

# Early Childhood Career Pathways



Administration for Children and Families  
Early Childhood Development  
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# Vision

Knowledgeable, highly competent educators and program leaders

Workforce that is diverse in every setting, at every level of professional education and role

System of professional development that is high-quality, accessible and affordable, and equitably supports educators and program leaders across all sectors



# 2014-2015 Developments

*IOM study* Transforming the Early Childhood Workforce

*NSECE* Center and home-based early childhood workforce data

*Workforce Innovation and Opportunities Act* defines and highlights career pathways

*CCDBG Act* requires states to develop a progression of professional development

*Head Start* reaches 73 percent of teachers nationally with a BA degree, exceeding the statutory requirement of 50 percent



# IOM: Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation

Develop and implement comprehensive pathways and multiyear timelines at the individual, institutional, and policy levels for transitioning to a minimum bachelor's degree qualification requirement, with specialized knowledge and competencies, for all lead educators working with children from birth through age 8.

# CCDBG Act of 2014

## Sec. 658E(c)(2)(G) Training and Professional Development

(ii) Requirements.—The plan shall provide an assurance that such training and professional development—

(I) shall be conducted on an ongoing basis, provide for a progression of professional development (which may include encouraging the pursuit of postsecondary education), reflect current research and best practices relating to the skills necessary for the child care workforce to meet the developmental needs of participating children, and improve the quality of, and stability within, the child care workforce;



# Head Start Qualifications

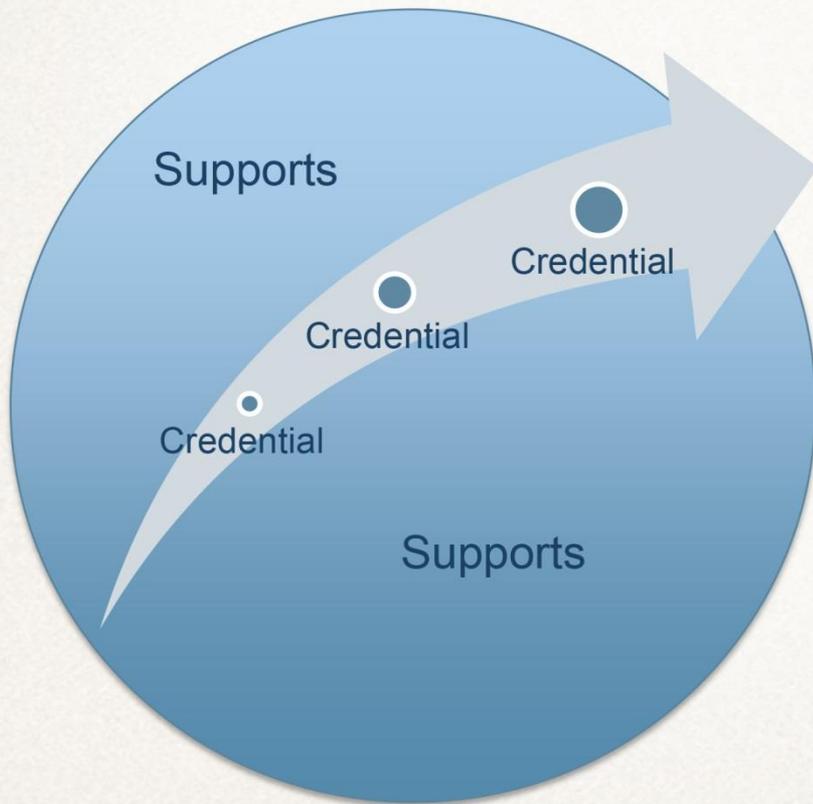
Minimum requirement for teachers has increased level of education in each reauthorization

- From CDA to Associate (1998)
- From Associate to Bachelor degree (2007 required 50% nationally to have a BA by 2013)

In 2016, 73% of Head Start teachers have a BA degree



# WIOA Definition Career Pathway



## Strategy that combines:

- **Stackable, portable credentials** reflecting increasing knowledge and competencies
- **Supports** for an individual to advance on the pathway

# State Workforce Studies

Establish baseline information and conduct regular updates

- Cross-sector system elements
- Coordinated data sources
- Characteristics of individuals in the workforce
- Diversity and equity
- Financing system elements and individuals



# Shared Terminology

- **Bureau of Labor Statistics Occupational Classifications** in Revision (2018)
  - ACF White Paper with recommendations for changing classifications and definitions for early childhood educators and program leaders
- **Glossaries** developed by early childhood professional associations on training and adult education terms adopted by state PD systems

# ACF White Paper : Proposed Revisions to BLS

Industry or Sector Where Employed (NAICS)	Occupation of Early Childhood Employees		
	Early Childhood Lead/Full Teacher/ Caregiver	Early Childhood Assistant/Aide to Teacher/Caregiver	Early Childhood Director/ Owner/Home-Based Education and Care Operator
Educational services, public and private (schools)			
Child day care services			
Health Care Services			
Religious, grantmaking, civic, professional, and similar organizations			
Government			
Self-employed, in homes			



# Stackable, Portable Credentials

- From entry level basic health, safety and child development through industry-recognized certificates and postsecondary degrees
- From high school-level course work to re-entry as working educator re-entering the pathway for another credential or degree
- Recognized across early childhood sectors and settings as educator moves from one job setting to another or to another state



# Articulation Agreements and Credit Transfer

- Build a continuum of aligned adult learning
- Avoid coursework repetition by early childhood educators, saving time and finances
- Allow students to move among degrees and among institutions
- Given the amount of professional development earned “on the job”, some states experimenting with credit for prior learning – assess competency and award college credit

# Career & Academic Advising

- Career awareness of the different types of roles/jobs in the early childhood field
- Individual career and professional development plans, collaboratively developed with timelines for short and long term
- Informed academic choices – credit bearing professional development, degree choices and links to different certifications, institutions with articulation agreements, support for general education to enroll and complete BA program



# Access to PD and Postsecondary Education

Accessibility of higher education – times of day, week for working educators

Quality assurance for onsite and online coursework and degrees

Language and cultural diversity accessibility

Financial aid for tuition, books, transportation and child care

Financial support for programs for paid professional development release time, substitutes



# Conducive Workplace Conditions

## *State level*

Promote workplace conditions in QRIS elements  
Establish and finance paid leave (sick leave, annual leave, family and medical leave) policies

## *Program level*

Assess workplace for conditions that foster professional atmosphere

- Paid professional development; release time; participation in Registered Apprenticeship, e.g.

# Align QRIS Systems

- Align professional qualifications in each step of the QRIS with the early childhood career pathway
- Engage career and academic advisors (career and technical programs, higher education) for supporting career development through the QRIS professional development
- Implement higher reimbursement rates and other incentives that recognize the cost of attracting and retaining educators and program directors with higher levels of knowledge and skills

# Data Systems and EC Workforce

- Early Childhood Workforce Data – registries for documenting coursework, credentials, and approved professional development providers
- Integrated Postsecondary Education Data Systems (U.S. Department of Education) - Institutional characteristics; enrollment; completions; graduation rates and outcomes; admissions; student financial aid; human resources; finance; and academic libraries.



# Linking Higher Credentials to Financial Incentives

Raising standards needs to be linked to financial incentives and compensation improvements

- Linking career pathway to compensation scales
- Scholarships for higher education linked to compensation bonuses/rewards
- Retention through higher compensation reflecting increased level of credential or education attainment
- Registered Apprenticeship job-embedded professional learning with compensation improvement

# State Financing PD Systems

System Supports | Early E... | Professional Development | User

https://earlyeducatorcentral.acf.hhs.gov/pdtool/

U.S. Department of Health & Human Services | Administration for Children & Families | Office of Child Care | Office of Head Start | Office of Child Care (TA Network)

## Professional Development System Cost Analysis Tool

About Us

### Welcome to the Professional Development System Cost Analysis Tool

The Professional Development (PD) System Cost Analysis Tool helps states/territories understand current investments and target resources for PD systems and initiatives that result in a well-qualified early childhood and school-age workforce. The tool can help PD system funders analyze and align investments with the state/territory priorities, and forecast budget needs to advance workforce goals.

#### The Tool:

- Generates data analyses related to workforce qualifications and PD investments
- Defines and categorizes workforce investments
- Estimates annual costs to advance the workforce from one level of qualification (educational milestone) towards the next

To begin your PD System cost analysis or explore the tool, please click on the **Create New Account** button.

### Returning Users Login to the PD System Cost Analysis Tool

\* Required Field

\* Email:

\* Password:

**LOGIN**

[Forgot Your Password? | Need Help Signing In?](#)

### Sign-up for the PD System



# Financing – New Study

National Academies of Sciences, Engineering, and Medicine

*An ad hoc committee will study how to fund early care and education for children from birth to kindergarten entry that is accessible, affordable to families, and of high quality, including a well-qualified and adequately supported workforce consistent with the vision outlined in the report *Transforming the Workforce for Children Birth Through 8*.*



# ACF Resources

Early Educator Central <https://earlyeducatorcentral.acf.hhs.gov/>

Early EdU [www.earlyedalliance.org](http://www.earlyedalliance.org)

National Center on Early Childhood Development, Teaching & Learning  
<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ohs-tta/ncecdtl.html>

HHS/ED White Paper and state profiles - Low Compensation Undermines Quality

[www.acf.hhs.gov/sites/default/files/ece\\_low\\_compensation\\_undermines\\_quality\\_report\\_june\\_10\\_2016\\_508.pdf](http://www.acf.hhs.gov/sites/default/files/ece_low_compensation_undermines_quality_report_june_10_2016_508.pdf)

Policy Statement on Early Childhood Career Pathways

[http://www.acf.hhs.gov/sites/default/files/ece/career\\_pathways\\_policy\\_final.pdf](http://www.acf.hhs.gov/sites/default/files/ece/career_pathways_policy_final.pdf)



# ***New Mexico's Efforts to Transform the Early Care and Education Workforce***

## **Early Childhood Career Pathways Policy Statement: What Does This Mean for State and Local Programs?**

*Katrina Montaña-White*

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*Office of Child Development*

*New Mexico Children, Youth and Families Department*



# History of New Mexico's Articulation Agreement



- 1986

The Department of Education eliminated several endorsements and among them was early childhood.

- 1988

A small group of advocates collaborated with key state legislators who championed early childhood programs.

- 1991-92

- Two boards were involved (Office of Child Development Board and the Department of Education) The first statewide early care and education stakeholder meeting was held to establish a professional development system in New Mexico. Development of Bachelor's Level License

# History of New Mexico's Articulation Agreement



- 1997 – Present

The Kellogg grant reflected the commitment to improving the quality of early care and education for 3 years with two goals: Increasing access and making current and future programs more responsive to community needs.

Articulation.....moving forward continued collaboration between all New Mexico Institutions of Higher Education

At that time the primary task was successful articulation of the two-year and four-year institutions through the development of common core content and the creation of a statewide common catalog of courses.

# History of New Mexico's Articulation Agreement



- All programs across the state teach the same courses with the same titles and course descriptions.
- Each faculty member can revise any syllabus to meet his/her own needs as long as there is no change in title, number of credits and course description.
- The course objectives that match the core competencies and the identified indicators in the *Common Core Content* must be met.

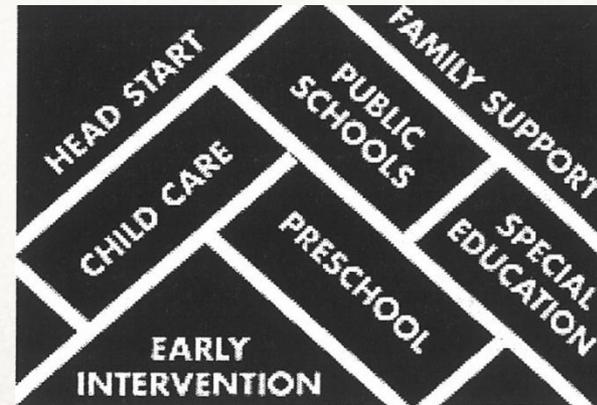
**The following seven competency areas were adopted by the Department of Education for the bachelors degree level in ECE**

- I. Child Growth, Development and Learning
- II. Health, Safety and Nutrition
- III. Family and Community Collaboration
- IV. Developmentally Appropriate Content
- V. Learning Environment and Curriculum Implementation
- VI. Assessment of Children and Programs
- VII. Professionalism



# Workforce Development.....Our Commitment

Because the New Mexico Early Care, Education and Family Support Professional Development System encompasses all systems serving children birth through third grade and their families, the term *career lattice* is the most appropriate way to describe how individuals can move horizontally, vertically, and/or diagonally within a single system, or across systems as positions become available.



The career lattice is designed so that each level fully articulates with the next level.

# *Workforce Development.....Our Commitment*

- Through the Race To the Top – Early Learning Challenge (RTT-ELC) grant we are providing opportunities for early childhood staff to gain a degree, and working with the 2 and 4 years Colleges and Universities to make sure that students are graduating with the knowledge and skills to work with infants, toddlers, preschoolers and families.
- We are also providing current teachers, home visitors and intervention staff with access to the most current information and training regarding the latest evidence based practices to promote the development and learning of young children.



# *Workforce Development.....Our Commitment*

## T.E.A.C.H. Early Childhood® SCHOLARSHIPS

- Providing for a cohort of New Mexico students to get Master's degrees in early childhood education at Erikson Institute in Chicago, Ill.
- Offering scholarships to groups of people for whom T.E.A.C.H. Early Childhood scholarships were previously unavailable — early interventionists, college faculty, mentor/trainers, parent educators and home visitors.
- Supporting a cohort of PhD students at New Mexico State University, doctoral program that heavily emphasizes early childhood.



# *Higher Education Taskforce*

- In 1992 the first statewide early care and education stakeholder meeting was held to establish a professional development system in New Mexico.
- In 2013 New Mexico Early Childhood Education Higher Education Task Force became an official standing committee of the New Mexico Early Learning Advisory Council.
- Conduct Faculty Institutes specific to incorporating into all Early Childhood Education courses at the AA, BA and MA levels:
  - New Mexico Early Learning Guidelines
  - FOCUS TQRIS
  - Full Participation
  - Leadership



# *New Approaches - Options*



- State Based Team
- Partnership with Philanthropic Foundation – Thornburg Foundation
  - Working to improve early childhood outcomes in New Mexico by promoting policies that improve the quality of the early childhood system, increase access, and create a sustainably funded system.
- National Pilot Members
  - Santa Fe Community College
  - Western New Mexico University

# Thank You!

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State of New Mexico  
Office of Child Development  
Children, Youth and Families Department



# Early Childhood Career Pathways Policy Statement: What Does This Mean for State and Local Programs?

Joellyn Whitehead  
Department Director - Data & Research  
Illinois Network of Child Care Resource and  
Referral Agencies (INCCRRA)



# Professional Development System Cost Analysis Tool

- Current Workforce Estimates
  - What qualifications does our workforce currently have?
- Workforce Goals
  - What qualifications do we want the workforce to have? What is the gap between current and goal?
- PD Initiative and PD System Investments
  - What PD and workforce supports are we currently funding and how effective are they at closing the gap?
- Cost Estimates
  - What do we need to target to help meet the goals?

# Current Workforce Estimates

- At minimum, need total number of people in the workforce
- Options to provide disaggregated data by:
  - Sector
  - Setting
  - Roles
  - Ages Served
  - Educational Milestones



# Pulling the Data

- Many potential sources including workforce registry/data system, staffing surveys, licensing system, etc.
  - Registries meeting National Workforce Registry Alliance Partnership Eligibility Review (PER) standards should have the data elements needed
- Flexibility of the tool is a major benefit – it can be used to the level of detail you choose

# Using the Workforce Estimate Results

- Download data to Excel file
- View comparison reports with data from National Survey of Early Care and Education
  - Save as PDF
  - Download to Excel
- Data from workforce estimates used as the basis for the next steps in the tool

# Workforce Goals

- View current percent of workforce at each educational milestone
- Establish targets (by percentage or number) for the report year
- Provide specifics:
  - Starting from no education or from previous educational level
  - Percent using various methods to achieve milestone (e.g., public and private IHE; clock hours vs. credit hours; online vs. face to face)



# PD Initiative/System Investments

- Provide information about PD and workforce initiatives in relation to support for identified educational milestones
  - Individual-level costs
  - Employer-level costs
  - PD System-level costs
- Can also provide information about investments that support PD leadership staffing, workforce data system, and other admin/infrastructure costs

# Cost Estimates

- Reveal gaps and surplus to support established targets for each educational milestone
- Estimates also provided for individual-level, employer-level, and system-level costs
- Test redistributing public funds and see matching private investments that would be needed
- Download cost estimates to Excel to make additional tweaks

# Thank you!

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- <https://www.inccrra.org/data-reports/reports>



# Questions and Answers

These slides will be posted on the ACF Website

