

TRANSFORMING EARLY CHILDHOOD EDUCATION LEAD TEACHER PREPARATION PROGRAM LEARNING COMMUNITY

SESSION 3 NEWSLETTER

What's Inside?



General Overview

A high-level summary of content discussed during the learning sessions, as well as connections made among participants



Spotlight Sessions

Key ideas and suggestions shared during small group discussions



Office Hours

Additional ideas and support for individual teams offered by our guest lecturer, specifically related to project goals with a focus on equity



Resources

Links to further information and support

UPCOMING

- **SESSION 4 PREWORK**

Week of May 2–6, 2022

– Guest Lecturer:
Paul Schmitz, Senior Advisor at the Collective Impact Forum and CEO of Leading Inside Out

- **SESSION 4:
COLLECTIVE IMPACT
AND SUSTAINABILITY**

Friday, May 13, 2022,
2–3:30 p.m. EST





GENERAL OVERVIEW

In Session 3, our conversations were inspired by guest lecturer Miriam Calderon, the chief of policy for Zero to Three. In the pre-work for session 3, Miriam shared her journey, including the levers that assisted in successes and challenges while she was in her state position in Oregon.

While in Oregon, Miriam was faced with an early childhood landscape that was 72% childcare deserts, made up of metropolitan to rural areas and tribal communities. Improving the system from all angles was necessary; however, it was important to begin with small steps that would have a large impact. The following are lessons learned from Miriam.

LESSONS LEARNED

- **BABY STEPS:** Take the small steps to make change.
- **CREATE ALIGNMENT** between early childhood workforce policies and all funding streams.
- **IDENTIFY COMMON GOALS:** Then all state-level entities must be coordinated to ensure adequate and appropriate governance.
- **INCLUDE EDUCATORS** at the table as decision makers.
- **INTENTIONAL EFFORT** is needed to create the “market” for higher education.



SPOTLIGHT SESSIONS

THE COLORADO TEAM

During the spotlight session, the Colorado team discussed how coalitions of institutes of higher education (IHEs) can create a process that can contribute to solving state policy issues for the workforce. The Colorado team provided an overview of the opportunity the grant has provided, challenges team members are facing, early care and education (ECE) system changes that create new challenges, and the simultaneous effort to center equity issues that persist in the state. The following is a brief contextual overview and key comments.

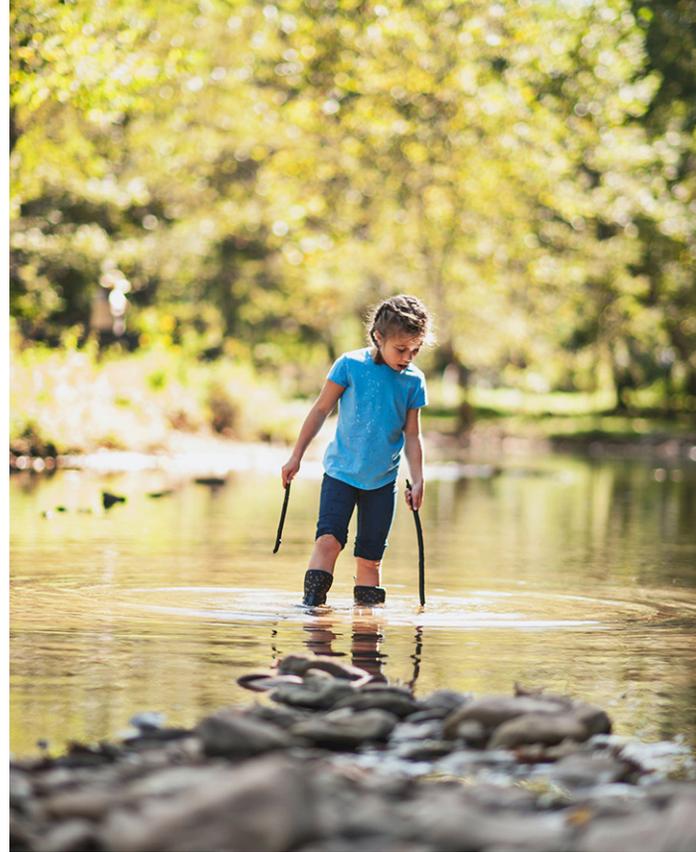
Context

- The grant has given the team an opportunity to be very collaborative by bringing five IHEs, the state of Colorado, the governor’s office, and the state Department of Higher Education together for this common work. Across all IHEs, deans have a key role as a part of the conversation.
- Sondra Ranium’s role as Director of Early Childhood Education Workforce Policy and a member of Colorado’s team, offers a unique perspective to the state, as she is able to bring the ECE, IHE, and policy work together.
- Challenges include the many (nine) ways early childhood (EC) educators are prepared and districts sometimes having different pay scale requirements for Pre-K and kindergarten teachers in the district.
- Due to the new universal Pre-K legislation, Colorado may need up to 4,000 new ECE teachers by 2023.

- Equity issues: While Colorado doesn't currently collect all the data needed to understand the current workforce, there is a lack of teachers of color. In addition, of the students in teacher prep programs who work full-time while earning their degrees, the majority are people of color.

Key Comments

- How do we continue collaborative partnerships between IHEs when we are also competitors for students?
- This grant provides a nice opportunity for all to come together with a common goal, but what will happen when the funding goes away?
 - One learning community participant noted “the power of the relationships we have with each other, because when you're from one institute to another it can be theoretical, but when you're actually sitting and discussing face to face, then it becomes a real person. And so breaking down those relationships are really what the coalition can do.”
- This is a challenge everyone can relate to.
- In order to support continued collaboration between IHEs, focus on common goals, common ground, reciprocity, facetime, connections, and relationships. While relationship building may take time, connecting with a real person and around a shared or common vision is key.



Key Connections

“The discussion really led to thinking about the strength of the group, and the relationships that have been forming and [are] being formed, and what are those common things? What is the common thing that could really bridge all of the IHEs?”

– Learning Community Participant

THE SALISH KOOTENAI TEAM

The problem of practice presented by the Salish Kootenai team focused on integrating tribal communities into the early childhood state licensing system, with a focus on the following inequities: (1) tribal communities have limited access to high-quality EC options; and (2) there is a lack of professional development opportunities and incentives due to the limited number of tribal staff on the practitioner registry.



Context

- Each tribal college offers an associate’s degree in ECE, and two offer bachelor’s degrees — trying to emulate a stackable credential with support from the state/IHE workgroup
- Salish is aiming to build steps into its program, thinking about recruitment and retention by thinking long-term and thinking about what a degree can mean — asking the question, Why is it important?
- Salish faced a challenge in getting teachers into the registry, so Salish has hired an EC tribal coordinator whose role is to elevate the tribal perspective to the state level.
- Some providers see no incentive to join the registry, so registry data often excludes tribal communities, even though the registry is a main source of information used to advocate for diverse needs.
- Technology and advocacy skills and capacities are needed to push past the existing barriers. But who can support early educators in this way?
- Funding from the Child Care and Development Fund, professional development, and access to the Quality Rating and Improvement System (QRIS) are all linked into this state licensing system. QRIS is heavily financially incentivized, meaning some providers are missing out.



Key Comments

- Could there be some hesitancy from tribal communities to be involved in the state system?
- It’s important to start at the top, educating administrators first.
- It’s important to see native languages and representation.
- Small roadblocks can stop progress.
- In California, Child Action is providing increased training to family/friend/neighbor care providers. Child Action also provides access to materials and resources. IHEs’ role is to provide training.



OFFICE HOURS

North Seattle and the University of Hawai’i at Mānoa both participated in a rich dialogue with Miriam Calderon. The conversation focused on key levers for change, recommendations for next steps, and resources and connections to help the teams move forward with their work

Key Levers for Change

- Understand and identify funding sources and opportunities and align them to EC workforce policies.
- Identify common goals across state entities.



North Seattle’s work is focused on expanding access to credentials in multiple languages.

- One question that was discussed during office hours was in regard to state-level accountability. How can you hold the state accountable, see the progress, and continue to advocate for change?
- Additional questions centered on equity and how to make changes to create an equitable system that fosters growth and development for each community. This must be the trajectory of conversations and actions.

“It’s always important to have the proof point strategy. And I feel like you have that where you have . . . the places where you can point to that it’s possible always matters a lot to get it out of the theoretical and out of the lab.”

– Miriam

“I think specifically getting at the equity issues and the way institutions have to change — like, is there funding for the next generation of faculty or developing faculty who look like the providers and the children and the families in your state and speak those languages.”

– Miriam

The University of Hawai’i at Mānoa had a robust conversation about workforce data and sustainability.

LOOKING AT THE DATA

- The workforce data is housed at a public institution, Portland State University. It is helpful having the data outside of an agency that is part of the EC system.
- In states where the data is lacking, it is important to recognize what is there, conduct an inventory, and identify ways to increase the workforce data. In helping to build the workforce data registry in Oregon, the key was linking it to licensing.

“From a policy perspective, what has made it such, also, a rich and robust resource around data, around our early care and education educators and staff... has been the link to licensing.”

– Miriam

- In Oregon, there was a lot of data, and it was very powerful for equity. The plethora of data created more opportunities to disaggregate the data in a way that could elevate equity issues and frame the conversation to advocate for policy change.

“That data where we could disaggregate, we could look at a number of different indicators to have conversations like, ‘Yeah. A third of our workforce has bachelor’s degrees.’ But when we disentangle those with bachelor’s degrees, we see that it is not our staff of color, staff who speak languages other than English that have those bachelor’s degrees. Right? So I can’t say enough about it as a powerful way to frame policy and drive conversations, especially around equity and salary parity, and who’s getting degrees and who has access, who’s being successful in navigating our different systems and opportunities and who isn’t.”

– Miriam

Sustainability

During the conversation with the University of Hawai’i at Mānoa and Miriam, three key points about supporting sustainability and sustainability were discussed. The three key points illustrate the key levers for change that were a focus of Miriam’s lecture and office hour conversations:

- Maintaining an awareness of federal legislation that can complement state and philanthropic financial streams
- The importance of having an EC person in the executive office, as this helps provide perspective and elevate EC system policy changes
- The importance of a strategic plan that is cross-sector and that ensures each sector has ownership over the strategies that will be implemented to make progress toward the goals outlined in the strategic plan

“I think everybody recognizes we’re at a point where we need real breakthrough strategies as well in terms of access. For the early care and education professionals and staff to have access to higher education is going to take a real targeted approach to institutions changing and looking and doing things very differently than they’re doing now.”

– Miriam



RESOURCES

- [Raise Up Oregon: A Statewide Early Learning System Plan](#)
- [Southern Oregon Higher Education Consortia](#)
- [Apprenticeship Building America \(ABA\) Grant Program \(US Department of Labor\)](#)
- [Grantee Webinar: Transforming Early Educator Lead Teacher Preparation Programs Through Multi-Partner Innovation](#)