The welcomed spotlight shining on early childhood, as a result of President Obama’s most recent State of the Union address, brings both hope and opportunity to our field. The hope lies in the potential stemming from discussions about early childhood education, the research about high quality and child outcomes, and the needs of the workforce, which are taking place in newsrooms, coffee shops, parent meetings and legislative forums. The airwaves and hallways are full of bits and bites of information we know well, offering our field an opportunity to educate others about the importance of and components of high quality early childhood services. It is now we must ready ourselves for what is next.

“We can educate ourselves about the federal landscape for early childhood by learning about what is underway in Washington, D.C.,” summarized by Helen Blank of the National Women’s Law Center on the following pages.

We can utilize national, state and local public awareness tools, including the T.E.A.C.H. Early Childhood** National Technical Assistance and Quality Assurance Center’s (the Center) I Make a Difference for Young Children materials (see samples inside). These open source tools can be used to educate our workforce and respective funders, stakeholders and policy makers about why an educated, compensated and professionally recognized workforce matters.

We can open the door to discussions about where we go next as a profession. Emma Parkerson’s article on National Board Certification for early educators shows us how alignment with professional recognition systems that support the profession of teaching is possible.

And we can and must advance effective research based strategies to (1) build the capacity of early childhood teachers, (2) aid them in articulating their needs, (3) support them in pursuing college credits, and two- and four-year degrees, (4) increase their compensation and lower turn-over rates, (5) advance workforce knowledge and skills to address the needs of the young children they serve, and (6) strengthen and grow the systems and resources that support the workforce.

With a grant from The W.K. Kellogg Foundation the Center will do just that – enriching and expanding the T.E.A.C.H. model by building the capacity of the Center to support states as they provide opportunities, educational pathways and student resources for low-income early care and education (ECE) teachers. This multi-year project will strengthen the Center to support existing T.E.A.C.H. Projects and expand the reach of the T.E.A.C.H. model into two new states, beyond the current 23 administrative homes. It will support more first-generation students in attaining a credential or degree by expanding intensive counseling approaches, initially piloted with Kresge Foundation funds. Funding will also support a much needed, national conversation on ECE credit and degree articulation. Center staff and content experts will assist up to 10 states in advancing articulation, creating a national approach to strong, sustainable intra- and inter-institutional agreements for ECE degree programs and compiling a national report on these efforts. And finally, but of equal importance, funds will help us take the first step in empowering the more than 100,000 teachers in T.E.A.C.H. states by laying the foundation for the development of the T.E.A.C.H. Early Childhood® Alliance.

We invite you to learn more about these efforts on the following pages, to utilize the tools within this edition of the Times and on our website (www.childcareservices.org/ps/teach_ta_qac.html) over the coming months as we all step forward for the workforce in this time of hope and opportunity.
Federal Outlook for Early Care & Education Funding in 2013

Helen Blank, National Women’s Law Center

The outlook for early childhood and early childhood workforce investments and policies grew brighter when the President in his State of the Union address called for making prekindergarten available to all children through a federal-state partnership. The President demonstrated his commitment to early education not only by mentioning it in his address, but also by inviting Susan Bumgarner, an early childhood educator from Oklahoma to be a guest of the First Lady during the address.

Obviously, the success of this initiative and other investments for our youngest children depends on broader budget challenges that the Administration and the Congress continue to face. While the “fiscal cliff”—the automatic tax increases and spending cuts set to occur at the beginning of 2013 were averted, more budget decisions to come, even if they do not explicitly deal with the early childhood workforce, will have a significant impact on this area.

In the summer of 2011, as part of a deal to raise the debt ceiling—and keep the U.S. from defaulting on its debt—the Administration and Congress agreed to make across-the-board cuts to discretionary programs (referred to as the “sequester”) beginning January 1, 2013, unless Congress agreed to an alternative plan. Discretionary programs—including many that are important to low-income women and children—would be cut by approximately 5.3 percent.

National Board Certification: Dispelling the Myths

Emma Parkerson, National Board for Professional Teaching Standards

National Board Certification (Board certification) is a voluntary advanced credential designed to recognize accomplished teachers working with children in early care and K-12 settings, who meet high standards based on what teachers should know and be able to do. The certification is administered by the National Board for Professional Teaching Standards (National Board). Over 160 studies, reports, and papers suggest that Board-certified teachers in classrooms profoundly impact student learning. As of January 2013, over 17,000 teachers have achieved Board certification in early childhood nationwide.

The benefits of certification are many:

- Strengthens practice. Research shows candidates demonstrate significant improvement in their teaching practice. Teachers who achieve certification have been assessed against the nation’s highest advanced teaching standards.
- Helps students succeed. Students of Board-certified teachers outperform students of non-Board-certified teachers on achievement tests, making learning gains equivalent to an extra month in school. National Board research shows value-added scores for Board-certified teachers to be one-half of a standard deviation above their non-Board certified peers. This positive impact is even greater for minority students.
- Increases in Teacher Retention and Professional Learning. Research shows that Board-certified teachers show a higher rate of retention in the profession than their non-certified peers. U.S. Department of Education Secretary Arne Duncan reports that 90 percent of the 1,200 teachers who were certified when he was CEO of Chicago Public Schools are still teaching in Chicago.

For many non-public pre-schools teachers, however, we have learned that there are often perceived barriers to pursuing Board certification. Board certification is open to all teachers who:
- Hold a bachelor’s degree;
- Have completed three full years of teaching experience in one or more facilities located within the United States; and
- Possess a valid state teaching license for that period of time, or, if teaching where a license is not required, have taught in schools recognized and approved to operate by the state.

The National Board and our corps of Board-certified teachers highly encourage you to pursue National Board Certification as an early childhood educator. Once you achieve national certification, you will join a cohort of over 100,000 accomplished teachers nationwide committed to transforming our schools, our communities, and our collective profession.

Visit http://www.nbpts.org/resources/state_local_information/state_profiles to find information about Board certification and Board-certified teachers in your state. For more information about National Board Certification and eligibility, please visit www.nbpts.org or call 1-800-228-3224.

Learn More!

Are you interested in advancing your professional credentials?

The process includes 10 components: four portfolio entries focused on pedagogy and six assessment center exercises that focus on content knowledge.

All components must be completed within three years, but candidates may achieve Board certification in as few as one year.

The cost of National Board Certification is $2,565.

To learn about financial support and scholarships, please visit the National Board’s website at www.nbpts.org/become_a_candidate/fees_financial_support.
The T.E.A.C.H. Early Childhood® National Technical Assistance and Quality Assurance Center has launched a national campaign to aid T.E.A.C.H. states and our early childhood partners in educating state and community leaders, political candidates and elected officials about the importance of early care and education services, the impact an educated early childhood teacher has on the quality of those services and the benefits of providing high quality early care and education services.

The I Make a Difference for Young Children (IMD) virtual toolkit provides copyrighted materials and a web presence to support the field in advancing awareness about these key issues. The kit includes:

- 9 Ways to Support Teachers in Making a Difference for Young Children poster
- 10 Ways I Make a Difference for Young Children (notecards/posters in English & Spanish)
- 18 Ways to Educate & Engage Your Community & State Leaders poster
- Key Resources for Educating & Engaging your Community & State Leaders
- IMD Facebook (FB) banner
- IMD sticker template
- Sample letters to community & state leaders
- IMD Fb page: www.facebook.com/imdforyoungchildren?ref=ts&fref=ts&__req=12

We welcome your organization using these free resources as we work together to spread the word about the difference a strong early care and education workforce makes for young children. Sample IMD materials are provided on the following pages and may be downloaded at http://www.childcareservices.org/ps/teach_ta_qac.html.

I Make A Difference for Young Children Campaign

**18 Ways to Educate & Engage your Community & State Leaders**

- Distribute the I Make a Difference tools to the workforce to increase their awareness about the importance of their work and role in supporting a healthy, productive community.
- Email the downloadable I Make a Difference poster to your professional network and request they download materials and share with their families, staff, suppliers, funders and supporters.
- Share key issues, relevant research and data about the field, the services it provides and the importance of an educated workforce in ready to print/post newsletter articles and tip sheets, in emails and in trainings to help early educators convey messages and/or make the case for support.
- Assist early educators in sharing their message by providing training about strategies they can use to reach a community and/or state leader.
- Offer sample letters and email messages that early educators can tailor for their use.
- Provide contact information for community and state leaders.
- Set up a time when early educators can gather together to meet with key leaders.
- Encourage teachers and other early childhood professionals to post the I Make a Difference banner on their facebook pages.
- Write letters and emails to share key issues, relevant research and data about the field, the services it provides and the importance of an educated workforce.
- Host a breakfast and/or lunch and learning events to educate leaders about the importance of the work, what services exist in their communities/district, the research demonstrating the impact and what they can do to make a difference for young children.
- Invite leaders to community forums to listen to and talk with early educators and experts about the social and economic impact of the industry on children, families, the teaching workforce, schools, higher education, businesses, communities and states.
- Offer opportunities to tour early care and education programs of varying quality to help leaders experience a firsthand view of the difference an educated workforce makes.
- Organize job shadow opportunities to provide a frontline perspective of the work of an early childhood professional to leaders who make the policies and funders who do/could support the work.
- Distribute I Make a Difference materials to share information about the key issues, relevant research and data about the field, the services it provides and the importance of an educated workforce.
- Create I Make a Difference tip sheets tailored to your community to help neighbors, employers, places of faith, civic groups, schools, institutions of higher education, funders, and community leaders learn how to engage in activities that make a difference for young children.
- Raise community awareness by using the tailored tools to share information with your community via local newspapers and radio and television stations.
- Encourage community members to contact their local and state leaders to share campaign materials to pass on key messages.
- Build a virtual buzz by using social media strategies including posting the “I Make a Difference for Young Children” banner on your organization’s website and Facebook page.
Overall, the study recently documented a return to society of more than $17 for every dollar invested in the early care and education program, primarily because of the large continuing effect on the reduction of male crime. These new figures are a dramatic increase in long-term returns. Highlights from the study’s major findings include:

• Economic.Workforce: More of the group who received high-quality early education than the non-program group were employed at age 40 (76 percent vs. 62 percent).
• Education: More of the group who received high-quality early education, particularly females, graduated from high school than the non-program group.
• Crime Prevention: The group who received high-quality early education had significantly fewer arrests than the non-program group (36 percent vs. 55 percent were arrested five times or more).

The Science of Early Childhood Development: Closing the Gap Between What We Know and What We Do
Center for the Developing Child, Harvard University
http://developingchild.harvard.edu/resources/reports_and_working_papers/science_of_early_childhood_development/

Research Papers on T.E.A.C.H. Early Childhood®


The Urban Institute
www.urban.org/publications/310926.html
T.E.A.C.H. Guides Student Success with Individual Professional Development Plans

Results from a T.E.A.C.H. intensive counseling study conducted in three states in FY 2011-12 demonstrate the potential of projects using individual professional development plans (IPDPs) to support student success. The pilot study results showed that the use of an IPDP helped student clarify and track educational goals to support them staying on track. Specific outcomes related to IPDP use by participants receiving intensive counseling services, showed promising results.

• 100% completed an IPDP and updated it throughout project.
• 86% said creating the IPDP was important.
• 83% said they would likely continue to use their IPDP.
• 78% said they had already referred back to their plan when thinking about their college education.

Highlighting Three Promising Practices

> Supporting Student Success
An IPDP can provide students with a dynamic framework that can serve to encourage and support the development of measurable and attainable goals for course, certificate and/or degree completion.

-continued on page 6

Join us at this year’s symposium in April 2013 in Chapel Hill

www.childcareservices.org/ps/teach_ta_qac.html#symposiumsaverdates

Contact Julie Rogers at: julier@childcareservices.org to learn about Symposium sponsorships.


College Completion for the Early Education Workforce: A Focus on Student Success

Tuesday & Wednesday, April 23-24, 2013

The William and Ida Friday Center for Continuing Education, UNC – Chapel Hill, Chapel Hill, NC

Tuesday, April 23, 2013
> Continental Breakfast and Lunch included
> Keynote Presentation
> 17 workshops
> Poster Session

Wednesday, April 24, 2013
> Continental Breakfast and Lunch included
> Plenary Session
> 17 workshops

Thank you to Pearson for being a 2012 Symposium sponsor!
Guide to measure progress and successes and identify needs.

Supporting Counselors & Removing Barriers to Education

Counselors using IPDPs not only support student success, they can use the tool to improve their own performance. When used with intentionality, IPDPs can help counselors guiding the professional development of the workforce in combining the IPDP contents with recipient data to identify needed resources or services that can be provided to remove barriers to credit, certificate and degree completion and support recipients' achievement of their goals.

> Maximizing the National T.E.A.C.H. Database

The integration of IPDP content into a multi-faceted database can support the needs of vulnerable college student populations, namely first generation students. T.E.A.C.H. counselors are taking initial steps in utilizing a refinement to the national T.E.A.C.H. database to support live IPDP updates about a recipient's short and long-term professional development goals during the course of regular telephone conversations and consultations.