

2018 Supplemental Budget Decision Package

Agency: 307 Department of Children, Youth, and Families

Decision Package Code/Title: M2-EA / Fully Fund Early Achievers

Budget Period: 2017-19

Budget Level: Maintenance Level

Agency Recommendation Summary Text:

The Department of Children, Youth, and Families requests \$21 million to fully fund the Early Achievers system in order to increase quality of early learning facilities and meet the department’s goal that 90 percent of children will enter kindergarten ready on all six domains of the Washington Kindergarten Inventory of Developing Skills (WaKIDS) by 2020.

Fiscal Summary:

Operating Expenditures	FY 2018	FY 2019	FY 2020	FY 2021
001-1 General Fund-State	\$0	\$21,043,034	\$26,066,640	\$17,212,033
Total Cost	\$0	\$21,043,034	\$26,066,640	\$17,212,033
Staffing	FY 2018	FY 2019	FY 2020	FY 2021
FTEs	0	0	0	0
Object of Expenditure	FY 2018	FY 2019	FY 2020	FY 2021
Object C - Contracts	\$0	\$21,043,034	\$26,066,640	\$17,212,033

Package Description:

The goal of the Early Achievers system is to increase the quality of early learning facilities so that children enter kindergarten ready to succeed. Early Achievers is a system of supports which includes coaching, professional development, evaluation, and rating. Over the past five years of implementing the Early Achievers system, the agency has made improvements based on participant feedback. These improvements include:

- Offering additional targeted supports prior to rating,
- Customizing required trainings into multiple formats and languages, and
- Streamlining the standards all with the goal of making a positive impact on child outcomes.

When RCW 43.215.100 moved Early Achievers from a voluntary system to a mandatory system and set enrollment, participant progress, and rating milestones for facilities that provide Early Childhood Education and Assistance Program (ECEAP) services and Working Connections Child Care Subsidies (WCCC) services, the focus of Early Achievers shifted.

Moving from a voluntary system to a mandatory system highlighted four linked challenges for the agency:

- The vast majority of Early Achievers participants are on the same timeline. This creates the risk of a bottle-neck in the rating system with 86% of participants working toward a Level 3 rating by December 31, 2019 unless the department can find efficiencies and increase capacity in its data collection processes.
- With the large increase in providers, coupled with the timeline, the agency must look for ways to increase coaching capacity and impact.
- We must increase the number of Level 4 sites to meet ECEAP entitlement.
- Finally, in order to reach these ECEAP entitlement requirements, the system needs more teachers with higher levels of education.

To meet these challenges, DCYF is requesting \$21 million to do the following:

- **Increase Data and Efficiencies:** Increase data collection capacity, including an electronic data collection process, to meet the demand for initial and renewal ratings.
- **Expand Provider Supports and Coordinated Coaching:** Operationalize relationship based professional development with stronger coordination of coaching services.
- **Workforce Development:** Increase the workforce by approximately 740 individuals to meet ECEAP entitlement and support the retention and recruitment of diverse educators that meet required qualifications outline in the proposed WAC.

Total Requested to Fully Fund Early Achievers	FY 2019	FY 2020	FY 2021
I. Data and Efficiencies	\$ 2,711,601	\$ 3,599,095	\$ 2,183,318
II. Provider Supports & Coordinated Coaching	\$ 9,614,630	\$ 12,798,691	\$ 7,764,068
III. Workforce Development	\$ 8,716,803	\$ 9,668,854	\$ 7,264,647
Total Funding Requested	\$ 21,043,034	\$ 26,066,640	\$ 17,212,033

I. Data and Efficiencies

Data and Efficiencies: Increased Volumes - \$ 2,711,601 in Fiscal Year 2019

The demand for ratings is already increasing as mandated timelines approach. Rating capacity is necessary to meet the timelines identified in RCW 43.215.100. Strategies for meeting the need include:

- **Increase the volume of completed ratings** within each rating cohort through additional data collectors and rating efficiencies.
- **Implement electronic data collection** to provide DCYF more comprehensive ratings data reports to target resources effectively based on facility and community need.

As of September 15, 2017 there are 3,869 participants in Early Achievers. Within this cohort, 2,674 have not yet achieved a quality rating. Eighty-six percent of these providers have a timeline to rate between now and December 31, 2019. This figure does not include the several hundred renewal ratings that also need to happen within the same time frame, which could push out the timeline of those 2,297 providers. The current rating capacity is 720 ratings per year (6 cohorts X 120 ratings per cohort = 720 ratings per year). With only 28 months before the subsidy rating milestone, the department needs to immediately increase the capacity of the ratings system to an average of 176 ratings per cohort or 1,056 per year to meet the timelines for all mandated providers. If the department were to meet the needs of

all mandated participants and the renewal ratings for existing rated providers, it would need to increase its rating capacity to 251 per cohort or 1,506 per year. There are two primary methods to increase capacity to make an immediate shift. One is to increase the number of ratings by increasing the number of data collectors completing the work. The other is to find efficiencies in the process by streamlining standards, modifying the sampling process, and implementing an electronic data collection system.

Increasing data collectors is more than just adding staff. Data collectors are embedded in the communities where they work and reflect the communities they serve. As the data collection team expands, considerations are made based on where mandated providers are located and their cultural and linguistic needs. These are important considerations in order to support the rich diversity of the state’s early learning community and to make Early Achievers ratings accessible in all communities.

DCYF, based on recommendations from the Early Achievers Review Subcommittee simplified the data sampling process for data collection, thus shortening the amount of time a data collector must spend with each site. DCYF is also in the process of increasing the capabilities of our data system to allow for electronic Early Achievers data collection. Electronic data collection minimizes the number of quality checks data must go through, increases data security, provides greater transparency for participants and increases access to detailed data reports for providers and coaches to support quality improvement efforts.

This table displays the ratings projections based on actual rating data and historic participant behavior.

Projections	FY 2018	FY 2019	FY 2020	FY 2021
Initial Rating	398	911	1009	296
First Renewal Rating	221	399	360	461
Second Renewal Rating	0	12	78	272
Third Renewal Rating	0	0	0	4
Re-Rating (mid- cycle ratings)	131	123	208	266
Total projected ratings	750	1,445	1,655	1,299
Providers for whom funding is requested		695	905	549
QRIS Ratings				
Cost per Facility		\$ 3,795	\$ 3,870	\$ 3,870
Subtotal		\$ 2,637,236	\$ 3,502,260	\$ 2,124,575
QRIS Rating Tool				
Cost per Facility		\$ 107	\$ 107	\$ 107
Subtotal		\$ 74,365	\$ 96,835	\$ 58,743
Total Funds Requested per Fiscal Year		\$ 2,711,601	\$ 3,599,095	\$ 2,183,318

II. Provider Supports and Coordinated Coaching

DCYF requests \$9,614,630 in Fiscal Year 2019 for Provider Supports and Coordinated Coaching - Pre and Post Rating: Supports and Coaching

Early Achievers rating data shows that even with short periods of coaching, providers make gains in Environment Rating Scales (ERS) and Classroom Assessment Scoring System (CLASS) scores and improve their overall program quality. There are four key elements to improving coaching in the context of racial equity so that providers can improve and help children meet their kindergarten readiness goals.

To maximize the effectiveness of pre and post rating supports and coaching, the department requests \$9,614,630 in Fiscal Year 2019 for the following services:

- **Continuity of services for providers:** Prioritize pre-rating and post-rating services to be provided by the same coach. Changes among support staff negatively impacts coaching outcomes.
- **Highly skilled coaches:** Knowledgeable and skilled coaches help programs identify and meet program quality goals based on program data. Coaching strategies use data to inform actionable steps, complete observations to inform growth, model successful classroom management and encourage healthy work environments that promotes respect and embraces diversity.
- **Connection between quality standards and child outcomes:** Pre-rating supports focus on becoming knowledgeable of the Early Achievers Quality Standards and how each standard is tied to child development. Once the site is rated, the focus then shifts to support the facility to use rating data to create an individualized quality improvement plan (QIP) and grow in quality.
- **Remedial Support:** When a provider doesn't meet their rating goals as mandated in RCW 43.215.100, which happens with approximately 10% of ratings, programs receive intensive coaching and professional development for teachers and facility leadership in the areas that fell below threshold and showed opportunity for growth for six months and funding that is planned in partnership with their coach, to invest in materials to improve child outcomes and overall facility quality and rating.

Early Achievers has always been focused on supporting providers to make quality improvements in order to improve outcomes for children. Now more than ever, DCYF must consider how policies and practices work for or against particular provider groups in order to reach the most vulnerable children and families in the context of culture and racial equity.

Continuity of Care and Provider Services

Continuity of care is important for children as they grow and develop because they learn in the context of relationships. We have learned that the structure of the Early Achievers system has created artificial breaks in the process and unnecessary shifts in supports for providers between their pre-rating and post-rating coaching. A change in coaches has a negative impact on progress for participants. We are working to prioritize continuity of coaching supports for participants from enrollment, so that their pre-rating and post-rating supports are provided by the same coach. Coaching is relationship-based professional development and maintaining a relationship over time should show increases in progress as a coach and participant learn more about one another and the best ways to encourage progress and help participants set and meet their quality improvement goals.

Highly Skilled Coaches

Early Achievers participants also need and deserve highly skilled coaches to support them as they work to enhance quality practices. Early Achievers participants who voluntarily enrolled are much different than the current participants who were mandated to join. Coaches are now seeing greater resistance to progress and more providers who have a lot of work to do in order to achieve a Level 3 rating. At times, these two challenges overlap and coaches are faced with resistant providers who are far from Level 3 quality. It takes special skills to help providers overcome barriers to their success. A highly skilled coaching workforce reflects the community of providers they serve and have the ability to help participants understand why high quality is important and how the simple practices they engage in each day have a tremendous impact on the children and families they serve. Highly skilled coaches can understand and help participants interpret rating data and develop goals to reach higher levels of quality. Highly skilled coaches have the know-how to help resistant providers try new strategies and use data to inform action steps. This progress is critical to meet the rating milestone in December of 2019.

Projections	FY 2019	FY 2020	FY 2021
Initial Rating	911	1009	296
First Renewal Rating	399	360	461
Second Renewal Rating	12	78	272
Third Renewal Rating	0	0	4
Re-Rating (mid- cycle ratings)	123	208	266
Total projected ratings	1,445	1,655	1,299
Providers for whom funding is requested	695	905	549
QRIS Technical Assistance			
Cost per Facility	\$ 3,278	\$ 3,338	\$ 3,338
Subtotal	\$ 2,278,210	\$ 3,020,890	\$ 1,832,562
Rating Readiness			
Cost per Facility	\$ 3,395	\$ 3,458	\$ 3,458
Subtotal	\$ 2,359,525	\$ 3,129,490	\$ 1,898,442
QRIS Training			
Cost Per Facility	\$ 377	\$ 384	\$ 384
Subtotal	\$ 262,015	\$ 347,520	\$ 210,816
QRIS Coach Training & EA Institute			
Cost per Facility	\$ 2,220	\$ 2,802	\$ 2,802
Subtotal	\$ 154,290	\$ 253,581	\$ 153,830
QRIS Coaching			
Cost per Facility	\$ 6,562	\$ 6,682	\$ 6,682
Subtotal	\$ 4,560,590	\$ 6,047,210	\$ 3,668,418
Total Funds Requested per Fiscal Year	\$ 9,614,630	\$ 12,798,691	\$ 7,764,068

Connection between Quality and Outcomes

Early Achievers supports must shift the provider perspective from a focus on the rating, to making long-term changes to their quality practices in order to improve child outcomes. Participants who have not yet received a quality rating must learn about and understand how the Early Achievers Quality Standards are tied to child development and positive child outcomes so that they can see how implementing certain practices supports their own goal to help children and families. Once a site receives their facility rating data, they have the opportunity to work with their coach and use their unique facility information to develop targeted action plans to improve practices so that children and families benefit. Coaches help providers make a connection between their practices, their rating data, and the long term impact on children and families. Helping participants see their personal impact on children will continue to increase quality improvement and lead to more Level 4 facilities.

Remedial Support

If a participant does not meet their mandated rating level, they have access to a six month period of remedial activities. During this time, the participant and their coach work together on intense professional development and intense and targeted coaching. The goal of remedial activities is to prepare the site for a re-rating in order to meet their rating milestone and maintain their eligibility to provide subsidy or ECEAP services. Based on historic rating data about 10 percent of participants will likely need remedial activities. Providing these intense services is necessary in order to maintain the diversity of the child care workforce and access to WCCC and ECEAP providers all across the state for our most vulnerable children and families.

III. Workforce Development

DCYF requests \$8,716,803 in Fiscal Year 2019 for Workforce Development Scholarships

Increased Investment in ECEAP Classroom Staff

To provide an incentive for individuals to pursue a career in early learning, specifically ECEAP services, DCYF is requesting \$8.7 million in funding to support access to education scholarships. Any delay in scholarship support delays our ability to meet state requirements, address community workforce needs and impacts our ability to Scholarships are necessary to serve the existing workforce and prepare for ECEAP expansion.

Research (see attached) is clear that a highly diverse and qualified workforce is perhaps the strongest predictor of positive child outcomes and kindergarten readiness. However, the early learning field continues to struggle to hire and maintain diverse and qualified teachers due to low salaries, lack of accessible training, and articulation challenges with higher education institutions. Scholarships are essential to serve the existing workforce and prepare for ECEAP expansion. Investing in scholarships now is critical to the success of the overall early learning system; allowing time and funding to retain a diverse workforce and recruit new educators.

Research also indicates that higher degree attainment may be an important component of high quality preschool instruction. Currently, 49 percent of ECEAP Lead Teachers have Bachelor's degrees. Of the 1,062 staff whose education records are in MERIT (DCYF's education tracking system), one in nine needs a Professional Development Plan to work towards meeting full ECEAP educational requirements for their

assigned position. Additionally, by the 2020-2021 school year, DCYF estimates that the state needs an additional 740 educators with degrees to in provide ECEAP services and meet entitlement.

The following table is by position and scholarships are divided across 3 years to complete the credential. Data is based on currently verified information in MERIT.

Workforce Scholarships – \$ 8,716,803 in Fiscal Year 2019

Position		FY 2019	FY 2020	FY 2021
Center Director, Assistant Director, or Program Supervisor	ECE State Certificate			
Scholarships per Year		214	214	214
Cost Per Scholarship per year		8,667	8,667	8,667
Subtotal		1,854,738	1,854,738	1,854,738
Center Lead Teacher	ECE Short Certificate			
Scholarships per Year		545	545	545
Cost Per Scholarship per year		3,688	3,688	3,688
Subtotal		2,009,960	2,009,960	2,009,960
Center Assistant Teacher	ECE Initial Certificate			
Scholarships per Year		484	484	484
Cost Per Scholarship per year		2,213	2,213	2,213
Subtotal		1,071,092	1,071,092	1,071,092
Family Home Licensee	ECE Initial Certificate			
Scholarships per Year		992	992	992
Cost Per Scholarship per year		2,213	2,213	2,213
Subtotal		2,195,296	2,195,296	2,195,296
Family Home Lead and Assistant Teachers	ECE Initial Certificate			
Scholarships per Year		411	411	411
Cost Per Scholarship per year		2,213	2,213	2,213
Subtotal		909,543	909,543	909,543
SUBTOTAL – WAC requirements		8,040,629	8,040,629	8,040,629
ECEAP Lead Teacher	Associates Degree			
Scholarships per Year		224	224	-
Cost Per Scholarship per year		8,298	8,298	8,298
Subtotal		1,858,752	1,858,752	-
ECEAP Assistant Teacher	ECE Initial Certificate			
Scholarships per Year		31	-	-
Cost Per Scholarship per year		2,213	2,213	2,213
Subtotal		68,603	-	-
ECEAP Family Support Staff	Associates Degree			
Scholarships per Year		67	67	-
Cost Per Scholarship per year		8,298	8,298	8,298
Subtotal		555,966	555,966	-
New ECEAP Lead Teachers- ECEAP Expansion	Associates Degree			
Scholarships per Year		123	246	247
Cost Per Scholarship per year		8,298	8,298	8,298

Subtotal	1,020,654	2,041,308	2,049,606
New ECEAP Assistant Teachers- ECEAP Expansion	ECE Initial Certificate		
Scholarships per Year	123	123	124
Cost Per Scholarship per year	2,213	2,213	2,213
Subtotal	272,199	272,199	274,412
SUBTOTAL – ECEAP	3,776,174	4,728,225	2,324,018
SCHOLARSHIP TOTAL	11,816,803	12,768,854	10,364,647
Back out existing funding	(3,100,000)	(3,100,000)	(3,100,000)
Total Requested Funding	8,716,803	9,668,854	7,264,647

The ECE Certificates are one year programs but many students attend part time over two years. The table also breaks out existing providers in need and new ECEAP providers needed for expansion to meet entitlement in 2020. The new ECEAP providers needed for expansion are spread across three fiscal years, assuming that not all providers will pursue degrees simultaneously. An increase in college tuition going forward would directly impact the providers served with these funds.

The table above breaks out the cost for meeting 30 percent of the current demand.

Base Budget:

The current budget to implement the Early Start Act in the 2017-19 biennium is \$117,930,000.

Decision Package expenditure, FTE and revenue assumptions, calculations and details:

Expenditure details noted above

Decision Package Justification and Impacts

What specific performance outcomes does the agency expect?

The agency expects that with this funding, coaching capacity will continue to increase to meet the needs of the diverse population of mandated participants. Participants will receive supports in the language and cultural context that meets their needs and move forward through Early Achievers to reach a Level 3 rating in time to meet the December 31, 2019 deadline. Additionally, more professionals will attain degrees in higher education, increasing the quality of the preschool workforce and meeting the needs of ECEAP expansion.

Performance Measure detail:

- Increase number of facilities rating at quality levels 3-5.
- Increase the number of professionals who attain higher levels of formal education in Early Learning.
- Increase number of professionals completing stackable certificates.
- Increase number of professionals completing AA degrees in early childhood education.
- Increase number of professionals completing BA degrees in early childhood education.
- Increase number of professionals completing BA degrees in early childhood education.

Fully describe and quantify expected impacts on state residents and specific populations served.

Early Achievers participants are serving the state’s most vulnerable children and families. Their ability to increase quality and meet their mandated participation, progress and rating timelines detailed in RCW 43.215.100 are directly related to the department’s ability to provide coaching supports, scholarships for higher education and capacity to conduct the required quality ratings. Without these supports, provider their ability to maintain eligibility to provide WCCC and/or ECEAP services is put at risk. This means that access to child care for families using subsidy will decrease. Reduced access cuts off the support needed for a parent to stay in the workforce, reduces at-risk children’s access to stable, high-quality care, and adds to the caseloads of other social service programs.

What are other important connections or impacts related to this proposal?

Impact(s) To:		Identify / Explanation
Regional/County impacts?	No	Identify:
Other local gov’t impacts?	No	Identify:
Tribal gov’t impacts?	No	Identify:
Other state agency impacts?	Yes	Identify: Working Connections Child Care Subsidy access could be negatively impacted without funding. This program is administered by DSHS.
Responds to specific task force, report, mandate or exec order?	Yes	Identify: These funds are necessary to meet the mandates defined in RCW 43.215.100
Does request contain a compensation change?	No	Identify:
Does request require a change to a collective bargaining agreement?	No	Identify:
Facility/workplace needs or impacts?	No	Identify:
Capital Budget Impacts?	No	Identify:
Is change required to existing statutes, rules or contracts?	No	Identify:
Is the request related to or a	No	Identify lawsuit (please consult with Attorney

result of litigation?		General's Office):
Is the request related to Puget Sound recovery?	No	If yes, see budget instructions Section 14.4 for additional instructions
Identify other important connections		

Please provide a detailed discussion of connections/impacts identified above. How have families, providers, and communities of color within the early learning system been involved in the planning and implementation of this proposal?

The Early Achievers Review Subcommittee has identified barriers to low income and culturally diverse providers who are mandated to participate in Early Achievers. The subcommittee and implementation partners Child Care Aware of Washington have helped shape solutions to these barriers. These solutions include access to coaching continuity and differentiated culturally responsive coaching supports; increased access to scholarships to attain higher levels of education and access to data collection in order to meet the quality rating mandate in RCW 43.215.100.

What alternatives were explored by the agency and why was this option chosen?

The alternate approach is to maintain the current practices or to reduce services. Both of these options lead to a lack of rated providers, a loss of providers that are eligible to provide ECEAP or WCCC services, and ultimately a loss of available child care services for children and families.

What are the consequences of not funding this request?

If this request is not funded, Washington will experience a major loss of capacity to provide WCCC services, limiting access to high quality care for some of our most vulnerable children. ECEAP expansion and entitlement would be severely limited and families would lose access to high quality care.

How has or can the agency address the issue or need in its current appropriation level?

The department has evaluated rating and coaching capacity based on historic provider participation and cannot successfully achieve the number of Level 3 ratings to meet the RCW 43.215.100 mandates without the additional funding, regardless of implementing efficiencies through electronic data collection and virtual and group coaching.

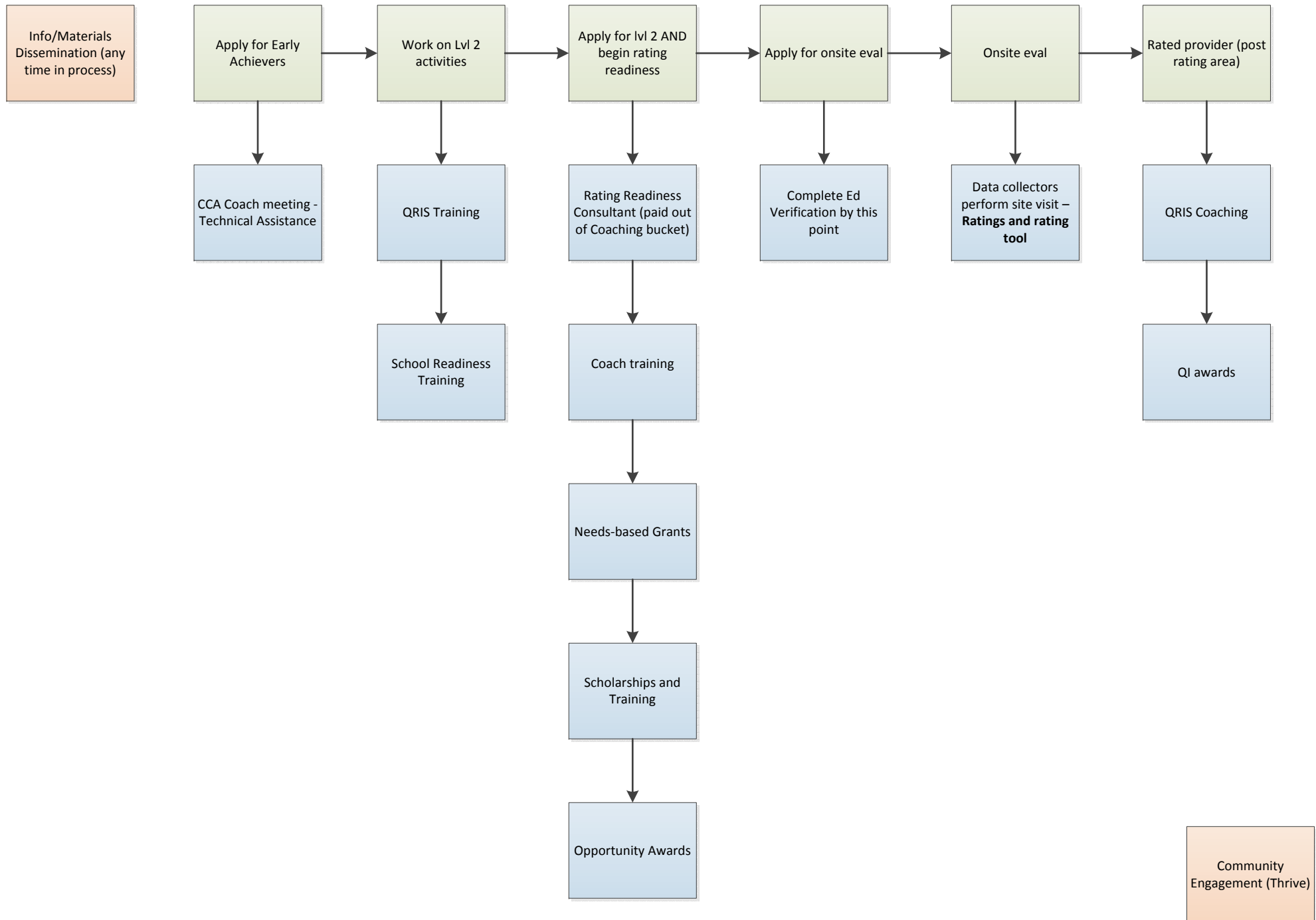
Other supporting materials:

Information technology:

No

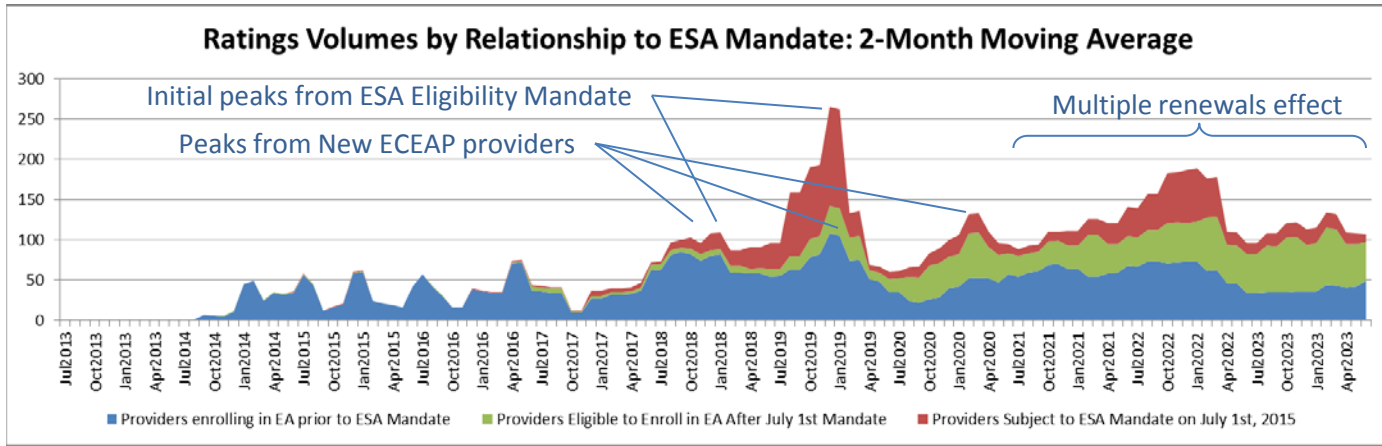
Yes

Early Achievers System Timeline with Activities

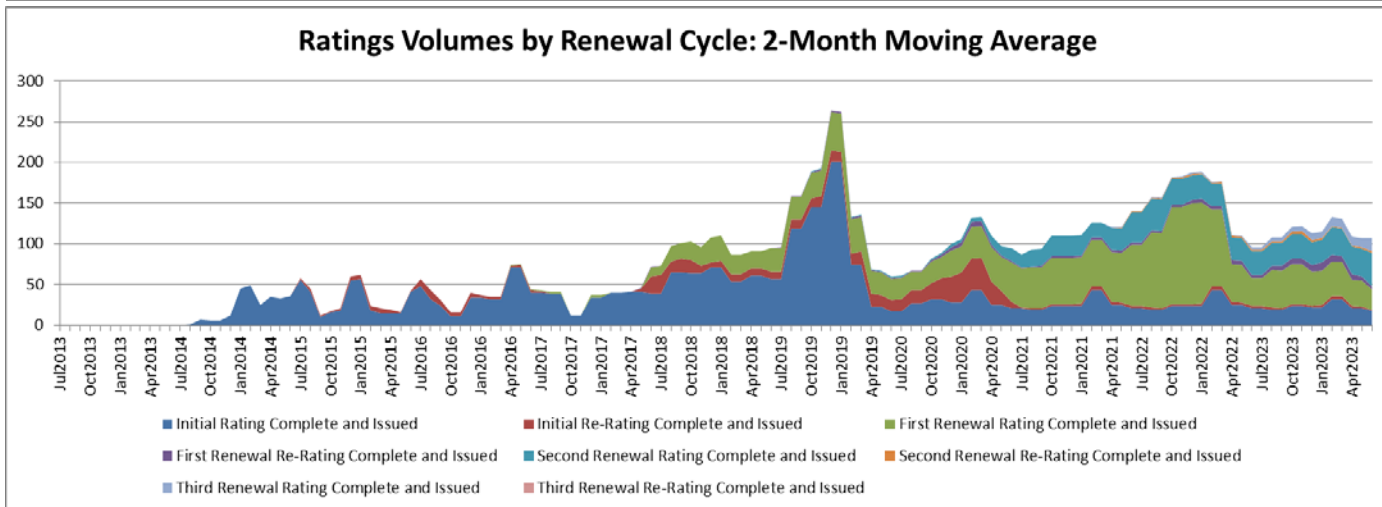


Ratings Volume Drivers (Revised-2/2/17)

Renewal Cycles, ECEAP Expansion, and the ESA Mandate drive three important features in projected ratings volumes



- A spike in eligibility occurring on July 1st, 2015—when almost 1,500 providers were placed on the same ESA timetable—will result in the first two observed spikes in Issued Ratings volumes
- New ECEAP providers also create annual fluctuations in Ratings volume by virtue of sharing a similar contract start date (and resulting EA timeline)
- Overlapping renewal cycles begin to mount in FY2020 and ultimately dominate the effect on volumes



Note: Data is presented as a 2-month moving average to facilitate visual interpretation; the current cohort cycle current predicts very few ratings issued in alternate months (and only re-ratings are currently issued on a rolling basis). ECEAP providers on the ECEAP Pathway are not required to complete Level II Activities; as a result these providers are projected to be rated approximately 12 months sooner than other providers.

Source: Data Analytics Repository (DAR); EA Volumes Forecast Model (d 2016-12-15) (e 2016-02-02) v2.xlsx; Volatility Analysis (e 2017-02-13) v1.xlsx

Research At-A-Glance

Levels of education among early learning professionals in Washington, and around the country, vary significantly. The quality of our state's early childhood education programs is correspondingly uneven. To address this and make a difference for children, we must provide a more diverse workforce with an increase in the required qualifications.

The quality of any early childhood education program depends substantially on the qualifications of its teachers. Children who attend high-quality early childhood education programs are more likely to be ready for school and to perform successfully in school and beyond.

Transforming the Workforce for Children Birth Through Age 8

“Agencies and organizations that oversee care and education settings strengthen and align competency-based qualification requirements for all care and education professionals working with children from birth through age 8.”

“In particular, the committee calls for phased, multiyear pathways to transition to a minimum bachelor's degree requirement with specialized knowledge and competencies for all lead educators, meaning those who bear primary responsibility for the instructional and other activities for children in formal care and education environments¹.”

Building a Skilled Teacher Workforce

“Research evidence suggests otherwise, repeatedly demonstrating that ECE teachers who have been educated on a par with K-12 teacher standards are more effective in promoting children's learning. Further, it is well established that relationships between young children and teachers are the cornerstone of such learning.”²

Raising Preschool Teacher Qualifications

“Teacher professional preparation is a crucial component of early care and education. Well-educated teachers with specialized training in early childhood education have the knowledge and skills to positively impact child outcomes. Research shows that the most effective preschool teachers have a four-year degree with specialized training in teaching young children.”³

Worthy Work, Still Unlivable Wages

“The major funding sources for child care and early education should set aside a dedicated portion of funds to support initiatives that jointly improve the qualifications and increase the compensation and benefits routinely provides to children's non-parental caregivers.”⁴

Building an Early Childhood Professional Development System

“Low-income children who spent more time in high-quality child care between birth and age 5 scored higher on 3rd- and 5th-grade reading and math achievement measures than their peers. The professional development of practitioners is universally recognized in QRISs as a key ingredient to improving the quality of early care and education. Research also shows that qualified and well-compensated care providers and teachers are the cornerstone of high-quality early childhood programs.”⁵

¹ Institute of Medicine (IOM) and National Research Council (NRC). 2015. Transforming the workforce for children birth through age 8: A unifying foundation. Washington, DC: The National Academies Press. [Full report](#)

² Whitebook, M (2014) Building a Skilled Teacher Workforce, Shared and Divergent Challenges in Early Care and Education and in Grades K-12. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley. [Full Report](#)

³ J. Coffman and M.E. Lopez, “Raising Preschool Teacher Qualifications,” Montclair and New York: The Schumann Fund for New Jersey and The Trust for Early Education, 2003). [Full Report](#)

⁴ Whitebook, M., Phillips, D., & Howes, C. (2014). *Worthy work, STILL unlivable wages: The early childhood workforce 25 years after the National Child Care Staffing Study*. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley. [Full Report](#)

⁵ Building an Early Childhood Professional Development System (2010) NGA Center For Best Practice Issue Brief [Full Report](#)

