Agenda

• Welcome and Introductions of the States
• Overview of the Learning Table
• Introduction to Professional Development System Frame
• BUILD Equity Frame
• Developing the Blueprint
Goals of Webinar

To understand:

• The frame we will be using to define a professional development system;

• Recommendations set forth by the Institute of Medicine and National Research Council regarding building and sustaining a skilled early childhood workforce;

• The frame we will be using to define and assess an equitable professional development system designed to level the playing field and ensure equitable outcomes for all children birth to 8;

• The process we will undertake to evaluate the equity of your current professional development system and the process of developing a blueprint for advancing more equitable systems.
Welcome and Introductions
Overview of the Learning Table
FIGURE 1-1 The complex landscape that affects children ages 0-8.

PREPUBLICATION COPY: UNCORRECTED PROOFS
Framework for the Learning Table plus an Equity Lens
Equity not Equality
Learning Table Goals

• Support comprehensive state- and local-level efforts to transform the professional development system to support the workforce for children from birth through age 8.

• Support workforce development with oversight and continuous improvement policies.

• Support comprehensive pathways and multi-year timelines at the individual, institutional and policy levels transitioning toward specialized knowledge and competencies related to racial equity.

• Support the consistent quality and coherence of professional learning supports during on-going practice for professionals working with children birth to 8.
Which goal for the Learning Table is of most interest to you or your team?

- Comprehensive state- and local-level professional development system
- Oversight and continuous improvement policies
- Comprehensive pathways and multi-year transitioning toward specialized knowledge and competencies related to racial equity
- Consistent quality and coherence of professional learning supports during on-going practice
Report Recommendations

- Strengthen competency based qualification requirements
- Develop and implement comprehensive pathways and multi year timelines
- Strengthen practice based qualification requirements
- Improve consistency of knowledge base leadership, administration and faculty
- Develop and enhance programs in higher education
- Support consistent quality and coherence of professional learning supports
- Develop a new paradigm for evaluation and assessment of practice
- Ensure policies and standards that shape professional development encompass foundational child development knowledge and pedagogical competencies
- Improve consistency and continuity for children by collaboration and communication among professionals and systems
- Support consistent funding and oversight
- Collaboratively develop and update coherent guidance that is foundational across roles and settings
- Support comprehensive transformation of the workforce
- Build a better knowledge base to inform the professional development system
FIGURE 12-2 A blueprint for action with a unifying foundation, a framework for collaborative systems range, and interrelated recommendations.
System of Systems: The Four Ovals

Support comprehensive state- and local-level efforts to transform the professional workforce for children from birth through age 8.

Source:
Recommendation 12: Transforming the Workforce for Children Birth to 8: A Unifying Foundation
Professional Development Frame

Transforming the Early Childhood Professional Workforce
Equity, the challenge in early childhood PD systems

- Intentionally creating equitable, high quality early care and education, health and social service systems that have sufficient coherence, policies, programs and capacities in place to support and sustain optimal developmental and educational outcomes for all children, including the most vulnerable.

- Intentionally creating a workforce at all levels and in all settings that is able to provide equitable, high quality, culturally responsive care and education, health care, and social service supports for children, including the most vulnerable.
Professional development systems

- Fragmented PD systems across and within states
- All sectors/settings/staff not included
- Under funded
- Insufficiently aligned to professional standards and competencies
- Insufficiently site/setting specific
- Little integration between training and EC classrooms/settings
- Career lattice: insufficient focus on credentials
- Equity not sufficiently addressed
Professional development system components

- Preparation programs—pre-service and in-service, mentoring, coaching
- Practice settings/environments
- Policies related to professional requirements
- Assessment and evaluation systems
- Funding systems
- Professional training providers
- EC workforce—well-being, compensation, inclusion in PD system building
Professional development defined

- The entire variety of educational opportunities available to the early childhood field including academic courses, workshops, training, mentoring and coaching.
- Professional development may or may not provide academic credit tied to degrees, credentials, licensure or certificates.
A Blueprint for Action
The workforce landscape in your state

- Who is in your state’s workforce (birth to age 8)?
  - What are the professional roles, practice settings and other factors that characterize your workforce?
  - What are the credentials/certificates/degrees staff currently have?
  - What are the racial/ethnic, language, and gender characteristics of the workforce?
  - What are the salaries and working conditions of the workforce?
  - How does the workforce participate in PD?
  - Is equity a central issue in your state’s EC workforce development plan?
• Who manages, oversees, and influences the professional development of the EC workforce in your state?
  – How many sectors or stakeholders are engaged in EC PD in your state?
  – What activities do they perform or provide?
  – What areas of PD do they administer or manage?
  – Do sectors and administrators talk to one another? Are there opportunities to work collaboratively?
What is the state of your state’s “equitable” pre-service preparation?

- Who receives professional development? Is it relatively distributed across staff working in all settings (e.g., preschool, child care, social service, family support)?
- Who delivers pre-service professional development (e.g., higher education faculty, independent contractors)? Do they represent the diversity of children and families served?
- How do you know who is providing PD in your state? Do you have a registry or other system? Must all PD providers be registered?
- How do PD offerings (e.g., courses, workshops) build knowledge, skills, and reflective capacities related to key QRIS frameworks?
- How do pre-service experiences build the capacity of early childhood professionals to support culturally, racially, linguistically and ability diverse children and families?
What is the state of your state’s “equitable” pre-service preparation?

- Is PD aligned in all/any sectors of your EC system? If so, to what (e.g., teacher standards)?
- How do you assess the effectiveness of PD providers? How do you establish and maintain quality control of PD?
- How do pre-service field experiences expose students to programs participating in your quality improvement system?
- How is pre-service PD aligned, if at all, with in-service PD?
- How do staff serving in programs determine or influence the development of PD systems in your state? What is their voice and role?
- What is the role of families and communities in developing and influencing PD systems in your state?
- How does your PD system address the challenges of inequities in staff development and preparation?
Professional Development Trainers/Providers (PDTs)

- Critical part of state PD systems.
- A variety of individuals who, because of their recognized expertise, provide professional development courses, workshops, coaching and other activities intended to improve the knowledge, practice, and reflective capacities of early childhood staff in order to improve child outcomes.
- PDTs include higher education faculty, independent consultants, infancy specialists, health professionals and family support consultants, among others.
PDTs

• What types of competencies do PDTS need to have to support your goals for equity and improved teaching and learning?

• How many PDTs do you need?

• How will you identify them?

• How will you create a racially, culturally and linguistically diverse workforce of PDTs?
ABCs of the early childhood professional development infrastructure

- Training and certification
- Training program accreditation
- Workforce development systems: IHEs & PD
- Licensing
- Standards: teacher & early learning
- Systems, e.g., QRIS
- Laws—Illinois Bil-ESL; 94-142
BUILD Equity Frame
Strategic Framework for Advancing Justice

• Address racial inequality explicitly but not necessarily exclusively
• Focus on impacts rather than intentions
• Focus on structural bias and systemic inequality rather than only personal prejudice
• Make equity and ongoing priority
BUILD Point of View

- Ensure that all children have an opportunity to develop and reach their full potential, without experiencing discrimination or bias within the early childhood system.
- Identify and address the root causes of disparities and support state remedies to address those causes.
- Provide equitable opportunities and resources for excellent educational and developmental outcomes for children from groups historically discriminated against due to race.
- Take concerted actions to correct or respond to discrimination in other arenas that negatively impact young children and their families.
- Intentionally build leadership at all levels of systems that reflect the racial diversity of the children and families.
- Ensure that systems recognize and provide culturally and linguistically responsive services contoured to the needs of the child in the context of the child’s family and community.
• Solutions must, with planning and intention, **benefit children and families in communities and neighborhoods.**
• Successful solutions will assure that communities of color have an **authentic impact on decision making.**
• **Leaders** and other positions of power within structures, institutions, systems and programs reflect racial diversity.
• Solutions may involve **differential resource allocation.**
• Solutions address **institutional and structural barriers** to equity.
• Solutions depend upon **collective responsibility** in holding institutions and systems accountable.
• Solutions supporting a racially equitable early childhood system also focus on overcoming barriers to: **Awareness, Affordability, Accessibility, Availability, Accommodation, and Acceptability.**
• Solutions address **culturally competent** institutions and systems.
“Choice points” across areas of system development:

- **Context** of the system development work;
- The **Components** that make up the system;
- **Alignment** and **Connections** or how these components work together;
- **Infrastructure** to support the system etc.
Equity-Driven Planning

• Proactively seeks to eliminate inequities and advance equity in policy and program development, budgeting and other kinds of planning and decision-making
• Identifies clear goals and objective, measure outcomes and benchmarks, and task and timelines
• Develops mechanisms for successful implementation, documentation and evaluation reminders and accountability mechanisms
## Institutionalizing Racial Equity

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<thead>
<tr>
<th>Implicit Bias</th>
<th>Explicit Bias</th>
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<tr>
<td>Unaware of choice points</td>
<td>Builds in decision-making guides that evoke consideration of equity</td>
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<td>Exclusive of stakeholders</td>
<td>Fosters active engagement and empowerment of stakeholders</td>
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<td>Not attentive to race, gender, income and other inequities</td>
<td>Gives distinct, specific and sufficient attention to key disparities/inequities</td>
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<td>Ignores barriers to access</td>
<td>Supports and implements strategies to remove barriers</td>
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<td>Does not consider racial impacts</td>
<td>Systematically analyzes potential impacts on disadvantaged groups</td>
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Institutional Example
Choice Points

• Planning: what to change and prioritize in programs
• Budgeting: what items to prioritize or cut
• Personal: who to hire, promote, or develop as leaders
• Policy Development: what to propose or modify
• Practices: routines/habits to continue, change or cut
Institutional Bias

- Institutional bias occurs within and between institutions. It involves discriminatory treatment, policies and practices, and inequitable impacts based on race, gender, sexuality or ability.

- Examples: A school system that concentrates people of color in under-funded schools; pharmacists use religious exemption to limit access to Plan B.
Structural bias takes place among institutions and across society. The cumulative and compounded effects of factors that systematically privilege some and disadvantage others!

Example: The “racial wealth divide” results from generations of discrimination and racial inequality in housing, education, employment and banking.
## Strategies for Addressing Different Levels

| Institutional | Changing policies and practices  
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<th>Creating new institutions</th>
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| **Structural** | **Highlighting history, root causes**  
|              | **Changing racist myths, ideologies**  
|              | **Changing multiple institutions or addressing their intersection** |
"If you have come to save me, you are wasting your time. But if you have come because somehow your liberation is wrapped up in mine, then let us work together."

Lila Watson
Australian Aboriginal Group
Overview of State Blueprint
Unifying Foundation to Transform the Workforce
A Blueprint for Action

A Blueprint for Action

Tier 1: Shared Foundational Core of Knowledge & Competencies in Child Development (Fundamentals)

Tier 2: Shared Core of Knowledge & Competencies for Care and Education Professionals

Tier 3: Shared Core of Knowledge & Competencies for Instructional and Other Practices Specific to Educators

Differentiated/Specialized Knowledge & Competencies Specific to Role:
- Lead Educators
- Master Educators
- Coaches
- Family Child Care Owner/Operators
- Center/Program Directors
- Principals

Assistant Roles in Care and Education Settings

Differentiated/Specialized Knowledge & Competencies Specific to Sector and Role:
- Health Professionals
- Social Workers
- Other Social Services Professionals

Entry Points into 0-8 Professional Roles

High School Graduates

2-Year and 4-Year College Graduates Transitioning to Child Development and Early Learning Professions

Practicing Care and Education Professionals

Training or Practicing Health and Social Services Professionals
FIGURE 8-1 Factors that contribute to quality professional practice and ultimately to improving child outcomes.
Interrelated Components

Source: Transforming the Workforce for Children Birth to 8: A Unifying Foundation
Thank You

Landing Pad:
http://buildinitiative.org/OurWork/LearningCommunity/LearningTablesArchive/2015ECPDLearningTable.aspx

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References

• Applied Research Center, Key Concepts in Equity and Structural Discrimination.