

Implementing and Testing of Coordinated WDA and QI Initiatives: Supporting Equitable CCEE Workforce Outcomes

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What is Workforce Development?

Activities that support the knowledge, skills, competencies, and career advancement opportunities of diverse members of the early childhood workforce (e.g., caregivers, teachers, and administrators in public and private settings).



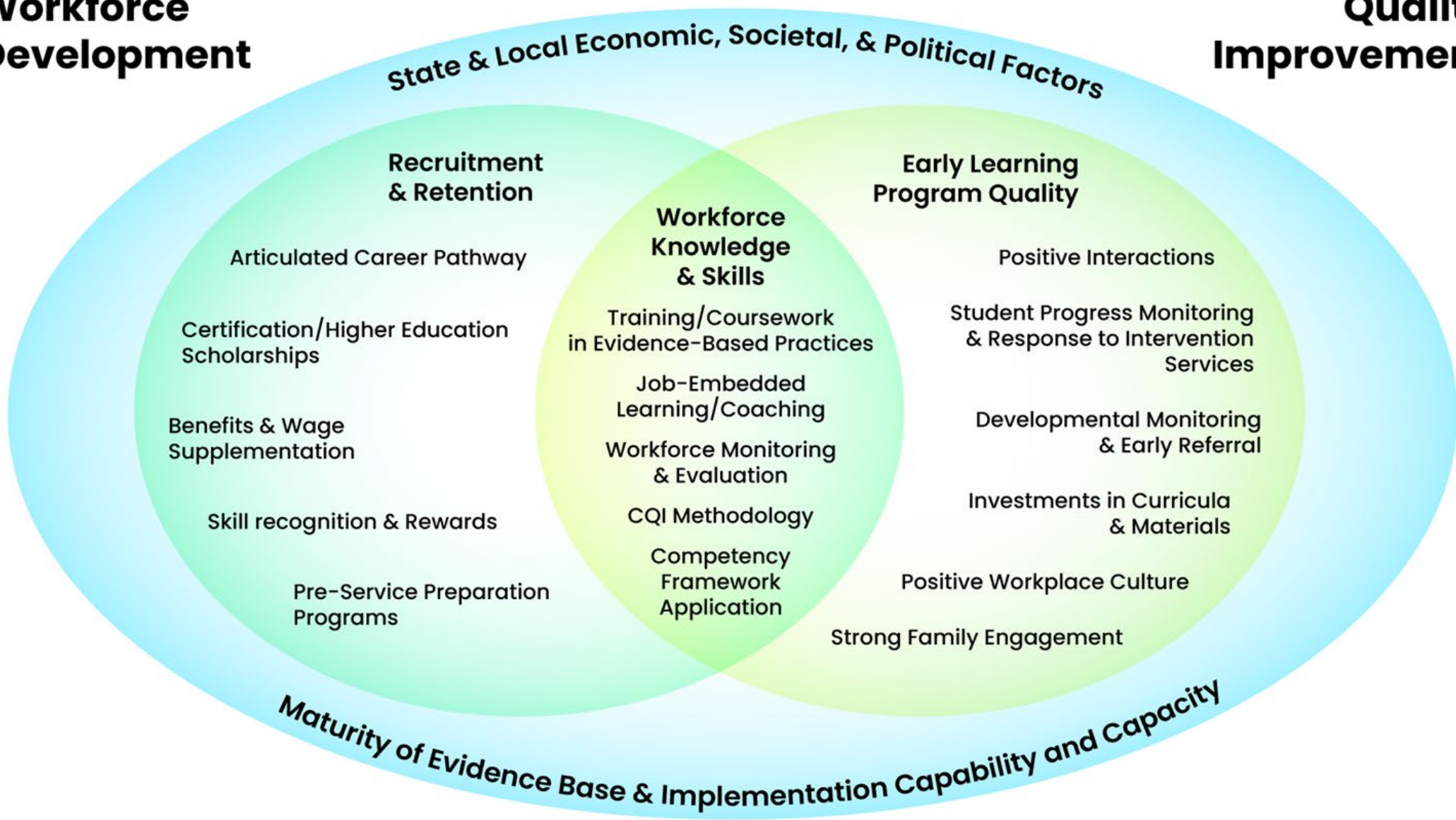
What is Quality Improvement?

Initiatives that broadly refer to activities that aim to improve the quality of care and learning experiences provided to children and families.



Workforce Development

Quality Improvement



Texas School Ready Registered Apprenticeship Program

Developing a registered apprenticeship program (RAP) that builds off the statewide professional development program—Texas School Ready—implemented since 2003.

TSR has long emphasized **workforce knowledge and skills** and **early learning program quality**, but historically has had less emphasis on **recruitment and retention** strategies.

The RAP model is one way TSR is integrating new benefits for workforce members.



Texas School Ready Registered Apprenticeship Program

EXISTING TSR PROGRAM COMPONENTS NEW RAP COMPONENTS

- | | |
|---|--|
| 1. Facilitated professional development trainings and additional self-paced course materials | 1. Additional professional development and portfolio support for CDA assessment preparation |
| 2. Provision of high quality curriculum, classroom materials, and child progress monitoring tools | 2. Integration of micro-credentialing opportunities earned from on-the-job practice assignments |
| 3. Individualized coaching, driven by teacher observation, on-the-job practice assignments, and guided reflection | 3. Wage progressions and/or stipends for reaching RAP milestones |
| | 4. Articulation agreements with local IHEs (e.g., accepting on-the-job learning hours for course credit) |

New Micro-Credentialing Approach within regional QRIS Implementation

Texas Rising Star mentoring service has long emphasized **workforce knowledge and skills** and early learning **program quality**.

Currently in the design and piloting phase of an approach that integrates micro-credentialing opportunities as a byproduct of routine mentoring services to strengthen QRIS **recruitment and retention** strategies.

HOW IT WILL WORK

1. Mentor assigns an on-the-job practice assignment tightly aligned to QRIS goal behaviors
2. The practitioner uploads a work product (i.e., evidence from the assignment, typically a document or recorded interaction)
3. As the mentor is reviewing the work product to prepare feedback, the product is simultaneously being scored by independent raters in the micro-credentialing service
4. Competency badges are awarded automatically and updated in the practitioner's workforce registry account

Integrating Professional Development & Quality Improvement

UPK Instructional Leadership in Community Based ECE

- 45 hour course/professional learning community for instructional leadership teams
- Coaching and supports to apply new CQI learning to practice
- Earn 3 college credits
- \$1000 stipend

Early Childhood Fellowship - BA Degree Completion Program

- 0-5 ECE BA program (60 credits) with coaching o support teaching quality improvement
- Partnership with ECE programs/employers
- Induction supports
- Stipend and paid field placement



INSTITUTE FOR EARLY EDUCATION
LEADERSHIP AND INNOVATION

Project Flourish an apprenticeship program

This program is for those looking to enter the early childhood workforce (center - based) and early career professionals wanting to advance via classroom instruction, mentoring, pay increases, and professional certifications.

- Apprentices gain work competencies and become state certified as lead teachers, receive CDA and college credits. They earn while they learn, develop competencies, and knowledge. No cost for their classroom training of 150 hours. They receive pay increases when benchmarks are reached.
- Mentors from the same program have extensive experience and support and coach the apprentices throughout training (stipend for mentors). Mentors are recognized as leaders in their programs.
- Employers are able to recruit and develop a highly trained workforce and are provided with a flexible training option so that staff develop the skills needed for the program.

Program is managed by Family Services of Central Massachusetts and funded by MA Executive Office of Labor and Workforce Development with 75 graduates so far.

Alignment of Project Flourish

Recruitment and retention : career pathway, certification, higher education (no cost), wage increases, recognition for apprentices and mentors

Workforce knowledge and skills : training and coursework, job embedded learning/coaching

Early learning program quality : positive workplace culture, positive interactions

Good Jobs Metro Boston Coalition

Goal of recruiting a diverse workforce of 850 job seekers for employers who have committed jobs along with skills training and classroom experiences for certification/credentialing/licensing. The program began with the outreach and recruitment of candidates for the teachers, lead teachers, Head Start Teacher Assistants, Head Start Teachers, and FCC Educators in April of 2023.

The grant will source hundreds of educators while building a system that can sustain and expand work beyond funding through the creating of a Child Care Workforce, Sourcing, Development and Employment System.

Planned results by 2025: 700 childcare center educators (500 teachers and 200 lead teachers); 150 FCC educators (100 FCC Educators and 50 existing FCC educators); Employers will be engaged.

Funded by the US Dept of Labor Good Jobs Challenge grant awarded to Boston.

More about the Good Jobs Grant

Goals include : Enhanced talent development that better equips the ECE Workforce by a. Strengthening professional development and job readiness in the field b. Securing substantial pay increases for program recipients c. Supporting workforce diversity; Placing 850 participants in good new childcare jobs.

And - Redefined and activated employers' collective role in the support, growth, and professionalization of the field with a focus on the following elements: a. Improved compensation for the workforce b. Helping to create and expand a pipeline of novice and experienced educators c. Securing employment for a minimum of 850 childcare center based and family childcare jobs.

Partners: Workforce organizations and SEIU will source talent, and provide skills training, coaching and support to candidates. They will coordinate the work between themselves, the training organizations, wrap - around service providers and the employers.

Community Colleges will provide EEC funded and required coursework needed to become a teacher or lead teacher. They may provide some of this coursework in languages other than English. If applicable they may provide coursework to Family Childcare Educators as well.

FCC training organizations will focus on a range of training for new, incoming family childcare educators and for upskilling current licensed family childcare educators.

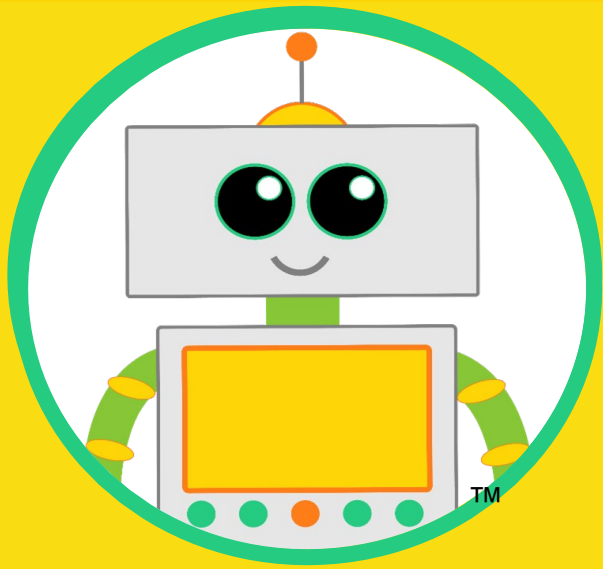
Supports: The Good Jobs Challenge grant has resources to provide coursework, supportive services such as ESL support, wrap - around supports such as technology support, transportation support, fees related to coursework, food support and funds available to assist participants with additional barriers that prevent their success in the program.

Alignment of Good Jobs Grant

Recruitment and retention : certification/higher education, wage supplementation

Workforces Knowledge and skills : training/coursework in evidence - based practices, job - embedded learning/coaching, workforce monitoring and evaluation

Early learning program quality : positive workplace culture



EARLYSCIENCEINITIATIVE™

Unleashing the Power of Science in Early
Childhood
University of Miami

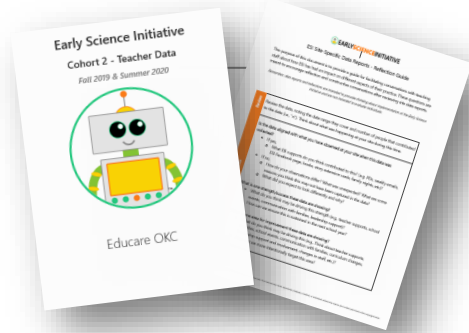
- **Draws on children's goal-directed motivation for understanding their world (sensemaking)**
- **Co-constructed with school educators & families leveraging local context and culture**
- **Not a curriculum but our equity-based, birth to five, developmental adaptation (Early Science Framework) of the threedimensional Framework for K-12 Science Education (relevant science content acquired by doing (science practices) and thinking (crosscutting concepts))**
- **Addresses National Academies of Sciences, Engineering, and Medicine Consensus Volume calling for greater alignment and coherence from preschool to the K12 system**

Data Utilization

Embedded PD

Classroom Supports

Family Engagement



- Site-level data reports
- Data reflection protocol
- Ongoing iterative development and program improvement
- Classroom observation tool
- Child Outcomes

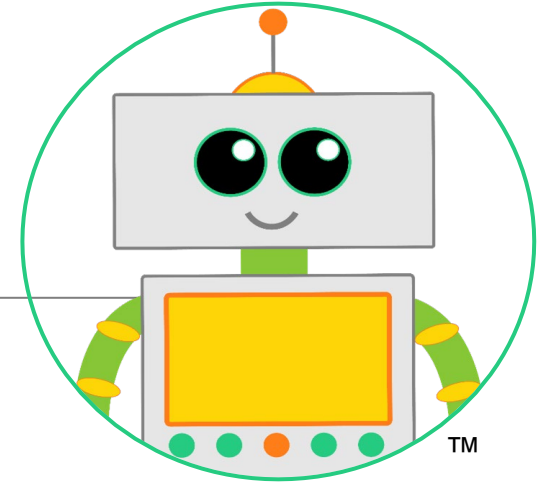
- Face-to-face and virtual PD
- Online learning modules
- Facilitator guides for Ed leaders
- Communities of practice
- National conference presentations
- Ongoing network membership

- Resource documents
- Center prompts
- ESI storybooks
- Inquiry Guides
- Home to school and school to home provocations

- Resource documents
- At home activity cards
- ESI storybooks
- Story extensions
- At home provocations
- Site-wide science events

Customized whole-school implementation over 1-2 years

Science Alliance: Everglades



Extension for interested teachers (whole school involvement) or interested individual teachers (more limited school involvement)



Subscription- box model of professional learning

- Collaborative development among Early Childhood Educators, Everglades experts, experts in child development and early science
- Each month, teachers receive a Science Alliance box and meet at the end of the month, virtually, in a small community of practice to share, reflect, and plan.
- Each box includes an openended provocation, teacher inquiry guides, and materials to engage with families
- Knowledge, transfer to practice, reflection cycle of Early Science Framework, our developmental adaptation of the 3D Framework for K- 12 Science Education.

A culturally responsive and equity informed approach (science opportunities are everywhere)

Local Context Reflected in
in Children's Science &
Engineering



A culturally responsive and equity informed approach (science opportunities are everywhere)



Alignment of Early Science Initiative

Recruitment and retention : respect as professional, communities of practice, opportunities to co - present at national conferences

Workforces Knowledge and skills : training/coursework in evidence - based practices, job - embedded learning/coaching, cycles of knowledge building, transfer to practice, and reflection

Early learning program quality : positive workplace culture of inquiry, strong family engagement, alignment with K - 12 science learning, improvement of multiple school readiness domains, higher CLASS Instructional support scores, open - ended classroom and center materials, greater coherence across topic areas.

Discussion



Thank you for
joining us!
