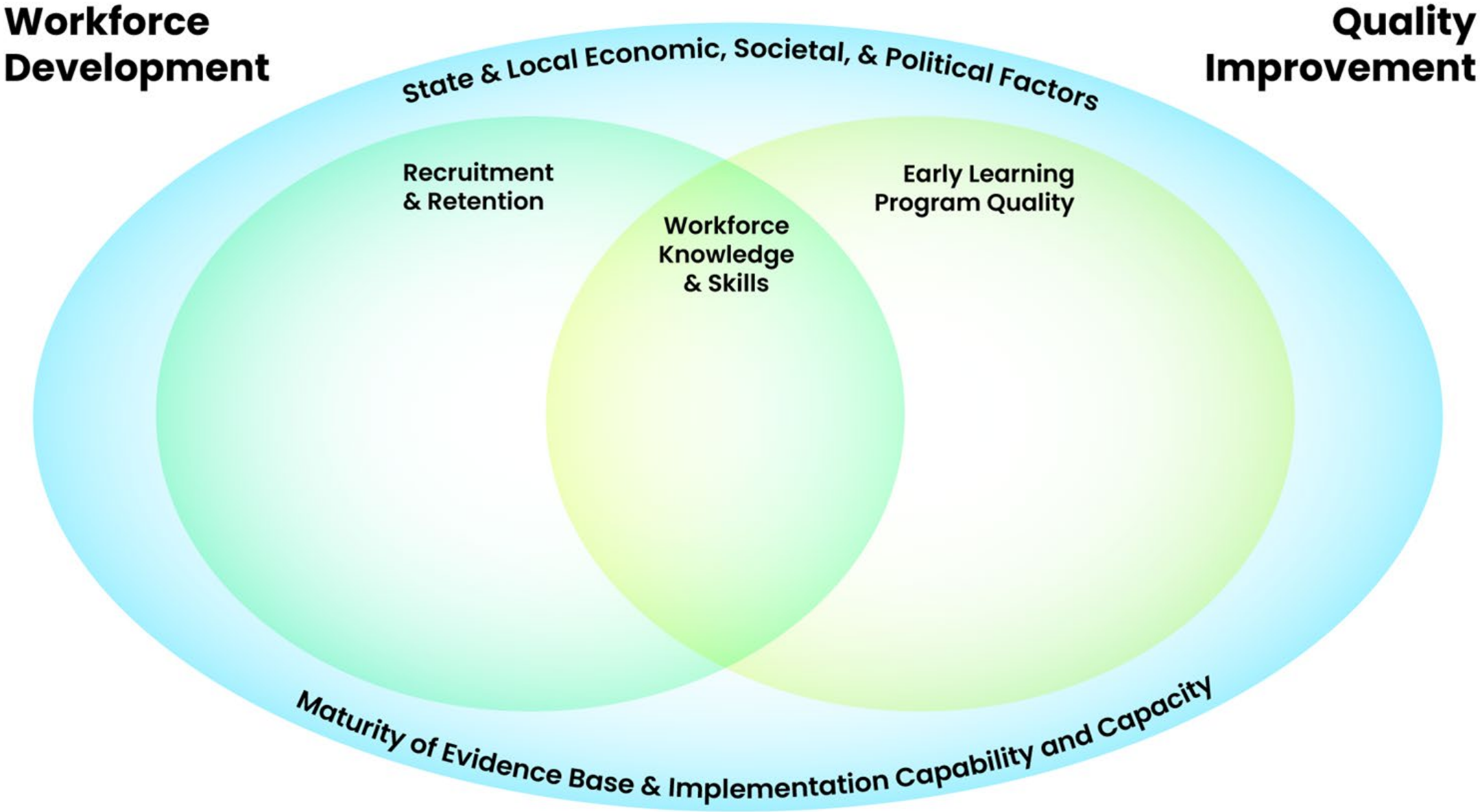
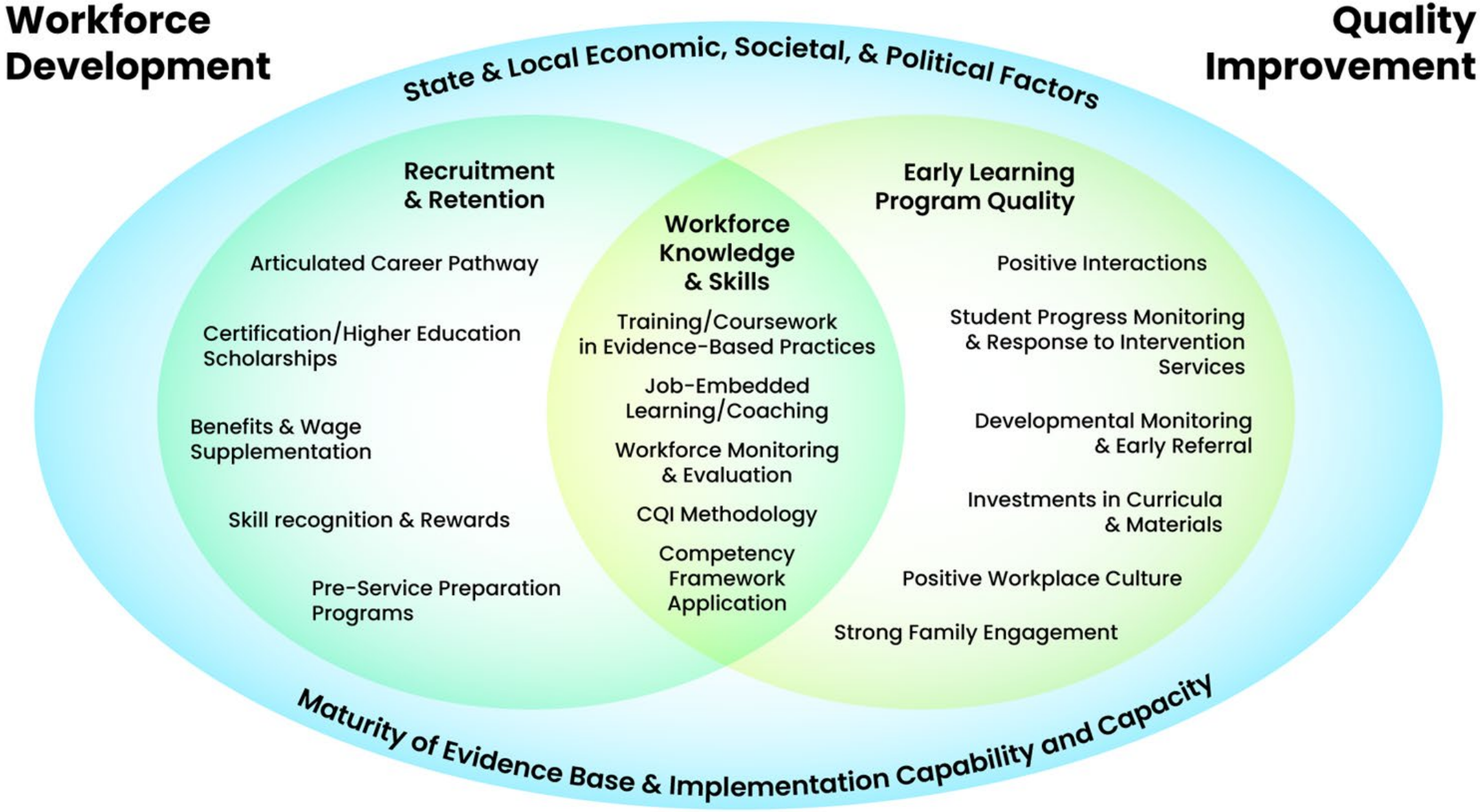
Applying Evidence-Based Quality Improvement Approaches to More Equitably Strengthen Knowledge and Skills of the CCEE Workforce


Workforce Development
Quality Improvement
State & Local Economic, Societal, & Political Factors
Recruitment & Retention
Workforce Knowledge & Skills
Early Learning Program Quality
Maturity of Evidence Base & Implementation Capability and Capacity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Supporting Competencies of the Infant and Toddler Workforce

Findings from the Infant and Toddler Teacher and Caregiver Competencies Project

Pia Caronongan

Child Care and Early Education Policy Research Consortium, June 2023

The Infant Toddler Teacher and Caregiver Competencies project (ITTCC) project

/ Primary goal:

- Explore approaches to implementing competency frameworks and assessing the competencies of infant and toddler teachers and caregivers who work in group early care and education settings (centers and family child care homes) and how frameworks were developed

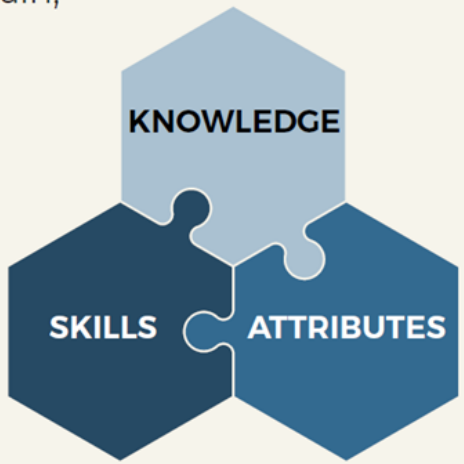
/ Primary activities

- Foundational steps to learn from the existing knowledge base
- A qualitative study of 5 states' implementation of competency frameworks that included:
  - Interviews with those who work for or in partnership with state ECE systems
  - Interviews with those who work in early childhood programs

Key definitions

The ITTCC project defines competency, competency framework, competency domain, and proficiency levels in the following way:

Competency: A piece of knowledge (K), a skill (S), or an attribute (A) essential to the practice of teaching and caring for infants and toddlers



- **Knowledge** is information that may be applied to practice.
- **Skills** are strategies or abilities that may be applied to practice.
- **Attributes** are attitudes, beliefs, or other characteristics that may influence the application of knowledge and skills to practice.

Competency framework: A compilation of competencies intended to convey the range of knowledge, skills, and attributes essential to a particular area of practice, job, or profession.

Competency domain: Competency frameworks often group competencies (that is, KSAs) by *domain*. That is, individual KSAs focused on a similar topic may be clustered within a framework by competency domain. Examples of a competency domains include “support for language and literacy,” “support for social-emotional development,”, “health and safety,” “working with families,” or “arts and creativity.”

Proficiency levels: Some competency frameworks identify competencies (that is, KSAs) that are essential for practice at various career stages (for example, entry, mid-career, advanced).

What we learned from foundational tasks

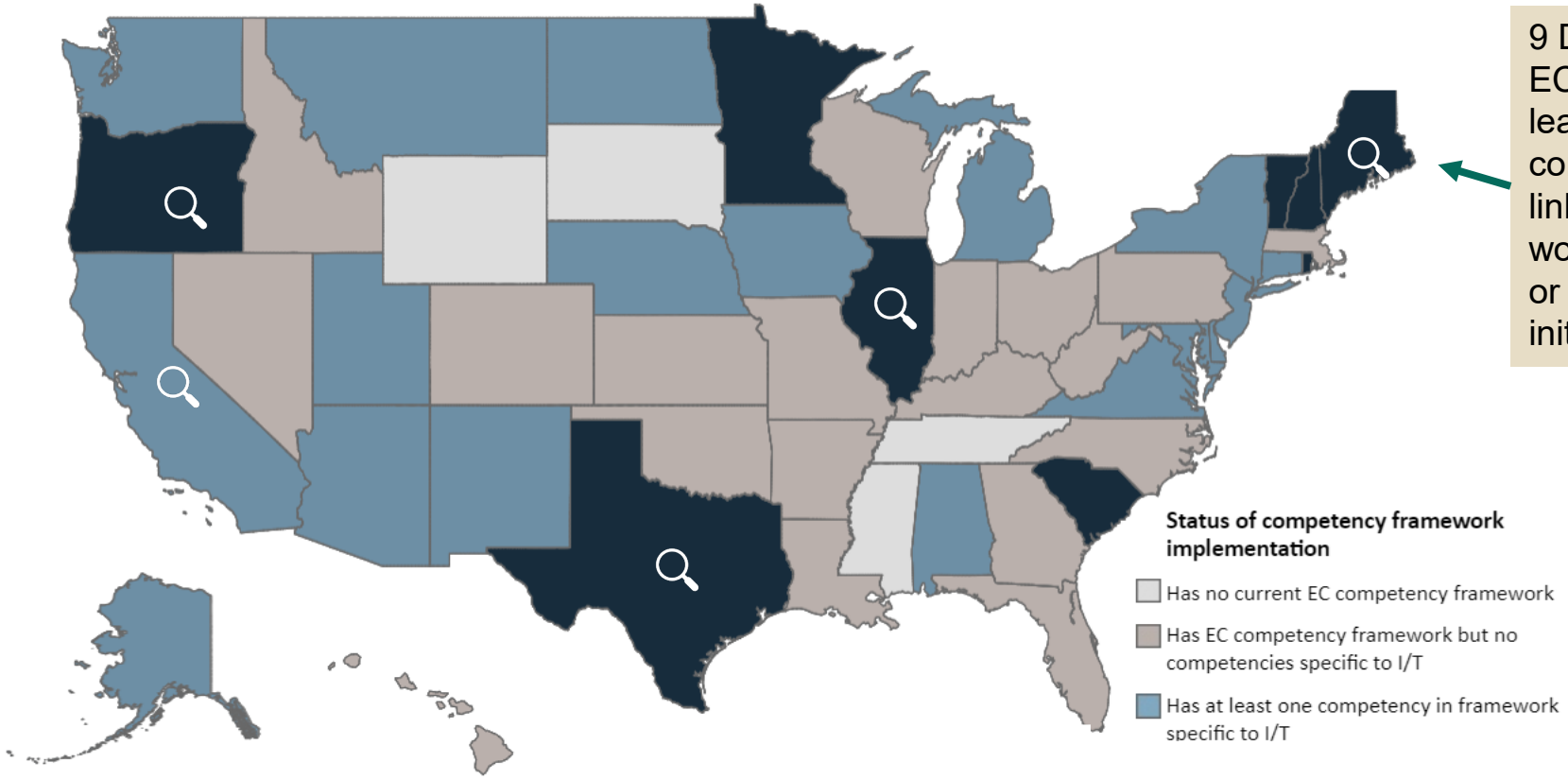
Existing competency frameworks vary in:

- Age ranges targeted
- Roles targeted (all EC professionals vs. teachers and caregivers only)
- Domains covered
- Inclusion of proficiency levels
- Alignment with an assessment
- Inclusion of competencies specific to infants and toddlers

Implementation of competency frameworks involves multiple functions

- Multiple agencies and organizations are involved at the state level; also some partnerships and involvement of federal agencies or national organizations

28 states have frameworks with at least one competency specific to infants and toddlers, but not all are linked to state workforce development or quality improvement initiatives



9 Dark blue states have EC frameworks with at least 1 I/T specific competency and known linkages to state workforce development or quality improvement initiatives

5 states are the focus of ITTCC case studies

The ITTCC case studies examine the implementation of competency frameworks and assessment of competencies

Development, adaptation, or refinement of competency frameworks

Integration within broader early care and education systems

Education and training based based on the competency frameworks

How competencies are assessed and for what purpose

How competency-based efforts are monitored or evaluated

Framework characteristics

	California	Illinois	Maine	Oregon	Texas
Competency framework	California Early Childhood Educator Competencies	Gateways to Opportunity Infant Toddler Credential Framework	Maine Roads to Quality Maine Infant Toddler Credential	Oregon's Core Knowledge Categories for the Early Learning Profession Serving Children Birth to 8	CIRCLE Infant-Toddler Teacher Competencies
Target audience	Teachers and caregivers of children ages 0-5	Teachers and caregivers of children ages 0-3; IL has a separate FCC credential	Teachers and caregivers of children ages 0-3 across settings	Teachers and caregivers of children ages 0-8	Teachers and caregivers of children ages 0-3 across settings

Why and how were competency frameworks developed?

- **Competency frameworks were created to support professional development and professionalization of the early childhood field**
- **Collaborative process with state representatives, higher education institutions, research experts**
  - Some states also involved Head Start Collaboration Offices in the development process
- **Efforts made to align with existing standards or frameworks**

What supports are provided related to competency frameworks?

Training

- Processes in place to ensure alignment of new or existing trainings with competency frameworks:
  - Review of training materials and objectives, training of and supports for trainers
- Various combinations of in-person vs. virtual, live vs. on-demand

Coursework

- Alignment of college coursework with competency frameworks; including development of new courses
- Articulation agreements to gain college credits for training on competencies
- Institutions align their coursework with competencies so that courses count towards credential
- Also some efforts to enhance consistency across higher education institutions

Job-embedded learning

- Individual coaching, sometimes including assessments
- Professional learning communities can provide a venue for more in-depth discussion and peer feedback

How are competency frameworks linked to recruitment and retention efforts?

Career pathways and credentials

- Competency-based trainings can help fulfill requirements to advance on career pathways
- In some states career pathways are linked to credentials
- Some states provide financial supports (small bonuses, scholarships, waived application fees) for pursuit of credentials or higher levels on career pathways
- Linking competency frameworks to credentials and career lattices can help promote their awareness and use

Benefits and wages

- Some teachers may receive an increase in pay upon earning a competency-based credential
- Competency-based credentials may also influence promotion decisions or performance reviews

Pre-service preparation

- Partnerships with institutions of higher education related to competency-based coursework supports increased availability and access to pre-service education on competencies

How are competency frameworks linked to early learning program quality?

/ QRIS standards and supports

- For example, standards may indicate a certain percentage of staff with competency-based credentials or at level of career pathways to get a particular QRIS rating
- To a lesser extent, competency frameworks may also be used by QRIS staff to help providers improve their QRIS ratings

/ Positive interactions

- Competency frameworks can be helpful for planning lessons and activities, in particular attending to multiple aspects of development and creating safe and loving environments

/ Developmental monitoring

- Competency frameworks and accompanying resources can be used to monitor individual child progress and provide guidance for working with children with delays

How do efforts related to competency frameworks address equity?

- **Some frameworks include competency areas specifically addressing the diversity of their I/T workforce and the families they serve**
  - To a lesser extent, states also provide materials related to the frameworks in languages other than English
- **Several states collect and analyze data on competency-based training and education by region, race and ethnicity, and languages spoken**
  - Data are used to monitor disparities related to who is using the competency frameworks and ensure that resources related to competency frameworks are broadly and equitably accessible by all segments of the early childhood workforce

Key lessons

- **Challenges related to recruitment and retention can overshadow competency-based efforts**
  - Hard to find time and resources to participate in trainings and other offerings
- **Integration of competency-based efforts with other workforce development and quality improvement initiatives requires coordination and collaboration**
  - Can also prevent stalling of implementation efforts due to competing priorities or lack of resources
- **Not enough information about whether and to what extent competency frameworks improve teacher and caregiver practice or child outcomes**
  - Data collection is mainly focused on tracking training completion
  - Lacking information about reliability and validity of competency-based assessments currently in use
  - Limited infrastructure and processes for directly assessing teacher/caregiver practice

Thank you!

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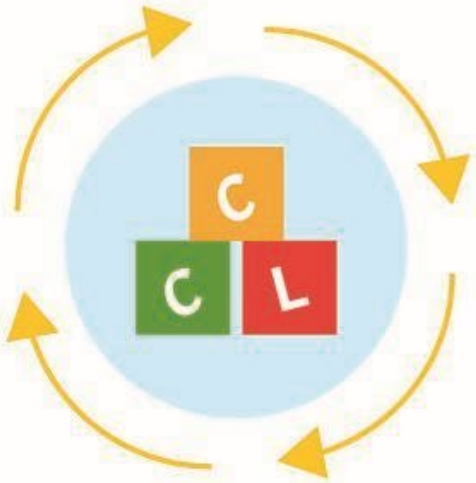
Or search "ITTCC OPRE" to visit the Infant and Toddler Teacher and Caregiver Competencies Project (ITTCC) on OPRE's website



Culture of Continuous Learning Project:

A Breakthrough Series Collaborative for Improving Child Care and Head Start Quality

Kathryn Tout, Ph.D., Child Trends
CCEEPRC Annual Meeting, June 2023

Key Questions

What is the CCL project?

What are the key features of a BSC and what did the CCL project learn about implementing a BSC in child care and Head Start programs?

Where does the CCL project fit in the Workforce Quality Alignment visual?

How can workforce - quality alignment be strengthened in the CCL project to promote equitable outcomes for the workforce?

Culture of Continuous Learning Project

Project Partners

Kathryn Tout, Co-Principal Investigator, Child Trends

Anne Douglass, CoPrincipal Investigator, UMB

Tamara Halle, Project Director, Child Trends

Stephanie Doyle, BSC Implementation Director/Quality Improvement Consultant Phase I, previously from CSSP

Cheri Vogel, Jill Spielfogel, & Shannon Monahan, BSC Implementation Directors/Quality Improvement Consultants Phase II, Mathematica

Jennifer Agosti, BSC Implementation Director/Quality Improvement Consultant Phases I & II, JRA Consulting

Child Trends

UMASS BOSTON
INSTITUTE FOR EARLY EDUCATION LEADERSHIP AND INNOVATION

Center for the Study of Social Policy

Mathematica
Progress Together

JRA Consulting, Ltd.
995 Forest Street, North Andover, MA 01845

Administration for Children and Families, HHS

Nina Philipsen, COR, OPRE

Paula Daneri, Social Science Research Analyst, **OPRE**

Ivelisse Martinez-Beck, Team Leader for Child Care Research, OPRE

Funding for this project comes from research set-aside funds from the CCDBG Act of 2014 and from the Office of Head Star

Culture of Continuous Learning Project

OPRE

What is the CCL Project?

- Designed to address a basic challenge in early care and education (ECE) systems: **implementing equitable quality improvement and professional development strategies that promote sustained changes in the use of evidence-based practices and high quality environments for children and their families**

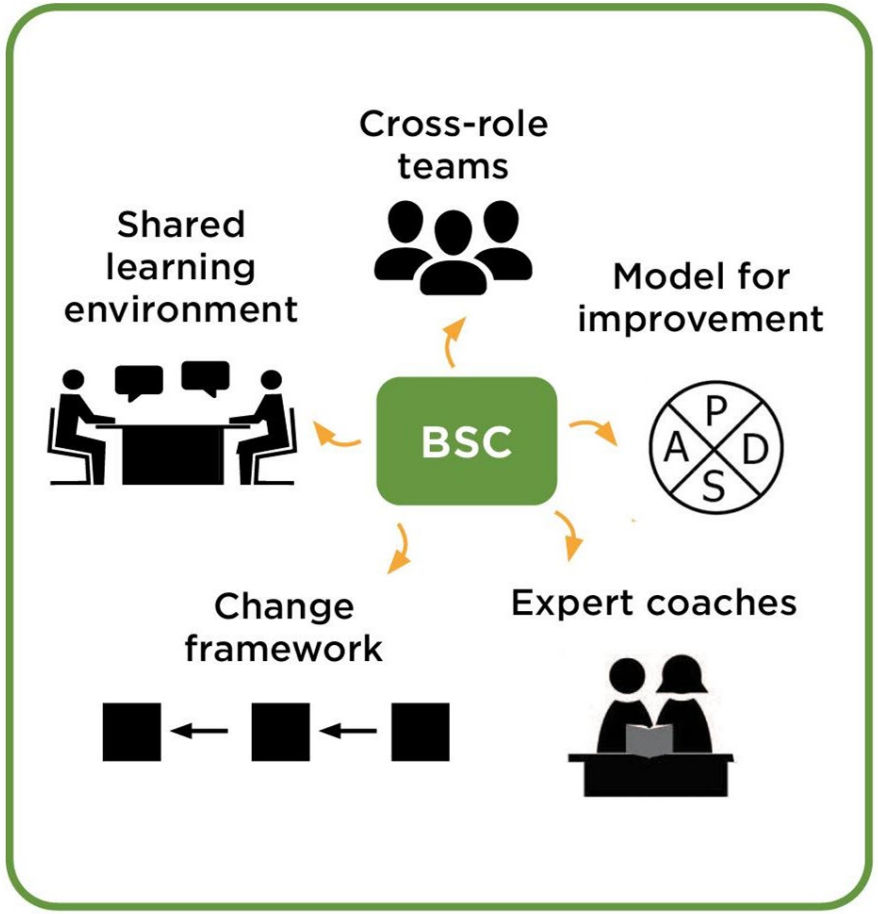
Key Challenges and Gaps in Current Quality Improvement in ECE

- Including and engaging educators in QI
- Listening to and acting on the voices and wisdom of educators doing the work
- Supporting the application of knowledge into practice change
- Adapting practices to fit the unique needs of children and families served
- Building organizational capacity to sustain improvements over time
- Addressing compensation, benefits, and other workplace conditions that undermine the well-being of early educators and QI efforts

What are the key features of the Breakthrough Series Collaborative?

- Addresses the ***"how"*** as well as the ***"what"*** to improve
- Mobilizes ***leadership at all levels*** (teachers, administrators, and parents)
- Honors the importance of ***cross-team collaboration***
- Uses ***data to drive improvements***
- Continuous focus on ***changes that result in improvements***
- Focuses on the ***organizational system and culture***
- Intentionally draws upon the ***social dynamics of change***
- Promotes an ***inquiry mindset***

How does the Breakthrough Series Collaborative (BSC) work?



"Empowering staff. That's what the Breakthrough Series does. It empowers staff to make small changes that bring about big changes."

– Center Administrator

Culture of Continuous Learning Project

The BSC Process and Timeline

Pre-Work Day
(March 2024)

Set improvement goals, collect baseline data and prepare for Learning Session 1

Learning Session 1
(May 2024)

Action Period 1
Adapt and test new practices and strategies

Learning Session 2
(September 2024)

Action Period 2
Further refine improvement strategies, begin spreading successful changes throughout the organization

Learning Session 3
(January 2025)

Action Period 3
Further refine improvement strategies, begin spreading successful changes throughout the organization

Learning Session 4
(April 2025)

Action Period 4
Adopt successful changes throughout the organization

Post-learning session support to participants
(April – December 2025)

Ongoing Support:
Monthly calls, team metrics, online forum discussions

Figure adapted from: Institute for Healthcare Improvement (2003). Innovation series 2003: The Breakthrough Series: IHI's Collaborative model for achieving breakthrough improvement. (White paper). Institute for Healthcare Improvement, Cambridge, MA. http://www.ihi.org/

What do teams in a BSC actually do ?

- Create shared language, vision, and priorities
- Test and implement ideas
- Use data to assess progress and guide priorities
- Bring in others (serve as champions)
- Develop networks across teams (break down silos)
- Spread successes (“scale up”) and plan for sustainability
- Become leaders in this work
- Establish new routines for collaborative learning and continuous improvement

CCL's Two Phases

- Phase 1 (2016-2021): Learn how the BSC methodology promotes organizational processes and changes that results in improved and sustained quality
- Phase 2 (2021 – 2026): Learn how the BSC method could be integrated in state quality improvement and professional development systems to promote quality at scale

Overview of the Feasibility Study for the CCL Project

Research Questions

- To what extent did programs engage with the BSC and participate in the activities offered to teams?
- How successfully did programs develop a culture of continuous learning?
- Was there initial evidence that participating in the BSC resulted in desired outcomes related to teaching practices and organizational culture?

Methodology

- Case study design with 7 center-based programs
- Mixed methods
  - Surveys
  - Interviews and focus groups
  - Document review
- Focus was on:
  - BSC participation
  - Whether mechanisms in the BSC theory of change were activated
  - Whether initial outcomes were achieved

What did the CCL project learn about implementing a BSC in child care and Head Start?

Participation in the BSC

- Participation in BSC activities varied across programs and over time
- Participants enjoyed the BSC and found it different than other QI initiatives

Developing a Culture of Continuous Learning

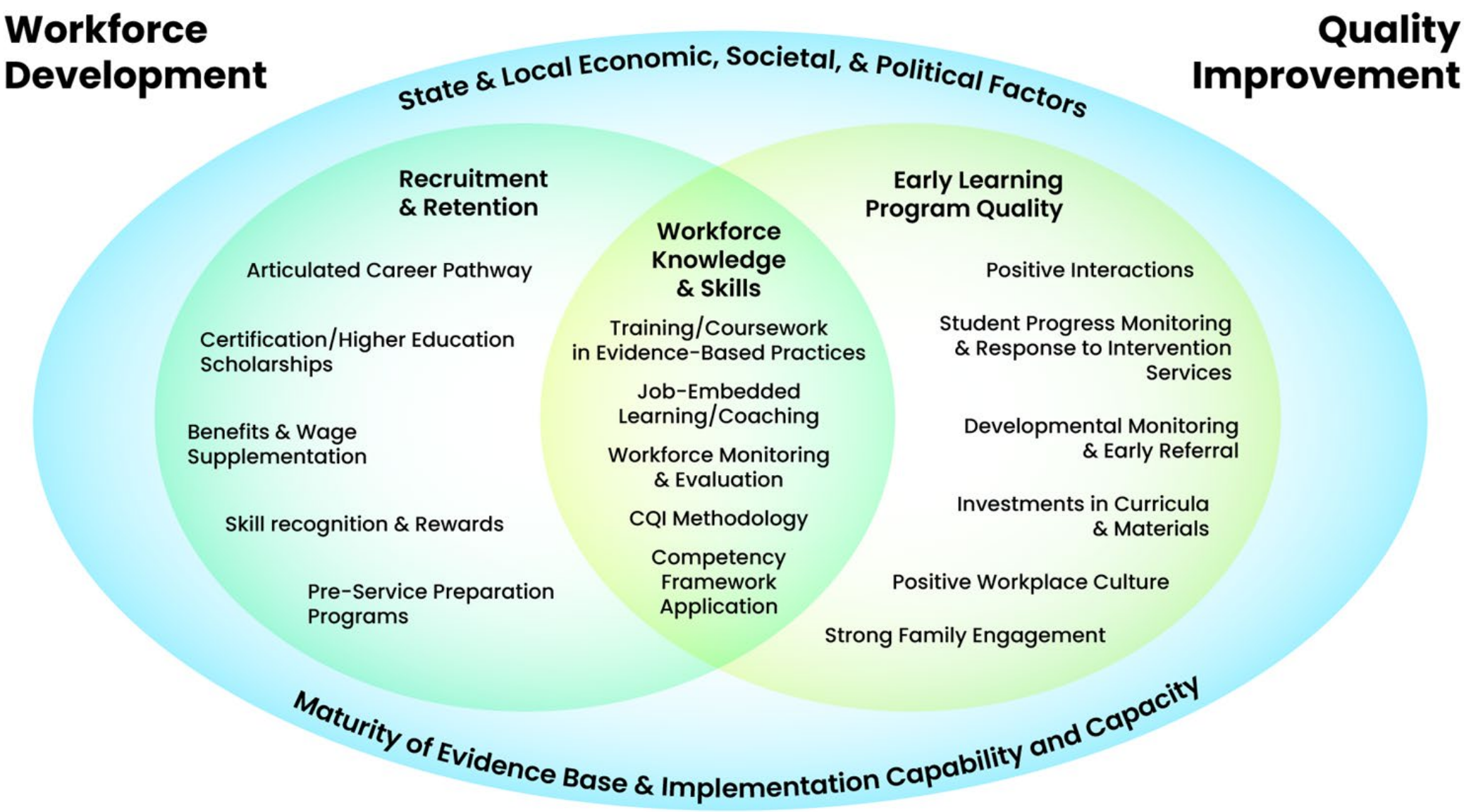
- Shared learning increased

"As someone newly entering the field, it was nice to speak to people who have been in the field and have a lot of experience. It was valuable for me to get their insight and to just have conversations…it gave me insight into what kind of mindset do I need to approach the work with."BSC Team Member

Achieving Desired Outcomes

- Shifts in organizational culture
- Increased self-efficacy and leadership at all levels

"She [a teacher on a program's BSC Team] has grown quite a bit because she asks a lot more questions, she wants to have the lead on a lot more things, she wants to get a lot more things done in terms of data collection and making sure others do the same. So, she has definitely grown and is taking a major step to becoming one of the leaders."Senior Leader on BSC Team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Positive Workplace Culture
Strong Family Engagement
Maturity of Evidence Base & Implementation Capability and Capacity

Where does the CCL project fit in the Workforce Quality Alignment visual?

Workforce Knowledge and Skills

- *Job-embedded learning/coaching*
  - Coaches work at the organizational (not individual) level to support new practices
  - Support SEL [or other!] content
- *CQI methodology*
  - Teams learn the BSC method

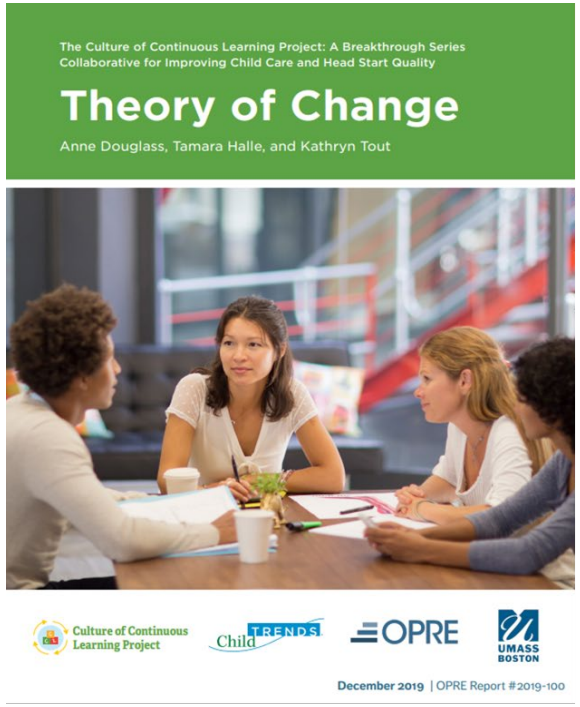
Where does the CCL project fit in the Workforce Quality Alignment visual?

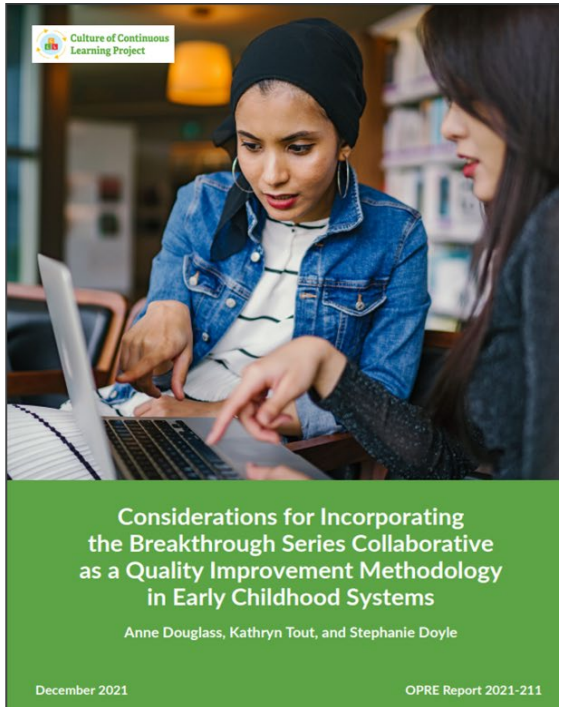
Early learning program quality

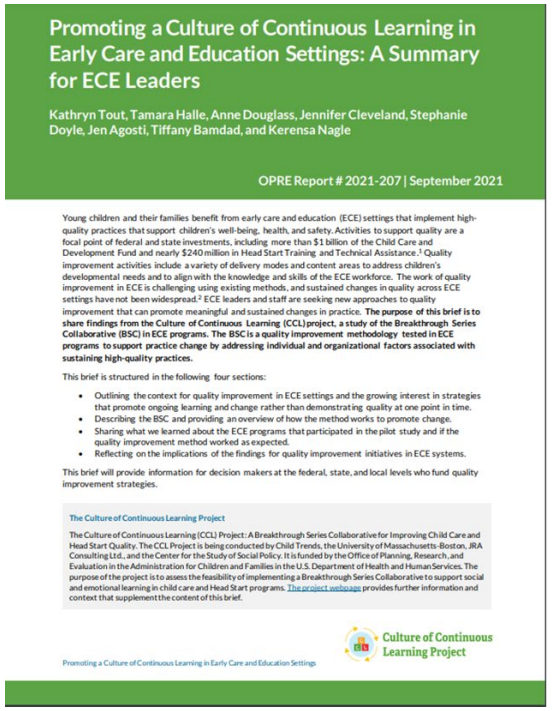
- *Positive workplace culture*
  - Embeds new routines
  - Elevates educator voice
- *Positive interactions*
  - Supports improved relational dynamics within and across programs/teams
- *Investments in curricula*
  - Social-emotional learning/Pyramid model are the focus of CCL
  - Other content areas can be addressed using a BSC
  - Goal is to move knowledge into practice

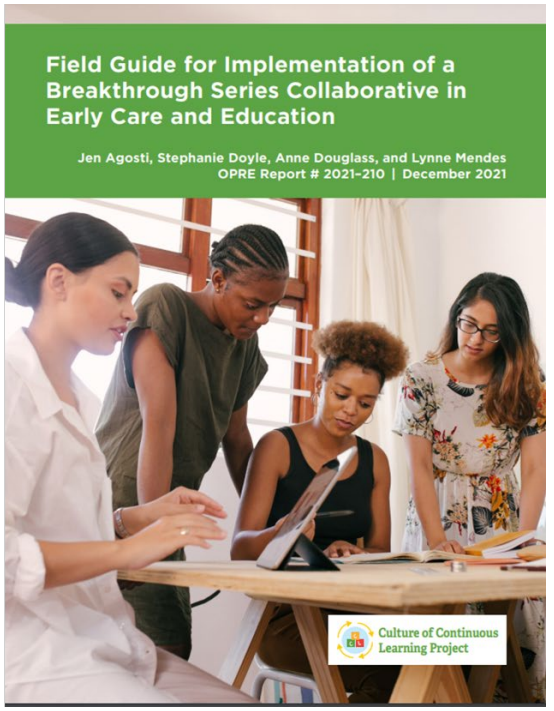
How can workforce - quality alignment be strengthened in the CCL project to promote equitable outcomes for the workforce?

- Pair a BSC with approaches in the *Recruitment and Retention sphere* to support ECE programs and the workforce
  - Compensation initiatives
  - Funding for workplace supports (e.g., benefits, paid planning time)
  - Professional development advising
- Develop stackable credits for BSC participation that be applied toward ECE requirements/degrees
- Build a cadre of racially and linguistically diverse quality improvement consultants who can address the needs of a wide range of programs









Project Resources

Culture of Continuous Learning Project

Thank you!

For further information:

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Tamara Halle thalle@childtrends.org

Continuous Quality Improvement:

Mechanisms for Strengthening ECE Program Quality and Workforce Competency

RESEARCH-POLICY PARTNERS

Children's Learning Institute at The University of Texas Health Science Center at Houston and The Texas Workforce Commission

ACF Grant Number 90YE0292

Texas QRIS: Texas Rising Star

Administration

- Regional delivery by 28 local workforce development boards
- Tiered reimbursements for higher quality ratings
- QI services and resources
- Participation has historically been voluntary, transitioning to mandatory for child care services providers

Early Learning Program Quality

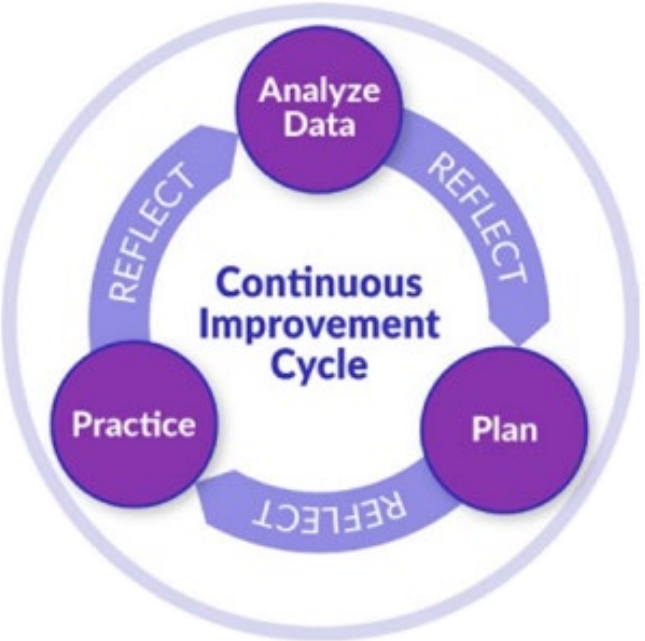
Texas Rising Star Goal Areas

- Child Care Regulation Requirements
- Director & Staff Qualifications and Training
- Teacher-Child Interactions
- Program Administration (Family Education and Involvement, Program Management)
- Indoor/Outdoor Learning Environments
- Pre-K Partnership
- Management and Leadership

Texas Rising Star QI/WD Components

Workforce Knowledge and Skills

- Mentoring (**job-embedded coaching**)to early learning programs:
  - Process: **CQI methodology**, supported by digital goal-setting and action planning tool
  - Delivery model: mix of virtual & in-person sessions
  - Frequency: required monthly
  - Targets: local flexibility (only directors receive mentoring in some areas, others include teacher-level mentoring)
- Digital Resource Collection: wide range of **training and coursework in evidence-based practice**, linked directly in CQIP reports



CQIP Integrated Practice and Learning Supports

cli engage

CQIP Tool for Center Based

School CQIP Summary Report

Texas Rising Star

Communities : CLI TEST COMMUNITY, Valid Comm 1
School: Sample School
CCL #:
Facility Type: LCAA **Current Star Level:**
Director/Owner : A A
Email: 1@1.com
Phone: (111)111-1111

Start Date: 02/21/2023
End Date: 04/14/2023
TRS Class Count:
Mentor : Ebone' O'Neill
Email: ebone.j.bonham@uth.tmc.edu
Phone: (832)835-4569

SELECTED GOALS

Child Care Regulations Requirements

Staff responsibilities (76) **Assigned to:** Tch J1000

Category 2 - Teacher-Child Interactions

Category 2 - Language Facilitation and Support

Communicate with children throughout the day (18) **Assigned to:** Pr Prin-A02

ACTION PLAN

Action Items:

Director
- Attend a training on language facilitation and support
- Conduct a staff meeting to provide action items to staff to improve language facilitation in their classrooms

Mentor
- Assist the director in planning an agenda for the staff meeting
- Observe the staff meeting in-person or review a provided recording of the staff meeting
- Meet one-on-one with the director to guide reflection on practice (staff meeting)

Resources Needed:

CLI Engage

Timeline:

End date is April 14

Additional Comments:

Contact mentor for additional support

RESOURCES

View your personalized list of resources.

Your link : https://cliengage.org/go/i/08a07e

Resource Collection Search & Filter

Show All Resources/Reset

Search by Keywords

Find Resources

Category 1: Director and Staff Qualifications and Training

Category 2: Teacher and Child Interactions

- Warm and Responsive Style
  - P-WRS-01. Warm, Safe, Nurturing Environment
  - P-WRS-02. Frequent Positive Nonverbal Behaviors
  - P-WRS-03. Patient, Relaxed Style
  - P-WRS-04. Notices Children's Signals
  - P-WRS-05. Responds to Cognitive Affective Signals
  - P-WRS-06. Adjusts Own Behavior

Sort by

Adjusts Own Behavior

Age: Infant, Toddler, Pre-K, Kindergarten, School Age | **Resource Type:** Exemplar
Resource Language: English | **Resource Origin:** CLI

View Exemplar Resource

Be Predictable (Infant)

Age: Infant | **Resource Type:** Exemplar
Resource Language: English | **Resource Origin**

View Exemplar Resource

Be Predictable (Toddler)

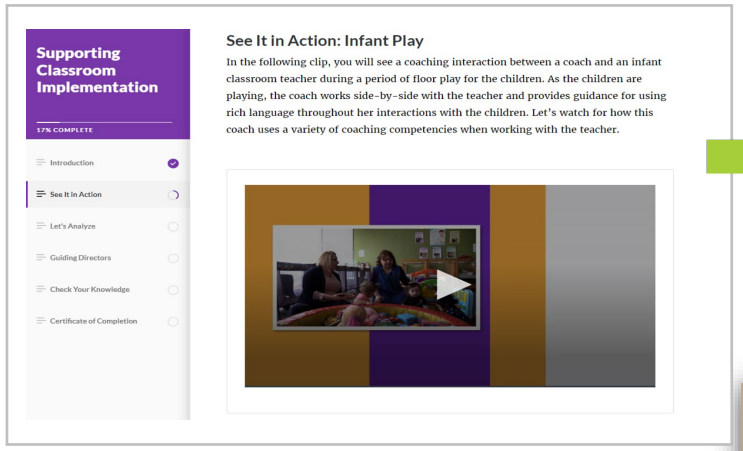
Age: Toddler | **Resource Type:** Exemplar
Resource Language: English | **Resource Origin**

View Exemplar Resource

QR code links to aligned resources on Digital Resource Collection

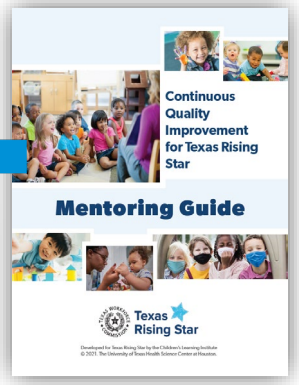
UTHealth Houston

Strengthening Mentoring Implementation Capability

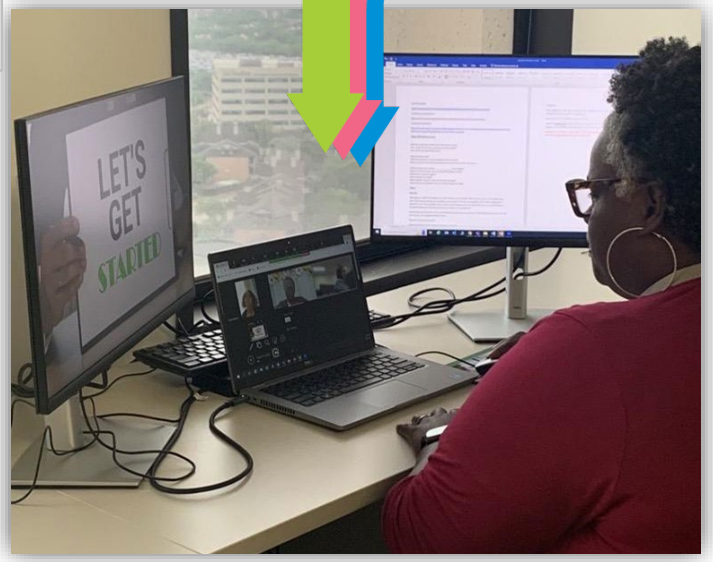


Coaching for Continuous Quality Improvement Online Courses

Coaching Competency Framework and Micro-Credentials



Mentoring Guide with seven distinct mentoring strategies and sample action plans



Facilitated Professional Learning Communities

Study Goals

Phase A Goal (Year 1; 2022-2023)

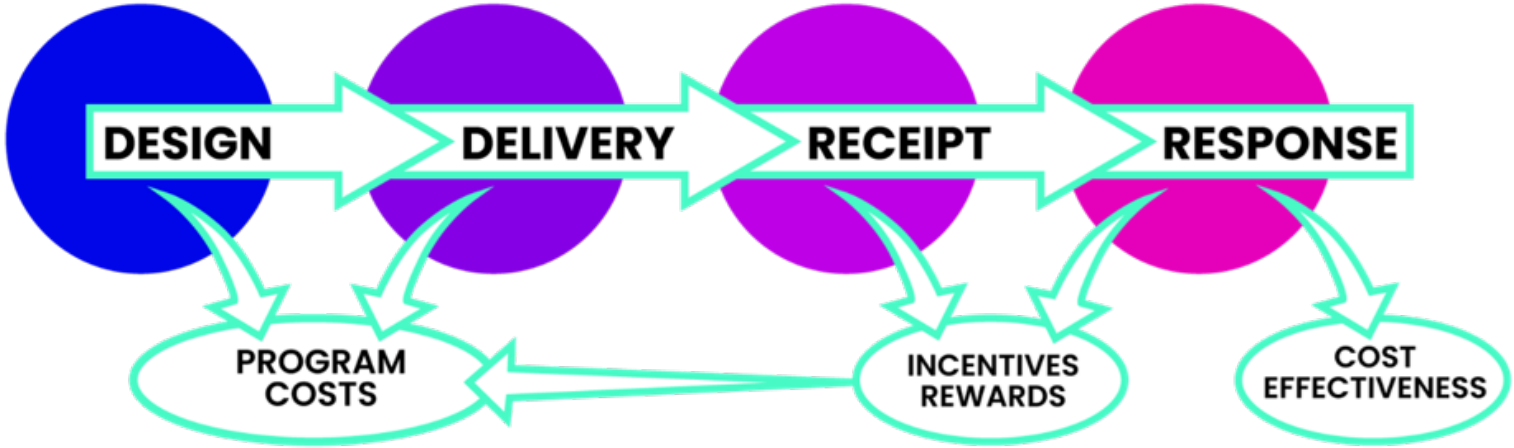
Explore implementation variability in Texas Rising Star Continuous Quality Improvement Plan delivery, receipt, and response

Phase B Goal (Years 2-4; 2023-2026)

Conduct a randomized-controlled trial to investigate the benefits of varied CQIP approaches on workforce (e.g., teachers) and center-based childcare program outcomes, built on the current Texas Rising Star CQIP model

Phase A Research Questions

- How are **mentoring services** and **Continuous Quality Improvement Plans** implemented across Texas local workforce boards?
- How do **early learning programs perceive the support** they are receiving through the Texas Rising Star program?
- How do **early learning program** and **implementation characteristics influence** perceptions and outcomes?



Additional WD/QI Strategies Explored in Coordination with QRIS

There is local flexibility in implementation of additional WD and QI Strategies:

Early Learning Program Quality

Resource Provision

- Curriculum
- Classroom materials
- Indoor and outdoor equipment

Recruitment and Retention

- Higher education and CDA assessment scholarships
- Wage supplements
- Skill recognition and rewards

Workforce Knowledge and Skills

- Educator competency framework application (*phase B exploration**)

**Note: The RCT intervention is designed to support workforce equity by embedding credentialing opportunities as a byproduct of QI efforts*

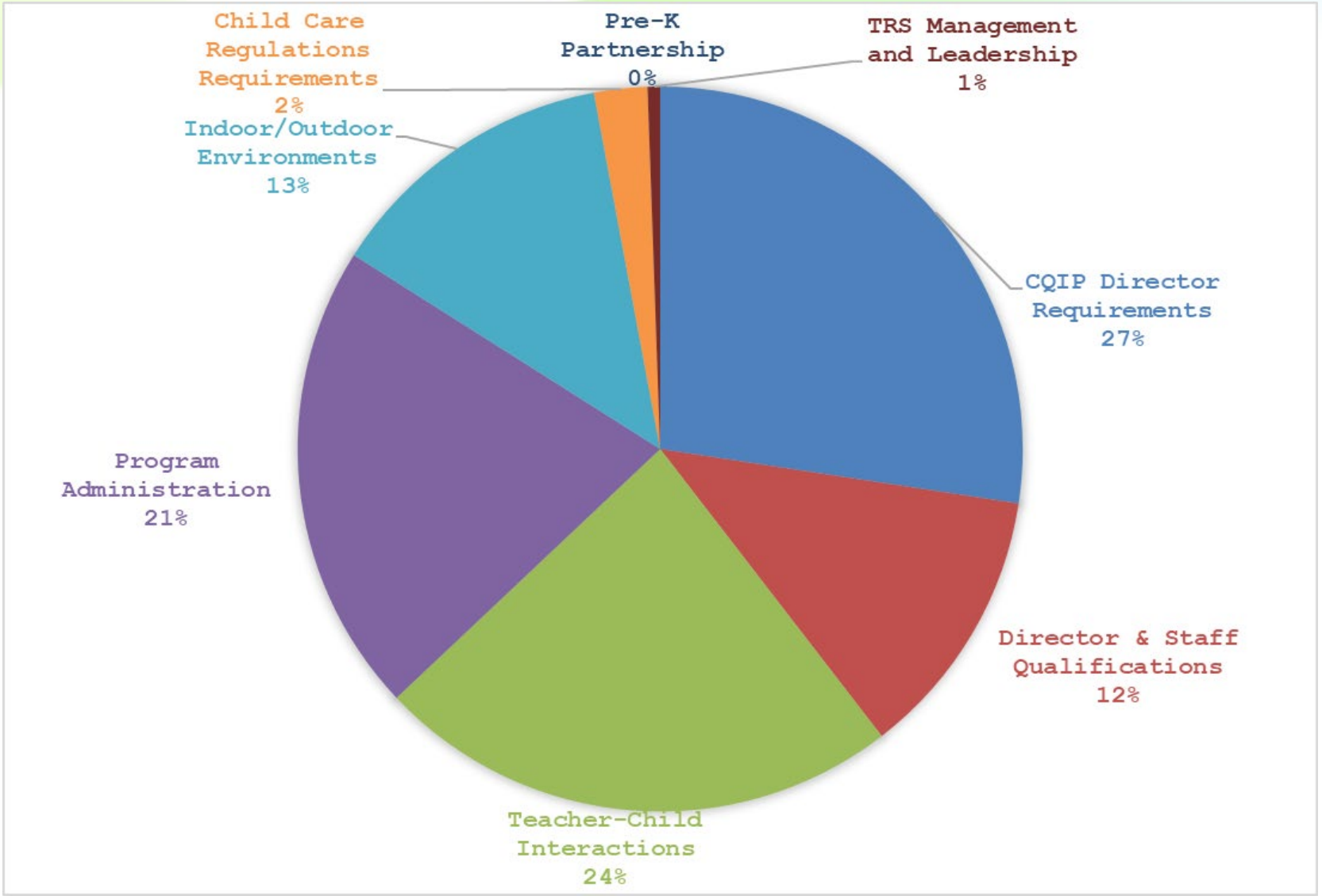
Preliminary Phase A Findings

Structural Variability in Texas Rising Star CQI Practices

- **Regional variability in CQIP implementation**, ranges from 0% to over 90% of eligible ELPs having active CQIPs (Chi-Squared: 1168.67, P <.001)
- Use of CQIPs **varies across centers** (46%) and **family child care** programs (32%; Chi-Squared:26.59, P <.001)
- **Program directors are more frequently the target of CQI support than teachers**: 66% of CQIPs have directors assigned goals, 3.68% of CQIPs have teachers assigned goals and 30.11% have both with assigned goals
- On average, CQI Plans last for 3 months across 2, 3, & 4 star programs, suggesting **opportunities for more differentiation of CQI support by quality rating** (P-values range from 0.36 to .99)
- **Lower star rated programs were less likely to have an active CQIP** (about a third of programs at 2-star rating or below have CQIPs, versus half of 3-star programs and 62% of 4-star programs; Chi-Squared: 75.90, P <.0001)

Sources: Secondary Data (n=3997 ELPs; n=2282 CQIPs) & Survey (n = 569 directors; n = 211 teachers)

Content Variability within CQIPs



Source: Secondary CQIP Data

Sample Size: 1674 CQIPs

Variability in Incentives linked to Texas Rising Star Participation/CQIs

Most Used

- Physical material/equipment (70%)
- Professional development certificates (69%)
- Financial incentives for ELP (61%)

Least Used

- Scholarships (e.g., CDA) (49%)
- Retention bonuses (45%)
- Wage supplement (40%)
- Salary increases (35%)
- Micro-credentials (29%)
- Gift cards (24%)

- Program-level preferences for equipment/materials
- Preference for financial incentives over education-focused incentives
- Concerns over sustainability of financial incentives
- Limitations in how many incentives could be distributed

Source: Survey Sample Size: 615 Directors; 247 Teachers

Perceptions of CQI

- 63% of directors and 67% of teachers reported feeling comfortable with the CQI Process
- 77-85% of teachers/directors perceived improvements in quality from participating in CQI.
  - Moderate to Substantial Improvements in:
    - Teacher-child interactions
    - Indoor/Outdoor Environments
    - Staff Planning/Training
  - Little to Moderate Improvements in:
    - CQIP Director Requirements
    - Pre-K Partnerships
    - Child Care Regulations/Requirements

Source: Survey

Sample Size:
615 Directors;
247 Teachers

Perceptions of CQI, cont.

BENEFITS

Mentors identified that specific goals helped with accountability and directors noted CQI helped add focus to mentoring visits.

"I will say that it's really nice to have that one-on-one time with my mentor where we sit and we talk about a goal or an area that we feel like we need to focus on" - *Program Director*

Overall, directors, mentors, and board-level staff recognized the short and long-term value of the CQI cycle.

"We want to provide better childcare for our children, who are the future. In order to do that, we have to evolve with times and get educated ourselves" - *Program Director*

CHALLENGES

Boards perceived programs as bearing primary responsibility to fully participate leading to limited control or influence over outcomes.

Directors, mentors, and boards all identified staff turnover.

"It's hard whenever you have turnover with staff. You're kind of starting all over again...It sometimes can feel like a revolving door. You're putting in a lot of effort and time for somebody who can possibly not stay." - *Texas Rising Star Program Director*

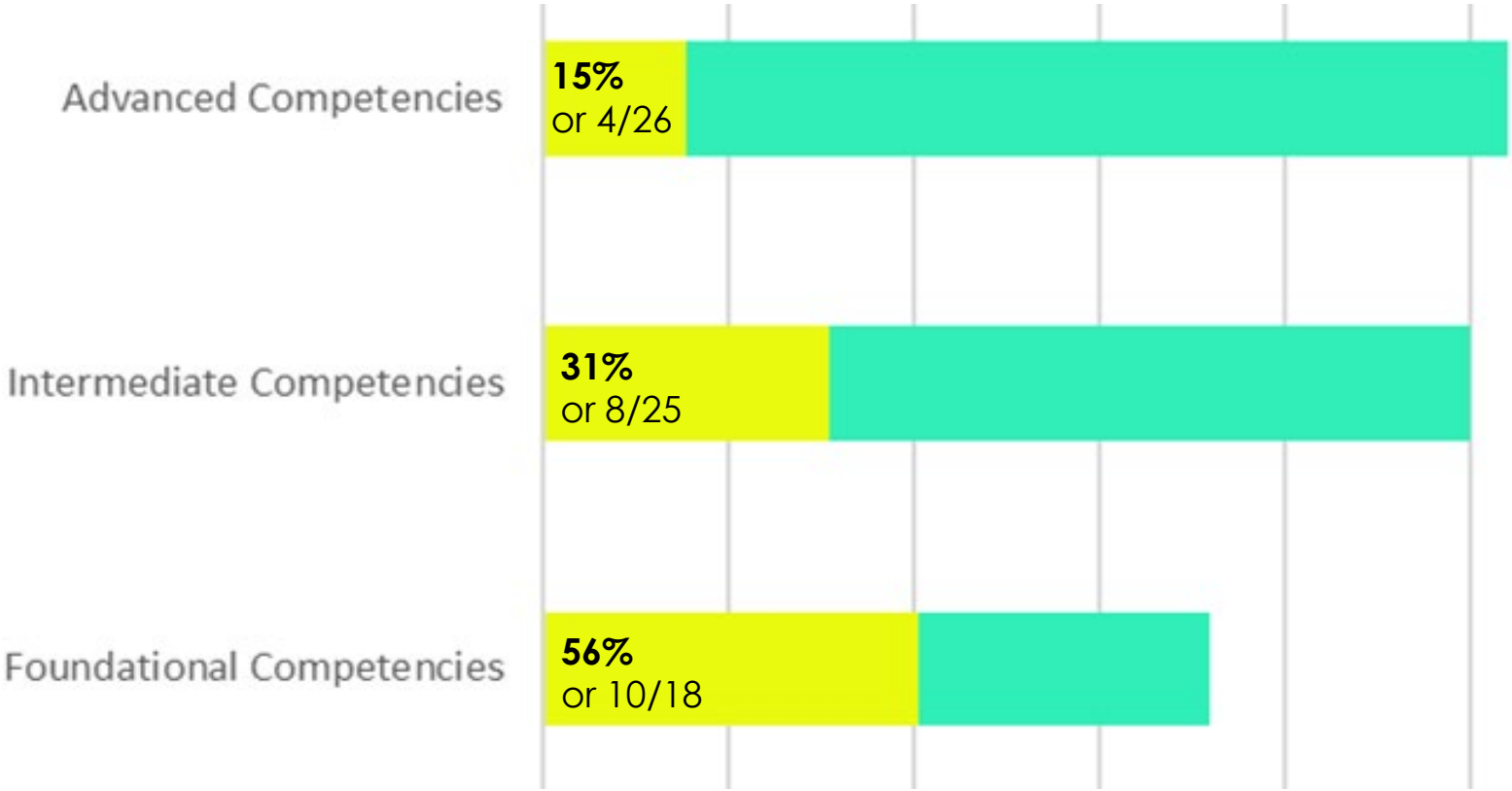
Source: Focus Groups
Sample Size: 10 Mentors; 13 Directors; 11 Board staff

Variability in Coaching Competency

CORE COMPETENCIES FOR COACHES

Competency Areas

1. Characteristics of Effective Specialists
2. Conducting Observations
3. Providing Feedback
4. Fostering Reflective Thinking
5. Using Demonstration & Verbal Cues
6. Supporting Continuous Improvement



Source: Micro-credentialing secondary data
Sample Size: 117 mentors

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Examples of Variability in Coach Competencies

Advanced

- Provides **opportunities for immediate practice** by recommending adaptations, modifications, or extensions (3%)
- **Connects reflection opportunities to child data** and progress monitoring to adapt instruction (7%)

Intermediate

- Supports the practitioner with **articulating specific action steps** (e.g., lesson adaptation) that are in alignment with their reflections (25%)
- **Shares targeted video exemplars** (19%)

Foundational

- Maintains a **positive, approachable, and attentive demeanor** (99%)
- Uses **positive verbal and nonverbal language** (99%)

Scan QR to see the full list of coach competencies

Phase B RCT Research Objectives

Objective 1. To investigate the benefits of varied CQIP approaches on **workforce outcomes**, including teachers' understanding and practices of caregiver-child interactions, job-related attitudes, work environment, and teachers' competencies.

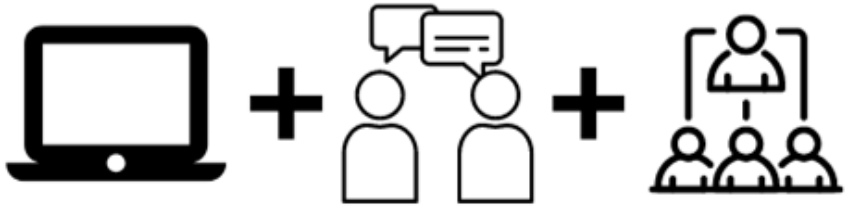
Objective 2. To investigate the benefit of varied CQIP approaches to overall **program quality** and in the areas of director and staff qualifications trainings, caregiver-child interactions, program administration, early learning environments, and family satisfaction.

Objective 3. To determine the **cost-effectiveness** of a CQIP model when implemented in contrasting structures.

Phase B Experimental Groups

Technology-Mediated

Technology-Mediated & Director Coaching



Technology-Mediated &
Director Coaching & Teacher Level

Licensed child care centers and directors- 100; Teachers- 300

Thank you!

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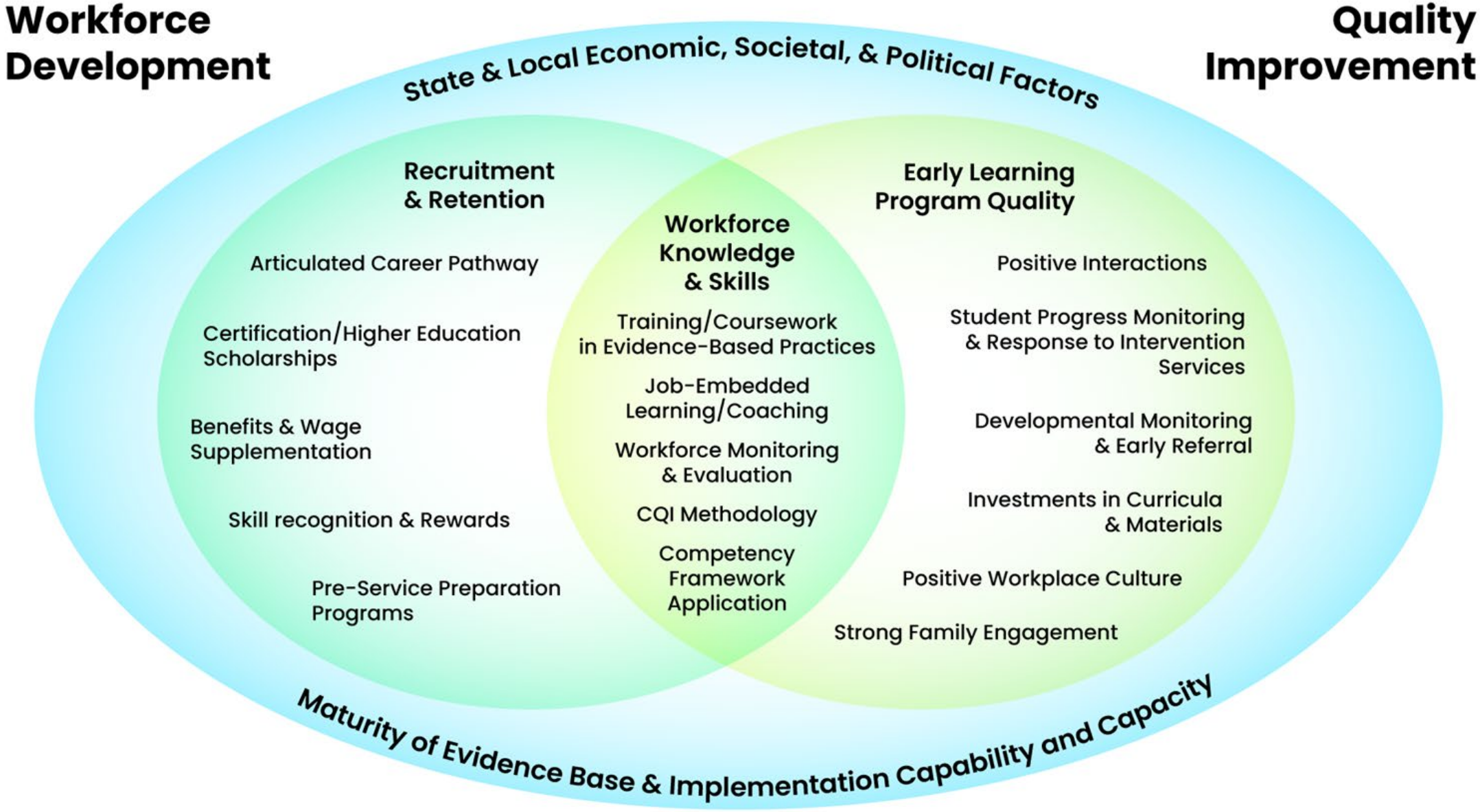
Discussion


Workforce Development
Quality Improvement
State & Local Economic, Societal, & Political Factors
Recruitment & Retention
Articulated Career Pathway
Certification/Higher Education Scholarships
Benefits & Wage Supplementation
Skill recognition & Rewards
Pre-Service Preparation Programs
Workforce Knowledge & Skills
Training/Coursework in Evidence-Based Practices
Job-Embedded Learning/Coaching
Workforce Monitoring & Evaluation
CQI Methodology
Competency Framework Application
Early Learning Program Quality
Positive Interactions
Student Progress Monitoring & Response to Intervention Services
Developmental Monitoring & Early Referral
Investments in Curricula & Materials
Positive Workplace Culture
Strong Family Engagement
Maturity of Evidence Base & Implementation Capability and Capacity

Thank you for joining us!