

## Developing Missouri's Early Care and Education Workforce

### Rationale

In the absence of a comprehensive approach to improving children's experiences in and outcomes from Missouri's early care and education programs—such as a quality improvement system with objective, external ratings of quality—market forces have shaped our default alternative. The lack of a system to support quality improvement has sustained and continues to widen the race- and income-based achievement gap seen at the kindergarten door in our state.

The existing structure has a “floor” of quality, represented by basic health and safety regulations and beginner-level training (pre-service and entry level in-service), and a “ceiling” of quality, represented by very high standards for accreditation and partnerships with publically-funded programs like Head Start and the Missouri Preschool Program. The significantly higher standards at the ceiling are out of reach for most small, independent early care and education businesses, whether for-profit or non-profit.

To “bridge the gap” from licensing to accreditation/Head Start/Pre-K quality in other ways, we need our professional development (PD) resources to systematically bridge the gap in teachers' and directors' skills and knowledge. We need models of PD that focus on and foster teacher education, more broadly defined as *teacher development*. We need to create lattices of learning opportunity that scaffold more practitioners up to the level of professional development where college coursework is achievable.

### Professional Development Needs

This workforce needs an intentional array of PD opportunities that includes these features:

- Content that is current with evidence-based best practices and the curriculum approaches for children that are based on them
- Group learning experiences (classes/workshops/seminars) to acquire new knowledge
- Individualized onsite coaching for application of new knowledge
- Observation of highly-skilled “master” teachers and directors
- Peer support and mentoring
- Articulation of content and credentials
- Ability to earn credentials, either non-credit or credit-bearing

The array of PD opportunities should include:

- Basic pre-service knowledge and skills training (XX hours on Level 1 Competencies)
- Basic orientation knowledge and skills training and coaching (XX hours on Level 1 Competencies)
- Specialized content training and coaching (e.g., Infant/Toddler Teaching, Social and Emotional Development, Management/Leadership, Wellness, Level 2 Competencies)
- Mid-level knowledge and skills training, coaching, and mentoring (Level 3 Competencies)
- College coursework (Level 4 and 5 Competencies)

### Asset Map

Attached is a “map” of Missouri's PD opportunities currently available (as of **DATE**) for this workforce, showing features they include.

THIS TABLE WAS COPIED FROM AN OLD DOCUMENT – HERE FOR DISCUSSION PURPOSES AND TO STIMULATE IDEAS FOR HOW TO MAP WHAT WE HAVE

Program	TA to be licensed	Strengthening Families Coaching	<i>Supporting Care Providers thru Personal Visits</i> curriculum	<i>Basic Knowledge Curriculum</i> ®	Other Level 1-2 Training	Level 3-5 Training	T.E.A.C.H. Scholarships	Social Emotional Competence Program	Accreditation Facilitation	Inclusion Coaching	Facility grants
Educare/Project REACH	X		X		X						
Community Partnerships	X				X	X			X		X
Child Care Aware® of Missouri (CCR&R)	X	X		X	X	X	X	X	X		
DHSS Nurse Health Consultation					X						
MO AfterSchool Network				X	X	X					
University Extension						X					
Head Start						X					
Workshop on Wheels					X	X					
Professional Assns (AEYC, MOSAC <sup>2</sup> , etc.)					X	X					
Community Colleges					X	X					
DSS (SUE)											X
DESE (Conf on Young Years and MPP)					X	X					X
Parents As Teachers National Center					X	X					
United 4 Children										X	