

## **15.04 - Professional Development Topics for State Early Childhood Leadership, 10-17-12**

Shannon: I want to welcome to our webinar and thank you for joining us. This webinar is one of the series that ACF is sponsoring for what I think we called the Early Childhood Stakeholders, meaning crosscutting across Head Start Childcare and state advisory councils. We thought that in our continuing efforts to bring you all together we've done meetings together in the past. We had a series of three or four meetings that the Office of Head Start took the lead on in the past 18 months or so.

And we wanted to keep that dialogue going in a less resource intensive way. We had a webinar a few weeks ago on childcare subsidies and I feel like we ended up with mostly a childcare audience for that one, but I'll just say the person who feels like we are missing opportunities to leverage the school readiness aspect of childcare subsidies that was really why we focused that. We wanted to help engage Head Start and state advisory councils around how much different changes a CTF policy could make seeing it as a [inaudible] in the school.

So if you missed that one and you're interested in that topic I am happy to talk about it anytime. But today's topic was, I think a more natural one for a cross sector group and we simply set out, at first, to try to pick a topic within professional development that we thought would have broad interest. This is something that we're focusing on a tremendous amount at the Administration for Children and Families and we are definitely taking a cross program approach to the issues of the workforce and professional development.

Let's see. It's been a little over a year ago now, we helped start and fund a National Academy of Sciences workshop on the workforce, which produced a report. If you haven't seen it I suggest you could Google it, "National Academy of Sciences Early Childhood Workforce," which is a great summary of the current issues facing the field and a good reference work. This webinar is actually the product of another project that we're working on across ACF.

We have folks with us from our National Technical Assistance Center on professional development in workforce, which is cofounded by the Office of Head Start and the Office of Childcare. And when we sat down with our colleagues in the Office of Head Start and with the staff at our professional development center, which we affectionately call the PDW Center, we tried to figure out what topics would be most fruitful, because professional development is obviously a very wide ranging topic and there are many aspects of it that we're working on.

We decided that we would build off of some work that the PDW Centre has been doing for us around credentials and specifically portability of credentials. Obviously, this is something that affects our workforce no matter which kind of program they're working in or the auspice under which they're working. We're thinking a lot about when folks get a degree or they get a credential, how they can carry that across state lines, how institutions can work together to be sure that credits articulate.

And there are a few reasons this is important. I mean, it's important for the field as a whole that we continue to develop this workforce and to the degree that we're wasting time and energy by

not coming together around what the skills, the knowledge and abilities are and then trying to come up with an articulated set of credentials and degrees to help people obtain it and demonstrate it.

You know, it hampers us as an entire field. And there are affects between the programs in the different context each programs operate. There's affects that happen between childcare, Head Start and education because of various funding levels and expectations around skills. I also think that there's concerns about resource allocation in this regard. When we were talking about this one of the things that really struck me is we're spending a lot of money on professional development in this field.

You're going to see some slides about this later in the presentation. And I'm not saying that the amount of funding we have in professional development is adequate to the size of our workforce, but it remains true that a lot of money is being spent. The GAO study that you'll hear about later, 37 states responded to a survey that the Government Accountability Office put out. So the 37 states responded and from 2007 to 2010 those 37 states spent \$1.4 billion on professional development and workforce initiatives.

And later on I think that our team is going to show you the breakdown of how it was being spent and we can try to drop some insights into where we are and where we need to go. But me, if we're spending that kind of money, and a lot of it, quite frankly is CTF money, but a lot of it's probably also Head Start money, Pell grant money or other money. You know, we have an interest in seeing that the money is spent on credits that transfer, for credentials that mean something, that you can move to another state and still be qualified.

Because while that's a lot of money we don't have enough money to be spending on things that aren't going to stick with the person, give them what they need, help them move to the next level. And we certainly don't want to pay for people to be repeating the same content over and over again. But then the most important reason, and I'm very excited about this, is we need to be more respectful of our workers, our workforce and our teachers and we had listening sessions on this topic of portability of credentials.

And the stories that we heard, I don't have one specific one in mind right now, but we heard numerous stories about people who were working in the field. Obviously, they were dedicated to the field, although they certainly weren't making high wages, they moved to another state and they expected to be able to go in at the same level as where they had been working in the state that they were leaving and how hard it was to navigate the system in the new state in terms of what they were qualified to do, how their credentials could transfer, what licensing said about that, what the state professional development system said about that.

You know, one of the most eye-opening for me, we had one of these listening sessions in partnership with the Early Care and Education Consortium specifically with paying providers who have sites in different states. So to hear them talk about their own teachers who are staying with their company, but moving across state lines and the barriers that they run into was just eye opening. It made us think that we had picked the topic that we really need to work on as a field.

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And of course, for folks who have been in place like we do here in Washington, D.C., you've got three jurisdictions all budding up against each other, you wouldn't have to be contemplating very large moves before you'd run into this. And that teacher perspective is one reason why I'm really glad that we're going to be able to have some folks who are really working on this on a day-to-day basis.

I believe that we have a teacher who's going to be a part of the presentation and also, a career counselor who sees day-to-day how we help our early childhood educators navigate our professional development system.

So with that, let me tell you a few folks who you're going to be hearing from as we get started here. We have Dianne Lake, who is the senior technical assistance specialist at the PDW Center that I spoke of.

We also have Alison Lutton, senior higher education and technical assistance specialist who works at NAEYC on this project, because they're a partner in this project. And we're excited to have that partnership with NAEYC as well as Zero to Three that takes the lead on the project. And then we thought a state example was really important and we've got several folks from the state of Connecticut to help walk us through this.

Darlene Ragozzine, executive director of Connecticut's Charts-A-Course; Lucy Reyes, who is an early childhood practitioner; and Margaret Westwood, as I mentioned, a career counselor. So I'm really looking forward to being able to hear how this plays out at the state level.

So the way this will work is Dianne and Alison will set the stage and give some of the context and then we're going to ask our student colleagues from Connecticut to help us make sense of it from where they sit every day trying to work through the system with teachers. So with that, I look forward to learning with you and I'm going to turn it over to Dianne.

Dianne Lake: Thank you, Shannon. As Shannon said, today we're focusing on what states and territories can do to ensure that the significant investments that they are making in the professional development of the early childhood and school-age workforce really results in portable credentials, degrees and progression on a career pathway. And I'm going to begin by sharing key data on the workforce, professional development expenditures, core knowledge and competencies and career pathways.

I'll be followed by Alison Lutton and she's going to talk to you about information about what we really mean about portable credentials, why they matter, challenges and promising practices. Following Allison, we're going to ask you about your state and territory priorities and I will share the poll results with you. I'm also going to share a brief description of how the TDW Center is helping states plan and implement professional development system initiatives. And then, as Shannon said, we're going to hear from Darlene Ragozzine from Connecticut, who is the PDF system director there as well as Lucy Reyes and her career counselor.

We're going to end with questions and answers and a summary of some resources that can support your work to create portable credentials and degrees. At any time you can please enter

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any questions you may have in the chat box on your screen. We will pause during the presentations for clarifying questions as well as the Q&A session at the end. The next two slides I will share with you key data on the workforce state professional development expenditures, core knowledge and competencies and career pathways.

I think the information will help demonstrate the significant investment of money and human resources states and territories make and the need we have to ensure that these investments result in a well-educated and compensated workforce. The information is from the GAO report that Shannon referred to and the percentages here are national figures and will vary by state. The GAO report estimated at 1.8 million members of the early childcare and education workforce nationwide.

And of that workforce 72 percent lack an associate degree or higher. And of those who do have a bachelor's degree, 93 percent of those do not have it in early childhood education. More disturbing, I think is that 61 percent of our full-time workers earn less than \$22,000 per year, which is really about the federal poverty level for a family of 4. I think this information really demonstrates the need to improve degree attainment and ensure that in-service training can lead to progressive credentials, degrees and compensation.

This information is also from the GAO report and as Shannon said, really provides a distribution of state expenditures from 2007 to 2010 with 37 states responding. You'll note that there's more than three times as much money spent on in-service training, coaching and mentoring as on scholarships. The smallest amounts are spent on wage supplements, certification and credentialing. We don't know that this is the right balance, what should be dedicated to pre-service training and education.

Does more of the current funding need to support salaries? But we do know that until our field can offer career pathways with portable credentials, degrees and corresponding wages we cannot impact or effectively address quality in child outcome. So it really comes down to, what's the real cost of turnover and how can the professional development system support a more stable and skilled workforce? This next slide is from an Office of Childcare fact sheet and it really demonstrates the wide development in use of core knowledge and competencies by states and territories.

Core knowledge and competencies and specialized knowledge and competencies continue to be of high interest in the PDW Center's work with states and territories. Of particular significance to today's discussion are bullets three, five and six, which relate to how CKCs are used in Career Lattice for our credentials and how they might be cross-walked with CDA requirements and national standards, such as NAEYC and Head Start.

In order to support progressive and portable credentials and degrees CKCs need to align with and meet national criteria.

The first two bullets on slide --

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Sorry about that, but that was the real world. The first two bullets are also from the Office of Childcare fact sheet and the third is from NAEYC. But essentially, this demonstrates that almost all states and territories report having a career pathway that defines the sequence of qualification and the experiences required to work with children.

And it also really, I think highlights that while there is significant development in specialized credentials, and this can create wonderful opportunities for the workforce, it does raise questions about the recognition of credentials by other systems and states and poses the question about whether we are unintentionally creating dead ends for the workforce. The third bullet demonstrates the growing number of associate and bachelor level early care and education programs that have achieved NAEYC accreditation.

There's a potential here that would help support portability of training, education and degrees as more and more higher education programs do meet their accreditation requirements. At this point I'm going to ask Alison Lutton to talk with you now about what's meant by portability, the challenges and promising practices. Alison?

Alison Lutton: Hi. Thank you, Dianne. Can you see my screen now?

Anya: Yes.

Alison Lutton: Just to check, can people see the screen that says credential focus?

Dianne Lake: Yes, Alison. Go ahead, please.

Alison Lutton: Okay. Thank you. As both Shannon and Dianne have mentioned over the past year, the PDW Center has been taking a look at the credentialing issue. ACF hosted a series of listening sessions on this topic and we were pleased to facilitate those. The information on these slides is drawn from those sessions as well as from a review of state credentialing in our field. The three bullet points here focus on the role that credentials play in an integrated professional development system.

So just to start us off, we're talking about credentials that are portable and nationally recognized, we're talking about establishing credential equivalencies and having accessible professional development that helps individuals to advance in their qualifications and increases their career options. There are three particular aspects of credential portability that we want to focus on today. In order for our workforce to build competence, experience and mastery over long-term careers credentials need to be first, portable and accepted across states.

Second, they need to be portable across the different sectors of our field and third, they need to be portable, or this is sometimes called stackable, so that they build on one another as individuals progress along a career pathway. Putting these ideas together, what we're talking about are credentials that assure competence in current roles and settings, but also credentials that can sustain a long-term career. Our goal is to inspire and retain a workforce that builds professional experience, competence and mastery over time and that can mean over decades.

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Looking next from what portability means to why it matters, there are a couple of things to know about our current national context that I want to highlight here. First of all, for most colleges today what has been called the non-traditional college student is now the typical college student. Enrollment of adults who are raising families, holding jobs while attending college is increasing, especially in community colleges.

All college students in the United States will transfer, at some point, in completing their college degree program. One-quarter of those transfers will cross state lines. This is fairly new data and it's something that's having a big impact on our national workforce, not just our early childhood workforce. This increasing rate of transfer is often in the higher ed research and data referred to as the articulation swirl. The issue here is that instate articulation agreements remain critical, but we also need to ensure that state PD systems do not become a new barrier to the portability of credentials across state lines.

The other last two bullet points are making this career emphasis that has come up already. We need to think about, how do we support a workforce that we hope will spend decades in our field, that is likely to change roles, settings and age groups over time? So how can we design systems and build higher ed partnerships that are responsive to this new context and are effective in the fairly new environment for higher ed of accountability and transparency?

For all of this, this means that we need to think about credentials that move across settings, move across roles and move across state lines.

Where are we now? These next slides look at current challenges and promising practices. The first thing is that state engagement and the development of PD systems has resulted in great progress over the last decade. That's in part due to technical assistance and support from the Childcare Bureau and the Office of Head Start as well as others, as Shannon mentioned in our opening.

As you saw in Dianne's slides, most states have CKCs -- core knowledge and competencies -- and have other related components of a PD system, such as training and trainer approval. However, there are two big challenges that have emerged for us at this point and that indicate we may need to make an adjustment. First is that we have potentially 56 different sets of competencies, credentials and ways of organizing those competencies and credentials that present major challenges for cross state portability.

Secondly, in each of those state systems are developing with increased levels of detail and complexity in very state specific ways that present the potential that alignment and reciprocity can be difficult. In addition to this variation across states we have variations across the sectors of our field. By sector here, we mean essentially childcare, Head Start and P-12. Again, for now I'll just highlight two key issues. There's a good bit of variation in the expected degree levels and specializations that we ask high ed programs to deliver.

And there's a good bit of variation in the credentials, the licenses, the certifications that we ask individuals to earn. Again, right now we're focusing on the differences across childcare, Head Start and P-12. As an example in the listening sessions that you've heard about some interesting

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questions come up that probably come up in every state. They include things like, should a child development degree be equivalent to a teacher education degree? Should a P-3rd grade degree count toward infant/toddler preparation? Should a birth to 5 degree count towards P-3 preparation?

What do we mean by entry level? What do we mean by pre-service? All of these things are real world questions that I imagine a lot of you have heard about, but that come up, because we've not sufficiently addressed portability across sectors in our design. One quote that I do want to share that came up in the listening sessions, it's from someone who's in a Race to the Top state, which is a situation in which this cross sector portability moves to the forward.

She said, "I'm in a Race to the Top state. I'm worried that the tremendous time, energy and resources we are devoting to developing and aligning state PD competencies are in fact making us more fragmented as a field. We already have national standards. Now our state has over 600 new core competencies. Why is this happening? In theory, everything should align, but in practice we've confused the workforce and made state systems more different from each other."

So how do we move forward? One thing to think about is, what do we already have in place? What are some of the promising practices that we know are already underway? We know that we have national preparation standards. These describe what early childhood professionals should know and be able to do. We know that we have two national credentials. The CDA is a credential that sets entry level competencies, national board certification and BPTF. That's national competencies for the accomplished or the master early childhood teacher.

And the National Afterschool Association has recently developed national competencies for the afterschool and youth program workforce. We also know that many states are using national accreditation systems, especially as part of the approval for the P-12 teacher education programs in a state. Here I'll highlight just three basic things that is important to know and understand. First, the national professional preparation standards for early childhood education were developed in the early 1980s, they've been around a long time.

There have been accreditation materials developed for these standards and those materials further expand them to define both initial and advanced level degree program expectations. They're revised every seven years, they're designed to work across the birth to 8th age range and to work across multiple settings and roles. On the second bullet point, a lot of you probably know or hear about NCATE. Since the 1980s NAEYC has worked in collaboration with NCATE, the National Council for Accreditation of Teacher Education.

NCATE accredits the school or department of education. NCATE has adopted the NAEYC standards as the national standards for early childhood teacher education. NCATE sends the early childhood degree programs to NAEYC for review. NCATE does not include associate degree programs in their reviews or their accreditation. NAEYC, in response, developed its own associate degree accreditation system, now six years old, and as Dianne's slide illustrated, it's growing rapidly.

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Part of NCATE's work is developing state partnerships. They have partnerships with 50 states and the District of Columbia and Puerto Rico. In these partnerships, the states demonstrate that they have, in some way, incorporated the NAEYC standards into their standards for approving early childhood degree programs that lead to teacher licensure. In this context, NAEYC also works with the council for exceptional children and together reviews blended degree programs that blend early childhood and special education.

Promising practices at the state level in the childcare Head Start arena, most states believe that their CKCs and their credentials do include or go beyond the national standards. That's self-assertion, but that's a very positive thing that most states have that intention and believe they're meeting it. Many states have also incorporated national credentials and their states' teacher licensure into their career pathways.

And then lastly, many states are currently revising these. So this is a very good time for us to be working on cross state and cross sector portability. I want to close with just two main points. In an integrated PD system degree, training and approval, deliberate articulation of training and education programs and credentials have to walk hand-in-hand. One of the cases that these slides try to make is that national professional standards and credentials can help provide a common cross state and cross sector structure for us to do this work.

What we would like to do next is hear from you and we would like to think together about how we could support these promising practices, how it can build credentials that are more portable, that move forward along career pathways and are more likely to successful cross sectors and states. And with that, I'll turn this back to Dianne.

Dianne Lake: Thank you, Alison. I think we're going to watch our poll shortly. Okay. You should see on your screen a poll question about, what is your state and territory priority? And Anya, are you launching the poll?

Anya: Yes. It's launching. The votes are coming in now.

Dianne Lake: Okay. Thank you.

Anya: About half the people have voted. So we'll leave it open a little bit longer to let other people vote. It looks like everyone has voted now. Oh, some votes are still coming in. Okay. I'm going to give people a few more seconds and then I'm going to close the poll. Okay.

Dianne Lake: Okay. I'm not able to see the results of the poll. Could you share that?

Anya: Yes. Hold on one moment. There's the results.

Dianne Lake: Okay. So it says I must hide poll results to enable screen sharing. Okay. I'm still not able to see the results. So could you just go over them for us?

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Anya: Sure. Thirty-one percent chose the option of CKCs and then another 16 percent show specialized knowledge and competencies, 17 percent chose credentials, 24 percent chose higher education, articulation and/or accreditation and then 12 percent chose other for their option.

Dianne Lake: Thank you, all for sharing that information. In response to the interest of states and territories in effective investments in CKCs, credentials, career pathways and integrated professional development systems, the PDW Center has worked with our partners at Child Trends and have developed tools that help states and territories move through the key decision points as they develop, revise and implement integrated professional development systems.

So portability across settings, sectors, systems and states is a key part of that consideration. And the tools that we've developed help support states to walk through these four steps. To first start with, developing or finding the goals and outcomes as they have their work, to take a look at the fit and feasibility and the readiness to change of the system and their partners, to then use that information to select, approach and develop and implementation plan and then to implement the plan and monitor the results and make adjustments as needed.

In the information that was sent to you today prior to the webinar, there are two of those tools attached that you can use for resources and there'll be additional tools coming soon. At this point I'd like to introduce Darlene Ragozzine who is going to share with you Connecticut's journey in lessons learned to develop progressive career pathways, portable credentials and links to higher education. Darlene will also discuss Connecticut's involvement with regional initiatives to support the workforce and their future hopes.

Darlene will present from the system's perspective and Lucy Reyes will follow her and share her journey to CDA in associate's degree. Darlene.

Darlene Ragozzine: Thank you very much. I'm really looking forward to sharing Connecticut's story and I want to thank Shannon in the Office of Childcare, the Head Start and the PDW Center for asking Connecticut and giving us the opportunity to share some of the work that we have done in the areas of career pathways, progressive credentials and links to higher education. As the executive director of Connecticut Charts-A-Course here in Connecticut I have been fortunate to be able to be involved in the development of our professional development and program improvement system over the last 20 years.

As you'll see on some of the slides that I have developed, we have a very integrated component system that works together to provide both the individual in the programs that they work in with the support that they need in order to achieve quality standards and to meet both state and federal mandates. Connecticut Charts-A-Course is located within the department for the region for higher education here in Connecticut, which allows us to have strong relationships with both our two and four-year colleges and universities.

It has been supported in its development by the Department of Social Services for the last 20 years and also other state funding. I would like to take a moment, before we move on to the next slide, just to give you a little bit of a picture of the landscape of Connecticut and I'd like to tie it to one of the slides that Dianne presented and the numbers of states that are working on various

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initiatives. We happen to be one of the 33 states to use CKCs to define training to meet quality standards.

We have done this, especially with our training program in child development and with the development of some of our credentials for various teacher roles. The problem is that we do not have one set that cuts across all and that's something that we're working on. And I was really struck by what Alison said, that there are 56 nationally and I have to tell you, Alison, that we have seven of them just in our state, because we just did an environmental scan on that.

We are one of the 32 states that have cross-walked the CDA competencies, again, with our training program in child development, one of the 30 states that have cross-walked the NAEYC national professional standards for both degrees and also the children's program standards, one of the 46 states who have a career pathway, one of the 22 states with an infant/toddler specific credential and the 21 states with a school age-specific and last, but not least, one of the 29 states with NAEYC associate degree accreditation and also NCATE-approved bachelor degree program.

So as you can see, we've been busy and in many ways that has given us the opportunity to move on to do a number of different projects in Connecticut. And if you just want to go to the next slide, I'll begin to talk a little bit about our career pathways and our articulation. This slide shows you our career pathways, which we have been able to develop over the last 20 years and I like to remind people that this does represent 20 years. This is something that hasn't happened overnight. It's not a very speedy process to be able to do this.

And I always remind people it's definitely not the faint of hearts. As we have been creating these pathways and building these blocks we have tried to be intentional and planful in order to make sure that programs have had as much currency as possible from one level to the next. And I guess you could say, we tried to be cross sector and although there isn't a lot of cross-state currency right now we have been able to be fortunate to do some initiatives that have been regional in New England.

Alison defined what was meant during her portion of the webinar and I feel that it's important to emphasize it again here. Degrees and credentials must be recognized across state sectors and along a career pathway. You can see here that our credentials and degrees have a certain trajectory that exists from the CDA credential to the associate and to the bachelor's degree.

And I think what Shannon said about being respectful of our workers and the time that our workers take and the energy that goes into the professional development, coursework and degree work that they do is really important when you're developing these career pathways.

I was really struck, again, Alison by that quote that you read. I mean, to me that just says it all. In our next slide I'm going to go a little bit deeper into the articulation pathways. And when Lucy speaks shortly she will tell you her story about how it actually works for the practitioner. In the first and second blocks I tried to demonstrate how we have established some level of credential currency. For us in Connecticut, the CDA is considered our entry level credential and it is the first credential that we actually benchmark in our career ladder.

Therefore, it was important for us to establish a consistent statewide recommendation for credit, regardless of how a person achieved it in Connecticut. We had Charter Oak State College, which is our school without walls and holds only distant learning courses and grants credit based upon faculty evaluation of programs and does a lot of evaluation of non-credit-based training. And they did this for Connecticut and for our higher ed system and established that CDA, in its content and its process, was equal to six college credits that should be applied toward an associate's degree.

In addition, a person can earn another 3 to 12 credits through our early childhood pathways [inaudible] here in Connecticut, which again, Charter Oak was involved in in terms of developing them through their system. And now we have, as I said, 4 and a person can take any one of those or all 4 of those and that would give them an additional between 3 and 12 credits that are applied seamlessly into the associate degree in early childhood education at any one of our 12 colleges.

State legislation now in Connecticut requires that by 2015, at least 50 percent of the teachers who work in publicly funded programs, hold a bachelor's degree and the remaining 50 percent hold an associate's degree. And we know that Head Start requires that already. So what was really important for us to make sure, that anything that a person would go through in the first block or the second block would absolutely count for the third block as you look on our articulation pathway.

All of our associate degrees are becoming NAEYC accredited. We have six of them so far and this allows for a system-wide amount of credits to transfer into our bachelor's degrees for teacher licensure that would be for 18 credits and for other programs, such as our child study program at Charter Oak for 30 credits. This has been possible also in part by the fact that we have common course numbers and common syllabi for a common core of courses that exist at our associate degree levels.

This is also particularly important for the student who may migrate from one community college to another, I always say, they're up and down the 95 corridor, or migrate into one of the four-year colleges. As Alison pointed out, a third of students transfer among colleges.

The next slide gives you a little bit of a picture about the credentials in Connecticut. And although I'm proud of the fact that I'm showing you four credentials here I'm also reminded of the proliferation of credentials that exist in-state and that this is one of the issues that we face nationally in the portability of these credentials.

The first credential that I want to talk about is the infant/toddler credential. In that credential, you can see, we've designed it so that it has some equivalency with the infant/toddler or family childcare CDA credential. If a person has that credential they automatically are able to use, again, the six credits that the CDA is worth as part of the certificate in infant/toddler care. We thought about the workforce and that's one of the things when you're thinking about building these credentials and certificates.

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You have to think about your workforce. We actually designed this certificate in infant/toddler care for Head Start. We knew that Early Head Start needed to have a certificate that was either a state approved certificate or equivalent in some way to the infant/toddler CDA. So we kept that in mind when we designed this certificate. And I also want to point out that this particular certificate and these 12 credits can also be applied to an associate degree in early childhood education that has a track, and many of them do, in infant/toddler care.

So again, it's not -- even though it exists in its own block here, it can clearly articulate with some of our degree programs. We have an afterschool credential that articulates into a BS degree in child/youth, which is offered through Charter Oak State College. We have a Connecticut director's credential, which again, although it exists by itself people who take coursework at the associate or possibly at the baccalaureate degree level can use that coursework as part of the director credential and vice-versa, the coursework that they take for the Connecticut director credential can be used in some degree program.

And lastly, we have our newest credential, which is the Connecticut early childhood teacher credential finally now in Connecticut as the ECTC, will have complete portability from the associate degree to the bachelor degree level and this credential can be recognized and it will be delivered at the associate degree level and the bachelor's degree level and will be recognized on the career ladder.

I just want to say another thing about that last item. You know, I know Shannon and Alison talked about this too. I really feel that those conversations and those focus groups that took place about credentials and portability across state and how we can do that is something that was really important and I think that the information, the recommendations and the ideas that came out of some of those focus groups are going to help us deal with this issue of cross-sector and cross-state credential currency.

Sarah: Darlene, this is Sarah. I have a clarification question. Is there a differential pay scale for teachers that move along the credential to a degree pathway?

Darlene Ragozzine: The ECTC?

Sarah: Yes. From a credential and to a degree?

Darlene Ragozzine: No. It's going to be seen with, Sarah. It'll be -- if you're awarded the ECTC at the associate degree level that will automatically float -- I'll use Alison's term, it's been a stackable program to program. So that whole degree can be stacked upon the bachelor's degree in order to get it at a higher level.

Sarah: Now, is there a pay differential? Is there a pay scale recommendation that --

Darlene Ragozzine: Yeah. But we haven't done compensation in Connecticut. I'm sorry to say that that's one thing that we haven't tackled. It's obviously on everyone's mind and we're hoping that this credential may help to open the window a little bit for more intense and more real conversations about that, but at this point and time there is not.

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Sarah: Okay. And Darlene, I'm sorry, one other clarification question. A person had asked about, are all the Connecticut credentials that you're describing tied to the Charter Oak College?

Darlene Ragozzine: All three of them are awarded through Charter Oak State College. The Connecticut early childhood teacher credential will be awarded by the state department of education. Does that answer it?

Sarah: Thank you.

Darlene Ragozzine: Okay. This slide just gives you some information about our access to associate and baccalaureate degree programs. We're very lucky in Connecticut. Again, we're a small state. We can reach one entity or the other in about an hour and a half. Our 12 community colleges are all engaged, as I had pointed out, to become NAEYC accredited and we have 6 that have successfully completed that.

One the community college is accredited they can also go through the approval process for the ECTC and three have already done that. So this means that their students can be awarded the ECTC based upon graduating from that program. Here again, we have tried to establish degree and credential equivalency in order to make the process seamless for the student. And I think the important thing here is that the onus is on the program to be approved to assure articulation and equivalency for their student.

It's not for the student to have to be responsible for that. We also have two of our four-year colleges that have been approved for the ECTC and at the bachelor's degree level is this degree will not be a teacher licensing program. So this is requiring some new programs to be developed. And one of the things that we're thinking about is doing a consortium and I'm going to talk a little bit later about that.

I think the next slide is going to talk a little bit about the lessons that we've learned. And I'm always careful about what I put on any slide when I talk about lessons learned, because some lessons learned are really unique to a state or a state's own political culture or landscape and environment. So you can take these with a grain of salt and know that they do have Connecticut's own spin on it.

As I pointed out, planful and intentional have been foremost when building and implementing programs of study or credentials. We asserted our motto here that we try, at Charts-A-Course, to be planful and intentional about everything that we do so that, again, Shannon, people are not doing something that's not going to be part of something else. We try to keep in mind all the sectors of the workforce in order to meet the staff requirements and educational needs and also, think about what our licensure requirements are, our school readiness requirements and our requirements for our children's programs.

I think this is something I've learned being involved in the higher education setting for over 30 years. You have to understand the unique nature of higher education system and the role that each level plays in helping to educate the workforce. Who does what the best and if they do it

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well let them do it. And I think that's what we're learning. And the example I'll give here is Charter Oak State College. They're able to do things that the associate degree programs can't do, that the bachelor degree programs can do and they do it well.

And so that's why we've done a lot of collaboration with them around our credentials and our pathways exam. As much as possible, always align programs of studies and credentials with national standards. We've done that with our training program in child development and with our early childhood teacher credential and also when we developed our infant/toddler credential and our school-based credential. We looked at all the national competencies and standards.

Keep in mind, the strong relationship between professional development of staff and program improvement one really feeds on the other. We are fortunate in Connecticut to have a very strong accreditation facilitation project for NAEYC accreditation. So we feed off another in terms of working with staff and working with the programs, getting the programs accredited and helping the staff increase their qualifications within those programs that either want to maintain accreditation or seek accreditation.

I can't emphasize this next one enough, don't be afraid to change what is not working. Be flexible and revise if it's necessary. You know, we've done this with the training program in child development, we've had a number of iterations of that program and I think the last program one that we ran over the last couple years with our most successful in terms of completion of people through all four modules and CDA completion. We've done the same thing with our Connecticut director's credential.

We've changed that, we've changed the levels and we've changed some of the requirements along the way. So don't be afraid to say, what were we thinking when we did that? You know, what did we think we were going to accomplish and be able to check yourself and say, we thought that then, but it's just not working now and celebrate the successes of the workforce to achieve individual and program standards.

Friday night we will be having our big award ceremony. We have 225 people coming. We'll be recognizing our people who have graduated from the training program, our NAEYC associate programs, our director credential, infant/toddler credential, our newly and reaccredited NAEYC standards. It's a wonderful evening, we do it every year and it's something that we know makes people feel good and we feel good. And it's something that I think our workforce and our programs deserve.

Okay. I think I just have a couple more slides that I want to talk about. And this is pertaining to the early childhood teacher credential, which will allow an individual to seek or maintain a position as a teacher and publicly funded program. And I want to point out that right now this early childhood teacher credential only is going to be necessary for those teachers who work in our school readiness or childcare programs that are publicly funded. It is not part of our Department of Public Health licensing program.

It hasn't been something that has been talked about for that, but right now this is where the requirement stands for this credential. As I pointed out, it will provide a new bridge between

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associate and baccalaureate degree programs. That was something that we felt was really important. It will provide portability across all state funded programs. So if you work in one school readiness program and you move to another one and you have this credential you get to bring it in.

You don't have to worry about any of the other credentials that you might have. And I think that, again, the architecture of this credential in the fact that -- and I'm going to use that word again, the "stackable" nature of it -- that those on the associate to the baccalaureate degree level is really important for the student and is really going to help the student. The next slide shows you the programs that are approved. And this is one way when I talked about when a student graduates from an approved college they automatically can be awarded the credential.

The credential can be an infant/toddler credential. And as I pointed out before, some of the coursework that they take for getting the certificate in infant/toddler care can be applied to this. And also, there is a preschool level and you can see the programs that have been approved to have their graduates be awarded this credential. Now, you're looking at a very finite list right now.

We've got about eight colleges in state who are also wanting to get approved and we also have had overtures from out-of-state schools, bordering states and some online schools who are interested in also becoming approved to do this early childhood teacher credential, having their graduates be awarded that. And I think this is probably our first toe in the water at looking at some cross state portability of this credential and I'm hoping that that's something that we'll pursue in the near future.

And also, if a person does not graduate from one of these approved colleges there's an individual review process that a person can go through. And that would be my next and last slide. And that, again, is something that Charter Oak State College will be doing and a person will be applying for the individual review process to obtain the early childhood teacher credential through Charter Oak State College.

Now, if a person graduates right now from a program out of state that hasn't been approved and they want to be hired at a school readiness program they can go through this individual review process in order to receive the early childhood teacher credential. So that's pretty much my part of the Connecticut story and I think it's really -- I'm happy that I was able to arrange to have Lucy Reyes tell her story and how she's moved through some of these blocks here in Connecticut.

She is up at her program at CRT in Hartford where she's an assistant teacher. CRT is a multi-funded streamed program. It has school readiness, childcare and Head Start funding. And she's sitting there with one, actually, our bilingual career counselor, Margaret Westwood works closely with the CRT program and works closely with Lucy to help her make sense, to plan and be intentional in terms of her career path. So Lucy is going to tell us a little -- I'm going to ask Lucy a couple of questions.

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We're going to do a Lucy interview and hopefully, through the questions that I ask her, she can share with you her story.

So Lucy, I know you came from Puerto Rico. Do you want to tell us a little bit about that?

Lucy Reyes: Okay. My name is Lucy Reyes. I was born in New Jersey, but when I was only three years old my mom raised me in Puerto Rico and that's why I came -- you know, I learned a lot of English. But in 1994 coming over here to Hartford, Connecticut at that time I was only fifth grade and I was in my friend's house and that apartment was so little. I was in -- Department of Social Service -- to help me to get the apartment because I wanted to stay here.

And the social worker, she said, you need to complete the request and you have the apartment or the money for you and your children. I had, at that time, three children, one, 17 years old; another one, 9; and another one, 10. I was in CRT for volunteer in the kitchen and acquired experience and I go to Puerto Rico to get my GED. In Puerto Rico, together we [inaudible] and it gave me the opportunity to get my GED, later on take my CDA.

I have all my credits for my associate degree. I needed only nine credits for my associate degree and I'm happy about that, because when I was here a long time ago I had only fifth grade and then now I have more opportunity. Now I was in the ESL program too to learn a little bit of English, speak, read and write English. And I have everything about my CDA, six credits for Puerto Rico and six credits, two exams I take in [inaudible]. Now I'm working with the children, because I love to work with the children.

Before I don't have a lot of experience, but now I take a lot of credit about my associate and learned a lot. And now I can understand my grandchild, because I have my grandchild with me. And I'm happy about that.

Darlene Ragozzine: So Lucy, you went through the training program in child development to get your CDA and then you decided to take a pathway test. Didn't you use a pathways test?

Lucy Reyes: Yes.

Darlene Ragozzine: And you did well in that pathways test and that gave you more credits; right?

Lucy Reyes: Yes. Two more credits. [inaudible]

Darlene Ragozzine: Right. And so did you feel -- after you got your CDA, what change did that make in you?

Lucy Reyes: I have more opportunity in my job, because now I'm working in the classroom. I have one place, because before I was substitute teacher, I'm working in the kitchen and then was hired for me. Well, now it's better, because I have one room, I'm working with the children and I'm confident and I have more money for me, more benefits. I have insurance and I have everything about my job now.

Darlene Ragozzine: And when you get your associate's degree, will you be able to move up to a teacher from assistant teacher?

Lucy Reyes: Yes.

Darlene Ragozzine: And here's the big question, Lucy. When you move from assistant teacher to teacher, will you get more money?

Lucy Reyes: Yes. When I move up to the teacher, yes, I have more money.

Darlene Ragozzine: That's good. That's what we want to hear. Margaret, do you want to say anything about working with Lucy and CRT and being a career counselor?

Margaret Westwood: Yes. I'm very happy -- I've known Lucy since 1999. I remember when she was asking for counseling and we helped her with the GED and then going through the career ladder level. I saw her going through level 1, now she's on level 8, which is the equivalency of the 1-year certificate and I'm proud of her.

Darlene Ragozzine: And I just want to say that our career counselors -- this is just one example of how our career counselors, and we're lucky here at Charts-A-Course, they have four of them, how they work closely with the people who are here who are in our Charts-A-Course registry and how they help to plan programs of study with them and help them, again, to be intentional and to think about how they can accomplish all of these different blocks and levels on the career ladder.

So I didn't know if anyone else wants to ask Lucy any questions?

Anya: I think this is a great time to move us into the Q&A period, Dianne.

Dianne Lake: Thank you, Lucy.

Lucy Reyes: You're welcome.

Dianne Lake: Thank you both, Darlene and Lucy. That was absolutely inspirational. I'm going to just skip over this slide pretty quickly so we can get to our Q&A, but I just wanted to list for you some resources that might be helpful for you as you are tackling portability issues. Within the PDW Center we provide consultation to states and territories on professional development system integration and we do that for states and territories that have approved TA goals.

And Alison spoke to you about the work that we're doing and it has the credentialing focus in the listening sessions. And then we shared a couple of our planning and implementation tools and there'll be more coming. So look for that. Also coming, our distance learning repository and our compensation guide. We've heard how important compensation is to our workforce and this will be an opportunity to look at that a bit differently and think about investments and compensation.

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And then lastly, we have seven learning communities that focus on various aspects of an integrated professional development system and those are in progress now. In addition to the PDW Center resources, we really encourage you to visit our partners at the office of Head Start and their national centers, the one on quality teaching and learning in particular as well as the National Center on Parent, Family and Community Engagement. They have a wealth of resources around professional development.

And then for those of you in Race to the Top states, the new Race to the Top team and the work that they're doing is helping us move along in our understanding of the needs of the professional workforce. So just a quick summary of resources to look for.

We're now going to open up to Q&A and we're going to start with asking you to respond to this question in your chat box. "What does your state and territory need to support your work, to create progressive and portable credentials and degrees?"

We'll give you a couple of minutes to do that. And you can also ask us any other questions or make comments as well. Sarah's going to moderate that for us.

Sarah: While folks are taking a chance to think about that and write any questions. I just want to share that several comments have come in to congratulate you, Lucy, and to thank you for sharing your story.

Lucy Reyes: You're welcome.

Sarah: Dianne, we're getting a few responses, which I'll send to you in the chat so that you can lead us through it.

Dianne Lake: Okay. I see the first one was a request for a national framework. And I'm assuming that that request is related to qualifications, credentials and degrees, but that's my assumption. So if anybody has any further information they want regarding a national framework we'd love to hear from that. I'm seeing a comment that our state needs more uniformity and also access to more training so that teachers can attain higher degrees. Thank you to Lucy for sharing her story.

Here's another request, to work with other states directly with technical assistance from the professional development center. We didn't type that one. Anything else, Anya? Okay. If we're trying to achieve portability, would it make sense for us all to use the same federal credentials and degrees? Who wants to tackle that? Do we want to respond or just add this to our comments?

Sarah: Why don't we get comments from each of us? We've certainly heard a lot of that in our listening sessions as well. Maybe Alison, if you would care to respond or if Shannon is available as well.

Alison Lutton: Well, this is Alison. I can say that from the comments that we got, there is a lot of interest in a national framework and in that context there was a lot of reference to the various professional national standards and accreditation systems with NAEYC being, I would say, the

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common core. And then as we've already discussed, there are others that are focused more on specialized age groups or roles in the field.

I'm not sure what's meant by a national degree. So whoever made that comment might want to elaborate a little bit in terms of what they mean by that. I don't think that means only one college or university would offer the national degree, but I'm assuming that that means using the national accreditation framework as a way to look at degrees that are being offered in each state, but I'm reading things in there. So it would be helpful to know more about what the person who wrote that question had in mind.

Diane Lake: Well, we do have more detail on the first framework question. They are clarifying that the request is for a national framework and that it would require coordination with Head Start and pre-K for this to work. The comment goes on to say, "I think it needs to be correlated to the school readiness framework. We also need technical assistance from CCDF and Head Start and finally, we need funding. So thank you for that additional detail.

Does anybody else want to comment on the national framework or credential or degree question?

Darlene Ragozzine: I'll say something, this is Darlene. I agree that there has to be some vehicle for us to be able to do this portability across states. And I think there can be some level of a national credential and in particular, I think an entry level credential. I mean, CDA already exists as a national credential that's recognized in many states as being an entry level. But I think the idea that there would be national degrees is something that would be hard for us to wrap our hands around.

But there's already an architecture in being able to make some of these degrees have equivalency. You know, if we look at the NAEYC program associate degree accreditation that is all associate degrees equivalency. I mean, I would think it does and Alison, I'm sure you would agree with me. So if somebody gets their associate degree in Connecticut from an NCATE approved program and then they go to Massachusetts with their associates degree, obviously that degree should not have --

There shouldn't be any issues about accepting and agree if a program is asking for an associate's degree in early childhood. The bigger problem lies in the credentials, because states like to put their own unique stamp on these credentials based upon their workforce. So again, there has to be something like what exists for the associate degree program and some benchmark for these credentials or some standards for these credentials.

So that if a state develops, for example, a directors credentials, it can be put up against these standards so that it can become approved in a way that might give it more portability across states. So that's just my thinking and maybe my wishes that we might think about that kind of architecture.

Dianne Lake: I'm going to take one more comment and then I'm going to ask if Shannon would like to say something for closing remarks. This one that just came in said, "I would be interested in talking to bordering states to begin with a regional approach." And I just want to tell you,

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whoever made this comment, that we're hearing more and more interest in the regional approach in our work at the PDW Center.

Recent conversations have been around a regional infant/toddler credential and the region one has already done a lot of work to lay the groundwork, the foundation for that. And I think big thinking ahead is there's particular interest in pursuing that. We're also hearing a high level of interest in one or more regions working together on a credential for the technical assistance professional.

So I think the regional approach is beginning to gain more ground. So I think you're on a trend. Well, I have 4: 26 on my computer and at this point I'd like to ask Shannon if you'd like to make any closing comments.

Trisha Haley: This is actually Trisha Haley [ph] from the Office Of Childcare. Shannon just got called out for a minute, but she was here for 97 percent of the presentation. She was very, very excited about it and she appreciates all of the presenters, especially the folks from Connecticut who were willing to take their time to talk a little bit about their experience. And I think we all learned a lot.

And so we are excited to learn more and do a little more moving in the field. So thank you all very much.

Dianne Lake: Thank you, Trisha. Well, I would like to thank all of our presenters today and in particular, Darlene and Lucy. I think you made it all very real for us. And thank you all for the attention and I noticed the numbers stayed up through our presentation in the participation. You were looking at the screen. So I really appreciate everybody staying with us and providing the input and comments that you did.

And stay tuned for more. Everybody have a good afternoon.

Female: Thank you. You too.

Female: Bye.

Female: Thank you.

Female: Thank you.