

PORTABLE CREDENTIALS AND DEGREES FOR THE EARLY CHILDHOOD AND SCHOOL-AGE WORKFORCE

NATIONAL CENTER ON CHILD CARE
PROFESSIONAL DEVELOPMENT SYSTEMS AND
WORKFORCE INITIATIVES (PDW CENTER)

JOINTLY FUNDED BY ACF'S OFFICE OF CHILD
CARE AND OFFICE OF HEAD START



OCTOBER 17, 2012 • STATE/TERRITORY WEBINAR

WELCOME AND INTRODUCTION



NATIONAL OVERVIEW OF KEY DATA

- Workforce
- PD expenditures
- CKCs
- Career pathways



NATIONAL WORKFORCE QUICK FACTS—2009

- ❑ 1.8 million early child care and education workers nationwide
 - 72% lack an associate degree or higher
 - 93% of those with a bachelor's degree do not have it in early childhood education
 - 61% of full-time workers earn less than \$22,000 per year

Source: U.S. Government Accountability Office. (2012). *Early child care and education: HHS and education are taking steps to improve workforce data and enhance worker quality* (GAO-12-248). Washington, DC: U.S. Government Printing Office. Retrieved June 21, 2012, from <http://gao.gov/assets/590/588577.pdf>

NATIONAL OVERVIEW: STATE EXPENDITURES ON PD 2007–2010

- ❑ \$848 M inservice training, coaching, and mentoring
- ❑ \$259 M scholarships and financial aid
- ❑ \$172 M wage supplements
- ❑ \$50 M State certification and credentialing
- ❑ \$3 M articulation agreements

Source: U.S. Government Accountability Office. (2012). *Early child care and education: HHS and education are taking steps to improve workforce data and enhance worker quality* (GAO-12-248). Washington, DC: U.S. Government Printing Office. Retrieved June 21, 2012, from <http://gao.gov/assets/590/588577.pdf>

NATIONAL OVERVIEW: CORE KNOWLEDGE AND COMPETENCIES

- ❑ **48 States and Territories report that they have developed CKCs.**
 - **30** use them to meet licensing requirements.
 - **33** use them to define training to meet program quality standards.
 - **39** use them in career lattice or credentials.
 - **35** align with State or Territory early learning guidelines.
 - **34** are cross-walked with CDA™ requirements.
 - **30** are cross-walked with national standards (NAEYC, Head Start, etc.).

Source: Office of Child Care. (2012). *How are States and Territories creating pathways to quality improvement and building strong professional development and workforce initiatives?* [State & Territory 2011 Fact Sheet].

NATIONAL OVERVIEW: CAREER PATHWAYS

- ❑ **46** States and Territories report having a **career pathway** defining the sequence of qualifications and experience required to work with children.
- ❑ **Specializations or credentials**
 - **22** States/Territories report having infant/toddler specific specializations/credentials.
 - **21** report having school-age specific specializations/credentials.
 - **4** report having specific specializations/credentials for working with dual-language learners.
- ❑ **29** States/Territories have NAEYC-accredited ECE associate degree programs, and **37** States/Territories have NAEYC-recognized bachelor and graduate degree programs.

Sources: Office of Child Care. (2012). *How are States and Territories creating pathways to quality improvement and building strong professional development and workforce initiatives?* [State & Territory 2011 Fact Sheet].

NAEYC. Higher Education Accreditation System data (2012). Retrieved from www.naeyc.org/ECADA and www.naeyc.org/Ncate.

CREDENTIAL FOCUS



Supports the vision of a coherent, integrated PD system

- Portable nationally recognized credentials and degrees
- Established credential equivalencies
- Accessible PD that advances qualifications and increases career options

WHAT DOES PORTABILITY MEAN?

- ❑ Degrees and credentials that are recognized and accepted across *States*
- ❑ Degrees and credentials that are recognized and accepted across *sectors of the field*, including child care (CC), Head Start (HS), and P–12 sectors
- ❑ Degrees and credentials that are recognized and accepted along a *career pathway*

WHY PORTABILITY MATTERS

- ❑ Approximately 1/3 of all US college students transfer at some point in their college careers.
 - More than 1/4 of these transfer across State lines.
- ❑ We want to build a workforce with longevity that can sustain careers and develop skills over time.
- ❑ Sustained careers are likely to include changes in State residency, professional role, setting, and age group served over time.

Source: www.studentclearinghouse.org

CURRENT STATE PORTABILITY CHALLENGES

State-level development of PD systems is both a strength and a portability challenge.

- ❑ There are **great variations** across States in State-level knowledge and competencies (CKCs), credentials, trainer/training approval criteria, and role/age group/setting specialization.
- ❑ **Increasing levels of complexity and detail** in many State CKCs make cross-State alignment and reciprocity difficult.

CURRENT SECTOR PORTABILITY CHALLENGES

- ❑ Variation in expected degree levels and specializations across CC/HS/P–12 sectors
- ❑ Variation in expected credentials, licensure, or certifications across CC/HS/P–12 sectors



PROMISING PRACTICES



National professional criteria

- ❑ National early childhood preparation standards 0–8 (NAEYC)
- ❑ National “entry-level” competencies (Child Development Associate - CDA™) and advanced EC teacher practice standards (National Board for Professional Teaching Standards - NBPTS) with related national credentials
- ❑ National CKCs for the school-age workforce (National After School Association - NAA)

PROMISING PRACTICES



P–12 use of national accreditation

- ❑ NAEYC has national training/education program standards and accreditation systems for initial and advanced EC degree programs
- ❑ The National Council for Accreditation of Teacher Education (NCATE) recognizes NAEYC standards
- ❑ Most States incorporate these standards and accreditation systems into P–12 teacher education program approval and licensure

PROMISING PRACTICES



CC/HS use of national criteria

- Most States self report that their CKCs and credentials include or go beyond national standards.
- Many States incorporate CDA™, teacher licensure, and NBPTS certification into their credential pathway.
- Many States are currently revising CKCs and credentials, presenting opportunities for deeper integration.

PROMISING PRACTICES



Intentional cross-sector, cross-State design

- **We can help** States design frameworks, partnerships, and tools for integrated PD systems and sustainable professional careers in cross-sector early childhood (birth through age 8) and school-age child care (through age 12).

POLL: WHAT IS YOUR CURRENT STATE/TERRITORY PRIORITY?

- CKCs
- Specialized knowledge and competencies (IT, SA, TAP, etc.)
- Credentials (IT, SA, TAP, etc.)
- Higher education articulation
- Higher education accreditation
- Other

KEY CONSIDERATIONS

Four steps:

1. Develop or refine the goals and outcomes.
2. Determine the fit and feasibility and readiness to change.
3. Select an approach and develop an implementation plan.
4. Implement the plan and monitor results.

STATE EXAMPLE: CONNECTICUT

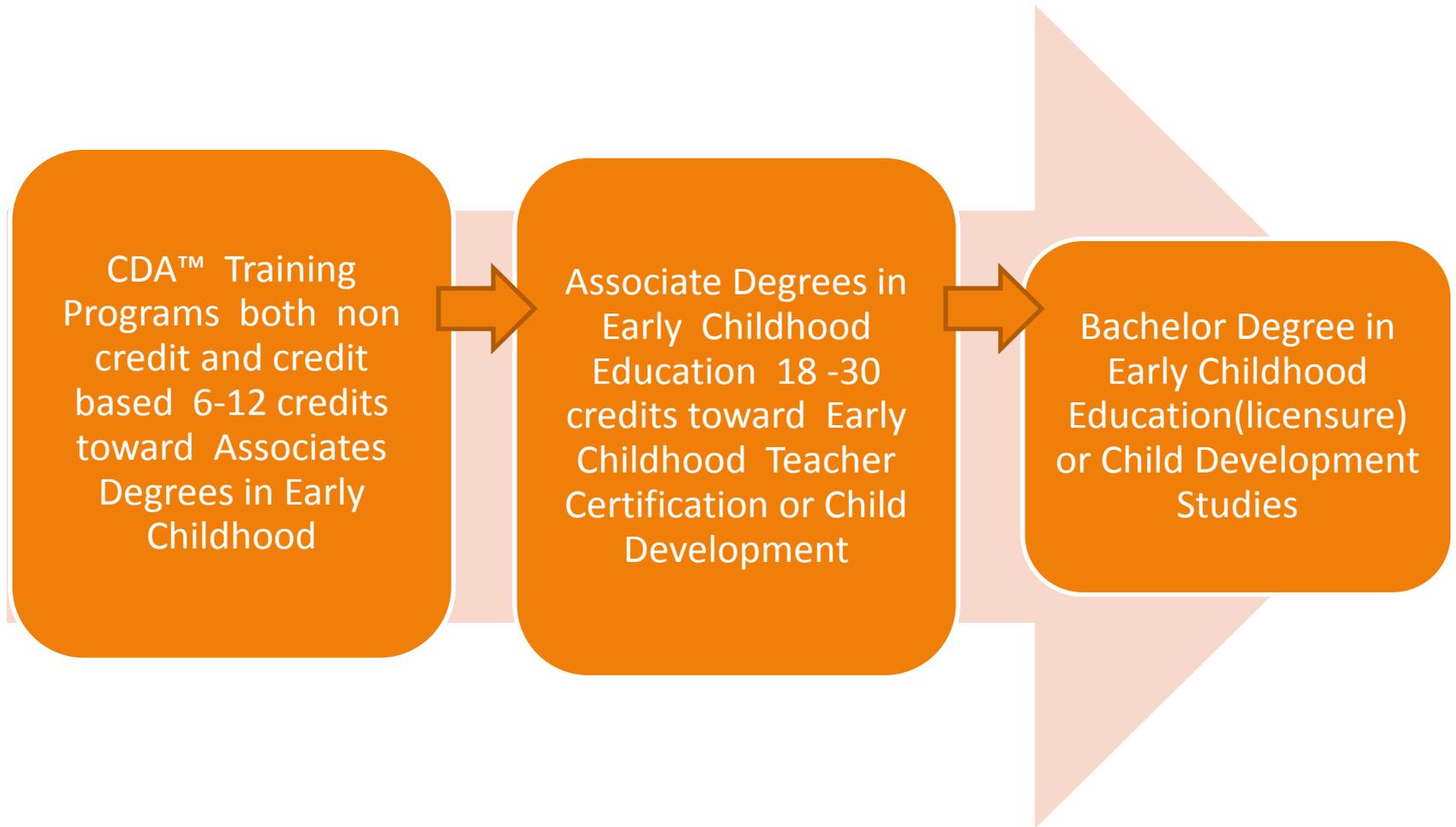
- System Overview
- Career Pathways
- Credentials
- Degrees
- Lessons Learned
- The Future
- Individual Practitioner Perspective

CONNECTICUT SYSTEM OVERVIEW

CT Charts-A-Course Components:

- Accreditation Facilitation Projects
- Career Counseling
- Career Pathway Articulation
- Program Administration Coursework
- Professional Registry
- Scholarship Assistance Program
- Training Approval Board
- Training Program in Child Development

CAREER PATHWAYS



ARTICULATION PATHWAYS



- Training Program in Child Development (TPCD)
- Non credit based training meets the education requirement for a CDA™
- Completed CDA™ 6 credit applied toward AS Degree in ECE



- Connecticut Early Childhood Pathways Exams available through Charter Oak State College
- 3-12 credits applied toward an AS Degree in ECE
- <http://www.charteroak.edu/PDF/PathwaysBrochure2009.pdf>



- AS Degree in ECE from ECADA approved colleges
- 18-30 credits applied toward Bachelor Degrees in ECE or Child Development

CONNECTICUT CREDENTIALS



Certificate in Infant Toddler

12 Credits In IT Course Work

Holders of I/T CDA™

or

FCC CDA™

Receive 6 credits toward the IT Certificate



Credential in After School Education

12 Credits in ASE plus 240 hrs of experience

Seamless articulation into BS Degree in

Child Youth Development offered at Charter Oak State College



CT Director Credential

Minimum of AS Degree with 12 ECE credits plus

9-15 credits in Program Administration Coursework depending on level.

Course work from of AS degree in ECE and some BS degrees may be applied



CT Early Childhood Teacher Credential (ECTC) In I/T or Preschool

Associate's or Bachelor's Degree Level

Seamless articulation between both levels of the credential

CONNECTICUT DEGREES

Associate's Degrees in Early Childhood Education

12 Community Colleges , 6 are currently ECADA approved and 3 are approved for ECTC credential

3 Private colleges , 1 is ECADA approved and 1 approved for ECTC

Bachelor's Degree in Early Childhood

4 CT State Universities ; 2 CT State Universities offer ECE Teacher Licensure and are NCATE approved

4 Private Colleges ; 2 offer ECE Teacher Licensure , 1 is NACATE approved and 1 ECTC approved

Bachelors' Degree in Child Studies Program

UCONN HDFS , approved for the ECTC

Charter Oak State College , approved for the ECTC



LESSONS LEARNED

- Be planful and intentional when building and implementing programs of study or credentials
- Keep in mind all sectors of the workforce in order to meet the staff requirements and educational needs
- Understand the unique nature of the higher education system and the role that each level plays in helping to educate the workforce ~ who does what the best!
- As much as possible always align programs of study and credentials to national standards
- Keep in mind the strong relationship between the professional development of staff and program improvement
- Don't be afraid to change what is not working; be flexible and revise if necessary
- Celebrate the successes of the workforce who achieve individual and program standards!!!!

WHAT DOES THE FUTURE HOLD

- ❑ The Connecticut Early Childhood Teacher Credential (ECTC) will allow an individual to seek and/or maintain a position as a teacher in publicly funded community based preschool programs (2020). The ECTC can be either for IT or Preschool. It has been aligned to the NAEYC professional standards.
- ❑ It will also provide a NEW bridge between the associate and baccalaureate degree programs in early childhood education, allowing individuals who obtain the ECTC at the associate's degree level to build upon this degree through a seamless articulation of 30 credits.
- ❑ The ECTC provides portability across state-funded programs. Beginning July 1, 2015, the ECTC will be the document recognized by SDE that the teacher has met the educational requirements.

Education Pre-Requisite:

- ❑ In order to be eligible to obtain the credential an individual must complete either a bachelor's or associate's degree in early childhood education, child development or closely related field from an approved college.
- ❑ Applications for the credential will be made through the CCAC Registry. CCAC will vet the application and documentation and once verified send to the State Department of Education for formal approval process.

ROUTES TO THE CT ECTC

Direct Approved College Route

College (Early Childhood/Child Studies program)	ECTC Infant/Toddler	ECTC Preschool
Gateway – Associate Degree	X	X
Housatonic – Associate Degree		X
Tunxis – Associate Degree		X
Goodwin – Associate Degree		X
UCONN – (HDFS – ECE) Bachelor Degree	X	X
Goodwin – Bachelor Degree		X
Post - Bachelor Degree		X
Charter Oak – Bachelor Degree		X

ROUTES TO CT ECTC

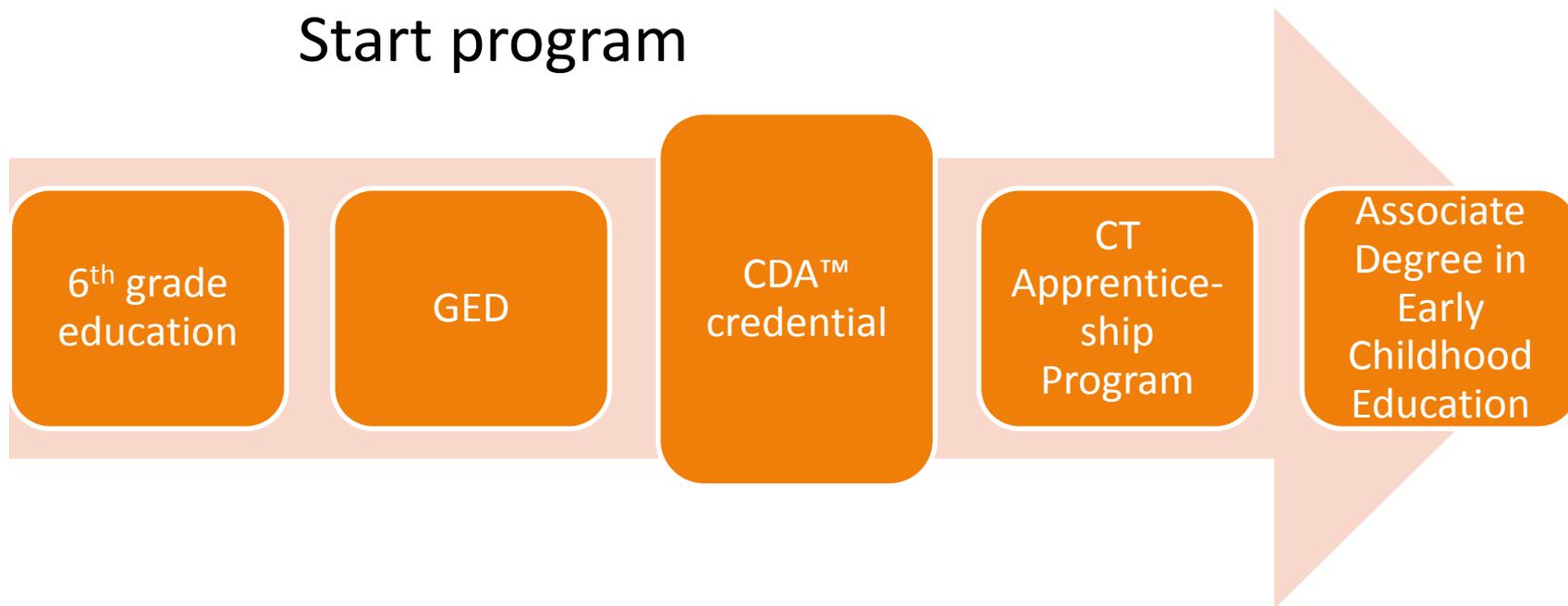
Individual Review Process

- ❑ Complete an application form, including verification of current employment, if applicable, and a \$75 application fee. Send official transcripts to Charter Oak State College. Charter Oak will conduct an initial review to determine if basic requirements have been met. If yes, applicants will proceed to develop a professional portfolio. If no, applicants will need to complete basic requirements before proceeding.
- ❑ Individuals will engage in developing a professional portfolio with guidance from COSC staff and complete the portfolio within 1 year. The portfolio will be reviewed by 2 reviewers trained in such a process.

INDIVIDUAL PRACTITIONER PERSPECTIVE

□ Lucy Reyes

- Assistant Teacher, CRT in Hartford
 - Child Care, school readiness, and Head Start program



RESOURCES FOR STATES/TERRITORIES

- ❑ **OCC/OHS PDW Center TA and Tools**
 - Consultation
 - Credentialing focus
 - Planning and implementation tools
 - Distance learning repository
 - Compensation guide
 - Learning communities
- ❑ **OHS National Center on Quality Teaching and Learning**
- ❑ **OHS National Center on Parent, Family and Community Engagement**
- ❑ **ED RTT-ELC teams and work**

Q&A

What does your State/Territory need to support your work to create progressive portable credentials and degrees?



THANK YOU!



National Center on Child Care Professional Development Systems and Workforce Initiatives

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