

Implementing NH CHILD: A Comprehensive Approach to Professional Learning to Reach All New Haven Early Childhood Educators



NH CHILD

September 2018



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NH ChILD ADVISORY BOARD

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Jason Bartlett, Youth Services Director, Office of the Mayor, City of New Haven (mayoral appointee)

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Owner / Manager, Guilford Racquet and Swim Club

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Erik Clemons, CEO, ConnCAT,
Leader, Community Leadership Program, Member State Board Education

Karen DuBois-Walton, Executive Director, Elm City Communities, Housing Authority of City of New Haven,
Leader, Community Leadership Program

Sarah Fabish, Vice President for Grantmaking and Scholarships, Community Foundation Greater New Haven,
Member New Haven Early Childhood Council

Mary Farnsworth, Director of Strategic Planning,
Connecticut Office Early Childhood

Eliza Halsey, Executive Director, Elm City Montessori School

Jennifer Heath, President, United Way of Greater New Haven,
Member and Past Co-Chair New Haven Early Childhood Council

TBD, Director of Instruction and Early Childhood,
New Haven Public Schools

Helen Rubenstein, New Haven Economic Development Commission

Fahd Vahidy, Philanthropic Advisor, Graustein Family Office
Senior Advisor, Community Leadership Program

Janna Wagner, Co-Founder and Chief Learning Officer, All Our Kin

Jessica Powell, Assistant Professor of Education, Co-Director, Urban Fellows Program
Southern Connecticut State University



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Denise Duclos, Early Childhood Council

Stephen Hegedus, Southern Connecticut State University

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Participants from a focus Group at Elm City Communities



The Bank Street Education Center is an arm of Bank Street College of Education that partners with schools, school systems, higher ed organizations, and communities to advance practice and policy in the field of education at scale. It works closely with leaders and educators to offer strategic guidance and implementation services ranging from in-depth collaborative district reviews and analysis of curricula, practices, and resources, to professional learning experiences and ongoing coaching.



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WHAT IS NH ChILD?

Birth through age eight is a critical time of development for all children and forms the foundation for later success. The growth that takes place in this period sets the stage for all complex learning, including problem solving and the ability to sustain meaningful and caring relationships. However, without high quality support and care, young children can begin to gather compounding challenges instead of strengths. This is the same in New Haven, CT, as it is all over the country. How can a focused investment in New Haven create universal access to high-quality early care and education and support better academic and life outcomes for all children later in life?

Approach

The concept of Ideal Learning (see Appendix A) stems from a partnership of organizations, led by the Trust for Learning, with a shared commitment to developmentally meaningful, play-based, and trauma-informed care including the Montessori Leaders Collaborative, North American Reggio Emilia Alliance, Tools of the Mind, and Waldorf Early Childhood Association of North America in partnership with the Friends Center for Children. NH ChILD has also drawn upon 50 years of leading research and implementation of early childhood development principles encompassed in the Comer School Development Program. The Bank Street Education Center is leading the implementation planning for the NH ChILD project. NH ChILD serves as a national example of a multidisciplinary, cross-sector, community effort to increase the number of young children served in “ideal” child-centered learning environments. New Haven is well poised to serve as a model for such an effort given its size, diversity, capacity, and demonstrated commitment to early childhood care and education.

Design

Provide Access to Ideal Learning Early Childhood Education for All New Haven Children Ages Zero to Five

- Work together with providers, families, educators, and civic leaders to increase the capacity of current programs and add new programs, as needed, so that all children have access to Ideal Learning.
- Overcome barriers to access by growing programs and providing transportation in underserved neighborhoods, subsidizing programs, and creating a universal application system.

Strengthen Existing Programs to Support Ideal Learning for New Haven Children through Second Grade

- Professional learning experiences are content-specific, provide opportunities for active learning, make explicit connections to classroom practice, are sustained and cohesive across sessions, and address equity and diversity concerns.
- Expand degree-granting satellite programs to build the collective capacity of early childhood education providers in ways that align with the Ideal Learning vision. By the year 2021 all early childhood education providers will be required by law to have bachelor’s degrees in early childhood education. Currently, 68% of existing New Haven publicly-funded early childhood programs are not on track to meet this requirement.

Implementation

In April 2017, the Bank Street Education Center, Trust for Learning, and Friends Center for Children held a kick-off event and released the “Making the Case” paper which serves as a landscape analysis for the possibilities for realizing the vision and a call to action to the early childhood community in New Haven to lead the way. (To read the paper or learn more about the initiative, please visit newhavenchild.org.) In the year that followed its release, an Advisory Board was convened to develop plans for realizing the vision the paper outlined. This report serves as the first in a series of implementation plans commissioned by the Advisory Board and outlines a roadmap for one of the key pillars of the pathway to quality: creating a comprehensive and fully accessible approach to professional learning for all early childhood educators.



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EXECUTIVE SUMMARY

New Haven Children's Learning District (NH ChILD) envisions a city where all children have access to high quality early learning experiences. In order to turn this vision into reality for the 14,800 children ages 0-8 living in New Haven¹, NH ChILD is working to increase the number of spaces in high quality programs while simultaneously improving the quality of early learning experiences in existing programs. The essential components of NH ChILD's quality improvement strategy include the development of sustained cycles of professional learning and coaching (in-service training), aligned with pre-service training and support, that are all anchored in a shared vision for quality.

NH ChILD is committed to galvanizing the early childhood educator² community around locally adopted principles for quality to set a city-wide vision for what early learning experiences should look like. In order for quality improvement efforts to take hold and be sustained, this common vision for quality must be coupled with ongoing cycles of professional learning which unite the diverse community of early childhood providers. Along with the expertise and knowledge of the NH ChILD Advisory Board and Leadership Team, which includes representatives from Bank Street Education Center and Friends Center for Children, NH ChILD understands the essential elements of high-quality strategies for professional learning and therefore has developed a plan that addresses the following:

- Establishes the appropriate conditions for learning: is ongoing, supportive, strengths-based, and collaborative.
- Provides the time and space for all early childhood educators to:
 - Explore new practices
 - Recognize how one's attitudes, values, and beliefs with respect to culture, race, and equity might impact one's work
 - Learn from new perspectives
 - Share ideas and ideologies
- Focuses on a commitment to the whole child, developmentally meaningful practice, and a pedagogical approach rooted in the Principles of Ideal Learning
- Acknowledges the importance of a personalized plan for professional learning that includes developmental goals, strategic objectives, and associated information/metrics to put individual educators on the path of continuous improvement
- Recognizes that professional learning cannot be sustained without strong leadership and reflective supervision, which requires its own set of supports to foster and develop

The following paper outlines NH ChILD's beliefs, commitments, and plan for action with respect to NH ChILD's citywide efforts for in-service professional learning. We outline the personnel, budget, strategic partnerships, and philosophy behind the idea to launch a NH Child Leadership Support Model, NH ChILD Coaching Model, and NH ChILD Professional Learning Communities. The paper also includes some initial research and ideas regarding a strategy for developing cost-effective, innovative, and high quality opportunities for pre-service training. While the ideas in this paper will continue to be refined over the months ahead, we are confident that they lay the foundation for an effective, strategic, and sustainable approach to improving the quality of early learning experiences for all young children living in New Haven.



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INTRODUCTION

For early care and educational programs to translate to positive long-term outcomes for children, they need to marry a deep understanding of child development with an understanding of the child's unique context.³ The relationships and interactions that young children have with the adults who care for them on a regular basis are critically important to development and learning.⁴ When programs and providers develop culturally relevant and supportive relationships with each child, social-emotional and language development outcomes improve. An important study that explores the role of cognition, motivation, and emotion in student achievement also indicates that taking a strengths-based and culturally responsive approach to social-emotional learning supports stronger learning outcomes in a range of areas for all children.⁵ Another recent study by MIT cognitive scientists reveals that the level of conversational engagement between adult and child accounts for a large portion of the differences in brain physiology and language development in children.⁶ One example of this that neuroscientists have highlighted is the importance of engaging children in “serve and return” conversation techniques starting from birth. However, providing this kind of quality experience for children is not simple. Educators and care providers need professional learning and support to provide quality interactions and experiences that lead to these important outcomes. Cycles of professional learning and coaching, aligned pre-service and in-service supports — all anchored in a shared vision for quality — are essential components of a coherent professional learning approach for all early childhood educators.

Developing consistent standards for a comprehensive professional learning strategy is challenging when one considers the fragmented systems that currently exist across the community from birth to age eight. Multiple public funding streams, federal and state mandates, accreditation, and licensing requirements have led to a lack of coherence and accountability with respect to quality standards for early childhood care and education programs. Contributing to this challenge is the fact that young children receive care and education across a variety of different program types.

Before the age of five, the average child experiences up to five different childcare settings.⁷ Public and private schools, public and private center-based providers, home-based providers, and “kith and kin” providers all have unique strengths and needs when it comes to providing the kinds of high quality early learning experiences that lead to long-term positive outcomes for all children. Yet in most communities these organizations operate independently of one another. This leads to a lack of understanding about the kinds of learning experiences children should have access to at a young age, which leaves families to navigate the maze of programs largely on their own. Achieving and sustaining quality early learning experiences for all children throughout a community, birth through 8, requires a systemic, coordinated, and community-driven approach.



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QUALITY PRINCIPLES

Definitions of quality early learning experiences at the federal, state, and local level are largely focused on compliance mandates and lack attention or reference to what experts and educators in child development know make the most difference in supporting quality early learning experiences. National accreditation standards like NAEYC (National Association for the Education of Young Children) and NAFCC (National Association for Family Child Care), QRIS (Quality Rating and Improvement Systems), state licensing standards, state funding requirements, and federal funding requirements all attempt, to guide the quality of early childhood programs in ways that research show will lead to the long-term health, academic, and social outcomes that early quality learning experiences can support. Many of these standards set the bar too low by emphasizing health and safety at the cost of pedagogical practice and often these systems or frameworks can inhibit good work happening at the local level. Many state and federal programs are also under-resourced and therefore cannot adequately provide supports to programs not meeting standards.

To address this gap, NH ChILD has contributed to a set of early learning standards that are aligned with the Trust for Learning's parent-facing Ideal Learning Principles (developed by the Ideal Learning Roundtable[®]). NH ChILD has also drawn upon the 50 years of leading research and implementation of early childhood developmental principles encompassed in the Comer School Development Program model to contribute to these principles. By marrying what parents say they value in an early childhood experience with what the nation's leading early childhood educators know to be best practice, the NH ChILD Leadership Team and Advisory Board identified the core concepts that form the foundation of quality early childhood education for children in New Haven and across the country. These principles allow for multiple pathways, approaches, and models and take into account the varied contexts in which early educators and care providers work. However, there are several essential beliefs that are worth noting, including a commitment to play, relationship-based interactions, and child-centered perspective; equity and an understanding of the importance of trauma-informed care; and an inquiry- and strength-based approach with children, adults, and families. Together, they balance principles of attachment and independence that are meaningful for young children's development (See Appendix A).





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NH ChILD intends to use its locally-adapted version of these principles as the foundation for many of our activities, including as a guide for identifying professional development priorities and as a self-reflection tool for practitioners. Starting in the Fall of 2018, NH ChILD plans to host orientation sessions for New Haven based early childhood educators in which the Principles of Ideal Learning are discussed and adapted to form a vision for high quality early learning experiences for all children ages 0-8 throughout New Haven. NH ChILD also believes that these principles can be useful as a tool for policy makers at all levels by offering a framework to establish greater coherence across local, state, and federal mandates. NH ChILD aims to support greater alignment between the Principles of Ideal Learning and existing systems and structures that provide oversight to programs. With this goal in mind, we have taken the opportunity to offer feedback on the State of Connecticut's draft Quality Rating and Improvement (QRIS) tool-currently being piloted with 100 early childhood providers across the state - and have generated the following suggestions for how it can better align to our vision of quality early learning experiences.

General Recommendations for QRIS Tool:

- Explicit mention of the word 'play' must be included.
- It is important to develop and incorporate a stronger emphasis on the human interactions that form the foundation for early learning, including child-to-child and adult-to-child interactions.
- High quality experiences, environments, and materials need to be better defined and take into account the strengths and limitations of all setting types.
- The QRIS tool is written to be "program focused" rather than "child and family focused."

What is Quality Rating and Improvement System (QRIS)?

- Systemic approach to assess, improve, and communicate level of quality in early childhood education programs.
- Similar to rating systems for restaurants or hotels, QRIS awards a quality rating to programs that meet a defined set of program standards.
- The goal is for participating programs to embark on a path of continuous quality improvement.

History

- Development of QRIS began in 1990s to address a large gap between accreditation and licensing standards. Programs need steps to help bridge the gap.
- At this same time, states were creating comprehensive professional development systems and seeking to align their many different quality initiatives.
- The first statewide QRIS was implemented by Oklahoma in 1998, more than half of the states and the District of Columbia have implemented statewide QRIS, and most of the remaining states are developing or exploring QRIS as a mechanism for organizing quality initiatives into one coherent system.



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PROFESSIONAL LEARNING

For a unified and coherent set of learning experiences for all children to take hold across each early childhood care and education setting, defining a common vision for quality must be coupled with an investment in an ongoing series of professional learning experiences that bring educators from across the community together. Gaps in understanding among educators and providers should be assessed to develop the right mix of learning opportunities that will enable all sites to provide an aligned and high quality learning experience for children. This approach can also serve as a vehicle for weaving the community together around the Principles of Ideal Learning and should draw from the expertise of the Ideal Learning Roundtable organizations.



The design and approach to professional learning experiences requires careful consideration. Professional learning or development is often considered “collaborative learning between adults” where adults come together and enhance both learning and practice by providing a space and time to explore new practices, learn from new perspectives, and share ideas and ideologies in service of growing professionally.⁹ As Sandra Malmquist, Director of Creating Kids, Connecticut Children’s Museum, and the Early Childhood Resource Center states, “We often ask early childhood educators to provide children with learning experiences that they themselves have never had. In planning professional development, I try to provide educators with the types of experiences we

want them to bring to children.” This important concept is supported by research in the *Internal Coherence Framework: Creating the Conditions for Continuous School Improvement in School*:

Educators have rarely experienced the kinds of powerful learning that they are called on to produce for students. Most teachers themselves were taught in schools where lessons were delivered lecture-style and demonstrations of learning were dominated by memorizing and reporting facts. Thus, the first step toward achieving deeper learning more consistently across the sector is to raise the level of learning for educators, so that they can create these experiences for students.¹⁰

Effective professional learning experiences must take into account adult development: how they make sense of the world and their learning environments.¹¹ Adults, like children, have changing patterns of growth, understanding, and response as they continue to develop. Through this development there is an interplay between cognition and emotion which impact their interactions with their respective environments.¹² For example, in order to improve the quality of teaching for children of color, we first need to focus on educators’ priorities, beliefs, habits, and loyalties as a lever for change in attitudes, values, and beliefs. Then change in practice, and then change in systems. Research tells us that culturally relevant practice is essential to quality improvement.¹³ Research also shows that a deficit-based approach can have lasting negative effects on student outcomes.¹⁴ Shifting the mindsets that guide our behavior with respect to culture, race, and equity serve as a foundation for change in practice, as well as the systems in which they are enmeshed.

There is growing consensus among scholars that successful improvement initiatives should be viewed as a challenge of educator learning and organizational capacity building rather than a challenge of implementation.¹⁵ Asking educators to work with children and content in new ways to produce better outcomes requires learning. However, far too often in improvement initiatives, ambitious goals are set without adequate support for the learning required to change



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educators' practice.¹⁶ "Leaders exacerbate this problem when they frame improvement efforts as something all educators should be able to implement successfully given their current knowledge and skills rather than something that will require new learning.¹⁷ By helping [educators] acknowledge and address what they do not yet know, leaders can guide [educators] toward improvement."¹⁸

Educators also need developmental goals, strategic objectives, and associated information/metrics that are explicitly tied to collaborative, reflective supports for growth (check-in for mentoring, regular data reporting, coaching, etc.) by leaders in order to improve their practice.¹⁹ Program leaders should be positioned to offer reflective supervision that supports open dialogue on goal setting and takes into account an individual's way of knowing and learning environment. When leaders differentiate their approach to goal setting, individuals will be able to set, evaluate, and meet more meaningful goals. This approach will help support both individual and organizational goals.²⁰

Leaders must also engage in continuous cycles of inquiry and professional learning to improve their own knowledge and practice. According to a recent study by Meredith Honig on instructional improvement, "Central office leaders should not rely on even highly capable outside organizations to lead too much of the central office reform process... Outside organizations can play important roles in exposing leaders to new research-based ideas but... they do not substitute for central office leaders leading the work themselves even while still learning the new ideas."²¹

It is important to note that the ways in which we take up and respond to this research, and the approaches they suggest need to account for the varied and different context of early childhood. Many sites are small and, in the case of many family child care settings, leaders and teachers are interchangeable since there are typically only one or two staff. The fragmented nature of the system that supports early childhood—characterized by the lack of a central agency coordinating, supporting, and overseeing supports—also needs to be accounted for as there is no one central office capable of creating coherence alone. Despite these differences, the lessons learned are critical and can be applied, but in ways that carefully and thoughtfully account for the responsibility placed on each site. In fact, NH ChILD seeks to address these issues in its design and approach by, for example, taking on many of the coordinating and support (as opposed to accountability) roles a central office might. We also seek to network caregivers and teachers across sites to create opportunities for joint learning and reduce feelings of isolation.



LANDSCAPE ANALYSIS

NATIONAL LANDSCAPE

NH ChILD conducted national research on 19 community-based early childhood initiatives that are focused on improving the life outcomes of children throughout the country. Several strong examples of initiatives focused on professional learning for early childhood educators have emerged that will serve as influences from which NH ChILD can learn. For example, the groundbreaking partnership between the eleven school districts of the Learning Communities of Douglas and Sarpy Counties in Omaha, Nebraska and the Buffett Early Childhood Institute at the University of Nebraska each offer a compelling example of a deep investment in professional learning for early childhood educators. The approach in Omaha (called the “Superintendents’ Early Childhood Plan”) represents a three tier approach that includes professional development opportunities for all school leaders, teachers, early childhood professionals, and caregivers who work with children birth through grade 3 in the Omaha metro area; customized technical assistance and consultation tailored to the specific needs of seven school districts; and full implementation support for a birth to grade 3 approach for twelve high need elementary schools that will serve as hubs for young children and their families to receive high-quality, comprehensive, and continuous early childhood education and services. The birth through grade 3 approach includes home visiting for children birth through age 3, high quality preschool for 3- and 4-year-olds, and aligned kindergarten- through grade 3 curriculum, instruction, and assessment for 5- through 8-year-olds. The Superintendents’ Early Childhood Plan costs \$2.5 million per year for three years (for a total of \$7.5 million) and is funded through a tax levy granted to the Learning Communities by the Nebraska State Legislature.²²



Another strong example is the partnership between Boston Public Schools (BPS), MDRC, University of Michigan, and Harvard Graduate School of Education called the “Expanding Children’s Early Learning (ExCEL) Network”. In 2012, BPS began phasing in a system-wide integrated curriculum that emphasizes the need for instruction in each grade to build on the lessons and skills that children learned in the previous grade. The district rolled out “Focus”, a system-wide language, literacy, and STEM curriculum that aligns content and instruction from preschool to third grade. MDRC is conducting a longitudinal study (“ExCEL P-3: Promoting Sustained Gains from Preschool to Third Grade”) that examines the malleable factors in BPS learning environments that influence children’s academic, social-emotional, and behavioral outcomes from preschool to third grade. They are also partnering with BPS on an initiative called “ExCEL Quality: Improving Preschool Instruction through Curricula, Coaching, and Training” that focuses on the selection of the best combination of curricula and professional development to improve teacher practices and child outcomes. The ExCEL Network is funded through the Laura and John Arnold Foundation.²³

The work underway in Omaha, NE and Boston, MA and the research agenda accompanying it will be a tremendous resource for NH ChILD. Both initiatives, as NH ChILD seeks to do, take a system-wide approach and employ a coaching model for early childhood educators at scale to improve program quality. These initiatives also recognize that individual educators and the leaders who support them need sustained opportunities for professional learning that are coordinated and consistent. NH ChILD has already made contact with program leaders in Omaha and Boston and will continue to leverage those contacts to learn from their work.



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LOCAL LANDSCAPE

New Haven has several organizations that offer professional learning support to early childhood program administrators, teachers, and caregivers. NH ChILD engaged in conversations with the individuals responsible for managing these organizations to understand their work and opportunities for collaboration.

All Our Kin: Builds high-quality, sustainable family child care programs by offering training and education opportunities and advocating for livable wages, benefits, and respect. Some examples of the supports All Our Kin offers are a toolkit for licensing and a network of providers that includes: coaching from master educators and business consultants; Child Development Associates classes; monthly meetings and workshops; annual conferences; scholarships for college courses and accreditation; a zero interest loan program; materials, equipment, and supplies; phone support; First Aid, CPR, and medication administration classes; bilingual services; advocacy at state and local levels; and information about resources and opportunities throughout the community.²⁴ All Our Kin reports that with its help, the total number of family child care providers in New Haven increased by two-thirds from 2000-2011, while the number in Connecticut declined by a third.²⁵



Despite this incredible success in establishing a robust network across a vast and diverse community of educators, there are many family child care providers who could still benefit from additional professional learning support. Some attend workshops on select topics of interest, but are not accessing ongoing supports. Some providers also do not sign up for the help that is available because of time constraints, which are very real for this group of providers who need to work long hours to provide the coverage working families need.

New Haven Early Childhood Council: Works to increase the quantity and quality of early care and education in New Haven, provide a variety of supports (training, consultation, resources, and materials) to help teachers and caregivers better understand child development and how children learn, and raise public awareness of and support for early care and education, including about the importance of the early learning years. The New Haven Early Childhood Council receives funding from the Graustein Memorial Fund and the state of Connecticut through the School Readiness Grant, which is responsible for distributing to high quality schools and programs that serve children ages 3 and 4. The Early Childhood Council is comprised of 30 volunteer members appointed by the Mayor and School Superintendent. Council members include parents of young children, representatives from community organizations invested in the well-being of young children, and the Mayor or Superintendent or their designees. The New Haven Early Childhood Council convenes program administrators that receive School Readiness funding approximately once a month (the School Readiness Provider Council) and facilitates professional development opportunities to help providers unpack Connecticut's Early Learning and Development Standards and other topics. As a requirement of the School Readiness Grant, programs that receive funding are visited by education consultants who focus on program quality and improvement.²⁶

As a voluntary group with limited staff, the New Haven Early Childhood Council relies on partner organizations to implement programs.





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New Haven Early Childhood Resource Center: Housed at the Connecticut Children’s Museum and partially funded through the New Haven Early Childhood Council, the Early Childhood Resource Center facilitates professional development sessions every Thursday evening to provide early childhood educators with information that informs their practice and inspires their teaching. Workshops, speakers, and round table discussions feature an array of topics presented by experts in the field and often meet the requirements of Head Start, School Readiness, and NAEYC. In addition to professional development sessions, the Early Childhood Resource Center has a collection of curriculum boxes, story kits, and teaching books for educators to sign out and borrow. Sandra Malmquist, Director of the Early Childhood Resource Center, states in 2017, “The Early Childhood Resource Center had 300 unique visitors participate in professional development sessions (10% of whom were family care providers).”²⁷

The Resource Center provides an incredible set of supports on a limited budget for educators who can attend centralized professional development supports that take place in the evening.

New Haven Public Schools and Bank Street College Pre-K Partnership: New Haven Public Schools (NHPS) established a partnership with Bank Street College (Bank Street) in 2016 to help strengthen the quality of early childhood practices, resources, and support across the district. The partnership began with a collaborative review of current early childhood practices and resources within the public school system and led to the development of recommendations and goals, which included the refinement and implementation of a vision for developmentally appropriate early childhood practice in New Haven. NHPS and Bank Street worked together to develop an Early Childhood Belief Statement (Appendix B). Beginning in the 2016-17 school year, NHPS built upon their partnership with Bank Street to refine and implement its vision for developmentally appropriate early childhood practice in New Haven by:

- Deepening the capacity of the NHPS Central Team to message, implement, and sustain early childhood practice
- Developing and supporting the implementation of Teaching Strategies “Creative Curriculum” among pre-K staff at the Mayo School
- Building a common understanding of what developmentally appropriate instruction looks like for children ages 3-6 for approximately 125 targeted pre-K and K teachers and leaders across program strands (Head Start, School Readiness, and Magnet)

The NHPS and Bank Street partnership continued in the 2017-18 school year. As of this Spring (2018), all pre-K teachers (across all program strands: Head Start, School Readiness, and Magnet) have had the opportunity to participate in professional learning about developmentally appropriate instruction.

One challenge NHPS faces is how to create a coherent vision for early childhood that spans pre-K through second grade and is distinct and supported within schools that typically extend all of the way to grade 8. Principals and assistant principals of these primary schools rarely enter those positions with deep early childhood expertise and are focused and held most strictly accountable for the performance of students in older grades, including high school matriculation. While research connects stronger academic outcomes later in school with access to quality early learning experiences, leaders rarely feel they have the luxury of focusing on what is perceived as long-term solutions to urgent issues. School leaders, not just in New Haven but in districts across the country, are also challenged to lead even though an array of operational and instructional issues limit their reach.

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Based on learnings from the last two years, Bank Street has recommended the following partnership areas as pathways to continue and deepen the work with NHPS:

1. Invest consistently to expand professional learning on developmentally appropriate instruction to reach more early childhood staff including all new pre-K teachers, kindergarten teachers, and paraprofessionals.
2. Provide supports and capacity building for coaches including opportunities for embedded support and focus on observation and recording as a learning objective as the Connecticut Early Learning and Development Standards roll out.
3. Invest in central leadership for early childhood pre-K to grade 2 to create structures to sustain the Bank Street / NHPS partnership including: co-design a professional development calendar and engage in strategic planning and build on the early childhood team's efforts to replicate content from professional development for teachers.
4. Partner with NH ChILD to expand coaching reach and explore partnerships with Southern CT State University and Gateway Community College to offer a pathway to an early childhood BA program as a pipeline for new teachers.



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STAKEHOLDER ENGAGEMENT

In addition to the conversations with stakeholders from the various organizations previously described, NH ChILD has engaged early childhood educators (program administrators, teachers, and caregivers) in a survey to gather information about the current professional learning landscape for early childhood educators throughout the city and solicit input on some ideas NH ChILD might consider implementing (Appendix C). Below is a summary of some of the information NH ChILD received as part of this survey (full summary of the survey results can be found as Appendix D):

45% of respondents work in a child care center, 35% work in a public school or Head Start program, and 20% work as family child care providers.

- **28%** of respondents indicated they **do not have access to opportunities to help them develop the skills or knowledge most needed to do their jobs better.**
- **Time** and **location** were the two biggest barriers to accessing the professional learning opportunities respondents believe they need to improve their work.
 - 77% of educators indicated “there is no time in my day for professional learning opportunities” as a significant or somewhat significant barrier.
 - 80% indicated “the professional learning opportunities I need access to are not offered anywhere near me” as a significant or somewhat significant barrier.
- **One in four respondents** listed **coaching and/or mentorship as the most helpful support** in terms of the development of a personalized growth plan and reaching their goals. However, only **38%** of respondents indicated they have **access to coaching or mentoring support.**
- The most common form of professional learning opportunity respondents have access to are **classes, lectures, or workshops (92%)** followed by **online courses (71%).**
- **Less than 50%** of respondents indicated they’ve had access to professional learning opportunities that relate to **Adverse Childhood Experiences or Trauma Informed Care** in the past year.
- **9%** of respondents indicated **they do not have a team or professional learning community that supports their learning.**²⁸

The data gathered via this survey have led to the development of a series of beliefs, commitments, and actions NH ChILD plans to implement to increase support and improve the quality of early childhood educator practice throughout New Haven.



NH ChILD'S PLEDGE

NH ChILD BELIEVES

Based on the research cited above, feedback gathered through stakeholder conversations and surveys, and what we've experienced as professionals, NH ChILD believes that all early childhood educators working in New Haven have a right to the following opportunities and experiences as they relate to their individual growth and professional learning:

1. Clarity of vision and an understanding of what quality early care and education look like in practice.
2. A designated mentor who is knowledgeable about early childhood education and the Principles of Ideal Learning and who is invested in her/his personal and professional growth.
3. Access to ongoing cycles of professional learning with job-embedded support to advance professional growth connected to the Principles of Ideal Learning:
 - a. Dedicated time to meet with colleagues to engage in professional learning, such as to review student development and work, share best practices, or collaborate on an inquiry question.
 - b. Opportunities for personalized support and feedback including in-class or in-home observations and coaching from their mentor or another early childhood expert supervisor or coach.
4. Access to continuing education and college courses with financial support, if needed, to strengthen practice and support career advancement.

It is important to note that NH ChILD's beliefs as they relate to professional learning are intended as a support and resource to educators and not to add burden, requirements, or additional expectations to an already overworked and underpaid workforce. NH ChILD also acknowledges that in order to make these beliefs a reality we must support programs and educators in providing the adequate time, space, and funding for this learning to take place in a fair, meaningful, and sustainable way.



Implementing NH ChILD: A Comprehensive Approach to Professional Learning to Reach All New Haven Early Childhood Educators

NH ChILD COMMITS

To translate NH ChILD's beliefs about professional learning and support into actions, NH ChILD commits to the following in the next three to five years:

1. Every early childhood educator and leader in New Haven will be able to explain and provide an example of what the locally adapted version of the Principles of Ideal Learning looks like in practice.
2. Every early childhood educator (teacher, caregiver, and administrator / leader) in New Haven will have a designated mentor who is knowledgeable about early childhood education and the NH ChILD version of the Principles of Ideal Learning and who is invested in her/his personal and professional growth.²⁹
3. Every early childhood educator in New Haven will have had the opportunity to opt into at least one cycle of professional learning that includes attendance at professional development workshop(s) with up to four visits of follow-up job-embedded support connected to at least one of the locally adapted Principles of Ideal Learning. The skills the coaching sessions focus on will be collaboratively identified by the individual educator and the NH ChILD coach with input from the educator's program administrator if applicable.
4. Every early childhood educator (teachers, assistant teachers, home care providers, paraprofessionals, program administrators, etc.) in New Haven will know how to access required and desired opportunities for high quality higher education coursework that align with the locally adapted Principles of Ideal Learning. This includes support in identifying financial and other resources.
5. NH ChILD will explore how structures and policies that influence the early childhood landscape in New Haven can be leveraged to sustain the work it will do related to professional learning and ensure all children ages 0-8 have access to ideal early learning experiences.



NH ChILD ACTS

To deliver on these commitments, NH ChILD has developed the following ideas for implementation to build on the existing strengths of New Haven based early childhood educators and ultimately improve the quality of early learning experiences for all children in New Haven ages 0-8. These components work together to create a comprehensive system for support and all rely on the development of a core of NH ChILD coaches who would be responsible for collaborating with educators and also working as mentors, ambassadors, teachers, coaches, and leaders of ideal learning in New Haven.



Implementing NH ChILD: A Comprehensive Approach to Professional Learning to Reach All New Haven Early Childhood Educators

IMPLEMENTATION PLAN

GALVANIZING EARLY CHILDHOOD EDUCATORS AROUND THE PRINCIPLES OF IDEAL LEARNING

Beginning in the Fall of 2018 and for the first two years of implementation, to lay the groundwork for the types of professional learning opportunities described in the subsequent sections, the core of NH ChILD coaches will host a series of orientation sessions to introduce early childhood educators throughout the community to NH ChILD’s mission and vision and work collaboratively to develop a locally adapted version of the Principles of Ideal Learning.³⁰ These orientation sessions will cover a variety of topics including an introduction to the Principles of Ideal Learning and a discussion regarding how they can be adapted to generate a universal vision for high quality early learning experiences throughout New Haven. Additionally, they will include examples of the principles in action (videos, descriptions, testimonials, possibly site visits, and opportunities for hands-on experiences to make connections to practice), and research on parent demand and why experts believe these are the most promising practices, and the chance for educators to discuss and ask questions about NH ChILD in general. Lastly, the sessions will also provide NH ChILD the chance to recruit educators to participate in the NH ChILD professional learning opportunities described in the subsequent sections: the NH ChILD Leadership Support Model, NH ChILD Coaching Model, and NH ChILD Professional Learning Communities. Lastly, the sessions will be tailored by program setting type (different sessions for center based providers, public school settings, and family care providers) so the coaches can customize the presentation to use the most relevant examples for each setting type. Based on the overall count of programs and educators, we estimate the NH ChILD coaches will host a total of 15 orientation sessions per year for the first two years of implementation (6 sessions for center based providers, 5 sessions for public school educators, and 4 sessions for family care providers each year). Within each program setting type, the content for each session will be the same so the expectation is that educators would attend only one orientation session each. Sessions will be held in various locations throughout the city at times convenient for those who work in the early education field (evenings, weekends, convenient times based on NHPS school calendar). The total cost for these orientation sessions is approximately \$35,000 over two years for materials and food, plus the cost of the coaches.



Item	Cost (per session, estimated attendance per session 25 educators)	TOTAL (Year 1)	TOTAL (Year 2)	TOTAL
Food	\$500	\$7,500	\$7,500	\$15,000
Materials	\$1,000	\$15,000	\$15,000	\$30,000
TOTAL	\$1,500	\$22,500	\$22,500	\$45,000



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NH ChILD LEADERSHIP SUPPORT MODEL

NH ChILD knows and understands the importance of reflective supervision for professional learning.³¹ Leaders—program/school administrators and principals—play a critical role in providing the right conditions to support educators in fostering professional growth. To do this work, they need to be able to lead with content and pedagogical knowledge. And they need to understand and support external training that coaches and teachers receive to ensure consistent, coherent expectations for teachers. We have therefore made the commitment that every early childhood educator in New Haven will have a designated mentor or supervisor who is knowledgeable about early childhood education and the Principles of Ideal Learning and who is invested in their personal and professional growth. To do this, many leaders will need additional support.

The role leaders will play is distinct from the work of coaches who are primarily positioned to provide non-evaluative mentoring and support that aligns to, but is not directly connected to, supervision. However, the NH ChILD core of coaches (described in the next section) will be prepared to support strong leaders and educator mentors that currently exist and, where there are gaps, fulfill this mentoring role for the educator with whom they work. We also commit to ensuring that the support educators receive from coaches are well-aligned with accountability standards put in place by site leadership for their unique site.

To begin to create this coherence, leaders of early childhood sites will be invited to workshops held throughout the first two years of implementation to introduce program administrators to the Principles of Ideal Learning that include differentiated opportunities for translating these into practice (including site visits and other hands-on experiences). NH ChILD staff will also look for existing forums (like the School Readiness Providers Council) in which to also offer these supports and opportunities. In addition, coaches supporting educators will make time to meet with leaders, to engage them while onsite in classroom visits or other forms of coaching/thought partnership, and to imagine what on-site structures could support ongoing professional learning for educators at their sites to accelerate learning even further (e.g., the establishment of leadership teams and networks that provide structures for distributed leadership).

In order to make this vision a reality long term, leaders in the early childhood field (program administrators and experienced educators) may benefit from more formalized leadership development opportunities. In the interest of creating more effective and reflective leaders throughout the early childhood community, NH ChILD plans to build a certificate program to be launched in the second or third year of implementation for new and experienced educators that focuses

Leadership Certificates

Bank Street's Early Childhood Leadership Advanced Certificate Program is an intensive 10-month, 24-credit program designed to support the development of current and aspiring early childhood directors. To advance their abilities as leaders, NH ChILD professionals might consider attaining certification.

- Earn these credentials from the New York State Association: School Building License (SBL)
- Children's Program Administrator Credential (CPAC)
- Early Childhood Leadership Advanced Certificate Program

Participants gain credentials and advanced knowledge in curriculum, instruction, and assessment; fiscal management, grant development, and marketing; supervision and adult / professional development; organizational development; and education policy, advocacy, and law as well as a supervised fieldwork component.

Directors and aspiring directors can receive a 50 percent scholarship through Bank Street College and may be eligible for additional scholarship funding through the New York State Child Care Educational Incentive Program. Individuals who successfully complete the Early Childhood Leadership Advanced Certificate Program may have the opportunity to continue at Bank Street to take seven additional credits to earn a master's in Educational Leadership. The full cost of a 24-credit bearing program for one cohort of 12 administrators would cost \$219,600.

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on building the leadership skills required to effectively coach, support, and supervise others. The program would build off of successful existing models of leadership development but be customized for leaders of early childhood programs and anchored in realizing the Principles of Ideal Learning in a variety of settings. To support our goals around career advancement, the program could be designed to offer credits or lead to state and city credentials for site leadership.

NH ChILD estimates there are approximately 100 program leaders who oversee early childhood educators in child care centers and public schools in New Haven:

Setting Type	# of Leaders
Child Care Center	49 (Directors) 16 (Assistant Directors) ³²
Public Schools	27
TOTAL	92

It is important to note that there are currently 153 licenses issued to family child care providers in New Haven as well. While most family child care providers are not directly engaged in the supervision and oversight of other adult educators, it is likely that some family child care providers would be interested in and benefit from the types of leadership training and support other early childhood administrators receive. In partnership with All Our Kin, NH ChILD should consider what aspects of the NH ChILD leadership support model Family Child Care providers might be interested in and adapt the model accordingly to encourage their participation.

PK-3 Leadership Program

Established through a partnership between the NEAG School of Education at the University of Connecticut and Connecticut's Office of Early Childhood, the PK-3 Leadership Program is an executive style program for central office leaders, private preschool leaders, and school and teacher leaders to help support early childhood educators in understanding the developmental, curricular, and assessment needs along the Pre-K-3 continuum. Each year 20 leaders are selected to complete three thirty-hour modules:

- Curriculum and Instruction (July)
- Assessment and Evaluation (Fall)
- Leading for Equity, Excellence, and Early Success (Spring)

The focus of the program is "adult learning with active engagement and relevancy. Cohort members are asked to apply the program content to their organization, with a lens on continuous improvement as they experience learning with researchers and practitioners."

The PK-3 Leadership Program meets at the ACES Professional Development facility in Hamden, CT (5 miles away from downtown New Haven) and costs \$4,750 per participant.





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NH ChILD Coaching Model

Research indicates that, “For meaningful improvement to occur, educators need intensive and sustained opportunities for professional learning.”³³ Active, job-embedded professional development, such as coaching, has been found to be one of the most effective forms of professional support for educators.³⁴ In order to ensure that all early childhood educators in New Haven have access to these types of intensive and sustained supports, NH ChILD has committed that within the next three years, every early childhood educator in New Haven working with children ages 0-8 will have the opportunity to opt into at least one cycle of professional learning that includes attendance at professional development workshop(s) and up to four visits of follow-up job-embedded support connected to at least one locally adapted Principle of Ideal Learning. In order to deliver on this commitment, NH ChILD will hire expert coaches who are able to demonstrate a deep knowledge of early childhood education and child development, have a minimum of 7 years experience working in the early childhood care and education field, and have demonstrated an understanding and commitment to the Principles of Ideal Learning. NH ChILD believes in order to attract the level of talent and experience required to do this critical work, we should expect to pay coaches an annual salary of \$75,000 plus benefits. NH ChILD also recognizes, given the diversity of early childhood educators in the New Haven community, at least two of the five coaches must be fluent in Spanish. This will be especially important for coaches working with educators in family child care settings but also helpful in bilingual classes across all setting types. If the coaches hired to support family child care educators do not have deep prior experience working in family child care settings, they will require specialized training. NH ChILD recognizes that recruiting expert early childhood educators who possess these required skills and knowledge will not be easy. NH ChILD must continue to grow its partnerships with institutions of higher education that possess strong early childhood education programs and other sources of talent. Additionally, NH ChILD is prepared to identify training for prospective coaches who meet some but not all of the aforementioned criteria to ensure they develop the skills, knowledge, and experience to do this challenging work well.

NH ChILD estimates there are approximately 642 early childhood educators currently working in New Haven:³⁵

New Haven’s Estimated Early Childhood Educators

Setting Type	# of Educators
Child Care Center	298
Family Child Care	153
Public School	191 (at least 93 Head Teachers)
TOTAL	642

In order to ensure an appropriate level of intensive support, NH ChILD believes it is important that educators participating in a professional learning cycle receive at least ½ day of job-embedded coaching support every three weeks over the course of a 12 week cycle (minimum of four visits). These visits would be connected to attendance at a series of professional learning workshops, also facilitated by NH ChILD coaches, that would be scheduled at times and in locations that meet the needs and logistical constraints of educators in the early childhood field (e.g., Saturday workshops or in alignment with the NHPS calendar). NH ChILD also believes that coaches can maintain a workload of supporting no more than 15 educators during each 12 week cycle. In order to reach all 642 early childhood educators through at least one cycle of professional learning over the course of three years, NH ChILD will have to hire a minimum of four coaches. A director with deep expertise in coaching who can serve as a lead coach will also be hired to supervise the coaches

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and coordinate professional learning supports across the NH ChILD Network. Applying the criterion outlined here, NH ChILD estimates it will cost just over two million over three years to implement its coaching model.

Cost of Implementing Coaching

	Year 1	Year 2	Year 3	TOTAL
4 Coaches (\$75,000 annual salary with 30% fringe = \$97,500 each)	\$390,000	\$390,000	\$390,000	\$1,170,000
Director of Professional Learning/Lead Coach (\$100,000 annual salary with 30% fringe = \$130,000)	\$130,000	\$130,000	\$130,000	\$390,000
Contracted Provider with Coaching Expertise to Co-Create Coaching Model & Train Coaches	\$150,000	\$100,000	\$75,000	\$325,000
Operating Costs (including to convene coaches from across new Haven)	\$30,000	\$15,000	\$15,000	\$60,000
OTPS (Computers, Email, Travel Reimbursement, Other Materials for Coaches and Director of Professional Learning)	\$30,000	\$15,000	\$15,000	\$60,000
TOTAL	\$730,000	\$650,000	\$625,000	\$2,005,000

As NH ChILD delves deeper into the implementation planning for this coaching model, it may become necessary to prioritize or offer greater (more frequent) support to certain groups of educators. For example, new teachers or teachers working in schools led by administrators who don't have an early childhood background (more applicable in public school settings) may require more intensive support. It is important to clarify, however, that this model is intended to serve as a professional learning model, not an intervention for struggling teachers. It is intended to be a coaching and mentoring support, not a replacement for supervision.

Some NHPS Principals/Assistant Principals who lack a background in early childhood education have faced challenges in assuming leadership for pre-K classes located in K to grade 8 schools. The NH ChILD model can present an opportunity to offer teachers in those schools the in-service supports they need to be successful. Further, the professional learning model allows building leaders to observe classrooms when coaches are present to expand the leaders' understanding of quality early childhood settings and how to support them.

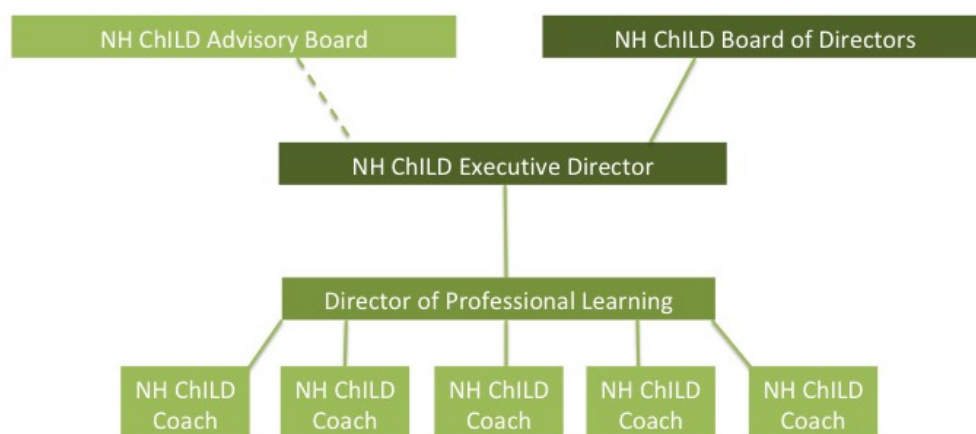
NH ChILD also recognizes that there are currently examples of strong coaching models across all early childhood setting types. For example, All Our Kin provides intensive and high quality coaching support to its network of family child care providers. Some School Readiness providers have access to coaching support through the New Haven Early Childhood Council and Head Start programs have access to coaching as a requirement of their grants. Individual programs such as LULAC, Yale New Haven Hospital Child Care Centers, and the Friends Center for Children all provide regular coaching to teachers through in-house and contracted expert educators. We believe it is important to emphasize that NH ChILD is not seeking to replace or supplant the strong coaching work already underway. Instead, NH ChILD seeks to build on these examples to expand their reach and give more early childhood educators access to the types of job-embedded support only some educators currently receive. NH ChILD is interested in collaboratively developing its coaching program in partnership with these other models. One example for how NH ChILD might partner with existing coaching models is to collaboratively train coaches, applying the Principles of Ideal Learning as an anchor for quality and

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establishing a larger network of coaches who are able to collaborate and share best practices. The NH ChILD coaching staff will work in tandem with other networks of coaches, strategically filling gaps in support and coordinating efforts across the city to ensure that all educators can access supports. Ultimately NH ChILD sees its role as making sure that their commitments to the early childhood community are met (but does not need to be the organization providing those supports directly.) There are pockets of excellence throughout the early childhood community. NH ChILD intends to coordinate, build upon, and supplement-not supplant-those efforts in pursuit of equitable access for all educators to the kinds of professional learning supports we know make a difference in supporting and retaining educators.

With this in mind, NH ChILD aims to develop its coaching model in year one in collaboration with other organizations already engaged in coaching and interested in working together. At a minimum it will be critical to engage members of the organizations overseeing different parts of the early childhood system in this work to align vision and related supports, most notably NHPS. Ideally leaders or coaches from these organizations will join convenings and trainings hosted by NH ChILD. With support from a partner organization expert in coaching in early childhood, NH ChILD will work in year one to train all coaches on the Principles of Ideal Learning and to build and refine a coaching model to realize these expectations in classrooms. For example, Bank Street College has a long history and deep expertise in providing coaching to early childhood educators in New York City and throughout the country. A snapshot of their coaching expertise in practice is included in the appendix. Bank Street's coaching model for early childhood educators focuses on interactions as the essential vehicle for learning. As referenced in the book, *Powerful Interactions: How to Connect with Children to Extend Their Learning*, "Young children experience their world as an environment of relationships, and these relationships affect virtually all aspects of their development - intellectual, social, emotional, physical, behavioral, and moral."³⁶ *Powerful Interactions* could be used as an anchor text for the NH ChILD coaching model, given its alignment with the Principles of Ideal Learning. NH ChILD will also consider ways that teachers might earn credit for successful completion of the coaching cycle towards any requirements for ongoing certification at the city or state level to create an additional incentive and also recognition of participation. Additional details on the NH ChILD coaching model, philosophy, and approach will be developed as the model is further refined.

NH ChILD Organizational Structure





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NH ChILD believes the type of intensive and sustained opportunities for professional learning that result from coaching, mentoring, and job-embedded support have the potential to make a tremendous impact on the quality of educator practice throughout New Haven. We are excited to continue engaging stakeholders, planning for implementation, and starting to raise funds to support a NH ChILD coaching model to deliver on our commitment.

NH ChILD PROFESSIONAL LEARNING COMMUNITIES

Another way NH ChILD might create more opportunities for ongoing professional learning is through establishing and facilitating Professional Learning Communities (PLCs) for educators (teachers, caregivers, and program administrators) around specific inquiry questions related to realizing the Principles of Ideal Learning in their classrooms and sites. PLCs would meet regularly (at least once a month) and engage in an ongoing discussion or investigation of one topic over the course of several months. The purpose of PLCs is to collaboratively engage in a deep investigation of one topic or problem of practice over a sustained period of time. (PLCs are not designed to offer one time exposure on an array of different topics.) These would be convened and led by the core of NH ChILD coaches also responsible for providing specialized supports to individual teachers. Over time the coach could release responsibility for facilitating the group to teachers who emerge as leaders in the process so that eventually they become self sustaining networks of practice. They would also be designed to build off of the efforts of Margie Cooper who has convened practitioners to study Reggio practices in New Haven.

While areas of focus would emerge from the interests and needs of the specific group, based on our experience to date some likely topics, projects, or issues the NH ChILD PLCs might consider are:

- How to counterbalance implicit bias and racial and cultural trauma in the classroom
- Effective practices for supportive, trauma-informed approaches to care (Adverse Childhood Experiences, or ACEs)
- How to develop meaningful partnerships with families
- How structures and policies that influence the New Haven early childhood landscape can be adapted to ensure sustainability for quality improvement efforts
- Strong practices related to establishing structures for distributive leadership (e.g., teaming, networks, etc.)

As these networks engage in their inquiry and study of successful practices, we would encourage the most advanced practitioners to contribute to the development of a NH ChILD resource bank that includes articles, videos, and other examples that “explain” the Principles of Ideal Learning in action. Coaches would become responsible in years 2 and 3 for beginning to highlight these examples. This resource bank would promote the adoption of the principles as a common vision for high quality early learning experiences throughout New Haven and help translate what ideal learning means to local practice and context.

In the first year, NH ChILD would establish 5-10 PLCs of 5-15 educators each (each coach would recruit and convene at least one in year one) in a range of settings so at least one PLC would take place in family child care, district pre-K, and center-based care. In addition to the costs of coach time to support the learning, participating teachers would receive a stipend to cover the costs of participating (and/or hiring coverages) and food, child care, and materials would be provided. PLCs would establish their own norms for meeting that address the unique needs of each group with the expectation that they gather at least monthly. We estimate that each PLC would cost \$14,000 plus the aforementioned cost of coaching time.



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Estimated Cost Per Coach

Item	Cost (per session)	TOTAL (per PLC - 10 sessions)	TOTAL (5-10 PLCs, 10 sessions each)
Food	\$200	\$2,000	\$10,000 - \$20,000
Materials	\$200	\$2,000	\$10,000 - \$20,000
Stipend	\$1,000 (\$100 per participant)	\$10,000	\$50,000 - \$100,000
TOTAL	\$1,400	\$14,000	\$70,000 - \$140,000

Development of a resource bank would add \$50,000 to these costs. The Director of Professional Learning could oversee this work with support from a part-time tech consultant who can support creating and updating the online platform. There may also be an opportunity for collaboration with existing hubs for professional learning including the New Haven Early Childhood Resource Center.

The establishment of NH ChILD Professional Learning Communities would give early childhood educators the time and space to collaborate with peers, engage in sustained learning opportunities, and help NH ChILD deliver on its commitment that all early childhood educators in New Haven will be able to explain and provide an example of what the Principles of Ideal Learning look like in practice.



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MAKING IT HAPPEN

SUSTAINING THE WORK

It is also essential that NH ChILD examines the systems and structures that influence the early childhood landscape in New Haven and identifies opportunities for sustaining its work with respect to professional learning and ensuring that all New Haven children ages 0-8 have access to high quality early learning experiences. Whenever possible, NH ChILD will seek to align its work to satisfy existing mandates and policies to avoid duplication. NH ChILD will not compromise its goals or commitment to its vision for quality, however we will aim to align existing and emerging policies and mandates with our vision to further coherence. During the first two years of implementation, NH ChILD will assess which existing systems, structures, and policies can be leveraged and what new systems, structures, and policies need to be created to better facilitate and sustain practices aligned to the Principles of Ideal Learning across classrooms, programs, and homes. This might include working with community and policy leaders in New Haven and at the state level, as well as early childhood leaders and program administrators at the individual site level to incentivize, spread, and sustain practices aligned to the Principles of Ideal Learning across sites.

To properly analyze and assess the current landscape and develop recommendations related to the sustainability of its work, NH ChILD should budget \$10,000 per year for the first two years of implementation. As part of its research, NH ChILD will identify possible public funding streams to sustain its professional learning agenda post-year 3 of implementation.

ESTIMATE OF COST

To implement the professional learning supports outlined, NH ChILD anticipates the following costs associated with each plank of the plan:

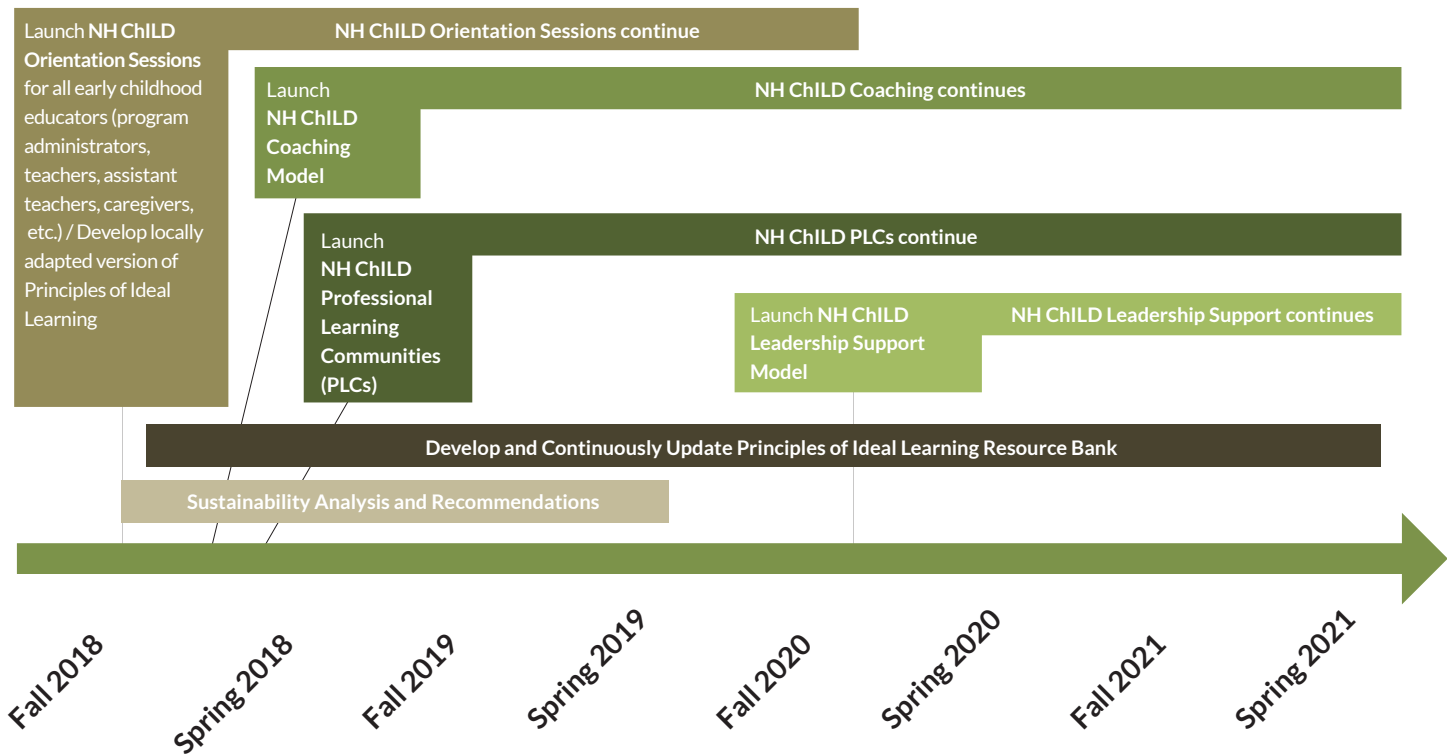
Estimated Costs for Professional Learning Supports

Plank	Year 1	Year 2	Year 3	TOTAL
NH ChILD / Principles of Ideal Learning Orientation Sessions	\$22,500	\$22,500	\$0	\$45,000
NH ChILD Coaching Model	\$730,000	\$650,000	\$625,000	\$2,005,000
NH ChILD Professional Learning Communities (10 PLCs / year with 10 participants each)	\$140,000	\$140,000	\$140,000	\$420,000
Principles of Ideal Learning Resource Bank	\$50,000	\$50,000	\$50,000	\$150,000
NH ChILD Leadership Support Model	\$0	\$219,000	\$219,000	\$438,000
Sustainability Analysis and Recommendations	\$10,000	\$10,000	\$0	\$20,000
TOTAL	\$952,500	\$1,091,500	\$1,034,000	\$3,078,000

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NH ChILD Professional Learning Timeline





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EQUITY & ACCESS IN WORKFORCE DEVELOPMENT & TRAINING

While access to ongoing opportunities for professional learning for early childhood educators is essential to the development of high quality early childhood care and education programs, it alone is not enough to transform the early childhood care and education landscape in the meaningful and sustainable ways required. The early childhood educator workforce continues to be routinely undermined by two factors which also impact the quality of programs available:

1. low compensation at the early childhood level and; 2. comparatively lower expectations and access to higher education to prepare early childhood educators relative to their K-12 peers. Access to high quality pre-service training, adequate compensation, and a shared framework of knowledge, competencies, and standards is required to unite and empower the early childhood educator workforce to deliver on the tremendous potential of their work.

“According to a recent briefing from the Economic Policy Institute, a majority of preschool teachers are low-income women of color with no more than a high-school diploma. Only 15 percent of them receive employer-sponsored health insurance and depending on which state they are in, nearly half belong to families that rely on public assistance.” As Marcy Whitebook, a director of the Center for the Study of Child Care Employment at the University of California, Berkeley states, “We still treat preschool teachers like babysitters. We want them to ameliorate poverty even as they live in it themselves.”³⁷

Despite a critical common objective: constructing a solid foundation upon which lifelong progress is built, early childhood educators are not acknowledged as a cohesive workforce of professionals “unified by their shared contributions and the common knowledge base and competencies needed to do their jobs well.” Early childhood education “preparation and credentials have not kept pace with what the science of child development and early learning indicates children need.”³⁹

Recent efforts to address these concerns includes a commitment by the State of Connecticut to improve the education and preparedness of early childhood educators by instituting a policy that will require early childhood educators to hold a bachelor’s degree in early childhood education or a related field. According to a 2015 report by the Institute of Medicine, “holding preschool teachers to lower standards than public school teachers has fed the perception that the work itself is low-skill and in turn has helped justify policies that keep preschool teachers’ wages down and prevent them from growing professionally.”⁴⁰

Preschool Teachers’ Mean Annual Salaries³⁸

Self Employed Home Care Providers: \$25,875
Early Childhood Teacher Salary: \$28,080
Elementary School (K-5) Teacher Salary: \$56, 130

State of CT Senate Bill 912:

On or after July 1, 2021, “Each early childhood education program accepting state funds for infant, toddler, and preschool spaces associated with such program’s child care program or school readiness program, one hundred percent of those individuals with the primary responsibility for a classroom of children hold a bachelor’s degree with a concentration in early childhood education, including, but not limited to, a bachelor’s degree in early childhood education, child study, child development or human growth and development, from an institution of higher education accredited by the Board of Regents for Higher Education or the Office of Higher Education.”⁴¹



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In July 2021, Connecticut will become the fourth state in the country to require that every early childhood classroom receiving state funds have a qualified staff member who holds a bachelor's degree in early childhood education or a related field (New Jersey, Rhode Island, and Vermont already require one). Research indicates that children who attend early care and education settings with adults who have demonstrated knowledge and skills, including a deep understanding of child development and strategies that promote development for a diverse range of learners, have better early learning experiences and outcomes. The most rigorous research that demonstrated the largest and longest-lasting effects of early childhood program—Perry Preschool and Abecedarian projects—both employed well-educated teachers who held a minimum of a bachelor's degree.⁴²

Another example is a national effort underway led by the National Association for the Education of Young Children (NAEYC) called Power to the Profession, “a two year collaborative initiative to establish a shared framework of knowledge and competencies, qualifications, standards of practice, and compensation for all early childhood educators who work with children birth through age eight across a variety of early learning settings.” NAEYC launched the Power to the Profession initiative in response to the seminal paper regarding early childhood workforce development published in 2015, “Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation,” which states:

Better support for care and education professionals will require mobilizing local, state, and national leadership; building a culture in higher education and ongoing professional learning that reflects the importance of establishing a cohesive workforce for young children from birth through age 8; ensuring practice environments that enable and reinforce the quality of their work; making substantial improvements in working conditions, well-being, compensation, and perceived status or prestige; and creating consistency across local, state, and national systems, policies, and infrastructure.⁴³

After the shared framework has been established, Power to the Profession plans to develop a comprehensive policy, financing, and communications strategy to guide the adoption, implementation, and public awareness of the framework.

Impacting Quality

It is important to note that the Perry Preschool and Abecedarian projects included several critical factors in addition to highly credentialed teachers: a strong curriculum tied with ongoing supervision and professional development, high standards and continuous quality improvement, and small class sizes and low teacher-child ratios (Stephens).

NH ChILD is eager to strengthen the research base that demonstrates the impact quality pre- and in-service training can have across a variety of early care and education settings (for 3- and 4-year-olds as well as infants and toddlers), when combined with other critical factors.

This effort seeks to address the immense variation that currently exists across states and by program type in terms of the knowledge, skills, and well-being, required qualifications, and compensation for early childhood educators.⁴⁴

In the Abbott districts, New Jersey has addressed several of the issues Power to the Profession also seeks to impact, namely workforce credentialization and compensation. New Jersey requires a bachelor's degree for its early childhood workforce and Abbott teachers now receive a salary on par with K-12 teachers (and middle class income levels), between \$55,000 - \$57,000 per year on average. These steps have reduced staff turnover which has had a profound impact on program quality.⁴⁵

NH ChILD believes that policies such as the bachelor's degree requirement in Connecticut and initiatives such as NAEYC's Power to the Profession must look at the quality of the pre-service training and the kinds of learning experiences educators should have rather than emphasizing compliance by specifying only degree credentials as the ultimate goal. Significant change in the quality of early education environments will require more than establishing guidelines for how long early childhood educators should spend in training. We must also explore what meaningful early childhood educator training looks like and how to define the essential experiences—both in terms of instructional content and clinical practice—that



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characterize high-quality pre-service training for educators, regardless of the degree type. Focusing on the number of credits or “seat time,” even if aligned to a set of standards, fails to address what has long been recognized in the K-12 system—that the kinds of experiences and pedagogical approaches prevalent in current teacher preparation programs are inadequate and fail to truly prepare educators for the classroom, regardless of the number of credits they earn. Karen DeMoss, Director of Prepared to Teach at Bank Street College, writes in her paper, “Clearing the Path: Redesigning Teacher Preparation for the Public Good:”⁴⁶

The United States stands alone among developed nations in its willingness to allow aspiring teachers to enter their profession through alternative routes with as little as a week of pre-service clinical experience before being assigned to lead a classroom of students...The commitments [other] nations have made to the preparation of teachers align with what we know about how human beings become expert practitioners. Whether one is training to be a concert pianist, a winning quarterback, a surgeon, or simply learning to drive, practice—and the kind of practice—matters. Building true expertise requires practice that is not simply rote repetition or imitation of others’ work: just as knowing which notes to play is necessary but insufficient to be a successful musician, memorizing a set of techniques to use with students does not ensure a novice teacher can become an expert. Candidates need sustained practice that is contextualized and deliberate, with frequent self-reflective processes that reference others’ expert knowledge.

We also need to figure out ways to offer quality learning experiences in teacher preparation at a cost that can be scaled in the public sector. As of November 2017, 81% of New Haven early childhood programs will not meet the 2021 bachelor’s degree requirement.⁴⁶ Based on the data NH ChILD collected via its survey issued to early childhood educators regarding opportunities for professional learning, 80% of early childhood educators indicated that their employer did not offer any financial support or scholarships for courses at colleges or universities. According to the U.S. Department of Education’s 2016-2017 Integrated Postsecondary Education Data System Survey, the average annual out of state cost of a bachelor’s degree program in Early Childhood Education and Teaching is \$33,799 with a four year estimate of \$135,196.⁴⁷ This annual estimate exceeds the average annual salary of early childhood educators by \$5,000 - \$8,000.⁴⁸ As a result, many early childhood educators are forced to turn to relatively lower cost degree programs offered from online universities that are often unable to offer the types of intensive clinical practice that early childhood educators need to prepare them to meet the rigorous demands of their profession.

Over the coming months NH ChILD will further develop several concepts for consideration for implementation that will increase access to high quality and cost-effective pre-service training for all New Haven-based early childhood educators. For example, we have already established a partnership with Southern Connecticut State University (“Southern”) which launched the first New Haven-based early childhood teacher credential bachelor’s program in January 2018. NH ChILD could potentially support Southern’s program in the following ways: 1) recruiting, enrolling, and retaining aspiring and existing early childhood educators to participate in the program; 2) offering curriculum support (for example, Southern has indicated it could use additional support establishing a stronger emphasis on the aspects of its programs focused specifically on infants and toddlers; and 3) developing a cohort model for family care providers or aspiring early childhood educators who live in public housing, for example. NH ChILD might also consider developing an innovative, cost-effective pre-service training program that meets 2021 degree requirements through a mastery or residency based approach. In addition to developing ideas related to pre-service training program development, NH ChILD must also establish an advocacy agenda that addresses the gross inequities that exist in pay between early childhood educators and K-12 public school teachers. NH ChILD might consider a partnership with CT Voices for Children, a New Haven-based child advocacy organization to develop a campaign to address the many factors that prevent the early childhood workforce from being recognized as the powerful profession that it is. NH ChILD anticipates releasing an additional briefing outlining these ideas and others related to professionalizing the early childhood educator workforce in the coming months.

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CONCLUSION

In order to meaningfully and sustainably impact the quality of early learning experiences for all young children living in New Haven, we must develop a comprehensive, cohesive, and innovative plan to provide high quality, ongoing cycles of in-service professional learning for all early childhood educators. This plan for professional learning must be anchored in a locally adopted, common vision for quality early learning experiences and also align with innovative and cost-effective opportunities for pre-service training. It must compensate for the dramatic inequities that exist for educators working in this field by filling gaps, offering opportunities for greater access, and supporting both leaders and educators to ensure coherence. If we are successful in realizing our commitments to support all educators in pursuit of equity in both access and quality, we can dramatically change the narrative for New Haven. In this paper, NH ChILD has provided a roadmap of ideas for how to get there. We have established strategic partnerships, engaged a diverse cross-section of early childhood educators, and mobilized leaders from the early care and education, community, and economic development sectors. We are poised and ready to put New Haven on the map as a city that is truly investing in its early childhood educators. Are you willing to join us?





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APPENDIX A: PRINCIPLES OF IDEAL LEARNING PROGRAMS

Overview:

This tool draws from the strength of world renowned early childhood approaches including Montessori, Reggio Emilia, Friends, Tools of the Mind, Bank Street College of Education, Waldorf, and the Yale Child Study Center to identify core concepts that form the foundation of quality early childhood education or “ideal learning.” These principles allow for multiple pathways, approaches, and models, and take into account the varied contexts within which early educators and care providers work. There are several essential beliefs, however, that thread throughout that are worth noting, including a commitment to play, relationship-based interactions, an ecologically- focused, child-centered perspective; equity; and a strength-based and inquiry-based approach with children, adults and families. Together, they balance principles of attachment and independence that are meaningful for young children’s development.

It is important to note that NH ChILD also has benefited from the 50 years of leading research and implementation of early childhood developmental principles encompassed in the Comer School Development Program model.

Purpose:

This document is intended to enable educators and those who work with them to:

- Understand and see themselves in a vision of quality aligned with the Trust’s ideal learning standards (i.e., make the concept of “ideal” more identifiable for providers)
- Assess their alignment with ideal learning and consider how educator knowledge and action could be supported by professional learning or other supports
- Provide an anchor for educators to reflect on their work and make connections between where they are now and what they might aspire to do differently
- Build a community that represents shared principles of quality early childhood education
- Inform QRIS or other systems of oversight that define quality whether implicitly or explicitly
- Influence policy decision-making that affects early childhood education providers

In these ways, the tool should be useful for:

- Early childhood educators and care providers in communities across the country
- Those who work with and support early childhood educators and care providers
- States, districts, others who oversee early childhood educators and care providers

What this is not:

- A valid, reliable, tested tool that can be used for rigorous evaluation purposes
- A comprehensive look at every aspect of an early education setting (e.g. safety, policies)
- Inclusive of model-specific terminology
- A comprehensive list of “look-fors”
- Parent-facing

The following principles draw from world renowned early childhood approaches including Montessori, Reggio Emilia, the Friends Center for Children, Tools of the Mind, Bank Street College of Education, Waldorf, and the Yale Child Study Center to represent the core concepts that form the foundation of ideal early learning.



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PRINCIPLES OF IDEAL LEARNING

Decision-making reflects a commitment to equity.

- A guiding premise of work is that all children are not only entitled to an education that supports human flourishing, but that all children, regardless of class or culture, have within them the potential to realize that goal.
- Every child, regardless of race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income has access to the educational resources that they need to thrive.
- Resources are targeted based on individual children's needs and circumstances, which includes providing differentiated funding and supports.
- All children and families are valued as contributing members of the community.
- Administrators and teachers recognize the deeply disparate opportunities and outcomes that have existed and persist for children from low-income families, those of color, English language learners, and children with disabilities.
- Teachers are knowledgeable about the community in which they teach and respect families' voice and agency to authentically inform decisions.
- Children's individual differences are celebrated as unique aspects of their identity.

Children construct knowledge from diverse experiences to make meaning of the world.

- Children engage in ongoing exploration with their hands, minds, and bodies (such as hypothesizing, testing theories, solving problems).
- Children have opportunities to learn through observation and participation.
- Learning experiences reflect children's interests and are organized to encourage children to learn from and with each other, about themselves, and about the world.
- Teachers facilitate children's learning through the preparation of enriched learning environments-both indoor and outdoor-and the provision of opportunities to engage in direct exploration and experimentation within those environments.
- Experiences reflect the context and community in which children live.
- Experiences integrate multiple domains of development (e.g., cognitive, social, emotional, behavioral, physical, and moral).
- Teachers create opportunities for exploration and find ways to integrate them into everyday experiences.

Play is an essential element of young children's learning.

- Play is a legitimate right of childhood, representing a crucial aspect of children's physical, intellectual, and social development.
- Children engage in multiple forms of play (e.g., solitary, parallel, social, cooperative, onlooker, fantasy, physical, and constructive) that develop symbolic and imaginative thinking, peer relationships, language, physical development, and problem solving skills.
- Teachers help children develop mature play skills by providing background knowledge children can use in their pretend scenarios and by scaffolding peer interactions.
- Teachers empower children to develop initiative by providing time, space, and materials to support child-initiated play, appropriate risk-taking, and engender a sense of accomplishment.
- Outdoor play is important whenever possible, allowing children space to run, jump, and engage in big body play.
- When outdoor play is not possible, educators incorporate large motor experiences in indoor spaces.



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PRINCIPLES OF IDEAL LEARNING *(cont.)*

Instruction is personalized and child-focused to acknowledge each child's individual development and unique abilities.

- Teachers understand where children are individually in their developmental trajectory and tailor their practices to each child's needs.
- Based on that knowledge, teachers prepare learning environments designed explicitly to respond to the fundamental needs and tendencies of children.
- Teachers ensure that experiences are in keeping with children's temperamental and developmental profiles, yet strive to stretch their capacities over time.
- Children's home language is valued and supported while also facilitating English language learning in a way that is in keeping with parental goals.
- Teachers are close observers of children and use observations to both interpret and project future experiences and opportunities with children and parents.
- Teachers and other professionals work together to make schools and classrooms inclusionary that tend to the individual needs of children.
- Daily routines and curriculum reflect an understanding of how trauma might play out in an individual child's behaviors and needs

The teacher is a guide, nurturing presence, and co-constructor of knowledge.

- Teachers have a strengths-based view of children and families, which enables them to partner with and guide them into new areas of learning and growth.
- Teachers have deep knowledge of child development that informs their practice and is extended through the regular use of observation, documentation, and interpretation of children's behaviors and learning processes.
- Teachers are researchers who use their observational knowledge to interpret, adjust, refine, and redirect their approach.
- Teachers are thoughtful and intentional about the decisions they make in the classroom guided by a moral and ethical commitment to the common good of humanity.
- Relationships are reflective of authentic and honest engagement with community and families

Young children and adults learn through relationships.

- Teachers foster a sense of community between and among the children and adults in the classroom.
- Teachers develop a relationship with each child that allows them to feel recognized and acknowledged.
- Teachers, children, and families engender trust through the building of relationships and interact as partners.
- Children's relationships with each other are encouraged, valued, and actively supported.
- Children engage in small and whole group experiences.
- Teachers engage regularly with families to support children's learning and use knowledge of family and community life to organize experiences and environments.
- Teachers know the effects of adverse experiences (ACE) on young children of different ages and ways of responding in meaningful ways.

The environment, as "teacher," is intentionally designed to facilitate children's exploration, independence and interaction.

- The physical environment is secure and well-organized so as to enable exploration independent of adult direction.
- The school and classrooms are designed as an enriched environment to be interacted with by the children.
- Materials are organized, accessible, and engaging to children.
- Materials, spaces, and processes are intentionally chosen to support an emergent approach that reflects children's interests and questions.
- Children have access to a range of materials (sensory, expressive, musical, working tools, open-ended, recycled, natural, etc.).
- Environments are created to stimulate and encourage expressions of children's ideas, questions, and emotions.
- Children interact with the natural world including plants, animals, and outdoor elements.



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PRINCIPLES OF IDEAL LEARNING *(cont.)*

The time of childhood is valued.

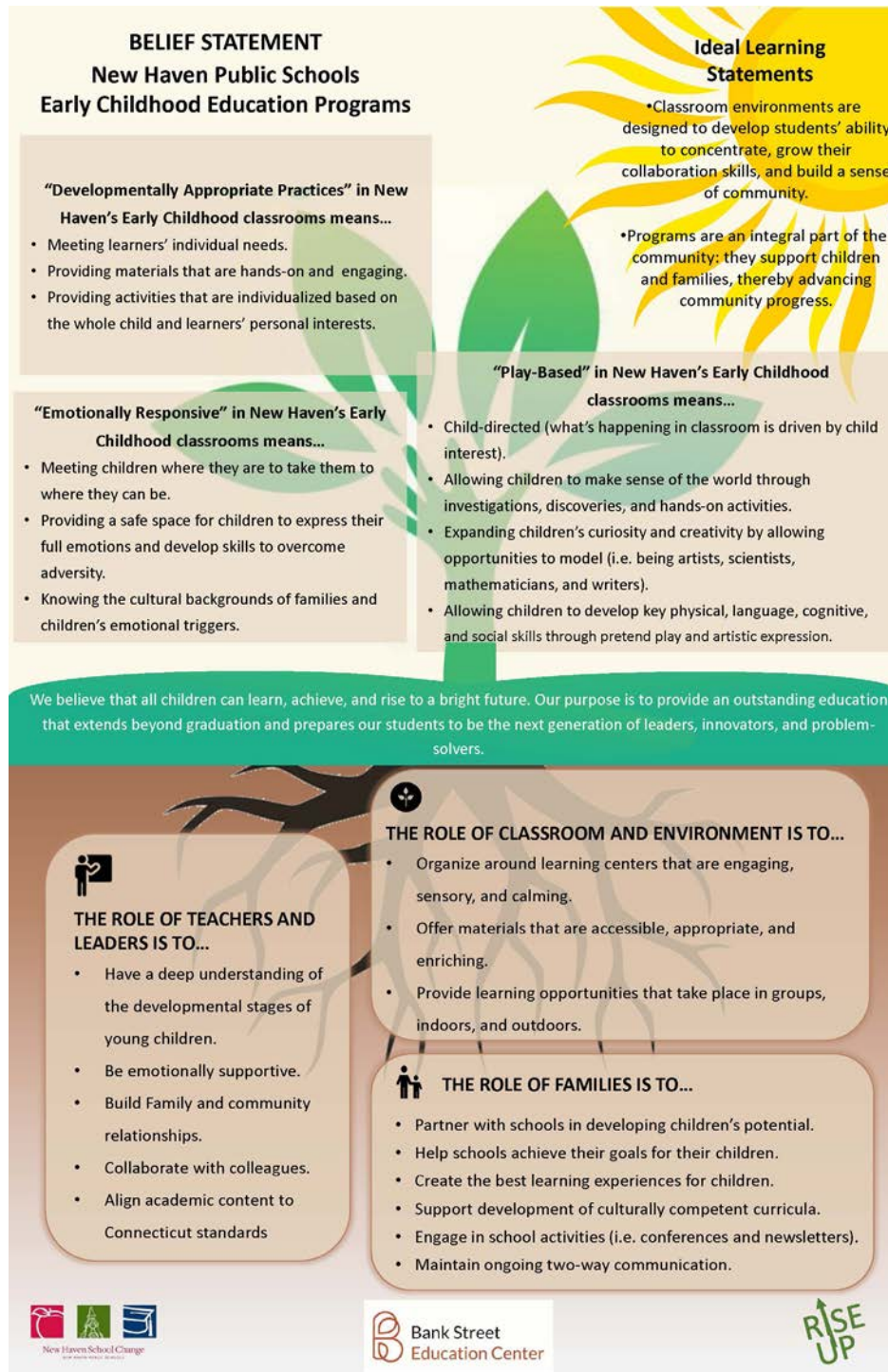
- An intentional, calm, responsive pace informs daily learning experiences, rhythms, and routines.
- Projections for curriculum aim to use unhurried time as a resource for learning, recognizing that children are born knowing how to learn and use time flexibly, repetitively, strategically, and in relation to new experiences and relationships.
- Continuity, rather than fragmentation, is a guiding principle for the adults' organization of time.
- Children are allowed time to fully engage with materials and each other.
- Daily, weekly, and seasonal rhythms are incorporated into the classroom and provide predictability and security for the children.

There is a continuous learning environment to support adult development

- Teachers and administrators create, cultivate, and maintain an intentional, coherent, and shared educational philosophy that guides practice and is revisited routinely by all.
- All adults (e.g., teachers, staff, administrators) engage in a continual cycle of observation and reflection with the goal of continual improvement.
- All adults take personal and group responsibility towards better understanding and conscious countering of systemic racism.
- Substantial and consistent time and space is set aside for regular professional reflection on practice.
- Coaching and supervision are both strengths-based and inquiry-based to encourage curiosity, build resources, and increase self-awareness.

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APPENDIX B: EARLY CHILDHOOD BELIEF STATEMENT



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New Haven Public Schools Early Childhood Education Programs

VISION

"We believe that all children can learn, achieve, and rise to a bright future. Our purpose is to provide an outstanding education that extends beyond graduation and prepares our students to be the next generation of leaders, innovators, and problem-solvers.

Engagement is the foundation of learning and growth, for students, adults, and the school district as a whole. We will be successful when all students actively engage in their own learning, when adults engage in their professional community, and when the school district is consistently learning and growing to respond to the needs of children and schools. We must all engage and take collective responsibility for ensuring student success and wellbeing so that every child has a chance to rise.

To create this engagement, our vision is to build a portfolio of great schools that empower students to achieve success in college, career, and life through purposeful, supportive, and meaningful learning experiences. In crafting those learning experiences, we must strive to engage the whole child – the academic learning, the social-emotional growth, and health that enable students and schools to rise.

As we work, we hold tight to the values of collaboration, growth and innovation, and equity."

[Link: NHPS Vision statement crafted in 2014](#)

WHY AND WHERE

This belief statement was created by representatives of all programs on behalf of all children at the Early Childhood level in the New Haven Public School system, including Magnet Schools, School Readiness, and Head Start. The intention is to increase awareness and understanding of the importance of developmentally meaningful, play-based, and emotionally responsive learning experiences for all children across the NHPS system. The belief statement identifies that all NHPS early childhood programs will continue to build a solid foundation that supports each child's consistent and seamless transition into Kindergarten and beyond. This belief statement will serve as a central focal point for why young children need access to high-quality programs that respectfully develop the whole child and all of its domains: cognitive, social, emotional and physical.

WHO

Everyone needs to rise up and make this a reality. This belief statement will be shared with all stakeholders involved with teaching and learning at the Pre-K to grade 12 level, which includes district leaders, principals, teachers, instructional coaches, specialists, parents, and of course children. This wide outreach is intentional in its effort to engage and inform all stakeholders.

Crafted by the Belief Committee in 2017





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APPENDIX C: NH ChILD PROFESSIONAL LEARNING SURVEY

Cover Email:

NH ChILD (<http://newhavenchild.org>) is a new initiative created by a team of people who live in New Haven working together to focus on making sure all children ages 0-8 have the best opportunities for growth, development, and academic success. We are working to build a stronger community in New Haven by ensuring that all children have access to high quality early learning experiences that are developmentally informed, play-based, and culturally and emotionally responsive. We are also working to help teachers, parents, and caregivers get the training, education, and resources they need to do this work well.

As an early childhood educator, your feedback is invaluable to us as we explore opportunities to strengthen professional learning throughout the city. Your responses to this survey will remain anonymous. If you have any follow-up questions or additional thoughts, please don't hesitate to reach out at info@newhavenchild.org.

Thank you!

Survey:

Responses to the following questions relate to your current role.

Program Type:

Child Care Center
Public School or Head Start Program
Family Care Provider

Select one:

Program Administrator
Teacher
Family Child Care Provider
Other Staff; If yes, please specify / describe your role

What age groups do you primarily work with?

Infants / Toddlers (ages 0-2)
Preschool (ages 3-4)
0-5 Mixed Age
Ages 5-6
Ages 7-8

How many years have you worked in the early childhood field?

Less than one year
1-3 years
4-6 years
7-9 years
10 + years



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As an early childhood educator / care provider, what types of professional learning opportunities do you have access to? (Select as many responses as apply.)

- a. Classes, lectures, or workshops (either onsite or somewhere else); How often?
- b. Conferences; How often?
- c. Coaching visits; How often?
- d. Co-teaching or modeling; How often?
- e. Online courses; How often?
- f. Courses at a local college or university; How often?
- g. Visiting other sites or classrooms (peer visits); How often?
- h. Other; Please describe. How often?

In addition to the professional development required of your program for funding or licensing, what skills or content have you engaged with through professional learning this year? (Select as many as apply.)

- a. Adverse Childhood Experiences / Trauma Informed Care
- b. Brain Development
- c. Classroom Environments
- d. "Serve and Return" Conversation Techniques
- e. Developmentally Appropriate Practice
- f. Pre Numeracy Skill Development
- g. Family Engagement
- h. Curriculum and Assessment
- i. Emotional Intelligence / Social Emotional Development
- j. Culturally / Racially Responsive Practice
- k. Team Building (e.g., Communication / Collaboration, Mentoring / Leadership Development)
- l. Dual Language Instruction / Learning
- m. Working with Children in Mixed Age Groups
- n. Other

Please rate each of the following possible barriers to accessing professional learning opportunities that you need to improve as an educator on a scale of 1-3: 1 - insignificant barrier; 2 - somewhat significant barrier; 3 - significant barrier

- ☐ Time; there is no time in my day for professional learning opportunities.
- ☐ Cost; the professional learning opportunities I'm interested in are expensive and my program does not cover the cost.
- ☐ Location; the professional learning opportunities I need are not offered anywhere near me.
- ☐ Compensation; I am not paid for the time I spend in professional learning sessions.
- ☐ Information; I do not have enough information about available professional learning opportunities offered.
- ☐ Language; the professional learning opportunities I need are not offered in a language I can easily understand.
Follow-up question: what language other than English do you most easily understand?



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Do you have a growth plan for supporting your individual goals as an early childhood educator?
(Y/N)

If yes, who developed it with you?

Your Program Director

A Coach

A Lead Teacher

Other

If yes, to the above...

Is your plan helpful to you as an educator? (Y/N)

Do you have access to learning opportunities that will help you meet the goals of your growth plan? (Y/N)

Please describe what has been most helpful in terms of the development of your growth plan and support in reaching its goals.

Please describe what has been least helpful in terms of the development of your growth plan and support in reaching its goals.

Do you have a team or professional learning community that supports your learning (either at your program / site or through a network of providers)? (Y/N)

What knowledge or skills do you believe you most need to improve to do your job better?

Do you currently have access to opportunities to help you develop those skills or knowledge? (Y/N)

Do you have a manager, director, or coach invested in your development as a professional? (Y/N)

Are you able to meet families' expectations for what they want for their child in an early childhood care / education setting? (Y/N) Explain...

Does your program offer scholarship money for courses at colleges and universities? (Y/N)

If yes, how much?

In your opinion, if NH ChILD were to take on the following opportunities would they meaningfully contribute to strengthening the quality of early childhood programs throughout the city?

1. Develop a professional learning series, coaching or cohort model for program administrators focused on reflective supervision or creating effective professional learning communities within individual centers / programs. (Y/N)
2. Establish and assist in the facilitation of Professional Learning Communities for practitioners (teachers and program administrators) around specific inquiry questions related to realizing a common vision for early learning experiences in their classrooms and sites. (Y/N)
3. Establish a coaching model wherein NH ChILD-based coaches visit programs to regularly support individual educators with 1:1 coaching, modeling, and mentoring. (Y/N)
4. Other ideas?

Is there anything else you'd like us to know?

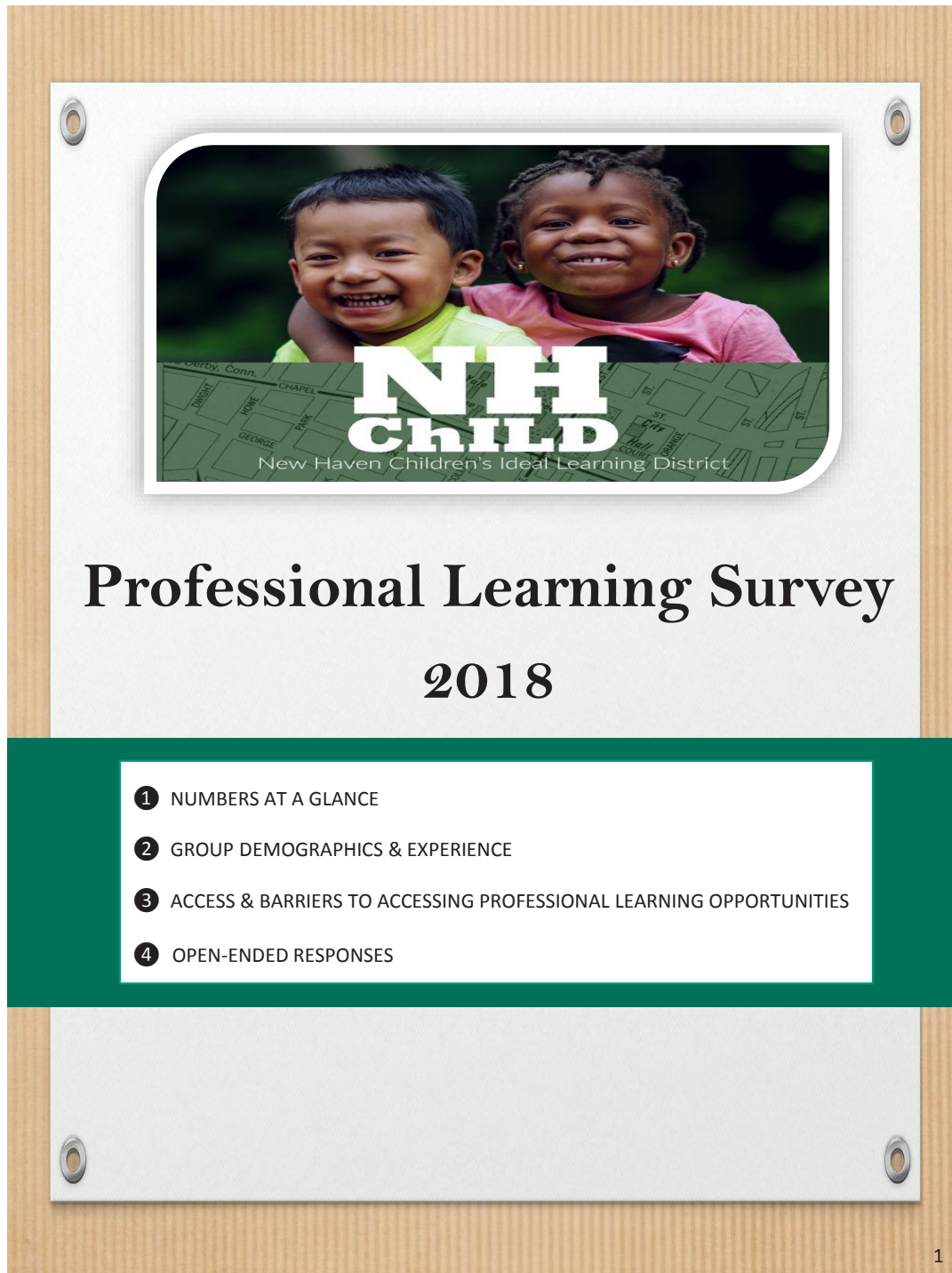
Closing

Thank you so much for your time and participation in this survey! NH ChILD will carefully review the responses and incorporate your feedback into our planning. We plan to launch some NH ChILD sponsored professional learning opportunities this Fall (2018). In the meantime, if you have any follow-up questions or additional thoughts, please don't hesitate to reach out to us at info@newhavenschild.org.



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APPENDIX D: NH ChILD SURVEY DATA



1

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1 NUMBERS AT A GLANCE



69

INDIVIDUALS PROVIDED FEEDBACK ON
PROFESSIONAL LEARNING *



2

Languages

THE SURVEY WAS AVAILABLE IN
ENGLISH AND **SPANISH**. **

45%

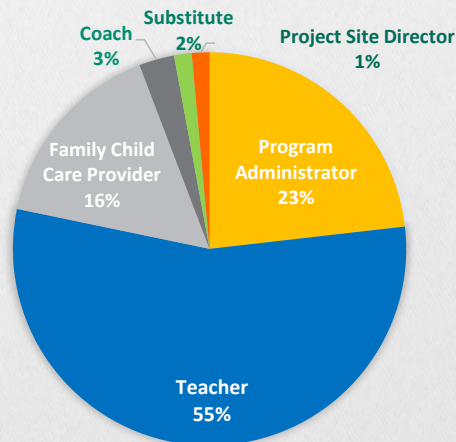
OF RESPONDENTS WORKED IN A
Child Care Center

35%

OF RESPONDENTS WORKED IN A
Public School or Head Start Program

20%

OF RESPONDENTS WORKED AS A
Family Care Provider



**WHAT IS YOUR
CURRENT ROLE?**

*59 respondents completed the survey in English; 10 respondents completed the survey in Spanish

**Survey was created by a Professional translator; Data analysis was conducted by a Native Spanish speaker.

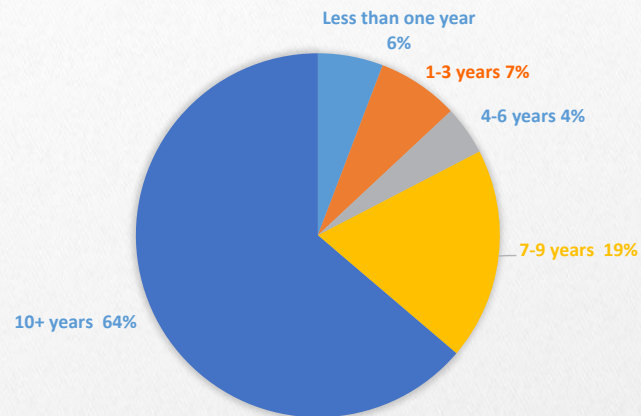
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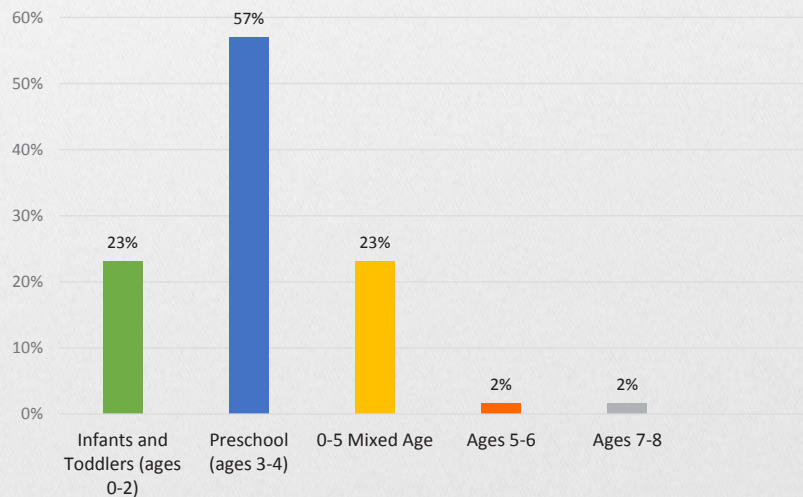
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2 GROUP DEMOGRAPHICS & EXPERIENCE

How many years have you worked in
the early childhood field?



With what age groups do you primarily work?

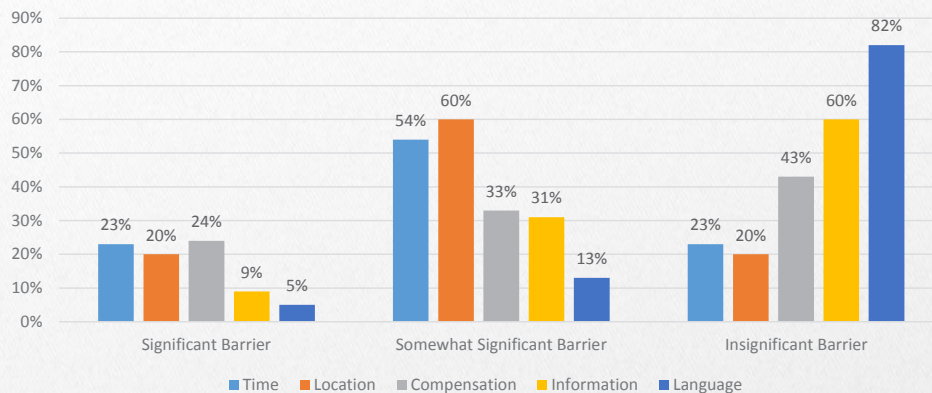


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3 ACCESS & BARRIERS

Please rate each of the following possible barriers to accessing professional learning opportunities that you need to improve as an educator:



Barriers to accessing Professional Learning were assessed using the following 5 variables:

- **Time:** There is no time in my day for professional learning opportunities.
- **Location:** The professional learning opportunities I need are not offered anywhere near me.
- **Compensation:** I am not paid for the time I spend in professional learning sessions.
- **Information:** I do not have enough information about available professional learning opportunities offered.
- **Language:** The professional learning opportunities I need are not offered in a language I can easily understand.

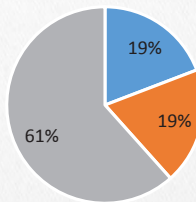
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3 ACCESS & BARRIERS



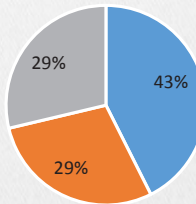
Time as a Barrier

Child Care Center



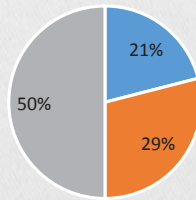
■ Insignificant Barrier ■ Significant Barrier ■ Somewhat Significant Barrier

Family Care Provider



■ Insignificant Barrier ■ Significant Barrier ■ Somewhat Significant Barrier

Public School/Head Start Program



■ Insignificant Barrier ■ Significant Barrier ■ Somewhat Significant Barrier

5

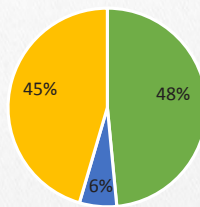
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3 ACCESS & BARRIERS



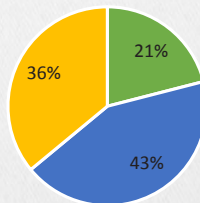
Location as a Barrier

Child Care Centers



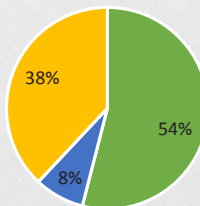
■ Insignificant Barrier ■ Significant Barrier ■ Somewhat Significant Barrier

Family Care Provider



■ Insignificant Barrier ■ Significant Barrier ■ Somewhat Significant Barrier

Public School/Head Start Program



■ Insignificant Barrier ■ Significant Barrier ■ Somewhat Significant Barrier

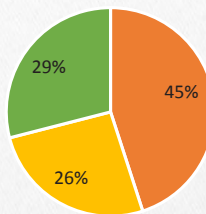
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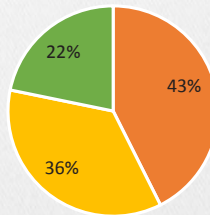
Compensation as a Barrier

Child Care Center



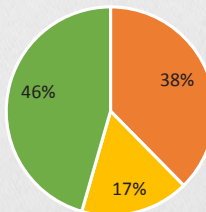
■ Insignificant Barrier ■ Significant Barrier ■ Somewhat Significant Barrier

Family Care Provider



■ Insignificant Barrier ■ Significant Barrier ■ Somewhat Significant Barrier

Public School/Head Start Program



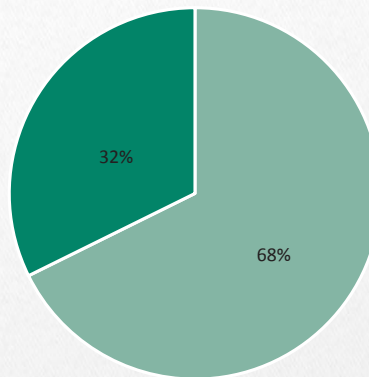
■ Insignificant Barrier ■ Significant Barrier ■ Somewhat Significant Barrier

7

Implementing NH ChILD: A Comprehensive Approach to Professional Learning to Reach All New Haven Early Childhood Educators

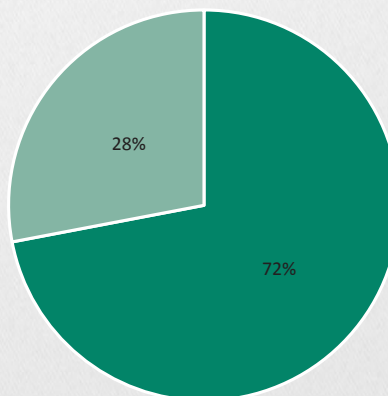
3 ACCESS & BARRIERS

Do you have a growth plan for supporting your individual goals as an early childhood educator?



■ Yes ■ No

Do you currently have access to opportunities to help you develop those skills or knowledge?



■ Yes ■ No



100% of respondents with a Growth Plan believe that their growth plan is helpful.

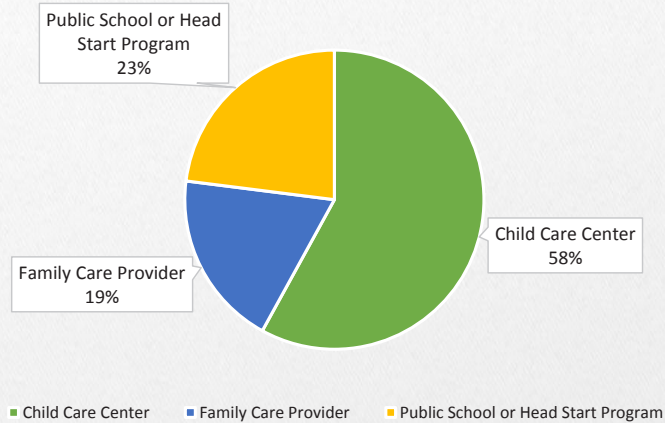
8

Implementing NH CHILD:

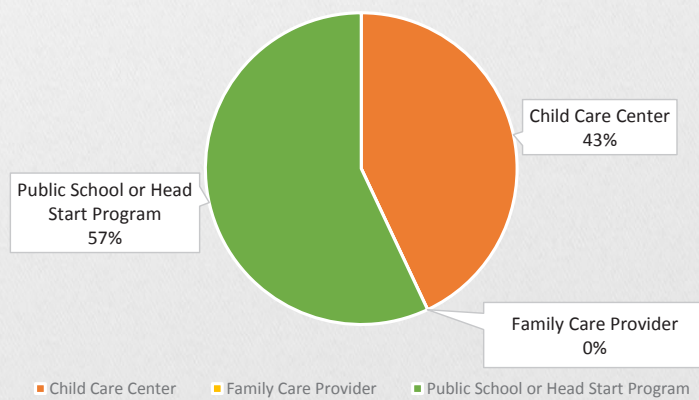
A Comprehensive Approach to Professional Learning
to Reach All New Haven Early Childhood Educators

Do you have access to learning opportunities that
will help you meet the goals of your growth plan?

Yes (n=43)



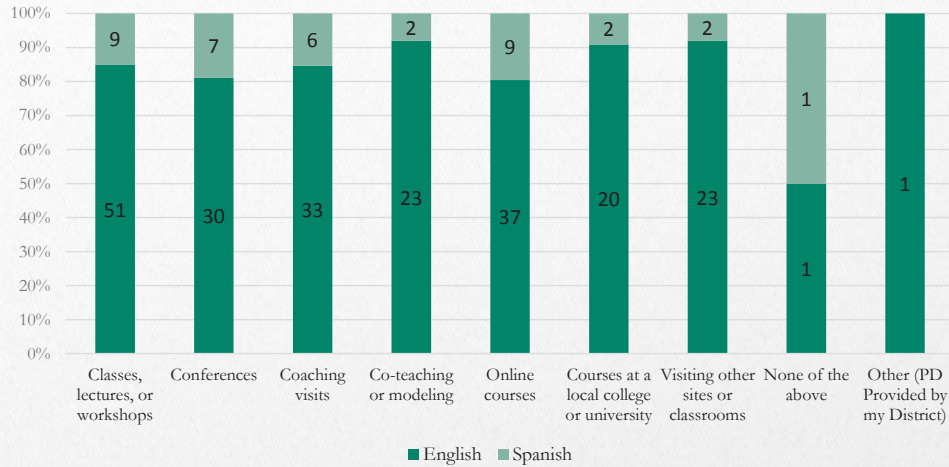
No (n=7)



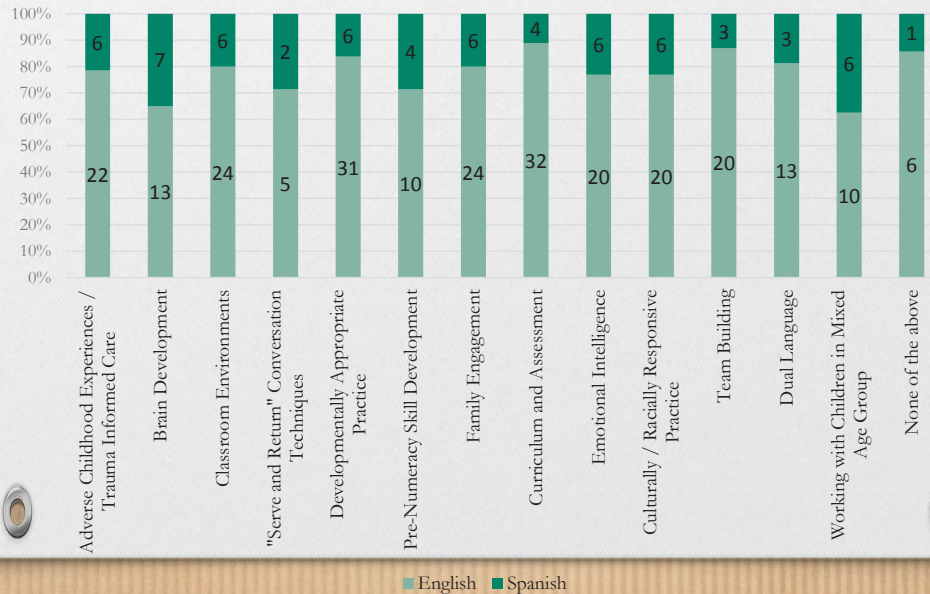
Implementing NH ChILD: A Comprehensive Approach to Professional Learning to Reach All New Haven Early Childhood Educators

3 ACCESS & BARRIERS

What types of professional learning opportunities do you have access to?



What skills or content have you engaged with through professional learning this year?



*Translated from Spanish

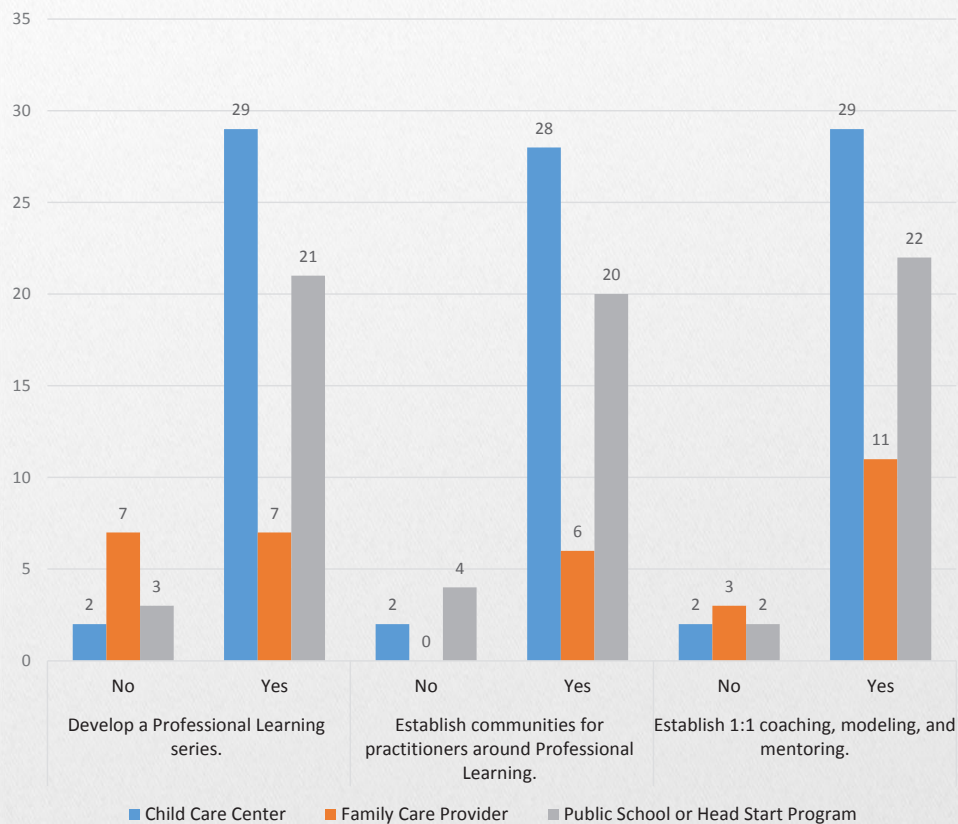
10

Implementing NH ChILD:

A Comprehensive Approach to Professional Learning
to Reach All New Haven Early Childhood Educators

3 ACCESS & BARRIERS

If NH ChILD were to take on the following opportunities would they
meaningfully contribute to strengthening the quality of early
childhood programs throughout the city?



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Implementing NH CHILD:

A Comprehensive Approach to Professional Learning
to Reach All New Haven Early Childhood Educators

4 OPEN-ENDED RESPONSES

Please describe what has been most helpful in terms of the development of your growth plan and support in reaching its goals.



“What has helped [my development] the most is studying the Montessori philosophy and methodologies. Doing this has allowed me to develop a stronger skill set in my work and support the growth of the children.*

Teacher collaboration, modeling, and sharing [has been the most helpful to my growth and development].”

“The staff and coaching meetings with our educational consultant has been very helpful in developing plans for reaching my goals as an early childhood educator.

The CDA trainings and the support groups were very helpful in supporting my growth and development.*”

“Investing in new materials for my daycare and my continuing education.

High-quality trainings, coaching, and mentorship has been essential in helping to develop and expand my knowledge of child development.”



25%

of respondents listed **coaching** and/or **mentorship** as a helpful support.

*Translated from Spanish

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Implementing NH ChILD:

A Comprehensive Approach to Professional Learning
to Reach All New Haven Early Childhood Educators

4 OPEN-ENDED RESPONSES

What knowledge or skills do you believe you most need to improve to do your job better?



I would like to have access to more trauma training for what to do in the moment when children are in emotional crisis.

*It would be helpful to receive more training for children with special needs.**



*I would like more training in childhood learning and special needs. It would be helpful to appropriately recognize and detect when a child has a learning condition or disability that may affect [their] ability to learn and develop to their full potential.**

I need training in the use of technology to support my work for enhancement.



I need to make more use of observation of students in a naturalistic environment to determine the skills they have mastered and those that they need to work on. I have to remind myself more often to take the time to make and record these observations and not just rely on assessments. I also need reminders that all growth and development in Pre K is not academic.



Overall, 77% of respondents state that *they have a team or professional learning community that supports their learning*, while 9% indicate that *they do not*.

*Translated from Spanish

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Implementing NH ChILD:

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to Reach All New Haven Early Childhood Educators

4 OPEN-ENDED RESPONSES

Is there anything else you would like
us to know?



“ We need resource funds to replenish worn materials periodically in order to support creativity/classroom materials. We need to aim for Equity in resources for all schools. We also need funding for early intervention professionals to support children before the formal Kindergarten-8yr. old years.

I would like NH ChILDS to help advocate for smaller,
state-mandated ratios.

“ We need professional development that allows for communication with other early childhood professionals and not so much lecturing.

It is very important to provide services to parents to better engage and understand the importance of the Early Childhood Programs.

“ Having resource centers across the state would be incredible. Having access to paper forms for providers, as well as teachers to be able to pick up ASQ, TABS and modified checklist for Autism in children. [Then], maybe have someone at this resource center that is familiar explain how to best utilize and understand these tools.

I would really like more training on dual-language learners .

*Translated from Spanish

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Implementing NH ChILD: A Comprehensive Approach to Professional Learning to Reach All New Haven Early Childhood Educators

Endnotes

- ¹ US Census Bureau, 2011-2015 ACS — year estimate
- ² NH ChILD uses the term “early childhood educator” throughout this paper. Unless otherwise noted, this term refers to all teachers, program administrators / leaders, teaching assistants, and care providers who work with young children.
- ³ Nager, N. & Shapiro, E. K. (2000). *Revisiting a progressive pedagogy*. New York, NY: State University of New York.
- ⁴ Stephens, Samuel A. (2014). “Research Rationale for Standards Typically Included in QRIS” Page 3. Web.
- ⁵ Stevens, T., Olivarez, A. & Hamman, D. (2006). “The role of cognition, motivation, and emotion in exploring the mathematics of achievement gap between Hispanic and white students.” *Hispanic Journal of Behavioral Sciences*, 28(2), 161.
- ⁶ Trafton, Anne. “Back-and-forth exchanges boost children’s brain response to language.” MIT News. Web 2018 February 13.
- ⁷ Cable, S. (2013). *The States of Child Care: Building a Better System*, Teachers College Press, New York.
- ⁸ A partnership of organizations with a shared commitment to developmentally meaningful, play-based, and emotionally responsive care, including the Montessori Leaders Collaborative, Friends Education, Bank Street College of Education, North American Reggio Emilia Alliance, Tools of the Mind, Waldorf Early Childhood Association of North America, and the Trust for Learning.
- ⁹ Drago-Severson, E., Blum-DeStefano, J., & Asghar, A. (2013). *Learning for leadership: Developmental strategies for building capacity in our schools*. Corwin Press.
- ¹⁰ Forman, M.L., Stosich, E.L., Bocala, C. (2017). *The Internal Coherence Framework: Creating the Conditions for Continuous School Improvement in Schools*. Harvard Education Press, 12.
- ¹¹ Drago-Severson, E., Blum-DeStefano, J., & Asghar, A., *ibid*
- ¹² Nager, N., Shapiro, E. (2007). A progressive approach to the education of teachers: Some principles from Bank Street College. New York: Bank Street College of Education.
- ¹³ Stevens, T., Olivarez, A. & Hamman, D. *ibid*. Burchinal, MR, Peisner Feinberg, F., Pinata, R. & Howes, C. (2007). “Development of academic skills from preschool through second grade: Family and classroom predictors of developmental trajectories” *Journal of School Psychology*, 40(5), 415-436.
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- ¹⁵ Steele, C.M. & Aronson, J. (1995). “Stereotype threat and the intellectual test performance of African Americans.” *Journal of Personality and Social Psychology*, 69(5), 797.
- ¹⁶ Aronson, J., Fried, C.B. & Good, C. (2002). “Reducing the effects of stereotype threat to African American college students by shaping theories of intelligence.” *Journal of Experimental Social Psychology*, 38(2), 113-125.
- ¹⁷ Cobb, P. and Jackson, K. (2012) “Analyzing Educational Policies: A Learning Design Perspective.” *Journal of the Learning Sciences* 21, no. 4, p. 487-521; Galluci, C. (2003) “Communities of Practice and the Meditation of Teachers’ Responses to Standards-Based Reform,” *Education Policy Analysis Archives* 11, p. 35, Warren Little, J. (1999) “Organizing Schools for Teacher Learning,” in *Teaching as the Learning Profession: Handbook of Policy and Practice*, ed. Linda Darling-Hammond and Gary Sykes. San Francisco: Jossey-Bass p. 233-262; James P. Spillane, Brian J. Reiser, and Todd Reimer, “Policy Implementation and Cognition: Reframing and Refocusing Implementation Research,” *Review of Educational Research* 72, no.3 (2002):p. 387 - 431.
- ¹⁸ Cohen, D. K. and Barnes, C. A. (1993) “Pedagogy and Policy,” in *Teaching for Understanding: Challenges for Policy and Practice*, ed. David K. Cohen, Milbrey W. McLaughlin, and Joan E. Talbert. San Francisco: Jossey-Bass, p. 207-239.
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- ²⁶ <https://buffetinstitute.nebraska.edu/our-work/childhood-plan>
- ²⁷ <https://www.mdrc.org/project/expanding-children-s-early-learning-excel-network#overview>
- ²⁸ Pulled from <http://www.allourkin.org>. 18 June 2018.
- ²⁹ Downs, L. (September 2013). *A snapshot of the family child care landscape in Connecticut*. New Haven, CT: Morrison Downs Associates, Inc.
- ³⁰ Pulled from <http://nhcecc.org>. 18 June 2018.
- ³¹ Interview with Sandra Malmquist, 16 March 2018.
- ³² The data indicate a majority of respondents have a community of professionals with whom they believe they can learn and connect. However, NH ChILD believes the lack of time for professional learning also identified by the majority of respondents indicates that support is needed to provide the conditions to allow those communities to learn and grow together.
- ³³ The NH ChILD coaches described in the next section can serve as mentors. However, NH ChILD also recognizes that some early childhood educators already have mentors who fulfill this role (a supervisor, coach, or leader) through their program or another network with which they are affiliated. The mentor does not necessarily have to be formally affiliated with the NH ChILD organization as long as the designated mentor offers support aligned to the locally adapted Principles of Ideal Learning (New Haven’s vision for high quality early learning experiences).
- ³⁴ Separate community / family outreach and orientation sessions will be held regarding NH ChILD and the Principles of Ideal Learning. The plan for these sessions will be outlined in a subsequent paper focused on parent and family engagement, partnership, empowerment, and support.
- ³⁵ Drago-Severson, Blum-DeStefano, & Asghar, *ibid*.
- ³⁶ Of the 49 Child Care Centers in New Haven, 16 have the capacity to serve more than 50 children. NH ChILD applied the assumption that a center with more than 50 children would have an Assistant Director to develop this estimate.
- ³⁷ Forman, M.L., Stosich, E.L., Bocala, C., *ibid*.
- ³⁸ Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, N., & Orphanos, S. (2009). *Professional learning in the learning profession: A status report on teacher development in the United States and abroad*. Palo Alto, CA: National Staff Development Council and The School Redesign Network, Stanford University.
- ³⁹ Estimate based on data from OEC’s unpublished “Unmet Needs Report” regarding child care capacity in New Haven and Connecticut’s child to staff ratios (for center based providers and public schools: 4:1 for children < age 3, 10:1 for children > age 3) and <https://www.elicense.ct.gov/Lookup/DownloadRoster.aspx> count of licensed Family Child Care providers as of 5/8/2018.
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- ⁴¹ “Why Are Our Most Important Teachers Paid the Least”, Interlandi, Jeneen. *The New York Times*: January 8, 2018.
- ⁴² Early Childhood Workforce Index 2016. <http://cscc.berkeley.edu/files/2016/Early-Childhood-Workforce-Index-2016.pdf> (p. 10-15)
- ⁴³ Allen, L. and Kelly, B. Eds. (2015) “Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation.” Committee on the Science of Children Birth to Age 8, Board on Children, Youth, and Families, p.1.
- ⁴⁴ Interlandi, *ibid*.
- ⁴⁵ State of Connecticut, Substitute Senate Bill 912.
- ⁴⁶ Stephens, Samuel A. Research Rationale for Standards Typically Included in QRIS. Center for Assessment & Policy Development, May 2014, page 20.
- ⁴⁷ Allen, L. and Kelly, B. Eds., *ibid*.
- ⁴⁸ <https://www.naeyc.org/our-work/initiatives/profession>
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- ⁵⁰ DeMoss, Karen, Gina Bottamini, Brigid Fallon, Divya Mansukhani, Gretchen Mills, and Josh Thomases. “Clearing the Path: Redesigning Teacher Preparation for the Public Good.” New York, NY: Bank Street College, Sustainable Funding Project, September 2017.
- ⁵¹ <http://www.ct.gov/oec/cwp/view.asp?a=4541&q=535848>
- ⁵² <http://www.collegecal.org/majors/early-childhood-education-and-teaching/>, 8 June 2018
- ⁵³ Early Childhood Workforce Index 2016