



NEXT Webinar: Revolutionizing Early Childhood Teaching

Save the date—Friday, June 8, 2012 from 3pm—4:30pm ET—for our next Early Learning Fellows installment in our webinar series. This webinar features Bob Pianta, one of the most influential researchers in the country, responsible for changing how the early childhood field thinks about teaching. His work hones in on what it takes to be a good teacher, the interaction between young learners and their teacher, provides strategies for teachers, and an assessment tool to measure the quality of teaching. Adele Robinson from NAEYC will discuss policy trends and highlights in teacher training. As always the webinar will include presentation and comment by both speaker followed by a lively question, answer and comment portion of the webinar. Please be certain to register to participate by following this link, [http://](http://www.ncsl.org/issues-research/human-services/revolutionizing-early-childhood-teaching.aspx)

www.ncsl.org/issues-research/human-services/revolutionizing-early-childhood-teaching.aspx.

About our speakers—Bob Pianta is the Dean of the Curry School of Education at the University of Virginia and an Early Learning Fellow faculty member. Pianta is also the Novartis Professor of Education and Director of the University of Virginia's Center for Advanced Study of Teaching and Learning. Adele Robinson is the Deputy Executive Director of Policy & Public Affairs at the National Association for Education of Young Children (NAEYC). Robinson is a leader in the early childhood field with a deep knowledge of teacher and workforce development policy and practice. NAEYC has a long history of working to improve professional practice and programs spanning a membership in the United States and globally.

NEWSLETTER
Volume 1, Issue 5

Save the Date— Webinar Series

Friday, June 8, 2012
3pm ET: **Revolutionizing Early Childhood Teaching.**

Presenters include **Bob Pianta**, Dean Curry School of Education Center for Advanced Study of Teaching University of Virginia and **Adele Robinson**, Deputy Executive Director, Policy & Public Affairs, NAEYC.

Friday, August 10,
2012 3pm ET: Topic and speaker to be confirmed soon.

Highlighting a Fellow

Senator Nancy King of Maryland was successful in sponsoring the Home Visiting Accountability Act of 2012 during this legislative session. Representative Hixon had a companion bill in the Maryland House. King was of course even happier when the legislation was enacted. The bill requires that Maryland fund only evidence-based and promising home visiting programs and requires the development of reporting and monitoring procedures for specified home visiting programs by the Governor's Office for Children and the agencies of the Children's Cabinet. While *evidence-based* is



a requirement for receiving federal grant dollars King explains how she personally envisions her state programs to be improved and strengthened due to the language in her bill. King says, "...aligning Maryland with Federal guidelines will enhance the effectiveness and accountability of our programs thereby improving outcomes and increasing the State's return on its investment". King continues by mentioning that, "...it's a win-win for all!"

If you have a piece of legislation or policy work to highlight in the next Fellows newsletter, please email alison.may@ncsl.org.

Legislative Highlights

In the final weeks of many sessions in state legislatures, many bills are still pending in states, including several bills seeking to develop and implement *professional standards of the early childhood workforce* to improve the quality of state early childhood learning and care programs.

Connecticut and California are among state looking to align early childhood learning credentials and professional development standards to higher education institutions and degrees ([SB 39](#) and [AB 1853](#)). Scholarship programs for current early childhood providers and/or teachers are being proposed in New Jersey ([AB 1117](#)) as well as California ([AB 1923](#)) legislation. Bills in both Tennessee chambers are seeking to establish

similar scholarship programs ([HB 2694](#) and [SB 3252](#)) and in Minnesota, lawmakers are proposing a reimbursement rate increase for providers that implement approved child development assessments and tracking ([SB 1621](#)).

Finally, Washington [SB 5715](#) (enacted in March 2012 as Chapter 149) requires the Department of Early Learning to develop and implement statewide core competencies and standards by December 2012 for all early childhood and youth development professionals in areas such as quality rating, infant and toddler care, child care licensing among others. These standards will be reviewed and updated every five years.



Pre-Kindergarten Participation in West Virginia More than Doubled between 2002-03 and 2010-11

The [Regional Educational Laboratory](#) (REL) program recently released a [report](#) on Prekindergarten participation rates in West Virginia and found that the statewide participation rate in preK more than doubled between 2002-03 and 2010-11, from 26 percent to 63 percent of eligible students. The REL study compared the quantity of state preK slots to those offered by collaborative partners, and analyzes participation based on socioeco-

The State of Preschool 2011

The National Institute for Early Education and Research (NIEER) has completed and released their annual report profiling state-funded prekindergarten. The 2011 State Preschool Yearbook as well as eight years of previous reports can be viewed at <http://nieer.org/yearbook>. The yearbook shows that 28% of America's 4-year-olds were enrolled in a state-funded preschool program in the 2010-2011 school year.

The report is organized into three main sections, including: summary of the data, profiles outlining each state, and appendices. The main goal of the 2011 Yearbook is to serve as a resource for policymakers, advocates, and researchers to make more informed decisions as state-funded preschool education moves forward to another decade of progress.