

Session #: C-3

Title: Supporting a Diverse, Stable, and Quality Early Childhood Workforce

**Moderator: Susan Rohrbough, M.S., Technical Assistance Specialist, Region V,
National Child Care Information Center**

**Anne Wharff, Child Care Professional Development
Coordinator, Illinois**

Gary Burris, M.P.P., State Child Care Administrator, Washington

**Debi Mathias, Bureau Director, Office of Child Development & Early Learning,
PA Depts. Of Public Welfare and Education**

**Beth Rous, Ed.D., Director of Early Childhood and Community Education,
University of Kentucky**

SUMMARY OF PRESENTATION

<p>Current research, state and local initiatives that support a diverse, stable and quality early childhood workforce</p> <p>How states can and do support workforce development, retention and compensation/benefits</p> <p>How states have engaged early care and education settings that support parental choice, access and positive outcomes for children.</p>

SUMMARY OF DISCUSSION

<p>Initiatives:</p>

<p>Illinois has developed an entry level training curriculum which has become the foundation of a Quality Rating System for license exempt family child care providers. It is also offered to license family child care homes and the entry level staff in child care centers.</p>

<p>Professional development advisors offer individual counseling and technical assistance to all early care and education practitioners in Illinois. Financial support is available in the way of TEACH scholarships and a wage supplement program.</p>

<p>The professional development system is being designed to reach across the sectors of early care and education--Head Start, Child Care and State PreK.</p>
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<p>Washington is offering professional development courses that are more advanced, in more sites and in Spanish. They have created a 3 credit courses in infant and toddler, guidance of behavior, and other topics. Added an on-site technical assistance component and basic skills support. They have a career and wage ladder that is small.</p>

<p>Pennsylvania is working on how to knit the workforce into a profession when there is such a range of personnel. Created a CDA preparation program for high school seniors. Have all the components of a professional development system. Bringing the PD and QRS into a combined regional system. Have begun to stress center management/. Kentucky combines data from evaluation, licensing and PD to make improvements.</p>

<p>Learnings:</p>

Beth Rous says states are using a cycle of dilemma or opportunity. We over sold our research initially. Now we need to use our data to inform program improvement and to turn it into real evaluation to inform our practice.

When you add an element to QRS you have to measure, support and examine unintended consequences

TA should be tied to course content and be intentional.

Don't move too quickly. Do it right and build the relationships.

In each state we ride the wave we are given.

KY is doing a longitudinal study of workforce and seeing significant retention.

Regardless of program type, teachers see the link between PD and child outcomes and want to stay in field.

Assign roles in career lattice in order to move cross-sector work.

Get cross-sector and community endorsement of the PD efforts.

Help child care be a better partner with preK.

Getting buy-in of directors and owner into the notion of profession will sustain the system when there are cut-backs. Get foundations involved and create partnerships.

PA is supporting the trainers, evaluators and TA specialists. Doing a network of these practitioners. Best practices, technology, new research etc.

KY has training credential.

Compensation needs to be comparable across sectors.

KEY POINTS

5 levels – policymakers, policy monitors, policy supports, policy implementers and policy recipients. First 4 need to be diverse, stable and qualified.

This is becoming a real profession. Need to craft a comprehensive system of support.

Relationships are key to move our work forward.

Having the stable, qualified and diverse workforce is key to our vision.

Diversity is a concept on many levels.