



**Early Childhood Teacher Education Policies  
Research Review and State Trends  
CEELO Policy Report**

MAY 5, 2016



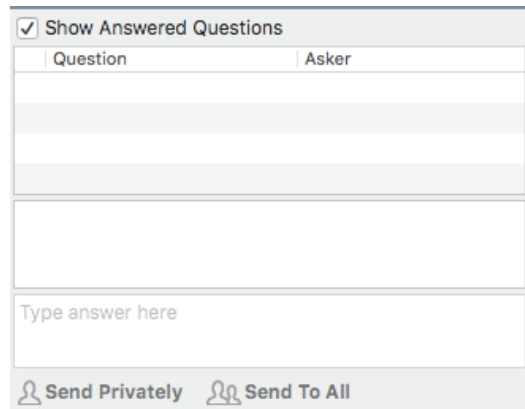
## Webinar Logistics

- This webinar will be recorded and posted on [www.ceelo.org](http://www.ceelo.org)
- All participants are muted throughout the session – however, we encourage your active engagement during polls and using the Question Box in your GoToWebinar dashboard.



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## Insert Questions or Comments

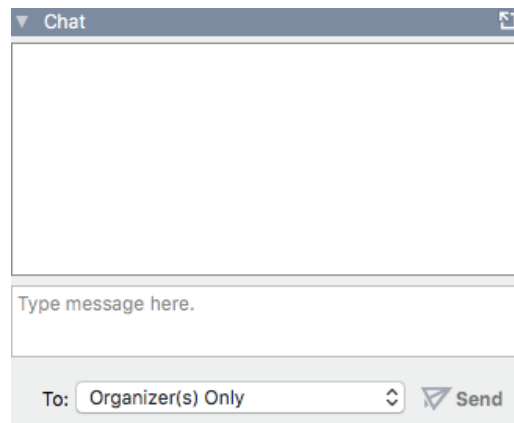


A screenshot of a web form for submitting questions or comments. At the top, there is a checkbox labeled "Show Answered Questions" which is checked. Below this is a table with two columns: "Question" and "Asker". The table has three empty rows. Below the table is a large text input area with the placeholder text "Type answer here". At the bottom of the form, there are two buttons: "Send Privately" with a person icon and "Send To All" with a group of people icon.



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## For Technical Issues or Problems – Use CHAT



A screenshot of a chat window titled "Chat". It features a large text input area for typing a message. Below the input area is a "To:" dropdown menu currently set to "Organizer(s) Only", followed by a "Send" button with a paper plane icon.



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## Introductions



Deb Adams



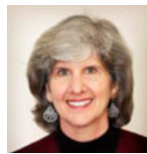
Marcy Whitebook



Kat Theodore



Diane Schilder



Annie Rooney-French



Steve Barnett



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## Webinar Overview

- Provide overview of research on ECE teacher policies
  - Review of the research
  - Trends in state policies
- Discuss implications of current research for state policy
- Reflect on recommendations and next steps



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## Webinar Objectives

- Provide participants with:
  - Findings from research and new resources on ECE teacher education policies
  - Reflections from state specialists and regional/national experts about the implications of current conditions
  - Information about forthcoming resources on ECE teacher education policies



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## Introductions (poll)

- Early childhood specialists in state departments of education
- Other state education agency personnel
- Child care, Head Start and other early care and education stakeholders
- Technical assistance providers
- Faculty or administrators in institutions of higher education
- Others



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## Background knowledge of participants (poll)

The following questions are about the 2015 IOM/NRC report on the early childhood workforce. (Select one.)

- A. I can easily recite key findings from the report and debate its finer points
- B. I can inform my colleagues about the general contents of the report
- C. I am familiar with the executive summary
- D. The what? What is IOM/NRC?



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## Why information about ECE policies is timely

In 2015, a number of critical events occurred:

- The Institute of Medicine and National Academies released a report highlighting the importance of an educated, skilled, and well-compensated early care and education workforce
- Like many states, Connecticut had a pressing need
  - Connecticut's legislature required the Office of Early Childhood to produce a plan about how the state would increase the portion of educated early care and education teachers



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## IOM/NRC Recommendations

- Educators need to be taught learning trajectories specific to particular content areas, including the content . . . and how to provide experiences integrating this content into curricula and teaching practices" (p. 386)
- Policymakers [should] "develop and implement comprehensive pathways and multiyear timelines at the individual, institutional, and policy levels 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" (p. 7)
- Policymakers "develop incentives and dedicate resources from existing and new funding streams and technical assistance programs to support individual, institutional, systems, and policy pathways for meeting this requirement in states and local communities" (p. 514)



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## Connecticut's Charge

**Since 2005 there have been a series of laws that have supported enhanced education for early childhood educators in Connecticut. Most recently -**

**House Bill No. 7020: Public Act No. 15-134.**

Sec. 4. (Effective from passage) The Office of Early Childhood shall develop a plan to assist early childhood education program providers that accept state funds for infant, toddler and preschool spaces associated with such program's child care program or school readiness program in the implementation of the staff qualifications requirements under subsection (b) of section 10-16p of the general statutes, as amended by this act. The plan shall include, but need not be limited to, a means of (1) assisting staff members of such program in obtaining a bachelor's degree with a concentration in early childhood education, (2) increasing the salaries of or providing incentives to staff members of such program who hold a bachelor's degree or otherwise meet such staff qualifications requirements, and (3) retaining staff members of such program who hold a bachelor's degree or otherwise meet such staff qualifications requirements. Not later than January 1, 2016, the office shall submit the plan and any recommendations to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a of the general statutes.



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## What we did?

- Connecticut partnered with CEELO to address the state legislature's charge
- CEELO reviewed the research, analyzed NIEER data, interviewed experts, collected new data from states, and summarized the findings



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## What did we find? (Poll)

1. State requirements for pre-K teachers have increased in recent years
2. States are taking a range of approaches to increase the portion of educated and credentialed ECE teachers
3. Some policies exist to ensure pay parity, but pay parity is a challenge in most states
4. All of the above



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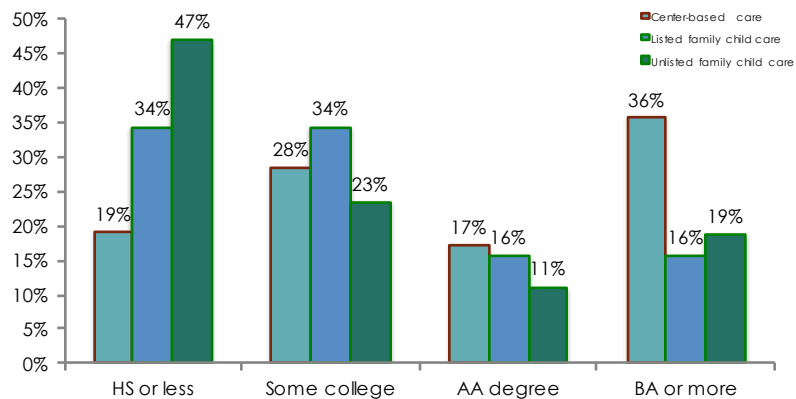
## Early Childhood Teacher Education Policies: Research Review and State Trends



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## What do we know about educational attainment of the ECE workforce?

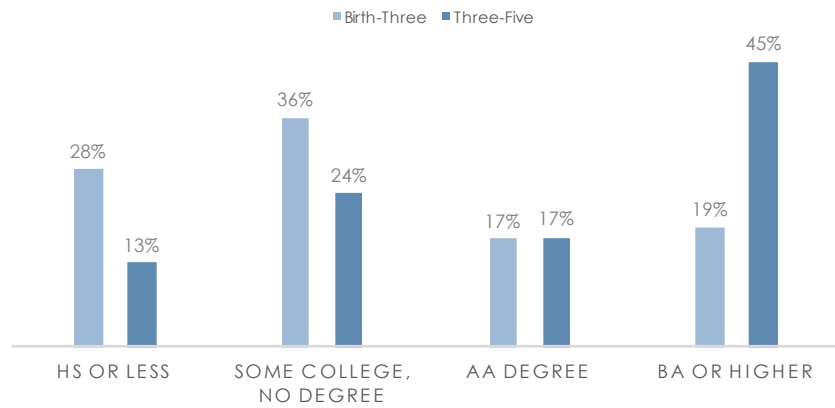
Educators working in formal settings have higher levels of education than those working in informal settings



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## What do we know about educational attainment of the ECE workforce?

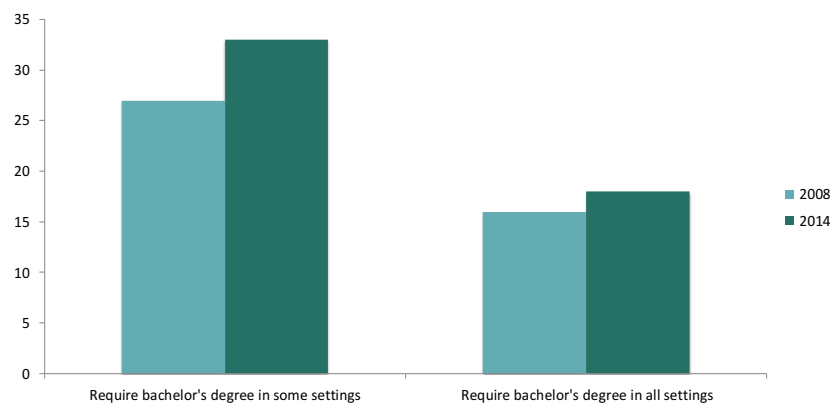
Preschool teachers have higher levels of education than infant/toddler teachers



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## How have state policies changed in recent years?

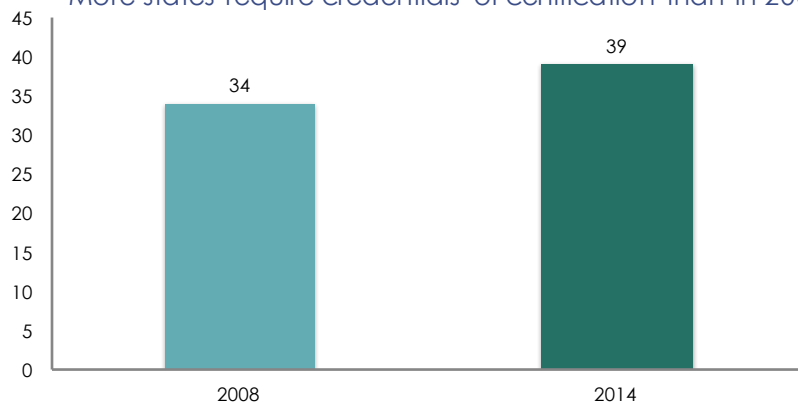
More states now require a BA in some or all settings than in 2008



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### How have state policies related to credentials or certification changed in recent years?

More states require credentials or certification than in 2008



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### State Strategies to Increase Education and Credentials for ECE Teachers (poll)

What are states doing to increase education and credentials of ECE teachers?

1. Passing legislation
2. Issuing policies, rules and regulations
3. Provide incentives that support increased education
4. All of the above



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## Capacity of Institutions of Higher Education to Support ECE Teachers

- Institutions of higher education offer ECE courses
- But courses are not accessible for many in terms of locations and times
- Bachelor's degree or credential with a concentration in early childhood are offered in many states
- But IOM/NRC report, CEELO workforce report and Whitebook research reveals that IHE's capacity to meet the needs of all teachers is insufficient
- Strategies to create more coherent pathway are being pursued by some states
  - Stackable credentials
  - Articulation



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## Retention (Poll)

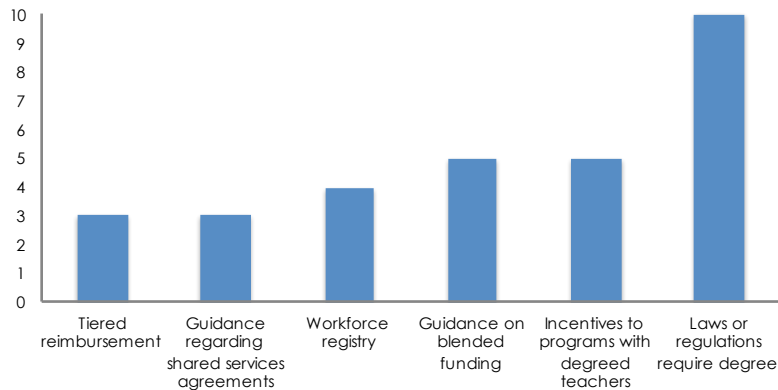
What are states doing to retain educated and credentialed ECE teachers?

- A. Enacting legislation that requires education
- B. Supporting tiered reimbursement that requires more educated workforce
- C. Fully funding ECE mostly through state general revenue funds
- D. Only A and B



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## Number of States with Structures that Could be Used to Retain Teachers



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## Discussion

What policies are states taking to . . .

- Create pathways for ECE teachers seeking degrees and credentials
- Address the challenges ECE teachers face in obtaining additional education and credentials
- Enhance retention of educated and credentialed ECE teachers



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## Recommendations

1. Create a coherent set of policies and actions designed to ensure a stable and educated ECE workforce rather than viewing policy options as trade-offs.
2. Take into account the existing levels of education of early childhood educators working with children of different ages and in different settings.
3. Ensure funding is available for both coursework and worthy wages.
4. Craft state policy that enables and supports cost-sharing among ECE funding streams and, at the same time, supports full enrollment.



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## Recommendations

5. Take steps to secure sustainable public funding for ECE teachers.
6. Review existing legislation, regulations, administrative rules, and policies to guide the development of new policies.
7. Support greater collaboration among institutions of higher education to create a coherent pathway for ECE teachers seeking a bachelor's degree in ECE.
8. Consider the overall quality and improved conditions that can attract ECE teachers



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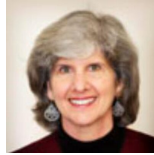
## REFLECTIONS



Deb



Marcy



Annie



Kat



Steve



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## QUESTIONS



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## What's Next?

- From NIEER
  - NIEER Yearbook release next week -Special section on the workforce
- From CEELO
  - Roundtable June 2-3, 2016 with emphasis on the workforce
  - Responsive technical assistance available to state education agencies



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## For more information:

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Read the report at:

<http://ceelo.org/ceelo-products/policy-reports-and-briefs/>



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