to the knowledge and skills of early childhood program staff as the cornerstone of high quality early childhood education programs. Specialized knowledge and professional development in how young children develop and learn is critical, as is the quality of interactions between program staff and children (Shonkoff & Phillips 2000). Unfortunately, the qualifications of early childhood educators in child care centers and family child care homes is declining and highly qualified professionals are retiring (Herzenberg, Price, & Bradley 2005). Additionally, a recent national survey of early childhood teacher preparation programs in two- and four-year colleges and universities indicates that a majority of early childhood personnel—teachers, administrators, paraeducators, specialists, and others—are not adequately prepared to educate young children with disabilities (Chang, Early, & Winton, 2005).

To ensure quality, there also must be continuity of program staff, which is known to have a positive impact on children's learning (Harms, Cryer, & Clifford 1990; Honig 1993; Lally et al. 1995; Schor 1999; Bergen, Reid, & Torelli 2001). However, the inadequate compensation makes it difficult to attract well-educated individuals to the field, resulting in an annual teacher turnover rate estimated to be at least 30 percent, a rate far exceeding most every other industry in our economy (Bellm & Whitebook 2006).

In addition to practitioners' knowledge and skills, and continuity of relationships, diversity in all arenas of the early childhood education field is necessary to ensure ensuring educational equity for all young children. As the demographics of our nation shift and the racial and linguistic diversity of our children increases, it is imperative that teachers and administrators have the skills to work with children and their families to be culturally as well as linguistically and developmentally appropriate. Approximately 45 percent of children younger than 5 are racially, ethnically, or linguistically



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diverse, and this percentage is expected to grow over the next decade (U.S. Census Bureau 2004). Diversity in early care and education program staff encourages and supports children's positive identity development and prepares them for success in an ever-changing and increasingly diverse society. In the same vein, diversity of early childhood leadership encourages young professionals in aide and beginning teacher roles (NBCDI 1993; Calderón 2005; Ray, Bowman, & Robbins 2006).

Systems of Professional Development

An effective process of professional development includes a number of criteria. It is important for the growth of all early childhood professionals—at all levels of expertise—to be ongoing. Professionals need to continue to incorporate new knowledge and skill, through a coherent and systematic program of learning experiences. Those experiences must be grounded in theory and research; be outcomes based; structured to promote linkages between theory and practice; and responsive to each learner's background, experiences, and the current context of his/her role.

Effective learning experiences include a variety of methodologies—the methodology matching the goal of the experience (for example, information dissemination, skill, values clarification). Professional development activities include university/college courses, pre- and inservice training sessions, observation with feedback from a colleague, mentoring, coaching, and other forms of job-related technical assistance. Each learner should participate in planning her/his professional development and work with a supervisor/advisor to develop a plan. Credit-bearing course work is included whenever possible. Professional development providers must have an appropriate knowledge and experience base in early childhood education content as well as in the principles of adult learning (NAEYC 1994, 2005).

Most state early childhood education professional development activities strive to provide effective preparation, development, and supports to address the professional knowledge, stability, and diversity that relate to program quality. However, while many states have components of a professional preparation, development, and career system, many policies and initiatives are not yet linked, and some are nonexistent. The professional standards and requirements for early childhood education staff, for example, vary according to funding streams or program type:

- Most states have no legal requirements for a teacher to have training or education in child development prior to working in a child care center or family child care home.
- The recent reauthorization of the Head Start Act requires that by 2013 all Head Start teachers will have at least an associate's degree and that 50 percent of those teachers will have earned a bachelor's degree in early childhood.
- Many states require teachers in state-funded prekindergarten classrooms to have a bachelor's degree.
- Many states require less early childhood preparation of child care administrators than is required of teachers.
- States typically do not require elementary school administrators to have early childhood education course work.
- While child care licensing regulators/staff are often required to have a bachelor's degree, the mandate may not include any specifications for early childhood education-related coursework or training.

- NAEYC's Early Childhood Associate Degree Accreditation requires faculty to have a graduate degree in early childhood education, child development, or individual-family studies.

Career pathways for early childhood educators are often unclear or not linked across sectors and functions. Many staff participate in professional development seminars and courses that frequently do not lead to a credential or degree. In addition, there is often no articulation between associate degree and baccalaureate degree programs or with credit-bearing community-based training and education opportunities. Further, the costs of professional preparation and professional development put an enormous financial burden on individuals and programs.

Additionally, compensation is low throughout the field and even within a sector there can be large disparities in program reliance on public and private funds. Several important advances in compensation initiatives have been made at the state level, chiefly the T.E.A.C.H.® Early Childhood Project and Child Care Wage\$ as well as other state initiatives that provide incentives and rewards linked to an individual attaining higher education credentials, or with such credentials, remaining in the field. However, the base level of compensation—in particular health care and retirement benefits—has not had significant and widespread increases. Early childhood educators with the same credentials can have widely different compensation based on the differing financing levels of different sectors, and programs within those sectors. For example, a preschool teacher with a bachelor's degree and teaching license can be paid thousands of dollars less working in a child care program than a teacher with the same credentials and experience working in a public school setting.

Federal and State Policies

Both federal and state policies add to the urgency with which states respond to the professional development needs of the early childhood education workforce:

- Good Start, Grow Smart (GSGS), the early childhood companion to No Child Left Behind, includes an emphasis on providing information and training to parents and early childhood education professionals alike. As part of GSGS, states are to develop voluntary early learning guidelines for young children and related professional development efforts. These efforts often include training on the guidelines and on connecting them with the state's professional standards.
- Head Start's 2007 reauthorization requirements include an interagency State Advisory Council on Early Childhood Education and Care, increased requirements for program staff qualifications and ongoing professional development, and a requirement for each full-time employee to have an individual professional development plan.
- The newly reauthorized Higher Education Opportunity Act includes a new program of grants to states to develop cross-sector, comprehensive professional development systems for early childhood education birth to 5, with loan forgiveness for early childhood educators, and the potential for teacher quality-enhancement partnerships to improve teacher preparation and use the funds on compensation initiatives for early childhood educators who obtain an associate or bachelor's degree.
- At the state policy level, at least 25 states now have bachelor's degree requirements for teachers working in state-financed preschool programs (Barnett et al. 2008).
- As states create quality rating and improvement systems, the higher levels of quality include increased expectations for staff education and credentials.

Integrated Professional Development System

To effectively meet increasing federal and state mandates and the individual professional and compensatory needs of the early education workforce, states are working to build or increase integrated professional development systems that serve all early childhood education professionals. Previous child care initiatives often play a significant role in supporting integration efforts, sometimes serving as a foundation for cross-sector systems. Such systems provide clear pathways, supports, and compensation for early childhood education professionals. They also connect the entities' financing and their professional preparation and development, both to each other and to the state's overall early childhood system, thus increasing efficiencies and accountability.

NAEYC, through its Early Childhood Workforce Systems Initiative, has a unique and specific focus on essential policy areas that states can use to build, support, and sustain an effective, integrated early childhood education professional development system.

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 AND ESSENTIAL POLICY AREAS

State early childhood professional development systems require supportive public policies to ensure that their goals are attainable and successful. The following provides an overview of four principles for policy making and six essential policy areas that make it possible to build and support a comprehensive, integrated professional development system.

These principles and highlighted policy areas look beyond the status quo; they are aimed at the development and retention of the desired, and sustained early childhood workforce—a skilled cadre of effective, diverse, and adequately compensated professionals.

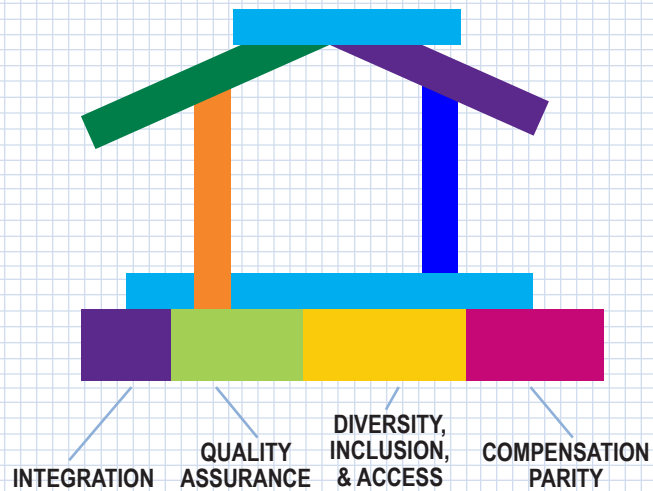
Principles for Policy Making

Developing policies for integrated early childhood professional development systems is complex and interrelated. As part of this work, state policy makers should reflect on the following questions:

- Does this policy increase integration?
- Does it improve quality?
- Does it support diversity, inclusion, and access?
- Does it increase compensation parity?

Integration; quality assurance; diversity, inclusion, and access; and compensation parity are four principles for policy making that form the cornerstones of this state policy blueprint.

Every time a policy is examined—for development, revision, or any other purpose—there should be reflection on whether these four principles are being addressed. If not, then the examination should include an assessment of why they are not and how policies can be created or revised to incorporate them.



Policy-Making Principles

□ Integration

State policies should create an integrated system of professional development that crosses the early childhood sectors—child care; Head Start; prekindergarten; public schools; early intervention and special education services; and so on. Integrated policies intentionally promote the building and support of an efficient cross-sector system that decreases duplication of efforts and increases sustainability. All related policies need to either be cross-sector or have an element that encourages alignment. When integration and alignment are lacking, there are policy discrepancies and dysfunctions. Policies should be embedded into the early care and education system with appropriate rules, regulations, and statutes in all the agencies that oversee or administer each sector. Policies also should be embedded in other cross-sector activities that touch the workforce. For example, policies may be embedded in or have linkages to the following state implementation strategies:

- quality rating and improvement systems (QRIS),
- unified data systems,
- higher education coordinating bodies or efforts,
- early learning councils, and
- early childhood comprehensive systems planning work.

□ Quality Assurance

Mechanisms and processes must be in place to ensure accountability for investments in quality professional development that produces positive changes. In addition to fiscal accountability, there should be accountability to the early education professionals, young children and their families, the political system, and the public. Checks and measures

Principles define fundamental values. In this blueprint, the principles for policy making are overarching value statements that are applied in each of the six essential policy areas.

should be built into policies that assure quality in professional preparation and development, guarantee that programs are properly implemented, and see that activities are carried out as planned and meet required standards or agreements. Quality assurance processes, including QRIS and iterative evaluations at the individual, program, initiative, and system level, should be built into systems and as they are planned.

□ Diversity, Inclusion, and Access

Diversity is multidimensional. One part of diversity is the human aspect reflecting the varied demographics of the children, families, and practitioners along the dimensions of age, gender, race, ethnicity, language, ability, sexual orientation, socio-economic status, first and second language development, and so on. Another dimension relates to the structure of the early care and education industry and includes variation by program setting, such as home, center, or school. Funding source and regulatory basis also contribute to diversity. Additionally, the current educational qualifications of the workforce are stratified by gender, race and language. The goal of an integrated professional development system is to encourage diversity but minimize discrepancies in individual and sector access to resources and opportunities, providing equal access to all early education professionals. Access is the how of addressing diversity and inclusion—it includes offering a variety of mechanisms for both information about and the actual professional development activities. All early educators should have access to equitable, high quality professional development.

Attention to diversity, inclusion, and access issues—like those of integration and quality assurance—is a crucial part of all professional development policies. States should create policies that support the recruitment, development, and retention of a workforce that includes professionals who reflect the diversity of the children and families served and that is also prepared to work with children and families of diverse cultures and abilities. These policies should address diversity, inclusion, and access in all early care and education roles: those individuals working directly with children, those preparing and training practitioners, those administering programs, and those advising system and activity implementation.

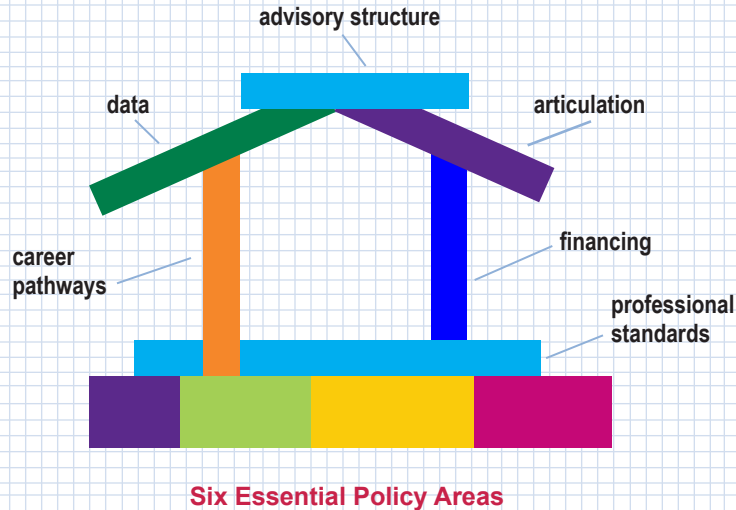
□ Compensation Parity

In this blueprint, compensation parity means that compensation is equal or equivalent to other similar fields and that the status of the work and individual's education, experience and responsibilities are recognized and rewarded appropriately. Compensation parity is a principle because it requires focused policy attention. Setting standards for what early childhood educators know and can do must go hand-in-hand with compensation parity, or the field will be unable to compete not only with other education sectors but also with other industries in which workers have comparable credentials but are better compensated.

Essential Policy Areas

The six essential policy areas of the blueprint are (1) professional standards; (2) career pathways; (3) articulation; (4) advisory structure; (5) data; and (6) financing. None of these policy areas should be addressed in isolation. Similar to the domains of child development, each area relates to and intersects with each other to varying degrees. To be effective, each of these policies must be integrated, attending to all early care and education sectors; include quality assurance mechanisms; and support diversity—each incorporating the cor-

nerstones of the policy-making principles described above. Additionally, each policy must include sufficient and sustainable funding.



Each of the following descriptions includes examples of how the four principles for policy making can be applied in each area, examples of state policy, and various state implementation strategies related to or supported by the policy areas. The examples are meant to illustrate a sample of policy approaches and possible state strategies; they do not represent an exhaustive list. Additional sample policies in each area are being collected and will be available on the Early Childhood Workforce Systems Initiative's Web site at www.naeyc.org/policy/ecwsi/default.asp.

Policy Area 1: Professional Standards

Professional standards define the *what*, or the content, of professional preparation and ongoing development. Most professions require staff to meet both professional preparation and continuing professional development requirements; they require professionals to demonstrate their preparedness to successfully fulfill their job duties and to keep their knowledge and skills up to date. State policies should specify qualifications and ongoing development required for all early care and education professionals—from teacher assistants to trainers and higher education faculty, family child care providers, licensors, resource and referral staff, and program, school, district, and agency administrators. These specifications should address levels and content of education as well as ongoing development. The preparation and ongoing development requirements for these various roles also should be explicitly detailed in career-pathway policies aligning and connecting content.

Applying the Principles for Policy Making

- ❑ **Integration:** Professional standards for preparation and ongoing development integrate and align existing teacher licensing, state-based credentials, Head Start, prekindergarten, and other related standards.
- ❑ **Quality Assurance:** Standards meet or incorporate national research-based criteria and are required to be reviewed and updated on a regular basis. Quality assurance mechanisms can set standards for improvement and for quality beyond what is required, and can offer incentives to participate in quality improvement activities.

■ **Diversity, Inclusion, and Access:** Core professional knowledge/key content areas and standards address diversity and integrate general and special education. Providers, teachers, and other professionals working directly with young children know how to use developmentally appropriate assessment tools. Standards also include a mandatory focus on cultural competence and the process of language acquisition in the content of professional standards.

□ **Compensation Parity:** Quality rating and improvement systems address staff qualifications and responsibilities, ongoing development, and compensation requirements as part of the system's rating criteria.



State Policy Examples

The following are two examples (one statutory and one nonstatutory) of states policies related to professional standards. The examples are meant to illustrate various ways states have approached this essential policy area to date and may not address all of the blueprint's overarching policy-making principles.

Statutory Example: New Hampshire

New Hampshire Revised Statutes Annotated
Title XII. Public Safety and Welfare
Chapter 170-E. Child Day Care, Residential Care, and Child-Placing Agencies
§ 170-E:50. *Credentialing of Personnel in Early Care and Education Programs; Rulemaking*

I. The commissioner shall adopt rules, under RSA 541-A, relative to accepting applications and issuing a credential to early care and education personnel including, but not limited to child care, preschool, and Head Start program personnel who have requested such a credential and who have satisfied the education and training requirements set forth in the child care program licensing rules established by the department of health and human services.

Each application for a credential shall be accompanied by a fee which shall be credited to the general fund. The commissioner shall adopt rules, under RSA 541-A, establishing a fee for this purpose.

Nonstatutory Example: Colorado

The Colorado Office of Professional Development's *Colorado Core Knowledge and Standards: A Guide for Early Childhood Professional Development* describes the state's system efforts including the development of "(1) a common core of knowledge and standards; (2) a process for renewing the common core that involves all major stakeholders; (3) a mechanism for bridging non-credit and credit programs; (4) a process for addressing standardization of professional requirements and training; and (5) an early childhood education philosophy that recognizes the diversity of providers, children and families, and the worth of early childhood care and education provided by trained professionals." (Colorado Community College and Occupational Education System et al. 1996, 4)

"The areas of core knowledge and standards provide a foundation for common information for agency administrators, instructors, trainers, students, and employees involved in the care and education of young children, and in peripheral occupations. Standards are divided into two levels related to the first two of six levels of credentialing for early childhood professionals. The knowledge and standards are identical for credit and non-credit learning" (Colorado Office of Professional Development 2007, 4).

The original guide is available on the Web at www.smartstartcolorado.org/professionals/pdf/ec_standards.pdf; the 2007 updated version may be accessed at www.smartstartcolorado.org/professionals/documents/CKSBook.pdf.

Sample Implementation Strategies

- Credentials, degree programs, and certifications recognized across sectors
- Licensing regulations, departments of education or early childhood, and other agencies requiring state standards specific to age/development and role, regardless of setting
- College and universities' early childhood teacher preparation programs accredited by the National Council for Accreditation of Teacher Education (NCATE) and NAEYC's Early Childhood Associate Degree Accreditation
- Teacher licensure specific to early care and education
- Leadership preparation and development programs include early childhood education content

Policy Area 2: Career Pathways

Professional standards, described in the previous policy area, should align and create coherent career pathways for early childhood professionals. State policy should support continuous progress of individuals. Early childhood professionals need to be able to plan and sequence the achievement of increased qualifications, understand the professional possibilities resulting from such acquisitions, and be appropriately compensated. Policies should institutionalize or embed pathways in all sectors and for all roles—both direct service (those individuals working with young children and their families) and nondirect service (those working on behalf of children and families in training, resource, and other administrative roles). Policies should recognize and support individuals entering the system from other fields and those that move in the early care and education field and among its sectors.

Applying the Principles for Policy Making

- ❑ **Integration:** Regulatory bodies and quality improvement efforts, such as licensing systems and QRIS, recognize the various roles and levels in the career pathways and encourage increased educational attainment and competency demonstration.
- ❑ **Quality Assurance:** Career pathway policies include career and academic advisement for participants. Data on professionals' placement and movement on career pathways are verified and assessed.
- ❑ **Diversity, Inclusion, and Access:** Policies include time requirements for pathways and targeted access supports to gain increasing qualifications.
- ❑ **Compensation Parity:** Career pathway policies should be aligned with job opportunities that reward investment in professional advancement with salaries comparable to other professions with similar requirements.

State Policy Examples

The following are two examples of state policy (one statutory and one nonstatutory) related to career pathways. The examples are meant to illustrate various ways states have approached this essential policy area to date and may not address all of the blueprint's overarching policy-making principles.

Statutory Example: Connecticut

Connecticut General Statutes Annotated
Title 17B, Social Services
Chapter 319RR. Child Care
§ 17b-733. *Department designated lead agency for child day care services.*

(12) develop and implement, with the assistance of the Child Day Care Council and the Departments of Public Health, Social Services, Education, Higher Education, Children and Families, Economic and Community Development and Consumer Protection, a state-wide coordinated child day care and early childhood education training system (A) for [providers and staff in] child day care centers, group day care homes and family day care homes that provide child day care services, and (B) that makes available to such providers and their staff, within available appropriations, scholarship assistance, career counseling and training, advancement in career ladders, as defined in section 1 of Public Act 03-142, through seamless articulation of levels of training, program accreditation support and other initiatives recommended by the Departments of Social Services, Education and Higher Education.

Nonstatutory Example: Pennsylvania

The Pennsylvania Early Learning Keys to Quality Career Lattice outlines eight levels of educational qualifications. The lattice also includes corresponding positions across early childhood sectors of child care/school-age care, Early Head Start/Head Start, early intervention, public school districts, private academic schools, technical assistance consultants/mentors/trainers, and higher education faculty. As practitioners increase their education, the lattice provides guidance for vertical, horizontal, or diagonal movement across the early education field. The Career Lattice is available online at www.pakeys.org/docs/CareerLattice.pdf.

Sample Implementation Strategies

- Career ladder or lattice
- Career guide
- Professional development advising
- Continual improvement and/or individual professional development planning
- Mentoring programs/initiatives
- Compensation and rewards
- Pathway information dissemination and tracking via practitioner/workforce registry
- Articulation agreements

Policy Area 3: Articulation

Part of creating a career pathway and building capacity to meet required professional standards involves developing and enforcing policies around articulation. Articulation includes the transfer of professional development participants' credentials, courses, credits, degrees, etc., as well as student performance-based competencies, from one program or institution to another, ideally without a loss of credits. States should require colleges and universities to form articulation agreements that assist early childhood professionals in moving seamlessly through and across undergraduate and graduate degree programs. Grants or specific directions for resource allocations should be attached to such policy requirements; colleges and universities will need fiscal support to change or augment long-standing, institutionalized processes.

Applying the Principles for Policy Making

- ❑ **Integration:** Qualification requirements for all sectors—Head Start, child care programs, prekindergarten, and others—are supported by articulation policies that connect institutions of higher education to each other and to community-based training.
- ❑ **Quality Assurance:** Changes are carefully implemented over time, so as not to jeopardize institutional accountability and accreditation.
- ❑ **Diversity, Inclusion, and Access:** Student counseling/advising is included as part of articulation agreements. Counseling/advising is offered via a variety of methods and in multiple languages as needed.
- ❑ **Compensation Parity:** Articulation agreements help ensure that financial investments students make in their education result in advancing roles. As institutions create articulation plans, they take into account student financial aid for individuals, release time and substitutes for programs as individuals pursue education and professional development..

State Policy Examples

The following are two examples of state policy (one statutory and one nonstatutory) related to articulation. The examples are meant to illustrate various ways states have approached this essential policy area to date and may not address all of the blueprint's overarching policy-making principles.

Statutory Example: New Mexico

New Mexico Statutes Annotated

Chapter 21. State and Private Education Institutions

Article 1B. Post-Secondary Education Articulation

§ 21-1B-3. *Articulation plan; development; implementation; establishment of transfer module*

A. The commission shall establish and maintain a comprehensive statewide plan to provide for the articulation of educational programs and facilitate the transfer of students between institutions.

B. In establishing a statewide articulation plan, the commission shall:

(1) establish a common course naming and numbering system for courses identified as substantially equivalent lower-division courses; provided that the commission shall establish an interim mechanism of a statewide equivalency table that uses a universal taxonomy to identify substantially equivalent courses until the common system is in place;

(2) establish a process to identify courses as substantially equivalent. The process shall:

(a) include a procedure for each course whereby faculty members from each segment teaching the academic discipline will reach mutual agreement on the material to be taught and the competencies to be gained;

(b) ensure that the content of each course is comparable across institutions offering that course;

(c) ensure that substantially all the content agreed to among the institutions as the content to be covered by a course is in fact covered in that course and that students successfully completing the course will achieve like competencies with respect to the content covered; and

(d) ensure that the content requirements for each course will be sufficient to prepare students for upper division course work in that field; and

(3) define, publish and maintain modules of lower-division courses accepted for transfer at all institutions and meeting requirements for lower-division requirements established for associate and baccalaureate degree-granting programs.

C. The commission shall ensure that institutions develop transfer modules that include approximately sixty-four hours of lower-division college-level credit.

D. Transfer modules shall include a common general education core component of not less than thirty-five semester hours. This general education core shall include a comprehensive array of lower-division college-level courses designed to demonstrate skills in communication, mathematics, science, social and behavioral science, humanities, fine arts or comparable areas of study coordinated for the purpose of providing a foundation for a liberal education for all programs normally leading to a baccalaureate degree. The general education core shall transfer as a block and count as required lower-division coursework toward a degree, and any course in the core shall be transferable and shall count as credit hours toward fulfilling an institution's general education core requirements.

E. Any course in the general education core may be offered for dual credit to secondary school students and, upon successful completion, the course shall be transferable to any institution and shall count as fulfilling a required lower-division course.

F. A discipline module shall consist of an agreed-upon number of hours and courses, including the general education core, of approximately sixty-four hours applicable to the discipline and any course within the discipline module is transferable and shall count toward fulfilling degree requirements at a four-year institution.

Nonstatutory Example: Montana

Montana's Early Childhood Higher Education Consortium guides the development of consistency in course work across higher education programs. Articulation agreements between tribal and community colleges and four year institutions have been established. A 24 credit core in early childhood education is delivered at eight outreach sites and leads to a Child Development Associate (CDA) credential, a college certificate (30 credits), or an associate's or bachelor's degree in early childhood education or a degree with a minor in early childhood education. Some tribal colleges offer core early childhood courses that articulate into the bachelor's degree programs as well. Following the core, students can continue to complete a degree through online options through various colleges. Some courses are taught collaboratively between institutions and offered in an intensive format.

The Early Childhood Project (ECP) at Montana State University sponsors the Early Childhood Higher Education Consortium. Funded by the Montana Department of Public Health and Human Services Early Childhood Services Bureau, ECP facilitates the state's professional development plans and activities with partner organizations across the state. More information about ECP is available online at www.montana.edu/ecp/.

Sample Implementation Strategies

- Professional development advising and/or course counseling
- Modularized workshops
- Credit for prior learning or credentials
- Articulation of career and technical education/technical preparation into certificate or associate degree programs
- Shared courses and/or faculty
- Program-to-program agreements
- Institution-to-institution agreements
- Common core content or course numbering
- Statewide articulation approach
- Colleges and universities' early childhood teacher preparation programs accredited by the National Council for Accreditation of Teacher Education (NCATE) and NAEYC's Early Childhood Associate Degree Accreditation



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Policy Area 4: Advisory Structure

Professional development system coordination does not happen by chance. Effective systems are supported by a policy requiring a specific group of people to focus on this work. State policy should require the creation of an advisory structure to examine needs and provides policy recommendations to the entity or combined entities funding the professional development system. The advisory body should be free standing and have some authority or direct link to authority in the state's governance structure. For this group's work to be recognized and valued across sectors, its composition must include representatives from the diverse settings, auspices, and roles of the early childhood field and professional development system supports. Requiring this makeup sets the context for ensuring cross-sector, integrated recommendations. The work of the advisory structure also should be transparent, taking input and feedback from individuals and other stakeholders. Each sector must respect and be willing to collaborate with other sectors to create an integrated system that does not depend on the different funding streams for different types of programs or families served.

Applying the Principles for Policy Making

- **Integration:** Policies ensure the advisory structure includes representatives from all early childhood education sectors. The structure builds off of and expands on the existing work in each sector with a goal of meeting the needs of the workforce in its broadest definition. Previous leadership and efforts are acknowledged and integrated as appropriate.
- **Quality Assurance:** The advisory structure engages in strategic planning and regularly reviews the progress of plans and recommendations, making adjustments as needed. The structure is required to gather input from stakeholders/public to inform planning and recommendations.
- **Diversity, Inclusion, and Access:** Minimum composition requirements for the advisory body are specified, recognizing the importance of perspectives representing the diversity of the field and leaving space and opportunity for the list of participants to be expanded as needed.
- **Compensation Parity:** The advisory body explicitly addresses compensation parity for all levels of roles and responsibilities in programs. Members of the advisory body understand the nexus of compensation and policies that will enhance the quality of the professionals as well as their retention.

State Policy Examples

The following are two examples of state policy (one statutory and one nonstatutory) related to advisory structures. The examples are meant to illustrate various ways states have approached this essential policy area to date and may not address all of the blueprint's overarching policy-making principles.

Statutory Example: Hawaii

Hawaii Revised Statutes Annotated
Laws 2008, 1st Special Session, Act 14
Chapter [undesignated], Early Learning System (Senate Bill No. 2878)
Section 2, Early Learning System
§ 3. *Early Learning Council*

(a) There is established an early learning council which shall be attached to the department of education for administrative purposes only, notwithstanding any other law to the contrary. To the extent permissible by law, the council shall develop and administer the early learning system established in section 2 to benefit all children throughout the state, from birth until the time they enter kindergarten. In developing the early learning system, the council shall, among other things: . . .

(8) Coordinate efforts to develop a highly-qualified, stable, and diverse workforce, including:

(A) Ensuring that more early childhood educators and administrators, existing or potential, have opportunities to receive early childhood education degrees, including offering higher education scholarships;

(B) Increasing the availability of early childhood education coursework, including distance learning courses and community-based early childhood education training;

(C) Providing access to continuing professional development for all educators and administrators;

(D) Establishing a system for awarding appropriate credentials to educators and administrators, as incentives to improve the quality of programs and services, relevant to the various early learning approaches, service deliveries, and settings, such as for experience or coursework or degrees completed;

(E) Providing consultation on the social-emotional development of children; and

(F) Providing substitute teacher allowances . . .

(15) Consult with community groups, including statewide organizations that are involved in early learning professional development, policy and advocacy, and early childhood programs, to broaden the council's knowledge of early learning. . .

(b) The council shall consist of the following voting members:

(1) The superintendent of education or the superintendent's designee;

(2) The director of human services or the director's designee;

(3) The director of health or the director's designee;

(4) The president of the University of Hawaii or the president's designee;

(5) A representative of center-based program providers;

(6) A representative of family child care program providers;

(7) A representative of family-child interaction learning program providers;

(8) A representative of philanthropic organizations that support early learning; and

(9) Two representatives of the Hawaii Council of Mayors.

The council shall invite the director of the Hawaii head start state collaboration office, the chief executive officer of the Kamehameha Schools, and the executive director of the Hawaii Association of Independent Schools, or their designees, to serve as voting members of the council.

Except for the superintendent of education, directors of state departments, president of the University of Hawaii, director of the Hawaii head start state collaboration office, chief executive officer of the Kamehameha Schools, and executive director of the Hawaii Association of Independent Schools, or their designees, and the two representatives of the Hawaii Council of Mayors, the members shall be nominated and, by and with the advice and consent of the senate, appointed by the governor.

(c) Except for the superintendent of education, directors of state departments, president of the University of Hawaii, director of the Hawaii head start state collaboration office, chief executive officer of the Kamehameha Schools, and executive director of the Hawaii Association of Independent Schools, or their designees, members of the council shall serve staggered terms as follows:

- (1) The representative of center-based program providers shall serve a two-year term;
- (2) The representative of family child care program providers shall serve a three-year term;
- (3) The representative of family-child interaction learning program providers shall serve a three-year term;
- (4) The representative of philanthropic organizations that support early learning shall serve a two-year term; and
- (5) Of the two representatives of the Hawaii Council of Mayors, one shall serve a two-year term, and the other shall serve a three-year term as determined by the Hawaii Council of Mayors.

(d) The council shall select a chairperson by a majority vote of its members; provided that the chairperson shall be a representative from the private sector. A majority of the members serving on the council shall constitute a quorum to do business. The concurrence of the majority of the members serving on the council shall be necessary to make any action of the council valid.

(e) The council may form workgroups and subcommittees, including with individuals who are not council members, to:

- (1) Obtain resource information from early learning professionals and other individuals as deemed necessary by the council;
- (2) Make recommendations to the council; and
- (3) Perform other functions as deemed necessary by the council to fulfill its duties and responsibilities. . . .

(i) The council shall submit to the legislature no later than twenty days prior to the convening of each regular session, a report regarding:

- (1) Its progress; and
- (2) The status of the early learning system in the state.



Nonstatutory Example: Washington

Washington Learns, Governor Chris Gregoire's sponsored study of the state's education system, included recommendations for more cross-agency and cross-sector collaboration. In April 2008, Washington's Department of Early Learning (DEL), the Office of Superintendent of Public Instruction and Thrive by Five Washington responded to the study's charge and signed a resolution forming The Early Learning Partnership. The partnership identified and committed to joint efforts in priority areas such as an early learning professional development system, an information technology system and data and resource mapping, early literacy development, and a kindergarten assessment process.

DEL, which has the lead responsibility for the professional development priority, established a consortium with diverse, cross-sector membership to advise its system building efforts. The Professional Development Consortium held its initial meeting in September 2008. Its final composition and activity details are being determined and its progress will be discussed by the Early Learning Partnership at its quarterly meetings. Washington's Early Learning Partnership Resolution is available online at www.del.wa.gov/publications/communications/docs/earlylearningpartnershipresolution.pdf.

Sample Implementation Strategies

- Communication and coordination policies or agreements, including common nomenclature, across departments and sectors
- Task forces focusing on professional development systems and working with the state early learning councils
- Vision and mission statements
- Guiding principles

Policy Area 5: Data

Data are essential to gauge any impacts and systems change. Workforce and professional development data inform planning, evaluation, and quality assurance and accountability. Data may be gathered and maintained by multiple partners such as workforce/practitioner registries, researchers at higher education institutions, and others. State policies should require the methods and collection of specific data and also mandate nonduplication of efforts, cross-sector data collection, sharing, and alignment. Policies also should require comprehensive workforce studies at regular intervals and ongoing collection of professional development utilization and improvement indicators.

Additionally, policies should include specific requirements for disaggregated data by type of setting, demographics, and primary financing source(s). Data about the workforce and how the professional development system is working helps the advisory structure and other administrators assess how individuals are benefiting and how the system entities and delivery are changing to be more effective. Projective statistics are the basis for evaluations and inform strategic planning.

Applying the Principles for Policy Making

❑ **Integration:** Policies include attention to organized methods for collecting, sharing, and disseminating data to stakeholders, funders, and the public.

❑ **Quality Assurance:** Workforce and professional development data collected are verified by workforce/practitioner registries rather than self-reported. Verified data are used as the basis for monitoring and accountability.

❑ **Diversity, Inclusion, and Access:** Data on the workforce are disaggregated by role, program setting, credential, demographic characteristics, experience in the field, population and age of children served, and compensation. Data collected include a focus on barriers to access and supports, including data related to program sustainability and stability. The system is designed for sharing data that are accessible to those it represents and all who need it.

❑ **Compensation Parity:** Data on compensation (salaries and benefits) are assessed in each sector and by different age groups of children served. Data are also collected on other professions for which parity is sought for early childhood professionals. Retention data by role and in the early education field is also gathered to help inform compensation parity policies and analysis of return on investments.

State Policy Examples

The following are two examples of state policy (one statutory and one nonstatutory) related to data. The examples are meant to illustrate various ways states have approached this essential policy area to date and may not address all of the blueprint's overarching policy-making principles.

Statutory Example: Massachusetts

Massachusetts General Laws Annotated
Part I: Administration of the Government
Title II: Executive and Administrative Officers of the Commonwealth
Chapter 15D. Department of Early Education and Care
§ 5. *Workforce development system; implementation plan*

[Text of section added by 2004, 205, Sec. 1 effective March 1, 2005. See 2004, 205, Sec. 2.]

The board shall develop and annually update an implementation plan for a workforce development system designed to support the education, training and compensation of the early education and care workforce, including all center, family child care, infant, toddler, preschool and school-age providers. The board shall solicit input from organizations and agencies that represent a diverse spectrum of expertise, knowledge and understanding of broader workforce development issues and of the professional development needs of the early childhood and care workforce. In order to inform the plan, the board shall conduct:

- (1) an inventory and assessment of the current resources and strategies available for workforce and professional development in the [C]ommonwealth, including but not limited to Head Start trainings, community-based trainings, higher education programs, child care resource and referral agency trainings, state and federally funded workforce development trainings/programs, public school system trainings/credentialing, and other trainings that address the needs of those who work with children and make recommendations for coordinating the use of those existing resources and strategies;
- (2) analyses using current data on the status of the early education and care workforce, including work experience, certifications, education, training opportunities, salaries, benefits and workplace standards; and
- (3) an assessment of the workforce capacity necessary to meet the state's early education and care needs in the future.

Nonstatutory Example: California

Funded by First 5 California, the state's early care and education workforce studies collected data from a randomly selected sample of 1,921 licensed child care center directors and 1,800 licensed family child care home providers. The studies examined the workforce in relationship to linguistic skills and ethnicity, as well as training in special needs and dual language learning. The data and analyses "identify the characteristics of California's current . . . early care and education workforce, both in light of proposed new requirements, and to help assess the size of the task of training the next generation of workers to care for young children." (Whitebook et al. 2006, 3). California's workforce studies are available online at www.iir.berkeley.edu/cscce/workforce_study.html.

Sample Implementation Strategies

Collection of

- Disaggregated baseline data with periodic updates allowing for measurement of progress
- Demographic data informing needs, gaps, diversity issues, and barriers to access



- Data related to training type and attendance, educational attainment, content focus, and student performance
- Data on the location and disbursement of training and professional development providers and centers and higher education institutions
- Data on the utilization of financial aid
- Data on staff retention, compensation, and turnover rates by reason, areas, roles, and other factors
- Local, state, federal, and private resources financing any part of the professional development system

Policy Area 6: Financing

All systems require funding to operate. Resources have to come with direction. Professional development systems benefit from financing policies that ensure monies are directed where they are most needed and that they are used efficiently. Some degree of specificity must exist to do the needed or newly required work so that funds are not used to backfill gaps. This direction is especially important in a field in which resources are so scarce. State policies should support the financing of integrated professional development systems in four specific areas:

- 1. Financial support for early childhood professionals** to obtain education and ongoing development, based on need.
- 2. Financial support for programs/workplaces** that facilitate professional development through resources for release time and substitute staff, teacher mentors and coaches, purchase of materials and equipment, and other supports.
- 3. Explicit rewards and compensation parity** for attainment of additional education and development. Other financing mechanisms such as higher reimbursement rates and grants that reflect the cost of quality do not always take into account or sufficiently address the cost of compensation parity.

4. Financing of the professional development system infrastructure, which may be linked and/or embedded in the state's larger early childhood system. Infrastructure pieces that require financing may include the advisory body, data systems, support to higher education institutions and training systems, and quality assurance processes.

Applying the Principles for Policy Making

- Integration: Federal, state, and private sources are coordinated to fund professional development system needs.
- Quality Assurance: Policies ensure that funders, administrators, participants, and families know what resources are available, where and how they are being directed, and why.
- Diversity, Inclusion, and Access: Barriers to financial aid and scholarships are examined, and relevant access policies are crafted. Policies also ensure access to ongoing professional development and financing of the governance and institutional aid to higher education and to early childhood programs.
- Compensation Parity: Policies include specific and adequate financing in all sectors of the system to support compensation equivalent to positions within and across fields requiring similar preparation and experience.

State Policy Examples

The following are two examples of state policy (one statutory and one nonstatutory) related to financing. The examples are meant to illustrate various ways states have approached this essential policy area to date and may not address all of the blueprint's overarching policy-making principles.

Statutory Example: Wyoming

Wyoming Statutes Annotated

Title 14. Children

Chapter 4. Child Care Facilities

Article 2. Quality Child Care

§ 14-4-204. *Educational development scholarships and continuing education grants*

- (a) The department by rule and regulation shall provide educational development scholarships to assist the owners or staff of child caring facilities to attain certificates or degrees in early childhood development or a related field. Payments under this subsection shall be conditioned upon the recipient of the educational development scholarship entering into a contract to work for a child caring facility in this state for a period as provided in subsection (d) of this section after receiving the certificate or degree.
- (b) A recipient of an educational development scholarship pursuant to this section who breaches the contract required by subsection (a) of this section shall repay that portion of funds provided to the recipient pursuant to this article that is for educational developmental expenses accruing during or after the semester in which the recipient breached the contract, together with attorney fees and costs incurred in collection.
- (c) The department by rule and regulation shall provide continuing education grants to child caring facilities to assist the owners or staff of those facilities to obtain continuing education

training in early childhood development or related topics. Payments under this subsection shall be conditioned on the following:

(i) The recipient of the continuing education training provided through the grant entering into a contract to work for a child caring facility in this state for a period as provided in subsection (d) of this section after receiving the training; and

(ii) An in-cash cost sharing contribution of at least ten percent (10%) from the facility employing the staff member at the time of continuing education training.

(d) The department shall set a formula for duration of contractual commitments under this section through rule and regulation. Commitment duration shall be based on the value of the educational opportunity and shall be commensurate with the magnitude of the grant.

(e) A recipient of a continuing education grant pursuant to this section shall repay all funds provided to the recipient pursuant to the grant, together with attorney fees and costs incurred in collection, if the recipient breaches the contract required by subsection (c) of this section.

Nonstatutory Example: Ohio

Ohio's overarching goal is a system for delivery of quality early childhood services that includes a comprehensive, coordinated, accessible, and flexible professional development system. Early childhood professionals have access to professional development opportunities and on-going supports that build their knowledge, competencies and skills for working with young children (ages birth–8). The Ohio Early Childhood Professional Development Network drives the state's professional development system activities. Cross-sector professionals comprise the network's leadership team, bringing financing from multiple sectors and sources. System priorities are funded by Build Ohio; the Bureau of Child Care and Development, Ohio Department of Jobs and Family Services; the Head Start state collaboration office; and the Ohio Department of Education.

More information about Ohio's Early Childhood Professional Development Network is available online at www.ohpdnetwork.org.

Sample Implementation Strategies

- Financial aid such as scholarships, grants, and loan forgiveness
- Paid release time
- Substitute teachers
- Salary scales
- Wage supplements
- Health insurance coverage or reimbursement
- Rewards and bonuses for obtaining degrees or credentials
- Department of Labor and other apprenticeship programs
- Grants to programs to increase credentials and professional development through QRIS
- Performance-based contracting
- Coordination of federal, state, local, and private resources and public/private partnership

CONCLUSION

Early childhood education professionals need preparation, ongoing development, and support to ensure that our nation's youngest children have quality early learning experiences. In turn, state professional development systems need the support of public policies to offer this essential development. To build and sustain a competent early childhood education workforce, these policies must address all sectors of the field and all service roles—both direct and nondirect—in each sector.

With attention to the policy-making principles of **integration; quality assurance; diversity, inclusion, and access; and compensation parity** NAEYC recommends that states examine and build their public policies in six essential areas:

1. Professional standards
2. Career pathways
3. Articulation
4. Advisory structure
5. Data
6. Financing

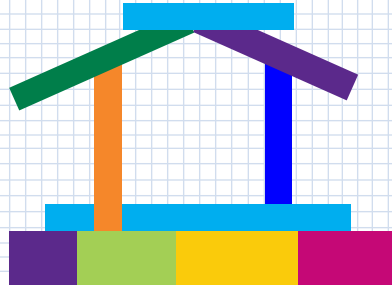
States applying the policy-making principles and addressing these essential areas support the infrastructure and goals of integrated professional development systems for early childhood education. Such policies help connect professional development activities and components and support a comprehensive system that serves all early educators—moving our nation closer to a competent early childhood education workforce that can in turn provide the quality learning experiences that all of our nation's young children deserve.



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APPENDICES

APPENDIX A—About the Early Childhood Workforce Systems Initiative

The National Association for the Education of Young Children's (NAEYC) Early Childhood Workforce Systems Initiative is sponsored by Cornerstones for Kids and the Birth to Five Policy Alliance. (For additional information, please see <http://birthtofivepolicy.org>.)

The goals of the Early Childhood Workforce Systems Initiative are to

- Formulate a policy blueprint for state early childhood education professional development systems
- Develop an interactive Web interface that provides direct links to states' public policies and key professional development system initiatives and elements as outlined by the state policy blueprint
- Provide national opportunities for collaboration among state policy leaders and administrators, including face-to-face meetings and technology enhanced interactions to create a network of those whose work directly impacts the early childhood workforce
- Collaborate with other organizations and stakeholders working to strengthen the professional preparation and professional development of early childhood educators
- Provide collaboration consultation to pilot states on the policy blueprint and support for such activities.

The efforts of many groups have created a significant depth of expertise in early childhood professional development activities and have helped to move this work forward on national, state, and local levels, impacting early childhood education professionals across the nation. Additionally, various national groups such as the former Wheelock College Center for Career Development, Head Start, the National Child Care Information Center, the National Professional Development Center on Inclusion, and others provided professional development system frameworks and models. The specific policy focus and cross-sector nature of NAEYC's Early Childhood Workforce Systems Initiative provide a different yet complementary impetus to this work. Using NAEYC's position in the field, this project will assist states in advancing the policy agenda toward building and sustaining a stable, highly skilled, knowledgeable, diverse, and well-compensated professional workforce—the desired early childhood education workforce.

Steering Committee

A five-member Steering Committee provides guidance on the activities of this project:

1. **Anne Mitchell**, Chair—Former President of NAEYC, early childhood policy expert and consultant, and co-founder of the Alliance on Early Childhood Finance.
2. **Linda Espinosa**—Senior Faculty Member at the University of Missouri- Columbia who has studied the early childhood workforce with particular attention to programs, services, and professional training issues concerning children of Latina heritage.
3. **Jacqueline Jones**—Assistant Commissioner of the Division of Early Childhood Education in the New Jersey Department of Education with primary responsibility for early childhood education programs in the state.
4. **Tonya Russell**—Director of the Division of Child Care and Early Childhood Education at the Arkansas Department of Human Services administering the state’s Child Care and Development Block Grant.
5. **Marcy Whitebook**—Director of the Center for the Study of Child Care Employment, at the University of California at Berkeley, who has studied and written extensively about the early childhood workforce and associated public policy issues.

APPENDIX B—Alignment with NAEYC Priorities, Goals, and Work

Founded in 1926, NAEYC is dedicated to issues affecting the education and development of young children, and our more than 80,000 members represent the diversity of the early childhood field. Historically, the Association’s mission has been to improve the quality of care and education provided to young children in the United States. This mission includes working to improve professional practice and working conditions in early childhood education. Position statements, standards, and accreditation systems that support the preparation and ongoing development of the early childhood workforce are just some of NAEYC’s activities in this area.

► Position and Summary Statements

NAEYC’s statements, *A Conceptual Framework for Professional Development of Early Childhood Educators* and *Where We Stand on Standards for Programs to Prepare Early Childhood Professionals*, are widely used by policy makers, higher education institutions, and advocates.

► Conferences and Materials

NAEYC’s Annual Conference and Institute on Early Childhood Professional Development provide opportunities to disseminate information and convene all segments of the workforce around key issues of the field. In addition, NAEYC is one of the nation’s largest publishers of materials designed for teachers of young children and one of the largest providers of continuing professional education in the field.

► Affiliates

NAEYC enjoys a vibrant network of 50 State Affiliates that work to increase understanding and support for high-quality early childhood education among policy makers and the pub-



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lic through a wide range of professional development conferences, advocacy, and public awareness activities. State Affiliates are committed to leadership development by creating opportunities for members to serve on local and state boards, task forces and committees that impact the early childhood field.

► Accreditation Systems

For more than 23 years, NAEYC's early childhood center- and school-based program accreditation has set important criteria for professional standards, including 10 accreditation standards for teachers. The Association, in collaboration with the National Council for the Accreditation of Teacher Education (NCATE), has developed national accreditation standards for undergraduate and graduate degrees in early childhood education. NAEYC also recently formulated accreditation standards for associate degree programs in the field and administer the only such national accreditation system.

With this blueprint and related resources, NAEYC provides the field with specific policy areas, goals, and a tool to assess the system-level connectors—including infrastructure and policies—needed to support a comprehensive, integrated early childhood professional development system. The Early Childhood Workforce Systems Initiative, and specifically the development of this state policy blueprint, continues the Association's rich history of professional preparation and development work.

APPENDIX C—Input and Feedback Processes

Before this state policy blueprint was drafted, more than 50 individuals provided input on key policies they believe are needed to support state integrated early childhood education professional development systems. Participants provided insights through one-on-one interviews or focus groups.

In addition to the Steering Committee's careful review, several focus groups provided feedback on the draft blueprint. A multistate focus group was held at the 8th Annual T.E.A.C.H.[®] Early Childhood and Child Care WAGES[®] National Conference; three focus groups were conducted in Arkansas; and an additional focus group was held in New Jersey. Feedback was also provided on a final discussion draft by state leadership teams participating in Linking Sectors, Advancing Systems: the 2nd Annual State Professional Development Leadership Team Work Day, a pre-Institute session at NAEYC's 2008 Institute for Early Childhood Professional Development, and by members of the Birth to Five Policy Alliance.

NAEYC would like to thank all of the individuals involved in the input and feedback processes for generously sharing their time and expertise.

Input Participants

Individual interview participants

- Nancy Alexander—Executive Director, Northwestern State University Child and Family Network, Louisiana
- Diane Aillet—Career Development Coordinator, Louisiana Pathways
- Donna Alliston—Professional Development Coordinator, Division of Child Care and Early Childhood Education, Arkansas Department of Human Services
- Cecelia Alvarado—Early Childhood Education Consultant and Faculty, Graduate School of Education, George Mason University, Virginia
- Peggy Ball—State Technical Assistance Specialist, National Child Care Information and Technical Assistance Center (NCCIC), and Independent Consultant
- Paula Jorde Bloom—McCormick Tribune Center for Early Childhood Leadership, National-Louis University, Illinois
- Lindy Buch—Director, Office of Early Childhood Education and Family Services, Michigan Department of Education
- Margot Chappel—Director, Nevada Head Start State Collaboration Office
- Judy Collins—Senior Content Specialist, Tribal Child Care Technical Assistance Center (Tri-TAC) and Independent Consultant
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- Lynn Jones—Senior Policy Analyst, ZERO TO THREE*
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- Vilma Williams—Director of Training Services, Council for Professional Recognition
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Feedback Participants

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- Laurie Litz—Vice President of Workforce Development and Director, T.E.A.C.H.[®] Early Childhood Pennsylvania
- Edith Locke—Vice President, Professional Development Initiatives Division, Child Care Services Association
- Barb Merrill—Executive Director, Iowa Association for the Education of Young Children and Program Manager, T.E.A.C.H.[®] Early Childhood IOWA

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- Bobbie Biggs—Professor, College of Education and Health Professions University of Arkansas
- Pam Cicirello—Dean, Allied Health Early Childhood, Pulaski Technical College
- Mardi Crandall—Instructor, Human Development and Family Studies, University of Arkansas
- Elaine Davis—Director, Resource and Referral, Parents As Teachers
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- Kim Parsley—Child Care Connections
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- Mary Manning-Falzarano—Clearinghouse Manager, Professional Impact NJ
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- Beverly Wellons—State Child Care Administrator, Department of Human Services
- Renee Whelan—Professional Development Coordinator, Division of Early Childhood Education, New Jersey Department of Education

States represented at NAEYC's 2008 professional development leadership team work day

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|------------------------|------------------|
| • Alabama | • Michigan |
| • Alaska | • Mississippi |
| • California | • Montana |
| • Connecticut | • Nevada |
| • District of Columbia | • New Jersey |
| • Florida | • New Mexico |
| • Georgia | • New York |
| • Hawaii | • North Carolina |
| • Idaho | • North Dakota |
| • Illinois | • Oklahoma |
| • Iowa | • South Carolina |
| • Kansas | • Tennessee |
| • Louisiana | • Washington |
| • Massachusetts | • Wisconsin |

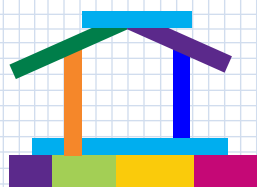
National and state organization participants


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- Agda Burchard—Executive Director, Washington AEYC
- Joan Lombardi—The Children’s Project,* Washington, DC
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As a nation, we are experiencing a confluence of research, state and federal policy, and families' needs related to early education. Research is clear that children who attend high-quality early childhood education programs are more likely to be ready for school and for life. A consistent, skilled, diverse and appropriately compensated early childhood workforce is key to providing such quality education and care. States are working to build and retain this workforce by planning and implementing professional development systems from predominantly fragmented activities and programs. At the federal level, the Head Start reauthorization includes additional professional development requirements and requires state early learning councils. Additionally, the Higher Education Opportunity Act includes a new program of grants to states to develop cross-sector, comprehensive professional development systems.

Now is a time of opportunity for states to move integrated early childhood system efforts forward and NAEYC developed this policy blueprint to support this work. This blueprint highlights four policy-making principles (integration; quality assurance; diversity, inclusion, and access; and compensation parity) and six policy areas (professional standards, career pathways, articulation, advisory structure, data, and financing) that build or sustain an integrated system. The principles and policy areas look beyond the status quo to the development and retention of a competent and stable early childhood workforce. Since state policies do not begin—and will not end up—in the same place, this tool is intended to serve as a starting point for states to expand, change, and adapt for their own political and professional contexts and needs.

National Association for the Education of Young Children
Division of Policy and Public Affairs
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