

# Professional Development of Early Childhood Educators: State Trends, Issues, and a Framework for Action

United Way Worldwide: Campaign for Grade Level Reading

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## Overview



- The ECE Workforce
- What do we mean by “PD System”?
- State of the states
- Impact of federal policy on PD systems in states
- Ripe opportunities
- NAEYC Resources



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**Education is  
not filling a  
bucket but  
lighting a fire.**  
*W.B. Yeats*



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## Who are ECE teachers?



- Primarily women
- Many are so low-income that they are eligible for EITC and child care subsidies for their own children
- Turnover is roughly 1/3 a year
- Education: from GED to a higher education degree

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## Why should we care?



Specialized knowledge and PD in how young children develop and learn is critical, as is the quality of interactions between program staff and children. *(Shonkoff & Phillips 2000)\**

\*From Workforce Designs, A Policy Blueprint for State Early Childhood Professional Development Systems



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## PD system disconnects

All too often.....

State requirements  $\neq$  What's needed

Funding for PD and release time  $\neq$  Teachers are on their own

Career pathways  $\neq$  Lack of articulation

Access to affordable training and education  $\neq$  Under-funded State PD systems

Credits accumulated  $\neq$  Degree completion

Degrees link to worthy wages/benefits  $\neq$  Appropriate compensation



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## Federal policy impact

- CCDF/CCDBG: new state plan and reporting
- Head Start Act of 2007 requires 50% (nationally) of teachers have BA degree by 2013
- Race to the Top Early Learning Challenge grants include workforce quality



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## Where are the states?



- Using CCDBG/CCDF funds to provide training and education for child care providers and to build the PD system
- Roughly half have a QRIS which include increasing requirements for training and education
- Developing articulation agreements with higher ed
- Fostering cross-sector partnerships
- Integrating and aligning standards and system components
- Searching for models, best practices

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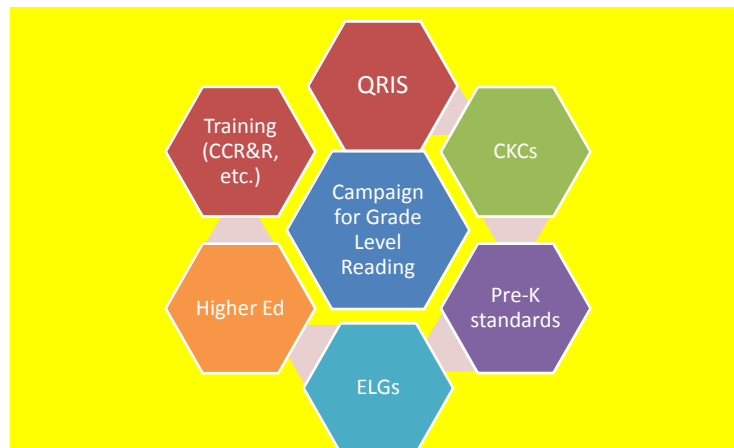
## What are the challenges?

- Conflicting federal requirements
- Children may participate in several variations of ECE in a given day or year
- 50 states with 50 unique sets of professional standards—not often aligned with national standards
- States have built PD system components, but they are not always aligned and accessible across sectors and settings



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## What can you do? How can NAEYC help?



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# NAEYC Resources

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



**Workforce Designs  
Policy Blueprint**



**Professional Development  
Glossaries**



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## Aligning state & national standards

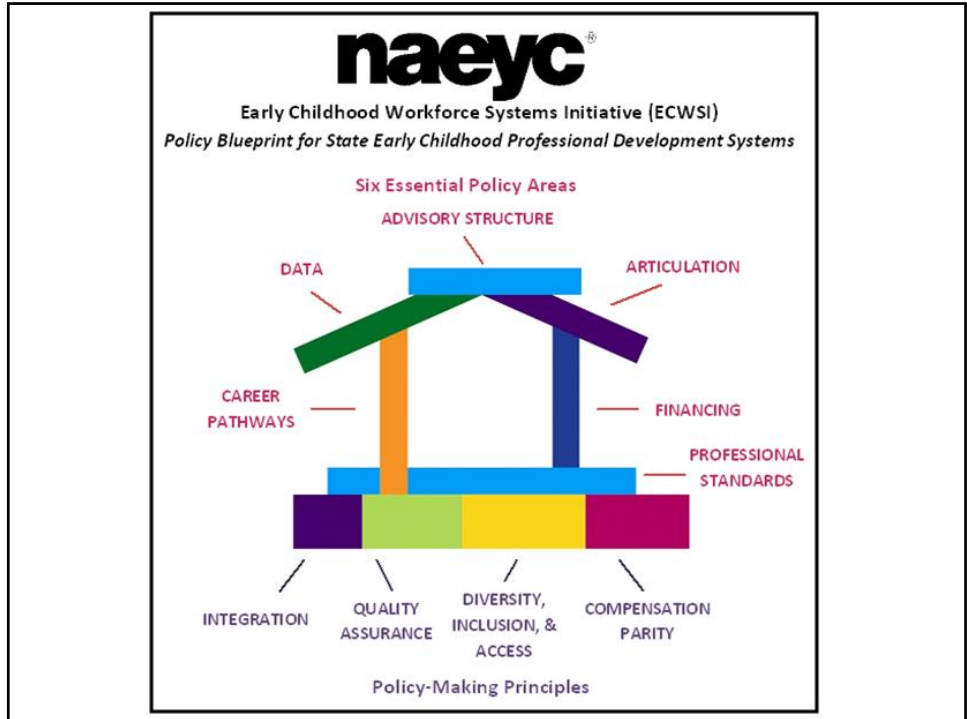
NAEYC *Standards for EC Professional Preparation Programs* are used to accredit higher education ECE degree programs.

- They are used across settings and roles
- They describe what early childhood professionals must know and be able to do
- A summary of the standards can be found at:  
[http://www.naeyc.org/files/naeyc/files/2009%20Where%20We%20Stand%20Standards%20rev%204\\_12.pdf](http://www.naeyc.org/files/naeyc/files/2009%20Where%20We%20Stand%20Standards%20rev%204_12.pdf)





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## Go out and light a fire



## NAEYC Technical Assistance



- For Technical Assistance on PD Policy, contact:  
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