

Scribes Notebook--Anne Farrington's Notes w/ LE edits- Workforce Development

11:00 - 11:10 - Introductions

1. Gail Grammarossa, (facilitator)
2. Nancy Ward CES EC Dept.
3. Alice Barber (BHN)
4. Chau Lui (EEC)
5. Gail Brown, Enable Inc.
6. Suzanne Ryan - Deerfield Elementary School
7. Linda Gillespie - senior training and tech specialist from 0 to 3 in Stockbridge, involved in Healthy Steps program
8. Jayne Singer - clinical psychologist at Boston Children's -Heads up early care initiative at the Brazelton Center.
9. Mary Watson Avery - Wheelock college at the Aspire Institute
10. Larissa Mendez-Pinate - Dept. of Public Health - state coordinator of Project Launch grant.
11. Stephanie Gabrielle, MSPCC
12. Margot Tracy - Mass. Health

11:15 - 11:25 - Group brainstorm: Add to Challenges

Notes/comments upon review of challenge questions:

- How do you bring down data to classroom level, as opposed to statewide add to pt (2)
- Dosage – piece we should touch on
- How do we measure the outcomes/impacts on children
- How do we use generalized measures to examine progress
- Engage those involved that can make a change they can create their own measure; make small changes, adjust

FINAL ORDER (of Challenge Questions

TOP 3 Challenge Questions (most dots each):

1. How can we increase compensation and decrease job stresses for the EC workforce? **7 votes**
2. How can we cross train the workforce - those working with children need to understand the family issues and those working with families, need to understand impact of parent issues on children. **6 votes**
3. How can we ensure there are appropriate higher ed. programs to social emotional development for EC workforce and training. How can we make sure IECMH is covered in higher education programs and courses? **5 votes**

Did not get on top three challenge question list, but also received 5 dots:

- *How can we improve the skills of the EC workforce in coaching and teaching families? - 5 votes*

Middle group of challenge questions (received 1-2 dots)

4. **How can we increase the number of high quality IECMH clinicians? - 2 votes**
5. **How can we increase Prof. Dev. opportunities to support social emot. growth of children and the EC workforce? -2 votes**
6. **How can we establish an IECMH credentialing system in MA? - 2 votes**
7. **How can we educate college students on IECMH as a career choice? - 1 vote**

Last group of challenge questions (received 0 dots)

8. How can we increase the diversity of the EC workforce to mirror MA's demographics?
9. How can we identify advocates to increase EC workforce compensation - especially workers with less education?
10. How can we provide adequate support for mental health providers, including reflective supervision?
11. How can we increase funding for IECMH services (cut by 75% in recent years)?
12. How can we better integrate the work with families with many different state agencies and providers
13. How can we create career ladders and training for home care givers providing the majority of care in the Latino community?

EXAMPLES (of top Challenges)

- Challenge: How can we increase Compensation...
 - Needs to be someone that takes care of making sure that something happens; moves the needle
 - Big hiring crisis and this also is the same as clinicians
 - Behavior of children and crises in families growing together
- Challenge: How can we Cross Train...
 - Don't get funding for parent support work and education.
 - Child development centers have faulted. Head Start took off, they did not.
 - cross training amongst agencies.
- Challenge: Higher Ed (blank)

Reflection - what the group says cuts across all of the issues:

- Needs to be a massive public awareness and organizing campaign for each of these challenges!
- You can have a baby on your hip or a hamburger in your hand - you will be paid the same for both!!

SOLUTIONS to: CHALLENGE QUESTION #1

How can we increase compensation and decrease job stresses for the EC workforce? - 7 dots

Solutions

- 1. Prioritize existing resources toward increasing compensation. - - 5 dots**
 - Provide scholarships and grants so folks don't go into debt
 - Change norms to increase the value of "women's work"
- 2. Reflective supervision training for supervisors as well as time off to do it. (\$ for nurturing the nurturers decreases turnover and increases social emotional environment - 7 dots**

3. Raise public awareness of pay scales of actual early childhood educators and clinicians. Highlight the difference between pay of teachers in public schools versus private centers. - **7 dots**
4. Build partnerships with business, community and philanthropic to increase compensation; build workforce development support ; show economic impact of loss of childcare for the business community; provide admin. Support - **6 dots**
5. Money - **3 dots**
6. Massive public awareness campaign - **0 dots**
7. Cultivate participation of business leaders like Digger(sp) at local levels and create advocates - **0 dots**
8. Define who is working with families - public school, Head Start, Early Head Start, Clinicians, Community health workers, Private Child Care, DCF, EI, Public School - **0 dots**
9. Understanding Family Engagement as different than family participation/involvement -**2 dot s**
10. Training understood as part of Family Engagement Efforts : a focus on Family Engagement. - **1 dot**

SQUEEZE TEST: CHALLENGE QUESTION #1 (if money is no object...)

How can we increase compensation and decrease job stresses for the EC workforce? - 7 dots

Solutions	Doable	Powerful	Scalable	Measurable
1) Reflective supervision training for supervisors as well as time off to do it. (\$ for nurturing the nurturers decreases turnover and increases social emotional environment)	Green Orange	Green ++	Orange	Green
2) Raise public awareness of pay scales of actual early childhood educators and clinicians. Highlight the difference between pay of teachers in public schools versus private centers.	Green	Green	Green	Orange
3) Prioritize existing resources toward increasing compensation. - - 5 dots <ul style="list-style-type: none"> ○ Provide scholarships and grants so folks don't go into debt ○ Change norms to increase the value of "women's work" 	Green	Green	Green	Green

4) Build partnerships with business, community and philanthropic to increase compensation; build workforce development support ; show economic impact of loss of childcare for the business community; provide admin. support	Green	Green	Orange	Green
Compost Bin:				

<p>SOLUTIONS to CHALLENGE QUESTION #2</p> <p>How do we cross train the workforce? Those working with children need to understand families' issues and those working with families need to understand impact of parents' issues on kids. - 6 votes</p>
<p>Solutions</p>
<ol style="list-style-type: none"> 1. Promote and design trainings that deliver content for a diverse range of disciplines in early childhood. OHS National Center of Parent and Family Community Engagement - and apply to other organizations - - 7 votes 2. Improve dissemination of P.D opportunities & resources across systems and regions - 6 votes 3. Vertical & horizontal alignment of training - 3 votes 4. Supporting increase of cross-disciplinary opportunities and professional awareness of resources e.g. basic needs - 5 votes 5. Massive public awareness campaign

<p>SQUEEZE TEST: CHALLENGE QUESTION #2</p> <p>How do we cross train the workforce? Those working with children need to understand families' issues and those working with families need to understand impact of parents' issues on kids.</p>				
Solutions	Doable	Powerful	Scalable	Measurable
Promote and design trainings that deliver content for a diverse range of disciplines in early childhood. OHS	Green	Green	Green	Green

National Center of Parent and Family Community Engagement - and apply to other organizations				
Improve dissemination of P.D opportunities & Resources across systems and regions	Green	Orange	Red	Orange?
Vertical and horizontal training	Red	Green	Green Red	Red
Massive public awareness campaign	Orange	Green	Green	Green
Compost Bin:				

SOLUTIONS to CHALLENGE QUESTION #3

How can we ensure there are appropriate higher ed programs re: social emotional development for EC workforce and training. How can we make sure IECMH is covered in higher education programs and courses? 5 votes

Solutions

- 1) 1 required course on children's IEC social emotional health for EEC and MH degrees - - **10 dots**
- 2) Development of an integrated (across disciplines) seminar on the EC SEL standards -- **7 dots**
- 3) **Change Dept. of Higher Ed.'s policies in regard to educator preparation to include more SE content (and ESE and EEC) (AACU - advocacy group for private and liberal arts colleges influences them.)**
- **6 dots**
- 4) Massive public awareness campaign
- 5) NAEYC type accreditation of EEC degrees in terms of social emotional development - **0 dots**
- 6) Professional IMH Competency Guidelines and Endorsement standards within and above DESE's - **0 dots**
- 7) CBHI to present to Higher Ed degree programs to address the need for understaffed workforce - **1 dot**
- 8) Required course on working preventing and addressing challenging behavior - **5 dots**
- 9) Teach grad students that ECMH is a thing that might be rewarding. - **0 dots**
- 10) Increase teaching and practicum opportunities for clinician students - **1 dot**

SQUEEZE TEST: CHALLENGE QUESTION #3

How can we ensure there are appropriate higher ed programs re: social emotional development for EC workforce and training. How can we make sure IECMH is covered in higher education programs and courses?

Solutions	Doable	Powerful	Scalable	Measurable
Development of an integrated (across disciplines) seminar on the EC SEL standards	Green	Green	Green	Green
Changing Dept. of Higher Ed.'s policies in regard to educator preparation to include more SE content (and ESE and EEC) (AACU - advocacy group for private and liberal arts colleges influences them.)	Green	Green	Green	Green
1 required course on children's IEC social emotional health for EEC and MH degrees	Green	Green	Green	Green
Massive public awareness campaign	Green	Green	Orange	Orange
Compost Bin:				

Deep Dive - on the solutions that “ won” the Squeeze Test under each Challenge Question

Solutions	Action Steps	Policy recommendations
<p>Promote and design trainings that deliver content for a diverse range of disciplines in early childhood. OHS National Center of Parent and Family Community Engagement - and apply to other organizations</p> <p>Brazelton Touchpoints across disciplines</p>	<ol style="list-style-type: none"> 1. Hierarchy of trainings (re: trauma, behavior) that we want to be statewide rather than willy nilly trainings. 2. Scan existing training categories according to disciplines it can serve . E.g. the currently updating DPH Compendium of IECMH trainings . Lind to ECE Registry for cross-disciplinary training. 3. Crosswalk what already exists between the Touchpoints Approach Training and REflective Mentorship to the IMH Competency Guidelines. 	<ol style="list-style-type: none"> 1.
<p>Changing Dept. of Higher Ed.’s policies in regard to educator preparation to include more SE content (and ESE and EEC) (AACU - advocacy group for private and liberal arts colleges influences them.)</p>	<ol style="list-style-type: none"> 1. NAEYC accreditation for EEC higher education? There may be something in place. Check MASSASOIT’s site. 2. Review all MA higher ed. required curriculum/courses for ECE educators and write report to be shared with all of them. Discuss/hold Summit to explore best practice to address the need for social emotional preparation for educators. 3. Review EEC CTF for Lead Teacher to determine if SE specific course on list - consider requiring it. 4. Review MSW and BSW curricula re: courses on young children in community settings. 5. Convene private colleges and universities 	<p>Understanding that SEL is a critical competency for any professional working with young children.</p>

	<p>faculty and deans to learn about SEL knowledge and its importance to the EC workforce.</p> <ol style="list-style-type: none"> 6. Convene higher education faculty policy makers to discuss importance of SEL knowledge for early childhood workforce (share research on topic). 7. Also convene board members of DHE EEC and DESE and commissioners. 	
<p>Prioritize existing resources toward increasing compensation.</p> <ul style="list-style-type: none"> ○ Provide scholarships and grants so folks don't go into debt ○ Change norms to increase the value of "women's work" 	<ol style="list-style-type: none"> 1. State-wide needs assessment e.g. Poll EEC grantee site directors as to preference for grant \$ - resources versus pay increase 2. Find out where the \$ would/could come from to provide grants/scholarships. 3. Petition training vendors to offer reduced fee slots and/or in-kind exchanges 	<ol style="list-style-type: none"> 1. State (legislature?) should mandate that grantee organizations pay a living wage