Meeting the Needs of the Early Childhood and School-age Workforce: Addressing and Expanding Capacity of Higher Education Programs and Faculty

Early Childhood 2010: Innovation for the Next Generation

August 3, 2010

Washington, DC

Presenters

- Alison Lutton, Senior Director Higher Education Accreditation & Program Support, NAEYC

- Sue Russell, President, Child Care Services Association

- Pam Winton, Senior Scientist and Director of Outreach, FPG Child Development Institute – *ghost presenter*

- Rosemary Fennell, facilitator, US Department of Education

Expected Outcomes

- Participants will have a common understanding of the needs of the workforce that are driving demand for increased capacity of higher education programs and faculty;

- Participants will learn about effective strategies by connecting with peers; and

- Participants will be able to articulate system and policy issues that are needed to improve and sustain higher education capacity

Agenda

- Introductions – Rosemary Fennell
- Content and Discussion
  - Personnel, program, and systems issues driving demand for increased capacity
  - Strategies to increase capacity
  - Recommendations for improving and sustaining capacity
- Wrap-up – Rosemary Fennell

Contextual Issues Driving Demand for Increased Capacity

- **Practitioners** need access to high quality PD experiences that lead to degrees and better salaries

- **Faculty and IHEs** need resources and support to build quality

- **PD infrastructure** needs to change in order to support the above needs

Practitioners need access to high quality PD experiences that lead to degrees and better salaries

- Flexible schedules (nights, weekends, practicum options)
- Scholarships for direct and indirect costs
- Support (knowledgeable advising, developmental coursework, coursework in languages other than English)

Practitioners, cont.

– Meaningful articulation to ensure smooth pathways to career advancement

– Pathways to degrees with many steps along the way (Credentials, Certificates, Diplomas)

– Transparent information about quality, availability and access to IHEs

Faculty and IHE need resources and support to build quality

– Professional development for faculty on:

- research-based early learning and intervening practices for young children and
- research-based approaches to adult learning

– PD resources for faculty that are

- current,
- reflect what is known about adult learning, and
- focused on research-based early childhood practices

Faculty and IHE, cont.

– Resources to experiment with and study new IHE program designs to address diversity and inclusion (e.g., blended programs)

– Resources to address lack of diversity of IHE faculty

PD Infrastructure *needs to change* to support practitioners, faculty and IHE

– The current infrastructure consists of fragmentation:

- across service systems,
- across IHE departments,
- across articulation efforts among two-year and four-year IHEs and other components of state PD systems

PD Infrastructure *needs to change* to support practitioners, faculty and IHE

- The current infrastructure consists of multiple IHE, program, and practitioner standards that both overlap and leave gaps:
  - NCATE accreditation,
  - NAEYC 2-year IHE accreditation,
  - National Board of Teaching Standards.
  - Child Development Associate Credential
  - State licensure/certification/PD system credentials

Higher Education Program Quality & Accreditation

- What should we expect from **teacher education**?

- What **supports** do early childhood teacher education programs need?

- Teacher preparation programs are designed to prepare new teachers for entry. They are just **one part of much larger system**.

# At least *5 structures* needed to support effective teaching

- Teacher Education/preparation
- Induction/mentoring/coaching
- Leadership from principals/directors
- Adequate resources in the school/classroom
- Ongoing PD
- Engagement in professional networks and associations

The Role of Programmatic Accreditation in Higher Education

- Public accountability and transparency – information about quality of program

- National standards that reflect evidence based expertise in a profession

- Fewer, higher, clearer standards focused on outcomes/student assessments

- Expectations for meeting the standards that are both achievable and aspirational

- A structure that supports reflective, intentional quality improvement

- A structure that supports capacity building in IHEs and programs

Supports Needed to Build Capacity in Institutions of Higher Education and Early Childhood Programs

- Faculty Recruitment and Development – the "*pipeline*"

- Data Systems

- Resources to Meet National Standards
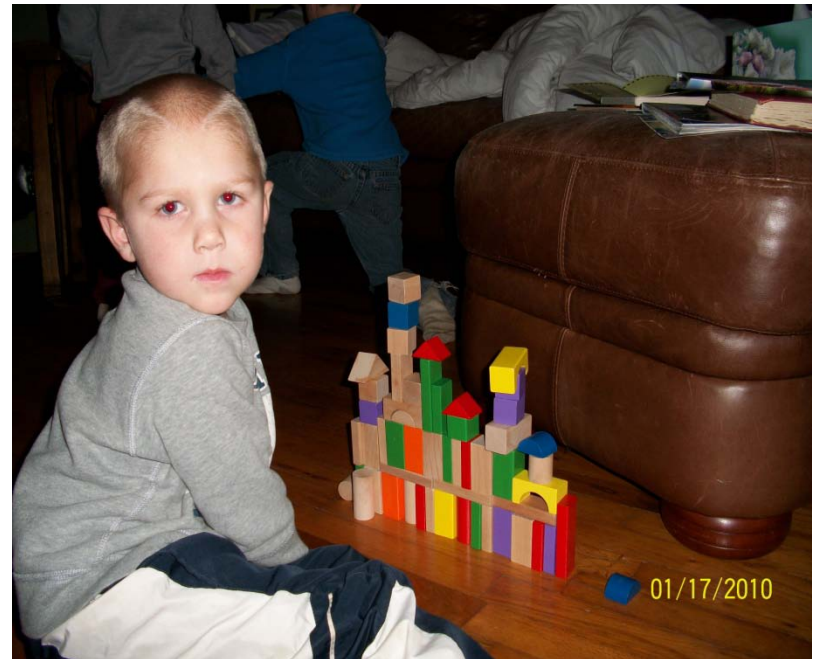
Faculty recruitment and development – the "pipeline"

- More & stronger graduate programs in early childhood education
- Mentoring for new, young, more diverse faculty
- Leadership development
- Professional development for all faculty

Data Systems

- Support transfer and articulation (who is responsible for the teacher's performance?)
- Align standards and credentials – local/state/national & across child care/Head Start/P-12 education systems
- Support/monitor program quality, access, diversity of teacher ed students & graduates
- Support responsible innovation and risk, especially to respond to needs of specific underserved populations, such as Tribal communities or adult students who need time to become fluent readers and writers in English

Resources that Help Faculty Meet National Early Childhood
Professional Preparation Standards

- Promoting Child Development and Learning

- Building Family & Community Relationships

- Observing, Documenting & Assessing

- Using Developmentally Effective Teaching Practices

- Using Content Knowledge to Build Meaningful Curriculum

- Becoming a Professional

The Result of Programmatic Accreditation of IHE

- *Preparation for diverse children, families and communities across all of these standards.*

- *Preparation for inclusive classrooms across all of these standards.*

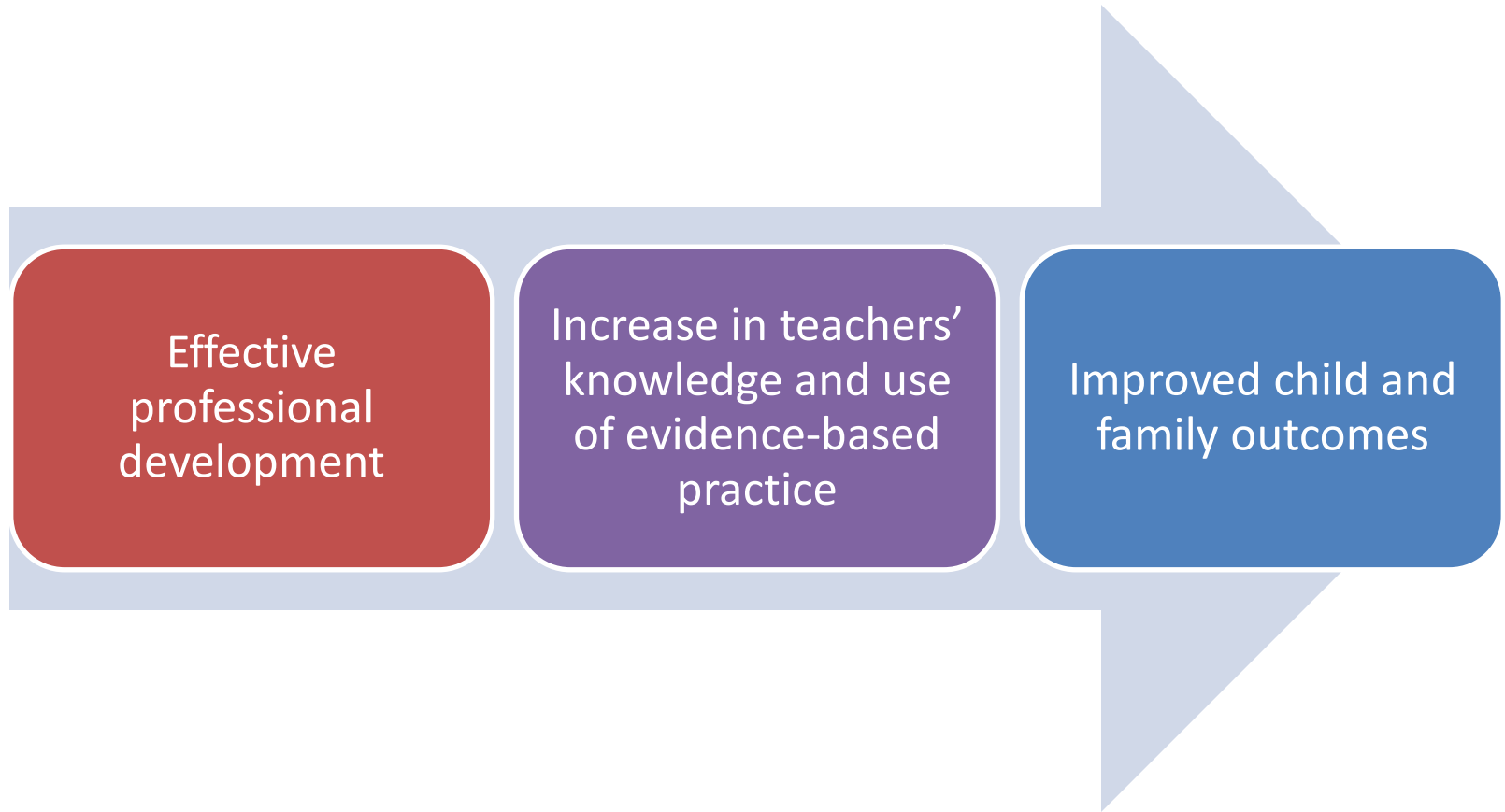- *Evidence-based practice across all of these standards.*

Resources and Supports for Faculty & IHE Innovations

Presented by:
 Pam Winton
FPG Child Development Institute

Early Childhood 2010: Innovation for the Next Generation (EC2010) Washington, DC

IDEAs
thatWork

Context: Increased Attention to PD Quality

- Effective professional development
- Increase in teachers' knowledge and use of evidence-based practice
- Improved child and family outcomes

UNC
FPG CHILD DEVELOPMENT INSTITUTE

Context: Increased focus on evidence-based practice

Practitioners are expected to use evidence-based practice

Faculty & PD providers are expected to incorporate EBP into PD.
But what does that mean?

US Department of Education Office of Special Education Programs (OSEP) Personnel Preparation Grant Opportunities

- OSEP grant competition for institutions of higher education preparing early intervention, special education, and related services personnel at the associate, baccalaureate, master's, specialist, doctoral, and post-doctoral levels. This notices is in the Federal Register is at : http://edocket.access.gpo.gov/2010/2010-14229.htm . This competition provides financial support for scholars completing their degrees in early intervention, special education, or related services. This opportunity is planned to occur again in FY2011.

- OSEP grant competition for associate degree programs preparing paraeducators. The notice is in the Federal Register is at http://edocket.access.gpo.gov/2009/pdf/E9-21436.pdf. This competition provides support to institutions of higher education, with a particular focus on community colleges, to improve their early childhood or early childhood special education preparation programs. This opportunity is planned to occur again in FY2011.
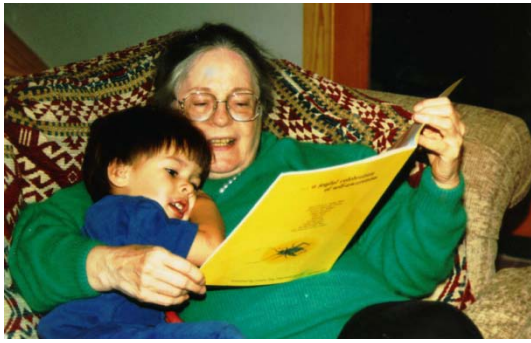
EBP Emphasis: US ED OSEP Grant Opportunities

•<u>Purpose of Personnel Development Program:</u>   Ensure that personnel have the necessary skills and knowledge, derived from practices that have been determined through scientifically based research and experience, to be successful in serving children with disabilities.

•<u>Requirement for Applications:</u> Training requirements and required coursework for the proposed training program incorporate research-based practices that improve outcomes for children with disabilities.

•<u>GPRA Measure:</u>   Percentage of projects that incorporate evidence-based practices into their curriculum.

Examples of Emerging PD Resources

CONNECT Modules

An EBP Approach To PD

A partnership between:

UNC | FPG CHILD DEVELOPMENT INSTITUTE

KU THE UNIVERSITY OF KANSAS
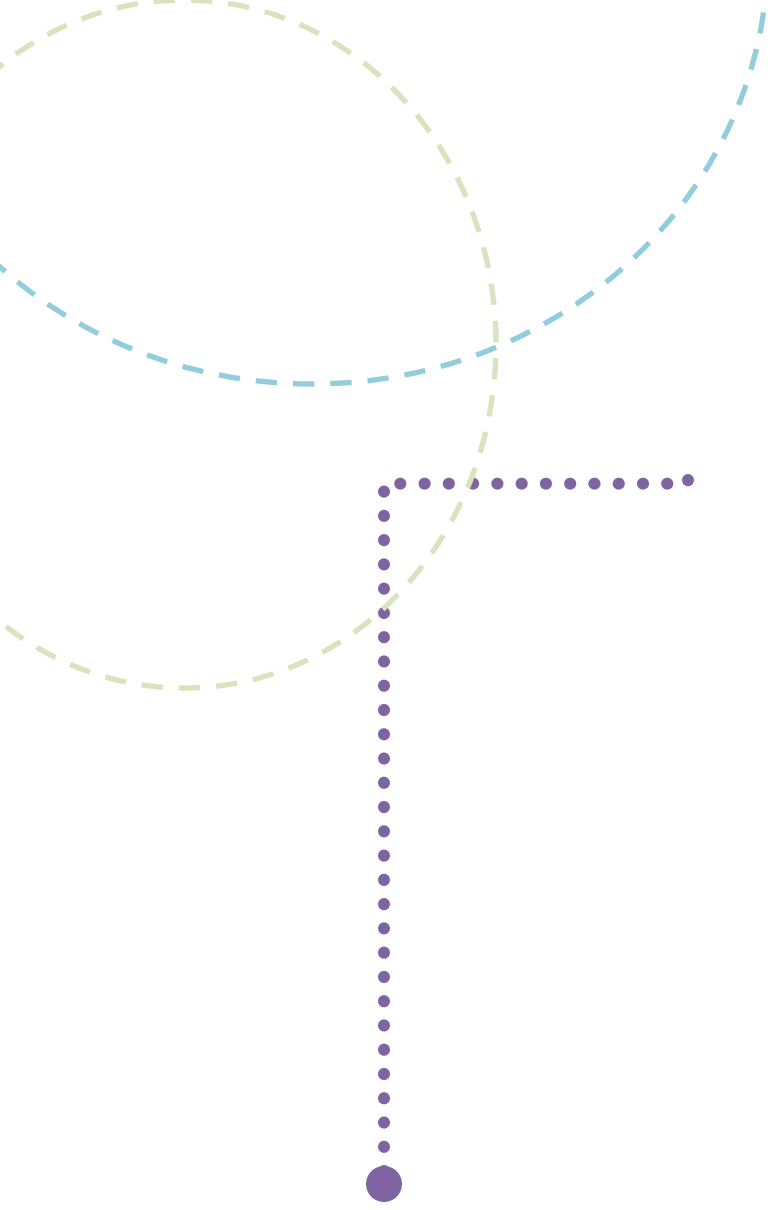
UNIVERSITY OF KENTUCKY®

Funded by:

IDEAs that Work

EBP: identifying specific research-based practices that have been validated through a rigorous review process
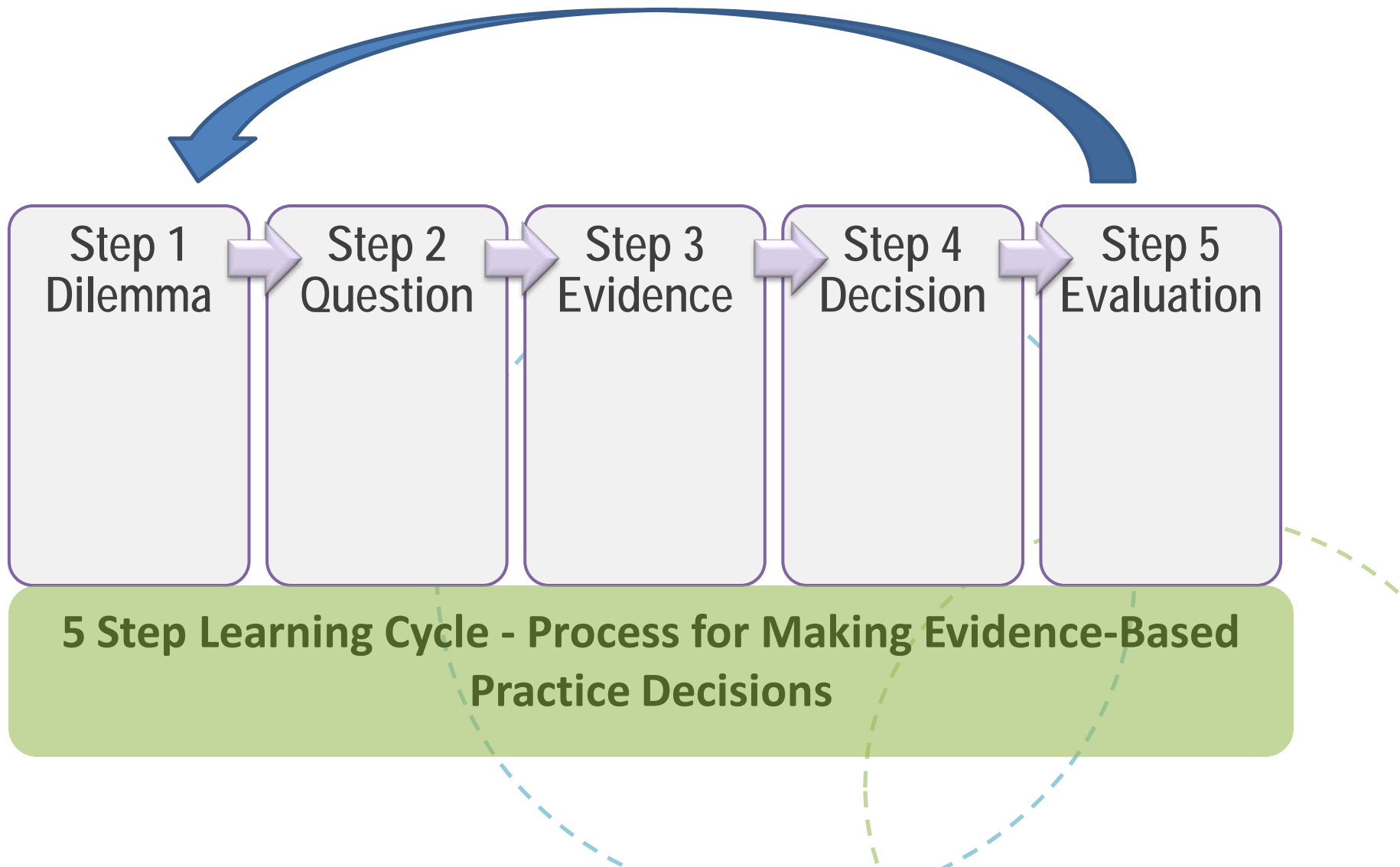
Odom, Brantlinger, Gersten, Horner, Thompson, & Harris, 2005

EBP: A **decision-making process** that **integrates** the best available research evidence with family & professional wisdom & values

Buysse & Wesley, 2006; Buysse, Wesley, Snyder, & Winton, 2006

An Approach and Resource for Incorporating EBP into PD

Step 1 Dilemma	Step 2 Question	Step 3 Evidence	Step 4 Decision	Step 5 Evaluation

5 Step Learning Cycle - Process for Making Evidence-Based Practice Decisions

CONNECT Modules: Focused on Practices within Real Life Settings

Research-Based Practices

Instructors' Support

Instructor Community

Announcements

The CONNECT Modules are now available here, online, free-of-charge to instructors and learners nationwide.

Getting Started Videos

About CONNECT Modules
A 3-minute video presentation of CONNECT's evidence-based practice approach to professional development

Tours: Instructor Community | Learner Modules | Resource Library
Quick 2-3 minute video tours of the major CONNECT Module site sections.
pdf version - *"Getting Started:The CONNECT Modules Website Guide"*

Stay connected: Subscribe to Newsletter (by email) | Subscribe to Blog (by RSS feed)

Help/FAQs
Frequently asked questions and help documents for Instruct...

Discussion Board
A place for instructors to ask questions and
share ideas with other instructors and CONNECT staff.
Current discussions:
Module Usage | Textbooks

[view all discussions]

Additional Instructor Resources

Learner Modules Section | Resource Library Section

FPG Snapshot: **Evidence Based Practice**
Is this your first time using an evidence-based practice approach in your
professional development? Download this pdf document for a quick overview of
EBP.

Instructor Dashboards
...nepages for each module. They contain links to all learner
...materials, including: activity guides, personnel preparation
...nd outcomes, and downloadable versions of videos and audio

...terventions
...e practice of embedded interventions to help children
participate in a variety of early learning opportunities and environments promoting
high quality inclusion.

Learn more about EBP

Go to Module 1 >

How EBP is Incorporated into CONNECT

- Provides **best available research** on a specific practice

- Builds **evidence-based decision-making skills**

- Reflects research on **effective PD**
  - Practice -focused rather than general content
  - Actively engages learners
  - Includes strategies for guidance and feedback to learners
  - Aligns with standards, curricula & assessments

Demand-Side Strategies to Drive Supply, Quality and Access

Sue Russell, Child Care Services Association

Making Higher Education Affordable

This Strategy…

- T.E.A.C.H. Early Childhood®
  - Comprehensive scholarships
  - Leveraged reductions in costs
  - Employer buy-in and support

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Results in….

- Access by underserved populations
- Modest costs for students
- No debt
- More students

Rewarding Increased Higher Education

These Strategies...

- T.E.A.C.H. Early Childhood

- Child Care WAGE$

- QRIS standards and incentives

- Pre-K salaries and benefits

Rewarding Increased Higher Education

These Strategies…

- T.E.A.C.H. Early Childhood
- Child Care WAGE$
- QRIS standards and incentives
- Pre-K salaries and benefits

Result in…

- Increased demand
- Increased persistence and completion rates

Improving Supply

- Increased Demand
  - More students overall
  - Increased working-student population
- Workforce Intermediary
  - Ongoing, shared consumer feedback
  - Individual and system advocate
  - Change agent

Improving Quality

Quality Drivers…

- Consumer knowledge
- Competition for consumers
- Increasing supply of consumers

Improving Quality

Quality Drivers lead to…

- Consumer knowledge
- Competition for consumers
- Increasing supply of consumers

Quality Hallmarks

- Accreditation
- Articulation
- Increased supply of knowledgeable, diverse faculty

Lessons Learned

- **Systemic interventions**
  - Buyer
  - Advocate
- **Investments**
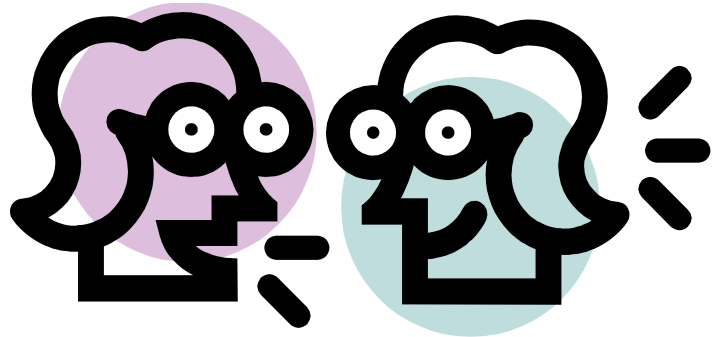 - Individual workforce
  - IHEs

The Return on Investment

A Time to Share
Other Strategies that Address Capacity

- What has worked in your program?

- What has worked at your institution?

- What has worked in your state?

Recommendations

- Practitioners and Employers
- Faculty and Institutions of Higher Education
- PD Infrastructure

Practitioners and Employers

Envision a professional, well-educated, culturally competent and effective early childhood workforce

- Commit to lifelong professional development

- Provide requirements, incentives and paid release time for staff to continue their education

- Create internal orientation and mentoring systems for new staff within programs

- Develop compensation structures that reward higher education and continuing professional development

Faculty and Institutions of Higher Education

Envision Institutions of Higher Education that are accessible, offer high quality instruction, have well educated, compensated and supported faculty, and support continuous paths of professional development.

- Create deliberate recruitment, compensation and mentoring strategies for qualified, diverse faculty
- Develop and support degree programs that focus on the needs of part-time, low-income, community-bound students
- Require IHEs and their early childhood degree programs to become accredited
- Encourage four and two year schools within communities and states to develop meaningful articulation agreements
- Support the development and maintenance of resources for faculty on research to practice

PD Infrastructure

Envision one early childhood profession with levels and specializations across all systems with a coherent pathway from HS to doctorate.

- Create and/or improve individual certification and licensure systems for practitioners and administrators

- Use a common set of national professional preparation standards for practitioners from birth to eight and across all settings

PD Infrastructure, cont.

- Develop a common course catalog and/or common expectations for certificates, diplomas and degrees in early childhood education to support articulation of coursework within and across states
- Provide faculty funding to continue their own professional development and access to research in evidence-based practice
- Seek funding that provides scholarships and loan forgiveness for practitioners

Thank You