



# State & Territory CCDF Administrators Meeting

July 30–August 1, 2019 • Hyatt Regency Crystal City • Arlington, Virginia

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

Jennifer Johnson, CCSCC

Allyson Dean & Brandi King, NCECDTL

Dr. Katie Emerson-Hoss, University of Washington

Dr. Sarah Lang & Dr. Cynthia Buettner, The Ohio State University

Melissa Riegel-Garrett, Vermont

Nakisha Hobbs, Illinois

# 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

Source: Palmer, J. (2018).



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

[www.earlyedualliance.org](http://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

State	Partners	Courses
Utah	Utah Head Start Association, Utah State Board of Education, Utah Office of Child Care, Utah Education Network, Southern Utah University, Weber State University	Applied Child Development, Language and Literacy, Positive Behavioral Support
Nebraska	NE Dept of Education (NDE) University of Nebraska – Kearney TEACH, NE AEYC Buffett Early Childhood Institute (BECI)	Engaging Interactions and Environments, Language and Literacy, Parent Family Community Engagement
Alaska	Thread Alaska (CCR&R), Department of Education and Early Development (DEED), University of Alaska - Fairbanks	Positive Behavioral Support

## PD and Higher Ed Partnerships: Funding and Costs

State	Recruiting Organization(s)	Funding sources	Cost for Students
Utah	UT Head Start Association, State Board of Education, UT Office of Child Care	UT Head Start Association, UT State Board of Education, UT Office of Child Care (instructor)	Free for training hours, <\$70 for 3 credits
Nebraska	NDE, TEACH and BECI; NDE will recruit/hire the adjunct with UNK verification/approval	T.E.A.C.H. funding model approved (*cover cost of transcription 80/10/10)	Application fee \$45 + training hours; \$100* transcription fee for 3 credits
Alaska	ThreadAlaska (CCR&R), Department of Education and Early Development (DEED)	CCDBG- state CCPO- R&R FTE (instructors), DEED (coaches piloting Coaching Companion)	Free for training hours, \$70 for 3 credits transcription fee

# 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 Ohio State University**



**U.S. Department of Defense**

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



# 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.

When Teachers Are Given	Then Teachers Could		
	Show Increased Knowledge	Demonstrate Skills	Apply Practices in the Classroom
Information on theory + plus	10%	5%	0%
Demonstration in training + plus	30%	20%	0%
Practice & feedback in training + plus	60%	60%	5%
Coaching in the classroom	95%	95%	95%





**Focused Topic  
Courses**

- 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



# LMS supports training progression and the coaching partnership

Virtual Lab School

Support Milly Golding

My Dashboard  
My Progress  
My Staff Roster  
My Activity Log  
Edit My Account  
DoD Resource Kit  
Cease This Masquerade

**Gia Smith's Account Details**

**GIA SMITH**  
CYPA  
Direct Care Staff  
Army  
Last Login: 18 May 2019 @ 10:44

Belvoir-North Area CDC (Bldg B)  
Fort Belvoir

Belvoir-South Post CDC (Bldg. 1028)  
Fort Belvoir

**Gia Smith's Latest Activity**

May 08 2019 Edith Intsiful edited Gisella Tello's account details

Apr 09 2019 Edith Intsiful reviewed and approved Lesson 4 "Family Toddlers track for Gisella Tello.

Apr 09 2019 Edith Intsiful reviewed and approved Lesson 5 "Family Toddlers track for Gisella Tello.

Displaying Latest 3 Items.

**Gia Smith's Progress**

Latest Course

Family Engagement **83% Complete**

Latest Trail

I&T **51% Complete**

Courses

6 Complete  
1 In Progress  
2 Pending  
6 Enrolled  
15 Total

43 Complete  
0 In Progress  
5 Pending  
26 Enrolled  
76 Total

35 Complete  
0 In Progress  
7.5 Pending  
32.5 Enrolled  
95 Total

VIEW PROGRESS DETAILS

**Creative Expression** 5.00hrs **ENROLLED** Lessons +

**Self & Cultural Understanding** 5.00hrs **ENROLLED** Lessons +

**Social & Emotional Development** 6.00hrs **IN PROGRESS (5 items pending)** Lessons +

1 **Social-Emotional Development: An Introduction** 30 min **PENDING** APPROVE? ✓ ✕ Details +

2 **Social-Emotional Development: Infants And Toddlers** 60 min **PENDING** APPROVE? ✓ ✕ Details +

3 **Promoting Social-Emotional Development: High Quality Environments** 60 min **PENDING** APPROVE? ✓ ✕ Details +

4 **Social-Emotional Development: Experiences and Activities** 60 min **PENDING** APPROVE? ✓ ✕ Details +

5 **Promoting Social-Emotional Development: The Infant And Toddler Caregiver** 60 min **PENDING** APPROVE? ✓ ✕ Details +

\* **Assessments** 90 min Details +

✓ **Positive Guidance** 6.00hrs **COMPLETE** CERTIFICATE Lessons +

**Family Engagement** 6.00hrs **PENDING** Lessons +

# 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!

 Virtual Lab School

**Future  
Ready**  
COLUMBUS

Questions? Contact [info@frcbus.org](mailto: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

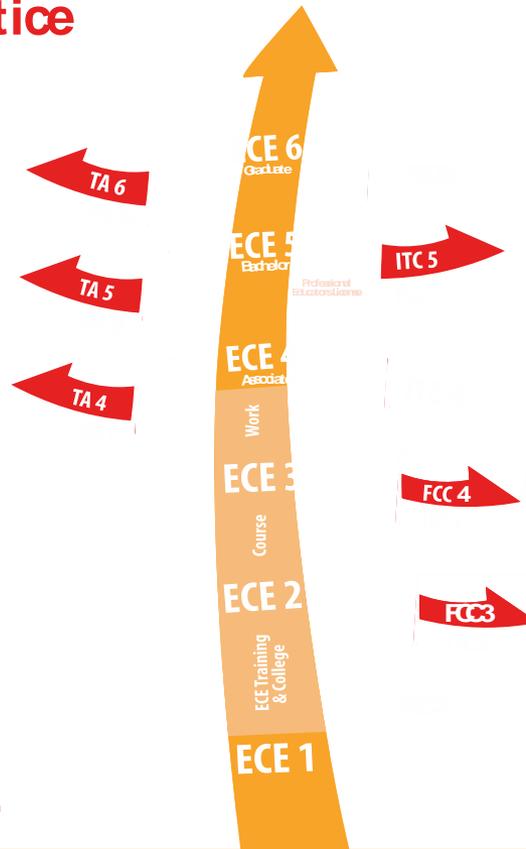
**ECE:** Foundational Early Childhood Educator requirements for all Credentials

**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.



Gateways to Opportunity is administered through Inccra and funded by the Illinois Department of Human Services Bureau of Child Care and Development and the McCormick Foundation. Gateways to Opportunity, the arch logo and Illinois Professional Development System are registered trademarks of Inccra. © 2017 Inccra. Approved by PDAC. Pending IDHS Approval.

More details on each Credential can be found at [www.ilgateways.com](http://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?

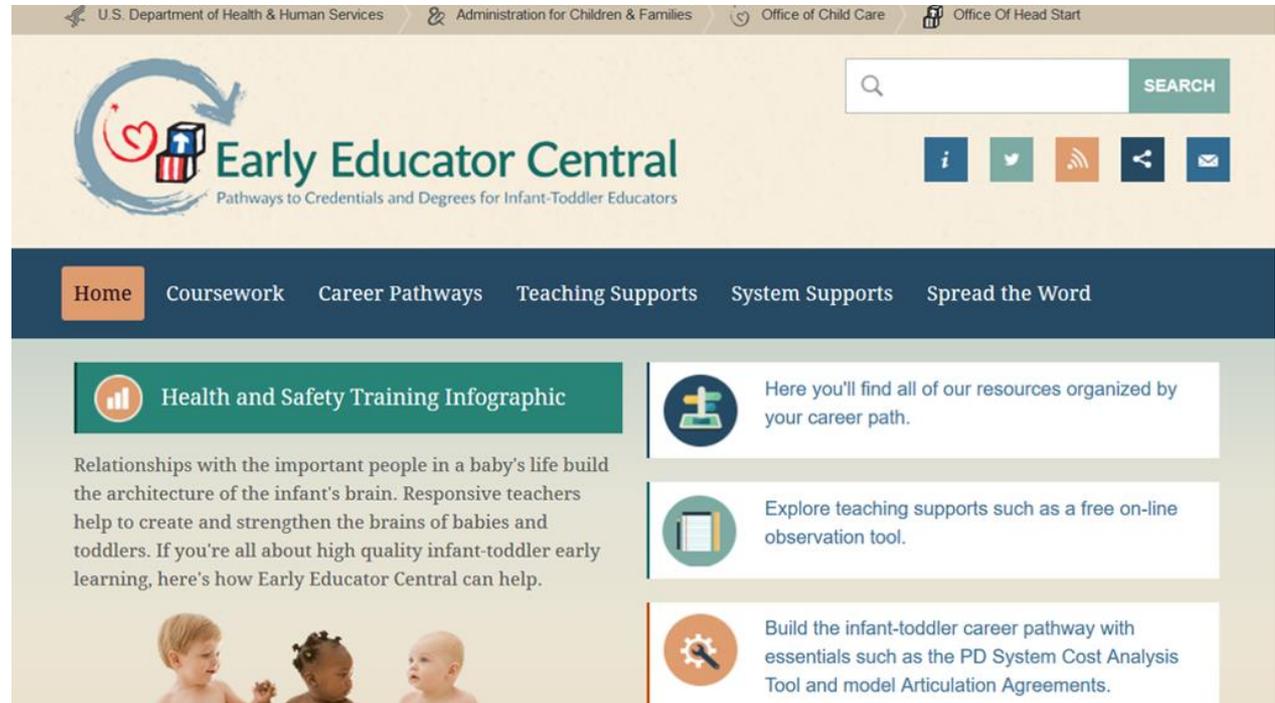
# Questions and Answers





# Resources

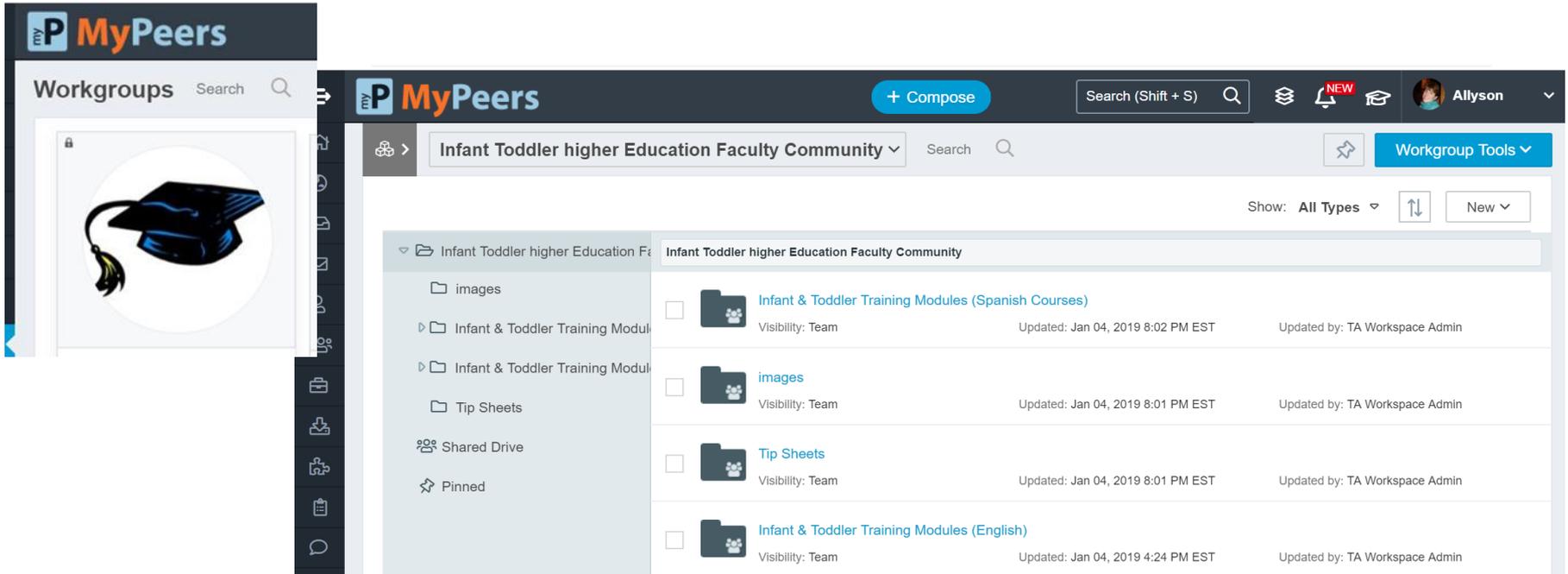
# Staff Development



The screenshot shows the homepage of the Early Educator Central website. At the top, there is a navigation bar with links to the U.S. Department of Health & Human Services, Administration for Children & Families, Office of Child Care, and Office of Head Start. The main header features the Early Educator Central logo, which includes a heart, a stack of books, and a graduation cap, with the tagline "Pathways to Credentials and Degrees for Infant-Toddler Educators". A search bar and social media icons for information, Twitter, RSS, Facebook, and Email are also present. Below the header is a dark blue navigation menu with links for Home, Coursework, Career Pathways, Teaching Supports, System Supports, and Spread the Word. The main content area is divided into three sections: 1. "Health and Safety Training Infographic" with a bar chart icon and text about the importance of relationships in a baby's life. 2. A section with a gear icon stating "Here you'll find all of our resources organized by your career path." 3. A section with a clipboard icon stating "Explore teaching supports such as a free on-line observation tool." At the bottom of the main content area, there is a photo of three young children.

<https://earlyeducatorcentral.acf.hhs.gov/>

# Infant Toddler Modules on MyPeers



The screenshot displays the MyPeers interface. On the left, a sidebar shows a 'Workgroups' section with a search bar and a list of workgroups, including one with a graduation cap icon. The main content area shows the 'Infant Toddler higher Education Faculty Community' workspace. At the top of this workspace, there is a '+ Compose' button, a search bar, and a 'Workgroup Tools' button. Below this, a list of folders is displayed, each with a folder icon, a name, a visibility setting, an update date, and the name of the workspace administrator. The folders listed are:

Folder Name	Visibility	Updated	Updated by
Infant & Toddler Training Modules (Spanish Courses)	Team	Jan 04, 2019 8:02 PM EST	TA Workspace Admin
images	Team	Jan 04, 2019 8:01 PM EST	TA Workspace Admin
Tip Sheets	Team	Jan 04, 2019 8:01 PM EST	TA Workspace Admin
Infant & Toddler Training Modules (English)	Team	Jan 04, 2019 4:24 PM EST	TA Workspace Admin

<https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community>



# State & Territory CCDF Administrators Meeting

July 30–August 1, 2019 • Hyatt Regency Crystal City • Arlington, Virginia

# Thank You

