



Cultivating Excellence: Developing and Strengthening Your Early Childhood Workforce

Las Vegas, Nevada
September 20 and 21, 2016



INTRODUCTIONS: TA Team



Marsha Hawley
OUNCE



Manuela Fonseca
PDG TA



Sue Mitchell
PDG/ELC TA



Rebecca Valenichis
PDG/AEM

Introductions: State Teams



Goals for the Early Childhood Workforce Peer Learning Exchange

- *Participants will develop new ideas and strategies that can strengthen their state's early childhood workforce.*
- *Participants will engage with peers to learn about and consider ways to implement new ideas in their states.*
- *Participants will identify national and state resources to inform and support their work on workforce development.*

Agenda – Day 1

September 20, 2016

- 8:30 Welcome, Introductions, Icebreaker, and Setting the Stage
Gallery Walk: States' Building it Better Survey Results
- Recruiting, Building, and Retaining Qualified Early Childhood Educators – Marsha Hawley, Ounce
- 12:00-1:00 Lunch on Your Own
- Getting to and Funding Compensation Parity– Sue Mitchell, PDG TA
- Coaching Panel: Alabama, Arizona, Nevada
- State Team Planning
- Group Reflections
- 5:00 Adjourn

Agenda – Day 2

September 21, 2016

- 8:00 Picking Up Where We Left Off
- Developing Leaders – Marsha Hawley, Ounce
- State Spark: Illinois
- State Team Action Planning
- Closing Session
- 12:30 Adjourn

Structure of Topical Sessions

4 Topical Areas:

- Recruiting, Building, and Retaining Qualified Early Childhood Educators
- Getting to and Funding Compensation Parity
- Coaching Models
- Developing Leaders

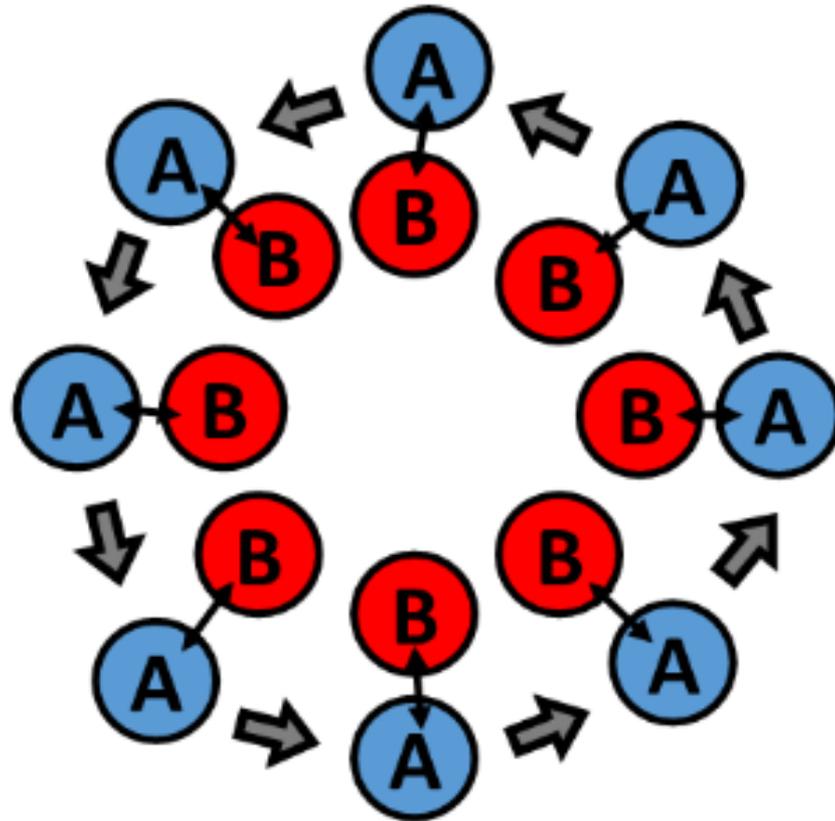
General Format For Each Topical Area:

- Spark presentation
- Large group discussion
- Peer learning through Cross-State small groups
- State Team Action Planning

Documents and Resources

- Online Resources:
 - <https://pdg.grads360.org/#communities/workforce>
 - Workspace
 - All Peer Learning Exchange documents we will use are posted here (e.g., presentation, questions, state planning form)
 - Featured Resources
- Key Documents – Hard Copies

Ice Breaker

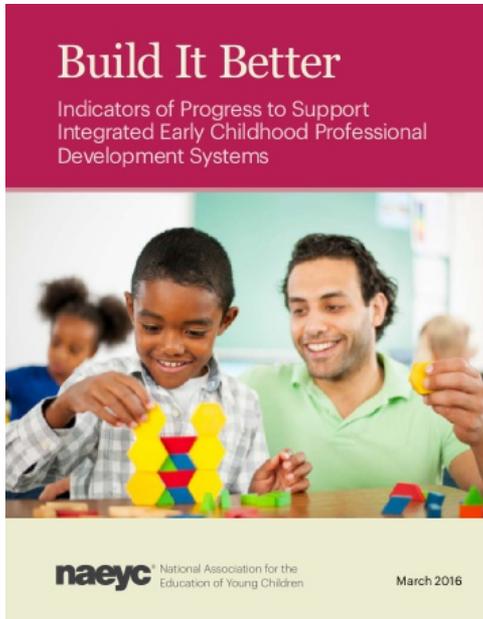


Concentric Circles

Build it Better

Principles, Policies, and Indicators of Progress for Early Childhood Professional Development Systems

PD System Indicators Survey Instrument



Build it Better

6 Policies:

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



4 Principles:

1. Professional development system integration
2. Quality assurances for professional development
3. Diversity and equitable access
4. Compensation parity

Guiding Questions

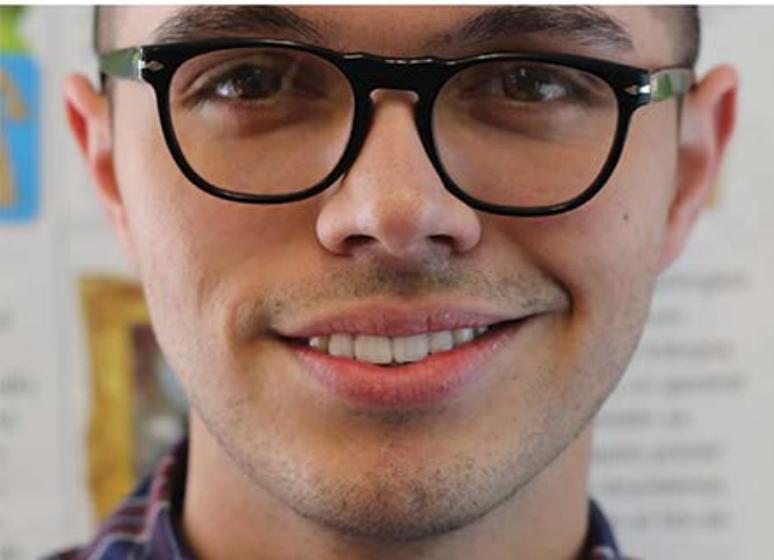
- What insights into your state's progress towards workforce development did you glean from the Survey?
- Were any of the six policies particularly strong or weak across all four principles (Professional standards, Career pathways, Articulation, Advisory Structures, Data, Financing)?
- Which Principle stands out as being furthest along? How/why has that area been more developed than others?
- Did the survey results suggest a reconsideration of priorities for your state's upcoming workforce development efforts?
- How do you think you might use the Survey with a more extended group of stakeholders or more formally?



Recruiting, Building, and Retaining Qualified Early Childhood Educators



Transform leaders, cause a ripple effect



SEPTEMBER 20, 2016

The Right Conditions for Teaching and Learning

Marsha Hawley
Director, Lead Learn Excel





Setting the Stage

- For highly qualified early childhood teachers the demand is high, the pay is low. The median annual wage for preschool teachers was \$28,570* while kindergarten teachers was \$54,550 (May 2015).
- Employment of preschool teachers is projected to grow 7 percent from 2014 to 2024. Will the demand for qualified teachers exceed the workforce? Are there enough qualified teachers?
- Are new and continuing teachers prepared for teaching young children with challenging needs? What is our role in supporting them?

* average of all preschool teachers in all settings



How do you get to recruiting the right teachers?

- How do you find the right teachers for the right positions?
- What do you need to think about to build the early childhood workforce for 2020?
- Teachers are never alone in an early childhood classroom (or, they should never be).
 - How can you make sure we recruit collaborative teachers?
 - How can you build skills of collaboration?
 - How can you continually support collaboration?



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The Complexities of Teaching



Teaching Effectively

“Teaching occurs in particulars—particular students interacting with particular teachers over particular ideas in particular circumstances.” Teachers must continually be learning how to:

- Size up situations from moment to moment,
- Operate with precision *and* personalization, and
- Use experience and knowledge to improve practice by examining and reflecting on their interactions and instruction *and* those of their peers.

Ball and Cohen (1999)



- “...the quality of the education system cannot exceed the quality of its teachers ...”
 - Barber & Mourshed, 2007, p. 8

- “ ...consistency and innovation can and must go together, and you achieve them through organized learning in context. Learning *is* the work.”
 - Fullan, 2008 p.79



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Analyze Organizational Conditions

Supporting the structure that builds the workforce

Critical considerations:

- Consider what attitudes and dispositions fit the school.
- Consider the core competencies of an early childhood teacher: knowledge, skills and dispositions
- One example: the Haberman questionnaire

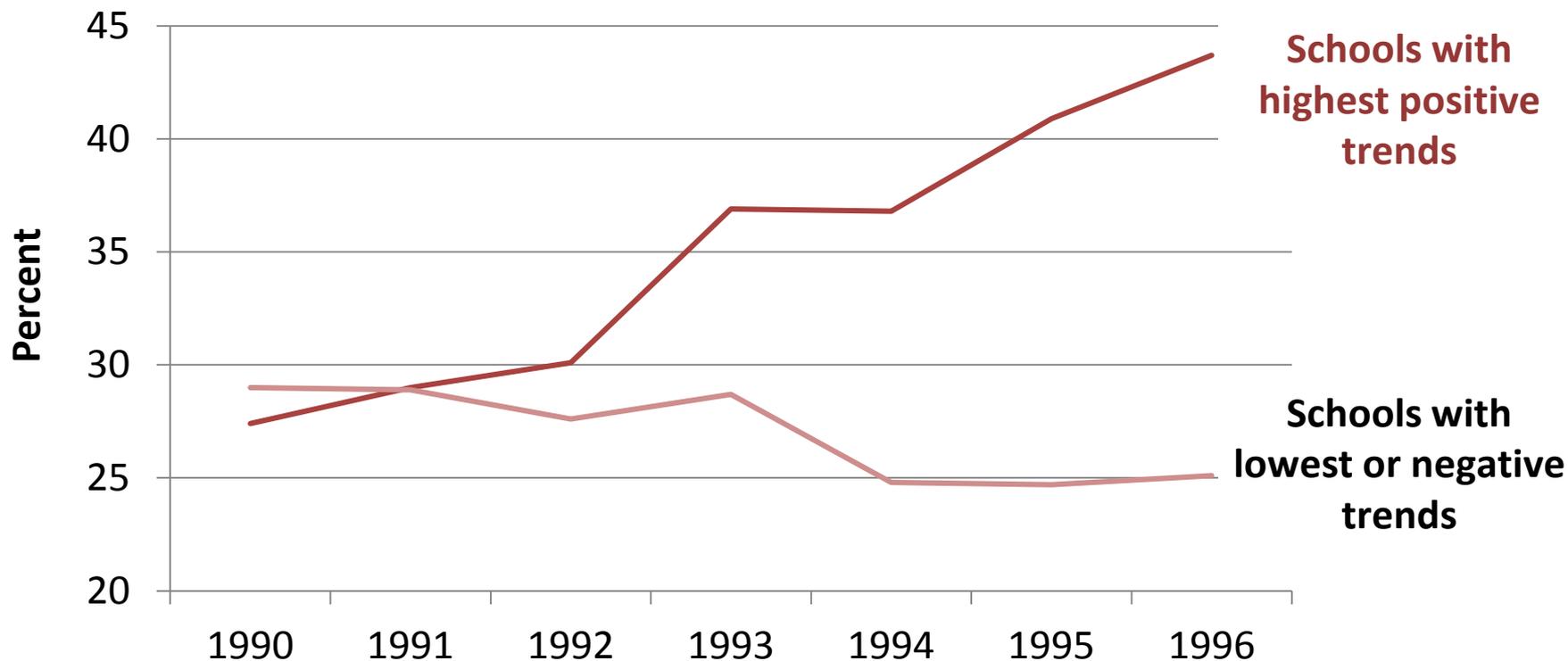


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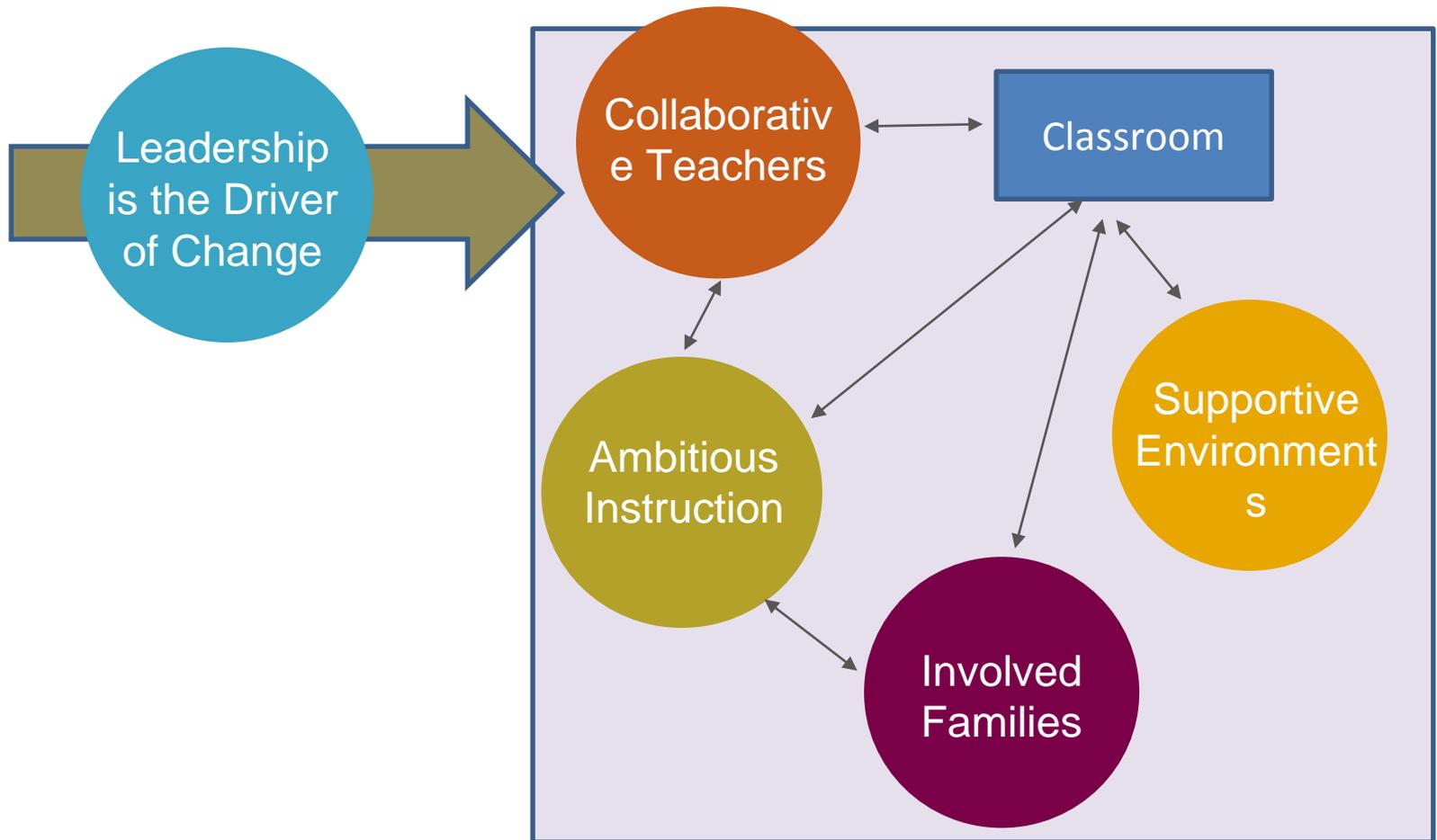
The Essential Support Framework

The development of the original five essential supports framework was motivated by differing rates of improvement across schools in Chicago

Percent of Students Scoring At or Above National Norms in Math,
1990 to 1996



The Five Essential Supports Framework



Adapted from Bryk, Sebring, Allensworth, Luppescu, & Easton

UChicago (2010)
Consortium

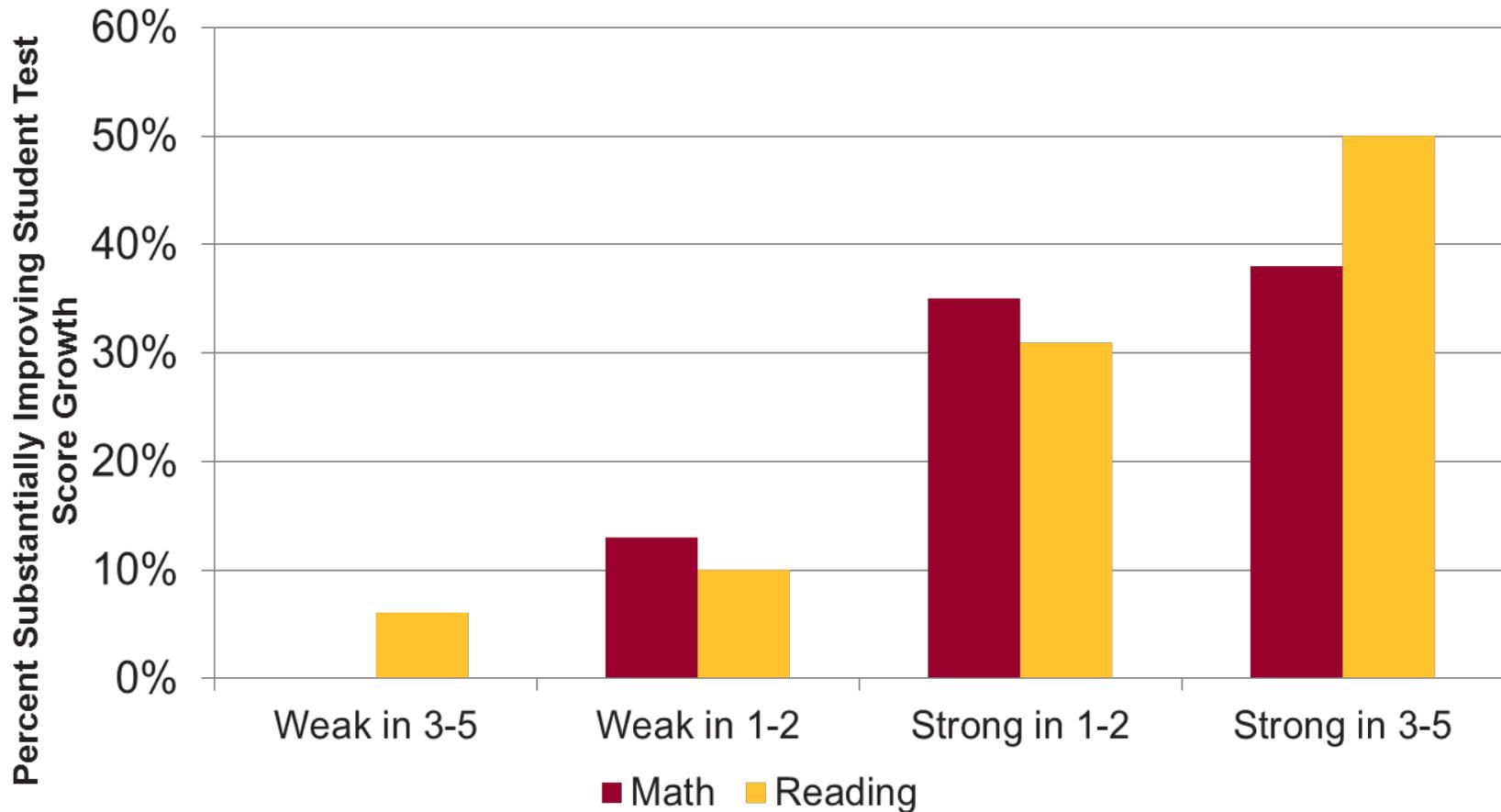


Under this framework, strength comes from *multiple* supports

- While each essential support holds unique salience within the school, they are mutually reinforcing. Thus, the value of the essential supports is in their *combined* strength.
- Sustained weakness in a *single* essential undermined improvement efforts
 - Reduced the likelihood of improvement to less than 10%



Research found that Chicago elementary schools strong on the Five Essential Supports were 10 times more likely to improve

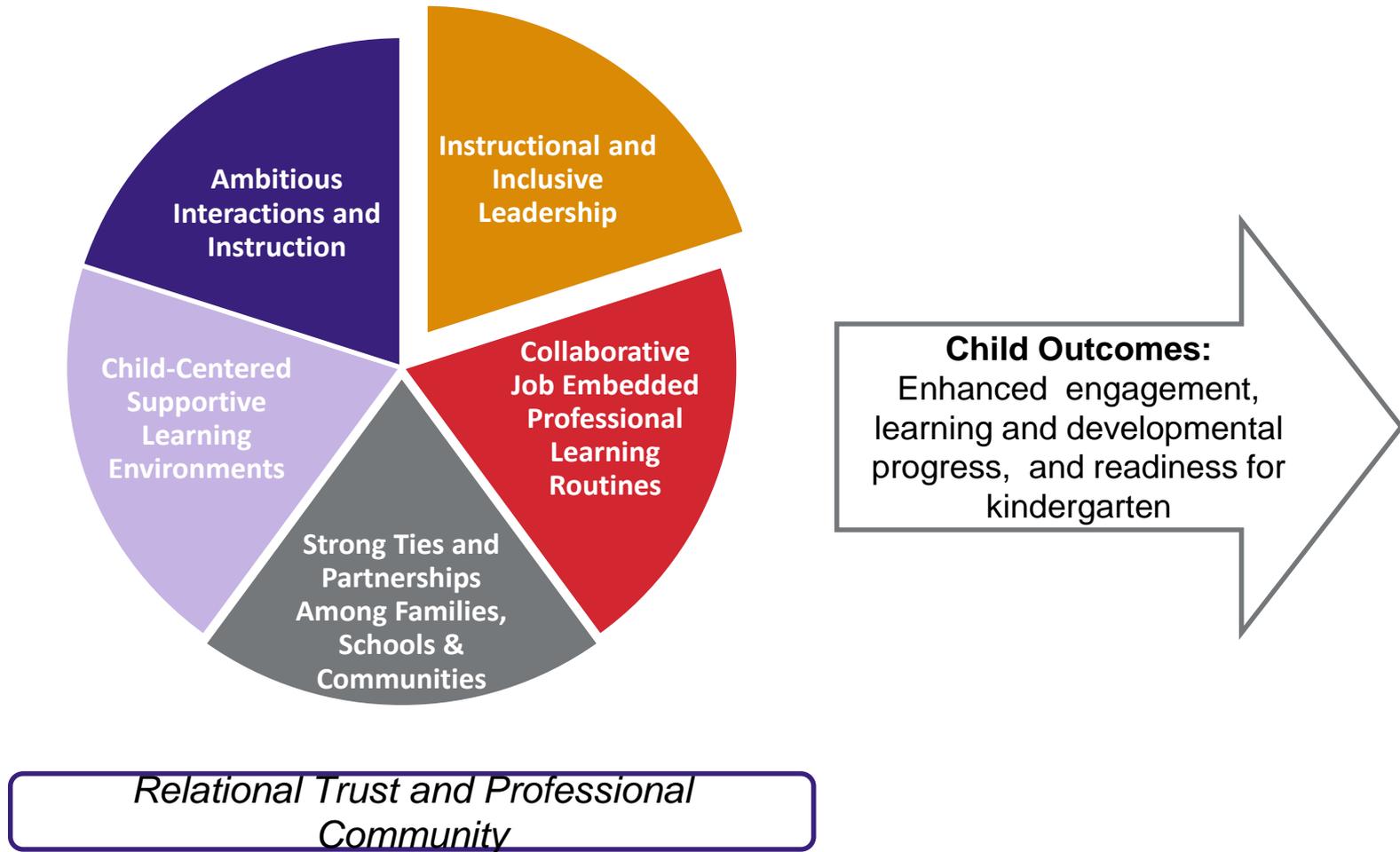


Bryk, et al. (2010)



**LEAD
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The Levers for Improvement in Educational Settings: Five Essentials Supports Framework



Definitions adapted with permission and collaboration from authors: Bryk, A. Sebring, P., Allensworth, E., Luppescu, S. & Easton, J. (2010). *Organizing Schools for Improvement: Lessons from Chicago*, University of Chicago Press, Chicago, IL.



Questions

One State's Approach to Recruiting, Building and Retaining Qualified Early Childhood Educators





OEEC

Connecticut Office of Early Childhood

EC Workforce
Recruit, Develop and Retain

EC Workforce: Recruit, Develop, Retain

PD System Integration

Compensation Parity (0-8 sectors & settings)

Financing

Data

Advisory Structure

Articulation

Career Pathways

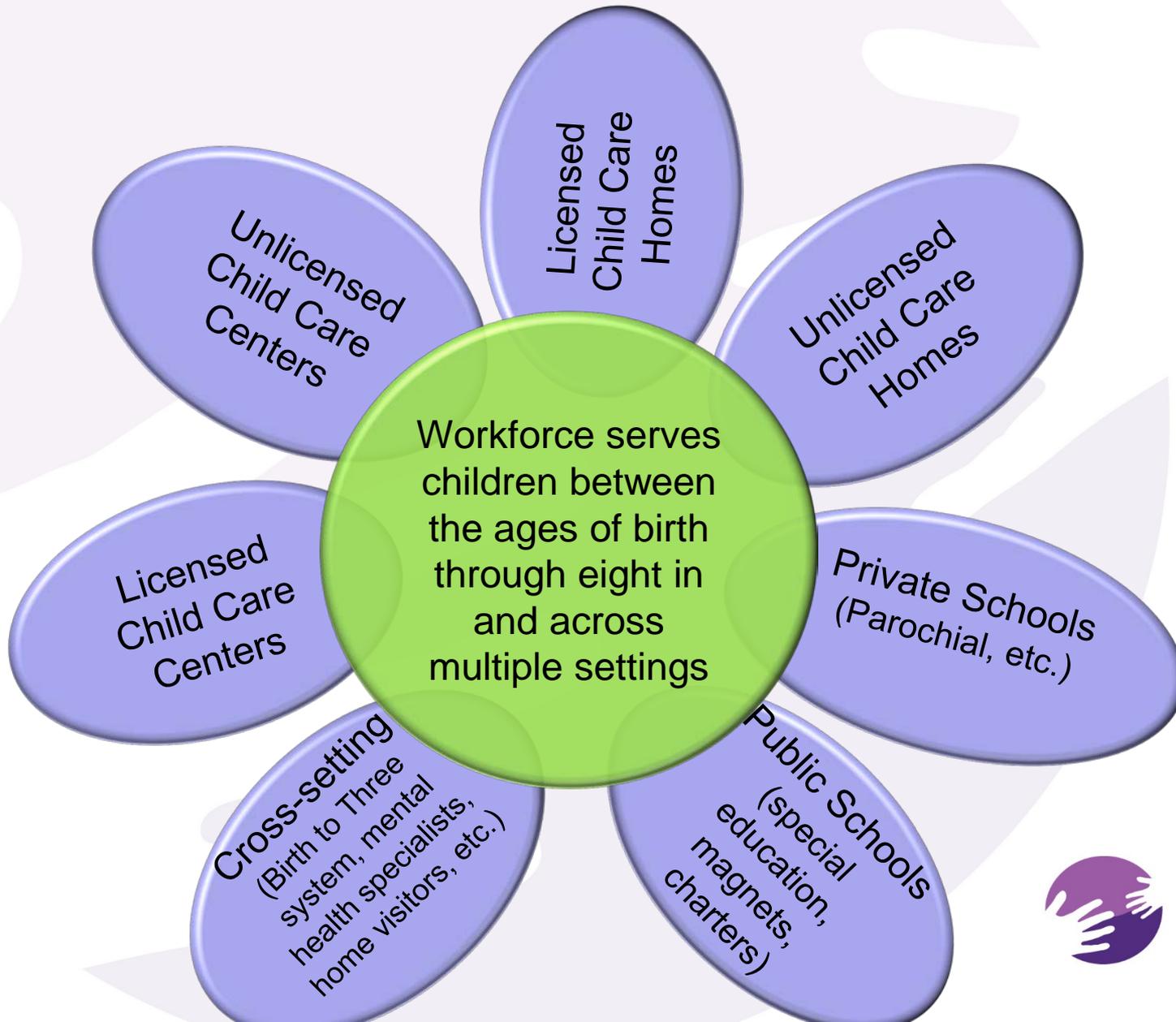
Professional Standards

Equity & Workforce
Diversity

PD Quality Assurance



The Early Childhood Workforce



CT Context:
For All EC Workforce

Professional Standards

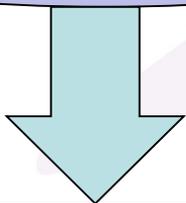
CT ELDS + Guidance docs
CT CKCs (shared core + teachers)
IHEs aligned with NAEYC
QIS and PD system under construction

Articulation

NAEYC Standards
Board of Regents TAP
CT CKCs (shared core + teachers)

Data

1,679 classrooms
1,029 (61%) will meet 2020
458 people need to complete degree
192 need to start.



Early Childhood Teacher
Credential (ECTC)

CT Context:

A slice of EC workforce –
State funded program teacher
qualification requirement

Financing

Up to \$1 million in scholarship
2,464 people utilized funds
72% remain in the field

Salary Comparison: current average \$33,939 in
community programs versus \$53,045 in public
schools with certified staff.



CT Context:
Working on...

Advisory Structure

Considerations

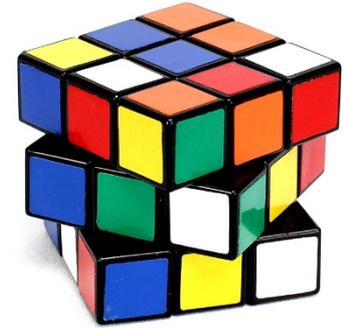
- CCDF
- QIS
- Public school/community based overlap in service delivery
- Comprehensive Personnel Development

Career Pathways

Considerations

- Paths, Bridges, Lattices...oh, my!
- Relationships between roles based on Core
- Sectors and Settings

Plans to address the puzzle: CT Workforce Report to the General Assembly



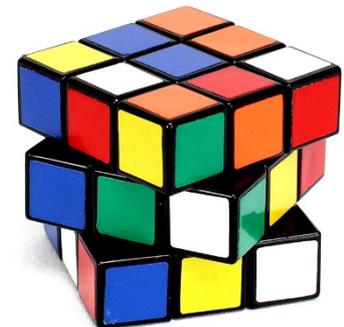
Action 1: Secure funds to ensure state funded early childhood programs can recruit and retain an adequately and appropriately compensated workforce.

Action 2: Strengthen statewide access to higher education programs that adhere to common early childhood workforce preparation standards.

Action 3: Fully implement a workforce development system to ensure degree attainment to meet the 2020 legislative mandate.

Action 1: Secure funds to ensure state funded early childhood programs can recruit and retain an adequately and appropriately compensated workforce.

- Develop a standardized salary scale.
- Integrate state and federal funding where possible and develop partnerships with philanthropy to support workforce compensation and retention.
- Implement Child Care WAGE\$[®] Project.



Action 2: Strengthen statewide access to higher education programs that adhere to common early childhood workforce preparation standards.

- Adopt a statewide set of early childhood knowledge and content standards that apply to all early childhood credentials and certificates.
- Ensure higher education institutions meet early childhood educator preparation standards for state and national accreditation and certification processes.
- Increase state ECTC availability and provide for more flexible access to courses.

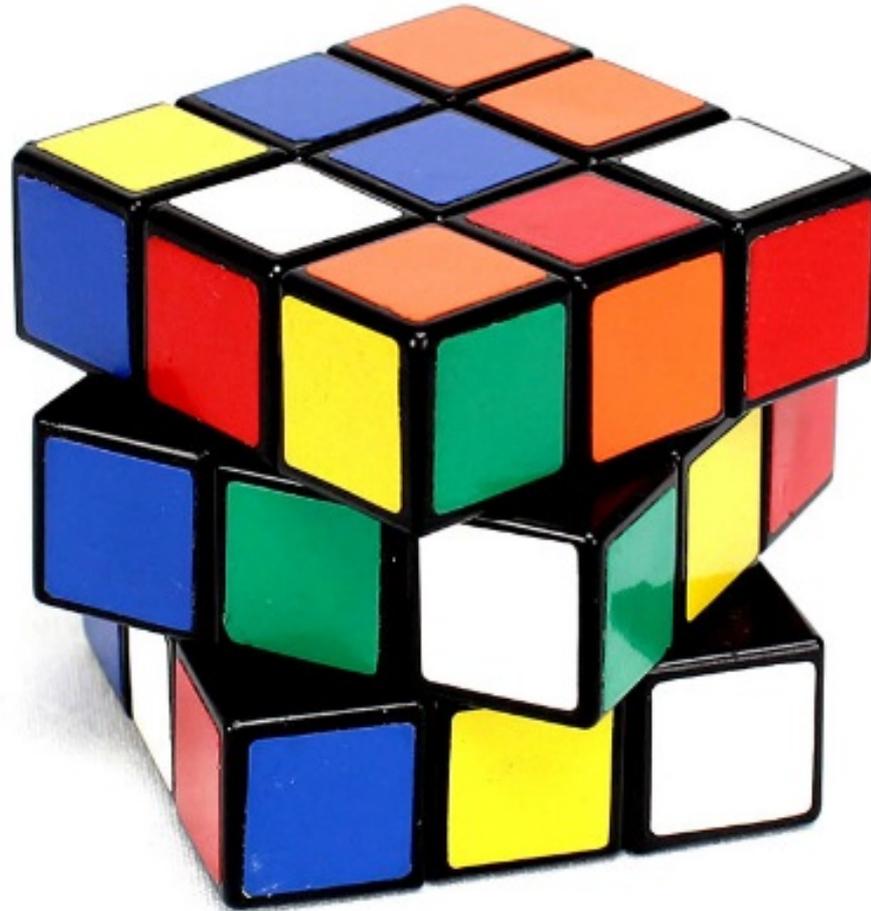


Action 3: Fully implement a workforce development system to ensure degree attainment to meet the 2020 legislative mandate.

- Restructure scholarship program so individuals can receive multiple year support.
- Provide accurate information on degree attainment progress.
- Link all early childhood endorsements, credentials, and certifications to increase efficiency of degree attainment and avoid duplicating efforts.
- Formalize reciprocity agreements with New England states to increase recruitment and retention of staff across New England.



EC Workforce: Layered with Complexity





Cross-State Discussions Recruiting, Building, and Retaining Qualified Early Childhood Educators



STATE TEAM PAIRS: Alabama & Arizona; Connecticut & Nevada

State Team Action Planning Time: *Recruiting, Building, and Retaining Qualified Early Childhood Educators*



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Cultivating Excellence: Developing and Strengthening Your Early Childhood Workforce
 September 20-21, 2016
 Las Vegas, Nevada

State Planning Tool

State: _____

Focus: Recruiting, Building, and Retaining Qualified Early Childhood					
Task	Action Steps	Person(s) Responsible	Begin	End	Status

LUNCH ON YOUR OWN



12:00 – 1:00



A Penny for your Thoughts – or Experience...



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Getting To and Funding Compensation Parity



Framing the Issue

- Early childhood professionals are undervalued and underpaid.
- Despite the recent increases in teachers' education and qualifications, compensation has not kept up.
- There is gross wage inequity across early childhood settings.
 - Variations in compensation exist between teachers in school-based settings and community settings.
 - Additional variations exist within community settings: Head Start, child care, state-funded pre-k.
- Wages for child care have experienced no real growth since 1997 despite increased education and training (CEELO).

Compensation is More than Wages

Quality compensation includes:

- Wages
- Benefits
- Professional development, both preservice and ongoing
- Work environment





© 1998 by [unreadable]

And we know...

Low pay almost certainly guarantees ...

- A poorly-skilled and unstable workforce with high turnover
- Workers with high instances of depression and stress

High Turnover

- Decline from 1990 to 2012 but, overall, still high
- Undermines continuity of care, morale and culture of programs
- When providers earn higher wages, children receive more positive interactions and developmentally appropriate activities with peers and teachers

Compensation's Impact on Quality

Multiple studies indicate correlation between pay and quality services for children

- 1989: The National Child Care Staffing Study by the Center for the Study of Child Care Employment
- 2001: Massachusetts child care study
- 2001: child care in multiple large cities
- California, multiple studies
- Classic studies: High Scope Perry Preschool; Abecedarian, Chicago Child Care – secondary findings



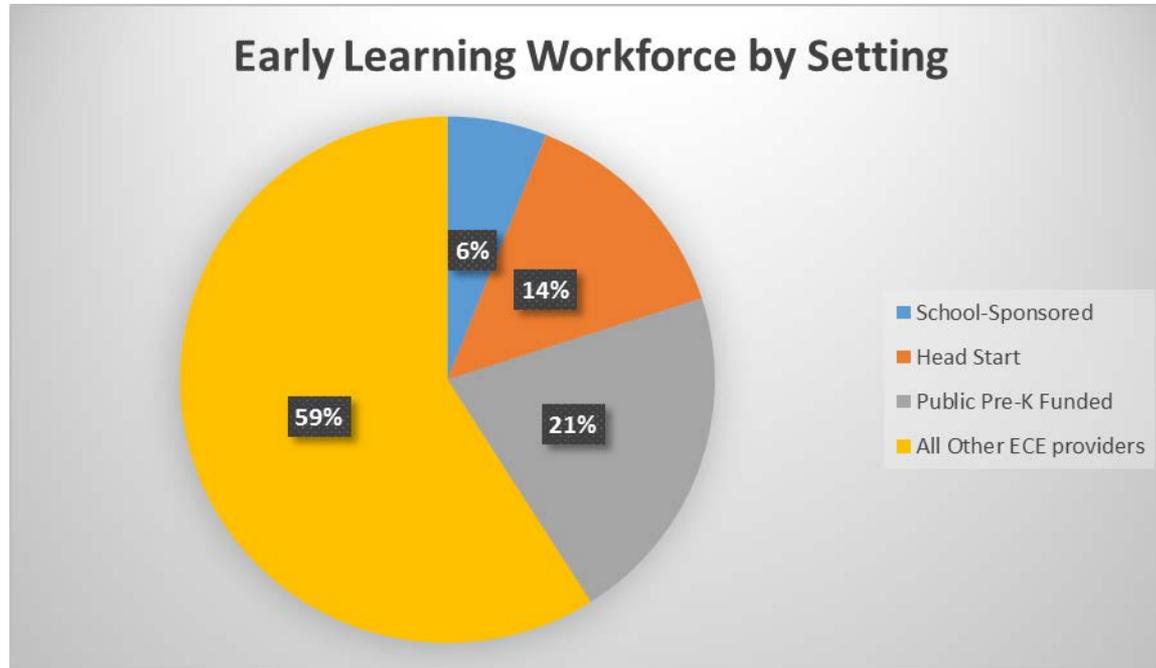
Compensation's Impact on Quality

Center for American Progress (2015) “Research shows that the most important indicator of quality in early learning environments is the interaction between children and their caregivers. When caregivers provide a warm, nurturing, and language-rich environment that structures learning and exploration in a developmentally appropriate way, children thrive.”

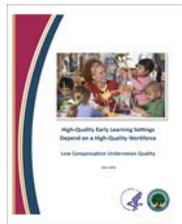
“Ensuring stability and security for ECE teachers and caregivers—through higher wages and better working conditions—enriches their ability to provide this kind of nurturing environment.”



Where are our Teachers?

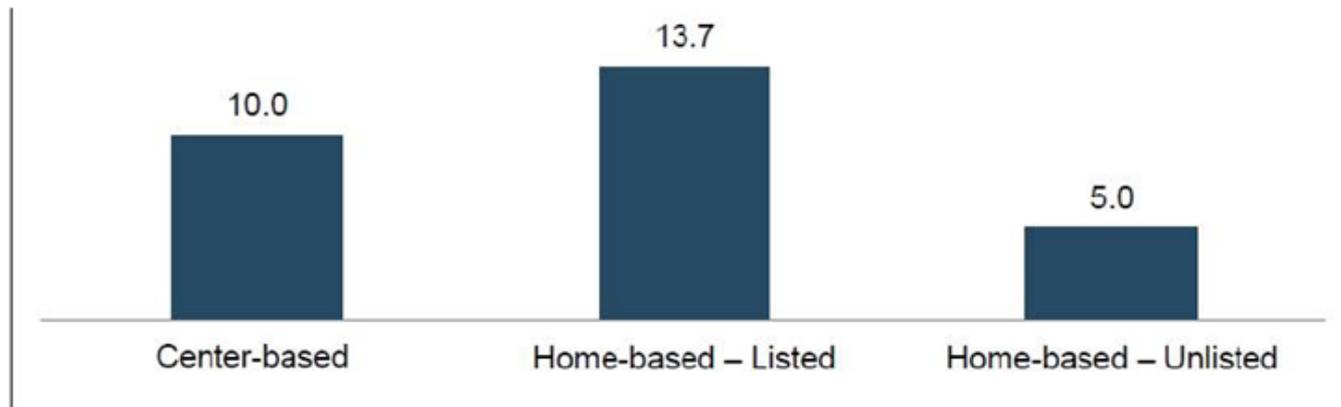


- 1 million teachers and caregivers in 130,000 centers
- 94% are in non-school based settings



Teacher Experience

Figure 1: Median Years Early Care and Education Experience for Teachers and Providers by Type of Program

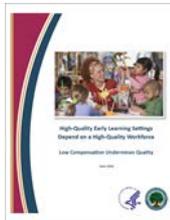


Source: National Survey of Early Care and Education, 2013.

2012:

53% of center-based* teachers have AA degree or better
30% of home-based teachers have AA degree or better

**includes Head Start, child care and public or private preschool teachers who work in a center, including schools*



Worthy Work, STILL Unlivable Wages (2014)

25 years later....Builds on The 1989 National Child Care Staffing Study: Who Cares?

Describes ECE teachers through 4 lenses:

- Then and Now: Trends in Wages, Education, and Turnover Among Early Childhood Teachers, 1989-2014
- Economic Insecurity Among Early Childhood Teachers
- The Public Costs of Inadequate Compensation
- Policy Efforts to Improve Early Childhood Teaching Jobs



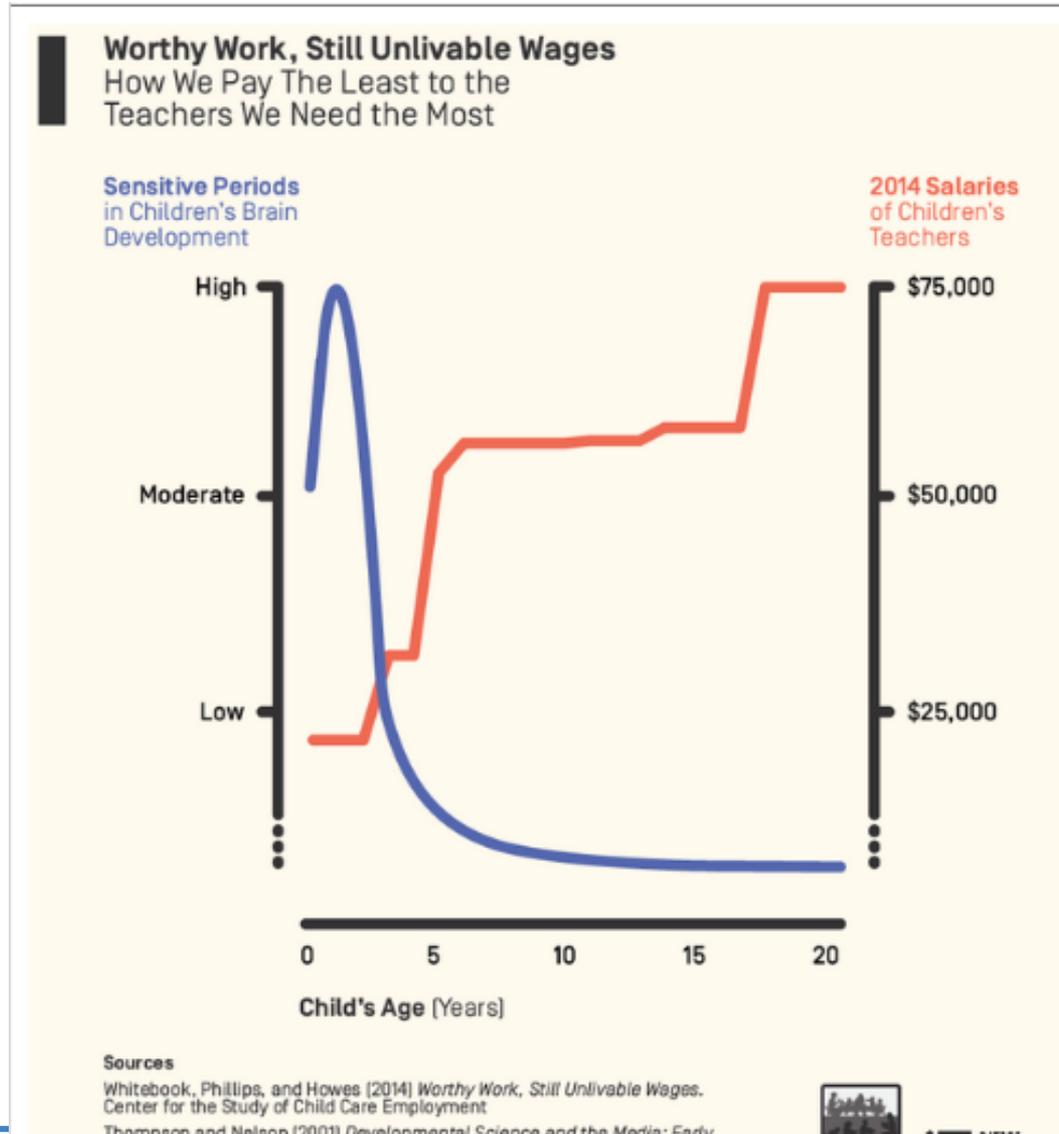
**Worthy Work, STILL Unlivable Wages:
The Early Childhood Workforce 25 Years
after the National Child Care Staffing Study**

By Marcy Whitebook, Deborah Phillips, and Carollee Howes

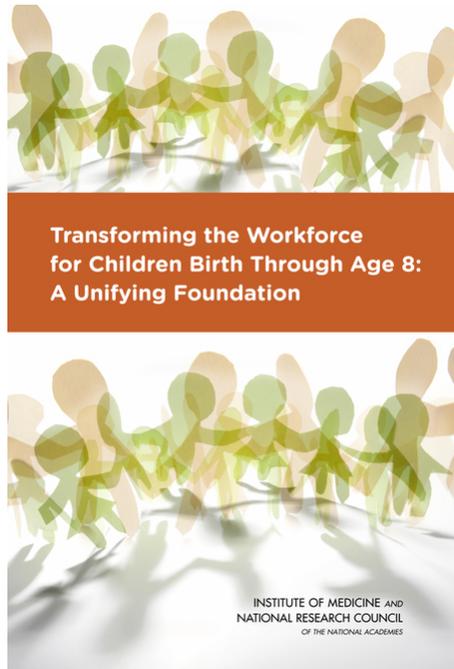


CENTER FOR THE STUDY OF CHILD CARE EMPLOYMENT
Institute for Research on Labor and Employment
University of California, Berkeley

Worthy Work, STILL Unlivable Wages (2014)



Transforming the Workforce (2015)

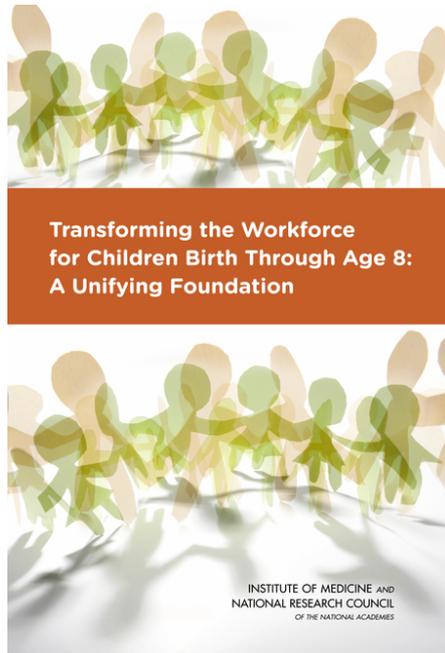


Study by Institute of Medicine (IOM) and National Research Council (NRC)

Looks at the influences of child development on workforce development

“Although much of that knowledge increasingly informs standards for what should be, it is not fully reflected in what is—the current capacities and practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and the government and other funders who support and oversee these systems.”

Transforming the Workforce (2015)



Offers a blueprint for action in 13 areas for improving professional learning and practice for the birth through age 8 workforce.

Recommendations focus on:

- higher education and ongoing professional learning;
- strengthening qualification requirements based on knowledge and competencies;
- promoting evaluation that leads to continuous improvements in professional practices.

Quality Jobs, Quality Child Care

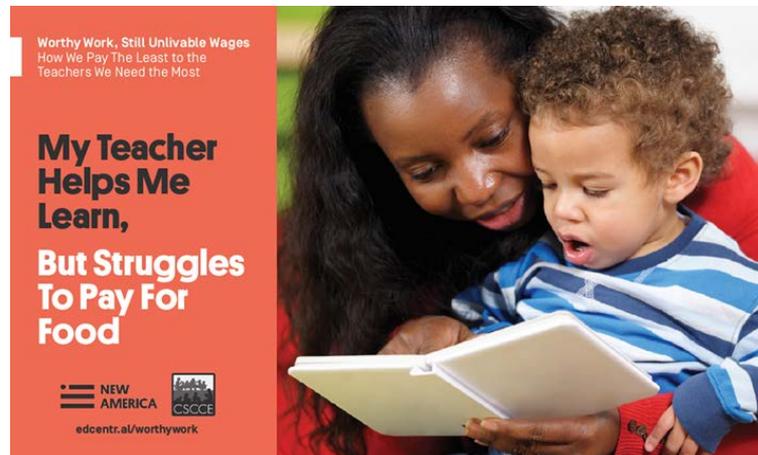


Report focuses on center-based and school-based child care.

Looks at compensation including strategies for maintaining diversity and makes recommendations for a multi-pronged strategy that includes new definitions of quality, program ideas and policies to promote salary parity

Quality Jobs, Quality Child Care

“There is no state in which ECE employees’ average earnings are high enough, when compared with the average cost of child care, to meet the U.S. Department of Health and Human Services’ standard of affordable child care (spending 10 percent or less of a family’s income on child care).”



High Quality Early Learning Settings



High-Quality Early Learning Settings
Depend on a High-Quality Workforce

Low Compensation Undermines Quality

June 2016

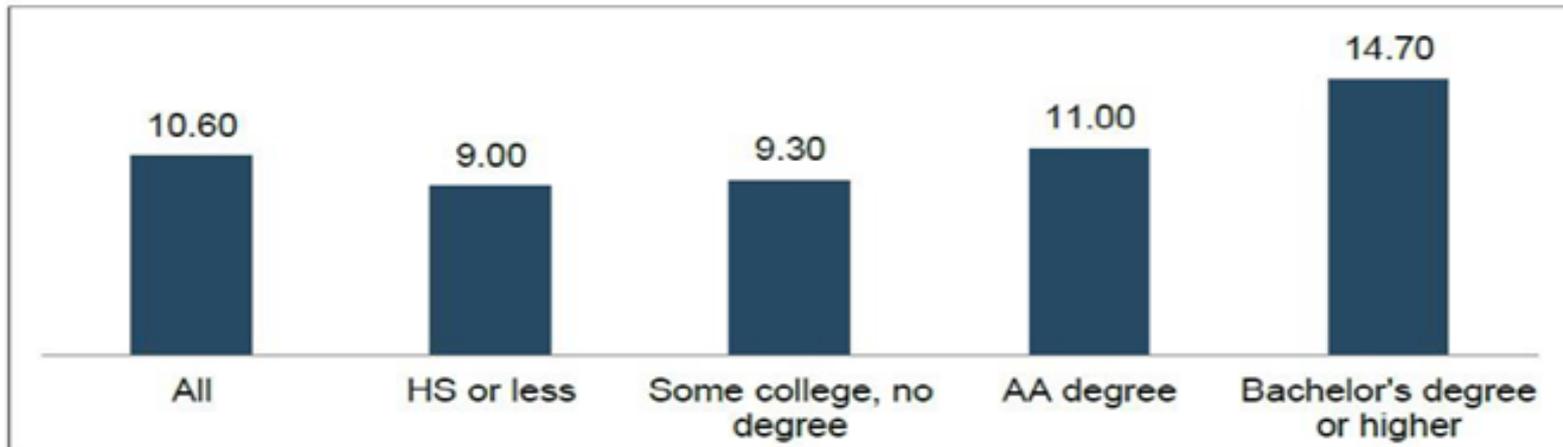


Emphasizes the importance of supporting the early childhood workforce.

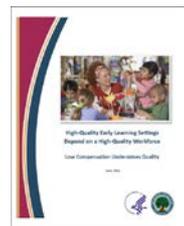
- Assure quality early learning programs
- Provide livable wages for workers to provider for their families

Wage Gaps within the ECE Field

Figure 2: Median Hourly Wages of Center-based Teachers and Caregivers by Educational Attainment



Source: National Survey of Early Care and Education, 2013



Wage Gaps within the ECE Field

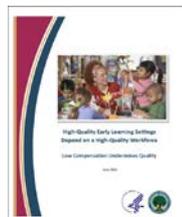
Figure 4: Median Hourly Wages of Center-Based Teachers and Teachers by Education Type and Type of Funding



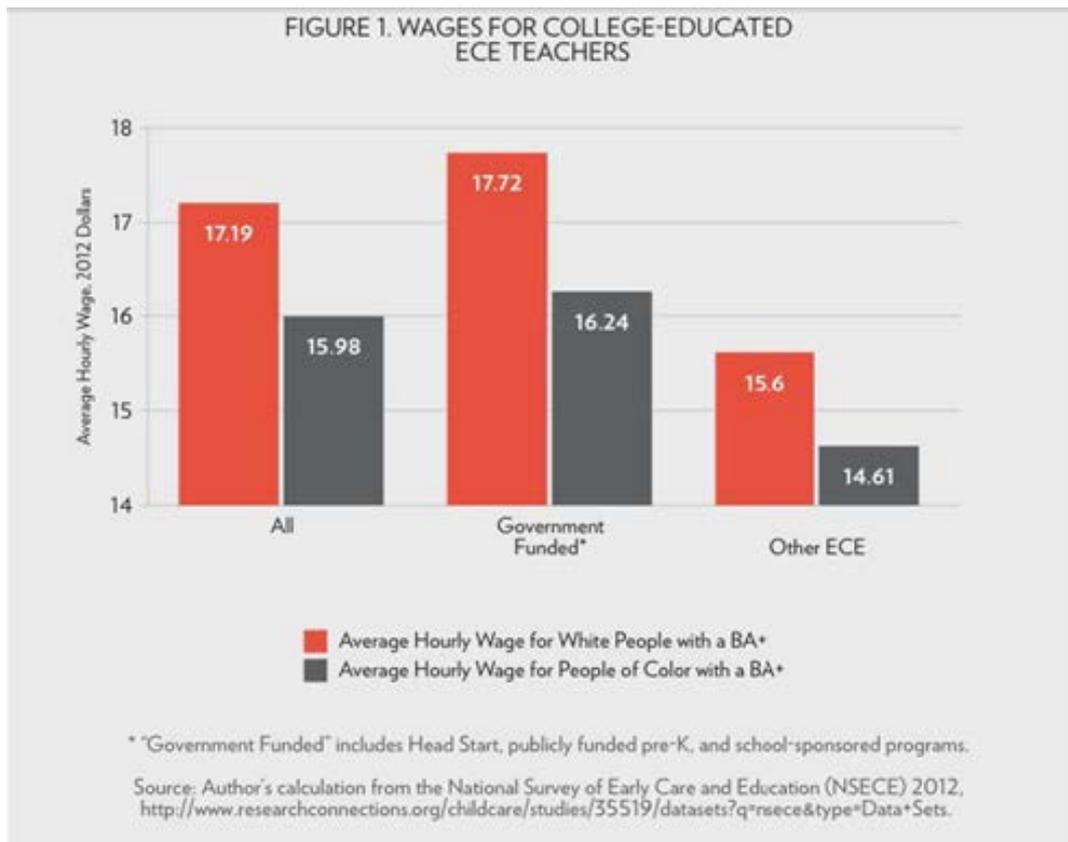
Note: 'Head-Start funded' category excludes school-sponsored programs; 'Public pre-k funded' category excludes school-sponsored and Head Start-funded programs.

Source: National Survey of Early Care and Education, 2013

\$6.70/hour pay difference in the median wage between employment in public-school prek to private community-based settings for those with a bachelor's degree or higher. (translates to \$13,916/year)



Wage Gaps within the ECE Field



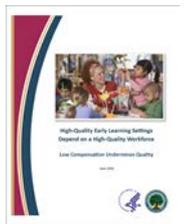
Funding Comparison

Pre-K	K-12
Salaries are funded through parent fees/tuition	Salaries are funded through state and local funding
Salaries are program-specific and parent-fee dependent	Unions negotiate salaries and additional supports
State or federal supports are directed, via grants, to children and geographic areas of most need	All public school have access to 80% of funds through local and state funding; additional funds available for areas of need

Salary Parity

Most states do not have policies supporting compensation parity for the Pre-K workforce. (NIEER)

- In the states that do have these policies, they largely only apply to lead teachers working in public school settings.
- Four states require salary parity for all lead teachers in their programs: Georgia, Missouri, Oklahoma, Tennessee.
- Another 8 states require salary parity for those lead teachers who are working in a preschool that is located in a public school.

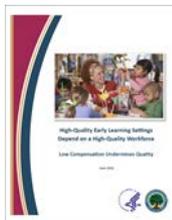


Salary Comparisons

2015: median annual wage for preschool teachers at \$28,570 was 55% of wages earned by K and 52% off elementary teachers.

- Louisiana has the closest parity: preschool wages are 84% of Kindergarten teachers.
- Oklahoma: 82.6% of kindergarten wages.
- States where preschool teachers earned less than 50% of the annual wages earned by Kindergarten teachers: California, Connecticut, Delaware, Idaho, Iowa, Massachusetts, Ohio, Oregon, Rhode Island, South Carolina, Tennessee, Wisconsin, Wyoming.
- States where preschool teachers' annual wages are less than poverty threshold for a family of four: Arizona, Idaho, Ohio, Tennessee, Utah, and Wisconsin.

Dept. of Labor Statistics



Early Childhood Workforce Index



Baseline state by state description of economic conditions and policies

Three topical sections:

- Earnings and economic security
- Early childhood workforce policies
- Family and income support policies across occupations

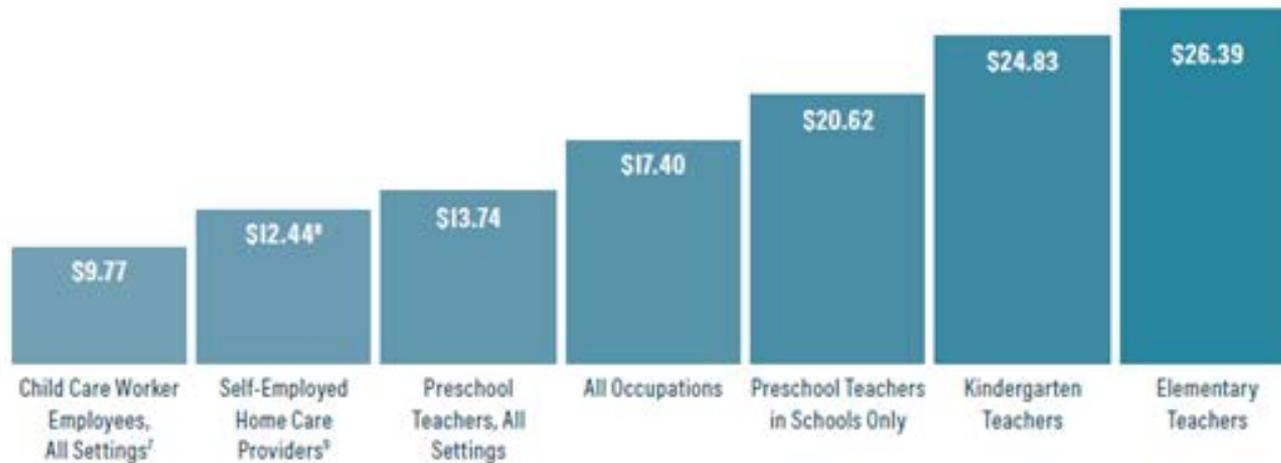
Assigns progress rating:

- **Red= stalled: the state has made limited or no progress**
- **Yellow = edging forward: the state has made partial progress**
- **Green = making headway**

Hourly Wages

Figure 1

Median Hourly Wages by Occupation, 2015



Source: Occupational Employment Statistics (OES) Survey, Bureau of Labor Statistics, Department of Labor. Retrieved from <http://stats.bls.gov/oes/>
Note: Kindergarten and elementary school teacher earnings are reported as annual salaries. Hourly wages were calculated by dividing the annual salary by 40 hours per week, 52 weeks per year.

Low wages and economic insecurity, the absence of a rational wage structure, and the low value accorded to educational attainment continue to persist in the early childhood field.

Rankings

Nationally, child care workers are nearly in the bottom percentile (second) when all occupations are ranked by annual earnings (see Figure 2). Preschool teachers fare only somewhat better (16th) compared to kindergarten teachers, who rank 60th.

Figure 2

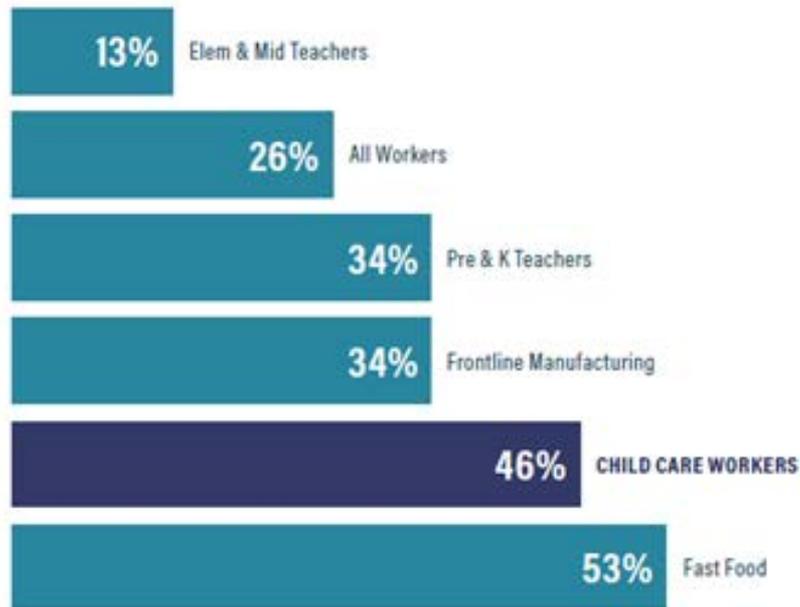
Selected Occupations Ranked by Earnings, 2015



Public Support Programs

Figure 3

Participation Rates in Public Support Programs by Selected Occupations & for All Workers & Their Family Members (Annual Averages, 2009-2013)



Source: UC-Berkeley Labor Center calculations from 2009-2013. March Current Population Survey (CPS), 2009-2013 American Community Survey (ACS), program administrative data.

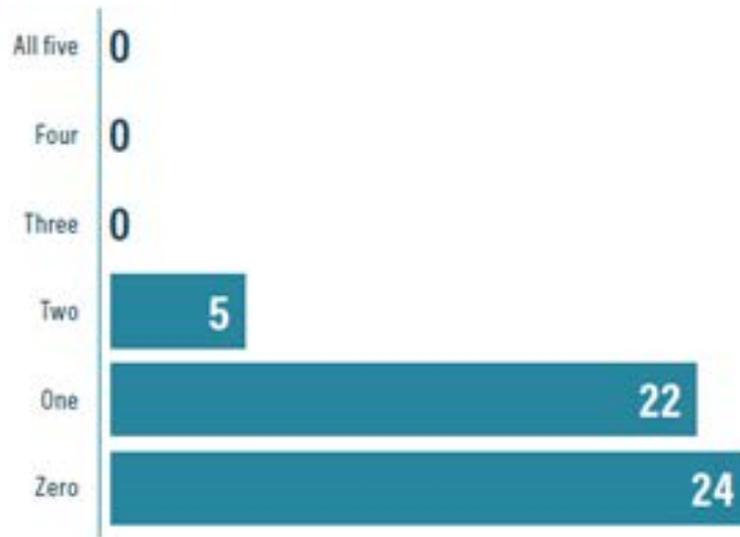
Nearly ½ of child care workers' families participate in SNAP, TANF, Medicaid or EITC



Making Headway

Figure 4

States Making Headway By Number of Early Childhood Policy Categories



Less than half the states are taking steps towards reducing inequity, inefficiency and ineffectiveness that characterize the current status of preparation, support and pay.



NIEER Workforce Supplement



2015 report includes state by state information on compensation and workforce supports

- Compensation relates to wages AND benefits, paid planning time, PD
- Workforce supports include data on loan forgiveness and scholarships, mentoring, job-embedded professional development, paid planning time, bonuses, and wage incentives

Salary Parity

ALL SCHOOLS (PUBLIC AND NON-PUBLIC)	PUBLIC SCHOOLS ONLY
Georgia	Hawaii
Missouri	Iowa SVPP
New Jersey Abbott	Kentucky
New Jersey ELLI	Maryland
Oklahoma	Mississippi
South Carolina CDEP	Neveda
Tennessee	New Jersey ECPA
	New Mexico
	North Carolina
	Texas

COVERED BY COLLECTIVE BARGAINING	LOCALLY DETERMINED
Arkansas	Alaska
Hawaii	California
Iowa SVPP	Colorado
Maine	Connecticut CDCC
Maryland	Connecticut SRP
Massachusetts Grant 391	Delaware
Massachusetts UPK	District of Columbia
Nebraska	Illinois
New Jersey Abbott	Iowa Shared Visions
New Jersey ECPA	Kansas State Pre-K
New Jersey ELLI	Kentucky
Rhode Island	Louisiana LA 4
Washington	Michigan
	Minnesota
	New Mexico
	Oklahoma
	Oregon
	Pennsylvania RTL
	Pennsylvania HSSAP
	Pennsylvania K4 & SBPK
	Pennsylvania PKC
	Tennessee
	Vermont Act 62
	Vermont EEI
	Wisconsin 4K



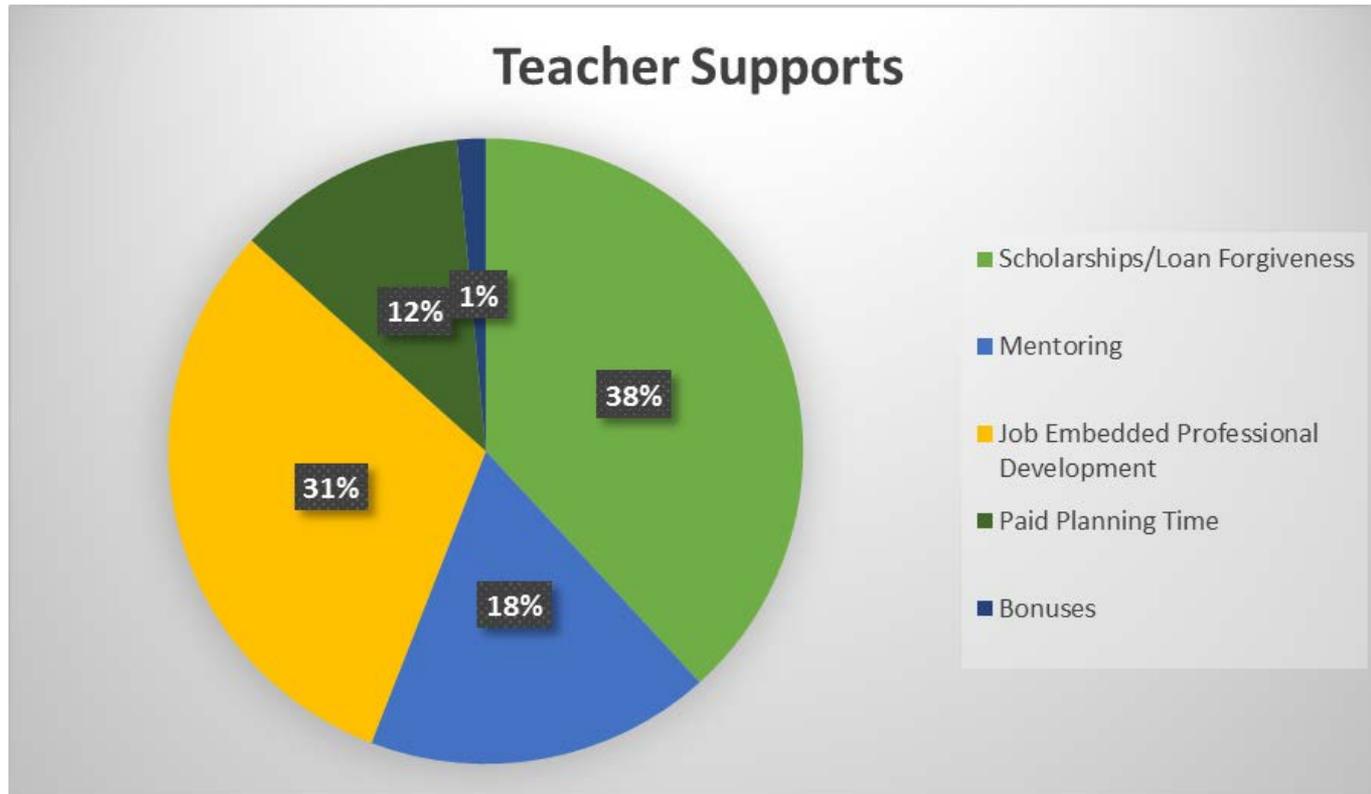
Compensation Parity

Of those reporting:

- Only 2 states reported wage incentives: Georgia and Maryland
- Parity with K-3 on paid planning time and PD:
 - Iowa (SVPP), Missouri, New Jersey, North Carolina, Tennessee
 - Kentucky, New Mexico and West Virginia in their public programs
- Parity with K-3 on fringe benefits:
 - Public programs only: Hawaii, Iowa (SVPP), Kentucky, New Jersey, North Carolina, Oklahoma, South Carolina (4K)
 - Missouri



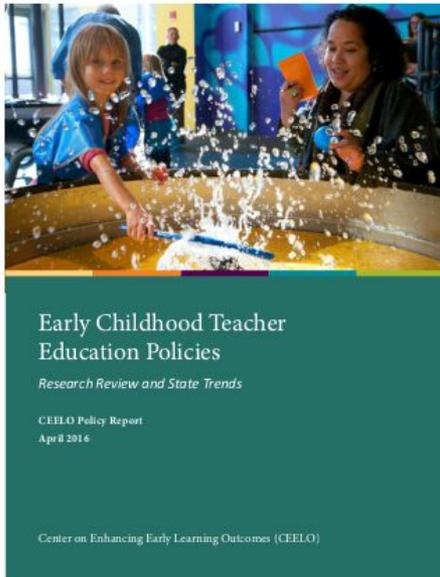
Teacher Supports



*Data reflect those programs reporting in NIEER State of
Preschool, 2015*



Early Childhood Teacher Education Policies



Reviews published research on the ECE workforce and summarizes state policies in 15 states

Offers state examples of promising practices

Provides recommendations for action

Early Childhood Teacher Education Policies

Scholarships

- 8/15 states are offering scholarships to teachers who are pursuing bachelor's degrees
- 8/15 are offering T.E.A.C.H. or similar incentives

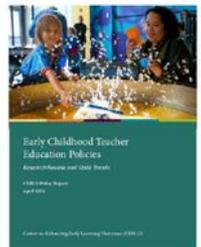
Financial incentives

- 3/15 states offer financial incentives for teachers with a bachelor's degree
- Georgia's financial incentive for teachers with BAs is in the form of increased salaries

Quality Rating and Improvement Systems (QRIS)

- 3/15 states are currently offering incentives through the state's QRIS to increase the number of degreed and credentialed teachers

Based on respondent states for CEELo study



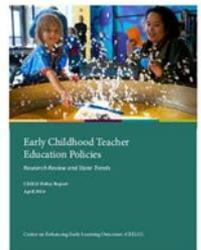
Early Childhood Teacher Education Policies

Funding Supports:

- Primary sources of funding for these incentives are:
 - Race to the Top—Early Learning Challenge (RTT-ELC) grants (8 states),
 - Child Care and Development Block Grant dollars (7 states),
 - State general funds (3 states), and
 - Head Start funds (4 states).
- Other funding sources: private foundations, tax credits, Title 1 dollars, lottery funds, and tobacco taxes.

Incentives:

- 5/15 states offer incentives to providers who employ educated ECE teachers
- Some states provide one-time bonuses to providers who employ degreed teachers through the QRIS
- Others offer incentives through RTT-ELC or state-funded grant programs.



Career Pathways Policy Statement



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
POLICY STATEMENT ON EARLY CHILDHOOD CAREER PATHWAYS

- Raise awareness about the need for ECE career pathways
- Highlight the importance of building a progression of professional development and educational opportunities for the early childhood workforce
- Provide recommendations for state agencies to create the policies and provide the resources and support to provide a career advancement pathway
- Provide recommendations for early childhood program leaders to support
- Identify related resources to support states and local programs

Missed Opportunities

CCDBG:

Includes “compensation, benefits and workforce conditions” in the “essential elements” of early childhood workforce systems, but doesn’t make it a requirement

Head Start Act:

Adds qualification requirements without addressing compensation

NAEYC Accreditation Standards:

Compensation standards are missing

NIEER standards:

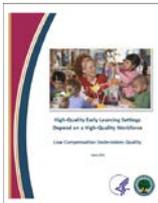
Compensation standards are missing



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
POLICY STATEMENT ON EARLY CHILDHOOD CAREER PATHWAYS

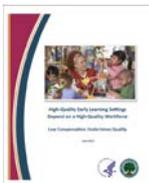
District of Columbia

- Universal preschool model; majority of children served through the public school system.
- Use a Head Start model, blending Head Start and state/local \$\$
- All teachers, including those in participating community-based programs must be paid at same rate as DC public schools, commensurate with credentials; same scale as K-12



Abbott Schools: NJ

- 2002: All Head Start and child care centers participating in the Abbott preschool program must pay salaries and benefits equal to the LEA teachers
- Districts fund the pay differential to find and retain qualified teachers
- \$21.7 million CCDF used to fund scholarships to 6600 teachers to obtain needed credentials
- All teachers who work in Abbott programs must have the NJ Preschool-3 certificate, regardless of setting



New York City

- Wage gap between community based and school district pre-k providers for their universal pre-k program
- NYC report, “Losing the Best” indicated that the community-based programs out-performed the district-based programs
- NYC has a strong advocacy base: Campaign for Children; secured funding for universal pre-k expansion
- City provides funding to raise starting salaries in community programs to meet district starting salaries



Recommendations

Qualifications

- Minimum educational requirements
- Clear career pathways
- Articulated continuum of professional development

QRIS and Work Environments

- Develop workplace standards
- Offer resources, including \$\$, to support compliance

Compensation Strategies

- Develop a set of compensation guidelines aimed at raising the wage floor and achieving parity

Financial Resources

- Estimate cost and do a gap analysis for meeting study's recommendations
- Commit to securing needed funds

Workforce Data

- Include the measurement of the reach of education and training within data systems



Recommendations

Coherent Set of Policies

- In addition to teacher degrees, policies need to consider higher education coursework, compensation and workforce environment
- Review states' legislation, administrative rules, and policies to understand others' successes and promising practices

Collect and Analyze Data

- Understand the current workforce to determine its specific needs related to professional development and coursework.
- Policies to increase education needs to understand current status across settings, set realistic goals, and fund coursework and supports at an appropriate level

Funding

- Explore funding beyond federal sources
- Create policies that encourage programs to use cost-sharing strategies such as shared services or provider partnerships
- Investigate including ECE in school funding formulas; consider using existing funds first

Higher Education

- Build strong collaborations with higher education that lead to articulation



Recommendations



Policy

- Add compensation to QRIS standards
- Include compensation in legislated definitions of quality
- Use a combination of workforce development and alternative pathways to expand the qualified workforce

Funding

- Expand scholarship programs such as TEACH
- Use tiered reimbursement and set rates to reflect the true cost of care
- Use school formulas to fund pre-k

Increase the public investment in early childhood

- Create funding campaigns
- Establish alternate funding sources such as soda or tobacco tax

e



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
POLICY STATEMENT ON EARLY CHILDHOOD CAREER PATHWAYS

Cross-State Discussion

Getting To and Funding Compensation Parity



MIX & MATCH: Three tables: 1 Team Member from each state per table

Food for Thought



Have any of the recent resources or publications influenced your state's thinking or policy-making related to compensation parity?



What are your thoughts about the missed opportunities and ways your state may capitalize on them on a state level?



The publications share many of the same recommendations for state action and relate to:

- Finances(cost analysis and funds securement)
- Data (measuring education and training)
- Policies (QRIS, legislation, pathways and qualifications)

Talk about one of your state's success in any of these key areas. Has there been one area that has been particularly challenging?



How does your partnership with higher education impact these compensation issues?

Stretch Break



10
minutes



Coaching Models

Panel on Coaching

- **Alabama:**
 - Myra Ray Holt, Regional Director, Office of School Readiness
- **Arizona:**
 - Terry Doolan, Director of Early Childhood
- **Nevada:**
 - Stacey Joyner, Education Programs Supervisor – Nevada Ready! Pre-K



Regional/Local
Support



PD Coordinator



Program
Administration

Role-Alike Small Group Discussions

State Team Action Planning Time: *Compensation Parity and/or Coaching*



A sunset over a desert landscape. The sky is filled with vibrant colors of orange, red, and purple. A large saguaro cactus is silhouetted against the sky on the left side. The sun is low on the horizon, creating a bright glow.

Large Group Reflection



Welcome to Day 2!



Pick up
from yesterday

Look at what's
happening today



Agenda – Day 2

September 21, 2016

- 8:00 Picking Up Where We Left Off
- Developing Leaders – Marsha Hawley, Ounce
- State Spark: Illinois
- State Team Action Planning
- Closing Session
- 12:30 Adjourn



Developing Leaders

Lead Learn Excel:

Instructional Leadership for Professional Learning



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September 21, 2016



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Program Goals

1. Build capacity of leaders in early childhood programs to become **instructional** leaders (e.g. shift mindset, behavior)
2. Leaders provide job-embedded professional development for teachers
3. Leaders build organizational structures and processes that sustain improvements over time
4. Improve the quality of teaching and learning in classrooms
5. Programs advance to the highest tiers of quality in Illinois's Quality Rating and Improvement System (ExceleRate)



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Instructional Leadership: The Driver of Improvement

Leaders...

- Set a vision for practice excellence and are intentionally focused on the systematic support of teachers
- Focus strategically on children's learning and development; cultivate partnerships with families
- Galvanize staff activity, ensure embedded PD for staff
- Enlist teachers in improvement
- Manage the "business"



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Transforming Professional Learning Instructional Leaders

Current PD Mindset, Methods and Practices

- Sending teachers to training
- Teachers “knowing better” should result in their “doing better”
- Monitoring the implementation of procedures ensures compliance in practice



Transformation to a Learning Organization

- Organizational supports “reach into” professional’s daily work
- Routine collaboration with peers to plan, observe, and reflect together
- Monitoring of “procedures” are opportunities for discussion, reflection and improvement



Current PD Mindset, Methods and Practice

- Passive recipients of training on goals and expectations established by others
- Compliance orientation in practice-implementation to maintain the status quo
- Social teaming and fragmented job responsibilities



Transformation to Learning is *the Work*

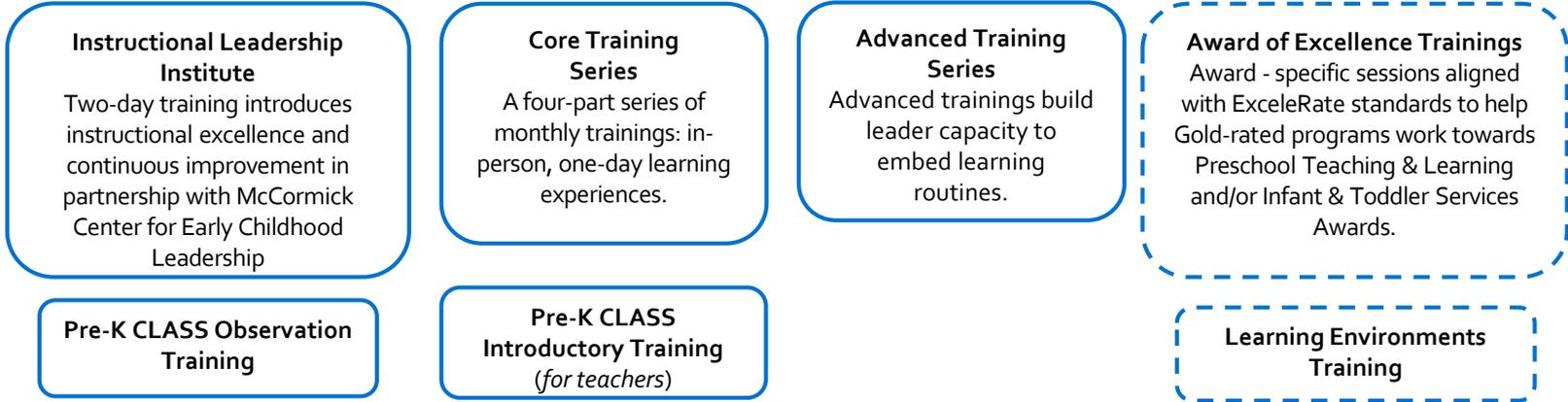
- Ownership of professional learning and co-construction of goals for growth and practice improvement
- Reflective, evidence-based, critical-thinking orientation
- Collective responsibility and professional collaboration for continuous improvement



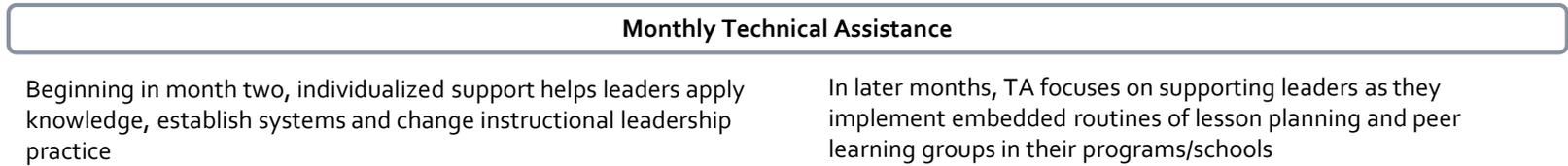
Lead Learn Excel Support Services Overview At-A-Glance



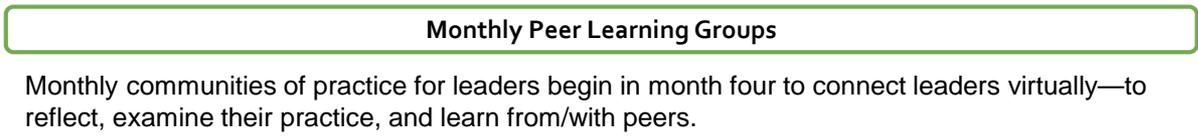
Training



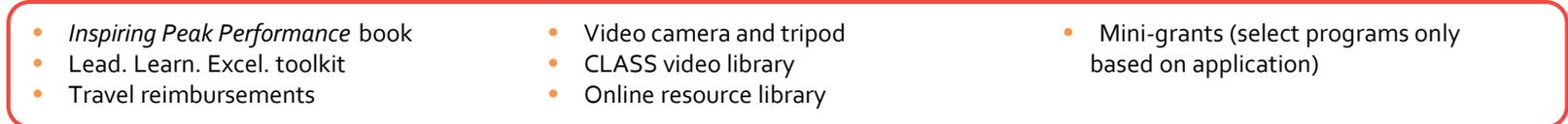
Technical Assistance



Peer Learning



Resources & Tools



Protocols, job aids, and guides support transfer to practice of effective instructional leadership

In later months, leaders are adapting and using tools in their programs and have continued access to free resources



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Scope & Reach

- **Participation:** 309 instructional leaders statewide from school and community-based programs
 - 145 school leaders, 44 school districts, 70 schools
- **Partnerships:**
 - Governor's Office of Early Childhood Development
 - Illinois State Board of Education
 - Illinois Principals Association
 - McCormick Center for Early Childhood Leadership



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Lead Learn Excel



*Excellent early learning depends on
excellent instructional leadership*



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Our Context

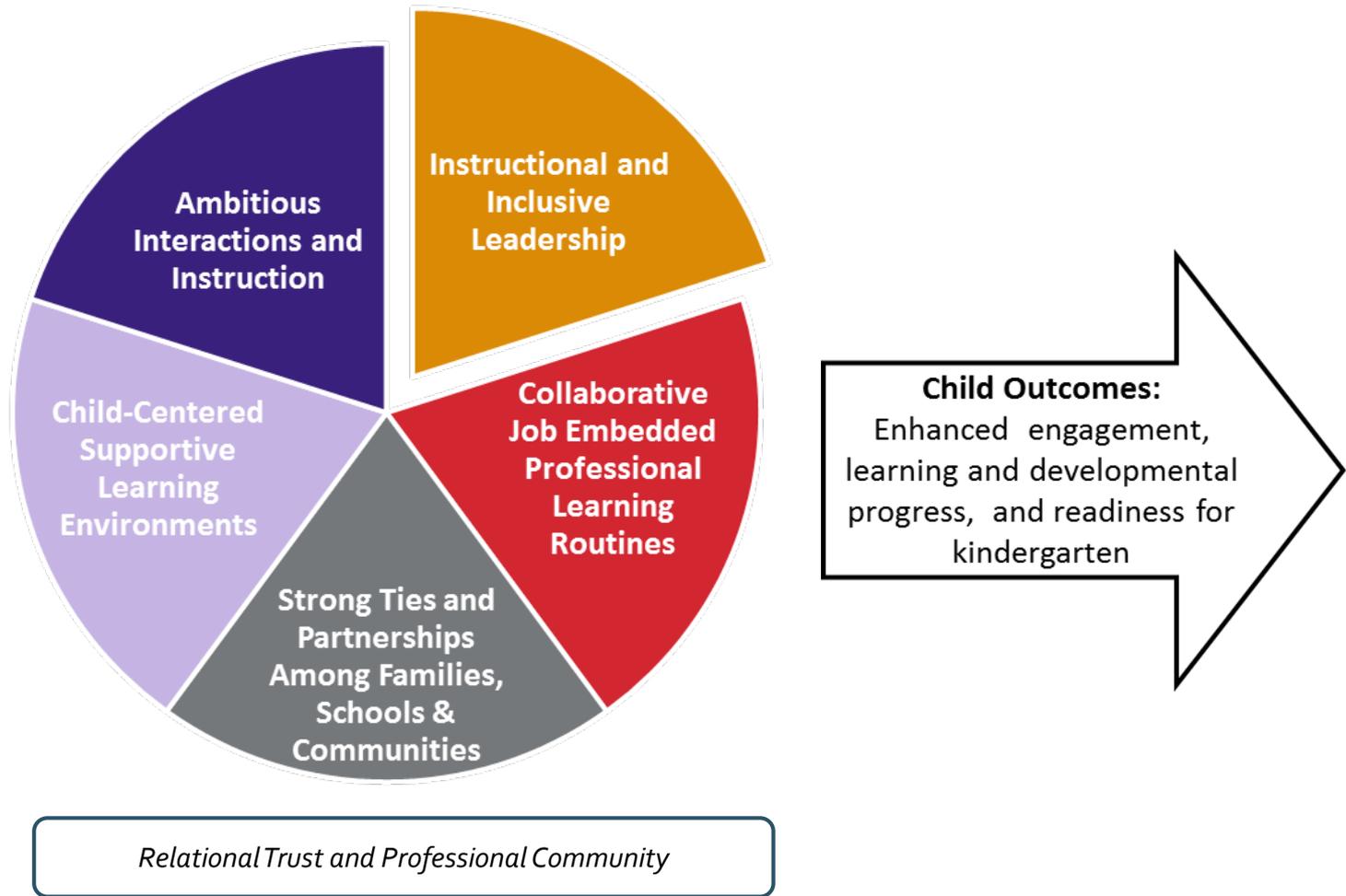
- Early Head Start, Head Start, pre-k, child care programs
- Community-based or in public schools
- Curriculum agnostic
- 300 leaders in Illinois





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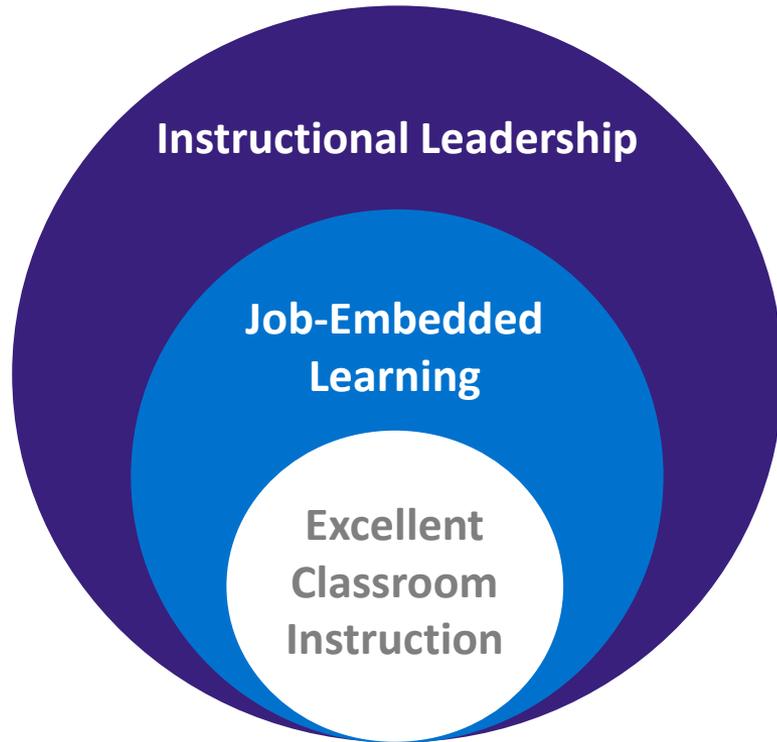
The Levers for Improvement: Five Essentials Supports Framework





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Our Model



- Effective **instructional leaders** are the drivers of improvement and learning
- **Job-embedded learning** is the vehicle, supporting teachers to continuously improve
 - ✓ Data Dialogues
 - ✓ Team Lesson Planning
 - ✓ Peer Learning Groups



What's the purpose?

- Improve teaching and learning through data-informed, collaborative lesson planning

What is it?

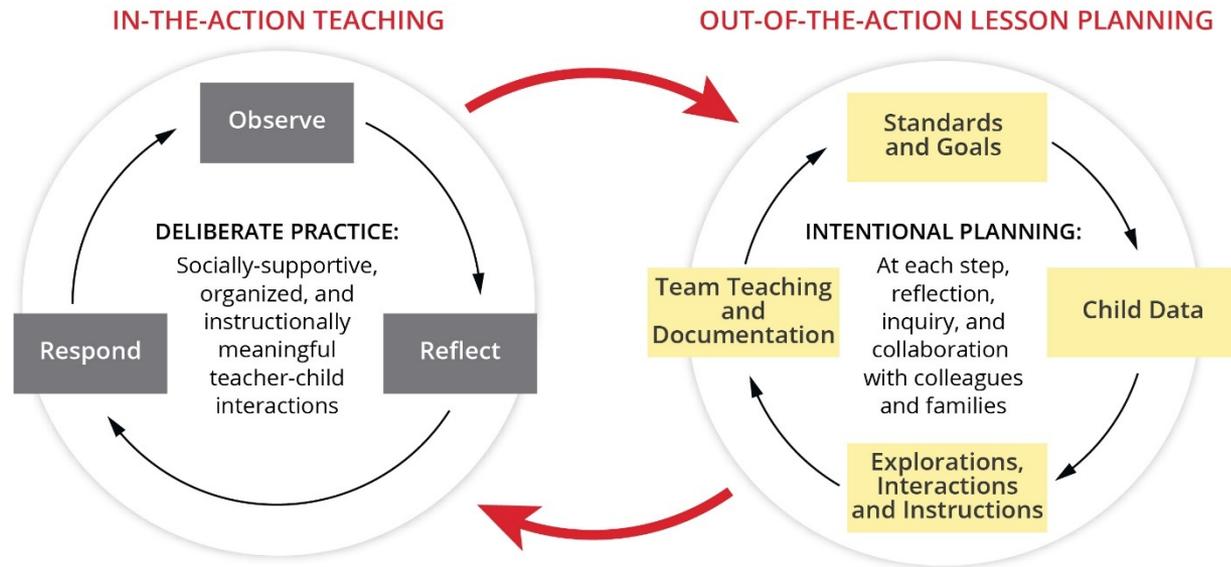
- A ***routine and tools*** to scaffold intentional lesson planning
- A ***context*** for job-embedded teacher learning





The Focused Teaching Cycle *For Ambitious Interactions And Instruction*

THE FOCUSED TEACHING CYCLE FOR AMBITIOUS INTERACTIONS AND INSTRUCTION



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Impact of Teacher Collaboration on Teachers

1. Reduces isolation
2. Greater deeper understanding
3. Improved practices
4. Shared responsibility
5. Increased commitment
6. Greater job satisfaction, higher morale, lower absenteeism

(SEDL, Professional Learning Communities: What Are They and Why Are They Important?, 1997)



Lessons Learned

1. Support from systems leaders is critical for instructional leaders to be successful (e.g. funding, resources, time, mandate, supervision)
2. Leaders need decision-making power to drive organizational change
3. Leaders need to focus on building processes, routines, and structures within site to effectively implement and sustain JEPD
4. Leaders vary in how they view their role in relation to supporting teachers and improving classroom instruction
5. Leaders benefit from cross-sector training and PLGs



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Type of Role	Responsibilities for Instructional Excellence
State Leaders	<ul style="list-style-type: none">• Set PD and CQI vision, strategy & priorities• Make decisions and support implementing programs• Remove policy or practice barriers• Allocate resources and funding
District or Network Leaders (Sustaining Leaders)	<ul style="list-style-type: none">• Provide guidance and sequence improvement efforts for systems- and building-level instructional leaders• Elevate policy and practice barriers• Oversee improvement and track progress across programs
System-level Instructional Leaders (Principals, Directors)	<ul style="list-style-type: none">• Create organizational conditions, structures and policies to support & sustain instructional excellence• Remove programmatic barriers to success• Protect instructional leader & teacher collaboration & planning time• Hire and supervise building-level instructional leaders
Building-level Instructional Leaders	<ul style="list-style-type: none">• Support teachers to reflect on, plan and improve teaching practice• Facilitate job-embedded professional learning for teachers
Teachers	<ul style="list-style-type: none">• Plan and facilitate high quality instruction and interactions between teachers and children, teachers and families, and among children
PD Providers / Program Supports	<ul style="list-style-type: none">• Provide support and coaching to leaders• Provide support and coaching to teachers



78.7%
Low
Income



RPS
Enrollmen
t
27,498



Rockford Population
150,843





Rockford Early Childhood Programs

79 Classrooms

- 60 Preschool Half Day
- 5 Special Education Self-Contained Half Day
- 14 Full Day Preschool
- 6 Preschool Expansion
- 8 Child Care Collaboration



4 Early Childhood Centers
2 Elementary Schools
1 Child Care Collaboration
Site



Approximately
2,600
Students



College and Career
Ready

Instructional Excellence

Professional
Learning

Communities

Teachers

Community and
Family Engagement

Job Embedded
Professional
Development

Continuing
Education

Opportunities

Professional
Learning

Communities

Program Structure

Researched Based Curriculum and Authentic Assessment Tool

Illinois Early Learning and Development Standards

Vision and Mission



Strategic Plan



Mission

Collaboratively engage all students in a world class education.

Vision

Be the first choice for all families.

Motto

Shaping Tomorrow Today

Goals

<p>1</p> <p>Growth & Achievement</p> <p>Curriculum Alignment</p> <p>Differentiated Instruction</p>	<p>2</p> <p>Engaging Partnerships</p> <p>Customer Service</p>	<p>3</p> <p>Optimal Climate</p> <p>Social Emotional Health & Skills</p> <p>Facilities & Technology</p>	<p>4</p> <p>Quality Staff</p> <p>Internal Trust & Relationships</p> <p>Recruit & Develop</p> <p>Monitor, Track & Report</p>	<p>5</p> <p>Fiscal & Operational Stewardship</p> <p>Resource Allocation</p>
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Values

Achievement • Student Responsibility • Community Partners • Diversity • Safety • Continuous Improvement • Staff • High Expectations • Community Resources • Stewardship



Cross-State Discussions

Developing Leaders



MIX & MATCH: Three tables: 1 Team Member from each state per table

State Team Action Planning Time





**Sharing
Accomplishments
Webinar
TBD**

**Dec. 14th 1:00 ET “Touch
Base” Conference Call**

[next steps]

**October 17 at 11:00 (PT)
Conference Call on Compensation with
Marcy Whitebook & Caitlin McLean**

