Early Childhood State Systems: Partnering with Higher Education to Build Flexible Career Pathways

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Welcome
Session Objectives

- Increase understanding of how successful partnerships are developed with institutes of higher learning and community leaders.
- Discuss innovative approaches to supporting new and non-traditional learners in the ECE system - at entry level and along a career pathway.
- Identify methods for leveraging other parts of state government to improve and expand ECE entry level professional education.
Creating Partnerships

- Shared and aligned workforce competencies
- Consider needs across the early childhood system (IHE and ECE)
- Create a climate that supports innovation
Systems Level Educational Supports

- Articulation
  - 2+2; seamless

- Apprenticeships
  - On the job training, coursework, mentoring

- Coaching
  - Embedded PD, competency- and practice-based

The EarlyEdU Alliance® is committed to fostering credits that count and degrees that matter to the early childhood workforce.

www.earlyedualliance.org
Who we are

Committed to providing access to learning materials and tools to develop an effective early childhood workforce
EarlyEdU Approach

- Competency and practice based assignments
- Field experience
- Video analysis and feedback
- Communities of Reflection and Practice
- Asynchronous online as needed

(Intentional Teaching Framework developed by Hamre et al., 2012; Joseph & Brennan, 2013)
EarlyEdU Alliance Membership
( as of 7/11/2019)

Individuals: 383
Institutions of Higher Ed (IHEs): 111
Stakeholders: 37

TOTAL Licenses: 531
Total Faculty across all license types 635
## State Partnerships with PD and Higher Ed

<table>
<thead>
<tr>
<th>State</th>
<th>Partners</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nebraska</td>
<td>NE Dept of Education (NDE) University of Nebraska – Kearney TEACH, NE AEYC Buffett Early Childhood Institute (BECI)</td>
<td>Engaging Interactions and Environments, Language and Literacy, Parent Family Community Engagement</td>
</tr>
<tr>
<td>Alaska</td>
<td>Thread Alaska (CCR&amp;R), Department of Education and Early Development (DEED), University of Alaska - Fairbanks</td>
<td>Positive Behavioral Support</td>
</tr>
<tr>
<td>State</td>
<td>Recruiting Organization(s)</td>
<td>Funding sources</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Utah</td>
<td>UT Head Start Association, State Board of Education, UT Office of Child Care</td>
<td>UT Head Start Association, UT State Board of Education, UT Office of Child Care (instructor)</td>
</tr>
<tr>
<td>Nebraska</td>
<td>NDE, TEACH and BECI; NDE will recruit/hire the adjunct with UNK verification/approval</td>
<td>T.E.A.C.H. funding model approved (*cover cost of transcription 80/10/10)</td>
</tr>
<tr>
<td>Alaska</td>
<td>ThreadAlaska (CCR&amp;R), Department of Education and Early Development (DEED)</td>
<td>CCDBG- state CCPO- R&amp;R FTE (instructors), DEED (coaches piloting Coaching Companion)</td>
</tr>
</tbody>
</table>
How EarlyEdU helps

- High quality (and free) courses aligned with national standards can provide a common backbone or scaffold for system alignment and articulation efforts from CDA – Graduate (PA, MA, AZ)
- Availability of courses to Stakeholder agencies allow for flexible delivery models (UT, MS, NE, AK)
- Alliance makes connections and provides a venue for stakeholders and IHEs to come to the table and share innovation
- Faculty development, support, and resources
What it takes to overcome challenges

- Champions
- Partners
- Time
- Persistence
- Flexible and system thinking
- Support (system, faculty, and student)
- Available resources
Virtual Lab School

An Evidence-Based Workforce Development System for Improving Teachers' Practices, Ensuring Program Quality, & Creating Career Pathways
Far Reaching, High Quality Impact

Developed by a team of experts at The Ohio State University for the Department of Defense military childcare system.

The Virtual Lab School currently provides research-based professional development for more than 30,000 early care and education professionals who serve over 200,000 military-connected children and families across 300 locations worldwide.

Our content is also free and available to all, strengthening quality of care for 12+ million U.S. children enrolled in centers and home-based settings.

<table>
<thead>
<tr>
<th>University</th>
<th>Department</th>
<th>Early Care</th>
<th>Military-Connected</th>
<th>Locations</th>
<th>Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio State</td>
<td>Defense</td>
<td>30,000</td>
<td>200,000</td>
<td>300</td>
<td>12+ million</td>
</tr>
</tbody>
</table>

U.S. children enrolled in centers and home-based settings
Estimated Coaching Impact:

Adapted from Practice Based Coaching Leadership Academy: Head Start National Center on Quality Teaching and Learning.

*Note: Adapted from “Student Achievement Through Staff Development,” by B. Joyce and B. Showers, 2002, p.78. Copyright 2002 by the American Society for Curriculum and Development.

<table>
<thead>
<tr>
<th>When Teachers Are Given</th>
<th>Then Teachers Could</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Show Increased Knowledge</td>
</tr>
<tr>
<td>Information on theory</td>
<td>10%</td>
</tr>
<tr>
<td>+ plus</td>
<td></td>
</tr>
<tr>
<td>Demonstration in training</td>
<td>30%</td>
</tr>
<tr>
<td>+ plus</td>
<td></td>
</tr>
<tr>
<td>Practice &amp; feedback in training</td>
<td>60%</td>
</tr>
<tr>
<td>+ plus</td>
<td></td>
</tr>
<tr>
<td>Coaching in the classroom</td>
<td>95%</td>
</tr>
</tbody>
</table>
• SELF-T (Social Emotional Learning for Teachers)
• Creating Gender Safe Spaces
• Essentials in Child Care Food Service
• Supporting Language Diversity (DC and Coaching)

Coming:  
  Supporting Children with Challenging Behaviors
  Trauma Informed Care in Childcare Settings
  Sexual Development & Behavior in Children & Youth
# Direct Care
- **I&T**: Infants & Toddlers
- **PS**: Preschool
- **SA**: School Age

# Coaching & Administration
- **T&C**: Training & Curriculum Specialist
- **MG**: Management

# Family-based Child Care
- **FCC**: Family Child Care Providers
  - Infants – Age 12

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**Tracks**
LMS supports training progression and the coaching partnership

LESSON PROGRESS STATUS

The requirements listed below must be completed to earn credit of this lesson and count toward certification.

⭐ Learn
Read the entire lesson.

⭐ Explore
Complete the 2 required exercises for this lesson and place for your trainer, coach, or supervisor to review.

⭐ Apply
Discuss any feedback your trainer has provided and ask them to mark the activities as approved.

⭐ Demonstrate
Correctly answer all demonstrate quiz questions.

MY PROGRESS

Family Engagement: 83%
Infants & Toddlers: 51%

Assessments

Creative Expression: 5.00
Self & Cultural Understanding: 5.00
Social & Emotional Development: 6.00
Positive Guidance: 6.00
Family Engagement: 6.00

Lessons

Creative Expression: ENROLLED
Self & Cultural Understanding: ENROLLED
Social & Emotional Development: IN PROGRESS (5 items pending)
Positive Guidance: COMPLETE
Family Engagement: PENDING

Details

LESSON: Creative Expression

- Topic: Lesson Plan
- Description: Lesson content
- Time: 30 minutes
- Status: PENDING
- Approve?
- Details

LESSON: Self & Cultural Understanding

- Topic: Lesson Plan
- Description: Lesson content
- Time: 60 minutes
- Status: PENDING
- Approve?
- Details

LESSON: Social & Emotional Development

- Topic: Lesson Plan
- Description: Lesson content
- Time: 60 minutes
- Status: PENDING
- Approve?
- Details

LESSON: Positive Guidance

- Topic: Lesson Plan
- Description: Lesson content
- Time: 90 minutes
- Status: COMPLETE
- Certificate
- Details

LESSON: Family Engagement

- Topic: Lesson Plan
- Description: Lesson content
- Time: 60 minutes
- Status: PENDING
VLS Career Pathway

• Completion of VLS track with coach (military or OSU)

• Ohio State University – Online AA Degree (Early Childhood Development and Education)
  • Completion of VLS track (15 foundational courses) counts for 13 credit hours of the 60 hours required for the degree
  • In-state tuition rate for remaining 47 hours

• Online BS degree in Human Development and Family Science under construction
Knowledge, Skills, & Credentials for Childcare Professionals

VLS momentum

Momentum for your career-path – supporting direct care teachers

Qualify & Join VLS Momentum

12 online training hours a month with VLS coaching support

120 clock hours and assistance with CDA portfolio

Apply for CDA!

Questions? Contact info@frcbus.org
Issues we see...

• Click through, check off approach to PD
• Some state efforts to improve PD offerings at odds with research findings on high quality PD
• Reconciling AA focus with BS structure
• Need for support at IHE for non-traditional and in many cases, underprepared, ECE students.
• Financial constraints for ECE workers and universities.
Higher Education Panelist Questions

1. What challenges do IHE’s come to the table with? How can states consider and anticipate these before embarking on a partnership?

2. What concerns do community college deans and trustees need to overcome in order to support high quality entry level ECE programs?

3. How can the community/state support the need for competency-based programs?

4. How have you leveraged state systems and resources to sustain your efforts?
Creating Partnerships with Institutes of Higher Education in Vermont

Melissa Riegel-Garrett, Policy Director
Vermont Context

• IHEs

• Early Childhood Professional Preparation and Development Committee

• Policies
Key Leverage Points

• Shared and aligned workforce competencies

• Needs and Solutions: Innovation

• $$$$$$$
Illinois
Gateways Credentials

- ECE Credential
- Illinois Director Credential
- Infant Toddler Credential
- Family Child Care Credential
- Family Specialist Credential
- Technical Assistance Credential
- School-Age and Youth Development Credential

Currently in pilot phase of development
- ESL/Bilingual Credential
Gateways to Opportunity® Early Childhood Educator
Career Lattice

ECE: Foundational Early Childhood Educator requirements for all Credentials
FCC: Family Child Care Credential
ITC: Infant Toddler Credential
IDC: Illinois Director Credential
TA: Technical Assistance Credential

The ECE Credential is the foundation for these Gateways Credentials.

More details on each Credential can be found at www.ilgateways.com
Illinois’ Successful Strategies

- Partnership with Higher Ed
- Faculty Participation
- Articulation Agreements
- Annual Higher Education Forum
- Professional Development offered to School Principals through Administrator Academies
Challenges Encountered

- Gaining consensus between/among higher education institutions, especially when institutions have a great deal of autonomy in Illinois.
State Strategies Panel Questions

1. What were the key activities that drove the partnership?
2. How did you get stakeholders to the table?
3. How have you leveraged state systems and resources to sustain your efforts?
4. How does your approach support your current workforce where they are - from entry level through credential or degree completion?
Questions and Answers
Staff Development

https://earlyeducatorcentral.acf.hhs.gov/
Infant Toddler Modules on MyPeers

Thank You