

Thursday, July 9, 2015

1:00-4:00 pm

University of Denver, Morgridge College of Education; 1999 E Evans Ave, Katherine A. Ruffatto Hall, Denver, CO 80208

Meeting Objectives:

- Action Item: Vote to approve the meeting minutes from May 14, 2015
 - Action Item: Vote to approve the 2015 *Early Childhood Colorado Framework* and discuss next steps
 - Action Item: present a recommendation from the executive committee for the ECLC to lead a collaborative communication strategy for parent awareness and engagement in Colorado and vote to approve
 - Present prenatal to age three principles and priorities
 - Present and discuss information on Colorado's professional development system and national research on *Transforming the Workforce*
 - Provide updates from the Office of Early Childhood
 - Hear from the early childhood community during public comment
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12:45 - 1:00 Arrival

1:00 – 1:20 Welcome and Business Meeting (Anna Jo Haynes)

- Approval of minutes from May 14, 2015
- Updates

1:20-2:00 Early Childhood Colorado Framework (Letty Bass and Karen Trierweiler)

2:00-2:20 Parent Awareness and Engagement in Colorado (Anna Jo Haynes and Elsa Holguin)

2:20-2:35 Prenatal to Age Three Subcommittee (Karen Trierweiler)

2:35-3:20 Transforming the Workforce (Nancie Linville and Doug Clements)

3:20-3:35 Office of Early Childhood Updates (Mary Anne Snyder)

3:35-3:50 Public Comment (Anna Jo Haynes)

3:50-4:00 Co-Chairs' Final Thoughts and Adjourn (Anna Jo Haynes)

The next **ECLC meeting** will be held on **Thursday, September 10 from 1-4 pm, location TBD**

Please visit the ECLC webpage for current information: (remember to refresh your browser)

<http://www.coloradoofficeofearlychildhood.com/#!early-childhood-leadership-commission/c24hv>



Meeting Minutes

Thursday, May 14, 2015

9:00 am – 12:00 pm

HCPF Conference Room

303 East 17th Avenue, Denver, CO 80203

Commissioners in Attendance:

Co-chairs Barb Grogan and Anna Jo Haynes, Anne Anderson, Letty Bass, Charlotte Brantley, Doug Clements, Melissa Colsman, Richard Garcia, Elsa Holguin, Tom Massey, Anna Robinson, Cindy Schulz, Mary Anne Snyder, Susan Steele, Karen Trierweiler, and Amy Wineland.

Commissioners Excused:

Andres Chaparro, Charlotte Ciano, Thomas Davidson, Lt. Governor Garcia, Sheila Groneman, Pat Hamill and Dee Martinez.

Meeting Presenters:

Jodi Hardin, Andrea Streff, Stacy Lewis, Yvette Wikstrom, Bill Jaeger

I. Welcome

Commission Co-chair Haynes called the meeting to order and welcomed guests. She noted that the ECLC wants to set up a time to have the commission and the Early Childhood School Readiness Legislative Commission (ECSRLC) meet. Potential dates include June 22nd or 23rd in the late afternoon or early evening; Sheryl Shushan, ECLC Manager, Office of Early Childhood, will send out a meeting hold. The goal will be to get to know each other and discuss ECSRLC bill history before they start moving forward.

Approval of Minutes

Commissioners reviewed the minutes from the March 12, 2015 meeting. The Commission approved the minutes (opposed: 0, abstained: 0).

Approval of Young Child Wellness Council

Commissioners approved the Young Child Wellness Council as a sub-committee of the Program Quality and Alignment Committee (opposed: 0, abstained: 0). The Council will provide oversight for the federal Project LAUNCH grant.

II. Draft 2015 Early Childhood Colorado Framework

Jodi Hardin, as a consultant hired for the project, introduced the 2015 draft of the Early Childhood Colorado Framework. Please see presentation slides for additional information.

- 1) The commission will be asked to approve the Framework on July 9th.
- 2) Revisions to the draft have been based on feedback from stakeholder meetings.

Initial Polling

When polled 73% of commission members are enthusiastic, 20% supportive and 7% reserved. Anne Anderson noted that the visual read and balance between content and visuals is outstanding. She noted that everything has been presented in a digestible manner.

This was followed by a reflection and discussion period in which committee members formed small groups and were instructed to highlight three items they were most eager to accomplish and circle three items they had questions about.

When asked about what committee members valued, respondents said:

- 1) Results graphic
- 2) Coordination of services and programs
- 3) The Framework integrated many strategies

When asked what enhancements or clarifications they would like to see members responded:

- 1) Is there a plan for companion tools such as an internet site that would clarify or go in-depth on strategies and how they would be implemented?
- 2) How do we communicate who this tool would be for? Would a parent be able to take this and understand what they are supposed to be doing?

When asked to note words or sentences that need revisions, comments and questions included:

- 1) Where are the connections between the “Strategies for Action” section and how they are to be implemented?
- 2) Can the concentric circle be flipped on the “Results” graphic? The image is very top-down with the State at the top.
- 3) Add clarification or descriptors before each item; for example adding “align” before “local and state systems.”
- 4) How do we emphasize that all outcomes overlap?
- 5) A suggestion is made that the “Learning and Development” icon be made a brain as this image encompasses learning and development.
- 6) Include something on the back with the Framework’s history. This would demonstrate that the Framework is not new but rather developed from Colorado and early development guidelines.

Sheryl Shushan, ECLC Manager, Office of Early Childhood, collected notes and reflections from ECLC members.

Follow-Up Polling

Jodi Hardin conducted a follow-up poll with ECLC members to see how views changed after discussions. When asked what did they like most about the updated Framework respondents unanimously answered ‘b,’ “this Framework is representative of comprehensive multi-sector system.” When asked to what degree members felt like the draft was complete, 100% of members responded ‘b,’ “several minor changes are required.”

Lastly, members were polled on their overall level of enthusiasm: 79% of members said they were “enthusiastic” and 21% considered themselves “supportive.”

Barbara Grogan noted that the “Equity” section also needs to include communities such as rural areas; also the “demographics” statement is a bit vague. Further discussion and comments were made regarding the addition of a message or introductory paragraph on the back to help convey to the public

that the Framework is the collaborative effort of public and private stakeholders and is not dominated by any one entity.

III. Parent Awareness Communication

Sheryl Shushan, ECLC Manager, Office of Early Childhood, introduced Andrea Streff, Marketing Consultant, Elementive Marketing Solutions and Stacey Lewis, Partner, Sector Brands.

- 1) Andrea Streff presented “Communications Initiatives Data and Analysis”. See slide notes regarding the presentation.
- 2) Stacey Lewis presented “Communication Strategy for Raising Early Childhood Parent Awareness and Engagement”. See slide notes regarding this presentation.

Comments and Feedback

- 1) A question was raised regarding the slide that discusses the target audience being pregnant women, families with risk factors, etc.: what specifically are these “risk factors?” Stacey noted that “families with risk factors” might be those at a disadvantage for accessing tools or even being able to engage in this conversation because they are struggling to meet basic needs.
- 2) Richard Garcia noted that we should focus on the 60-70% of the population that is in informal childcare.
- 3) Suggestions were made that the next conversation should be to identify the necessary audience as well as the best means of communication. It was noted that the biggest impact is made in one-on-one situations such as with pediatricians, OB-GYNs, etc. There are government agencies that also have a lot of “touch points” with parents.
- 4) It was noted that we now have the blueprint (the Framework). Now we need to start a statewide initiative to create awareness; a comparison was made to Lady Bird Johnson and the beautification of America campaign.
- 5) A comment was made that there needs to be a culture shift as seen in other countries wherein employers value employees, parents, and providers. An emphasis needs to be placed on employers having child-friendly workplace policies, being an advocate for the role of parents, as well as being a provider of information to parents.
- 6) The focus needs to be on all parents and caregivers being healthy, thriving, and valued. It was suggested that we need to survey how parents are looked at on this scale—where is this valued in our culture?
- 7) It was emphasized that we need to be doing things right now as opposed to conducting surveys. We do need to have a primary message for different audiences; however we should be combining and aligning the different entities and their messages now.
- 8) Stacey concluded by saying that this should be a phased communication effort: start with a focus on the primary audience—parents and caregivers—and then secondary audiences such as businesses.

Sheryl Shushan, ECLC Manager, Office of Early Childhood, stated that this conversation would continue both with the executive committee and will be on the next ECLC agenda. Additionally all presentations would be posted electronically on the ECLC website next week.

IV. OEC Investments and Research Findings

Yvette Wikstrom of Government Performance Solutions presented on OEC investments and research findings. A slide show was presented that will be made available to all members.

No questions were asked following the presentation. Barbara Grogan noted that all of the presentations are inextricably linked.

V. *Public Comment*

No comments were made by the public. Sheryl Shushan, ECLC Manager, Office of Early Childhood, noted that attendees can sign up to comment by checking the box on the sign-in sheet. Participation is encouraged.

VI. *2015 Legislative Items – session results*

Bill Jaeger, Vice President, Early Childhood Initiatives, Colorado Children's Campaign provided an update of 2015 bills and budget items related to early childhood. Handout was provided.

Bills that Passed:

1. HB 15-1317 (Garnett & Rankin/Johnston & Martinez Humenik): *Pay for Success*
2. HB 15-1323 (Buckner & Wilson/Holbert & Kerr): *Changes to Assessments in Public Schools*
3. SB 15-056 (Kerr/Kraft-Tharp): *Frequency of Statewide Social Studies Testing*
4. SB 15-267 (Hamner/Hill): *School Finance Act*
5. HB 15-1321 (Pettersen & Wilson/Grantham & Donovan): *Flexibility & Funding For Rural School Districts*
6. SB 15-012 (Kefalas & Marble, Todd/Pettersen): *Child support pass-through for TANF clients*
7. HB 15-1164 (Pettersen/Kerr): *Postponement Of Jury Service for Breast-Feeding*
8. HB 15-1075 (Ginal/Crowder): *Authority for a Registered Naturopathic doctor to treat children under two years of age*

Bills that Died:

1. SB 15-070 (Lundberg, Lambert, Neville T., Woods/Joshi): *Child Care Regulation Ten Or More Children Only*
2. HB 15-1053 (Ransom): *Ages for Compulsory Education*
3. SB 15-077 (Neville/Neville): *Parents' Bill of Rights*
4. HB 15-1194 (Becker & Coram/Hodge): *Continuing the Long Acting Reversible Contraceptive (LARC) Program for Teen Pregnancy Prevention*
5. HB 15-1079 (Coram & Danielson/Roberts): *Teen Pregnancy Dropout Prevention Program Funding*
6. HB 15-1111 (McCann/Crowder): *Maternal Mortality Prevention Act*
7. HB 14-1024 (Pettersen, McCann/Kefalas & Todd): *Increase Colorado Preschool Program (CPP) slots*
8. SB 15-033 (Kerr): *Increasing Funding for Public Pre-K-12 Education*
9. HB 15-1020 (Wilson): *Full funding for full-day kindergarten*
10. HB 15-1001 (Pettersen & Garnett/Todd): *Early Childhood Educator Development Scholarship statutory alignment*
11. HB 15-1080 (Joshi/Hill): *School Participation In Breakfast After The Bell*
12. HB 15-1258 (Ulibarri/Salazar): *FAMLI Act (Paid medical leave funded through employee contributions)*
13. HB 15-1221 (Fields & Buckner/Kerr): *Employee Leave to Attend Child's Academic Activities*
14. HB 15-1036 (Tate): *Warn Pregnant Women of Medical Marijuana Dangers*
15. HB 15-1298 (Singer & Tate/Newell & Martinez-Humenik): *Warn Pregnant Women About Marijuana Risks*
16. HB 15-1334 (Hamner & Rankin/Kerr & Hill): *Legislative Oversight Committee On School Finance*

17. HB 15-1155 (Wilson/Hodge): *Flexibility for Rural School Districts*
18. HB 15-1003 (Tyler & Mitsch-Bush/Todd): *Fund Safe Routes to School Program*
19. HB 15-1389 (Hullinghorst & Court/Steadman): *Create New Hospital Provider Fee Enterprise*
20. SB 15-003 (Merrifield): *Ed Evaluations Fifty Percent Academic Growth*

Bill Jaeger stated that we have a difficult road ahead. We need 1) money and 2) political will. The main constraint looking forward is that 3 of every 4 new dollars will have to go to K-12; the picture gets tighter after that as there is a mixed commitment to early learning.

VII. Commission Co-Chair Haynes adjourned the meeting at 12:00 pm.

Sheryl Shushan, ECLC Manager, Office of Early Childhood, noted that the next meeting will be at DU on July 9 from 1-4pm. She notified members to verify that they have the correct time, date and locations as there have been issues with Google invites and some calendars might not be updated.

Early Childhood Colorado Framework Update Project

Stakeholder Engagement Report

29 May 2015



Project Background: The *Early Childhood Colorado Framework* was developed in 2008 as a resource and guide for comprehensive early childhood systems work in Colorado. Since its release, state and local early childhood stakeholders have used the *Framework* to help identify needs, guide planning and decision making, and build partnerships. With Colorado's recent investments in and commitments to early childhood, the Early Childhood Leadership Commission supported a thoughtful review and update of the *Framework*.

Purpose of Stakeholder Meetings: Stakeholders reviewed an updated draft of the *Early Childhood Colorado Framework*, reflected on what they appreciated about the draft and provided input on enhancements or clarifications to ensure the *Framework* captured the vision for young children and their families across Colorado. Four regional meetings and seven Denver-based meetings included:

Glenwood Springs Early Childhood Colorado Partnership	Greeley Strengthening Families Network	Alamosa State Department Inter- Agency Team Meeting	Pueblo Early Childhood Councils Leadership Alliance
Rocky Mountain EC Conference	Foundation Community	Early Childhood Leadership Commission	

Stakeholder Background and Demographics: More than 250 stakeholders reviewed the draft *Framework* through a webinar or meeting. Polling technology was used to collect background information and reactions to the draft. Questions were modified per audience so not every stakeholder responded to all of the following questions.

What best describes the primary focus of your work?

	Responses	
	Percent	Count
Direct service provision with children and/or families	14.51%	28
Program management/administrative	24.87%	48
Policy/advocacy	6.74%	13
Coordination/collaboration	11.40%	22
Funding	3.63%	7
Higher ed/professional development	3.63%	7
My work crosses multiple focus areas	29.02%	56
Other	6.22%	12
Totals	100.00%	193

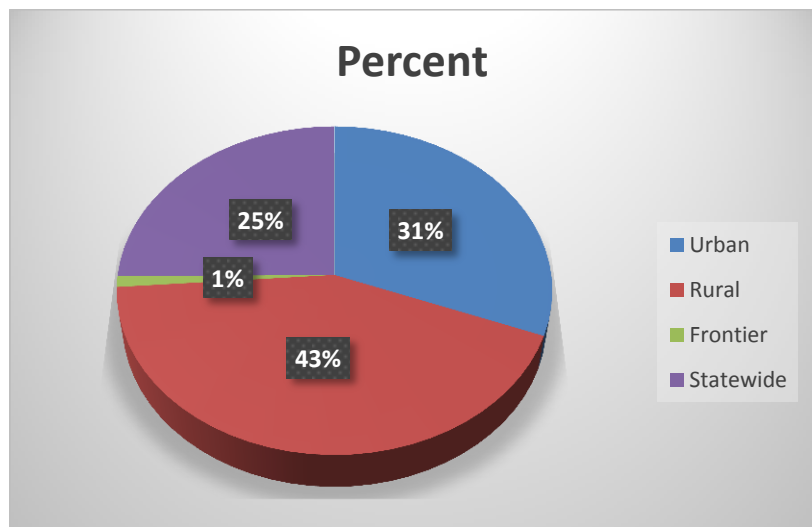
What best describes the primary sector of your work?

	Responses	
	Percent	Count
Health	13.57%	27
Mental/Behavioral Health	4.02%	8
Family Support/Parental Education	7.54%	15
Early Learning	35.68%	71
My work crosses multiple sectors	35.68%	71
Other	3.52%	7
Totals	100%	199

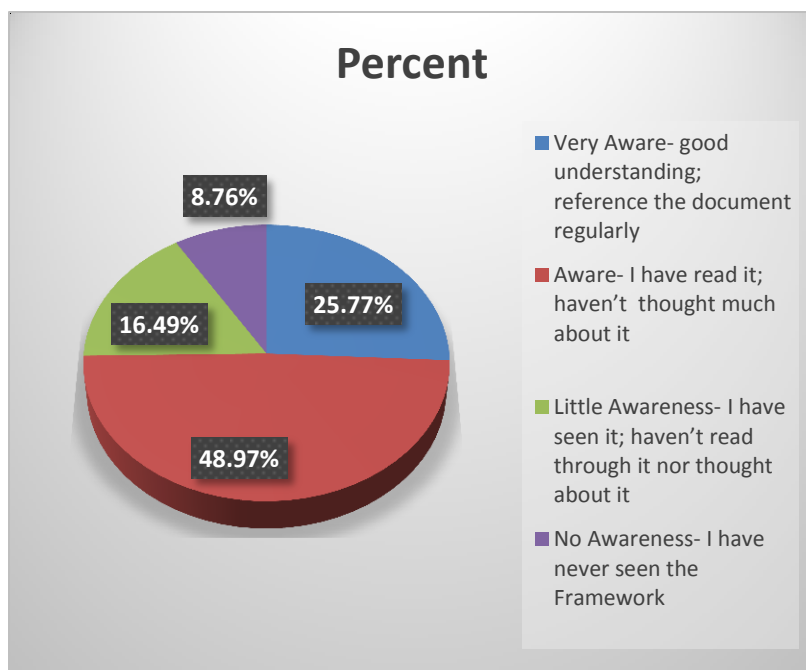
What best describes the region you work in?

	Responses	
	Percent	Count
Denver Metro	21.81%	41
Front Range	5.32%	10
Northeast CO	7.45%	14
Southeast CO	16.49%	31
Northwest CO	10.64%	20
Southwest CO	16.49%	31
Statewide	21.81%	41
Totals	100%	188

What best describes the area you work in?



What is your level of awareness of the 2008 Framework?



Stakeholder Feedback: The following provides an overview of themes from the stakeholder discussion about the updated draft *Framework*.

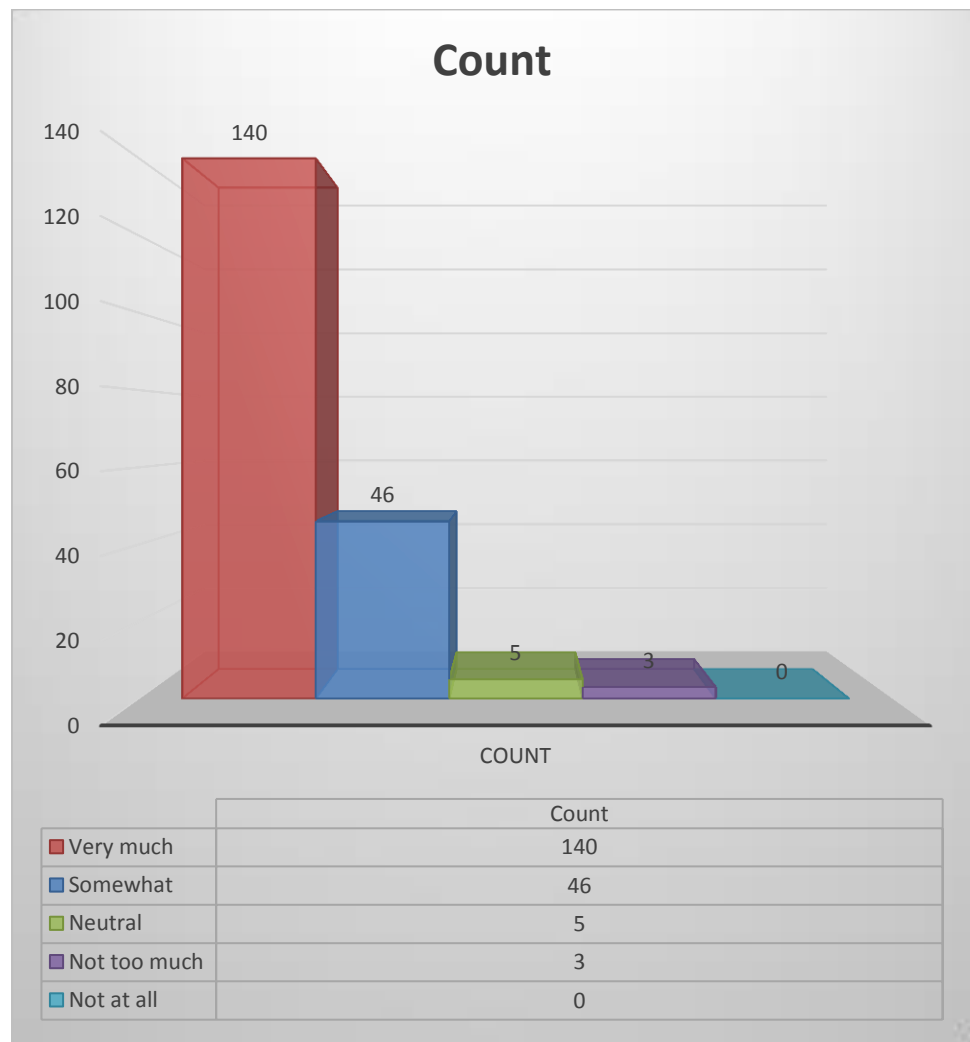
<i>What we most appreciate in the draft Framework</i>	
Design	Ease of read - less dense, fewer words, more concise
	Graphics, icons
	Colors - updated color scheme, color coding, use of highlights
	Flow - organization; left-to-right flow
	Interconnectedness- three sectors encompassed under 3 outcome areas; organization by access, quality, equity vs. four domains
Content	Age range- clearly calls out prenatal through 3 rd grade
	Integration of physical health and mental health
	Strengths-based language - protective factors embedded
	Equity - emphasized, clearer
	Comprehensiveness - whole child and family approach
	Broadness - allows flexibility for community definition; visionary level
	Highlights importance of relationships
	Inclusive language -Family Friend and Neighbor care, special needs, opportunities beyond formal education

	Socio-ecological model- diagram in green area; visual nesting around child
<i>What we think needs to be added, clarified</i>	
Design	Top “headline banner” – make it crisper so it easily and clearly reads across foundations, strategies, outcomes, vision
	Red section – intense color, same color as family support and education
	Shoes -- include 3 rd -grader size shoes
	Early learning and development icon – is there a better visual?
	Colorado state logo- might imply state government focus, responsibility only
	Colorado icon - doesn’t represent the full state
	Child circle- center or raise to be more prominent; visually call out family
	Sector icons in green section - consider removing completely; the dotted line separates early learning from the other sectors
	Strategies – check marks imply they are ‘done’
	Make sure the document is readable in black-and-white
Content	Specificity – where possible, add more detail while allowing community adaptability; could be done in the document and/or supplemental materials
	Definitions – build clarity around what ‘adults’ are targeted in each outcome statement; define ‘access,’ ‘quality,’ and ‘equity’
	Strategies to Outcomes – make sure each strategy links to at least one outcome
	Purpose statement – add a statement of purpose and intent for the document along with a reference to the 2008 version
	Foundations and Strategies – make sure they are distinct yet linked
	Unintended pregnancy bullet – feels truncated, potentially polarizing, make more inclusive of family
	School/education – consider adding something about the role, responsibility of schools in being ready for, supportive of all children
	Social and emotional development and mental health – with sector integration the critical importance may be lost, call this out more
	Equity – call out the needed attention to address disparities based on race, place or income
	Informal and formal care and caregivers – make sure inclusive of all settings children spend time
	Nature and Nurture – confusing and distracting
	Protective factors – missing the concept of resiliency
	Systems level result – consider adding policy, federal link

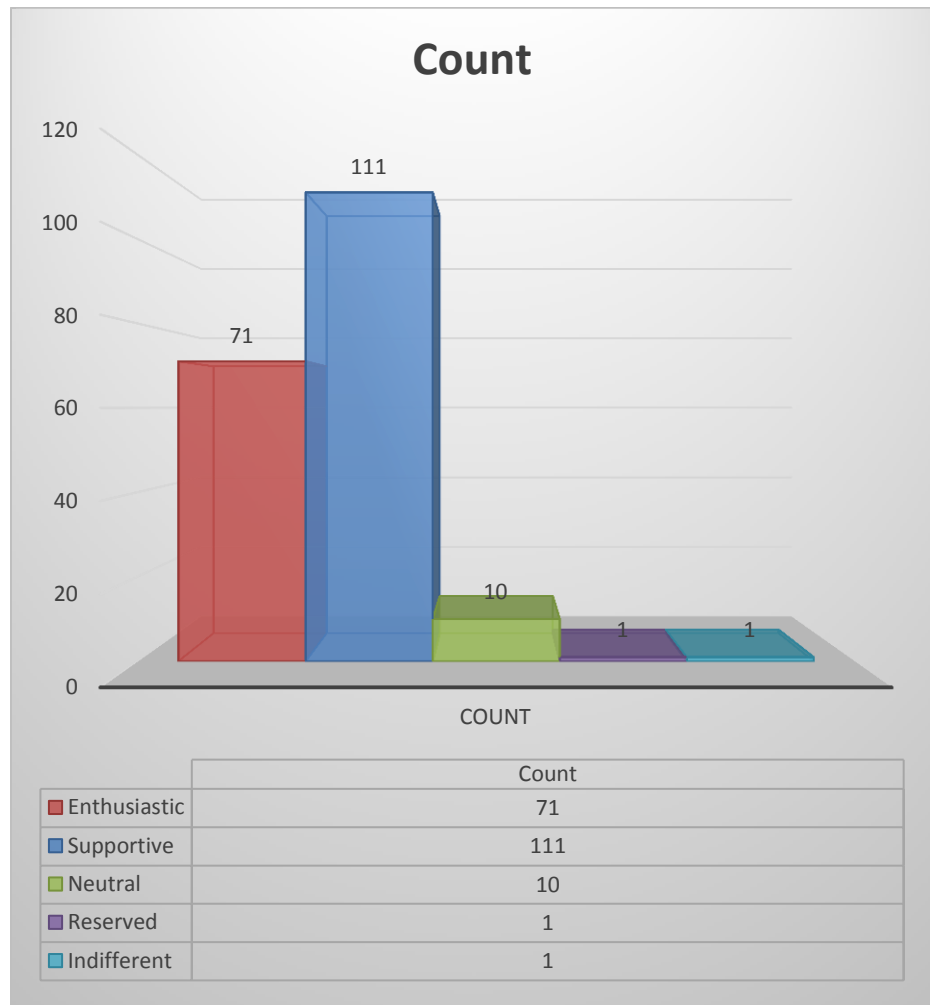
<i>Reactions to the green section</i>	
	Inspirational and effective graphic
	Resonates with many audiences
	Both familiar and innovative
	Communicates holistic vision
	Could be a stand-alone

Additional Stakeholder Input

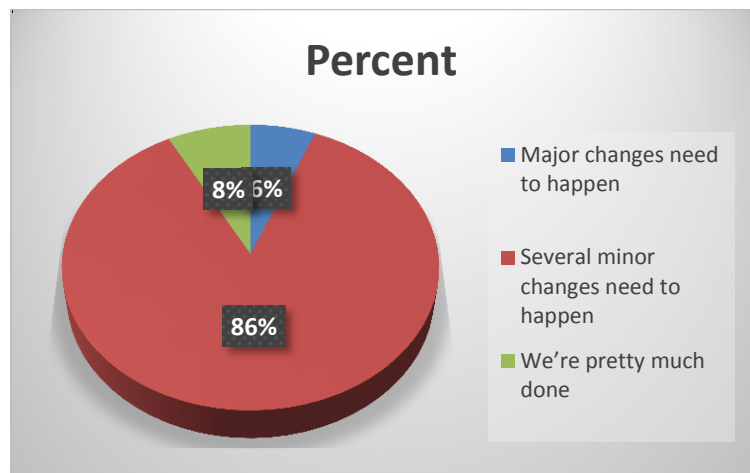
To what degree do you see your work within the Framework?



How enthusiastic are you about the updated Framework?



To what degree do you feel like this draft is complete?



How do you envision using the Framework?

	Responses	
	Percent	Count
Communicate the shared vision for ec systems	24.87%	98
Help identify strengths and gaps	13.45%	53
Guide planning and decision making	29.70%	117
Build partnerships	19.80%	78
Develop grants and/or write reports	8.88%	35
Other	3.30%	13
Totals	100%	394

What support(s) would you need to fully use the Framework?

	Responses	
	Percent	Weighted Count
Copies	12.79%	94
Electronic version	26.12%	192
Powerpoint with talking points	20.41%	150
Poster-size	16.33%	120
More detailed supplemental resources	22.31%	164
Other	2.04%	15
Totals	100%	735

Stakeholders mentioned the following examples of supplemental tools or resources that might assist them in fully using the updated Early Childhood Colorado Framework:

- Website
- Tools that provided more details, definitions, best practices, metrics
- Readiness assessment tool
- Companion documents for target audiences (e.g. families, business decision makers, providers)



A Collaborative Communication Strategy for Parent Awareness and Engagement in Colorado

During the Early Childhood Leadership Commission (ECLC) meeting on May 14, 2015, Elementive Marketing Solutions and Sector Brands presented the research that was requested by the Office of Early Childhood and made recommendations for a collaborative communication strategy to increase parent awareness and engagement in Colorado. Elementive conducted a scan of parent awareness and engagement initiatives and efforts in Colorado. Sector Brands used the Colorado scan and an analysis of existing initiatives in other states to inform the recommendation.

Some of the **highlights** from the Colorado scan included:

- There are geographic areas with a high saturation of messages and messengers and other areas where there aren't as many
- Despite the numerous efforts underway, parents, caregivers in all childcare settings, including informal care, are not always receiving the messages
- There are many exemplary efforts and limited understanding of the overall impact of the combined efforts in Colorado

The **goals** of a collaborative communication strategy would be to:

- Raise awareness of the important role and impact parents and informal caregivers have on child development
- Connect parents and caregivers to a range of resources and tools at the local level
- Enhance parents' and caregivers' abilities to ensure quality experiences so that children reach their potential and are successful in school and in life

Several anticipated **benefits** that could result from the creation of a collaborative communication strategy include:

- Alignment and organization of current efforts across the state, which has the potential to deepen the reach to more parents and informal caregivers while also providing a more strategic focus
- Alignment of the resulting communication strategy with the newly updated *Early Childhood Colorado Framework*
- Identification of existing gaps and opportunities for future investments and sustainability
- As a side benefit, all citizens of Colorado will become more aware of the critical importance of early childhood through this collaborative communication strategy

There is a unique opportunity and momentum to build upon existing efforts by developing a broad yet unifying structure or platform for current efforts across the state. A structure will enable parent awareness efforts to self-select where they “fit” while also serving to build momentum behind a collective effort. The complexity of this effort should not be underestimated and will therefore require a uniquely designed public private partnership. There are no state models to replicate, and this intentionally collaborative approach to parent awareness and engagement is unchartered, complex and highly promising.

A **collaborative parent awareness and engagement strategy** is aligned with the statutory duties of the Early Childhood Leadership Commission. These duties include assisting public and private agencies in coordinating efforts on behalf of pregnant women and children. A specific charge of the ECLC is to develop strategies and monitor efforts concerning the promotion of family engagement in children's education and development.

Successful development of a collaborative parent awareness and engagement strategy will best be achieved through a **public private partnership** that includes business, government, foundations and nonprofits working together to leverage existing efforts and maximize information and resources for parents. The public private partnership will include these elements:

1. The ECLC, with representatives from state agencies, private foundations, nonprofits, parents and early childhood partners, will lead the collaborative communication strategy effort and will appoint a Steering Committee to guide the vision and strategy needed to ensure a successful collaboration
2. Private funders, in consultation with the ECLC Executive Committee, will identify and make investments in an organization that will provide the infrastructure for this effort
3. Stakeholder organizations that are engaged in parent awareness and engagement efforts will be convened to inform this strategy
4. Government and private funding partners will make investments in nonprofit and state agency parent awareness and engagement efforts aligned with this communication strategy

Based on this information, the ECLC Executive Committee makes the following recommendation:

The Early Childhood Leadership Commission will lead a collaborative communication strategy to enhance and expand the early childhood parent awareness and engagement efforts in Colorado and appoint a Parent Awareness and Engagement Steering Committee to guide the vision and strategy.

Program/Policy Principles for PN – Age 3

The PN-Age 3 Subcommittee is recommending a set of guiding principles and values, which should be reflected in all programs, policies, services, and systems serving children, prenatal to age three, and their caregivers. These principles include:

- Always view and serve infants and toddlers within the context of their relationships with their primary caregivers.
- Make preserving the continuity of relationships that infants and toddlers experience with their caregivers a priority in the design and delivery of programs and policies serving this population.
- Pay special attention to children who are: in the child welfare system; at risk of abuse and neglect; homeless; low income; special needs; living in rural and remote areas; and culturally and linguistically diverse while recognizing that the development of all infants and toddlers is vulnerable to negative environmental influences.
- Provide integrated physical and behavioral health services for babies and the adults who care for them to improve access to these services.
- Ensure coordination of services at the state and local level for prenatal to age three children and their caregivers to reduce duplication of services and improve access.
- Promote two-generation approaches to address the needs of parents and children together.

All of these efforts should cut across the ECCF Domains: Early Learning, Health, and Family Support

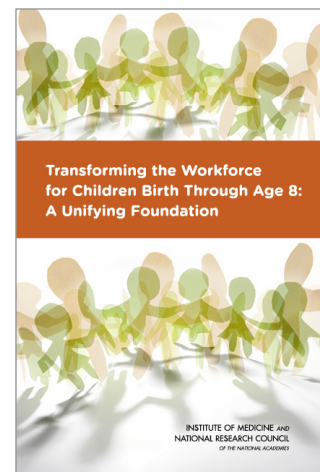
Within this broad framework of principles and values, the Prenatal to Age Three recommends the following priorities:

Prenatal – Age 3 Program/Policy Priorities

1. Systems provide dyadic (mother/infant) care, education, and support during pregnancy and the first year of life
 - Build community infrastructure for integrated health services.
 - Fund pilot programs to explore best practices for dyadic care.
 - Explore payment mechanisms that align services.
2. Implement an effective screening → referral → follow-up continuum for PN-age 3 across all sectors.
3. Expand/improve statewide access to and availability of high quality child care for all infants and toddlers with an emphasis on high- need/vulnerable populations.
4. A sufficient quality workforce and ongoing support exists for those working with the prenatal - age 3 populations.
 - Family, friend and neighbor providers are supported.
 - A quality workforce across sectors is promoted through standard competencies.
5. Families have access to opportunities to plan the number and timing of their children.
6. Access to timely and relevant parent education.

Transforming the Workforce for Children Birth Through Age 8

A Unifying Foundation



Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and education of young children bear a great responsibility for these children's health, development, and learning.

The Institute of Medicine (IOM) and National Research Council (NRC) were commissioned to explore the science of child development, particularly looking at implications for the professionals who work with children birth through age 8. In the resulting report, *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*, the committee finds that much is known about how children learn and develop, what professionals who provide care and education for children need to know and be able to do, and what professional learning supports they need. 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.

In response, the committee offers a blueprint for action based on a unifying foundation that will underlie more consistent and cumulative support for the development and early learning of children birth through age 8.

...the adults who provide for the care and education of young children bear a great responsibility for these children's health, development, and learning.

Fragmented Workforce

The science of child development and early learning makes it clear how important and complex it is to work with children from infancy through the early elementary years. Yet despite their shared objective of nurturing and securing the future success of young children, those who provide for the care and education of children from birth through age 8 are not acknowledged as a cohesive workforce, unified by the shared knowledge and competencies needed to do their jobs well. Expectations for these professionals often have not kept pace with what the science indicates children need, and many current policies do not place enough value on the significant contributions these professionals make to children's long-term success.

Strengthening this workforce is challenging because the relevant professional roles, systems, and services are diverse and often decentralized. The care and education of young children takes place in many different settings with different practitioner traditions and cultures; is funded through multiple government and nongovernment sources; and operates under the management or regulatory oversight of diverse agencies with varying policies, incentives, and constraints. The report says that achieving convergence will require coordination and alignment among stakeholders at multiple levels and across different systems. Better support of care and education professionals will require mobilizing local, state, and national leadership; building a culture in higher education and ongoing professional learning that fosters a cohesive workforce for young children; ensuring practice environments that enable and reinforce the quality of these professionals' work; and creating consistency across policies and infrastructure.

Blueprint for Action

The IOM/NRC report offers 13 areas of recommendation for local, state, and national actors—

including governmental agencies and nongovernmental organizations, philanthropic funders, and the business sector—to support improvements to the quality of professional practice and the practice environment for care and education professionals who work with children from birth through age 8. These detailed recommendations—which include extensive considerations for their implementation—are presented in Chapter 12 of the report. Together, the recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning.

Central to building this foundation is improving professional learning and practice of the birth through 8 workforce. The report recommends actions geared toward

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

To strengthen higher education, the report calls for high-quality training programs for specific professional roles based on a foundation of interdisciplinary programs that foster a shared fundamental knowledge base and competencies to support child development for professionals in all sectors who work with young children—care and education, social services, and health/allied health professions—using required core coursework and field-based experiences.

For educators in particular, the report notes the need for greater coherence in professional learning supports, both in higher education and during ongoing practice. For example, those who provide care and education for infants and toddlers and those who practice in settings outside of centers and schools, such as family child care, need greater access to infrastructure for professional learning. For early elementary educators,

Together, the recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning.

the competencies needed to work with the youngest students can be overshadowed in broader K-12 professional learning systems that skew toward the education of older children. The report recommends ways to make it easier for practitioners to access appropriate, high-quality professional learning.

Practices and policies regarding requirements for qualification to practice vary widely depending on the professional's role, ages of children with whom he or she works, practice setting, and which agency or institution has authority for setting qualification criteria. The committee recommends that agencies and organizations that oversee care and education settings strengthen and align competency-based qualification requirements for all care and education professionals working with children from birth through age 8. In particular, the committee calls for phased, multiyear pathways to transition to a minimum bachelor's degree requirement with specialized knowledge and competencies for all lead educators, meaning those who bear primary responsibility for the instructional and other activities for children in formal care and education environments.

The science of child development and early learning clearly indicates that the work of lead educators for young children of all ages requires the same high level of sophisticated knowledge and competencies related to child development, content knowledge, and educational practices. Holding lower educational expectations for early childhood educators than for those working in early elementary grades perpetuates the perception that educating children before kindergarten

requires less expertise than educating older students, which helps to justify policies—such as for compensation, program funding, and professional supports—that make it difficult to maximize the potential of young children and the early learning programs that serve them. The committee is cognizant of the complex issues that accompany a minimum degree requirement, which will require careful planning for implementation over time and in the context of efforts to address other interrelated factors that affect the quality of professional practice.

In addition, the report recommends developing new approaches for assessing the quality of professional practice for those who work with young children. Continuous quality improvement systems should align with the science of child development and learning, be comprehensive in scope, reflect day-to-day practice, be tied to access to professional learning, and account for setting- and community-level factors that affect the capacity of educators to practice effectively, such as overcrowded classrooms and poorly resourced settings.

The committee also recommends specific actions to bolster the supports that will make these changes to workforce development feasible, such as well-informed and capable leadership; coherent policies, guidance, and standards; support for implementation; and a connection to the evolving knowledge base. In particular, the committee recommends complementary approaches to provide coherent guidance and support at the national level, with specific strategies and timelines for implementation at the state and local level that can



Committee on the Science of Children Birth to Age 8: Deepening and Broadening the Foundation for Success

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Department of Education

**Department of Health and Human Services, Administration for
Children and Families**

**Department of Health and Human Services, Health Resources and
Services Administration**

Robert R. McCormick Foundation

W.K. Kellogg Foundation

accommodate variations in local circumstances.

The committee recognizes the challenges of making these multiple interdependent changes. Full implementation of some recommendations could take years or even decades; at the same time, the need is urgent to improve the quality and consistency of professional practice for children from birth through age 8. This calls for strategic prioritization of immediate actions as well as long-term goals with clearly articulated intermediate steps. Significant resources will be required from government at all levels and from nongovernmental sources. Therefore, assessments of resource needs, mobilization of funding, and financing innovations will be important.

Conclusion

Persisting with the status quo for the professionals who do this important, complex work will perpetuate today's fragmented approach to the care and education of young children, resulting in inadequate learning and development, especially among America's most vulnerable families and communities. The IOM/NRC committee anticipates that a significant investment, commitment, and concerted effort following its recommendations will lay the groundwork to improve the quality of both professional practice and the practice environment, the status and well-being of the workforce, recruitment and retention of a robust pipeline of new professionals—and ultimately, outcomes for children. 🍷

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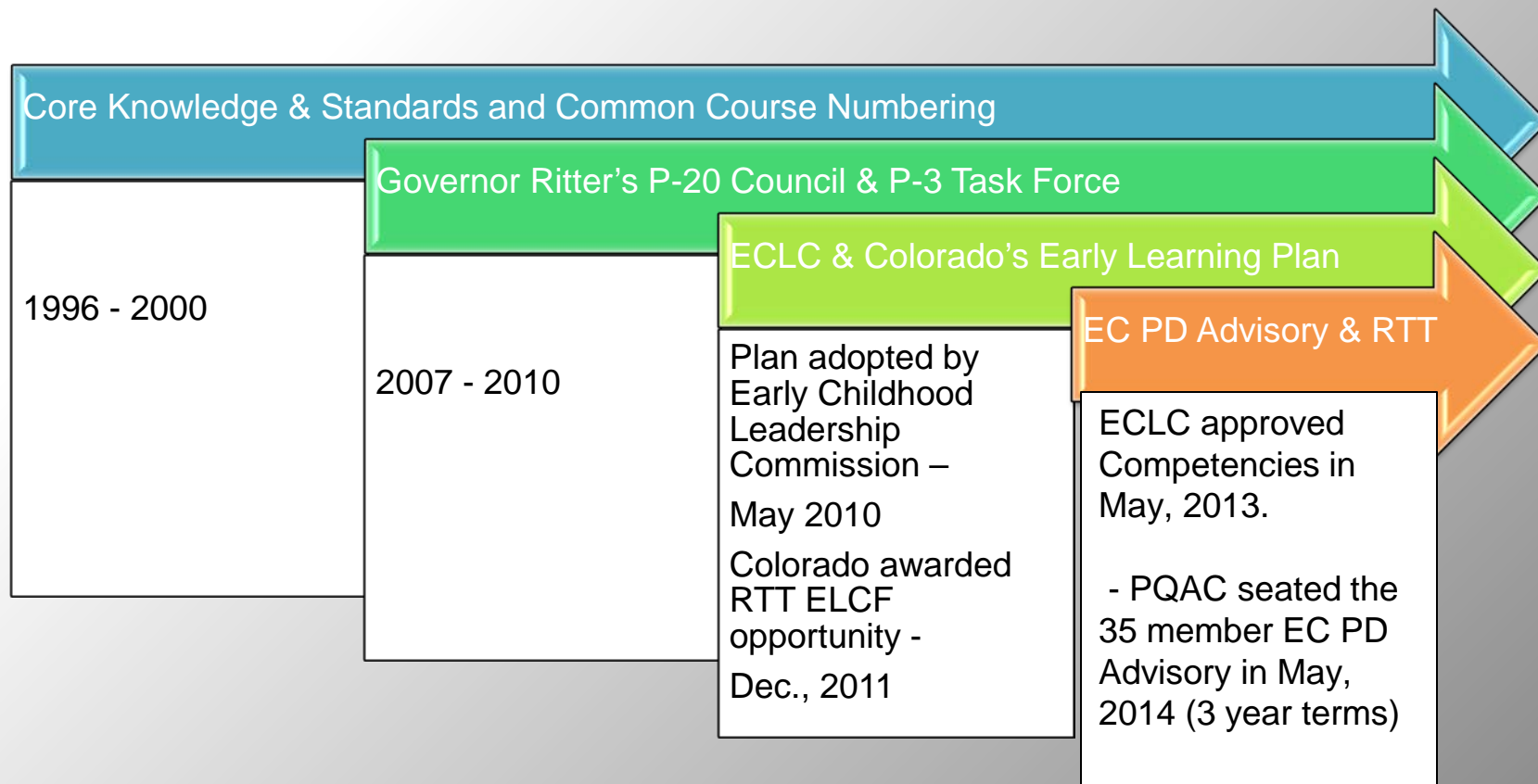
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Today's Discussion about Transforming Colorado's Early Childhood Workforce

- ❑ Quick Overview of Colorado's Early Learning Professional Development System Plan
- ❑ Update about accomplishments of Colorado Shines EC Professional Development Work
- ❑ National Perspective: Transforming the Workforce for Children Birth through Age 8
- ❑ Setting Priorities for Refreshing Colorado's Early Learning PD Plan

GREAT TEACHERS MATTER: Transforming Colorado's Early Childhood Workforce



National Association for the Education of Young Children (NAEYC) Six Essential Areas of a Comprehensive Professional Development System

- **Professional Standards:** The content of professional preparation and ongoing development.
- **Career Pathways:** Routes of continuous progress for early childhood professionals, leading towards awareness and achievement of increased qualifications, professional possibilities and appropriate compensation.
- **Articulation:** The transfer of professional development credentials, courses, credits, degrees and student performance based competencies from one program or institution to another, ideally without a loss of credits.
- **Advisory Structure:** The coordination mechanism for an integrated early childhood professional development system, which should be freestanding and have some authority or direct link to authority in the state's governance structure.
- **Data:** To gauge impacts and systems change, as well as to inform planning, evaluation, quality assurance and accountability.

▪ **Financing:** The funding that all professional development systems need in order to operate



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Colorado's Early Learning Professional Development System Plan

Goal 1	Adopt performance-based competencies	Goal 5	Data collection and analysis of early learning professionals
Goal 2	Enhance recruitment and retention	Goal 6	Create accountability mechanisms
Goal 3	Ongoing career and skill development	Goal 7	Early Childhood Leadership Commission oversight
Goal 4	Finance through public and existing funds		

Building Colorado's Great EC Workforce: Key Elements of the RTT Early Learning Challenge Fund – *Policy to Practice*

Early Learning
Competencies
Framework and
Credential 2.0

Professional
Development
Information
System &
QRIS Level 2
Training

Scholarships &
Incentives

Statewide
Coaching and
TA Network

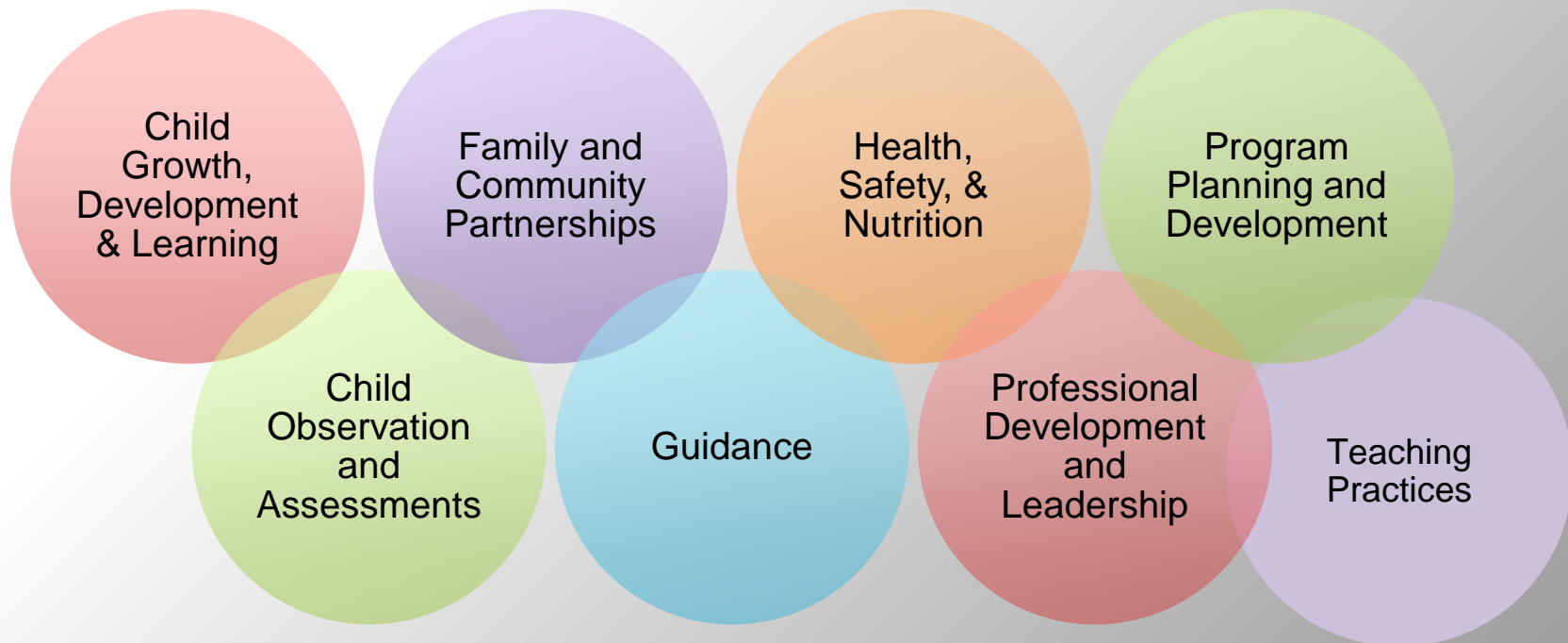


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EC Competencies Framework: Domains



Based on 8 domains with competencies related to social/emotional development, cultural competence and children with special needs are included in all domain areas. Approved by the Early Childhood Leadership Commission in May, 2013.



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Aligning and Connecting the EC Competencies

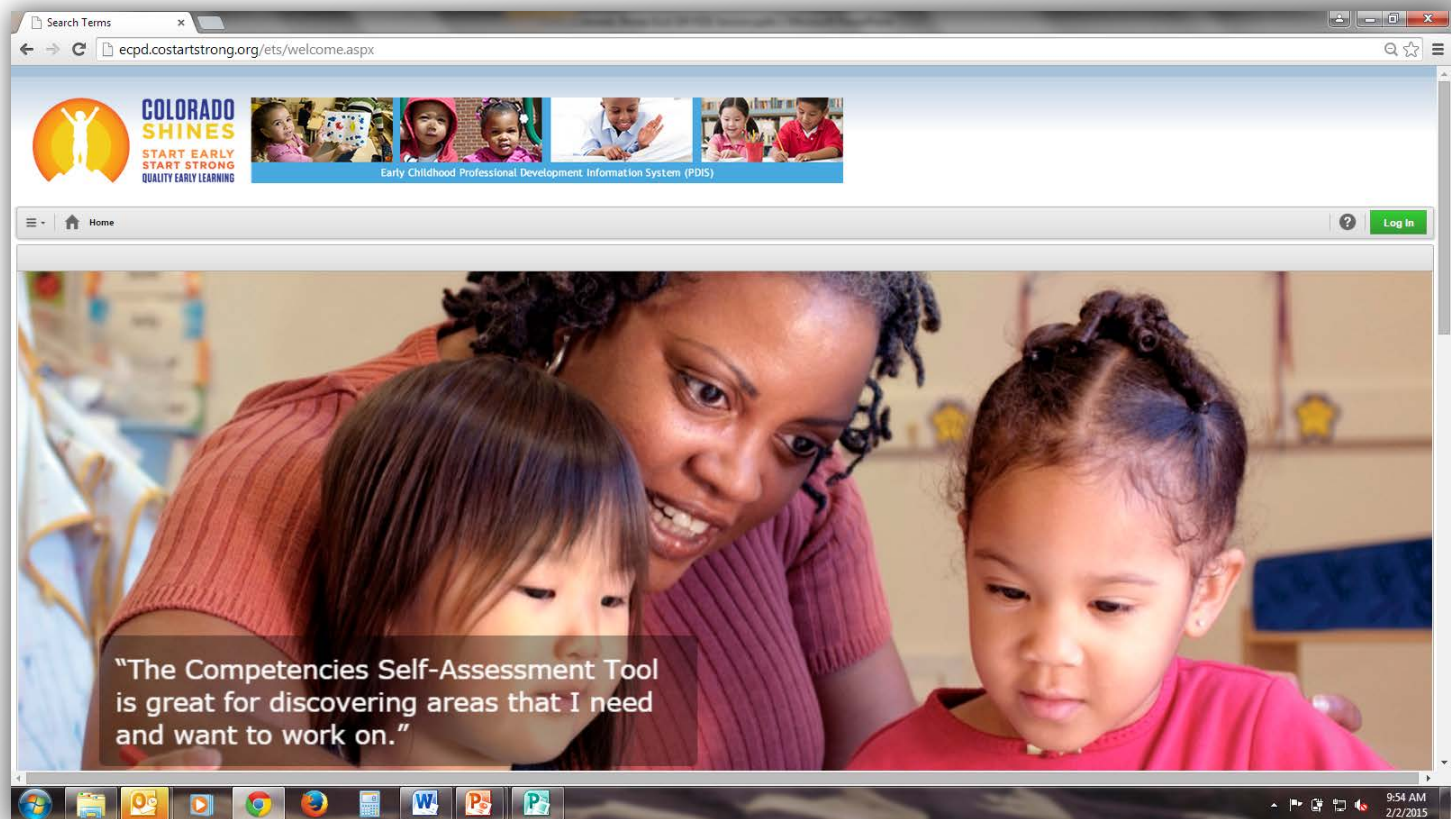


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Colorado's Professional Development Information System: Launched on 4/15/15 !!!!!



The Professional Development Information System (PDIS)



The PDIS is a web-based system which credentials and supports professional development for Colorado's early childhood workforce.



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3 Main Components of the PDIS

Professional Portfolio

- Contact information
- Demographic information
- Employment information
- Education and training information
- Credential information

Learning Management System

- Delivery of 14 Colorado Shines Level 2 Trainings and other courses as developed
- Course catalog
- Trainer credential
- Training approval
- Aligned content

PD Advisor

- Competencies self-assessment
- Goal setting tool for skill-building and career pathway
- Individualized professional development plan



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PDIS Highlights to Date

- **Support individual professionals: 5101 registered professionals!**
- **Provide online professional development: 12,527 course completions! 938 Self-Assessments completed, 3450 in process!**
- **Track training and education: Collecting information about Formal Education, Ongoing Professional Development, and Experience.**
- **Calculate Credential Level: 50 Online Applications uploaded daily, validated over 700 Credential 2.0 awards! Projecting 2500 by end of summer!**
- **Provide information to Colorado Shines QRIS: Programs get real-time information about staff training completions, credentials, self-assessments and PD Plans!**
- **Embed the Competencies into the larger PD system: Competency alignment with 2 and 4 year degree programs & Training Approval System.**
- **Answer key questions about Colorado's early childhood workforce: reports under construction.**



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Early Childhood Professional Development Information System (PDIS)

<https://ecpd.costartstrong.org>

PDIS HELP: 1.844.447.4441 (option 2)



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Scholarships: Awards to date

- **The T.E.A.C.H. Scholarship:** Contracted with the Colorado T.E.A.C.H. program administered by Qualistar Colorado to support professionals completing credentials and degrees at 2-year and 4-year institutions (\$335,000).
- **Colorado Community College Foundation:** Administered through community colleges across the state, scholarships are available to students for coursework leading to certification or an AA degree (\$210,000 from Early Learning Challenge Fund and \$200,000 match from local college foundations).
- **Early Intervention and Preschool Special Education:** Funding targets communities struggling to recruit and retain Early Childhood Special Educators to provide scholarships for tuition and loan repayment. (\$77,261 allocated in 2014, \$75,930 allocated to same awardees in 2015)

Coaching Network & Coaching Credential

- 4.2 FTE Regional Coaching Consultants serving the state
- 148 coaches have completed the Relationship Based Professional Development trainings held statewide
- 60 Coaches awarded the provisional coaching credential in Dec., 2014
- 3 Level Coaching Credential based on the Colorado Competencies for EC Coaches



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Building Colorado's Great Early Childhood Workforce: Critical Next Steps



Ensuring positive outcomes for young children and their families by recruiting, preparing and supporting highly effective, caring and diverse early learning professionals



Aligned and sustained system to support compensation, recruitment, retention and ongoing development of Colorado's Early Childhood Professionals

Guiding principles: **Accountable, Innovative, Accessible, Inclusive, Aligned, Well-financed and Collaborative**

Early Childhood Workforce Compensation

Occupation	Mean Hourly Wage	Average Annual Salary
Early Childhood Special Educators	\$30.00	\$51,000
K-8 teachers (can include pre-K)	\$25.00	\$43,000
Early Childhood Center Director/Program Administrator	\$19.20	\$40,000
Preschool teachers	\$13.20	\$21,000
Assistant Teachers	\$10.00	\$18,000
Source: Whitebook; 2011; Based on U.S. Dept. of Labor; Bureau of Labor Stat.; 2009		

Timeline for Updating Colorado's Early Learning PD System Plan

Summer
Kick-Off:
July 20, 2015

EC PD
Advisory
Draft Update
Presentation:
Sept. 15, 2015

EC PD
Advisory
Final
Approval:
Dec. 15, 2015

PQAC &
ECLC
Presentations
& Approvals:
Early 2016



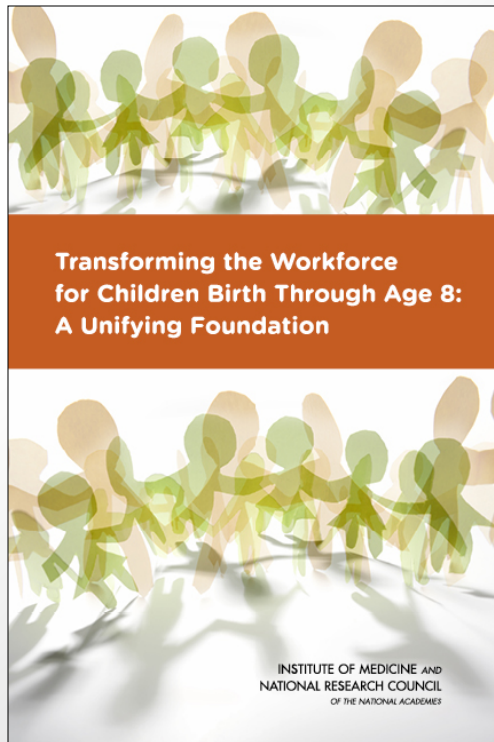
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Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation

www.iom.edu/Birthtoeight



What are key areas and actions for Colorado's refreshed Early Learning Professional Development System Plan?

IOM (Institute of Medicine) and NRC (National Research Council). 2015. *Transforming the workforce for children birth through age 8: A unifying foundation*. Washington, DC: The National Academies Press.

Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation

Presented by Douglas H. Clements

**Kennedy Endowed Chair in Early Childhood Learning; Executive
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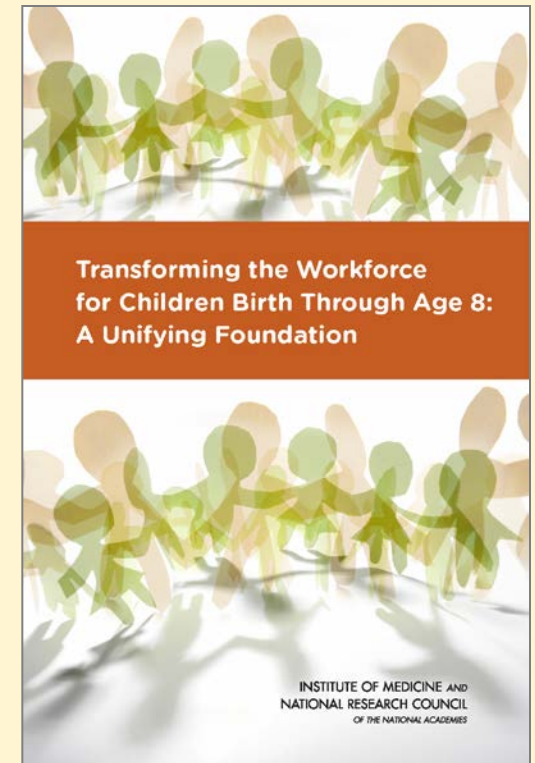
**Report and Report Brief available
for free download at:
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Abbreviated Statement of Task

How can the science of children's health, learning, and development inform how the workforce supports children from birth through age 8?



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Starting from the Science

- “Nature” and “nurture” do not operate in parallel – a dynamic interaction among experiences (supports or stressors), genes turning on and off, and the developing brain underlies individual trajectories of development and early learning.
- From birth, children’s minds are active and inquisitive, and early thinking is insightful and complex.
 - For example, even the youngest children are starting to develop explanatory frameworks for what they observe and experience, such as understanding categories, cause and effect, distinguishing living things from objects, and discriminating numbers and spatial relations.
- Relationships and interactions are central to children’s development and learning.
- Domains of development (cognitive; socioemotional; physical; subject matter knowledge; general learning competencies) each have specific developmental paths or trajectories, but they are also overlapping and influence each other.
- In all domains, the foundations are being laid starting at birth and are continuously building, allowing for increasingly sophisticated learning.

Educational practices that reflect this complexity are crucial to actively support children’s lifelong progress.



Key Messages

Children are already learning at birth.

Development and learning in the early years is rapid and cumulative – and is the foundation for lifelong progress.

Adults who provide for the care and education of children birth through age 8 bear a great responsibility for their health, development, and learning.

Just when consistent, continuous support is so important, the systems and services that children encounter – and the systems that support the adults who work with them – are fragmented.

Key Messages

Practices and policies have often not kept pace with what we know about the sophisticated knowledge and competencies required to provide high-quality care and education for children birth through age 8.

High-quality practice requires more than individual mastery of competencies.

Vision:

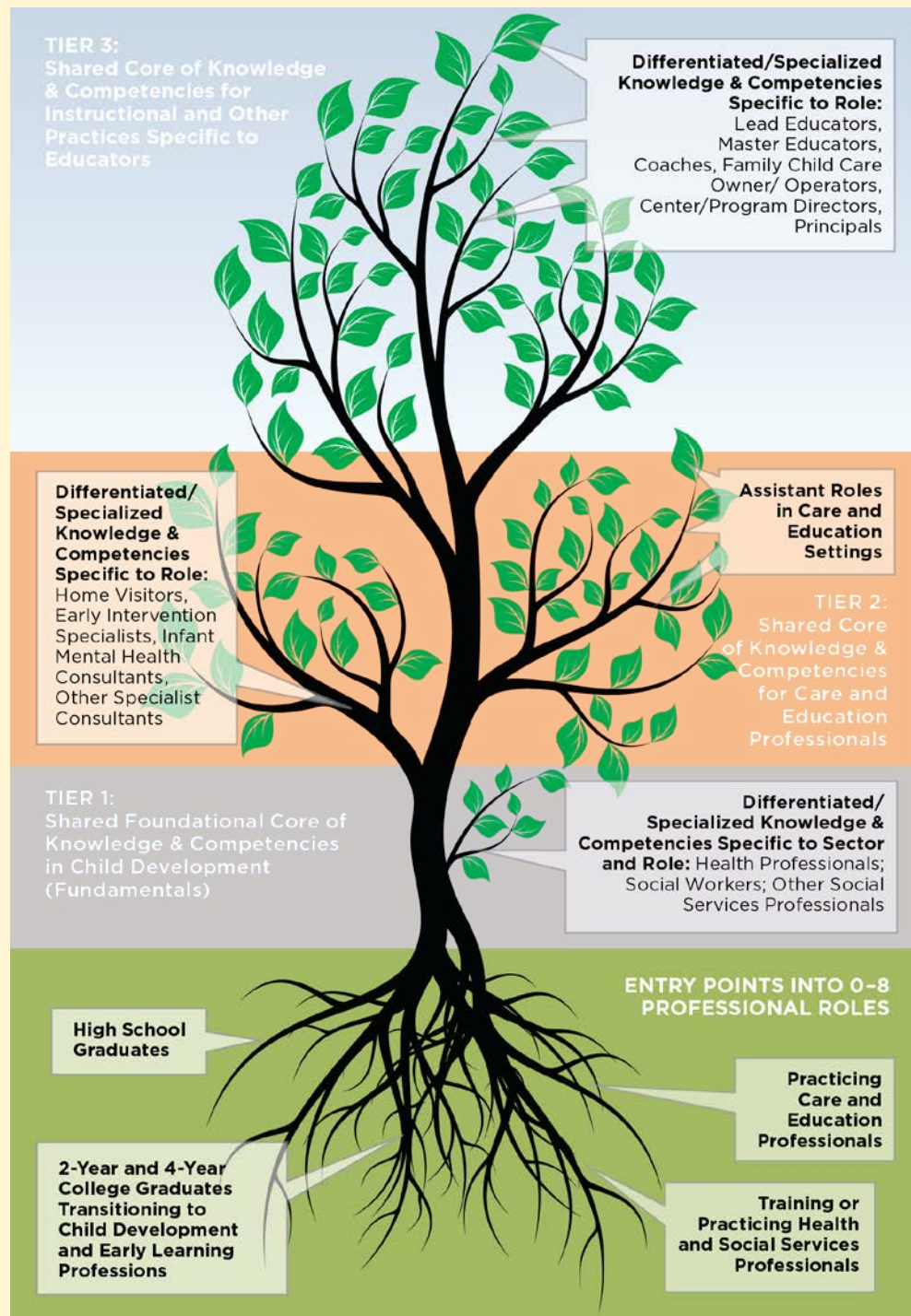
A care and education workforce for children birth through age 8 that is unified by a foundation of the science of child development and early learning, shared knowledge and competencies, and principles to support quality professional practice at the individual, setting, systems, and policy levels.

As a result:

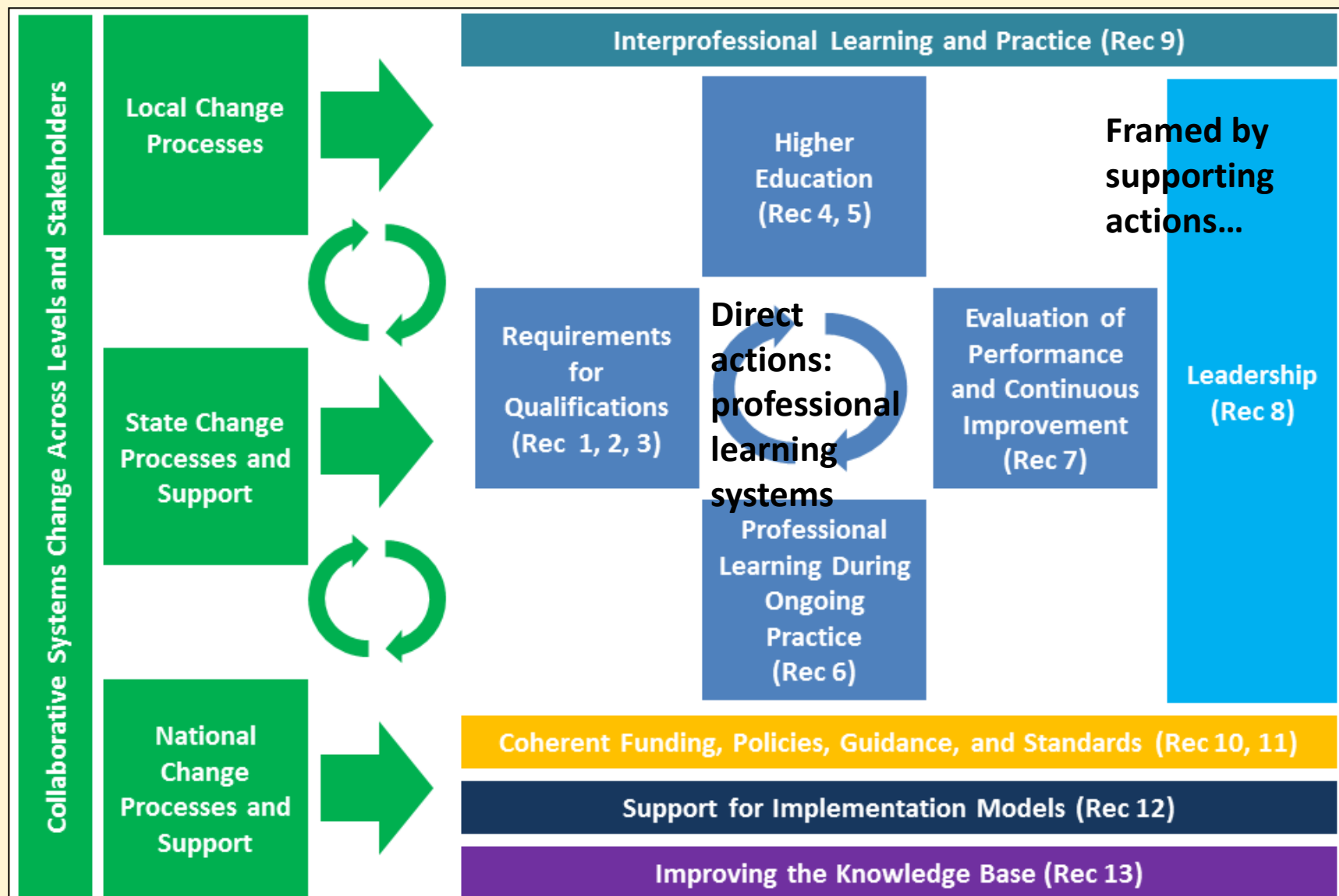
All children experience high-quality and continuity in support for their development and early learning.



Professional Roles in Care and Education: Shared and Specialized Competencies



Overview of Recommendations: A Blueprint for Action



UNIFYING FOUNDATION:

- Essential features of child development and early learning
- Principles to support quality professional practice

A Unifying Foundation: Essential Features of Child Development

- Early foundations continuously inform future development and learning.
- A dynamic interaction among experiences, gene expression, and brain development underlies development and learning.
- The domains of young children's development and early learning have specific developmental paths (the basis for *learning trajectories*) and also overlap and mutually influence each other.
- Stress and adversity experienced by children can undermine learning and impair socioemotional and physical well-being.
- Secure and responsive relationships with adults, coupled with high-quality, positive learning interactions and environments, are foundational for the healthy development of young children.

Conversely, adults who are underinformed, underprepared, or subject to chronic stress themselves may contribute to children's experiences of adversity and stress and undermine their development and learning.



A Unifying Foundation: Principles to Support Quality Practice

- Professionals need foundational and specific competencies.
- Professionals need to be able to support diverse populations.
- Professional learning systems need to develop and sustain professional competencies.
- Practice environments need to enable high-quality practice.
- Systems and policies need to align with the aims of high-quality practice.
- Professional practice, systems, and policies need to be adaptive.

Summary of Recommendations

Recommendation 1: Strengthen competency-based qualification requirements for all care and education professionals working with children from birth through age 8.

Recommendation 2: Develop and implement comprehensive pathways and multiyear timelines for transitioning to a minimum bachelor's degree qualification requirement, with specialized knowledge and competencies, for all lead educators working with children from birth through age 8.

Recommendation 3: Strengthen practice-based qualification requirements for all lead educators working with children from birth through age 8.

Recommendation 4: Build an interdisciplinary foundation in higher education for child development.

Recommendation 5: Develop and enhance programs in higher education for care and education professionals working with children from birth through age 8.

Recommendation 6: Support the consistent quality and coherence of professional learning supports during ongoing practice for professionals working with children from birth through age 8.

Recommendation 7: Develop a new paradigm for evaluation and assessment of professional practice for those who work with children from birth through age 8.

Federal and state policy makers & NGOs should should “review and improve their current policies and systems for evaluation and assessment of care and education professionals and support research to “improve or create new tools.”

Summary of Recommendations

Recommendation 8: Ensure that policies and standards for care and education leaders encompass the foundational knowledge and competencies needed to support high-quality practices for child development and early learning.

Recommendation 9: Strengthen collaboration and communication among professionals and systems within the care and education sector and with closely related sectors, especially health and social services.

Recommendation 10: Support workforce development with coherent funding, oversight, and policies.

Recommendation 11: Collaboratively develop and periodically update coherent guidance that is foundational across roles and settings for care and education professionals working with children from birth through age 8.

Recommendation 12: Support comprehensive state- and local-level efforts to transform the professional workforce for children from birth through age 8.

Recommendation 13: Build a better knowledge base to inform workforce development and professional learning services and systems.

Degree Requirement for Lead Educators

Recommendation 2: Develop and implement comprehensive pathways and multiyear timelines for transitioning to a minimum bachelor's degree qualification requirement, with specialized knowledge and competencies, for all lead educators working with children from birth through age 8.

Context:

- Current differences in expectations across professional roles lag behind the science of child development and early learning, which shows that a similar high level of complex knowledge and competencies is needed for educators working with young children of all ages.
- Disparate degree requirement policies already in place create a bifurcated job market, both between elementary schools and early care and education as well as within early care and education
- Lower educational expectations perpetuate the perception that educating children in some settings or at some ages requires less expertise than others, making it difficult to support policies that will maximize the potential of young children and the early learning programs that serve them.
- Greater consistency will bring the care and education sector in line with other sectors, such as health and social services, which do not vary in minimum expectations for similar professional roles based on the age of the children they work with.

Degree Requirement for Lead Educators

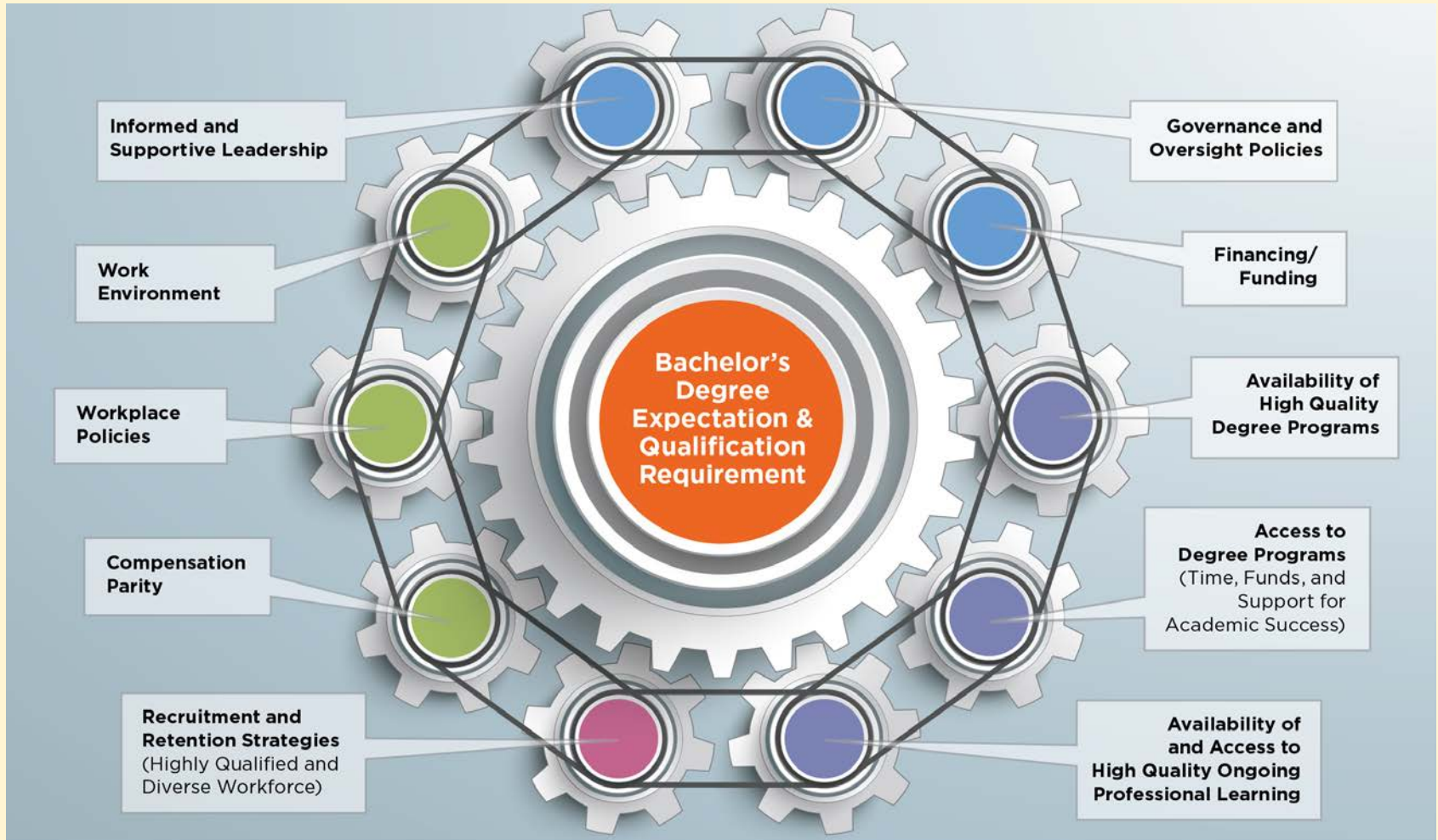
Recommendation 2: Develop and implement comprehensive pathways and multiyear timelines for transitioning to a minimum bachelor's degree qualification requirement, with specialized knowledge and competencies, for all lead educators working with children from birth through age 8.

Implementation Considerations:

Simply instituting policies requiring a minimum bachelor's degree is not sufficient:

- Implement carefully over time
- multiyear, phased, multicomponent, and coordinated strategy,
- tailored to local circumstances
- coordinated for changes at the individual, institutional, and policy levels
- Implement in the context of efforts to address other interrelated factors

Implement in the context of efforts to address other interrelated factors:



A degree requirement that doesn't stand alone

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Degree Requirements for Lead Educators

Recommendation 2: Develop and implement comprehensive pathways and multiyear timelines for transitioning to a minimum bachelor's degree qualification requirement, with specialized knowledge and competencies, for all lead educators working with children from birth through age 8.

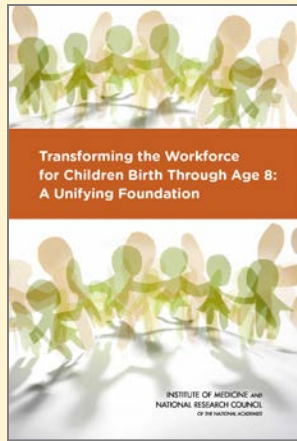
Actions:

State leadership and licensure and accreditation agencies, state and local stakeholders in care and education, and institutions of higher education, should collaboratively develop a strategy that is

- multiyear, phased, multicomponent, and coordinated strategy,
- tailored to local circumstances
- coordinated for changes at the individual, institutional, and policy levels

Federal government agencies and nongovernmental organizations should

- align policies for programs they support with transition pathways and timelines for a minimum bachelor's degree requirement
- develop incentives to encourage the transition
- dedicate resources from existing and new funding streams and technical assistance programs to support the transition in all settings and systems



Call to Action

Commit to the pathways that will lead us to the systems and policies that we *need* (rather than making do within the systems and policies that we *have*).

This is not fast, easy, or cheap. It will require a strategic, progressive trajectory to transform the professional landscape, accompanied by significant commitment, mobilization of resources, and innovations in financing.

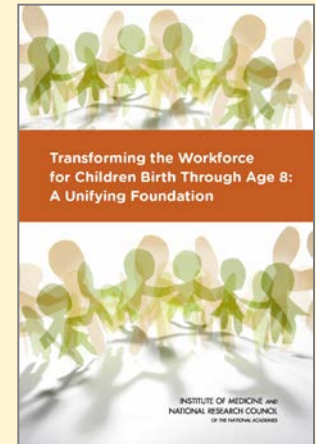
But the status quo will perpetuate today's fragmented approach, resulting in less than adequate support for children's development and learning.



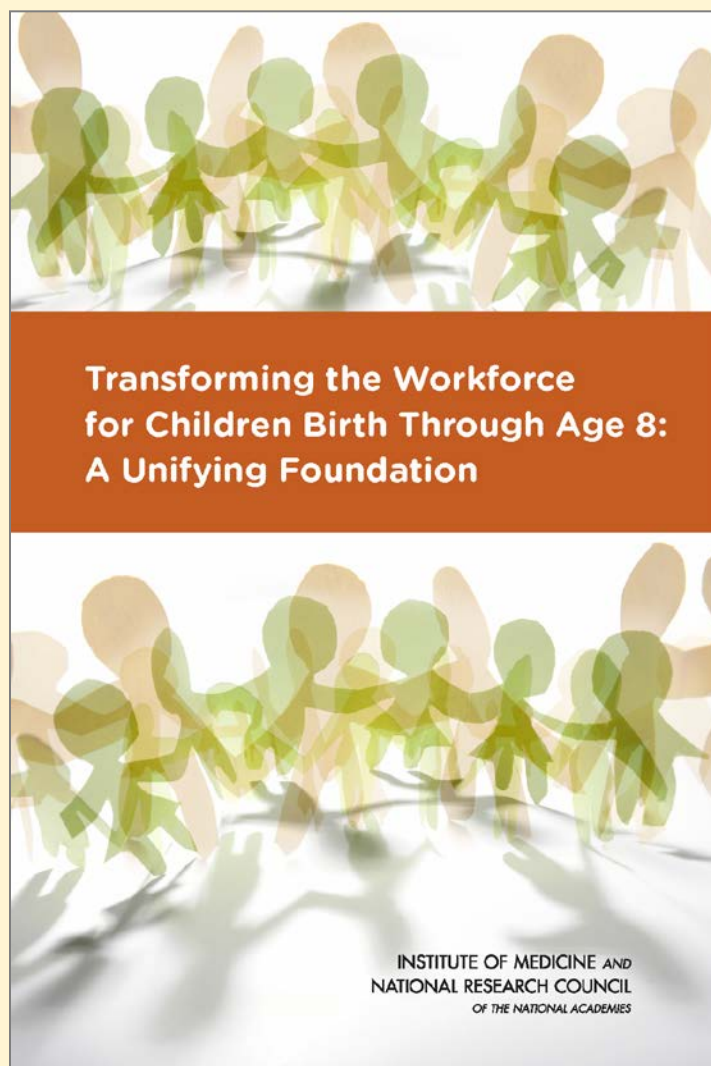
Final Thoughts

These actions have the potential to transform the workforce:

- Elevate the perception of the professionals who work with children from birth through age 8:
 - Recognize their complex and important role and the intellectually, physically, and emotionally challenging nature of their work.
 - Recognize the deep, extensive, and ongoing professional learning and other support that is required for them to be successful.
- Improve the quality of professional practice, the quality of the practice environment, and the status and well-being of the workforce.
- Retain highly effective practitioners and bolster the recruitment of a robust and viable pipeline of new professionals.



Get things right for the workforce so that we can get things right from the start for children.



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**Report, report brief, and other
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Related Ongoing IOM/NRC Studies**

Committee on Supporting the Parents
of Young Children

Committee on Fostering School
Success for English Learners: Toward
New Directions in Policy, Practice, and
Research

For more information: www.iom.edu



Slide Annex: Recommendations

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Competency-Based Qualification

Recommendation 1: Strengthen competency-based qualification requirements for all care and education professionals working with children from birth through age 8.

- Current qualification requirements vary widely based on role, ages of children, practice setting, and agency or institution that has jurisdiction or authority
- Need greater coherence in all forms of qualification requirements to reflect science of how children learn and develop and research on educational practices
- Ensure workforce qualification requirements reflect foundational knowledge and competencies shared across professional roles, as well as specific and differentiated knowledge and competencies matched to the practice needs and expectations for specific roles.
- Different systems or localities can have policies organized differently by age ranges and roles yet – if all are based on knowledge and competencies – still work in concert to foster quality practice across professional roles, settings, and ages

Competency-Based Qualification

Recommendation 1: Strengthen competency-based qualification requirements for all care and education professionals working with children from birth through age 8.

- Targeted, streamlined review and revision as needed by government agencies and nongovernmental organizations at the national, state, and local levels
- Competencies most in need of review and improvement:
 - family engagement
 - assessment
 - promoting general learning competencies
 - teaching subject matter content
 - addressing stress and adversity
 - fostering socioemotional development
 - working with dual language learners
 - integrating technology into curricula

Degree Requirement for Lead Educators

Recommendation 2: Develop and implement comprehensive pathways and multiyear timelines for transitioning to a minimum bachelor's degree qualification requirement, with specialized knowledge and competencies, for all lead educators working with children from birth through age 8.

Context:

- Current differences in expectations across professional roles lag behind the science of child development and early learning, which shows that a similar high level of complex knowledge and competencies is needed for educators working with young children of all ages.
- Disparate degree requirement policies already in place create a bifurcated job market, both between elementary schools and early care and education as well as within early care and education
- Lower educational expectations perpetuate the perception that educating children in some settings or at some ages requires less expertise than others, making it difficult to support policies that will maximize the potential of young children and the early learning programs that serve them.
- Greater consistency will bring the care and education sector in line with other sectors, such as health and social services, which do not vary in minimum expectations for similar professional roles based on the age of the children they work with.

Degree Requirement for Lead Educators

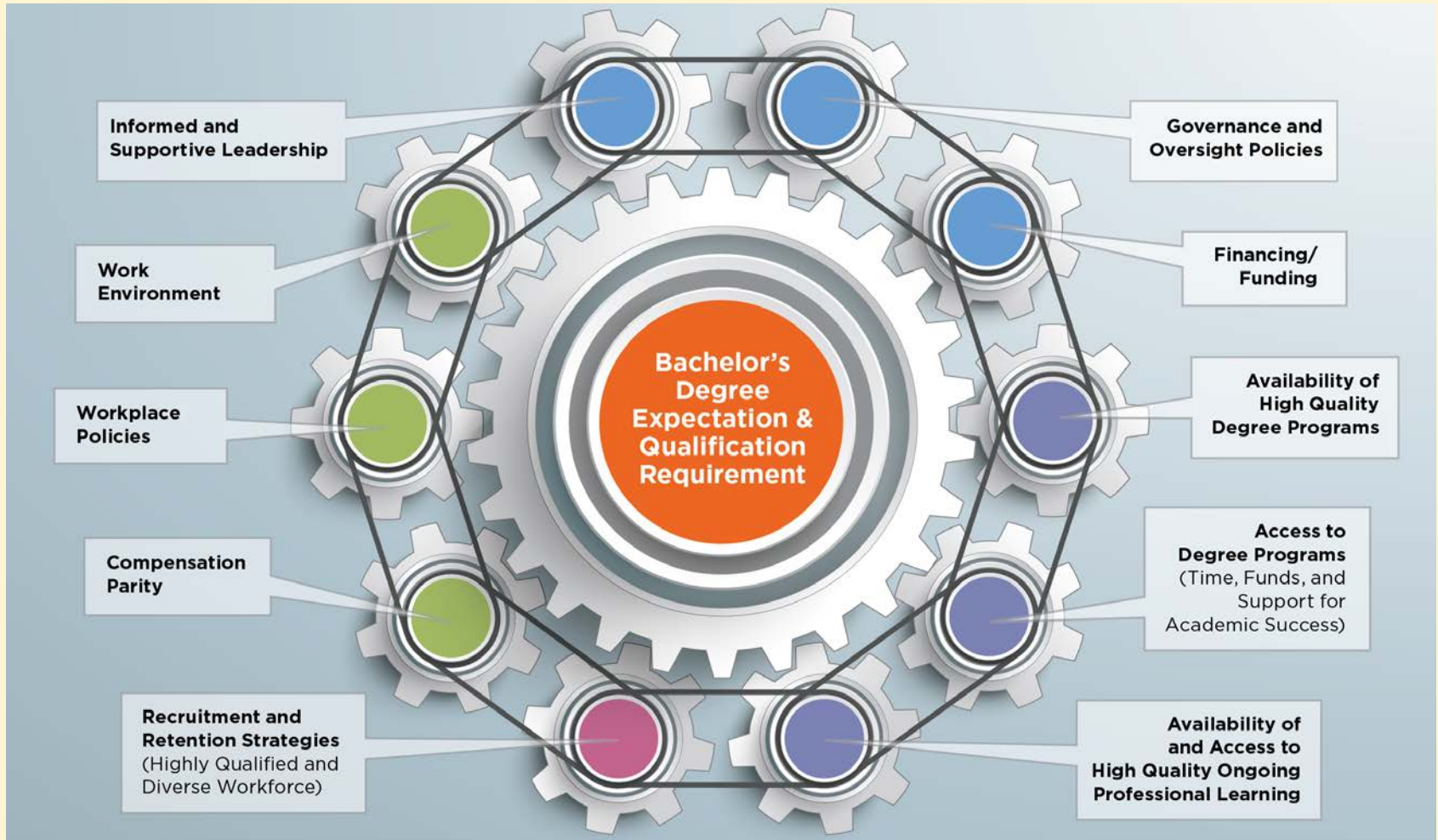
Recommendation 2: Develop and implement comprehensive pathways and multiyear timelines for transitioning to a minimum bachelor's degree qualification requirement, with specialized knowledge and competencies, for all lead educators working with children from birth through age 8.

Implementation Considerations:

Simply instituting policies requiring a minimum bachelor's degree is not sufficient:

- Implement carefully over time
- multiyear, phased, multicomponent, and coordinated strategy,
- tailored to local circumstances
- coordinated for changes at the individual, institutional, and policy levels
- Implement in the context of efforts to address other interrelated factors

Implement in the context of efforts to address other interrelated factors:



A degree requirement that doesn't stand alone

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Degree Requirements for Lead Educators

Recommendation 2: Develop and implement comprehensive pathways and multiyear timelines for transitioning to a minimum bachelor's degree qualification requirement, with specialized knowledge and competencies, for all lead educators working with children from birth through age 8.

Actions:

State leadership and licensure and accreditation agencies, state and local stakeholders in care and education, and institutions of higher education, should collaboratively develop a strategy that is

- multiyear, phased, multicomponent, and coordinated strategy,
- tailored to local circumstances
- coordinated for changes at the individual, institutional, and policy levels

Federal government agencies and nongovernmental organizations should

- align policies for programs they support with transition pathways and timelines for a minimum bachelor's degree requirement
- develop incentives to encourage the transition
- dedicate resources from existing and new funding streams and technical assistance programs to support the transition in all settings and systems

Practice-Based Qualification Requirements

Recommendation 3: Strengthen practice-based qualification requirements for all lead educators working with children from birth through age 8.

Context:

- Field experiences allow for educators to apply what they learn to real-world practice settings
- Field placements in diverse settings are an opportunity to train educators in working with diverse populations of students, cultural sensitivity, and family engagement
- Supervised practice is important to ensure that practitioners have mastered necessary competencies
- The timing, duration, setting, content and type of supervision in field experiences vary widely by training program and by professional role.

Practice-Based Qualification Requirements

Recommendation 3: Strengthen practice-based qualification requirements, for all lead educators working with children from birth through age 8.

Action:

Agencies and organizations at the national, state, and local levels should develop standards and implementation guidance for expanding qualification requirements for all lead educators to incorporate an induction period with closely supervised practice before final qualification for autonomous practice is acquired.

Practice-Based Qualification Requirements

Recommendation 3: Strengthen practice-based qualification requirements for all lead educators working with children from birth through age 8.

Implementation Considerations:

- develop a greater number and diversity of field placements capable of providing this kind of professional learning with appropriately qualified supervisors and mentors
- differentiate this requirement for experienced practitioners who are acquiring new qualifications

Higher Education: Interdisciplinary Foundation

Recommendation 4: Build an interdisciplinary foundation in higher education for child development.

- Shared interdisciplinary foundation for professional roles working with children from birth through age 8 in education, social services, and health/allied health professions.
 - Core of requirements for coursework, other learning activities, and field-based learning experiences
- Funding for initiatives in higher education should incentivize this interdisciplinary, core foundation approach for fields related to young children.
- Accreditation and oversight review criteria for educational and research institutions should include the use of an interdisciplinary, core foundation approach.

Higher Education for Care and Education Professionals

Recommendation 5: Develop and enhance programs in higher education for care and education professionals working with children from birth through age 8.

- Enhance the content of higher education programs
 - course of study to include and integrate child development/early learning, subject matter content, instructional and other practices, field experiences, and methods to document demonstrated mastery of practice
 - programs differentiated by age range, subject matter specialization, or specialized roles should also ensure adequate knowledge across the birth through age 8 continuum to support consistency for children
- Work with local practice communities
 - contribute a practice-based perspective to the design of higher education programs
 - identify and develop appropriate and diverse field placements
- Establish cross-institutional relationships that bolster the quality, availability, and accessibility of higher education programs for care and education professionals

Ongoing Professional Learning

Recommendation 6: Support the consistent quality and coherence of professional learning supports during ongoing practice for professionals working with children from birth through age 8.

Actions:

State and local governmental and nongovernmental stakeholders should collaboratively develop a clearinghouse and quality assurance system for locally available services and providers for professional learning during ongoing practice.

These tools should

- promote awareness of and access to consistent quality and content in professional learning
- promote joint participation in professional learning activities across settings and professional roles

Federal and state government agencies and nongovernmental organizations that fund or provide technical assistance should incentivize greater consistency and parity in ongoing professional learning opportunities across settings and roles, including support for state/local clearinghouses and quality assurance systems.

Ongoing Professional Learning

Recommendation 6: Support the consistent quality and coherence of professional learning supports during ongoing practice for professionals working with children from birth through age 8.

Implementation Considerations:

To be successful, collective efforts to improve systems for professional learning during ongoing practice must place equal emphasis along the 0-8 age continuum and across professional roles and settings. For example,

- those who provide care and education for infants and toddlers and who practice in settings outside of centers and schools need greater access to infrastructure for professional learning
- for early elementary educators, the competencies needed to work with the youngest students can be overshadowed in broader K-12 professional learning systems.

Evaluation and Assessment of Professional Practice

Recommendation 7: Develop a new paradigm for evaluation and assessment of professional practice for those who work with children from birth through age 8.

Context:

Current systems for measuring the performance of educators—and even current reforms to those systems—are not sufficient for those who work with children in the early elementary years and younger.

Current policies and systems may reinforce and reward a narrow view of effectiveness while missing best practices that should be fostered and recognized in professionals working with children from birth through age 8.

- focus on student outcomes and instructional practices in one or two areas instead of capturing the developmental nature of early learning and the full range of domains that are important.
- fail to capture important competencies such as trauma-informed practice, family engagement, and collaboration and communication with other professionals.

Evaluation and Assessment of Professional Practice

Recommendation 7: Develop a new paradigm for evaluation and assessment of professional practice for those who work with children from birth through age 8.

Actions:

Federal and state policy makers, school district leadership, and school, center, and program leadership, in partnership with representatives of professionals and of families whose children are served in their settings, should **review and improve their current policies and systems for evaluation and assessment** of care and education professionals. The goal should be to improve the extent to which current systems:

- assess children's progress in all domains of development and early learning,
- assess a broad range of professional knowledge and competencies,
- account for setting-level and community-level factors
- incorporate assessment in a continuous system of supports to inform and improve professional practice

Evaluation and Assessment of Professional Practice

Recommendation 7: Develop a new paradigm for evaluation and assessment of professional practice for those who work with children from birth through age 8.

Actions:

Federal and state policy makers, along with nongovernmental organizations, should **invest in research and development to improve or create new tools** for evaluating and assessing the practice of professionals who provide care and education for children from birth through age 8. The priority focus areas for this research and development should include:

- improving assessment of children across all domains of development and early learning,
- improving assessment of instructional and other practices that foster childhood development and early learning in care and education settings,
- developing tools with which to assess family engagement and collaboration with other professionals, and
- assessing what portfolios of evaluation and assessment tools contribute to comprehensive effective evaluation systems.

Leadership

Recommendation 8: Ensure that policies and standards for care and education leaders encompass the foundational knowledge and competencies needed to support high-quality practices for child development and early learning.

Context:

Elementary school principals, early care and education center directors or program directors, and other administrators are an important factor in the quality of early learning experiences for children. Ideally they

- help care and education professionals strengthen their core competencies
- create a work environment in which they can fully use their knowledge and skills
- select appropriate content and activities for professional learning
- have the knowledge and competencies to hire and supervise educators who are capable of working with children in the settings they lead

Leadership

Recommendation 8: Ensure that policies and standards for care and education leaders encompass the foundational knowledge and competencies needed to support high-quality practices for child development and early learning.

For **early care and education leaders**, strengthen instructional leadership as a core competency.

For **principals**, better integrate early learning principles and best practices throughout the principal development pipeline.

Interprofessional Practice

Recommendation 9: Strengthen collaboration and communication among professionals and systems within the care and education sector and with closely related sectors, especially health and social services.

Strategies and mechanisms to facilitate:

- training and infrastructure for appropriate sharing and interpretation of information
- stronger connections among services for children and families
- professional learning communities that span roles and sectors

Interprofessional Practice

Recommendation 9: Strengthen collaboration and communication among professionals and systems within the care and education sector and with closely related sectors, especially health and social services.

Actions:

To improve in particular the linkages that support children's mental health and socioemotional development:

- Leaders in care and education settings should facilitate greater availability of child mental health professionals to assist care and education professionals with consultation and referrals for comprehensive services.
- Relevant agencies in the U.S. Department of Health and Human Services, the U.S. Department of Education, and professional organizations concerned with both mental health and education, should fund integrated training programs focused on both early learning and early-childhood mental health.

Support for Implementation: Coherent Funding, Oversight and Policies

Recommendation 10: Support workforce development with coherent funding, oversight, and policies.

Actions:

National, state and local government agencies and nongovernmental organizations should review and revise policies, guidelines, programmatic portfolios, oversight provisions, and incentives for professional learning and quality professional practice to ensure that they are oriented to the primary aim of optimal support for child development and early learning. These efforts should:

- include revision of categorical policies and funding streams to identify and remove barriers to continuity across practice settings, professional roles, and age ranges for the birth through 8 age span.
- be achieved in part through collaborative efforts, such as interagency working groups, technical consultations across governmental and nongovernmental organizations, and support from elected officials to facilitate these collaborations.

Support for Implementation: Coherent National Guidance

Recommendation 11: Collaboratively develop and periodically update coherent guidance that is foundational across roles and settings for care and education professionals working with children from birth through age 8.

Context:

Clarity and agreement is needed about qualification requirements, higher education, ongoing professional learning, and evaluation of quality practice.

Consistency is needed among the various entities with oversight and influence over the many professional roles working with children birth through age 8.

Support for Implementation: Coherent National Guidance

Recommendation 11: Collaboratively develop and periodically update coherent guidance that is foundational across roles and settings for care and education professionals working with children from birth through age 8.

Actions:

National nongovernmental organizations that offer resources and support for the care and education workforce should collaborate to provide and periodically update shared, coherent foundational guidance for care and education professionals working with children from birth through age 8. This collaborative effort should represent professional roles across settings and age ranges.

Local, state, and national governmental and nongovernmental organizations, institutions of higher education, and those who provide professional learning should use this guidance to align and augment their own standards for care and education professionals who work with children from birth through age 8.

Support for Implementation: Coherent National Guidance

Recommendation 11: Collaboratively develop and periodically update coherent guidance that is foundational across roles and settings for care and education professionals working with children from birth through age 8.

Actions:

The U.S. Department of Education and the U.S. Department of Health and Human Services, in partnership with national philanthropic and other private-sector funders, should jointly convene an initial meeting among relevant national nongovernmental organizations. This meeting should aim to:

- catalog current related activities,
- develop a plan for a more permanent organizational infrastructure for a collaborative effort to provide national standards and guidance,
- identify the needed participants,
- develop a common agenda and initial priorities, and
- solicit funding commitments for ongoing support.

Support for Implementation: Coherent National Guidance

Recommendation 11: Collaboratively develop and periodically update coherent guidance that is foundational across roles and settings for care and education professionals working with children from birth through age 8.

Implementation Considerations:

Draw and build on the existing resources of participating organizations to create both a robust and coherent platform for what is common across professional roles and a shared foundation to consistently inform the work of collaborating organizations in their specialized areas of workforce development.

Success will depend on balanced representation among professional roles and settings involved in care and education across the birth through age 8 continuum, from infancy through early elementary school.

Support for State and Local Implementation Models

Recommendation 12: Support comprehensive state- and local-level efforts to transform the professional workforce for children from birth through age 8.

Context:

Systems and supports for children – and the professionals who work with them – are diffuse and decentralized, and many of the solutions to support quality and consistency need to be developed locally, within the context of specific state and local environments.

Support for State and Local Implementation Models

Recommendation 12: Support comprehensive state- and local-level efforts to transform the professional workforce for children from birth through age 8.

Actions:

Federal and state government agencies and national nongovernmental organizations should support collective efforts at the state and local levels to transform the professional workforce for children from birth through age 8.

To this end, they should collaborate to provide technical support and cross-sector financial resources, including public-private partnerships, that can be combined with local resources.

To model this approach, the U.S. Department of Education and the U.S. Department of Health and Human Services, in partnership with national philanthropic and other private-sector funders, should jointly fund at least ten local or state coalitions to undertake 10-year initiatives for a collective effort to review, assess, and improve professional learning and workforce development for the care and education workforce for children from birth through age 8.

Support for State and Local Implementation Models

Recommendation 12: Support comprehensive state- and local-level efforts to transform the professional workforce for children from birth through age 8.

Actions:

State or local coalitions should be supported to:

- Ascertain the current status of the local care and education workforce across professional roles, settings, and age ranges
- Map the local landscape of stakeholders in professional learning and workforce development
- Identify strengths, gaps, unmet needs, and fragilities in current systems.
- Estimate resource needs, and develop a plan for financing and resource mobilization to increase, diversify, and strategically allocate funding that takes into account public investments at the federal, state, and local levels; investments from private philanthropic and corporate sources; and out-of-pocket spending
- Establish and clearly articulate priorities, planned activities and policy changes, timelines, and benchmarks for progress.
- Facilitate ongoing stakeholder coordination and sharing of information related to funding, activities, and data collection and use.
- Contribute to regular knowledge exchange so that other localities implementing can learn from the models iteratively and in real time.

Improvement of the Knowledge Base: Data Systems

Recommendation 13: Build a better knowledge base to inform workforce development and professional learning services and systems.

Actions:

State and municipal governments, in collaboration with nongovernmental resource organizations and with the financial and technical support of federal agencies, should establish data systems for systematically gathering information on the workforce across professional roles and settings that serve children from birth through age 8. This information should include demographics, education, qualifications, experience, income, and participation in professional learning. These data systems should be developed in coordination with data systems that gather information on children.

Improvement of the Knowledge Base: Research

Recommendation 13: Build a better knowledge base to inform workforce development and professional learning services and systems.

Actions:

Federal, state, and nongovernmental research funders should expand and develop grantmaking portfolios to improve the knowledge base for supporting quality professional practice and improving professional learning for those who work with children from birth to age 8. Research grant funding mechanisms should be structured so that a greater proportion of requests for proposals and awarded grants incentivize and encourage interdisciplinary teams, as well as research and evaluation that bridges disciplines and research and practice partnerships and environments.

Funders should accompany research investments with funding for dissemination and knowledge exchange efforts designed to facilitate connections between the research and practice communities, such as regional meetings, publications, registries of practice-based evidence, and technical assistance for incorporating research-driven changes into professional learning systems.



Slide Annex: Acknowledgments

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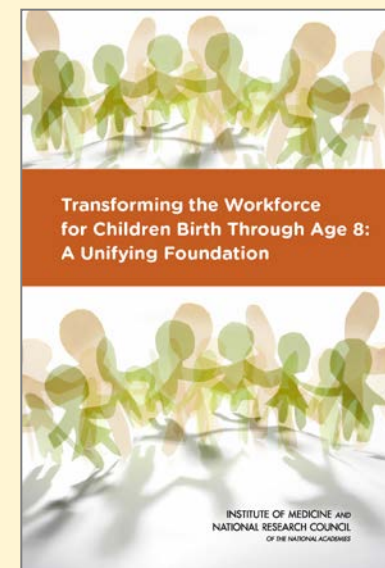
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