

Early Learning Council Executive Committee Meeting

October 1, 2012

1:00 pm-4:00 pm

Chicago-Illinois State Board of Education

JRTC- 100 W. Randolph, 14th Floor Video Conference Room

Springfield- Illinois State Board of Education

Alzina Building- 100 N. First Street- 3rd floor Video Conference Room

Conference Line: 888-494-4032 Access Code: 7198518485

Agenda

- I. **Welcome and Introductions (10 mins)**
 - a. Minutes

- II. **Updates (30 mins)**
 - a. SAC Grant
 - b. MIECHV
 - c. Chicago: Ready to Learn!

- III. **Race to the Top-Early Learning Challenge (95 mins)**
 - a. Overview
 - b. QRIS
 - c. Prioritizing

- IV. **Committee Updates (30 mins)**
 - a. Family and Community Engagement
 - i. Action Items
 1. *Recommendations will be updated 9.27*
 - b. Program Standards and Quality
 - i. Action Items:
 1. Recommendation related to defining a well-qualified and competitively compensated Early Care and Education workforce.
 2. Recommendation related to prioritizing competitive compensation for the Early Care and Education workforce.
 3. Recommendation to align education and professional development requirements for center-based child care with Head Start and state-funded pre-k requirements.
 - c. Systems Integration and Alignment
 - d. Data, Research and Evaluation

- V. **Committee Structure Update (10 mins)**
 - a. Status of Identifying Overlap
 - b. Grand Victoria Update

- VI. **Approve ELC Agenda (5 mins)**

October 22, 2012 ELC Agenda

- i. Welcome and Introductions
- ii. Updates
 1. Federal

2. State
 3. Chicago
 - iii. RTT-ELC
 1. Overview
 2. Application Review
 - a. Action Item: Review and Approve Application
 - iv. Committee Updates
 - v. Adjournment

VII. Adjournment

Early Learning Council Executive Committee Meeting
June 4, 2012
1:00 pm-3:00 pm
Chicago-Governor's Office
JRTC- 100 W. Randolph, 16th Floor Video Conference Room
Springfield-Governor's Office
205 State Capitol

Minutes

Participants

Chicago – Karen Berman, Jeanna Capito, Gaylord Gieseke, Dan Harris, Reyna Hernandez, Teresa Kelly, Harriet Meyer, Diana Rauner, Elliot Regenstein, Vanessa Rich, Julie Smith, Sara Slaughter, Teri Talan, Josie Yanguas, Maria Whelan

Springfield – Gina Ruther, Linda Saterfield, Cindy Zumwalt

Phone – Phyllis Glink, Sylvia Puente, Kay Willmoth

Not Present – George Davis, Daniel Fitzgerald

I. Welcome and Announcements

Harriet Meyer welcomed the group to the first meeting of the “new” Early Learning Council Executive Committee. She thanked the committee for its work during the transition period.

a. Minutes

The minutes were approved with no edits. Linda Saterfield moved to approve and Jeanna Capito seconded.

b. Race to the Top-Early Learning Challenge

Julie Smith announced that there will be a round two for the Race to the Top-Early Learning Challenge (RTT-ELC) but that we are awaiting guidance. 5 states will compete for the \$133 million available. States can prepare and submit applications for roughly half the original amount. The Department of Education is likely to be less flexible in round 2 and will most likely tell states which areas to write to. The open comments period is expected to be in early summer. The money has to be out by December 31st.

The First Five Years fund has asked the Governor, and the four other eligible Governors, to send letters asking for guidance sooner rather than later. We are not sure what the Department of Education's internal timeline is or why the rules and application are being delayed.

- Elliot Regenstein – First Five Years Fund believes that the application does not need formal notice and rule making. The Department of Education is looking into the legal necessity. However, a push from Governor's could help with the policy decision makers if the legal department agrees with the First Five Years Fund.
- Julie Smith – Governor Quinn will send a letter offering our preference to have information early in the summer.
- Harriet Meyer – Hopes there will be some flexibility and also hopes to see RFP ASAP. She and Julie will get the leadership team together to strategize for various scenarios.

- Vanessa Rich – How are we coordinating with other states?
- Elliot Regenstein – We want time with those states who won the first round in order to ask how they are rolling out programs, etc. We want to leverage our money in the best way possible and we can benefit from experience and TA. If there are things we want to borrow from others it will be easier once someone has gone through it.
- Julie Smith – Staying involved has put us in the pot for other projects, such as the ISLE which has attracted private funding. We want to position ourselves to be open to other opportunities.

c. State Update

Julie Smith explained that many difficult issues were taken up this legislative session. The two major issues for the Governor were Medicaid and pensions. Medicaid was addressed and difficult choices were made including eligibility for services. The cigarette tax increase was a success because House leaders said they needed it or they would cut further into state agency budgets. All agencies took cuts for FY13 but the cuts would have been worse without the cigarette tax. Pension issues were not resolved but leaders will likely come back in the summer to come to a resolution. There is much more consensus around the issue than has been publicly discussed, but key areas still need to be resolved.

- Maria Whelan – Is it true they will be back on June 12 and 14?
- Diana Rauner – Do you have any updates on the satellite dish tax?
 - Julie Smith – There has been no movement in the House on the satellite dish tax or closing the oil derrick loop hole. Several legislators have said that we need to look at revenue and the levels of cuts to education. They have said that the cuts are too significant for state to absorb because we will never recover. The Education budget failed in the Senate the first time 22-34. It was tabled for reconsideration and then passed. Strong sentiment was that this wasn't a good choice and cuts were too drastic. This issue has to get resolved by the beginning of the school year.
- Diana Rauner – Does the Governor intend to sign the education budget?
- Julie Smith – Much like last year, the Governor may sign the budget but will look for opportunities to reallocate funds. That will not work for education.
- Maria Whelan – There are several areas in the budget that were not codified. Changes in eligibility for child care were not included in the budget language. Hope we discuss child care besides just the education budget. Suggested we go on record to support a veto of the education budget. The budget cut 8% to General State Aid and will result in huge Kindergarten classes. The Governor has to say that he wants certain things addressed in the special session.
- Nancy Shier – The budget the Senate passed restored funding in education areas such as MAP, Early Childhood, and General State Aid. We need to tell the leaders that the Senate bill is the vehicle. We need to press on what the Speaker wants such as gambling.
- Julie Smith – We do not want to open up the opportunity to start renegotiating the other options and will need 60% to pass anything.
- Maria Whelan – Significant law changes were not included in the law.
- Julie Smith – We can do a trailer to the BIMP. Will have to talk to Jerry.
- Maria Whelan – Moves to urge the Governor to notify house and senate leadership of his intention to veto the education budget with special emphasis on the ECBG.
 - Diana Rauner seconded the motion

- Gaylord Gieseke – Would like to offer friendly amendment that he should ask for consideration of the budget in the special session. But also concerned about the unintended consequences, and would it cause more damage in opening it up?
- Josie Yanguas – Everything will need a 3/5 vote which equals the wild wild west.
- Maria Whelan – The budget is unequivocally wrong – budget issues, not just education. Motion: on behalf of Executive Committee – use threat of veto on the budget if early childhood is not addressed and Governor asks for education to be included in special session.
- Sylvia Puente – We should also send the letter to the leaders
- Maria Whelan – They are not our allies and don't know that we want to engage them.
- Sylvia Puente – Should we send separate action to the leaders?
- Julie Smith – Representative Chapa LaVia has also suggested that the Governor takes all available action. Could also call for consideration of senate actions on the revenue side.
- Maria Whelan – We must call for anything. Threaten a veto and any and all other strategies. Motion tabled

II. **Committee Work Plans**

Harriet thanked the chairs and staffers for their work putting together the work plans. We want to review and discuss the plans so we can move on with the Grand Victoria Application. This will also raise the issue of what work groups might need to develop and which need staff support. We need final work plans by June 18th.

a. **Data, Research, and Evaluation**

1. Elliot Regenstein – Most of the work came from the old committee.
2. Teri Talan – Will remove the word framework from the work plan as to eliminate confusion. Also struggling with only researching the publically funded early childhood programs. There are many children in private programs so we will be missing kids.
3. Harriet Meyer – We should require research to participate with the Council. We need to think about how we can use our role as a Council to leverage research.
4. Elliot Regenstein – We do not know yet what we want and are not getting.
5. Sara Slaughter – Make sure to keep the philanthropic community informed so that it can require the sharing of data.
6. Gaylord Gieseke – Coordinate with the Mental Health Partnership research committee.
7. Karen Berman – Include the YEIDS EI database in the list of databases.

b. **Committee Membership/Structure**

1. Maria Whelan – We need to clarify language, i.e. workgroup or committee. We also need to discuss the process about having the right people on each of the committees. Some of the provided lists have people that are no longer in the field listed.
2. Vanessa Rich – Should be diverse and let new people onto the committees. Should be very transparent.
3. Diana Rauner – There are 150 people on the Home Visiting Task Force.
4. Maria Whelan – We need an all day meeting in July to discuss.
5. Harriet Meyer – We can discuss language and diversifying membership at the meeting.
6. Karen Berman – The Systems committee is trying to make decisions on leadership and would like to look broadly at who will be leaders. Do we need work group co-chairs for the Grand Victoria application?

- a. Sara Natig – No.

c. **Family and Community Engagement**

1. Maria Whelan – The Special Populations, Public Awareness, Oversight and Coordination, and Linguistic and Cultural Diversity Committee are all moved under this committee. Most of the work of the Linguistic and Cultural Diversity Committee is now under the Program Standards and Quality Committee. Will create a family engagement work group at a later date. Now they will move forward with three work groups, Public Awareness, Hard to Reach, and Space Capacity. Public Awareness will work on MIECHV.
2. Karen Berman – Is the work of the Hard to Reach embedded in the QRIS work?
3. Maria Whelan – No, we are focused on families that are currently not being reached, including homeless and special needs children.
4. Karen Berman – We need to highlight that this is where people concerned with these populations should do their work.
5. Maria Whelan – Currently the former co-chairs make up the committee membership.
6. Diana Rauner – We need to offer rationale for why we bucketed work the way we did for the grant application.
7. Maria Whelan – Co-Chairs can help with this. Also need to think about a simple template that explains the vertical and horizontal cross over.

d. Program Standards and Quality

1. Jeanna Capito – Looking at a steering committee approach.
2. Harriet Meyer – This committee looks a lot like the old structure.
3. Nancy Shier – Thought that Infant and Toddler Committee had its last meeting and that its work was going to be embedded in all of the work of the committees. Also where is the QRIS committee?
4. Linda Saterfield – Will convene the folks that need to be at the table. Some ad hoc people and some child care advisory committee people.
5. Maria Whelan – With the passage of the DCFS licensing bill the workgroup will have to be really strong.
6. Teri Talan – The new leadership standards and principal preparation should be in both the Program Standards and Quality and Systems Integration and Alignment Committee.

e. Systems Integration and Alignment

1. Karen Berman – Walked through the work plan.
2. Reyna Hernandez – Health work group will first focus on getting people to the table.
3. Cindy Zumwalt – The Program Standards were included in the approved Rules. ISBE is finalizing the benchmarks.

III. Ad Hoc Committee Product

a. Review and discuss proposed benchmarks

1. Elliot Regenstein – The Ad Hoc committee will put together three documents; 1. Lay audience document, 2. Detailed and sophisticated with explanations and 2nd indicators; and 3. Logic model with activities and outcomes in a graphic.
Some of the metrics are still being developed and some may be difficult to measure.
2. Diana Rauner – Will the dashboard have information on all kids or just high needs kids?
3. Elliot Regenstein – We have struggled and are looking at this issue metric by metric.
4. Vanessa Rich – Needs to reflect all kids.

IV. Closing and Adjourn

The committee voted to approve the motion that was tabled earlier in the meeting. Jeanna Capito asked that the Early Learning Guidelines be added to the agenda for the full Council meeting in June.



RTT-Early Learning Challenge Round 2!

Overview and Update
September 20, 2012

Our Reform Agenda

- Deepening alignment and integration:
 - State systems
 - Local systems, with a focus on areas of concentrated high need
- Identifying all high need children/families and providing high quality supports and programs
- Moving programs from adequate to good and from good to great



PROGRESS TO DATE

Integration at the State Level

- Developing interagency structures to support coordination
 - Interagency Team
 - Office of Early Childhood Development
- Joint budget hearings held last fall
- Interagency planning around professional development

Birth to Five Early Learning & Development Standards

- New Birth to Three standards are in press
- Revised Three to Five standards
 - Benchmarks being developed by expert panel
 - Field testing late fall-early winter
- Coming soon: Integrated roll-out process, including new training modules

Workforce Development

- All EC professionals will be coming into Gateways to Opportunity registry
 - Required for licensing as of 9/1/12
 - Over 20,000 members!

Kindergarten Assessment

- Instrument has been selected
- Pilot underway in a variety of districts
- Larger pilot planned in 2013-14
- Calibration study in 2014-15
- Full state implementation in 2015-16

Quality Counts (TQRIS)

- Will become a jointly administered system (IDHS and ISBE) covering all early learning programs (except home visiting and EI)
 - Child care centers and homes
 - Head Start/Early Head Start
 - Preschool for All
 - Private preschools that are licensed through DCFS
- Group has been meeting to further refine the standards—stay tuned!

Data

- Contract with JSI to design Unified Early Childhood Data System
- Report due late winter
- Looking for how to implement

Community Collaborations

- Community Partnerships grants through IAFC grant
- 34 communities applied for support for their early learning collaborations
- New community collaborations staffer now on board as part of MIECHV

Workforce Development

- Additional scholarships to get ESL/Bilingual endorsement have been funded
- Additional faculty institutes funded to strengthen coursework at IHEs



 **What happens next?**

ELC 2 Application released

- Came out Sept 17, Due Oct 26
- Requirements:
 - Implementation of governance system
 - Implementation of QRIS
 - At least 2 other projects from original application
- No new activities can be proposed
 - Just scaling back what was in our application
 - Can modify strategies somewhat to reflect progress to date

Considerations when scaling down

- First priority: infrastructure needed to implement the grant
- Next priority: Implementing QRIS
 - Strong focus on finding efficiencies and cost savings
 - May need to scale back targets, activities
- Then: Other projects—criteria:
 - Critical for reform agenda
 - Ready to commit to approach & targets
 - Can't be funded another way

Process

- Leadership team will be confirming strategic priorities and goals
- Interagency Team is currently determining cost estimates for activities
- We will be gathering input from ELC Exec Committee at Oct 1 meeting
 - Comments can also be submitted by email
- Application will be presented and discussed at Oct 22 ELC meeting

Overview of Revised Proposal for QRIS
October, 2011

Definition and Purpose of the new Quality Rating and Improvement System

The Quality Rating and Improvement System is a set of tiered program standards for early learning and development programs/providers, a set of policies and practices that support programs/providers in meeting the highest level of these standards, and a set of policies and practices for providing parents and other stakeholders with meaningful information about the level of quality of early learning and development programs/providers.

The purpose of the QRIS is to:

- Provide a consistent definition of what constitutes high quality early childhood care and education that is applicable across a wide range of programs and settings;
- Provide useful information to parents who are choosing among early childhood education and care programs/providers;
- Provide pathways and support for continuous program improvement for Early Learning and Development programs/providers; and
- Provide an accountability framework for programs receiving public funding for Early Learning and Development services.

Structure of the QRIS

The elements of the standards for the QRIS will be:

1. TEACHING AND LEARNING
1A. Learning Environment
1B. Curriculum
1C. Child Assessment
1D. Child Screening
1E. Inclusion of Children with Spec Needs
2. FAMILY ENGAGEMENT
3. LEADERSHIP AND MANAGEMENT
3A. Program Administration
3B. Group Size and Staff/Child Ratios
3C. Continuous Quality Improvement (CQI)
3D. Culturally and Linguistically Appropriate Practice
4. QUALIFICATIONS AND CONTINUING EDUCATION
4A. Director Qualifications
4B. Staff Qualifications
4C. Staff Development

For each element, for each quality level, the QRIS will include:

- Standard: description of what is required at that level
- Evidence: description of what type of evidence is required to demonstrate standard has been met

Levels will have consistent approach to evidence required (with all levels requiring any staff qualifications requirements to be verified by Gateways Registry):

- First level is licensing criteria
- Second level—requires evidence of Registry-approved training on all elements
- Third level – requires rigorous self-assessment in all areas; random sample of programs receive validation visit by state-hired contractor. This will require the state to build upon current systems of approving qualified assessors that can do the ERS and/or CLASS for programs.
 - Programs will do the self-assessment on all classrooms (could be done as one-third of classrooms each year, so that all are done at least once every three years)
- Fourth quality level—the “good quality early childhood care and education” level—requires on-site validation of high quality
 - Accreditation and/or compliance with Head Start and/or PFA regulations may serve as sufficient evidence of meeting specific criteria (e.g., use of curriculum or administrative practices) if those criteria are monitored as part of the accreditation/regulations
 - All programs must submit evidence of on-site validation of classroom quality (for HS programs, state will accept evidence by qualified assessors as long as they don’t work directly for the program; for PFA and child care programs, this will be done by state-hired contractor; accredited programs can submit evidence from their accreditation validation)
- Fifth quality level has multiple components that recognize excellence in a variety of areas. Programs can be recognized for one or multiple areas. A comprehensive “Governor’s Award for Excellence” type of status will recognize programs that achieve excellence in all areas.



GATEWAYS TO OPPORTUNITY

Illinois Professional Development System

Professional Development Advisory Council (PDAC)

RECOMMENDATION FOR APPROVAL

DATE: May 8, 2012

COMMITTEE MAKING RECOMMENDATION: Qualifications, Credentials, and Pathways

RECOMMENDATION:

Illinois is building an integrated early childhood system with quality standards for children and programs that apply across sectors, inclusive of child care, Head Start, and state-funded pre-K. Our vision is educational requirements for early care and education professionals that apply across sectors. We recommend that education and professional development requirements for the center-based child care sector be aligned with Head Start and state-funded pre-K requirements.

Role	Education
Assistant Teacher: a member of a teaching team regularly assigned to a group of children who works under the direct supervision of the Lead Teacher and/or Teacher.	High School Diploma/GED and Early Childhood Specialized Education or Early Childhood Credential
Teacher: a member of a teaching team who shares responsibility with the Lead Teacher for the care and education of an assigned group of children.	Associate Degree in Child Development, Early Childhood Education or equivalent*
Lead Teacher: the teacher assigned to teach a group of children, who is responsible for daily lesson planning, parent conferences, child assessment, and curriculum planning.	Bachelor Degree in Child Development, Early Childhood Education or equivalent **
Director: the individual who has primary responsibility for the planning, implementing, and evaluating of the early childhood program.	Bachelor Degree in Child Development, Early Childhood Education or equivalent and specialized education in administration, management, or leadership***

*Equivalency of an Associate Degree in Child Development or Early Childhood Education is defined as an Associate Degree in any discipline with a minimum of 24 credits (semester hours) in child development, early childhood education, or early childhood special education including relevant field experience.

**Equivalency of a Bachelor Degree in Child Development or Early Childhood Education is defined as a Bachelor Degree in any discipline with a minimum of 30 college credits (semester hours) in child development, early childhood education, or early childhood special education including relevant field experience.

*** Equivalency of a Bachelor Degree in Child Development or Early Childhood Education for Directors is defined as a Bachelor Degree in any discipline with a minimum of 24 college credits (semester hours) in child development, early childhood education, or early childhood special education including relevant field experience . A minimum of 15 college credits (semester hours) in administration, management, or leadership is also required for the Director.

RATIONALE:

Building a comprehensive system of early care and education is an *incremental* process; it begins by articulating a vision. This *vision for the future* includes aligned professional education requirements for professionals that apply across child care, Head Start and state funded Pre-K sectors so that **all** children have the opportunity to succeed in school and in life. Educators play a critical role in promoting the learning and development of young children and the engagement of families. We know from research that the most effective early childhood programs have teachers and program directors that have degrees, with specialized education/training in early childhood and child development. Currently, Illinois requires a bachelor's degree and early childhood certification to teach state-funded pre-K. Head Start is increasing educational requirements for teachers and the NAEYC accreditation standards call for teachers, assistant teachers, and program administrators to have degrees and specialized education/training. This recommendation highlights PDAC's desire to align the education and training of all center-based early care and education professionals, over time, to these more rigorous requirements.

DISPOSITION: PDAC Steering Committee

Approved: X

Date: 5/17/12

Disapproved:

Date:

DISPOSITION: PDAC

Approved: x

Date: 6/1/12

Disapproved:

Date:

**Note: Recommendation with enhanced Rationale (as noted above) was also shared at the 9.14.2012 PDAC meeting*

DISPOSITION: IDHS, Bureau of Child Care and Development

Approved: X

Date: 9-17-12

Disapproved:

Date:

AW





Addressing professional development and retention strategies for the early care and education sector has positive cascading benefits for society. The Quick Facts below address how investing in this workforce can support both quality and outcomes while being economically responsible. Highlights include increased job creation, quality initiatives, pay discrepancies, and promising ways to combine professional development and workforce retention strategies at all levels.

Professional Development and Workforce Retention Strategies: A Winning Combination to Improve Quality

Investment in high quality early care and education is smart economic development.

- Participating in high quality early care and education programs can increase children's kindergarten readiness^[1], reduce public expenditures on remedial programs^[2], and raise future lifetime earnings.^[3]
- A new dollar spent in the child care and early education sector translates to a broader statewide economic impact of at least two dollars. For each new job created in this sector, the broader statewide impact is 1- ½ jobs.^[4]
- The Federal Reserve Bank of Minnesota estimated that the return on investment in a high quality preschool program and enrichment through third grade resulted in a 16 percent return rate, with 80 percent of the benefits accruing to society at large, not just the individual child.^[5]

High quality requires an effective early childhood and school age care workforce.

- The critical components of high-quality child care are the educators' characteristics – including education, specialized training, and attitudes about their work and beliefs about children – as well as structural aspects of their work environment that support them, such as small ratios and group sizes, and adequate compensation.^[6]
- Higher levels of educator education and training – especially with an early childhood focus – are associated with better quality in the child care environment.^[7]
- Sensitive, warm, and frequent educator-child interactions promote early childhood learning and development.^[8]



Early childhood and school age educators must possess critical knowledge, skills and dispositions and apply them in their practice with children and families to be effective.

- Key competencies include: knowledge about children's growth and development; ability to develop respectful and sensitive relationships with families; use of appropriate child assessment strategies to guide the curriculum; content knowledge in academic areas; and commitment to being an early childhood professional who engages in collaborative learning and reflective practice.^[9]
- Effective early childhood and school age teachers have the skills and supports to translate knowledge into practical solutions in their day-to-day interactions with children and families.^[10]
- Center director leadership plays an important role in encouraging professional development and creating a supportive work environment.^[11]

Workforce turnover is detrimental to promoting stable, consistent relationships between educators and young children.

- Relationships are the building blocks of early childhood development; continuity of care promotes social-emotional development, especially among infants and toddlers in child care.^[12]
- High turnover rates negatively impact the teacher-child relationships, global quality of programs, and the supply of quality child care.^[13]
- The child care workforce is relatively undercompensated. According to the Bureau of Labor Statistics, child care workers (\$21,320) earn less on average than preschool (\$31,150) and kindergarten (\$52,350) teachers and elementary school teachers (\$55,270). Similarly, directors of child care centers (\$51,290) earn substantially less on average than elementary school principals (\$90,200).^[14]
- Average salaries for staff in centers serving low- and middle-income children were found to be 25 percent lower than those serving high-income families in a Boston study.^[15]

Early Childhood and School Age Workforce Facts

- **1.8 million people** work in the child care workforce.
- **72 percent** have education levels less than an associate's degree.*
- **61 percent** of full-time workers earned less than \$22,000 in 2009, less than the minimum wage level for a family of four.
- **30 percent** of the center-based early childhood workforce changes jobs in a year and 18 percent leave the field.
- **40 percent** of the after school workforce turns over annually.

**Does not account for those with a Child Development Associate or state credential.*

Sources: GAO, 2012; Whitebook, M. & Sakai, L., 2003; The Forum for Youth Investment and Cornerstones for Kids, 2010.



To raise quality AND retain effective educators, States can combine promising professional development and workforce retention strategies at the individual professional, program, and system levels.

SUPPORT PROFESSIONALS: Low wages, lack of benefits, and poor work environments contribute to turnover, especially in under-resourced early childhood and school age programs. Promising strategies to enhance the skills of professionals AND increase retention include:

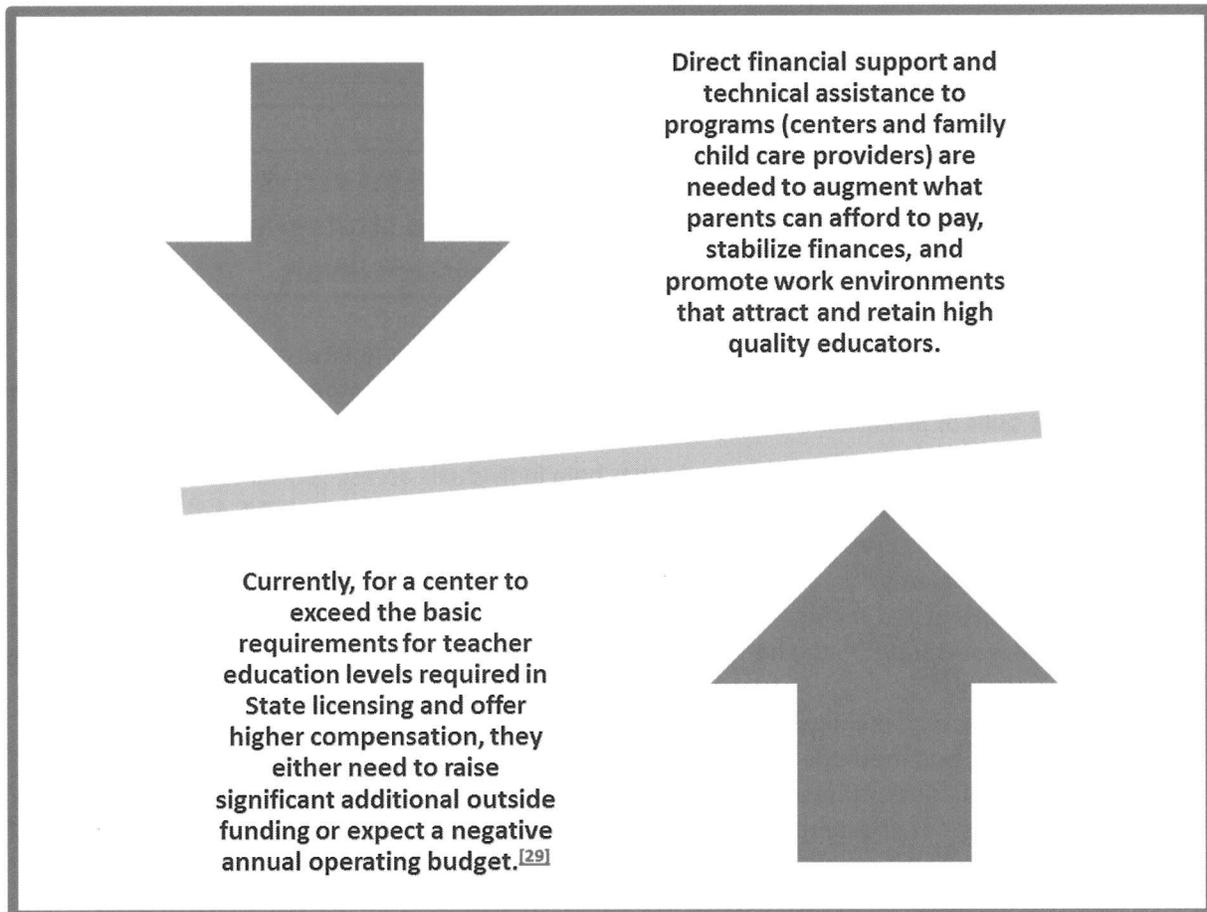
- Scholarships, financial aid, and supports that help individuals access specialized early childhood development education or training. The vast majority of States that have T.E.A.C.H. Early Childhood[®] projects report less than a 10 percent turnover rate among two-year associate degree scholarship recipients.^[16]
- Ongoing coaching and mentoring on-site appear more likely to change teacher practice than traditional workshops,^[17] and hone family child care providers' skills and increase their provider-child sensitivity.^[18]
- Improving directors' management and leadership skills, e.g. financial management, reflective supervision^[19], and methods of managing turnover proactively.^[20]
- Competitive salaries or financial incentives linked to qualifications and skills to attract and retain staff in centers.^[21] For example, the WAGES[®] model initiatives report turnover rates from 0-12 percent among participants.^[22]
- Health insurance, paid leave, disability and retirement benefits have been linked to early childhood workers' intention to stay in the field.^[23]

STABILIZE PROGRAMS: The vast majority of early childhood and school age programs operate on a fee-for-service and do not have access to the per-child state funding of public schools or the private donations available to many institutes of higher education. Expenditures on wages and benefits typically have been estimated to account for 80 percent of a child care center budget.^[24]

- Parents cannot afford to pay what it costs to offer compensation competitive with public schools.
- Child Care and Development Fund (CCDF) guidance recommends that low-income parents not be required to pay more than 10 percent of their income toward subsidized child care.^[25]
- The average cost of full-time infant care (ranging from \$4,650 in Mississippi to \$18,200 a year in the District of Columbia) exceeds 10 percent of a State's median income for a two-parent family in 40 states.^[26]

Quality suffers when programs are financially unstable or poorly managed.

- Observed quality levels tend to be lower in centers in which directors report higher levels of financial strain.^[27]
- More expensive program features such as low numbers of children to staff and small group sizes are important to increase job satisfaction^[28] as well as ensure quality and safety of the work environment.



COORDINATE SYSTEMS: Professional development priorities and resources are attached to each of the major sectors of the early childhood and school age system, including: child care; Head Start; prekindergarten; public schools; early intervention and special education services. State leaders can better coordinate and align these efforts by working across sectors to create a single, coordinated professional development system. Integrated professional development systems and workforce initiatives can contribute to strong, consistent, nurturing relationships that foster vital positive early learning and development experiences for all young children.

Integrated professional development systems can:

- Reduce duplication,
- Increase resource sharing, and
- **Support the repackaging of resources to target the combination of supports and financial assistance that individual professionals and programs need to change practice and improve quality.**

References

- ^[1] Denton Flanagan, K., and McPhee, C. (2009). *The Children Born in 2001 at Kindergarten Entry: First Findings From the Kindergarten Data Collections of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) (NCES 2010-005)*. National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC. <http://nces.ed.gov/pubs2010/2010005.pdf>
- ^[2] Weiss, E. *Paying Later: The High Costs of Failing to Invest in Children*. Ready Nation, January 2010. Retrieved from: http://www.readynation.org/uploads/20110124_02311PAESCcrimeBriefweb3.pdf.
- ^[3] Bartik, Tim. (October 20, 2011). "How much can early childhood education do to reduce income inequality?" Investing in Kids blog, retrieved from: <http://investinginkids.net/2011/10/20/how-much-can-early-childhood-education-do-to-reduce-income-inequality/>.
- ^[4] Warner, M. (2009). *Child Care Multipliers: Stimulus for the States*. Linking Economic Development and Child Care Project, Cornell University. Retrieved from http://government.cce.cornell.edu/doc/pdf/Stimulus_Brochure_09.pdf
- ^[5] Grunewald, R. & Rolnick, A.J. 2003. *Early Childhood Development: Economic Development with a High Public Return*. Federal Reserve Bank of Minneapolis. Retrieved from: http://www.minneapolisfed.org/publications_papers/studies/earlychild/abc-part2.pdf.
- ^[6] From Neurons to Neighborhoods: The Science of Early Childhood Development, Jack P. Shonkoff and Deborah A. Phillips, Editors; Committee on Integrating the Science of Early Childhood Development, Board on Children, Youth, and Families, p318.
- ^[7] Tout, K., Zaslow, M., & Berry. D. "Quality and qualifications: links between professional development and quality in early care and education settings." *Critical Issues in Early Childhood Professional Development*. Martha Zaslow, Ivelisse Martinez-Beck, I. (Eds.), (pp. 77-110). Baltimore: Brookes Publishing.
- ^[8] Tout, K., Zaslow, M., & Berry. D. "Quality and qualifications: links between professional development and quality in early care and education settings." *Critical Issues in Early Childhood Professional Development*. Martha Zaslow, Ivelisse Martinez-Beck, I. (Eds.), (pp. 77-110). Baltimore: Brookes Publishing.
- ^[9] (NAEYC, 2009a).
- ^[10] (NAEYC, 2009b; Winton, 2010).
- ^[11] Monica Rohacek, Gina C. Adams, Ellen E. Kisker with Anna Danziger, Teresa Derrick-Mills, Heidi Johnson, Urban Institute. (2010) Understanding Quality in Context: Child Care Centers, Communities, Markets, and Public Policy.
- ^[12] Shonkoff, J. P., & Phillips, D. A. (2000). From Neurons to Neighborhoods: The Science of Early Childhood Development. *The Science of Early Childhood Development*, National Scientific Council on the Developing Child, 2007, http://www.developingchild.net/pubs/persp/pdf/Science_Early_Childhood_Development.pdf.
- ^[13] Deborah J. Cassidy, Joanna K. Lower, Victoria L. Kintner-Duffy, Archana V. Hegde & Jonghee Shim (2011): The Day-to-Day Reality of Teacher Turnover in Preschool Classrooms: An Analysis of Classroom Context and Teacher, Director, and Parent Perspectives, *Journal of Research in Childhood Education*, 25:1, 1-23
- ^[14] U.S. Department of Labor, Bureau of Labor Statistics. (2011). May 2011 national occupational employment and wage estimates. Retrieved May 3, 2012, from www.bls.gov/oes/current/oes_nat.htm
- ^[15] Jason Sachs (2000): Inequities in Early Care and Education: What Is America Buying?, *Journal of Education for Students Placed at Risk (JESPAR)*, 5:4, 383-395.
- ^[16] T.E.A.C.H. Early Childhood® and Child Care WAGE\$® National Annual Program Report. (2012). *Pathways & Opportunities: Opening Doors to Higher Education for the Early Childhood Workforce, 2010-2011*.
- ^[17] Campbell, P.A. & Milbourne, S.A. (2005). Improving the quality of infant-toddler care through professional development. *Topics in Early Childhood Special Education*, 25:1 3-14 (2005).
- ^[18] Juliet Bromer, Martha Van Haitsma, Kelly Daley & Kathy Modigliani, *Staffed Support Networks and Quality in Family Child Care: Findings from the Family Child Care Network Impact Study*, Erickson Institute, 2008.
- ^[19] Monica Rohacek, Gina C. Adams, Ellen E. Kisker with Anna Danziger, Teresa Derrick-Mills, Heidi Johnson, Urban Institute. (2010) Understanding Quality in Context: Child Care Centers, Communities, Markets, and Public Policy.

- ^[20] Deborah J. Cassidy, Joanna K. Lower, Victoria L. Kintner-Duffy, Archana V. Hegde & Jonghee Shim (2011): The Day-to-Day Reality of Teacher Turnover in Preschool Classrooms: An Analysis of Classroom Context and Teacher, Director, and Parent Perspectives, *Journal of Research in Childhood Education*, 25:1, 1-23.
- ^[21] Torquati, J.C., Raikes, H., & Huddleston-Casas, C.A. (2007). Teacher education, motivation, compensation, workplace support and links to quality of center-based child care and teachers' intention to stay in the early childhood profession. *Early Childhood Research Quarterly*, 22, 261-275. Boyd, B.J., & Wandschneider, M.R. (2004). *Washington state child care career and wage ladder pilot project: Phase 2 final evaluation report*. Pullman: Washington State University. Park-Jadotte, J., Golin, S. C., & Gault, B. (2002). *Building a stronger child care workforce: A review of studies of the effectiveness of public compensation initiatives*. Washington, DC: Institute for Women's Policy Research. Retrieved May 29, 2003, from <http://www.iwpr.org/pdf/CCW.pdf>.
- ^[22] T.E.A.C.H. Early Childhood® and Child Care WAGE\$® National Annual Program Report. (2012). *Pathways & Opportunities: Opening Doors to Higher Education for the Early Childhood Workforce, 2010-2011*.
- ^[23] Cornille, T. A., Mullus, R. L., Mullis, A. K., & Shriner, M. (2006). An examination of childcare teachers in for-profit and non-profit childcare centers. *Early Child Development and Care*, 176, 631-641. doi: 10.1080/03004430500147516. Holochwost, S.J., Demott, K., Buell, M., Yannetta, K., & Amsden, D. (2009). Retention of staff in the early childhood education workforce. *Child Youth Care Forum*, 38: 227-237.
- ^[24] Oliveira, P. (2003). *An Analysis of Child Care Center Budgets*. Connecticut Voices for Children. Retrieved from: <http://www.ctvoices.org/sites/default/files/ece03childcenterbudget07.pdf>.
- ^[25] Administration for Children and Families, 45 CFR Parts 98 and 99: Child Care and Development Fund; Final Rule.
- ^[26] National Association of Child Care Resource and Referral Agencies. (2011). *Parents and the High Cost of Child Care: 2011 Update*. Retrieved from: <http://www.naccrra.org/public-policy/cost-of-child-care>.
- ^[27] Monica Rohacek, Gina C. Adams, Ellen E. Kisker with Anna Danziger, Teresa Derrick-Mills, Heidi Johnson, Urban Institute. (2010) *Understanding Quality in Context: Child Care Centers, Communities, Markets, and Public Policy*.
- ^[28] Deborah J. Cassidy, Joanna K. Lower, Victoria L. Kintner-Duffy, Archana V. Hegde & Jonghee Shim (2011): The Day-to-Day Reality of Teacher Turnover in Preschool Classrooms: An Analysis of Classroom Context and Teacher, Director, and Parent Perspectives, *Journal of Research in Childhood Education*, 25:1, 1-23. ADD THE DANISH STUDY
- ^[29] Mitchell, A.W. (2010). Presentation: *Cost, Quality, and Shared Services*. Alliance for Early Childhood Finance.