Breakout 1- Session 3- Burning Issues

- 12 minutes each question (3 min. warning).
- Different table with different people from different states.
- Be fully present to share and learn.
- No one speaks twice until everyone speaks (or has the opportunity to) once.
- Make solutions outnumber problems.
Given the trend for increasing requirements for education/credentials for early childhood educators, is your state experiencing "leaky pipeline" issues? Are teachers getting certifications and then leaving community-based programs to teach in public school programs? How is your state addressing the retention of highly qualified teachers in community-based programs and in early education in general?
The population of the United States is becoming more diverse. According to the US Census, 47% of all children under the age of five are from racially or ethnically diverse families. However, the early childhood Birth-3rd grade workforce, especially teachers, continues to be primarily white, middle-class females. What can your state do to diversify the workforce and create a workforce that better reflects the young children and families it serves? What are some of the ways your state is tackling this problem?
#3. Elementary schools are increasingly becoming PreK to grade 4, 5, or 6 schools as more states and cities establish or expand publicly funded prekindergarten education. Do school principals have the knowledge to lead a school that includes PreK? What knowledge and skills do principals need for this new role? Do community-based leaders need additional knowledge or skills to collaboratively create a high-quality continuum birth to grade 3 with public schools? What can states do (and some have done) to ensure school and community-based program leaders understand and can lead developmentally appropriate PreK-grade 3 education? What is your state doing in this area?
#4. A growing body of research touts the benefits of Birth through Third grade alignment for child outcomes, especially for the most at-risk young children. Several states are creating crosswalks between their early learning and development standards and their K-3 standards (including Common Core State Standards), and they are seeking to align practices across the Birth or PreK through Third grade continuum. Do teachers have the knowledge, skills and dispositions to teach across this continuum? Do certification or licensure policies in your state support a Birth or PreK through Third grade continuum? Is it realistic to expect competence across such a broad developmental span and provide practical field experiences for prospective teachers of infants, toddlers, preschoolers, kindergartners, and primary grades in a four-year preparation program? How are collaborations across systems and sectors being used to define competencies?
#5. Are **higher education institutions** in your state partners or barriers to creating a diversified, exceptional teaching workforce? Is there a way to **use states’ licensing/certification regulations** to leverage greater coherence and relationships across higher education preparation programs? Are multiple pathways for credentialing, certification and licensure offered through higher education institutions or other entities, **eliminating or contributing to the divisions** within the early childhood workforce? What has been your state’s experience?