

## **The Field of Early Childhood Education Professional Development: Implications for Teaching, Research and Policy**

### **Cantigny Conference Report**

**Erikson Institute  
Chicago, Illinois**

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### **Introduction**

The quality of care and education young children receive affects their subsequent development and learning. Personnel preparation and training have been shown to be predictors of quality. Demographic shifts in the United States have changed the composition of early childhood classrooms as well as the teaching workforce. The early childhood workforce is diverse, representing staff whose professional preparation varies from minimal requirements of a single course in childcare to teacher certification earned in 4-year institutions of higher education. In 2001, the National Research Council's Committee on Early Childhood Pedagogy published *Eager to Learn: Educating our Preschoolers*, which recommended that young children between 2 \_ and 5 years of age in group programs have access to a teacher with a bachelor's degree. While this recommendation drew little criticism it did draw considerable skepticism. Presently, the majority of early childhood classroom staff has less than an Associate's Degree. This suggests that the development of an early childhood workforce must consider different state teacher training standards, licensing requirements, and federal mandates, as well as the role of 2- and 4-year training institutions. Federal and state governments have imposed additional accountability and educational standards, and consumer demand for quality, full-day care and education for preschool aged children is sharply increasing. Two- and 4-year teacher education institutions must apply the research on quality to a field characterized by diversity and change. Incorporating recent findings about early childhood teacher preparation into higher education is a long-range proposition complicated by the variation in early childhood practice and policy across the United States.

The early childhood years are generally considered to extend from birth through age 8, a time in life when multiple institutions have overlapping responsibility and authority over program structure, program content, and staff training and preparation. Auspices include private childcare providers, religious institutions, not-for-profit organizations, public schools, and governments. Different layers of government also exert influence on early childhood teacher preparation. The variety of funding and statutory requirements (e.g., the federal government programs including Head Start, day care block grant, and special education), and regulatory requirements from each of the 50 states further

complicate the creation of a coherent vision for early childhood workforce development. Finally, the families and children who use early childhood programs are diverse and the workforce needs to be trained to respond effectively to this diversity. For example, today, one-quarter of all 3- to 9- year-old children have parents who were born outside the U.S.; over one-third of 3- to 9- year-olds are children of color (e.g. African American, Latino, Native American, Asian American and Pacific Islanders); and, children from diverse cultures are the majority of the school population in 25 of the largest U.S. school districts. It is especially important for educators preparing teachers in 2- and 4-year institutions of higher education to understand the new research, the new mandates and standards in order to integrate them into their curricula for pre-service teachers. Our current knowledge about early childhood workforce preparation also provides useful information for policy makers, practitioners and parents.

The *The Field of Early Childhood Education Professional Development: Implications for Teaching, Research and Policy* conference took place June 2-4, 2004, at Cantigny, the historic home of Col. Robert McCormick in suburban Chicago. The Erikson Institute and the McCormick Tribune Foundation brought together leaders in the field of early care and education to consider the implications of developing an early childhood workforce that provided young children access to teachers with bachelor's degrees. This was a working conference in which participants discussed the feasibility of meeting the goal of providing every young child in early childhood group programs with access to a teacher with a bachelor's degree. Throughout the conference conferees considered the following questions: *What are our goals? What would we like the system to be? What are the challenges we face in achieving our goals? How do we build support with policy makers and the public to achieve agreed upon goals?* In addressing these questions conferees considered what we know currently in terms of research and early childhood professional development in 2- and 4-year institutions of higher education, the current political realities, and the direction of future research and personnel preparation. This report summarizes themes, issues and questions raised in the keynote address, panels, plenary discussions, and working groups critical to the development of a strategy to achieve the goal of significantly improving teacher preparation, child outcomes, and early childhood program quality.

The Cantigny Conference center was an ideal setting for conferees to discuss significant issues that profoundly influence the quality of early care and education, optimal child development and professional preparation. The McCormick Tribune Foundation funded the conference under the leadership of education program director, Dr. Wanda Newell, as part of the foundation's prestigious Cantigny Conference Series.

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## **Critical Issues in Early Childhood Education Workforce Development**

*Keynote Address—Sue Bredekamp, National Council for Professional Recognition*

Sue Bredekamp, Research Director for the Council for Professional Recognition, made the keynote address in which she delineated the critical concerns and questions related to the preparation of early childhood teachers, and other professionals. Bredekamp identified issues to be considered in implementing the *Eager to Learn* recommendation that young children in group care have access to teachers with BA degrees. She began by stating that “we can get to the goal of well-qualified, trained staff with bachelor’s degrees, but” expressed some doubt that we can get there from where we are now. The changes she saw needing attention from the field of early childhood and education were as follows:

### ***Developing a shared understanding regarding what is needed in teacher training.***

Bredekamp stated that, “we need to have a shared understanding of what we’re asking of early childhood teachers today. . . . What quality or quantity of preparation is needed for the position? . . . Shared understanding is needed when we think about what the content of a baccalaureate degree (or any other level of required preparation) should be, . . . and is also needed so that we can begin to communicate more clearly to families, the public, and policy makers why more highly educated early childhood teachers are needed.”

***The quality of teacher education programs.*** Bredekamp asserted that many do not provide the coherent course of study necessary for competent teachers. She was particularly concerned about teacher preparation programs that include both preschool and primary education, believing the preschool years tend to be deemphasized in favor of the K-3<sup>rd</sup> grade years. She noted that aspects of early care and education are unique to the preschool culture and are unlikely to be included in courses for primary teachers, especially the emphasis on relationships, communications, play, and the notion of “the whole child.”

***Impact of the BA requirement on diversity.*** Bredekamp stated that BA level programs must address racial and cultural diversity. She is concerned about the number of talented teachers of color currently in the field who would be eliminated by the demand for more formal education because they lack access to the resources and support to pursue a BA. She was particularly concerned about teachers of color, who might have difficulty matriculating in upper level colleges and universities.

***Impact of the BA requirement on teachers with other credentials.*** A related issue identified by Bredekamp is that requiring higher degrees would likely have a negative impact on teachers who have taken Child Development Associate (CDA), and Associates (AAS or AA) degrees from programs that do not articulate with BA level institutions.

***Adequate compensation.*** Bredekamp noted the difficulty inherent in the wages and education conundrum: it is difficult to get higher wages without more education and it is difficult to get more education without higher wages.

***Both diversity and highly qualified teachers should be our goal.*** Finally, Bredekamp asserted our teachers are going to have to be better qualified and they will have to be paid better. She closed by reminding the participants of the statement about developmentally appropriate practice, that is “we need to abandon an either/or perspective in favor of a both/and philosophy. We want teachers who are both highly qualified and diverse in representing the children and families we serve. We want to move toward where we have highly qualified teachers and access to our profession for the diversity of people we need and want in the field.”

## **Working Groups**

After the keynote, the conferees divided into ten working groups to address aspects of four questions: *What are our goals? What would we like the system to be? What are the challenges we face in achieving our goals? How do we build support with policy makers and the public to achieve our goals?* Each group had a specific set of issues to address these four questions and their responses to these issues are described below. In responding to their issues groups were asked to develop recommendations, present critical issues related to parent/community involvement and diversity, and identify research needed. We have organized working group responses under two headings—1) system issues: responses that relate to creating a system or systems that will support the development of highly qualified early childhood teachers and excellence in early care and education; and 2) professional education issues: responses that identify concerns relevant to the professional preparation and training. Following are the questions posed, highlights of the discussion, and committee recommendations.

## **Conclusions And Recommendations**

### **I. System issues**

#### ***1. How do we build a coherent system for early care and education out of the existing disparate pattern of services and programs with differing funding sources and requirements?***

Many constraints exist which make the development and implementation of a coherent, coordinated and integrated early childhood system difficult, including different: 1) funding streams and levels of funding; 2) performance standards, goals, and priorities in early childhood programs; histories, values, and approaches to programs; 3) eligibility standards; 4) levels of support from policy makers for specific programs; and 5) levels of support for a coherent system from different programs (based on their perceived assumptions of

viability). In addition, a lack of common nomenclature, and a lack of a strong research base that transcends program types limit the development of a coherent system. In order to achieve coherency it will be necessary to determine if a systemic integration of federal, state and local programs and entities is feasible; and the types of programs that will be integrated into this system (e.g., for profit, non-profit, independent and agency based, public school sponsored, Head Start, 0-3 intervention, and family child care). Additional issues that will need to be resolved are who will monitor the system to ensure quality and accountability; and what will be the components of the system that need to be integrated (e.g., program standards, early learning standards, professional development)? Will standards for professional development, program content, and so forth be the domain of the profession or some other entity? Funding is a significant challenge—how will an integrated system be supported, and what are the funding sources for such an effort?

**Recommendations:**

- A. A collaboration of early childhood organizations needs to reach consensus about a vision for the system, agree upon national early learning standards and nomenclature for the field. The systems committee recommended the following as a vision statement: *all children and families will have access to high-quality early care and education in a coherent, coordinated, integrated system that accommodates programs with different approaches, goals and delivery mechanisms, and is supported by a cross-program infrastructure*. Such a vision statement requires careful definitions of its terms. What is a “coherent” system? What do we mean by “system”? What kind of “infrastructure” is needed? What do we mean by “program”? The best place to start is by getting some consensus in the field about standards.
- B. Convene a small group of researchers, scientists, and practitioners to develop a specific proposal for implementing the vision. Such a plan could be taken to early childhood organizations for discussion, ratification if appropriate, and dissemination to universities, child protective organizations, parents, and legislatures. Of particular importance is a description of the actual training that teachers would need to guarantee a high-quality educational experience for children. It should not be too difficult to achieve consensus about a single set of training requirements.
- C. Gain endorsement and ‘buy-in’ of early learning standards across major early childhood organizations/groups (e.g., NAEYC, DEC, Head Start, NCCA, NACRRA, and military early childhood education).
- D. Conduct cross-program research regarding what works/is meaningful in all early childhood program types (e.g., child outcomes).

E. Develop prototypes or models to test and try out integration of systems.

***2. Is birth to 3 years of age a separate professional commitment from the preschool or kindergarten to third grade commitment? Is there a continuum from birth to third grade; do infants belong in the continuum?***

The consensus of the group was, yes, there is and there should be a distinct professional commitment to training for birth to three years of age. Infants and toddlers' needs are in many ways different and therefore, the preparation of their teachers must address the specific developmental characteristics of very young children.

Is there a continuum from birth to third grade? Again, the consensus was yes, infants belong in the mix of early childhood programs. Across the board, this group agreed to include zero to three in plans for professional preparation even though staffing patterns (and the professional preparation of staff for 0-3) may be different from that for preschool and primary teachers. There was also concern about how to include family childcare in a plan, since these caregivers are certainly the largest group providing services for infants and toddlers.

**Recommendations:**

A. Make clear that education is as important in the lives of infants and toddlers as it is for children from PreK to grade 12.

B. The early childhood field should develop a series of model systems to provide birth-3 years of age and PreK services, and market them to school systems and parents.

C. Develop a consortium within states that brings together key stakeholders (e.g., higher education, practitioners from birth to early elementary, researchers, advocates, public policy makers) to develop a statewide consensus regarding the importance of 0-8 years and strategies to secure quality programs and trained staff throughout early childhood programs.

D. Develop greater unity among the sub-cultures of early childhood (e.g., home care, center based, public school early childhood programs)—create goals on what children need; develop one accepted standard across the developmental continuum (0-8 years); and create a shared nomenclature. In part, unity is critical in order to avoid competition for limited PreK funds.

***3. How do we advance articulation agreements between 2-year and four-year teacher training institutions?***

Successful articulations between two and four year institutions will need to take into account both the strengths and limitations of each. For example, teacher preparation

programs in 4-year schools require that students have a strong, general education. This means that community college students, who want to go on for a BA degree and teacher certification, need access to a solid general education course of study. Potential teacher education candidates may need to be recruited in high schools and provided with an enriched curriculum so that aspiring teachers from all groups will find the resources they need to be successful. In many urban high schools, aspiring teachers may need to enroll in advanced classes for reading and math.

**Recommendations:**

A. A deliberate collaboration is required between 2-year and 4-year institutions with the goal to achieve articulation, that builds on the strengths of each type of institution.

B. Develop statewide teaching standards that differentiate between beginning and advanced teachers.

C. The field has endorsed a lattice metaphor to describe the career path in early care and education. To continue to use this career model complicates issues in the field. This group suggested that we substitute ladder for lattice. The career lattice connotes many different pathways by which workers can move into various positions. Unfortunately, this has resulted in a lack of clarity that has put many teachers at risk because they fail to take the required courses necessary to move from the 2- to the 4-year system. When combined with limited counseling and family experience to draw on, often low-income students take longer and spend more to acquire teaching credentials.

D. Provide academic support (e.g., writing tutors, basic skills) and career and academic advisement that helps students, especially in Associate degree programs, make wise educational decisions that support their personal and professional goals, and help them move to 4-year institutions.

E. Review AA and AAS programs and consider the elimination of the latter.

F. Develop training for early childhood workers that is tied to college credit and gives the individual the option to pursue a degree.

F. Address funding issues that students may encounter in moving from 2- year to 4-year institutions—in 4-year institutions students may be required to pay more for courses and may have more requirements.

***4. How do we improve the standards for professional development?***

No matter what the educational level of the teachers, high-quality, professional education is essential. In many 2- and 4-year institutions faculty members may not be up-to-date on the current research and practices in the field. Also, graduate students rather than faculty may supervise students in practicum and student teaching courses. Community-based trainers also need to meet higher standards. They are usually not subject to any regulation and are not affiliated with academic institutions.

**Recommendations:**

- A. Policy strategies need to include incentives for states and others to improve standards for in-service training, including, for example, setting trainer qualifications, improving links to college credit, and improving alignment with higher education standards.
- B. Research is needed that identifies content and processes that actually result in changes in classrooms. Such research must go beyond the question of “do baccalaureate degrees make a difference?” and more rigorously evaluate different approaches or different models of teacher education and professional development.

***5. How do we avoid our worst fears, such as a two-tiered system in which the most highly trained teachers teach the wealthy and the poor get teachers without bachelors’ degrees?***

Current staffing patterns make it difficult to include highly trained teachers in childcare settings. More attention needs to be devoted to differentiated staffing so that professionals are not paid to watch children sleep.

**Recommendations:**

- A. Rethink staffing patterns and roles. Offer incentives to teachers who are working with lower-income children. Incorporate integrated staffing with a range of models that acknowledge the need for both high quality teaching and nurturing care.
- B. Promote early education and child care programs that have mixed staff qualifications. As a field determine whether a bachelor’s degree must be promoted or required. Address what the appropriate role will be for teaching staff that do not want to seek or may not be able to achieve a bachelor’s degree. The bachelor’s degree requirement may only reinforce already existing inequalities based on culture, ethnicity, race and social class.
- C. Conduct research that investigates factors in BA programs (e.g., content, structure) that contribute to the best outcomes in early childhood teacher preparation.



D. Develop strategies for discussing poor quality early childhood programs that do not risk resources being withheld, including engaging legislators who will understand this issue and will advocate for increased funding.

## II. Professional Education

### ***1. What should be the knowledge base of teacher training? Do we know what it is and should it be revamped?***

There is a basic knowledge base on which professionals agree. It includes child development and learning, pedagogy and management, curriculum, assessment, family and community, professionalism and supervision, and mentoring. More importantly, however, is the need to identify the content and mastery required at each educational level

#### **Recommendations:**

- A. Define and differentiate the knowledge base for CDA, certificate, AAS, AA, BA and graduate levels. A full knowledge base is necessary at all levels, but the depth and breath of knowledge should increase the higher the level of education.
- B. Consider recommending a national curriculum and program standards to provide additional coherence to state-regulated program offerings. These could be tied to teacher competencies outlined by the National Board for Professional Teaching Standards and the guidelines set by NAEYC for 2-year and 4- year institutions.
- C. Align early child teacher education curriculum to NBPTS.
- D. Develop mechanisms for early childhood educators to revisit their knowledge base, to refine and amend it in light of new knowledge.

### ***2. How can we train early childhood teachers to work more effectively with the increasingly diverse children and families in early childhood programs? How do we make the field more attractive to a more diverse population of qualified individuals?***

Preparing teachers for the diverse settings in which young children are found must involve the whole higher education system. Patently, higher education faculties need to be more diverse themselves. The vast majority of college and university faculty is not from disadvantaged minority communities, bilingual, and has little appreciation of the cultural similarities and difference among children. Many university faculties ascribe to theories of child development, based on white, middle-class, patriarchal models of family life, so their research base and theoretical models need to be expanded. It is especially important that early childhood teachers know the psycholinguistic and sociological implications of second language learning and the loss of the home language.

**Recommendations:**

- A. Diversity requirements in the guidelines set by NAEYC and NCATE should be strengthened so that early childhood teachers have both information and practical experiences they need to work with people from different groups and life styles.
  
- B. Incorporate into early childhood teacher preparation standards requirements that include knowledge of English as a second language, and fluency in speaking and reading in a second language.
  
- C. Research the effect on child outcomes of teachers who have received rigorous education in effectively teaching diverse children.
  
- D. Develop nomenclature, the knowledge base, and models of cultural competence that include a developmental perspective (e.g., beginning, experienced, and veteran teachers) that can inform the pedagogy of early childhood teacher training programs.
  
- E. Develop a bank of leaders, mentors, and resources for different levels of professional training (e.g., AA, CDA, BA) that will support minority students and teachers to enter and stay in the field of early education.

**3. How do we increase the amount of education required of teachers?**

Disarticulation between community colleges, CDA programs, and four-year teacher preparation institutions is a major problem that leads students down counterproductive pathways that are discouraging and time consuming.

**Recommendations:**

- A. Increase the level of coordination and cooperation between different agencies and institutions involved in the preparation of early childhood teachers.
  
- B. Link teacher qualifications to state standards.
  
- C. Use accreditation and/or licensing to build a more aligned and coherent system of teacher preparation across all levels (from AA to BA degree).
  
- D. Develop a position statement about early childhood teacher qualifications and teacher preparation by organizations, such as NAEYC, NCATE and NAFCC, the family childcare association.
  
- E. Examine strategies for increasing the pool of qualified faculty including minority faculty for teacher preparation programs, particularly at the doctoral level.

F. Support diversity in the early childhood teacher workforce through a variety strategies including advising at the pre-college and college levels, as well as the availability of non-traditional venues for gaining an education (e.g., distance learning, on-the-job training).

G. Develop a public relations campaign to raise the level of awareness about the importance of having well qualified teachers in early childhood care and education (aimed at parents and policy makers).

***4. How do we prepare people for practice when many BA programs focus heavily on theory? We need to do both—how do we change teacher training programs to achieve this larger goal?***

Courses in teacher training programs at the BA level should fully integrate practice and theory. AAS degree students get a lot of application and a lot of opportunity to actually work in classrooms, but less general education. They are equipped with a heavier dose of experience and occasionally some practice when they go into a 4-year degree program. How do 2-year degree graduates who have had more practice and less theory perform in the classroom in comparison to four-year degree program graduates who have had less practice and more theory?

**Recommendation:**

A. Practicum and theory courses in BA early childhood programs should be integrated fully with a required reflection component to help students connect theory and practice.

B. At all levels of teacher training encourage a balance between theory and practice, with both occurring—no practice without theory and no theory without practice.

C. Assessments should be created to measure and document best practices among current teachers, and this data should be used to refine the content and pedagogy of BA programs regarding practice.

D. Pre-service teachers should have more structured assessments of their performance during practicum; and performance assessments should be part of the assessment of teachers (e.g., grading structure).

E. BA preparation is not sufficient—new teachers should have mentoring during the first year with a formal (perhaps state run) program that includes extensive observation and reflection with a qualified mentor teacher before a standard certification is issued.

F. Within the field establish consensus on the components (e.g., length, types of experiences) of acceptable practicum/student teaching experiences.

G. Examine how current coursework/curriculum reflects the complexity and diversity of issues in early childhood teaching (e.g., diverse cultural, linguistic, socioeconomic backgrounds of children; learning differences; full inclusion; classroom management; working effectively with diverse families).

***5. How do we engage and involve potential partners such as parents, families and communities, in designing and building high quality early childhood education?***

There is a significant disconnect between parents and society as a whole, and the professional early childhood community, about what constitutes quality, and the link between that quality and ultimate child outcomes. Middle-class parents, who can afford to buy whatever quality they want, tend to be disengaged on the issue. Further, the research does not support as fully the need for high quality (comprehensive) programs for middle-class children—therefore engaging them is difficult.

**Recommendations:**

A. Look at other community-led movements that succeeded in order to learn how they created change and how we might build a broad consensus to increase quality. Also, look to other types of movements such as healthcare, the public education system and so on for models of how to build a movement for quality teaching.

B. Promote the creation of partnerships, via consultants and fellows, between key political, business and community figures and the early care and education community. Find ways to insert these consultants/fellows in positions that would allow them to support, with their expert knowledge, decisions pertaining to policy and funding. For example, place a fellow with the business roundtable so that he/she could then educate business people about the value of early education.

C. Develop strategies, materials and media campaigns to educate parents and communities about the importance of both the optimal development of the whole child, and how quality early childhood programs succeed in promoting socioemotional as well as educational goals for young children.

**Conferees comments on recommendations**

***1. Where are we trying to go?***

Who needs the BA? There are three populations—teachers in K-3, zero to three, and child care providers. The BA is currently required for K-3 and it is proposed for preschool. Does staff in zero to three programs also need a BA? How about family childcare providers? The

field needs a rationale for which early childhood teachers and staff needs higher education and why.

The proposal in *Eager to Learn* was that a BA level teacher, with specialized training in early care and education, be available to all children in center-based programs. It left open how many such teachers are required for a set number of children, the education and training of other teachers in the setting, the specific roles and responsibilities of various level teachers. As one participant put it, degrees for teachers should not be our destination; the end point of our efforts should be related to the quality of programs for children.

**2. *Is it realistic to contemplate a BA in every classroom?*** Several members of the group doubted that the goal is doable near term and thought other priorities should be set. We should focus on interim destinations and advocate for them first.

**3. *In order to get to the BA goal, we need a plan with the following elements:*** 1) Better quality BA-level programs. 2) A diverse workforce. 3) Maintenance of support for other levels of education (CDA, AAS, AA, in-service education), while we push toward a BA. Our advocacy efforts and our policies must reflect all of the things happening simultaneously—the diversity, the compensation, and economic realities. We cannot advocate for higher standards for the teachers in classrooms if we do not add the absolute critical need of having leaders and administrators in our center-based programs. They need training in organizational development and change theory, staff development budgeting, finance, and program management. All of the incentive models for education at the AA, BA, and MA levels should include specialization in leadership and management.

**4. *There are people who are currently working in childcare who are not going to be able to continue in the field.*** In my view, early childhood education is not a workforce program. There are other workforce programs and opportunities for people. Given the fact that many people who work in childcare are not really concerned about a career choice as opposed to a job, it might be well to make it clear working with young children as a career requires some sacrifice and effort. Although going to school is difficult for many in our current work force, the alternative is compromising the wellbeing of young children. I think we would rather compromise the adults than the children.

**5. *The most fundamental assumption affecting the recommendations is one of supply and demand.*** We need to increase the demand side. This will entail putting a lot more pressure on the public and the policymakers. We need to convince them that really important things happen to children between birth and eight years and they need well-trained teachers to help them develop fully. People understand that the years between birth and 8 years of age are important but they need to move to seeing them as so important they become a funding priority. We must help them move early childhood as only good care to a

time for education. Starting a public conversation with worthy wages arguments will not work. We have got to start the public conversation with “kids need education”.

**6. *How do we engage parents and other people concerned about program quality?*** One way is to bring up the issue of test scores, which is highly motivating for parents and legislators. However, we should consider this option carefully—there is the real problem of unintended consequences. Nevertheless, some kind of assessment, quantitative indicators of program effects, is one way to drive the system for quality teachers.

**7. *What training do teachers of infants and toddlers need?*** If the public system can be convinced to support programs for 3 to 5 year olds, will it not drain better trained teachers from the 0 – 3 programs? If all the money is used for four-year-olds, we create a problem for infants and toddlers that we’re going to have to deal with later on

**8. *What should we do about children who are not in programs?*** We also must bear in mind the number of children in totally unlicensed care without any kind of regulation and any kind of training and support for the care providers.

**9. *What can we learn from the development of military childcare?*** When the military childcare act passed in 1989, it was very heavily focused on center-based programs. We consciously decided when we wrote the first policy that we would apply the standards for both professional development equally across the center-based program, family childcare, school-age care and our part-day preschools that we had on our bases. Initially, it was hard. In the end, it got us to where we needed to go, because the focus was on the quality in all settings, regardless of setting, and that everyone got training. In the end we were trying to get quality for all children, as opposed to improving one piece of it. Any inequity in this system is going to affect other programs.

## Panel Discussions Summary

### Panel 1: Legislative and Funding Realities

How do we frame issues of infrastructure improvement in order to gain the funding, support, and momentum necessary to make the major changes that need to be made; to convince legislators to support increased academic standards and for early childhood education teachers and assistants and increased funding for early childhood programs? What are the legislative climate, strategies, and policy issues of greatest concern?

Moderator: Kristie Kauerz, Education Commission of the States

Panelists: Fasaha Traylor, Foundation for Child Development  
Marcy Whitebook, University of California, Berkeley

Steffanie Clothier, Program Manager, National Conference of State

***Compensation and BA degrees.*** Compensation should be addressed as a public policy issue, and should be linked to qualifications. Critical to answer the concern of legislators, policy makers, and the general public regarding how much will it cost to prepare teachers with BA degrees, and then to adequately compensate them? If we do not secure adequate compensation for teachers, but require teachers to have BAs they may leave early childhood programs to enter public school systems where they will be paid more. We should examine ways to build alliances with teachers unions.

***Timeframe for achieving this goal.*** To achieve the goal of highly qualified teachers we need a long-range comprehensive plan that reflects the consensus of the field. As part of this we need to develop realistic estimates of how long it might take to place a teacher with an early childhood BA in every classroom or every program. One estimate offered by the panel was ten years to get to the point where all classrooms or all programs have teachers with this credential.

***Diversity.*** The panel echoed concerns raised throughout the conference about the impact of the requirement that teachers have BA on early childhood staff diversity.

***Climate in Many State Legislatures.*** Many state budgets are shrinking and it may be difficult to place early childhood teacher quality issues at the center of budget considerations particularly when legislators confront competing budgetary considerations (e.g., Medicaid, public education).

***The field needs to help states figure out how to get the pieces in place related to raising teacher qualifications and compensation.*** A case study would be a useful tool to help demonstrate how states can address this issue. It is important to include all the assumptions, and possible costs—use legislative budget staff to develop cost analysis. The field needs to become more sophisticated and responsible for making a clear case for teacher qualifications that represents a consensus of the field.

***Certification.*** It may be difficult for the field to build demand for improving teacher quality without early childhood certification. This is clearly a state responsibility. It may be critical to first address issues of certification in states in which this has not been established, prior to moving to arguments for BA degreed teachers.

**Panel 2: Where Do We Go From Here?**

If we develop a roadmap to get from where the early childhood field is now to the destination—young children having access to highly trained and qualified teachers—what does the roadmap look like? What concrete steps will each segment of the early childhood field take that will make a difference? What working groups need to be mobilized?

Moderator: Aisha Ray, Erikson Institute

Panelists: Jerry Stermer, President, Voices for Illinois Children  
Steve Barnett, Director, National Institute for Early Education Research  
Carol Brunson Day, CEO, Council for Professional Recognition

***Engaging Legislators.*** Important to persuade both the public and legislators that early childhood (birth – 8 years of age) is important. There are two types of legislators—those who already understand and agree that early education funding is critical and a good public policy investment; and those legislators who see early childhood as one of many competing needs. The field must target the latter type of legislator and move them to the former type.

***Develop media campaigns that engage the public and policy makers.*** The field has to better understand how the public (and different sectors of the public) perceives issues such as teacher quality in early childhood—and develop media campaigns that address public concerns. Perception of early childhood may be as a form of ‘babysitting’ rather than as an educational endeavor. This perception may influence public willingness to invest in teacher quality—if ‘only babysitting’ many in the public may not want to pay teachers adequately, but if persuaded that early childhood programs ‘educate’ children and that this is related to later school success teacher compensation and quality training may be easier to sell.

***The field of early childhood needs consensus.*** We need to create a national commission/task force that defines what we want young children to have and what is needed to create teachers who can achieve these goals. Is there consensus in field for BA teachers in early childhood programs? We need to examine why we cannot agree on this issue. What we propose has to be made relatively simple for legislators and the public. If the field does not take responsibility for defining our vision and reaching consensus others (e.g., public schools, unions) may do so for us.

***No Child Left Behind.*** Should we link our efforts to improve teacher quality to elementary education (PreK-3<sup>rd</sup> grade, K-8) or NCLB? What would be the advantages and risks of this approach? One possible disadvantage is that



accountability has been reduced to children's test scores. But, as a field we need to address accountability and come to consensus on how we will respond to this issue.

***Financing BA teachers in early childhood classrooms.*** Is there sufficient money in the system to support this goal?

***Quality of BA programs.*** Are they all adequate? How can this be determined? How to engage 4-year teacher training programs (e.g., those that give an early childhood degree, elementary education degree with early childhood endorsement) in evaluating and improving how and what they teach? An example of concern is the area of diversity—how can we engage these institutions in developing ways to prepare students for work with diverse populations of children and families; and how can we engage them in recruitment and retention of culturally and linguistically diverse students?

## Closing Remarks Summary

*Barbara Bowman, Erikson Institute*

**Clarification of levels of teacher preparation.** We have fairly robust research base describing the kinds of programs and teaching that supports children's development and learning. However, this research is a long way from being integrated into classrooms. In part, the problem is the failure to set high enough educational standards for teachers, and part of the problem is that teachers' responsibilities are not matched to their professional preparation. We need to clarify what different levels of teachers will do before we can design adequate training programs. When that is done we will find it easier to arrange articulation between the 20-credit hour programs, the AA and AAS Degrees and the BA Degree.

**Diversity and cultural competence.** We need to strengthen the preparation of teachers for diverse populations, and that means strengthening diversity in the colleges and universities. The imbalance between the racial, religious, and cultural backgrounds of university faculties must be addressed if they are to recruit a diverse student body. They must also provide their students with experience working with diverse populations, so they develop "cultural competence," an area that we in teacher education have given very little attention and certainly needs a great deal more. We must consider administration as a part of the system and think strategically about the preparation they need to facilitate programs.

**Accountability.** We have skirted the issue of accountability with a few references to Leave No Child Behind and its testing requirements. We have not said how we expect teachers to be accountable after they get their BAs or whatever degrees they get. We have talked about what we expect them to be able to do, but not how do we ensure that they do

it? I think that unless we come through with something on accountability as a professional community, we may get something we may not want.

The suggestion has been made that Erikson present your recommendations at an NAEYC meeting for comment. If our proposal is accepted by NAEYC, I hope all of you will come to listen and enrich the discussion.

## Conference Participants

### Steven Barnett

Dr. W. Steven Barnett is a professor of education, economics, and public policy, and director of the National Institute for Early Education Research (NIEER) at Rutgers University. His work includes research on early education and childcare policy, the educational opportunities and experiences of young children in low-income urban areas, and benefit-cost analysis of preschool programs and their long-term effects. He is the author of more than one hundred professional publications, including *Lives in the Balance*, a benefit-cost analysis of preschool education based on a 25-year study. Barnett earned his Ph.D. in economics at the University of Michigan.

### Barbara Bowman

Professor Barbara Bowman is one of three faculty founders of Erikson Institute and served as president of the Institute from 1994 to 2001. She is an authority on early education, a national advocate for improved and expanded training for practitioners who teach and care for young children, and a pioneer in building knowledge and understanding of the issues of access and equity for minority children. Professor Bowman is co-editor of *Eager to Learn: Educating our Preschoolers* the influential report of the National Research Council's Committee on Early Childhood Pedagogy. She is past president of the National Association for the Education of Young Children and has served on numerous boards, including the National Board for Professional Teaching Standards.

### Sue Bredekamp

Dr. Bredekamp is Director of Research at the Council for Professional Recognition. She was Director of Accreditation and Professional Development at the National Association for the Education of Young Children (1981-1998); co-authored *Learning to read and write: Developmentally appropriate practices/or young children*; authored *Accreditation Criteria and Procedures* and *Guide to Accreditation*; and, *Developmentally Appropriate Practice in Early Childhood Programs*, (1987, 1997 editions); and edited *Reaching Potentials: Appropriate Curriculum and Assessment for Young Children*. Dr. Bredekamp holds a Ph.D. in Early Childhood Education from the University of Maryland.

**Carol Brunson Day**

Dr. Day is CEO and President of the Council for Professional Recognition, the umbrella organization for the Child Development Associate National Credentialing Program, and the National Head Start Fellowship program. Dr. Day is international exchange liaison between the schools in Reggio Emilia, Italy and the early childhood community in the United States. Dr. Day has authored over 25 publications on subjects such as professional development, diversity and multicultural education, and cultural influences on development. Dr. Day received a M.Ed. in Early Childhood Education from Erikson Institute in Chicago, and a Ph.D. in Education from Claremont Graduate School in Claremont, CA.

**Deborah Cassidy**

Deborah Cassidy is an Associate Professor in Human Development and Family Studies at the University of North Carolina at Greensboro. She is Coordinator of the Birth-Kindergarten Teaching Licensure Program at UNCG. She is also Project Director of the North Carolina Rated License Assessment Project. Dr. Cassidy has conducted research in the area of early childhood professional development, with particular focus on the impact of education on childcare quality, and examined the success of early childhood community college transfer students at 4-year early childhood programs and developed an articulation manual to assist instructors, administrators, and policy makers.

**Steffanie Clothier**

Steffanie Clothier is the program manager for the Child Care and Early Education Project at the National Conference of State Legislatures. Her work relates to a range of early childhood issues including childcare subsidy programs, childcare financing, pre-kindergarten and coordination of programs. Prior to coming to NCSL, she was the public policy director for Catholic Charities in Denver, Colorado. Publications include: *"Funding and Policy Choices in a Changing Fiscal Environment"*, and *"Children, Youth, and Families Issues: 2003 State Legislative Summary"* and written numerous welfare-related publications. She is a graduate of the University of Denver School of Law.

**Stacie G. Goffin, Ed.D.**

As Consulting Associate Executive Director of the National Association for the Education of Young Children (NAEYC), Dr. Goffin is involved in projects including developing national early childhood program standards, and staffing the Commission on NAEYC Early Childhood Program Standards and Accreditation Criteria. Previously, she directed the Association's Project to Reinvent Accreditation and staffed the National Commission on Accreditation Reinvention. She has authored over 50 publications, and sits on several national advisory and editorial boards. Dr. Goffin has a doctorate in Educational Psychology from the University of Houston.

**Christina Cross**

Chris Cross is the current President of the National Association for Family Child Care. She has worked in the early care and education field for over 15 years, seven of which she was the owner/operator of her own family childcare service. She is an experienced trainer and her current job is with the state Child Care Resource and Referral network office in Florida. She is their Recruitment and Retention Coordinator and manages the statewide Family Child Care M.E.N.T.O.R. program as well as the Child Care WAGES FLORIDA project.

**Josué Cruz**

Dr. Cruz is Dean of the College of Education and Human Development. Previously Dr. Cruz was Assistant to the President at the University of South Florida and professor of childhood education. He has been a Fulbright Scholar to India, Lecturer at La Universidad de Santiago de Compostela, Spain and recipient of a two-year Ford Foundation Fellowship. Dean Cruz was vice president of the National Association for the Education for Young Children and has written numerous publications and technical reports. Dr. Cruz received his master's in education from the University of Wisconsin at Milwaukee, and his doctorate in education from the University of Wisconsin at Madison.

**Louise Derman-Sparks**

Louise Derman-Sparks is faculty member at Pacific Oaks. She has authored and co-authored several books, including: *Anti-Bias Curriculum: Tools for Empowering Young Children*, (National Association for the Education of Young Children). Ms. Derman-Sparks speaks, conducts workshops and consults widely throughout the United States and internationally. She served on the Governing Board of the National Association for the Education of Young Children from 1998-2001 and currently serves on the National Board of Crossroads Ministry: An Interfaith & Community Based Anti-Racism Training Organization.

**Linda M. Espinosa**

Dr. Espinosa is Associate Professor at the University of Missouri-Columbia and former Co-Director of the National Institute for Early Education Research at Rutgers University. A member of the Board of Examiners for the National Council for Accreditation of Teacher Education and a Commissioner for the NAEYC Accreditation Standards and Criteria Commission, she has also been consulting editor for *Early Childhood Research Quarterly*, and contributor to *"Eager to Learn: Educating Our Preschoolers."* She has an Ed.M. from Harvard University, and a Ph.D. in educational psychology from the University of Chicago.

**Jana Fleming**

Jana Fleming is Executive Director of Child Development Studies at City Colleges of Chicago. The McCormick Tribune Foundation with the goal of enhancing early childhood teacher education associate degree programs citywide funds Dr. Fleming's position.

Previously she was a Research Investigator with the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill. Dr. Fleming is also a member of the research faculty at the Erikson Institute. Dr. Fleming has a Ph.D. in early childhood education from the University of North Carolina at Chapel Hill and a law degree from Duke University.

**Walter Gilliam**

Walter Gilliam is Associate Research Scientist at the Yale University Child Study Center and Faculty Fellow at the Yale Bush Center on Child Development and Social Policy. He researches state variations in pre-kindergarten service delivery and the impact of early childhood education programs. Dr. Gilliam has led national surveys of state-funded pre-kindergarten administrators and was the lead author on a critical meta-analysis of the impacts of these programs. He has published widely on state-funded pre-kindergarten programs, Head Start, childcare, and developmental assessment of young children. He has doctorate in School Psychology from the University of Kentucky.

**Sarah M. Greene**

Sarah M. Greene is President and Chief Executive Officer of the National Head Start Association (NHSA) since July 1991. NHSA is dedicated to meeting the concerns of the Head Start community and represents over 900,000 children, 175,000 staff members, and 2,427 Head Start and Early Head Start programs nationwide. In addition, Ms. Greene frequently testifies before Congress, participates in framing national policy and direction, and has been a guest lecturer at Yale University. Ms. Greene has a M.A. in Administration and Supervision from Nova University in Ft. Lauderdale, Florida.

**Mariana Haynes**

Dr. Mariana Haynes is the Director of Research for the National Association of State Boards of Education (NASBE) located in Alexandria, VA. Dr. Haynes directs the *Early Childhood Education Network*, a project designed to help states coordinate comprehensive, high-quality early education systems for children with and without disabilities. Her current responsibilities include studies of states' governance structures, accountability systems, educational policies and programs, and state performance measures. She also serves as a senior researcher on the *State Action for Education Leadership Project*. She received her doctorate in special education from the University of Washington.

**Marilou Hyson**

Marilou Hyson, Ph.D., is Associate Executive Director for Professional Development at the National Association for the Education of Young Children (NAEYC). She has taken leadership roles in revising NAEYC's professional preparation standards and in developing an accreditation system for associate degree early childhood programs. Previously, she was Chair of the Department of Individual and Family Studies at University of Delaware, and editor-in-chief of *Early Childhood Research Quarterly*. Her publications include: *The*

*Emotional Development of Young Children: Building an Emotion-Centered Curriculum* (2003).

**C. Allison Jack**

C. Allison Jack is Education Policy Advisor to Governor Rod Blagojevich of Illinois. Her responsibilities include long-term planning and strategic thinking about initiatives in support of improved educational achievement of the children of Illinois. Previously, she ran her own education consulting company, the Beanstalk Group and before that, was Director of the Charter School Resource Center at Leadership for Quality Education. She came to education through Teach for America; she taught for three years in Los Angeles after college at UC Santa Cruz. In 1994, she attended the Harris School of Public Policy at the University of Chicago, where she focused on education policy.

**Paula Jorde Bloom**

Paula Jorde Bloom holds a joint appointment as Professor of Early Childhood Education and Director of the Center for Early Childhood Leadership at National-Louis University. Dr. Bloom is one of the country's leading experts on early childhood leadership and program management issues. Dr. Bloom is the author of numerous journal articles and books including, *Leadership in Action*, and *Workshop Essentials*. She received her master's and doctoral degrees from Stanford University.

**Sharon Lynn Kagan**

Sharon Lynn Kagan is the Virginia and Leonard Marx Professor of Early Childhood and Family Policy, Co-Director of the National Center for Children and Families, and Associate Dean for Policy at Teachers College, Columbia University and Professor Adjunct at Yale University's Child Study Center. Author of over 150 articles and 12 books, Dr. Kagan's research focuses on the institutions and policies that impact child and family life. Dr. Kagan consults with numerous federal and state agencies, congress, governors, and legislatures; and is Past President of the National Association for the Education of Young Children and Family Support America.

**Kristie Kauerz**

Ms. Kauerz is Program Director of Early Learning at Education Commission of the States (ECS). She combines research and analysis, policy development, public education, and state-based technical assistance to bring early childhood care and education into state policy discussions. Previously, Ms. Kauerz was the director of public policy analysis at the Center for Human Investment Policy at the University of Colorado-Denver. She has an MA in international development from The American University, and is a doctoral student in early childhood education policy at Teachers College, Columbia University.

**Anna Lovejoy**

Anna Lovejoy is a Senior Policy Analyst in the Education Division of the National Governors Association Center for Best Practices. Her work centers on helping governors and their policy advisors develop responsive early childhood policy solutions in the areas of school readiness, early care and education, professional development, public engagement, early literacy, and assessment. Prior to NGA, she focused on state welfare reform implementation issues with the American Public Human Services Association (APHSA). Ms. Lovejoy has a B.A. in Politics from Princeton University.

**M. A. Lucas**

M. A. Lucas, Director of the United States Army Child and Youth Programs, manages the largest employer sponsored childcare program in the country. The Army operates a system of integrated child care options that includes: child development centers, family child care networks, school age programs, resource and referral services, parent co-ops, youth centers, sports programs, training for teen baby sitters, and hourly care. Army programs serve children six weeks through adolescence at more than 125 locations around the world and reach over 250,000 children each year. Military Child Care Programs are widely recognized as a "model for the nation."

**Janet Mascia**

Janet Mascia is currently the Executive Director of the National Child Care Information Center (NCCIC), a national clearinghouse and technical assistance organization on childcare funded by the Child Care Bureau, U.S. Department of Health and Human Services. Prior to joining NCCIC, Ms. Mascia was a Senior Evaluator with the U.S. General Accounting Office (GAO), the research, audit, and investigative arm of the U.S. Congress. During her 20-year tenure with GAO, Ms. Mascia spent over half that time directing research studies examining federal and state child care policies, authoring numerous GAO reports and congressional testimonies on a wide range of child care issues.

**Samuel J. Meisels**

Samuel J. Meisels is president of Erikson Institute, Professor Emeritus at the University of Michigan, and a national authority on the assessment of young children. Dr. Meisels has authored over 150 scholarly works including co-authoring the *Work Sampling System*. Dr. Meisels is past president of the Board of Directors of ZERO TO THREE: The National Center for Infants, Toddlers, and Families, and a senior investigator for the national Early Childhood Longitudinal Study and the Center for the Improvement of Early Reading Achievement. He holds a doctorate from the Harvard Graduate School of Education.

**Evelyn Moore**

Evelyn Moore is the Executive Director and Founder of the National Black Child Development Institute, a national network of 40 affiliates in 23 states which work to improve the quality of life for African American children and their families. Before founding the Institute, Ms. Moore worked as a Special Assistant to Wilbur Cohen, former Secretary of Health, Education and Welfare, at the University of Michigan in Ann Arbor. Ms. Moore currently serves on many national boards. She has worked as a consultant to the Office of Education in addition to numerous philanthropic organizations.

**Dori Mornan**

Dori Mornan is the Senior Associate at the Center for the Child Care Workforce, a Project of the American Federation of Teachers Educational Foundation (CCW/AFTEF) a nonprofit research, education and advocacy organization committed to improving early care and education quality by improving early care and education jobs. She is responsible for developing, coordinating, and implementing the CCW/AFTEF programmatic activities including those related to public policy, organizing and research. Ms. Mornan has a master's degree in Educational Administration and Policy Studies from the State University of New York at Albany.

**Florence Nelson**

Dr. Florence Nelson is Executive Director of the New Jersey Professional Development Center for Early Care and Education (NJPCDC) at Kean University. The NJPCDC is charged with developing a comprehensive early care and education professional development system for New Jersey. Dr. Nelson also serves as an adjunct faculty member in the Dept. of Early Childhood and Family Studies at Kean University. Dr. Nelson serves on the NJ Child Care Advisory Council, the Board of Directors of the Coalition of Infant/Toddler Educators, the NJ BUILD Team, and the Better Baby Care Campaign — New Jersey Advisory Board. Dr. Nelson holds a Ph.D. in Human Development and Family Studies.

**Wanda Newell**

Wanda Y. Newell, a leader in childcare and early childhood education, joined the Robert R. McCormick Tribune Foundation (MTF) as the Education Program Director in November 1999. Newell previously served as the Principal Investigator and Chief Officer of the Montgomery office of the Alabama Child Care Quality Enhancement Consortium, where she was responsible for developing statewide quality child care initiatives and overseeing the development and implementation of a five-year statewide strategic child care plan. Dr. Newell holds a doctorate in family and child development from Auburn University, a Master of Science in human development and family life and a Master of Arts in early childhood education from the University of Alabama.



**Toni Porter**

Toni Porter has been Director of the Institute for a Child Care Continuum at Bank Street College of Education since 1992. The Institute's work focuses on early childhood services, parenting education and family support as well as technical assistance and policy research. Ms. Porter's work includes *Assessing Child Care Development Fund Investments in Child Care Quality: A Study of Selective State Initiatives*; *Neighborhood Child Care: Family, Friends, and Neighbors Talk About Caring for Other People's Children*; and *Infants and Toddlers in Kith and Kin Care: Findings from the Informal Care Project*. Ms. Porter has a master's degree in political science from Columbia University.

**Kathleen Praznowski**

Kathleen Praznowski is a Senior Program Officer at the McCormick Tribune Foundation in their education department. She manages early education grants in the areas of professional development and accreditation. Previous to foundation work, Ms. Praznowski taught middle school math for five years on the south side of Chicago with the Inner-City Teaching Corps. She also worked at the Mayor's Office on technology and economic development issues and at the Commercial Club of Chicago where she studied after-school programs. She holds a Master's Degree in Public Policy from the Harris School at the University of Chicago, and a Master's Degree in Education from Loyola University.

**Aisha Ray**

Aisha Ray is an Associate Professor and director of the Bilingual/ESL Teacher Training Program at Erikson Institute. Her areas of research include the family functioning in challenging communities, father-child relationships in urban communities, and teacher development and diversity. She is a senior research associate at the University of Pennsylvania's National Center on Fathers and Families, and has consulted with the Annie E. Casey Foundation, the Illinois Fatherhood Initiative, and Child Trends. Dr. Ray has a M.A. in Early Childhood Education from Erikson Institute and an M.A. and Ph.D. in developmental psychology from the University of Michigan.

**Monica Rohacek**

Ms. Rohacek, Research Associate at the Urban Institute, is currently analyzing Head Start Impact Study data on the characteristics of the early care and education settings and on a study of childcare providers and the subsidy system. This research focuses on provider participation in the childcare subsidy system, and how subsidy implementation practices and policies affect providers. Prior to joining the Urban Institute, Ms. Rohacek worked with Child Care Services Association (CCSA) on the T.E.A.C.H. Early Childhood Project as it expanded from a pilot to a statewide initiative and completed several workforce surveys and studies of the quality, availability, and affordability of childcare.

**Larry Schweinhart**

Larry Schweinhart is President of the High/Scope Educational Research Foundation and an internationally recognized early childhood program researcher and speaker. He has directed: the High/Scope Perry Preschool Study, the landmark longitudinal study establishing the human and financial potential of high quality early childhood programs; the High/Scope Preschool Curriculum Comparison Study; the evaluation of the Michigan School Readiness Program; High/Scope's Head Start Quality Research Center; and the development and validation of the High/Scope Child Observation Record for assessing development from infancy through elementary school. Dr. Schweinhart has a Ph.D. in Education from Indiana University.

**Linda Smith**

Linda Smith is Executive Director for National Association of Child Care Resources and Referral Agencies (NACCRRA), and an expert in early care and education systems and program development. During Ms. Smith's 25 years at the Defense Department, she served as Director of Family Policy, and was responsible for policy and oversight of programs for 2.1 million family members of military personnel. As Director of Child Development Programs for the Secretary of Defense, Ms. Smith led implementation of the landmark Military Child Care Act of 1989. She co-chaired the Federal Interagency Child Care Committee, and helped plan the 1997 White House Conference on Child Care.

**Susan S. Stepleton**

Susan S. Stepleton, president and CEO of Parents as Teachers National Center (PATNC), has a background in human service, nonprofit management and public policy. Previously, she was executive director of Edgewood Children's Center in St. Louis, and administered the Salvation Army Hope Center. Currently she is Co-Chair of the National Advisory Committee for Family Support and Family Preservation for the Child Welfare League of America. Dr. Stepleton holds master's degrees in German Studies, Business Administration, and Social Work, and a Ph.D. in public policy analysis.

**Jerry Stermer**

Jerry Stermer is President of Voices for Illinois Children, a privately funded public interest organization working to improve the lives of children. Voices has brought new attention and energy to the importance of the first five years of life through its *Start Early: Learning Begins at Birth* initiative and a new collaborative effort called *Early Learning Illinois*, which is working for quality preschool programs for all Illinois children. Voices is well known for its successful use of media advertising designed to persuade Illinoisans to invest more in quality early childhood programs. Mr. Stermer is currently a board member of the United Way of Illinois and the Illinois Children's Healthcare Foundation.

**Fasaha Traylor**

Fasaha Traylor is a senior program officer for the Foundation for Child Development. She is working on Mapping the P-3 Continuum (MAP), FCD's new grant making program focused on restructuring the pre-kindergarten and early elementary years, and on improving the qualifications of the early childhood workforce to teach and reach diverse student populations with a variety of learning needs. She is vice president of the board of Philadelphia Citizens for Children and Youth, a serves on the boards of Grantmakers for Children, Youth, and Families and the Unitarian-Universalist Service Committee. Ms. Traylor has a master's degree in urban studies from Temple University, where she also completed doctoral coursework in sociology.

**Marcy Whitebook**

Marcy Whitebook is currently Director and Senior Researcher, Center for the Study of Child Care Employment, Institute of Industrial Relations, at University of California at Berkeley. Previously, she was founding Executive Director of the Center for the Child Care Workforce. Dr. Whitebook has served as Project Director for several large-scale child care studies, including *Two Years in Early Care and Education: A Community Portrait of Quality and Workforce Stability (2004)*; *Then and Now: Changes in Child Care Staffing Study (2001)*; and *NAEYC Accreditation as a Strategy for Improving Child Care Quality (1997)*.

**Pam Winton**

Pam Winton is Director of Outreach and a Senior Scientist at the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill, Research Professor at the University of North Carolina School of Education, and Co-Director of three federally funded personnel preparation projects including: *Walking the Walk* (Promoting Diversity in Early Childhood Intervention through Campus-Community Partnerships) and *Natural Allies* (Working with Community Colleges to Prepare Personnel to Provide Quality Services for All Young Children in Natural Environments), both funded by the U.S. Department of Education (OSEP).

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#### **Conference Planning Committee**

- Barbara Bowman, Carol Brunson Day, Jana Fleming, Mary Louise Hemmeter, Kristie Kauerz, Kelly Maxwell, and Aisha Ray