# Build It Better

## Indicators of Progress to Support Integrated Early Childhood Professional Development Systems

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**naeyc**® National Association for the
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# Introduction

## Purpose and Suggested Use

Picture a house. A foundation, walls, a roof. In 2008, the National Association for the Education of Young Children (NAEYC) built this house. Four principles at the base and six essential policy areas for the frame—a blueprint for early childhood professional development systems.

But strong, sustainable, solid houses aren't built overnight. Sometimes the builder starts and then abandons them. Sometimes the builder starts out one way and then goes in a different direction. Sometimes the people carrying out the plans need to know which bricks to select and in what order to lay them down. Sometimes it can be hard to see what the house might look like at the end.
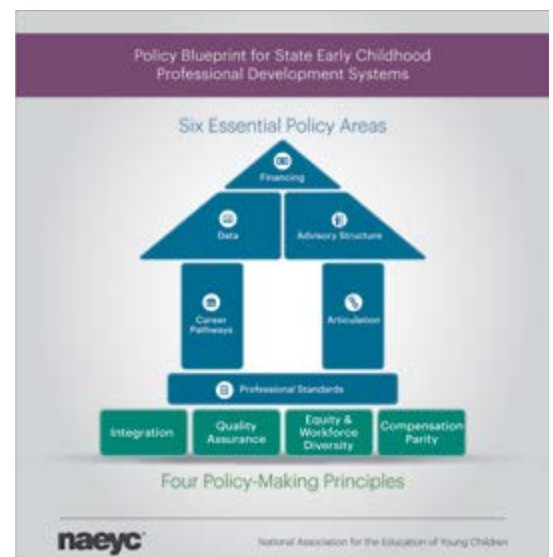
That's why NAEYC developed this *Indicators of Progress* resource—to help policy makers, administrators, educators, and advocates work together to build a better professional development system for early childhood educators working with children birth through age 8. To the four fundamental principles that make up the foundation (PD Systems Integration, PD Quality Assurance, Equity and Workforce Diversity, and Compensation Parity Across 0–8 Sectors and Settings) and the six policy areas that form its walls and roof (Professional Standards, Career Pathways, Articulation, Advisory Structures, Data, and Financing), NAEYC has added the home's bricks—the indicators of progress—each of which, when taken together, can ultimately support an early childhood profession that exemplifies excellence and is seen as performing a vital role in society.

## Context: Advancing the Profession

Research is clear that children who attend high-quality early childhood education programs are more likely to be ready for school and for life. The benefits of all children having access to good early development and learning experiences extend beyond the individual child to the society as a whole (Berrueta-Clement et al. 1992; Ramey & Campbell 1999; Reynolds 2000). Research also tells us that qualified and well compensated professionals are essential to ensuring high-quality early childhood education programs, with many studies pointing to knowledgeable and skilled early childhood program staff as the cornerstone of high-quality early childhood education programs. Specialized knowledge and professional development in how young children develop and learn is critical, as is the quality of interactions between program staff and children (Shonkoff & Phillips 2000). NAEYC's own market research finds that this knowledge has filtered into the public sphere: American voters overwhelmingly view early educators as essential parts of our education system and as important members of our communities—nearly on par with firefighters and nurses (NAEYC 2015a; NAEYC 2015b). Far from seeing them as equivalent to babysitters, voters recognize early childhood educators as professionals who have complex and demanding jobs and responsibilities. They understand the evidence-based connection between high-quality educators and high-quality education—and they believe that compensation and professional development are critical components of ensuring quality.

As further evidence of a tipping point, recent initiatives and investments from federal, state, and local levels signal that we are in a critical time

In order to advance a profession, that profession must be defined. The absence of a unified and agreed upon scope of practice, competencies, career pathways and nomenclature that define early childhood education professionals across states and settings has limited our collective impact for too long, stifling the case for increased professional recognition and compensation parity.

As you focus on building a better professional development system within your state, we encourage you to intentionally work with NAEYC and our partners to inform and leverage the unifying competencies, career pathways and nomenclature that will be developed by and for the profession.

Our collective history reminds us that success comes when we share a message and a commitment to working from the same blueprint so we can build it better, together.

that could define a new era for early childhood education. We must be clear-eyed both about the challenges we face and the solutions we must offer, along with a commitment to elevating the voices of early childhood educators themselves as we collectively define and advance this most important profession.

Together, we know so much about how to do this right. So let's go! It's time to build it better.

## How Did We Get Here?

Most state early childhood education professional development activities strive to provide effective preparation, development, and supports to address the professional knowledge, stability, and diversity that relate to program quality. However, while many states have components of a professional preparation, development, and career system, policies and initiatives are not linked and reflect gaps, inconsistencies, and an untenable and unequal system of compensation that compromises the quality of the early childhood education being provided to children and their families.

To help states achieve their visions and address these issues, NAEYC first published its public policy report Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems (LeMoine 2008) to promote integrated, birth through age 8 professional development systems for early childhood educators.

This Blueprint was designed for—and with input from—state policy makers, early education advocates, higher education faculty, and program administrators working to connect professional development activities and initiatives into an integrated system and also for national organizations and experts working to strengthen professional development career pathways for the early childhood workforce. (See "Acknowledgments" for a list of participants who provided input and feedback to help develop the Blueprint.) In the years following its publication, a number of states have participated in a series of summits held in conjunction with the NAEYC National Institute for Early Childhood Professional Development and used the Blueprint as a framework for strategic planning reports. Samples, along with the state policies featured in the Blueprint, are available on the NAEYC website. (See "Resources" for links to this and other valuable professional development sites.)

In 2015, NAEYC responded to requests to help state teams define indicators of progress toward a well-qualified, professional early childhood educator workforce and toward stronger professional development systems, ultimately resulting in this resource. These PD system indicators were developed with a national advisory panel using the Blueprint framework. Cross-sector teams from seven states piloted draft indicators in a self-assessment survey format that could be used to generate multiyear timelines with measureable goals and benchmarks (see "PD System Indicators Survey Instrument").

Pilot state teams were asked to include the range of potential users of these indicators and primary stakeholders in professional development systems including representatives from the following:

- the state child care agency, Head Start Collaboration Office, and state early education specialists in the Department of Education;
- the state Early Childhood Advisory Council and other committees focused on early childhood professional development as relevant in the state;
- the state higher education system office, early childhood teacher certification office, and early childhood faculty consortia as relevant in the state;
- early intervention/early childhood special education agencies;
- kindergarten through third grade school-age child care, infant/toddler child care, and family child care; and
- state affiliates of national early childhood professional associations including NAEYC, the Council for Exceptional Children Division of Early Childhood (CEC/DEC), the National Association for Family Child Care (NAFCC), ACCESS (the national association of early childhood faculty in associate degree granting institutions), the National Association of Early Childhood Teacher Educators (NAECTE), and others as relevant in the state.

The indicators published here were developed through the input of the National Advisory Panel, pilot state teams, and other national and state experts and stakeholders. (See "Acknowledgements" for a full list of contributors.)

## How Do We Move Forward?

We know that an effective process of professional development focuses on the ongoing growth of all early childhood professionals, at all levels of expertise. A successful system allows professionals to incorporate new knowledge and skill through a coherent and systematic program of learning experiences that are grounded in theory and research, structured to promote linkages between theory and practice, and responsive to each learner's background, experiences, and current role.

To effectively design a system that meets these individual and professional criteria, meets increasing federal and state mandates, and meets the compensation needs of the early education workforce, many states are already working to build or increase integrated professional development systems that serve all early childhood education professionals. Many are also working to connect the financing of professional preparation and development across settings and sectors to the state's overall early childhood system, increasing efficiencies and accountability. Furthermore, many are exploring ways to address issues of workforce diversity, higher education quality improvement and capacity building, equitable access to high-quality professional development that offers opportunities for advancement, and equitable compensation to attract and retain qualified teachers in all early education settings, age groups, and sectors.

In addition to building on these starts and successes, this resource also draws on the inspiration and recommendations of the Institute of Medicine's report Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation (2015), which supports efforts to design, evaluate, and improve early childhood professional development policy and system implementation.

The agreed-upon indicators of progress in this resource, with their unique and specific focus on four core principles applied across six essential policy areas, can be used to build, support, and sustain an effective, integrated early childhood education professional development system. Policy makers, educators, administrators, and advocates can use this report to answer such questions as "How do we start?" or "What could we do next?" or "What elements do we need to consider to achieve successful implementation?"[1]

## Four Core Principles and Six Policy Areas

The following principles and policy areas are designed to help states ask the questions and craft the systems that support the success of educators and the children they serve. They are aimed at the development and retention of an early childhood workforce that exemplifies excellence and is comprised of a skilled cadre of effective, diverse, and fairly compensated professionals.

Each time a policy is considered, created, or revised, everyone involved should begin by asking and answering these four foundational questions:

1. How does this policy increase **professional development system integration** across early childhood education sectors and settings from birth through age 8?
2. How does it include **quality assurances** for professional development?
3. How does it support workforce **diversity and equitable access** to professional development?
4. How does it increase **compensation parity** across early childhood education sectors and settings from birth through age 8?

There are then six essential policy areas where the four principles can be successfully applied: Professional Standards, Career Pathways, Articulation, Advisory Structures, Data, and Financing.

1. **Professional Standards** define the content of professional preparation and development—what members of the profession should know and be able to do. Most professions require both initial professional preparation and continuing professional development. Developing the content of the standards for preparation and ongoing development is typically understood to be the role and responsibility of the profession itself, often with support from national

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[1] A note on usage: While this resource is focused on early childhood education, states may choose to include other disciplines in their strategic planning activities (i.e., maternal infant health). In this case states are urged to respect the professional associations and standards of each discipline/profession in interdisciplinary collaborations (education, special education, health, psychology, social work, public administration, etc.).

professional associations. National professional accrediting agencies are also able to provide an evidence-based structure for national review, approval, and continuing improvement of professional preparation programs, while state policies typically incorporate these national standards and accreditation systems into state entry qualifications and ongoing professional development. These requirements should be explicitly detailed career pathway policies aligning and connecting professional standards across sectors, settings, and roles.

2. **Career Pathways** create a unifying framework that uses the national standards of a profession to align and create credentials that indicate competence in the context of a coherent professional progression. Early childhood professionals need to be able to plan and sequence the achievement of increased qualifications, understand the professional possibilities resulting from such acquisitions, and be appropriately compensated. Policies should institutionalize or embed pathways with credentials that are *portable*—offering opportunities for movement across roles, settings, sectors, and states—and *stackable*—offering opportunities for career advancement into positions requiring increased qualifications and providing increased compensation. Pathways should include opportunities to build mastery over a lifelong career in early childhood education and to enter the profession from other fields.

3. **Articulation** is a critical part of creating career pathways and building capacity to meet required professional standards. Articulation includes the transfer of professional development credentials, courses, credits, degrees, and so on— based on demonstrated student competencies—from one program or institution to another, ideally without a loss of credits. States should require colleges and universities to form articulation agreements that assist early childhood professionals in moving seamlessly through and across undergraduate and graduate degree programs while ensuring that all graduates have demonstrated competency in the standards of the profession for both knowledge and practice. Grants with resource allocations should be attached to such policy requirements, as colleges and universities may need fiscal support for cross-institution collaboration, program evaluation, improvement, and articulation design.

4. **Advisory Structures** can intentionally support system coordination by examining needs, strengths, gaps, misalignments, inequities, and opportunities and by providing policy recommendations to the entity or entities funding the professional development system. The advisory body should be freestanding, dedicated to transparency, and have some authority or direct link to authority in the state's governance structure. For this group's work to be recognized, integrated, and valued across sectors, its composition must include representatives from diverse settings and roles across the early childhood field and across professional development providers.

5.  **Data** are essential to inform professional development system planning, evaluation, quality assurance, and accountability, gauging progress on impacts and systems change. Data may be gathered and maintained by multiple partners, including workforce/practitioner registries, teacher licensure offices, and higher education institutions. State policies should require the methods and collection of specific data and also mandate non-duplication of efforts and cross-sector data collection, sharing, and alignment. Policies also should require comprehensive workforce studies at regular intervals and ongoing collection of professional development utilization and improvement indicators. Additionally, policies should include specific requirements for disaggregated data by role, sector, setting, and other demographics.

6.  **Financing** is required to ensure that professional development systems are sufficiently, efficiently, equitably, and effectively funded. State policies should support the financing of integrated professional development systems in four specific areas:

    * *Financial support for early childhood professionals* to obtain education and ongoing development, based on need.
    * *Financial support for programs/workplaces* that facilitate professional development through resources for release time and substitute staff, teacher mentors and coaches, purchase of materials and equipment, and other supports.
    * *Financial support for compensation parity* based on comparisons of role qualifications, credentials, and responsibilities of birth through age 8 educators across settings and sectors.
    * *Financing of the professional development system infrastructure*, which may be linked to and/or embedded in the state's larger early childhood system. Infrastructure pieces that require financing may include the advisory body, data systems, higher education institutions and training organizations, and quality assurance processes.

State work on these six policy areas and four guiding principles can support strategic plans related to the recommendations of the Institute of Medicine's report on *Transforming the Workforce for Children Birth Through Age 8* (2015) as well as the federal requirements and guidelines accompanying the 2015 reauthorization of the Child Care and Development Fund (CCDF), particularly the six components of a professional development framework, which are closely aligned to the six policy areas listed here. States using the Early Educator Central course development framework and articulation resources will also find these early childhood PD system indicators to be a complementary resource.

None of these policy areas should be addressed in isolation. Like the domains of child development, each area relates to and intersects with the others, and to be effective, each of these policies must be integrated with the four principles and guided in implementation by the indicators of progress.

# Key Definitions

A few definitions will be helpful to users of this PD system indicators resource and related NAEYC materials. These definitions are organized for logical rather than alphabetical flow.

**Integrated early childhood professional development system** refers to a comprehensive system of preparation and ongoing development and support for all early childhood education professionals working with and on behalf of young children from birth through age 8. An integrated professional development system crosses the sectors, settings, and roles providing early care and education for children from birth through age 8. Such roles may be in Head Start, for-profit and nonprofit child care programs in centers and homes, state pre-K programs in community-based and school settings, early grades in public and private schools, early intervention and special education services, resource and referral agencies, higher education institutions, and state departments related to early childhood education (e.g., education, licensing, health, etc.). This resource refers repeatedly to the core sectors, settings, and roles that are essential to the delivery of early childhood education; however, this list does not preclude states from including additional sectors, settings, and roles.

**Professional development** includes both professional preparation and ongoing professional development. It includes training, education, and technical assistance. It can take the form of university/college credit-bearing coursework, preservice and in-service training sessions, observation with feedback from a colleague; peer learning communities; and mentoring, coaching, and other forms of job-related technical assistance. High-quality professional development includes an opportunity for the learner to participate in planning his professional development as well as access to credit-bearing course work, valued credentials, and instructors with appropriate knowledge and experience in early childhood education and principles of adult learning (NAEYC & NACCRRA 2011; NAEYC & The Alliance for Early Childhood Teacher Educators 2011).

**Early childhood education** is defined using the developmental definition of birth through approximately age 8 regardless of programmatic regulatory, funding, and delivery sectors and mechanisms.

**Sector** refers to the core regulatory or funding sectors that deliver early childhood education: child care, Head Start, preschool, early intervention, pre-K, and pre-K to third grade.

**Setting** refers to the locations in which early childhood education takes place and includes child care centers, child care homes, and schools that are state licensed or registered, public or private, for-profit or nonprofit.

**Professional roles** in early childhood education include early childhood educators or teachers, assistant teachers, family child care providers, center or program directors, pre-K to third grade school principals, and professional development specialists (higher education faculty, trainers, coaches, mentors, and consultants who provide technical assistance to practitioners and programs).

**Core knowledge and competencies** are the shared knowledge, skills, and dispositions necessary to support high-quality practice across all early childhood education sectors, settings, and roles.

**Specialized or advanced knowledge and competencies** are the unique (not shared) knowledge, skills, and dispositions necessary to support high-quality practice in specific early childhood education sectors, settings, or roles. They build upon and extend the foundation of the shared core.

**Standards of the profession** are the national standards formally adopted by a profession to define the essentials of high-quality practice for all members of the profession. They may be applied in the development of national accreditation, state program approval, individual licensing, and other aspects of professional development systems. They provide the unifying framework for core as well as specialized or advanced knowledge and competencies. The NAEYC Standards for Early Childhood Professional Preparation Programs (2009) are the national standards for knowledge, skills, and dispositions for all early childhood education professionals in all birth through age 8 early education settings, sectors, and roles. They are research-based, regularly updated, and adopted by the NAEYC Governing Board and the Council for Accreditation of Educator Preparation (CAEP) national accrediting body for schools of teacher education.

**Credentials** may be academic degrees, diplomas, licenses, endorsements, or certificates awarded to individuals who successfully complete a training or education program. They may be awarded by institutions of higher education; training organizations; professional associations, councils, or boards; or state agencies. Credentials gain value when they are recognized or required by the profession, government agencies, employers, professional development systems, and/or the public; can be stacked to build and demonstrate increasing knowledge and competency; and are portable across workplace settings, regulatory sectors, and state lines (NAEYC & NACCRRA 2011; NAEYC & The Alliance for Early Childhood Teacher Educators 2011).

**Policy** provides goals and procedures that guide decisions and actions. Governments, businesses, professions, and other entities develop and employ policies. Public policies, the focus of this resource, can be in legislation, articulated in statute, executive order, or department regulation. Policies can also be captured via operational documentation that may or may not be referenced in laws or rules.

**Principles** define fundamental values. In this document the four principles for policy making and policy advocacy are overarching value statements that are applied in each of the six highlighted policy areas.

**Strategies** define the "how"—the plans to do or achieve something, such as creation and implementation of policy.

**Goals** are aspirational and may not be numerical, measurable, or 100 percent achievable. They are designed to raise important and fundamental questions that allow stakeholders to grapple with priorities and policies.

**Indicators** are measurable, objective, and valid markers toward a goal. In this document indicators may be policies or strategies for implementing policies that lead to outcomes that can be benchmarked. They are intentionally written in an open-ended way to respect differing state approaches to policy development and implementation.

**Benchmarks** are performance goals based on indicators.

# Principles, Policies, and Indicators of Progress for Early Childhood Professional Development Systems

### Principle 1: PD System Integration

*Goal:* Increase professional development system integration across early childhood education settings, sectors, and roles from birth through age 8, as experienced by early learning programs and staff.

*Outcome:* An integrated system of professional development that increases efficiency, effectiveness, and sustainability; decreases duplication of efforts; and is experienced by educators and staff members across settings, sectors, and roles as both comprehensive and unified.

**What Does This Principle Look Like in Policy?**

1. **Professional Standards:** State policy ensures that state early childhood standards, competencies, teacher licensure, and other state-based credentials meet the national standards of the profession and are aligned across child care, Head Start, preschool, early intervention, pre-K, and pre-K to third grade sectors. Additional standards for relevant specializations are also adopted, as needed.

2. **Career Pathways:** Policies guiding PD requirements and credentials across early education delivery sectors support the development of a single, cross-sector career pathways model.

3. **Articulation:** State articulation policies use national initial and advanced standards of the profession as a unifying framework for the development of professional credentials that are both portable (recognized across sectors and settings of the early childhood education profession and also across state lines) and stackable (build increasing levels of mastery and opportunity from secondary through graduate degree levels).

4. **Advisory Structures:** Policies ensure the advisory structure includes representatives from all early childhood education sectors. The structure expands on the existing work in each sector. Multiple perspectives, leaders, and initiatives are acknowledged and integrated as appropriate.

5. **Data:** Policies ensure that cross-sector early childhood workforce data from birth through age 8 is collected, shared, and disseminated to stakeholders, funders, and the public.

6. **Financing:** Federal, state, and private sources are coordinated to align and fund professional development system needs across child care, Head Start, preschool, early intervention, and pre-K through third grade.

## Indicators of Progress in PD System Integration

### 1.1 Professional Standards and System Integration

**Indicator 1.1:** The state has adopted the *national standards of the early childhood education profession (NAEYC Standards for Early Childhood Professional Preparation Programs and Code of Ethical Conduct and Statement of Commitment)* as the core standards for core knowledge and competency documents, PD program approval, and development of entry through advanced and specialized early educator competencies and credentials *in order to* create a unifying framework for PD offerings, credentials, and state approval systems across settings, sectors, and roles.

### 1.2 Career Pathways and System Integration

**Indicator 1.2:** The state PD system includes a single *cross-sector career pathways model* for all early childhood educators that identifies state PD requirements and credentials across settings, sectors, and roles *in order to* review and present opportunities for movement across settings and sectors and to positions of greater responsibility and compensation as qualifications increase.

### 1.3 Articulation and System Integration

**Indicator 1.3:** The state uses national initial and advanced level, core, and specialized standards of the profession to mandate or support *aligned learning content and student outcomes* across educational levels *in order to* align student outcomes across PD levels and mandate or stimulate articulation agreements based on demonstrated levels of student performance on assessments related to the standards of the profession and to increase credential portability across settings, sectors, and states.

### 1.4 Advisory Structures and System Integration

**Indicator 1.4:** State *cross-sector advisory structures* include representation from policy, advocacy, and practitioner perspectives from various settings, sectors, and roles *in order to* examine needs and provide policy recommendations that can integrate the perspectives of critical settings, roles, and sectors of the field.

### 1.5 Data and System Integration

**Indicator 1.5:** The state has a *single data repository or data partnerships* that can gather, share, and evaluate data on the early childhood workforce across settings, sectors, and roles *in order to* integrate and review workforce data across essential settings, roles, and sectors of the early childhood education profession.

### 1.6 Financing and System Integration

**Indicator 1.6:** The state *reviews multiple PD system funding sources* to assess potential strengths, gaps, inconsistencies, duplication, and opportunities *in order to* increase alignment, coordination, and integration of PD offerings and credentials across child care, Head Start, pre-K, early intervention, and early grades.

## Principle 2: PD Quality Assurance

*Goal:* Increase quality assurance mechanisms and processes across early learning sectors and across components of the early childhood professional development system.

*Outcome:* A PD system that is accountable to professionals, young children and their families, the political system, and the public, ensuring that investments produce positive outcomes. Professional preparation and development is high-quality in design and implementation and meets national professional standards as well as state requirements.

### What Does This Principle Look Like in Policy?

1. **Professional Standards:** State standards for PD program content, development, and delivery adopt or incorporate the national standards of the profession and incorporate national professional accreditation systems and credentials to ensure that professional standards are met across sectors, settings, and roles.

2. **Career Pathways:** State policy ensures that the career pathway is built upon PD requirements and credentials that reflect both national and state professional standards and competencies, recognizing national evidence- and standards-based accreditation and credentials as appropriate.

3. **Articulation:** Policies require or stimulate articulation agreements, with supports for partner collaboration and implementation over time and a focus on definition, alignment, and assessment of student outcomes. Accountability, rigor, and transparency requirements for competency-based assessments and alternate professional certification pathways are comparable to those for "traditional" higher education programs.

4. **Advisory Structures**: The advisory structure engages in strategic planning and regularly reviews the effectiveness of PD quality assurance mechanisms, making adjustments as needed. The policies governing the advisory structure require multiple methods of input gathering from a full range of stakeholders to inform planning and recommendations.

5. **Data:** Policies require that workforce and professional development data are verified rather than self-reported and integrate information across early childhood education sectors, settings, and roles for the purpose of continuous quality improvement.

6. **Financing:** Policies ensure adequate financing for delivery, evaluation, and continuous quality improvement in higher education, training, and technical assistance systems, using national accreditation and credentialing systems to increase alignment and reduce duplication of existing quality assurance processes.

**Indicators of Progress in PD Quality Assurance**

### 2.1 Professional Standards and Quality Assurance

**Indicator 2.1:** The state *PD quality standards and reviews* ensure that PD programs meet the national standards of the profession through the following: national accreditation or recognition of higher education programs by the profession; alignment of any additional state standards for approval of higher education, training, and technical assistance programs with national standards of the early childhood education profession; and alignment of PD offerings with national early childhood credentials *in order to* ensure that PD offerings meet both the national standards of the profession as well as needs specific to the state, setting, role, and sector.

### 2.2 Career Pathways and Quality Assurance

**Indicator 2.2:** The state has an *evidence- and standards-based system* for approving the quality of PD offerings recognized or promoted on career pathway materials including training, technical assistance, and education offerings; recognition of NAEYC accreditation as meeting or contributing toward state approval for higher education programs; recognition of International Association for Continuing Education and Training (IACET) accreditation as contributing toward state approval for training organizations issuing CEUs; and comparable expectations of rigor, accountability, and transparency between traditional and alternative credentialing pathways *in order to* ensure that state quality assurance systems are evidence- and standards-based and that program reviews are reliable, valid, and free from conflicts of interest.

### 2.3 Articulation and Quality Assurance

**Indicator 2.3:** The state mandates or stimulates *articulation agreements with quality assurances* including assurances of alignment of course content and assessments with the knowledge and practice standards of the profession, minimum acceptable student performance on assessments, appropriate qualifications for PD specialists, and use of Prior Learning Assessments for noncredit to credit transfer aligned with approved higher education course or program outcomes *in order to* simultaneously provide support for transfer and quality assurances for PD offerings and related credentials.

## 2.4 Advisory Structures and Quality Assurance

**Indicator 2.4** State *PD quality advisory structures* include representation from professional association(s), higher education institutions, training and technical assistance organizations, employers, current teachers, and current or recent college students; processes for gaining input from the national professional standard setting association(s) and higher education accrediting bodies; and multiple methods of engagement as needed to include participants unable to attend meetings *in order to* ensure that quality expectations of the profession and of the state are met and diverse perspectives are considered.

## 2.5 Data and Quality Assurance

**Indicator 2.5:** The state produces *reports on PD quality* that integrate information across sectors; use national accreditation data and other valid, reliable indicators of PD quality; consider the current status of workplace conditions necessary for teachers to engage in professional development and to implement learned knowledge, competencies, and practices (e.g., paid planning and meeting time, dependable work schedules, and adequate staffing); and are used to identify strengths and areas for improvement in the quality of PD offerings *in order to* engage in continuous improvement in PD offerings and in the PD system itself.

## 2.6 Financing and Quality Assurance

**Indicator 2.6:** The state uses reports on PD quality to *make funding recommendations* for adequate financing of early childhood teacher education programs in institutions of higher education; adequate financing of state mandated training and technical assistance programs; adequate financing of PD approval systems; adequate financing of advisory structures, data reports and analysis, and information dissemination; and use of existing national resources such as professional accreditation and credentialing systems *in order to* implement quality improvement activities as needed and avoid duplicating existing quality assurance processes.

## Principle 3: Equity and Workforce Diversity

*Goal:* Increase diversity in the early childhood workforce at all professional levels and across all sectors with attention to recruitment, development, and retention and address issues of inclusion, access, and equity in opportunities for professional development and advancement.

*Outcome:* A system of professional development that is equitable in terms of access and quality across early education settings, sectors, and roles from birth through age 8 and that builds and retains a well-qualified workforce diverse in gender, race, language, culture, socioeconomic background, and other aspects that support and reflect the diversity of children and families served in early childhood education programs.

### What Does This Principle Look Like in Policy?

1. **Professional Standards:** State policy ensures that professional preparation and development standards include preparation for cultural, socioeconomic, linguistic, and ability diversity in work with children, families, colleagues, and communities.

2. **Career Pathways:** State policies encourage outreach and design strategies to support equitable entry and advancement on the career pathway for diverse populations including career recruitment and retention strategies.

3. **Articulation:** State policies support alignment and articulation strategies such as dual enrollment, counseling/advising in multiple methods and languages, and partnerships between higher education institutions and workplaces to increase diversity in the workforce and in leadership.

4. **Advisory Structures:** State policies specify minimum composition requirements for the advisory body, recognizing the importance of perspectives representing the diversity of the field and leaving space and opportunity for the list of participants to be expanded as needed. Multiple, innovative strategies for outreach and participation are encouraged to provide equitable participation opportunities for practitioners and underrepresented groups.

5. **Data:** Policies require data on the workforce to be both aggregated and disaggregated in ways that can inform comparisons and progress on equity and diversity across sectors, settings, and roles. Data is used to identify gaps, barriers, and inequities in compensation and in access to PD that provides opportunities for advancement.

6. **Financing:** Funding responds to data on barriers and inequities in access to high-quality PD, including higher education. Financing addresses inequities in access; academic admission, progress, and completion; and financial aid and scholarships. Funding includes supports for higher education capacity building and workforce supports as needed.

**Indicators of Progress in Equity and Workforce Diversity**

### 3.1 Professional Standards and Equity and Workforce Diversity

**Indicator 3.1:** The state requires or encourages training, education, and technical assistance programs to engage in NAEYC higher education program accreditation and other PD quality evaluations that address *equity and diversity standards* applied to content, process, and delivery of PD offerings *in order to* improve the quality of professional development; prepare professionals to work with diverse groups of children, families, communities, and colleagues; and improve access and success for students from low income, first-generation, and other currently underrepresented groups in the early childhood workforce.

### 3.2 Career Pathways and Equity and Workforce Diversity

**Indicator 3.2:** The state career pathways model incorporates *outreach and design strategies* including multiple entry points that welcome diverse populations into the field with varying levels of preparation and at various ages and stages in life; multiple exit points that enable practitioners to earn credentials that are valued by employers at successively higher levels; mechanisms for wide dissemination and outreach to communities as needed to address gaps in workforce composition; and accessible information on opportunities and requirements for potential movement across sectors and for advancement to positions offering higher levels of compensation *in order to* ensure equitable access to high-quality PD as well as career advisement and advancement and to recruit and retain a qualified workforce that reflects the diversity of the children and families served.

### 3.3 Articulation and Equity and Workforce Diversity

**Indicator 3.3:** The state employs PD *advisement, alignment, and articulation strategies* including high school advanced placement and dual enrollment courses aligned with and transferring into undergraduate degree programs; associate degree programs that integrate substantive early childhood education workforce preparation with transfer opportunities; bachelor degree programs designed for both native and transfer students, with direct or alternate paths to teacher licensure; and noncredit training, induction, and teaching assistant programs that engage with higher education partners to meet Prior Learning Assessment requirements *in order to* support progression through high school, career, and higher education programs and to reduce "dead end" paths.

### 3.4 Advisory Structures and Equity and Workforce Diversity

**Indicator 3.4:** The state uses *intentional strategies for advisory outreach* including regular reviews of cultural, socioeconomic, linguistic, ability, and geographic representation on all advisory structures; reviews of relevant role, setting, and sector representation on all advisory structures; implementation of

multiple methods of engagement to gain input from national and state experts, families, community representatives, and working early educators; and regular reviews of data on workforce diversity, inclusion, and access to high-quality PD and related opportunities for career mobility and advancement *in order to* provide an effective means of engaging diverse groups in policy development and to support the development of policy and leadership skills in the workforce. Advisory groups have access to data on workforce equity and diversity, identify potential barriers or inequities, and provide recommendations for reducing those barriers.

### 3.5 Data and Equity and Workforce Diversity

**Indicator 3.5:** The state collects, regularly reviews, and shares *aggregate and disaggregate workforce data in meaningful ways* to support an examination of the following: workforce demographics across roles, settings, and sectors; workforce qualifications, credentials, and compensation across demographic and geographic groups; and potential gaps, barriers, or inequities in access to high-quality PD with opportunities for career mobility and advancement *in order to* inform how well the diversity of the workforce reflects the diversity of families and communities served at both state and local levels and to identify potential barriers to professional advancement for specific workforce demographic groups.

### 3.6 Financing and Equity and Workforce Diversity

**Indicator 3.6:** The state *addresses barriers to high-quality PD and to professional entry and advancement for specific workforce populations* with funding as needed for tuition scholarships; scholarships for PD fees, books, and transportation; targeted advisement, mentoring, and other programs to support specific populations (e.g., first-generation college students or students not proficient in English); campus child care centers to support access to higher education for students with young children; substitutes and release time for current members of the workforce pursuing degrees and other credentials; and comprehensive and targeted supports for completion of degrees and other credentials *in order to* support career success for first-generation college students, students with low English proficiency, working adults, and adults needing remedial education.

## Principle 4: Compensation Parity Across 0–8 Sectors and Settings

*Goal:* Increase compensation parity for early educators serving children from birth through age 8 across regulatory and funding sectors and settings.

*Outcome:* An integrated, cross-sector PD system creates a unifying framework for setting and comparing expected knowledge, competency, responsibilities, qualifications, and compensation across birth through age 8 settings, sectors, age groups, roles, and adjacent or similar states.

### What Does This Principle Look Like in Policy?

1. **Professional Standards:** Policy requires that standards for competencies and related credentials are portable across 0–8 settings, sectors, and states whenever possible, supporting identification of comparable qualifications and responsibilities across settings and sectors of the field. Taken together, standards create a coherent set of expectations for early childhood education professionals, birth through age 8, and a unifying framework for comparing qualifications and responsibilities across sectors, settings, and roles.

2. **Career Pathways:** Policies require a single career pathway with clear information on responsibilities, qualifications, and required credentials for specific roles in each sector and setting. The pathway includes clear comparisons of comparable roles across sectors and settings for the purpose of supporting career mobility and addressing inequities in compensation. State policies ensure that current and future members of the workforce have equitable access to entry through advanced levels of PD that can provide opportunities for career advancement and compensation increases.

3. **Articulation:** State policies related to articulation include mechanisms to support success for first-generation, low income, and part-time students. Articulation policies for early childhood education consider the potential impact of related state policies on student financial aid, developmental or English language learning courses, "on time" graduation rates, and gainful employment.

4. **Advisory Structures:** The advisory body is asked to explicitly address compensation parity for comparable roles across early childhood education settings and sectors. They are asked to review and share data on workforce education, retention, compensation, and working conditions across sectors, settings, and roles. They make recommendations to improve workforce education, compensation, and retention, including compensation parity for comparable roles across the child care, Head Start, preschool, early intervention, and pre-K through third grade sectors.

5. **Data:** The state requests or requires workforce data related to recruitment, retention, salaries, benefits, and working conditions, which are then assessed within each sector and by age groups of children served. Data are also collected on other professions, for which parity is sought for early childhood professionals and then utilized to inform policies and analysis of return on investments.

6. **Financing:** Policies include specific financing investments in the workforce related to recruitment, retention, higher education capacity and targeted student supports, and improvements in base compensation levels and compensation parity across early childhood settings and sectors.

## Indicators of Progress in Compensation Parity

### 4.1 Professional Standards and Compensation Parity

**Indicator 4.1:** The state system of PD competencies, offerings, and related credentials is based on *national 0–8 cross-sector standards of the profession and able to be compared* across early childhood education settings, sectors, and roles and across similar or adjacent states *in order to* establish a unifying framework that can support the comparison of role qualifications and responsibilities of birth through age 8 educators across settings and sectors as well as credentials that are portable across settings, sectors, and states and stackable over the course of a career.

### 4.2 Career Pathways and Compensation Parity

**Indicator 4.2:** The state professional development system has published a *single, cross-sector career pathways model* for early childhood educators including descriptions of responsibilities and required qualifications for specific roles in each setting and sector; clear communication about stackability and portability of credentials and related opportunities for increased compensation; and descriptions of how the pathway was informed by or compares to the career pathways in nearby states, national patterns and guidelines, or related initiatives *in order to* identify comparable qualifications, responsibilities, and credentials across multiple position titles, settings, and sectors and to identify roles with similar responsibilities but disparate levels of qualification and compensation.

### 4.3 Articulation and Compensation Parity

**Indicator 4.3:** The state *makes initial through advanced PD and related opportunities for career advancement accessible* to all qualified, current, and potential members of the workforce by offering undergraduate degrees designed to provide foundations for a lifelong career with potential movement across age groups, settings, sectors, and states; advising information about both the limitations and opportunities related to specialized PD offerings and credentials that prepare only for specific roles, settings, or age groups; and college advising and recruitment programs for high school students and working adults *in order to* provide equitable access to higher education credentials, higher income opportunities, and undergraduate degrees that provide the foundation for a lifelong career with potential for movement across early childhood education age groups, settings, roles, sectors, and states.

### 4.4 Advisory Structures and Compensation Parity

**Indicator 4.4:** All state advisory structures *include or gain input* from families and public representatives, including low income communities; practitioners representing major settings, sectors, and entry-level through advanced roles; relevant professional associations and unions; major employers of the early childhood education workforce; and major state and local employers who depend on quality child care for their workforce *in order to* identify barriers to compensation parity and opportunities to improve compensation parity across all components of the PD system.

### 4.5 Data and Compensation Parity

**Indicator 4.5:** The state *collects and makes public workforce data* including retention rates; education levels; compensation, benefits, and working conditions (e.g., paid planning and meeting time, dependable work schedules, paid sick and vacation leave, adequate staffing, and access to meaningful PD) across early childhood education settings and sectors in order to compare compensation (including benefits and working conditions) across roles comparable in qualifications and responsibilities and to evaluate the impact of compensation parity efforts to improve workforce education, compensation, and retention.

### 4.6 Financing and Compensation Parity

**Indicator 4.6:** The state makes strategic *workforce investments* including recruitment initiatives; retention initiatives (including funding targeted to improve compensation parity); higher education program quality and sustainability initiatives (including targeted supports for low income students, first-generation students, working parents, and students from underrepresented racial, ethnic, and cultural groups); and initiatives to improve base compensation levels, to raise compensation for increased levels of qualifications and responsibilities, to improve working conditions, and to support compensation parity across early childhood settings and sectors *in order to* attract and retain early childhood teaching teams with comparable qualifications across settings and sectors and across the ages of children served.

# PD System Indicators Survey Instrument

The following survey instrument is designed to be used with teams that represent essential stakeholders in an integrated early childhood PD system. Six indicators of progress (one for each policy area) are identified for each of the four principles (PD System Integration, PD Quality Assurance, Equity and Workforce Diversity, and Compensation Parity Across 0–8 Sectors and Settings), generating a total of 24 indicators.

Each indicator begins with a suggested policy or implementation strategy, is followed by checkboxes to facilitate cross-sector discussion and review, then closes with an "in order to" phrase that describes how progress on this indicator can increase effectiveness in 0–8 PD systems.

The checkboxes can be used to select a rating for each indicator. Which indicators are met or partially met? Which have related work underway? Which need to be considered in a multiyear strategic plan? Use the checkboxes to assess each indicator and the comments box to record initial ideas about next steps and information to share.

Use the Strategic Planning Chart that follows this survey to draft possible multiyear benchmarks for indicators marked as a goal in progress, a goal not yet underway, or not currently included in your plans.

An assessment of current status on these indicators can be used for strategic planning, goal setting, assessment, and benchmarking. Indicators marked as "A CURRENT GOAL, IN PROGRESS" or "A CURRENT GOAL, WORK HAS NOT BEGUN" may be used to develop a multiyear strategic plan with timeline and benchmarks. Indicators marked "NOT CURRENTLY INCLUDED IN OUR PLANS" may be reconsidered in context of current or changing priorities.

NAEYC recommends that state teams engaged in this work include representatives from the following:

- the state child care agency, Head Start Collaboration Office, and state early education specialists in the Department of Education;

- the state Early Childhood Advisory Council and other committees focused on early childhood professional development as relevant in the state;

- the state higher education system office, early childhood teacher certification office, and early childhood faculty consortia as relevant in the state;

- early intervention/early childhood special education agencies;

- school-age child care through third grade, infant/toddler child care, and family child care, and

- state affiliates of national early childhood professional associations including NAEYC, the Council for Exceptional Children Division of Early Childhood (CEC/DEC), the National Association for Family Child Care (NAFCC), ACCESS (the national association of early childhood faculty in associate degree granting institutions), the National Association of Early Childhood Teacher Educators (NAECTE), and others as relevant in the state.

# Principle 1: PD System Integration

| 1.1 Professional standards | 1.2 Career Pathways | 1.3 Articulation |
|---|---|---|
| Has the state adopted the *national standards of the early childhood education profession* as the core standards for ☐ 0–8 Early Educator Core Knowledge and Competencies (CKC or CBK) ☐ Approval of ongoing training, education and technical assistance programs for child care, and PreK program staff and leadership ☐ Approval of teacher preparation programs leading to 0–8 or P–3 early childhood licensure and credentialing ☐ A common foundation for advanced and specialized competencies and credentials. **In order to** create a unifying framework for PD offerings, credentials, and state approval systems across early education settings, sectors and roles. | Has the PD System published a *single cross–sector career pathways* model for early childhood educators that identifies state PD requirements and credentials across ☐ Center, home, and school based settings; ☐ Child care, Head Start, preschool, early intervention, Pre–K, and P–3 sectors; ☐ 0–8 EC teachers and assistant teachers, family childcare providers, center or program directors, P–3 school principals, and PD Specialist roles 0–8. **In order to** review and present opportunities for movement across sectors and to positions of greater responsibility and compensation as qualifications increase. | Does the state use national initial and advanced level, core and specialized standards of the profession to mandate or support *aligned learning content and student outcomes* across ☐ High school courses and credentials ☐ Non–credit and CEU training and technical assistance credentials ☐ Associate level degree, diploma and certificate programs ☐ Baccalaureate level degree, diploma and certificate programs ☐ Graduate level degree, diploma and certificate programs **In order to** align student outcomes across PD levels and mandate or stimulate articulation agreements based on demonstrated levels of student performance on assessments related to the standards of the profession and to increase credential portability across settings, sectors, and states |
| ☐ Yes ☐ A current goal, in progress ☐ A current goal but work has not begun ☐ Not currently included in our plans | ☐ Yes ☐ A current goal, in progress ☐ A current goal but work has not begun ☐ Not currently included in our plans | ☐ Yes ☐ A current goal, in progress ☐ A current goal but work has not begun ☐ Not currently included in our plans |
| Comments on your rating, possible next steps, and related documents or URLs to share: | | |

| 1.4 Advisory Structures | 1.5 Data | 1.6 Financing |
|---|---|---|
| Does the state have *cross–sector advisory structures* that include representation from<br><br>☐ Both policy, advocacy and practitioner perspectives<br><br>☐ Center, home, and school based settings<br><br>☐  Child care, Head Start, preschool, early intervention, Pre–K, and P–3 sectors<br><br>☐ EC teachers, assistant teachers, family childcare providers, center or program directors, P–3 school principals, and PD Specialist roles.<br><br>**In order to** examine needs and provide policy recommendations that can integrate the perspectives of critical settings, roles and sectors of the field. | Does the state have a *single data repository or data partnerships* that can gather, share and evaluate data on the early childhood (birth through age 8) workforce across<br><br>☐ Center, home, and school based settings<br><br>☐ Child care, Head Start, preschool, early intervention, Pre–K, and P–3 sectors<br><br>☐ 0–8 EC teachers, assistant teachers, family childcare providers, center or program directors, P–3 school principals, and PD Specialist roles.<br><br>**In order** to integrate and review workforce data across essential settings, roles and sectors of the early childhood education profession. | Does the state *review multiple PD system funding sources* to assess potential<br><br>☐ Strengths<br><br>☐ Gaps<br><br>☐ Inconsistencies<br><br>☐ Duplication<br><br>☐ Opportunities<br><br>**In order to** increase alignment, coordination and integration of PD offerings and credentials across the childcare, Head Start, Pre–K, early intervention, and early grades. |
| ☐ Yes<br><br>☐ A current goal, in progress<br><br>☐ A current goal but work has not begun<br><br>☐ Not currently included in our plans | ☐ Yes<br><br>☐ A current goal, in progress<br><br>☐ A current goal but work has not begun<br><br>☐ Not currently included in our plans | ☐ Yes<br><br>☐ A current goal, in progress<br><br>☐ A current goal but work has not begun<br><br>☐ Not currently included in our plans |
| Comments on your rating, possible next steps, and related documents or URLs to share: | | |

# Principle 2: PD Quality Assurance

| 2.1 Professional standards | 2.2 Career Pathways | 2.3 Articulation |
|---|---|---|
| Do state PD *quality standards and reviews* ensure that PD programs meet the national standards of the profession through<br><br>☐ National accreditation or recognition of higher education programs by the profession (NAEYC)<br><br>☐ Alignment or consistency of any additional state standards for education, training, and technical assistance offerings with the national standards of the profession<br><br>☐ Alignment or consistency of any additional state standards for training and technical assistance offerings with national early childhood credentials such as CDA and NBPTS National Board Certification [2]<br><br>**In order to** ensure that PD offerings meet both the national standards of the profession as well as needs specific to the state, setting, role, and sector specific needs | Does the state have an *evidence–based and standards–based system* for approving the quality of PD offerings recognized or promoted on career pathway materials including<br><br>☐ Quality reviews of training, technical assistance, and education offerings<br><br>☐ Recognition of NAEYC accredited higher education programs<br><br>☐ Recognition of IACET accreditation as contributing toward state approval for training organizations issuing CEUs<br><br>☐ Comparable expectations of rigor, accountability, and transparency between traditional and alternative credentialing pathways<br><br>**In order to** ensure that state quality assurance systems are evidence– and standards–based and that program reviews are reliable, valid, and free from conflicts of interest | Does the state mandate or stimulate *articulation agreements with quality assurances* including assurances of<br><br>☐ Alignment of course content and assessments with the knowledge and practice standards of the profession<br><br>☐ Minimum acceptable student performance on assessments<br><br>☐ Appropriate qualifications for PD specialists<br><br>☐ Use of Prior Learning Assessments for noncredit to credit transfer aligned with higher education course or program outcomes<br><br>**In order to** simultaneously provide support for transfer and quality assurances for PD offerings and related credentials |
| ☐ Yes<br><br>☐ A current goal, in progress<br><br>☐ A current goal but work has not begun<br><br>☐ Not currently included in our plans | ☐ Yes<br><br>☐ A current goal, in progress<br><br>☐ A current goal but work has not begun<br><br>☐ Not currently included in our plans | ☐ Yes<br><br>☐ A current goal, in progress<br><br>☐ A current goal but work has not begun<br><br>☐ Not currently included in our plans |

Comments on your rating, possible next steps, and related documents or URLs to share:

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[2] See the suggested relationship crosswalks between NAEYC, CDA, and NBPTS standards: www.naeyc.org/ecada/standards.

| 2.4 Advisory Structures | 2.5 Data | 2.6 Financing |
|---|---|---|
| Do state PD *quality advisory* structures include state | Does the state produce *reports on PD quality* that | Does the state use reports on PD quality to make funding recommendations for |
| ☐ Professional association(s) | ☐ Integrate information across the child care, Head Start, early intervention, pre–K, and P–3 regulatory and funding sectors | ☐ Adequate financing of early childhood teacher education programs in institutions of higher education |
| ☐ Higher education institutions | | |
| ☐ Training and technical assistance organizations | | |
| ☐ Employers | ☐ Use national accreditation data and other valid, reliable indicators of PD quality | ☐ Adequate financing of state mandated training and technical assistance programs |
| ☐ Current teachers | | |
| ☐ Current or recent college students | ☐ Consider current status of workplace conditions necessary for teachers to engage in professional development and implement learned knowledge, competencies, and practices (e.g., paid planning and meeting time, dependable work schedules, and adequate staffing) | ☐ Adequate financing of PD approval systems |
| ☐ Processes for gaining input from the national professional standard setting association(s) and higher education accrediting bodies | | ☐ Adequate financing of advisory structures, data reports and analysis, and information dissemination |
| | | ☐ Use of existing national resources, such as professional accreditation and credentialing systems |
| ☐ Multiple methods of engagement as needed to include participants unable to attend meetings | ☐ Are used to identify strengths and areas for improvement in the quality of PD offerings | **In order to** implement quality improvement activities as needed and avoid duplicating existing quality assurance processes |
| **In order to** ensure that quality expectations of the profession and of the state are met and diverse perspectives are considered | **In order to** engage in continuous improvement in PD offerings and in the PD system itself | |
| ☐ Yes | ☐ Yes | ☐ Yes |
| ☐ A current goal, in progress | ☐ A current goal, in progress | ☐ A current goal, in progress |
| ☐ A current goal but work has not begun | ☐ A current goal but work has not begun | ☐ A current goal but work has not begun |
| ☐ Not currently included in our plans | ☐ Not currently included in our plans | ☐ Not currently included in our plans |

Comments on your rating, possible next steps, and related documents or URLs to share:

# Principle 3: Equity and Workforce Diversity

| 3.1 Professional standards | 3.2 Career Pathways | 3.3 Articulation |
|---|---|---|
| Does the state require, support, or encourage NAEYC accreditation for higher education programs and other PD program quality evaluations that review *equity and diversity standards* including<br><br>☐ Understanding of cultural, socioeconomic, linguistic, and ability diversity<br><br>☐ Understanding and application of professionalism, ethical conduct, relationship building, and preparation for work with diverse groups of families, children, and colleagues in inclusive environments<br><br>☐ Responsiveness to community context or to specific workforce/student demographic groups in PD program delivery, design, and supports<br><br>**In order to** improve PD quality, relevance, access, and success for low income, first-generation, and other groups currently underrepresented groups in the early childhood workforce | Does the state career pathways model incorporate *outreach and design strategies* including<br><br>☐ Multiple entry points that welcome diverse populations into the field with varying levels of preparation and at various ages and stages in life<br><br>☐ Multiple exit points that enable practitioners to earn credentials that are valued by employers at successively higher levels<br><br>☐ Mechanisms for wide dissemination and outreach to communities as needed to address gaps in workforce composition<br><br>☐ Accessible information on opportunities and requirements for potential movement across sectors and for advancement to positions offering higher levels of compensation<br><br>**In order to** ensure equitable access to high–quality PD and career advisement and advancement, and to recruit and retain a qualified workforce that reflects the diversity of children and families served | Does the state employ PD *advisement, alignment, and articulation strategies* including<br><br>☐ High school advanced placement and dual enrollment courses aligned with and transferring into undergraduate degree programs<br><br>☐ Associate degree programs that integrate substantive early childhood education workforce preparation with transfer opportunities<br><br>☐ Bachelor degree programs designed for both native and transfer students, with direct or alternate paths to teacher licensure<br><br>☐ Noncredit training, induction, and TA programs that engage with higher education partners to meet Prior Learning Assessment requirements<br><br>**In order to** support progression through high school, career, and higher education programs and to reduce "dead end" paths |
| ☐ Yes<br><br>☐ A current goal, in progress<br><br>☐ A current goal but work has not begun<br><br>☐ Not currently included in our plans | ☐ Yes<br><br>☐ A current goal, in progress<br><br>☐ A current goal but work has not begun<br><br>☐ Not currently included in our plans | ☐ Yes<br><br>☐ A current goal, in progress<br><br>☐ A current goal but work has not begun<br><br>☐ Not currently included in our plans |
| Comments on your rating, possible next steps, and related documents or URLs to share: | | |

| 3.4 Advisory Structures | 3.5 Data | 3.6 Financing |
|---|---|---|
| Does the state use *intentional strategies for advisory outreach* including | Does the state collect and regularly review and share *aggregate and disaggregate workforce data in meaningful ways* to support an examination of | Does the state *address barriers to high–quality PD and to professional entry and advancement for specific workforce populations* with funding as needed for |
| ☐ Regular reviews of cultural, socioeconomic, linguistic, ability, and geographic representation on all advisory structures | ☐ Workforce demographics across roles, settings, and sectors | ☐ Tuition scholarships |
| ☐ Reviews of relevant role, setting, and sector representation on all advisory structures | ☐ Workforce qualifications, credentials, and compensation across demographic and geographic groups | ☐ Scholarships for PD fees, books, and transportation |
| ☐ Implementation of multiple methods of engagement to gain input from national and state experts on diversity, access, and inclusion; families; community representatives; and working early childhood educators across all roles, age groups, settings, and sectors | ☐ Potential gaps, barriers, or inequities in access to high–quality PD with opportunities for career mobility and advancement | ☐ Targeted advisement, mentoring, and other programs to support specific populations (e.g., such as first-generation college students or students not proficient in English) |
| ☐ Regular reviews of data on workforce diversity, inclusion, and access to high–quality PD and related opportunities for career mobility and advancement | **In order to** inform how well the diversity of the workforce reflects the diversity of families and communities served at both state and local levels, and to identify potential barriers to professional advancement for specific workforce demographic groups | ☐ Campus child care centers to support access to higher education for students with young children |
| **In order to** provide an effective means of engaging diverse groups in policy development and to support the development of policy and leadership skills in the workforce | | ☐ Substitutes and release time for current members of the workforce pursuing degrees and other credentials |
| | | ☐ Comprehensive and targeted supports for completion of degrees and other credentials |
| | | **In order to** support career success for first-generation college students, students with low English proficiency, working adults, and adults needing remedial education |
| ☐ Yes | ☐ Yes | ☐ Yes |
| ☐ A current goal, in progress | ☐ A current goal, in progress | ☐ A current goal, in progress |
| ☐ A current goal but work has not begun | ☐ A current goal but work has not begun | ☐ A current goal but work has not begun |
| ☐ Not currently included in our plans | ☐ Not currently included in our plans | ☐ Not currently included in our plans |

Comments on your rating, possible next steps, and related documents or URLs to share:

# Principle 4: Compensation Parity Across 0–8 Sectors and Settings

| 4.1 Professional standards | 4.2 Career Pathways | 4.3 Articulation |
|---|---|---|
| Is the state system of PD competencies, offerings, and related credentials based on *national 0–8 cross–sector standards of the profession and able to be compared* across<br><br>☐ Center–, home–, and school–based settings<br><br>☐ Child care, Head Start, preschool, early intervention, pre–K, and P–3 sectors<br><br>☐ 0–8 teachers and assistant teachers, family child care providers, center or program directors, P–3 school principals, and PD specialist roles<br><br>☐ Similar or adjacent states<br><br>**In order to** establish a unifying framework that can support comparison of role qualifications and responsibilities of 0–8 educators across settings and sectors as well as credentials that are portable across settings, sectors, and states and stackable over the course of a career | Has the state professional development system published a *single, cross–sector career pathways* model for early childhood educators including<br><br>☐ Descriptions of responsibilities and required qualifications for specific roles in each setting and sector<br><br>☐ Clear communication about stackability and portability of credentials and related opportunities for increased compensation<br><br>☐ Descriptions of how the pathways model was informed by or compares to the career pathways in nearby states, national patterns and guidelines, or related initiatives<br><br>**In order to** identify comparable qualifications, responsibilities, and credentials across multiple position titles, settings, and sectors, and to identify roles with similar responsibilities but disparate levels of qualification and compensation | Does the state *make initial through advanced PD and related opportunities for career advancement accessible* to all qualified, current, and potential members of the workforce by offering<br><br>☐ Undergraduate degrees designed to provide foundations for a lifelong career with potential movement across age groups, settings, sectors, and states<br><br>☐ Advising information about both the limitations and opportunities related to specialized PD offerings and credentials that prepare only for specific roles, settings, or age groups<br><br>☐ College advising and recruitment programs for high school students and working adults, with dual enrollment and competency–based education options as appropriate<br><br>**In order to** provide equitable access to higher education credentials, higher income opportunities, and undergraduate degrees that provide the foundation for a lifelong career with potential for movement across early childhood education age groups, settings, roles, sectors and states |
| ☐ Yes<br><br>☐ A current goal, in progress<br><br>☐ A current goal but work has not begun<br><br>☐ Not currently included in our plans | ☐ Yes<br><br>☐ A current goal, in progress<br><br>☐ A current goal but work has not begun<br><br>☐ Not currently included in our plans | ☐ Yes<br><br>☐ A current goal, in progress<br><br>☐ A current goal but work has not begun<br><br>☐ Not currently included in our plans |

Comments on your rating, possible next steps, and related documents or URLs to share:

| 4.4 Advisory Structures | 4.5 Data | 4.6 Financing |
|---|---|---|
| Do all state advisory structures *include or gain input* from | Does the state *collect and make public workforce* data including | Does the state make *strategic workforce investments* including |
| ☐ Low income communities, families, and providers<br><br>☐ Practitioners across early learning settings and sectors, infant through third grade age groups, and entry–level through advanced roles<br><br>☐ Relevant professional associations and unions<br><br>☐ Major employers of the early childhood education workforce<br><br>☐ Major state and local employers who depend upon quality child care for their workforce<br><br>**In order to** identify barriers to compensation parity and opportunities to improve compensation parity across all components of the PD system | ☐ Retention rates<br><br>☐ Education levels<br><br>☐ Compensation, benefits, and working conditions (e.g., paid planning and meeting time, dependable work schedules, paid sick and vacation leave, adequate staffing, and access to meaningful PD)<br><br>☐ Data across center–, home–, and school–based settings<br><br>☐ Data across child care, Head Start, preschool, early intervention, pre–K, and P–3 sectors<br><br>**In order to** compare compensation (including benefits and working conditions) across roles comparable in qualifications and responsibilities and to evaluate the impact of compensation parity efforts to improve workforce education, compensation, and retention | ☐ Recruitment initiatives<br><br>☐ Retention initiatives, including funding targeted to improve compensation parity across 0–8 settings and sectors<br><br>☐ Higher education program quality and sustainability initiatives, including targeted supports for low income students, first-generation students, working parents, English language learners, and/or students from underrepresented racial and cultural groups<br><br>☐ Initiatives to improve base compensation levels, raise compensation for increased levels of qualifications and responsibilities, improve working conditions, and support compensation parity across early childhood education settings and sectors<br><br>**In order to** attract and retain early childhood teaching teams with comparable qualifications across settings and sectors and across the ages of children served |
| ☐ Yes<br><br>☐ A current goal, in progress<br><br>☐ A current goal but work has not begun<br><br>☐ Not currently included in our plans | ☐ Yes<br><br>☐ A current goal, in progress<br><br>☐ A current goal but work has not begun<br><br>☐ Not currently included in our plans | ☐ Yes<br><br>☐ A current goal, in progress<br><br>☐ A current goal but work has not begun<br><br>☐ Not currently included in our plans |
| Comments on your rating, possible next steps, and related documents or URLs to share: | | |

# Strategic Planning Chart

When completing the PD System Indicators Survey Instrument, you marked each indicator as one of the following: ☐ YES,  ☐ A CURRENT GOAL, IN PROGRESS,  ☐ A CURRENT GOAL, WORK HAS NOT BEGUN, or  ☐ NOT CURRENTLY INCLUDED IN OUR PLANS.

Using the completed survey, you could review indicators marked as  ☑ A CURRENT GOAL IN PROGRESS or  ☑ A CURRENT GOAL, WORK HAS NOT BEGUN, transfer them to this worksheet, and develop related action steps and benchmarks. Samples are provided to use or to stimulate your own strategic plan.

| Selected Outcome Indicators | Related Action Steps/Benchmarks (Samples) |
|---|---|
| 1.2 The professional development system has published a single career pathways model for early childhood educators that identifies state training and education requirements and related credentials across multiple roles (early childhood teachers, assistant teachers, family child care providers, center/program directors, P–3 school principals, and PD specialists); across center-, home-, and school-based settings; and across the child care, Head Start, preschool, and P–3 regulatory and funding sectors.<br><br>☐ YES<br><br>☐ A CURRENT GOAL, IN PROGRESS<br><br>☐ A CURRENT GOAL, WORK HAS NOT BEGUN<br><br>☐ NOT CURRENTLY INCLUDED IN OUR PLANS | Benchmarks<br><br>• 2017: Core knowledge and competencies for all 0–8 early educators revised to make the framework of NAEYC core 0–8 standards explicit and to build out knowledge and competencies for specific early education roles, settings, and sectors as needed.<br><br>• 2018: Review of credentials to identify applicability across roles, settings, and sectors as well as potential revisions to expand cross-sector recognition and to address gaps. Includes internal review by child care, Head Start, pre-K, and P–3 policy offices and by representatives of the profession.<br><br>• 2019: Final comment period on CKCs and career pathway, editing, and preparation for publication.<br><br>• 2020: A single career pathway is launched with a unifying 0–8 framework with related role qualifications and clarity about credential portability and stackability across settings and sectors. |
| | Related State URLs and PDF docs<br><br>• State CKCs and career pathway:<br><br>• Other state CKC and pathway models for consideration:<br><br>• Current NAEYC Standards for Professional Preparation: |

| Selected Outcome Indicators | Related Action Steps/Benchmarks (Samples) |
|---|---|
| 2.1 The state supports national professional accreditation systems and credentials to ensure that PD programs meet the national standards of the profession as well as state specific standards.<br><br>Measurable goal selected for benchmarking:<br><br>Eligible higher education programs hold current accreditation from their profession.<br><br>• Associate level programs are accredited by the NAEYC Commission on Early Childhood Associate Degree Accreditation.<br><br>• Baccalaureate and graduate level programs are accredited by NAEYC or by the Council for the Accreditation of Educator Preparation (CAEP) with SPA recognition from NAEYC.<br><br>☐ YES<br><br>☐ A CURRENT GOAL, IN PROGRESS<br><br>☐ A CURRENT GOAL, WORK HAS NOT BEGUN<br><br>☐ NOT CURRENTLY INCLUDED IN OUR PLANS | Benchmarks<br><br>• 2016: Development of accreditation initiative components, engagement of higher education system office(s) and college administrators, and launch of accreditation support initiative.<br><br>• 2018: 50 percent of eligible programs will be accredited and 100 percent participating in accreditation support projects. Explore statewide articulation agreement for accredited programs.<br><br>• 2020: All eligible programs will be accredited. |
| | Related State URLs and PDF docs<br><br>• State teacher education program approval requirements:<br><br>• Statewide articulation agreement models for consideration:<br><br>• NAEYC Commission for Early Childhood Associate Degree Accreditation (ECADA), NAEYC Recognition for BA and graduate programs in schools of education accredited by the Council for the Accreditation of Educator Preparation (CAEP), NAEYC Standards for Professional Preparation: |
| Other: | Benchmarks |
| | Related state URLs and PDF docs |

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## Resources

ACCESS Associate Degree Early Childhood Teacher Educators
**https://accessece.org**

Association of Specialized and Professional Accreditors (ASPA) (see video "Specialized & Professional Accreditation: What Should I Know?")
**www.aspa-usa.org**

Council for Accreditation of Educator Preparation (CAEP)
**http://caepnet.org**

• Specialized Professional Association (SPA) Standards and Report Forms
**http://caepnet.org/accreditation/caep-accreditation/spa-standards-and-report-forms**

Council for Exceptional Children /Division for Early Childhood
**www.dec-sped.org**

Council for Professional Recognition and the Child Development Associate (CDA) Credential
**www.cdacouncil.org/about/cda-credential**

Early Childhood Systems Working Group
**www.buildinitiative.org/OurWork/EarlyChildhoodSystemsWorkingGroup.aspx**

Early Educator Central
**https://earlyeducatorcentral.acf.hhs.gov**

• Course Framework
**https://earlyeducatorcentral.acf.hhs.gov/sites/default/files/public/Course%20Framework.pdf**

• Articulation Agreement Templates, Samples, and Resources
**https://earlyeducatorcentral.acf.hhs.gov/articulation-agreements**

International Association for Continuing Education and Training (IACET)
**www.iacet.org**

National Association of Early Childhood Teacher Educators
**www.naecte.org**

NAEYC Early Childhood Workforce Systems Initiative, Workforce Designs Policy Blueprint, and Related Resources
**www.naeyc.org/policy/ecwsi**

• NAEYC Early Childhood Teacher Certification State Profiles and Policy Brief
**www.naeyc.org/publicpolicy/early-childhood-teacher-certification**

• NAEYC Early Childhood Education Professional Development Glossaries
**www.naeyc.org/policy/ecwsi#PD_definitions**

❍ NAEYC & NACCRRA Early Childhood Education Professional Development: Training and Technical Assistance Glossary
**www.naeyc.org/GlossaryTraining_TA.pdf**

❍ NAEYC & The Alliance for Early Childhood Teacher Educators Early Childhood Education Professional Development: Adult Education Glossary
**www.naeyc.org/files/naeyc/Adult_Education_Glossary_0.pdf**

NAEYC Position Statements on Ethical Conduct
**www.naeyc.org/positionstatements/ethical_conduct**

NAEYC Standards for Early Childhood Professional Preparation (including national crosswalks, state CKC self-review instrument, higher education accreditation information, and related resources)
**www.naeyc.org/ecada/standards**

National Association for Family Child Care
**www.nafcc.org**

National Board of Professional Teaching Standards (NBPTS)
**www.nbpts.org**

Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation, published by the Institute of Medicine (IOM) and the National Research Council (NRC)
**www.nap.edu/catalog/19401/transforming-the-workforce-for-children-birth-through-age-8-a**

# Acknowledgements

## 2016 Build It Better: Indicators of Progress to Support Integrated Early Childhood Professional Development Systems

## 2008 Early Childhood Workforce Systems Initiative and Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems

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