



Workforce Policy Web Seminar #4: *Focus on Professional Standards and Career Pathways*



**NAEYC Early Childhood Workforce Systems Initiative
April 23, 2009**

Introduction



- ☆ *Sarah LeMoine*, NAEYC Director, Early Childhood Workforce Systems Initiative

Welcome

- ★ Thank you
- ★ Meeting reminders
- ★ Agenda
 - ☆ Overview of state policy blueprint
 - ☆ National standards
 - ☆ Focus on leadership
 - ☆ State example: Pennsylvania
 - ☆ Questions and comments

Workforce Designs: A Policy Blueprint for State Professional Development Systems

- ★ Product of NAEYC's Early Childhood Workforce Systems Initiative
- ★ Sponsored by the Birth to Five Policy Alliance and Cornerstones for Kids
- ★ On the web at www.naeyc.org/policy/ecwsi

Integrated early childhood professional development system

- ★ A comprehensive system of preparation and ongoing development and support for *all* early childhood education professionals working with and on behalf of young children.



Policy Blueprint: **Essential Policy Areas**

- ★ Professional Standards
- ★ Career Pathways
- ★ Articulation
- ★ Advisory Structure
- ★ Data
- ★ Financing



Policy Blueprint: **Essential Policy Area Focus**

★ **Professional Standards**

- ☆ the content of professional preparation and ongoing development.

★ **Career Pathways**

- ☆ routes of continuous progress for early childhood professionals, so they can plan the achievement of increased qualifications, understand the professional possibilities, and be appropriately compensated.

Policy Blueprint: **Principles for Policy-Making**

- ★ Does this policy increase **integration among the sectors?**
- ★ Does it include **quality assurances?**
- ★ Does it support **diversity, inclusion, and access?**
- ★ Does it increase **compensation parity?**

National Standards as a Foundation for Professional Development Systems



- ☆ *Alison Lutton*, NAEYC Senior Director, Higher Education Accreditation and Program Support

NAEYC's Standards



Key things to know about NAEYC's national professional preparation standards :

- ★ They describe outcomes – what early childhood teachers should know, understand and be able to do
- ★ They are used across settings and roles
- ★ They describe a general framework, knowing details depend upon context

Blueprint Principle #1

Build career pathways to *increase integration among sectors*

- ★ Across training & degree programs, across levels of degree programs (sectors of the professional development systems)
- ★ Across child care, Head Start and primary education (sectors of the early childhood delivery systems)
- ★ Design a path to degree attainment

Align with national standards – design to open doors

Blueprint Principle #2

Include *quality assurances*: Assure quality of training & education for workforce through

- ★ Input or structural quality measures, e.g. trainer registries
- ★ Outcomes or assessment measures, e.g. degree program accreditation

***National shift to outcomes standards
in higher education***

Blueprint Principle #3

Support *diversity, inclusion, and access* through

- ★ Context specific structural responses
- ★ Measurable goals
- ★ Attention to relationships

**= *Intentional design,
responsiveness to specific context,
innovation within professional framework***

Diversity, Inclusion, and Access

Community colleges are a gateway to higher education for low income, first generation, and nontraditional students.

- ★ 2/3 of community college students are part-time students.
- ★ 47% of community college students receive financial aid.
- ★ 50% of all 4-year graduates attended a community college at some point in their studies.
- ★ 50% of all current school teachers attended community college as part of their teacher prep.

Community college students include

- ★ 52-57% of all Native American college students
- ★ 58% of all Hispanic college students
- ★ 45-50% of all African American/Non-Hispanic, Alaskan Native and Asian-Pacific college students

Data compiled from

American Association of Community Colleges, <http://www2.aacc.nche.edu/research/index.htm>

Excelencia <http://www.edexcelencia.org/pdf/InventingHSIsFINAL.pdf>

GAO Report on Higher Education, Nov 2007 <http://edlabor.house.gov/documentation/20071220GAOReport.pdf>

Diversity, Inclusion, and Access

Community college tuition is approximately half the cost of public 4-year institutions and as little as 1/10th the cost of a doctoral university.

Average undergraduate tuition for a full time student in 2006-07 was

- ★ \$2,510 at a 2-year public colleges.
- ★ \$4,730 at public colleges offering baccalaureate and masters programs.
- ★ \$6,197 at public colleges offering research/doctoral programs.
- ★ \$18,893 at private colleges offering baccalaureate and masters programs.
- ★ \$26,515 at private research/doctoral universities.

Data compiled from

American Association of Community Colleges, <http://www2.aacc.nche.edu/research/index.htm>

Excelencia <http://www.edexcelencia.org/pdf/InventingHSIsFINAL.pdf>

GAO Report on Higher Education, Nov 2007 <http://edlabor.house.gov/documentation/20071220GAOReport.pdf>

Blueprint Principle #4

Support *compensation parity* through

- ★ Expectations that are aligned with comparable roles in higher paid sectors of early childhood field (child care, primary school and college teachers)
- ★ Attention to relationship building across all sectors – we’re all “in the field” and all benefit from compensation parity
- ★ Understanding the role of different types of professional development - and place of each degree level
- ★ Designing access to professional pathways

Design professional development systems for parity

Focus on Leadership

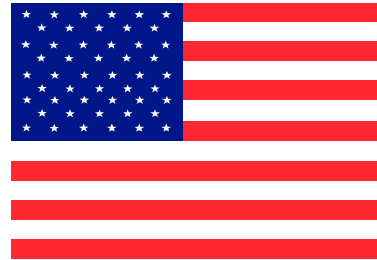


- ☆ *Paula Jorde Bloom*, Michael W. Louis Endowed Chair, McCormick Tribune Center for Early Childhood Leadership, National-Louis University
- ☆ *Teri Talan*, Assistant Professor, Department of Early Childhood Education, National-Louis University and Director of Research and Public Policy for the McCormick Tribune Center for Early Childhood Leadership

NAEYC Revised Accreditation* Standards for Administrators

- **Qualifications and experience**
- **Alternative pathways to fulfilling requirements**
 - ✓ **Formal education**
 - ✓ **Experience**
 - ✓ **Relevant training/credentials**

**Note:* Refers to NAEYC accreditation of programs for young children



Characteristics of Different Director Credentials

- Sponsoring agency
- Required or voluntary
- Levels
- Tracks
- General education
- ECE/CD coursework
- Administration coursework
- Experience
- Portfolio
- Renewal



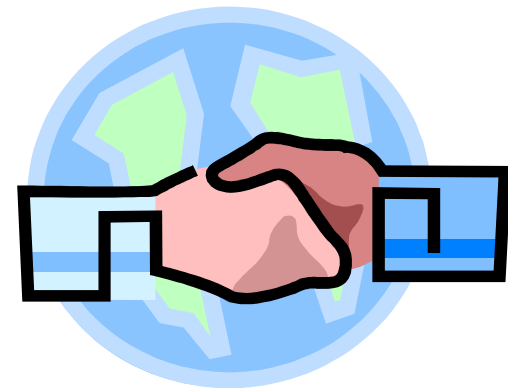
Introducing... Aim4Excellence an online director credential

- **Self-paced**
- **Easy to navigate**
- **Interactive and engaging**
- **9 modules**
- **Relevant content**



Aim4Excellence Partnerships

- **State career development systems**
- **State quality rating systems**
- **Institutions of higher education**



The Big Picture

- **Director qualifications/credentials in state quality rating and improvement systems**
- **Director credentialing as part of cross-sector professional development systems**



Director Qualifications: 9 States Include in QRS

Only 2 states require a degree in ECE

- Ohio (AA required Step 2 and 3)
- PA (AA required Step 3; BA required Step 4)

Only 7 states require administrative training

Director Credentials: 5 States Include in QRS

States including a director credential in QRS

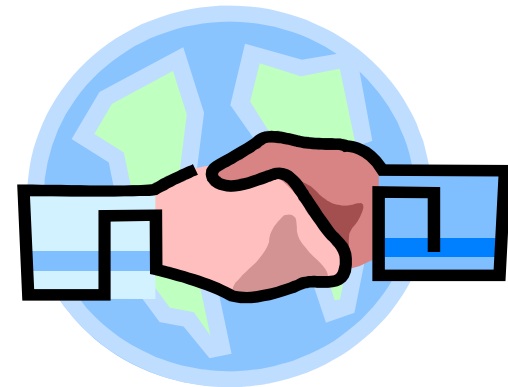
- IA (2 pts)
- KY (required at highest level)
- NC (points depend on level of credential)
- PA (required at two highest levels)
- TN (beginning in Oct 2009)

Cross-Sector Leadership Development

- **Align content among sectors so consistent core knowledge is delivered**
- **Connect role, qualifications, and credentials**
- **Create professional development pathways**
- **Create unified public engagement message**

Illinois Example

- **Embed credentials in state government**
- **Recognize credentials in statute and rules**
- **Incentivize credentials through Great START and Preschool for All**



Related Resources

★ McCormick Tribune Center for Early Childhood Leadership, National-Louis University

★ <http://cecl.nl.edu>

★ Aim4Excellence

★ <http://aim4excellence.nl.edu/overview>

State Example: Pennsylvania



- ★ *Debi Mathias*, Early Learning Services
Bureau Director, Pennsylvania Office of Child
Development and Early Learning
- ★ *Gail Nourse*, Director, Pennsylvania Key

Pennsylvania

- ★ Building a system with Professional Standards and clear Career Pathways
- ★ Where do states begin?
- ★ Examples include starting to build based on funding, siloed approach or participants decisions/interests



Principles to Guide the Work

Developed 2005

- ★ State and Regional Coordination
- ★ Fully coordinate the work of PDE/DPW in the Office of Child Development and Early Learning
- ★ Systems Coordination, Integration and Accountability
- ★ Leadership at All Levels
- ★ Commitment to Quality Content (Standards)
- ★ Quality Outcomes for Children and Families
- ★ All Practitioners participate in CQI Activities
- ★ Focus on Credentials and Professionalism
- ★ Individually & Culturally Appropriate Expectations
- ★ Compensation, Funding and Financing
- ★ Public, Stakeholder and Community Engagement

Timeline



- ★ 2000 – Core Body of Knowledge
- ★ 2003 – Quality Assurance for Instructors
- ★ 2003 – Keystone STARS (QRIS)
- ★ 2004 – Office of Child Development
- ★ 2004 – 2008 Early Learning Standards
- ★ 2006 – Early Learning Career Lattice

Pennsylvania Early Learning Keys to Quality Career Lattice

								POSITIONS						
								Child Care / School Age Care	Early Head Start / Head Start	Early Intervention	Public School Districts	Private Academic Schools	TA/ Consultants/ Mentors/ Trainers	Higher Ed. Faculty
VIII	Ph.D. or Ed.D including 30 ECE credits							Supervisor	Teachers	Director / Early Interventionist / Teacher	Administrator (including Principal's Certification) / Social Worker	Director / Teacher		
VII	Master's including 30 ECE credits							Group Supervisor	Coordinators / Teachers	Therapist / Case Manager / Supervisor / Early Interventionist / Teacher	Teacher	Administrator / Director / Teacher		
VI	Bachelor's including 30 ECE credits							Director, Lead Teacher / Supervisor	Director / Coordinators	Teacher	Teacher (including ECE or EI / Principal's Certification)	Administrator / Director / Teacher		
V	Associate's / AAS** with 60 /65 credits including 18 ECE credits							Director, Lead Teacher / Supervisor		Service Coordinator	Assistant Teacher / Paraprofessional	Assistant Teachers		
IV	30 credits including 12 ECE credits							Assistant Group Supervisor			Assistant Teacher / Paraprofessional			
III	Credential, Diploma, Certificate or 6 ECE Credits							Teacher or Assistant Group Supervisor	Teachers / Home Visitors					
II	45 Hours* or 3 ECE Credits							Assistant Teacher or Assistant Group Supervisor						
I	15 HOURS Orientation Training							Aides / Family Child Care Providers	Assistant Teachers / Aides			Aides		

* These 45 Hours may include 15 Hours of Orientation Training from Level 1

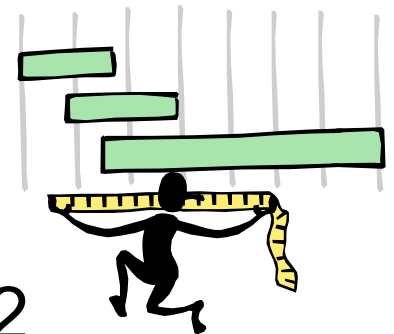
** AAS is the Associate's of Applied Science Degree.

NOTE 1: For SACC providers, credits on the Career Lattice may be in Education (excluding Secondary Education).

NOTE 2: Degrees required for Level V and above may be in ECE or related fields. Related fields include Human Development, Psychology, Sociology, Social Work, Education, Pediatric Nursing, Home Economics/Family & Consumer Science, Recreation, Child and Family Studies, and Business.


Timeline

- ★ 2006 – Minor Revisions – Core Body
- ★ 2006 – State Board of Education – regulations for Pre-K
- ★ 2007 – Chapter 49-2 Pre-K-4 Certification
- ★ 2007 – Office of Child Development and Early Learning
- ★ 2007 – Integration of Keystone STARS and Career Lattice
- ★ 2007 – PA Pre-K Counts
- ★ 2008 – Guidelines developed for implementation of Chapter 49-2





Filling in the Gaps

- ★ Chapter 49-2 – requires 9 credits of special education and three credits of ELL
- ★ Reviewing all the professional, program and learning standard documents for inclusivity and diversity
- ★ Benchmarking inclusive classrooms, number of subsidy children in STARS 
- ★ Developing a 3 year strategic professional development plan

Related Resources

★ Career Lattice

★ www.pakeys.org/docs/SQ-03%20Career%20Lattice%20Info%20Sheet%20_05.01.08_.pdf

★ Qualifications of trainers for community based classes

★ www.pakeys.org/profdev/pqas.aspx

★ Incentives to encourage higher qualifications Financial incentives

★ www.pakeys.org/profdev/FinancialSupport.aspx

★ Research overview

★ www.pakeys.org/docs/SQ-02%20ECE%20Credit%20Guidelines%20_05.01.08_.pdf

Questions and Comments



☆ From participants

Related Resources

- ★ Online state policy database
- ★ Summary and additional tools
- ★ National Summit: 3rd Annual State PD Professional Development Leadership Team Work Day
- ★ Collaborative consultation via resources and Web seminars
- ★ www.naeyc.org/policy/ecwsi

Workforce Policy Web Seminar #5

★ *Focus on Financing*

★ May 12, 2009

★ 2:00 – 3:00 pm EDT

Thank you!

★ Please contact Sarah LeMoine
for additional information

★ NAEYC

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