CENTER ON ENHANCING EARLY LEARNING OUTCOMES

2016 Roundtable Summary:
Mobilizing an Exceptional Early Childhood Workforce

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August 2016

This summary provides a high-level overview of the 2016 Roundtable, a list of resources shared by presenters and attendees, and summaries of the meeting sessions. To learn more about the Roundtable, see the 2016 Roundtable page on the CEELO website.[1]

What we set out to do

State early education specialists from across the US came to Baltimore, MD to hear from experts and practitioners and to share information from their states in the 2016 CEELO|NAECS-SDE Roundtable. This year's theme was *Mobilizing an Exceptional Early Childhood Workforce*. The desired result of the meeting was for each state to have an effective, comprehensive, incentivized system for early childhood workforce professional development to ensure every child has access to high quality, developmentally appropriate education and support delivered by exceptional teachers and administrators.

> The Roundtable is collaboratively planned by national technical assistance partners to build capacity of state early childhood specialists. The meeting encourages peer exchanges of research and innovative practices to enhance state policy.

The desired outcomes of the meeting were to:

- Increase awareness of policies, best practices, and successful strategies to strengthen the workforce for teaching children birth to through grade three.
- Broaden awareness of what research says about the impact of a skilled workforce on children, birth through grade three.
- Learn from national experts and colleagues about different state and international models that provide leadership for strengthening the early childhood teacher and administrator workforce.
- Identify technical assistance needs and resources to enhance state capacity and support state leadership efforts for preparing, supporting, and retaining an exceptional early childhood workforce.

Panelists share their experiences in the field

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[1] Information in the summary comes from a variety of resources – notes taken by staff, information shared by panelists and speakers, Twitter comments, and a post-meeting survey

Who came

One hundred and fifty-six attendees, representing state agencies, national organizations, institutes of higher education, and federal staff, came together in Baltimore for the convening of the Roundtable. Ninety-four attendees, representing 40 states[2], came from a state department or local school district. They were joined by individuals from eight comprehensive centers[3], six federal staff, and twenty-two individuals representing national organizations, foundations, or universities.

What we learned

Through the experts and peer learning, the critical role the workforce plays in attaining positive outcomes for children and families was evident. States are striving to implement policies and approaches to support teachers in continuous development through ongoing professional development that is focused on building competencies. In addition to supporting educators once in the field, states are also exploring how to recruit a strong workforce and retain them. Ultimately, attendees expressed the desire for the workforce to be seen and treated as professionals.

Host State Maryland Provided a Warm Welcome

What's next

From conversations at the Roundtable to commentary attendees provided in the post-conference evaluation, it is clear that workforce is a topic that state early childhood leaders want to continue to discuss and create solutions to support.

- CEELO staff is available to help states think through and make plans to support workforce policies and practices.
- CEELO has produced a number of supporting materials around workforce issues. These can be found HERE.
- In addition, a major project of CEELO and the BUILD Initiative has honed in on the central attributes of successful teaching and learning for young children. See that project page HERE.

Attendees share their experiences and reflections

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[2] States attending with number of individuals representing the state: AL(5), AR(3), AZ(4), CA(1), CO(1), CT(5), DE(1), FL(1), GA(1), HI(2), IA(3), ID(2), IL(4), IN(1), KS(1), KY(1), LA(1), MA(2), MD(5), ME(2), MI(9), MN(3), MO(2), MS(1), MT(1), NC(3), NE(2), NJ(3), NV(2), OH(1), OR(2), PA(1), RI(1), SC(1), TN(1), VA(3), WA(6), WI(2), WV(3), WY(1)
[3] Appalachia, Central, Great Lakes, Mid-Atlantic, Northeast, Northwest, Southeast, Texas

Resources

The resources in this section come from speakers, panelists, and attendees.

General Meeting Slides (presentations, readings, and session handouts)

Storify

Reports, Frameworks, and Tools

EarlyEdU is a higher education alliance that has developed online and in-person courses to prepare teachers of young children for classroom success

Early Childhood Teacher Education Policies: Research Review and State Trends provides policymakers with a review of published research on ECE workforce education and credentials as well as research on the current status of ECE wages, recruitment and retention challenges, and promising practices.

Formal Education, Credential, or Both: Early Childhood Program Classroom Practices is a journal article that examines the relationship between classroom quality and credentials and educations levels of teachers.

In More Colleges, Credit Hours Giving Way to Competencies is an article that discusses why some colleges are replacing credit hours with competence-based degree programs.

Steven Hicks shares information from the US Department of Education

Leading Pre-K-3 Learning Communities: Competencies for Effective Principal Practice is guide from the National Association of Elementary School Principals (NAESP) that provides a strategy for instructional leaders to support development needs of students in the pre-K to grade three curriculums.

Moving from Seat-Time to Competency-Based Credits in State Policy: Ensuring All Students Develop Mastery is an article that discusses how states can allow flexibility for earning credits by demonstration of mastery of competencies.

Positive Behavioral Interventions and Supports is a technical assistance center funded by the US Department of Education's Office of Special Education. It offers a framework and supports for implementation.

State of the Early Childhood Workforce Initiative is an initiative from the National Association for the Education of Young Children (NAEYC) that aims to "support states in developing, enhancing, and implementing policies to achieve an integrated, high-quality and equitable PD system" for early childhood education professionals.

Supporting Environmental Quality Underlying Adult Learning (SEQUAL) is a tool to assess and improve the environments of early learning professionals. It assesses five functions – teaching supports, learning community, job crafting, adult well-being, and program leadership.

Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation (IOM report) examines the implications of the science of child development for the professionals who work with children birth through age 8.

What is the Difference between Credit-Based and Competency-Based Online Degree Programs? offers advice on selecting programs based on competency or credits.

Worthy Work, STILL Unlivable Wages: The Early Childhood Workforce 25 Years after the National Child Care Staffing Study offers a comparison of the early childhood workforce today to 25 years ago, sharing trends and offering recommendations.

Light Award Winner Penny Milburn with Iowa Colleagues

State or Federal Resources

Colorado's Competencies for Early Childhood Educators and Administrators is a framework of performance-based competencies for early childhood educators and administrators.

Colorado Competencies Self-Assessment is a training tool for educators to self-assess their competencies across competency domains.

Colorado Professional Development Information System supports professional development for early childhood educators in Colorado. The web-based system tracks training and education and personalizes the professional development tract to the educator's individual needs.

Colorado Early Childhood Professional Credential 2.0 is a revised credential that aligns to Colorado's QRIS and to Colorado's Competencies for Early Childhood Educators and Administrators.

Connecticut Age 3 to Grade 3 Institute is a collaborative effort between the state's Office of Early Childhood and the Connecticut Association of Schools (CAS), the state principals' association.

Dual Language Learners Joint Policy Statement (US Departments of Health and Human Services and Education) provides recommendations to states and programs on how to support children (birth to age five) who are dual language learners.

Early Childhood Training and Technical Assistance System brings together resources from the Office of Child Care, Office of Head Start, and health partners.

Every Student, Every Day was an conference by My Brother's Keeper Initiative that brought together state teams composed of individuals from multiple sectors (education, health and human services, housing, justice) to discuss ways combat chronic absenteeism.

Every Student Succeeds Act (ESSA) is the 2015 reauthorized Elementary and Secondary Education Act.

Expulsion and Suspension Practices in Early Learning Settings Joint Statement (US Departments of Health and Human Services and Education) offers recommendations on how to prevent and limit expulsion and suspensions in early learning settings.

Debating credentials versus competencies

Family Engagement Joint Statement (US Departments of Education and Health and Human Services) offers a review of research and best practices, a set of ten practice principles, and recommendations for implementation at the state, local, and program level.

Inclusion of Children with Disabilities in Early Childhood Programs Joint Statement (US Departments of Health and Human Services and Education) provides recommendations for states, local education agencies, schools, and early learning programs

Iowa's Early Childhood Iowa Education Pathway is an online too to help make decisions about training and education for those interested in a career in early childhood.

Iowa Policy Framework for an Early Childhood Iowa Professional Development System offers principles and policies to support a comprehensive system of integrated supports for early childhood professionals to support them in their work with young children and families.

Minnesota PreK-3 Principal Leadership Series builds the capacity of principals to lead and implement effective pre-K to grade three efforts in schools and communities.

My Brother's Keeper is a White House initiative to connect young men of color to mentoring, support networks, and skills for college and career.

Teach to Lead aims to support teachers in playing a central role in transforming teaching and learning and in developing policies that impact educators. It is supported by the US Department of Education, the National Board for Professional Teaching Standards, and ACSD.

Using Professional Learning Standards to Build Capacity and Increase Intentionality for Effective Professional Development: A Toolkit for Leaders is used by West Virginia's Department of Education to support professional learning for instructional leaders. This link demonstrates one piece of the toolkit.

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Session by Session

Session Name	Summary	Resources
Federal Perspective (Shannon and Steven)	Shannon Rudisill (Administration for Children and Families (ACF), US Department of Health and Human Services) and Steven Hicks (Office of Early Learning, US Department of Education) discussed federal perspectives on early childhood education. **Shannon Rudisill** shared updates from ACF, including: work they are doing to deliver final policies on the Head Start Performance Standards and Child Care Development Block Grant; information on positive effects of Early Head Start-Child Care Partnerships (e.g., increased family child care participation, increased developmental screening) and questions around how to scale it up (e.g., issues around facilities, training, financing); information on how Early Childhood Training and Technical Assistance (T/TA) combines Head Start and Child Care Technical Assistance in one. They are exploring how to improve cross sector learning and not duplicate training. She noted that we have better workforce data and we know from a national survey of early education that there are more individuals in the workforce with BA degrees, people are staying longer, and while there is job turnover, it's not occupation turnover. However, we also know that infant/toddler teachers have less education and that even when they have the same degree as a pre-K teacher, they are paid less. **Steven Hicks** offered reflections on what "mobilize" and "exceptional" meant in terms of early childhood. He also shared the Department of Education's strategic plan for early childhood – they want to increase access to high quality programs, support the early learning workforce, and support a comprehensive early learning assessment system [screening, formative, KEA]. He noted that three of the twelve components of the Preschool Development Grant were around workforce.	Steven's Presentation Slides Joint ED/HHS policy statements – • Family Engagement • Expulsion and Suspension Policies • Inclusion of Children with Disabilities • Dual Language Learners My Brother's Keeper Every Student, Every Day Teach to Lead Every Student Succeeds Act Early Childhood Training and Technical Assistance

	He highlighted a number of joint HHS-ED policy statements and initiatives that have been issued (see resources in column to the right) and noted that two that are upcoming – health promotion and technology for young children. He also noted how other initiatives are including early childhood education. My Brother's Keeper addresses the suspension and expulsion issue. The Every Student, Every Day initiative that seeks to reduce chronic absenteeism includes pre-K. The Teach to Lead program, launched by ED and National Board for Professional Teaching Standards, supports teachers in becoming leaders. He shared information about an Early Learning Network that will explore birth through third grade elements. He also shared reflections on early childhood in the Every Student Succeeds Act (ESSA).	
Plenary Panel – Perspectives on Mobilizing an Exceptional Workforce	This panel included voices from teachers and experts on teacher preparation. Kimberly Oliver-Burnim (Consulting teacher and recipient of Montgomery County Schools 2006 National Teacher of the Year), Tammy Mann (Campagna Center), Gail Joseph (University of Washington). Panelists expressed that entering the early childhood field was a social justice commitment. They recommended supports both before and during entry into classrooms. They highlighted the need for institutes of higher education to prepare teachers for the first days and months of the job. This includes classroom management, cultural and linguistic awareness, state's expectations of teachers, and how to integrate content and positive behavioral interventions and supports in the classroom. They stated the need for extra support to new staff during their first year through supervision and coaching (such as a consulting teacher). They also noted the need for practical tools teachers can pick up and use. The role of administrators and principals was stressed – supporting them in understanding best practices and developmentally appropriate practice (DAP). States described challenges in new teacher preparation and ongoing support, myths regarding DAP in the field, and supporting principals on EC Development and supervision.	Positive Behavioral Interventions and Supports

| Breakout 1: World Café on Developing a Highly Qualified Workforce | This World Café consists of five brief, focused discussions on specific workforce policies or innovative approaches to professional learning. There were five tables, each with a host who shared information on a topic and then facilitated a small group discussion.

 • *EarlyEdU: An Alliance for Head Start and Early Childhood Teaching*
     • Gail Joseph shared information on EarlyEdU, which offers a relevant, accessible, and affordable way for early childhood educators to access higher education courses.

 • *Building Early Childhood into Principal Preparation in Illinois*
     • Bryan Stokes, Cindy Zumwalt, and Jennifer Metcalf shared how Illinois is working to support principal knowledge of early childhood through principal preparation courses.

 • *New Jersey Preschool to Grade 3 Initiative to Support and Improve Professional Practice*
     • The Early Childhood Academy is a partnership between New Jersey Department of Education, NIEER, and CEELO. Blended learning teams from a district come in and work on concrete projects.
     • Several states participating in the session also are working to support administrators. Iowa is developing an online class on how to administer early childhood programs. Maine is conducting professional learning communities (PLCs) during the summer and extending into school year for teams from a school (including principal). Mississippi also has PLCs. Maryland and Washington have hosted summer institutes. North Carolina uses EduSnap as a quality check and to inform PLCs. There was caution with online structures – many stated need for it to be very structured to get full participation. Many states noted that getting people to summer institutes posed a challenged. Several noted the importance of addressing "permission" to attend or incorporate what they learned into classrooms.

 • *Hitting a Home Run: State Supports for Developing Teacher and School Leader Competencies for Effective Full-Day Kindergarten in Minnesota* | EarlyEdU

 Vermont Higher Education Collaborative

 EduSnap

 World Café Method

 A Quick Reference Guide – The World Cafe |

	• Debbykay Peterson shared how Minnesota is bringing together teachers and school leaders for intensive and focused sessions to build competencies around full-day Kindergarten. • *Vermont's Higher Education Collaborative Pathway to Early Childhood Educator & Early Childhood Special Educator Licensure* • Manuela Fonseca discussed the work of the Higher Education Collaborative, collaboration between higher education institutions, state and local agencies, and other organizations.	
Breakout 1: It's Debatable: Credits, Competency, Credentials, Certification…oh my!	Participants in this session engaged in a lively debate around competencies/credential and credits/certification. The competencies/credential team argues that core knowledge and competencies are an important part of any credentialing system (from state) and an essential piece is that the competencies are assessed in a reliable manner. They noted that a degree does not mean a teacher knows how to teach effectively. The credits/certification team argued that for ECE to be understood and expressed as a true profession, it has to acknowledge a key body of knowledge that is backed by science. Therefore, those in the field need a shared body of knowledge and minimum level of requirements met. Both teams used the medical profession as an example – doctors and nurses have a baseline to enter (credits/certification) but also need to demonstrate competency. Ultimately, the teams agreed that there is a need for both credits and competencies – we need to work with higher education to develop a system where both credits and competencies play a role in preparation and certification of teachers.	Institute of Medicine – Transforming the Workforce • Chapter 9: Higher Education and Ongoing Professional Learning – • Recommendations Formal Education, Credential, or Both: Early Childhood Program Classroom Practices Moving from seat-time to competency-based credits in state policy: ensuring all students develop mastery In more colleges, credit hours giving way to competencies

		What is the difference between credit-based and competency-based online degree programs?

Breakout 1: Sharing Our Knowledge: Discussions on Developing a Highly Qualified Workforce	This session consisted of small group discussions of "burning questions" around:
	• *Connection between increased requirements and "leaky pipeline"*
	   o The pay parity issue was echoed throughout discussion. Participants sited how childcare was acting as a pipeline to public schools, which not only offers more money but better benefits and hours as well.
	• *Diversifying the workforce*
	   o Many states noted regional and local variation. Participants suggested rethinking the channels that get people into an early childhood career. One suggested strategy was starting with high school students and apprentices/vocational education programs, especially for those that can also serve as some community college credit.
	   o Another access point discussed was higher education. To gain a more diverse workforce, there needs to be more flexibility around times courses are offered and the internship/student teaching requirements (e.g., they are not always allowed to use their current placement or their current job is of low quality but need to work). Oregon has partnered with higher education to create support for a pipeline for more diversity in Head Start.
	   o Many states have scholarship opportunities available for training. Nebraska has a refundable tax credit based on experience for providers that work in QRIS program. New Jersey is changing teacher certification process and giving more time, more practicum, and classes. Race to the Top is supporting work through scholarships. Alabama has tiered scholarships. Virginia's general assembly gave money to scholarships.
		Leading Pre-K-3 Learning Communities: Competencies for Effective Principal Practice
		
		Slide with questions from the session

- *Enhancing administrators' knowledge of prekindergarten education*
    - There was general acknowledgement that principals need pre-K knowledge but do not have it, though administrators now coming in have more opportunities to have ECE knowledge built into licensure/certification. Typically, the first step of getting principals involved is done by aligning ELDS with K-12 standards. Participants noted that an early childhood brief by the National Association of Elementary School Principals is a valuable resource and way to orient principals to early childhood.
    - In Alabama, the use of KEA (TS GOLD) helped principals in understanding they did not understand child development [vs DIBELS which was previously used]. GOLD data were used in Kindergarten to identify support strategies.
- *Workforce policies and the B-3 continuum*
    - Pre-K staffing requirements have implications and consequences for quality of childcare and private programs, especially for younger children. Providing quality for four year olds may inadvertently backfire in that younger children are less prepared because the care they receive before entering is of lower quality.
    - While head teachers often get training, assistants are not getting nearly as much.
- *Impacts of different funding streams on recruitment of highly-qualified teachers*
    - Many noted that pre-K expansion was pulling teachers of children ages zero to three out of community-based settings and into 4-year-old programs
    - Kansas has tobacco funding for preschool program. Community-based centers have funding for salaries, but cannot match the benefits so a solution was to hire teachers through districts.

	o Policies that require a diverse delivery system but pay equity may be at odds with one another and result in unintended consequences, and promote conflict when teachers have a greater salary and benefits that the director, or one teacher in a center is paid quite differently than another teaching the same age children. This may result in private centers not participating, which is not the desired outcome	
Voices from the Field: Maryland's Experience Mobilizing an Exceptional Workforce	The panel included Cherisse Dotson (Kindergarten Teacher, Baltimore City), Alexandra Seifert (PreK Teacher, Baltimore City), and Jennifer Scalise (Director of Community Based Program, Dunkirk, MD). Panelists expressed their passion for the work and for learning in general (additional degrees and specializations). The need to prepare teachers for realities of classroom is critical as part of training for teachers who will work with children who have experience significant trauma – give them tools they can use for trauma-informed teaching. Challenge is finding qualified teachers who also understand how to work with infants and toddlers. As in the session the previous day, the importance of support and guidance was discussed; for instance, social workers and school psychologists who work with teachers. Also involving the families and community – teachers need training and supports to do this well. Panelists also discussed the importance of the mental health of teachers themselves – what supports are available for self-care. Time was spent discussing expulsions and suspensions – panelists highlighted the balance between making sure all children are safe (including ones posing threats to themselves) and working with child to understand why they are expressing these behaviors and then how to address them.	Panelist Bios
Annual NIEER Lecture – Research to Inform Workforce	This presentation stressed the need to get a movement going, one that includes the voices of parents, to get the policy structures in place to support quality early learning with high expectations and high standards. Through data, the presentation demonstrated the highly unequal levels of access to pre-K, with children of less educated parents with much lower access than those with parents with more education	Presentation Slides

Policy and Practice, Steve Barnett	and the stagnant levels of percent of three- and four-years olds enrolled in state pre-K. The importance of tying early childhood to issues in larger society, collect more and better data, and seeking new allies was highlighted. Dr. Barnett noted that we "can't separate quality from workforce. It is from the workforce that quality rises."	
Breakout 2: Using Professional Learning Standards to Build Capacity	West Virginia shared their experience with using professional learning standards to build capacity and increase intentionality for district-level instructional leaders. . Session leaders highlighted the different types of offerings – compliance, technical assistance, training, and sustained professional learning (not mutually exclusive). Presenters discussed the paradigm shift that those in an agency and at district level must undertake. The WV Department of Education let districts apply for waivers to look at ways to offer professional learning and use time creatively to meet 180 days of instruction and give schools more flexibility to plan, write curriculum, and meet collaboratively. They also use the Early Learning Scale to talk with district level individuals. Attendees discussed how defining professional learning and have shared meaning is important so instructional leaders and the department on same page. They also noted the need for an information pipeline so that administrators are aware of training teachers receive and support implementation of ideas from the training.	Using Professional Learning Standards to Build Capacity and Increase Intentionality for Effective Professional Development: A Toolkit for Leaders (West Virginia)

Presentation Slides |
| Breakout 2: Gaining and Understanding of Strategies Used to Sustain Quality | **Iowa** (Tom Rendon) shared their experience in creating a pathway for an early childhood career regardless of sector. They found it a better fit for their state than a lattice. They used NAEYC's "house" as a professional development blueprint in their design of a pathway. Navigate your Pathway is a website for practitioners to support their decision-making about training and education in early childhood. Individuals can select from a drop-down that starts from where they are (training, education) and moves them through a process of understanding next steps and developing a plan.

Colorado (Sharon Triolo-Moloney) displayed their Professional Development Information System (PDIS). They discussed their early learning educator and administrator competencies project and the credential system that was revised under | ECI Legislative Framework ; ECI Education Pathway (Iowa)

Colorado's Competencies for Early Childhood Educators and Administrators

Colorado Competencies Self-Assessment |

	Race to the Top – Early Learning Challenge. They shared information on a competency self-assessment tool they developed. **Georgia** (Laura Reid) shared information on their work around professional learning. They discussed the "cookie" framework for certification – content, conditions, structure, and process. Those engaged in certification will experience a rigorous process and be asked to reflect on learning, assess portfolios with a rubric, and engage in reflective process for training.	Colorado Professional Development Information System Colorado Early Childhood Professional Credential 2.0 State BINGO
Breakout 2: Exploring State Strategies to Retain Practitioners	States shared strategies such as scholarships, hybrid courses, and cohort models to support ongoing professional development. Challenges included a diverse workforce, access, cost, and preparation for credit-bearing courses, personal reason that make it hard for staff to enroll (transportation, family needs, etc.), and sustainability after Race to the Top – Early Learning Challenge (RTT-ELC) ends. **Delaware** (Susan Perry-Manning) shared information on a salary supplement project for staff in private or Head Start workforce that began with RTT-ELC funds. A takeaway was the project needed to set parameters in terms of income limits, tenure, or work hours to make it sustainable. They are trying to determine if it decreased turnover in a significant way but there was a substantial improvement on number of people working on credentials. **Massachusetts** (Donna Traynham and Carol Nolan) offered its experience with working on a credentialing/career ladder tied to compensation. They are thinking about B-3 requirements with stackable credentials and pathways. They discussed thinking about the make-up of the workforce to better meet their needs (e.g., outside work context	Washington Early Education Career Portal

	(families), language, culture, etc.) and meet them where they are. They discussed need to bring course to community settings and importance of hybrid courses. **Washington** (Nicole Rose) discussed the Early Learning Career Portal created through RTT-ELC. The Career Portal shared pathways to different careers. Scholarships for continuing on pathway and will get legislative funding after RTT-ELC ends. They are working on aligning QRIS, licensing, and pre-K standards in an effort to continue to increase quality in all settings. They noted the need for building capacity for higher education instructors and supporting professional development coaches and mentors. Another challenge was meeting communities' specific needs (e.g., Somali).	
Video Remarks from US Secretary of Education John King	Secretary King spoke to attendees via a video message. He emphasized the importance of giving children a strong start and the role educators play in establishing a foundation for child's lifelong success. He noted that despite this, early educators are not seen as professionals. He stressed the importance of establishing high standards, competencies, preparation, and ongoing professional development and noted that ESSA supports professional learning for early educators and training for principals on early learning and data. Also noted was the need for a workforce that is as diverse as the students it supports and the need for thinking about how to adapt recruitment and retention to get a diverse workforce.	Remarks from US Secretary of Education John King (Video)
Plenary: The State of the Early Childhood Workforce: Shared and Divergent Challenges	This plenary highlighted the low wages early childhood teachers receive and the pervasive economic insecurity they face despite the important role they play in a child's development. The beginning of the session showed data on the low wages and educational levels of the workforce, broken out by private, public, and Head Start. A new report, *The State of Early Childhood Workforce,* was presented with information on the index of state profiles. The index looks at earnings and economic security, early childhood workforce policies, and family and income support policies in states. States	Presentation Slides Worthy Work, STILL Unlivable Wages: The Early Childhood Workforce 25 Years after the National Child Care Staffing Study

Serving Children from B-3rd Grade, Marcy Whitebook	are rated "stalled", "edging forward," or "making headway." Dr. Whitebook promoted a system of compensation that is effective, equitable, and efficient. She also discussed the need to stop, start, and innovate.	Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation (IOM report) State of the Early Childhood Workforce Initiative

Breakout 3: Improving Compensation and Work Environments for the Early Childhood Workforce	Marcy Whitebook discussed Supporting Environmental Quality Underlying Adult Learning (SEQUAL), a tool to assess quality of early learning workplace environments. The tool, informed by research and practitioners, can provide information on what teachers need besides education and training to improve their practice. The tool covers five domains: teaching supports, learning community, job crafting, adult well-being, and program leadership.
	
	Following Marcy's discussion, participant broke out into topic areas for more detailed discussion.
	
	• *Work Environments*
	   o This group discussed the factors of the work environment that early learning staff will thrive in and feel productive. The group felt the most important working conditions involved supportive administrators that understand early childhood because they set the climate (though this level of support can be limited if higher-ups not supportive). Additionally, how time is structured is very important so that staff have breaks and time for planning.
	• *Teacher Leadership*
	   o The group discussed the lack of clarify on what a formal teacher leadership role would look like. Some states had teacher
		Supporting Environmental Quality Underlying Adult Learning (SEQUAL)

leaders/coaches for literacy or other supports for education in general that included pre-K. Others had intention teacher leadership/coaching roles specifically for early learning. Other possible avenues for teacher leadership included training roles or participation in committee or stakeholder groups, though this is often difficult because meeting times tend to be during the school day. The group noted that training was important for moving into a leadership role because teaching children and teaching adults require different skill sets – leading and coaching is not just telling people how to teach.

- *Pay Parity*
  - o Participants wondered where the differences came from – was it quality of teachers? resources to provide pay parity? lack of requirement in states for certification? Challenges identified include funding decisions often managed at the local, not state, level and that cost of living adjustment (COLA) increases are not adequately funded for community-based programs. There was concern that reaching pay parity would be accompanied by increased in care costs that would be passed along to families. Strategies include the Louisiana model of a tax credit for directors and staff members who are participating in the QRIS. San Francisco introduced a compensation program name C-WAGES that provides additional compensation and benefits.
- *Recruitment and Supply*
  - o This table discussed the challenges of attracting and keeping a qualified workforce. Some challenges include teacher licensure and grade levels (marketability), pushback from principals against integrating developmentally appropriate practice, cost of absent teachers, teachers leaving field, onerous certification requirements. Some strategies include gathering data to inform legislatures, salary parity, creating pathways to obtain early education endorsement for those with elementary education license, and inclusive endorsements.

	• *Principals and Early Childhood Instructional Leader Skills, Knowledge, and Dispositions* ○ This table discussed how to engage and support principals. Participants asked how it played into teacher evaluation systems since some models do not translate well to principals. Strategies include using NAEYC accreditation to help principals learn about effective practice (e.g., Jason Sachs and Boston Public Schools) and targeting professional development in small amount of time.	
Breakout 3: Challenges and Innovations to Retain and Reward Teachers and Administrators	This session focused on different approaches to retain teachers. Attendees sat in tables for in-depth conversation around approaches. • *Principal/Administrator Competence and Compensation* ○ The group agreed there is a need for identified competencies and qualifications for elementary principals and administrators in early childhood. Participants saw teacher licensing as a stick that a state education agency can use. Additionally, incentives would help retention of high quality principals and early childhood administrators. • *Using Legislation to Increase Competence and Compensation of EC Workforce* • *Addressing Compensation Parity of Pre-K Workforce* • *Financial Incentives for Improving Competence & Compensation of the Early Childhood Workforce* • *How Can State and National Leaders Spur Innovation in Compensation Parity?*	Minnesota PreK-3 Principal Leadership Series Connecticut Age 3 to Grade 3 Early Childhood Teacher Education Policies: Research Review and State Trends