



# State & Territory CCDF Administrators Meeting

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

## ECE Workforce: Addressing Challenges, Removing Barriers, and Inspiring Creative Ideas

Allyson Dean, National Center on Early Childhood Development,  
Teaching and Learning

Cheryl Feldman, Executive Director, District 1199C Training and  
Upgrading Fund

Char Goodreau, National Center on Early Childhood Quality Assurance

# Welcome



# Session Objectives

- ◆ Provide an overview of the current early childhood education (ECE) workforce
- ◆ Share competency-based strategies to increase current early childhood workforce qualifications
- ◆ Highlight a specific apprenticeship model as an example of a competency-based approach to supporting the existing early childhood workforce

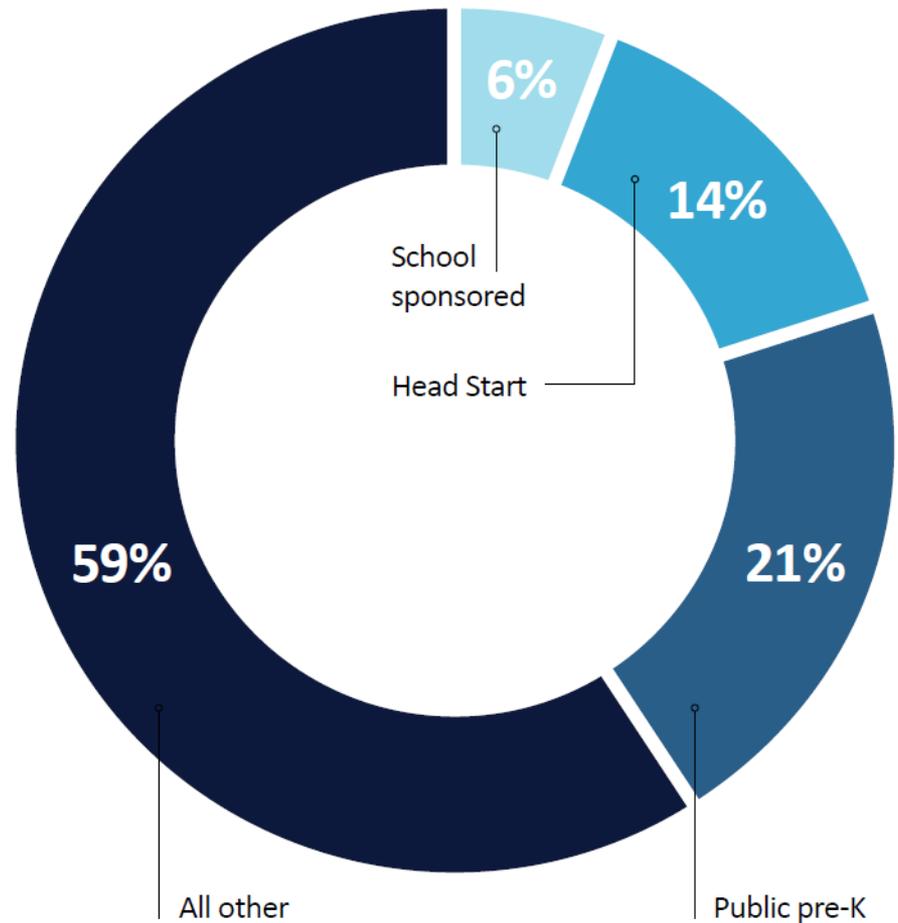
# Agenda

- ◆ Introductions
- ◆ Overview of the current early childhood workforce
- ◆ District 1199 C Training and Upgrading Fund:  
Philadelphia Early Childhood Education  
Apprenticeship Program
- ◆ Questions and answers



## Center-Based Workforce

### Center-based Workforce by Setting

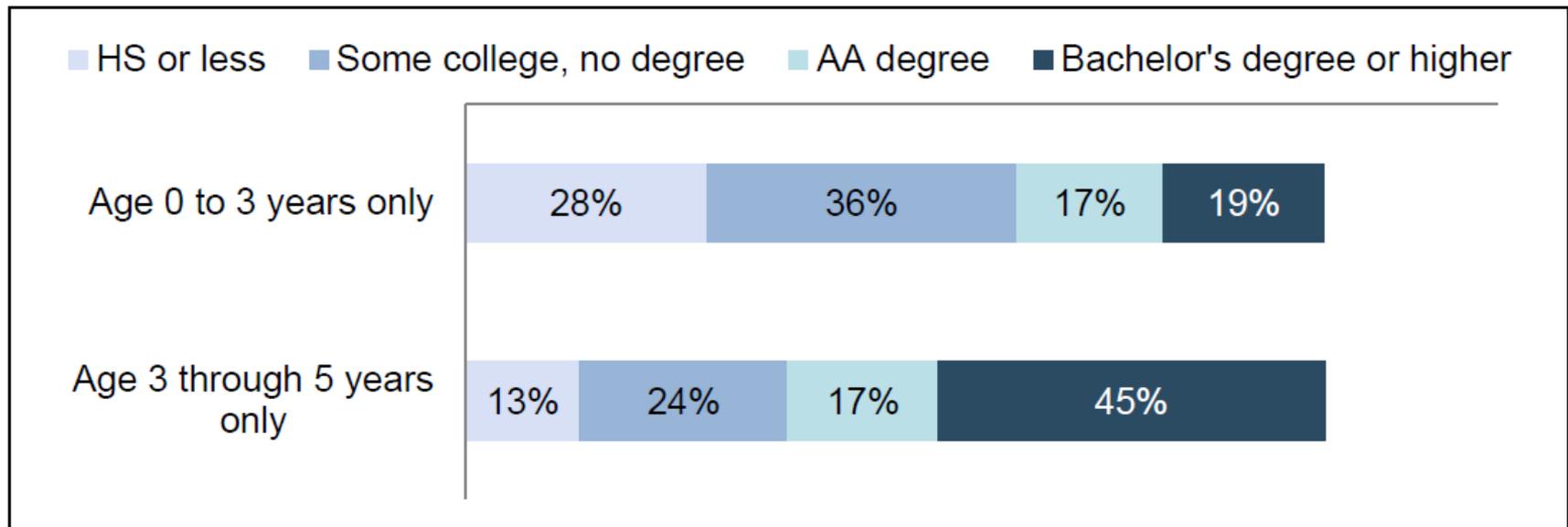


Source: NSECE Project Team, 2013

Source: National Survey of Early Care and Education

# Center-Based Workforce

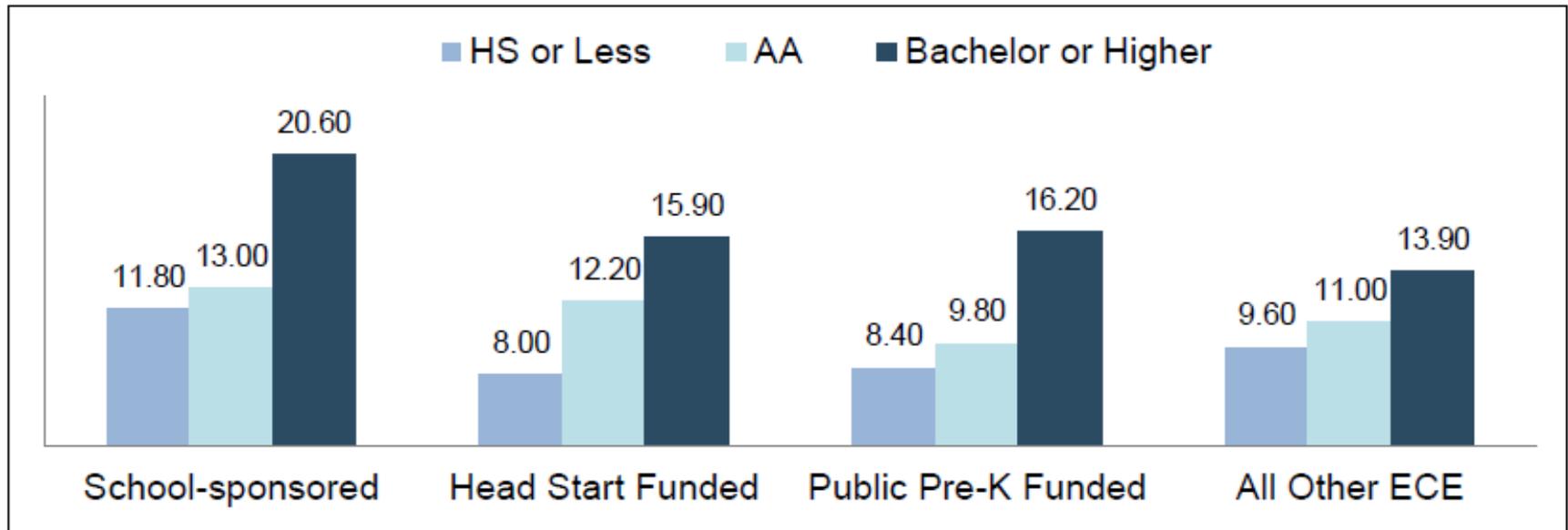
**Figure 5. Educational Attainment of Center-Based Teachers and Caregivers by Age of Children Served**



Source: NSECE Project Team, 2013

# Center-Based Workforce

Figure 8. Median Hourly Wages of Center-Based Teachers and Caregivers by Education and Type of Sponsorship and Funding of Center-Based Program of Employment

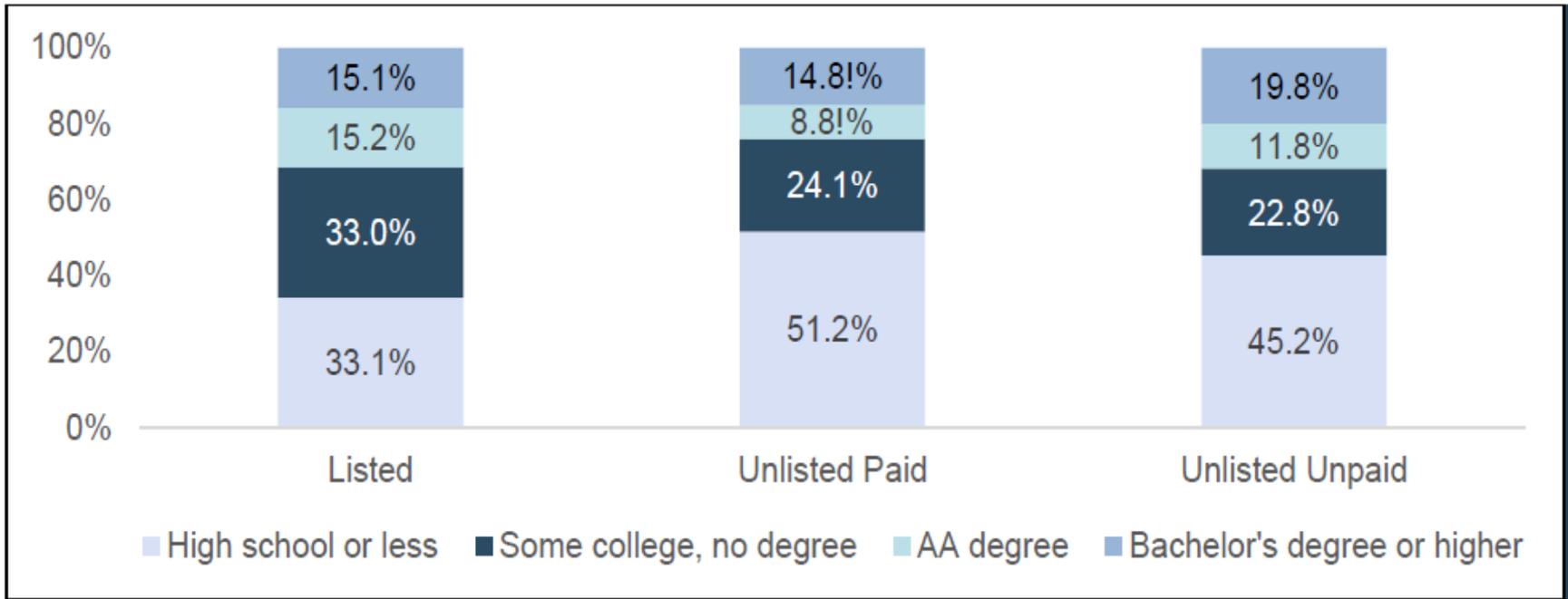


Note: 'Head-Start funded' category excludes school-sponsored programs; 'Public pre-k funded' category excludes school-sponsored and Head Start-funded programs.

Source: NSECE Project Team, 2013

# Home-Based Workforce

## Highest Education Level Home-Based



Source: NSECE Home-based Provider questionnaire, providers serving children birth through five not yet in kindergarten.

! Interpret data with caution due to small n.

Source: NSECE Project Team, 2016

# Home-Based Workforce

## Total 2011 Household Income

	Listed	Unlisted Paid	Unlisted Unpaid
Mean	\$50,818	\$38,510	\$52,065
Quartiles			
25 <sup>th</sup> percentile	\$24,726	\$12,124	\$17,033
50 <sup>th</sup> percentile	\$44,870	\$24,581	\$39,395
75 <sup>th</sup> percentile	\$69,800	\$49,937	\$70,820

Source: NSECE Home-based Provider questionnaire, providers serving children birth through five not yet in kindergarten.

Source: NSECE Project Team, 2016

# Participation in Public Support Programs

Household Participation Rates in Public Support and Health Care Programs by Selected Occupations & For All Workers  
(Annual Averages, 2014-2016)



Early Childhood Workforce Index 2018  
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Source: Early Childhood Workforce Index 2018 Center for the Study of Child Care Employment, University of California, Berkeley

## Key Characteristics of the Workforce Related to Retention

Overall median ECE experience was 13 years.

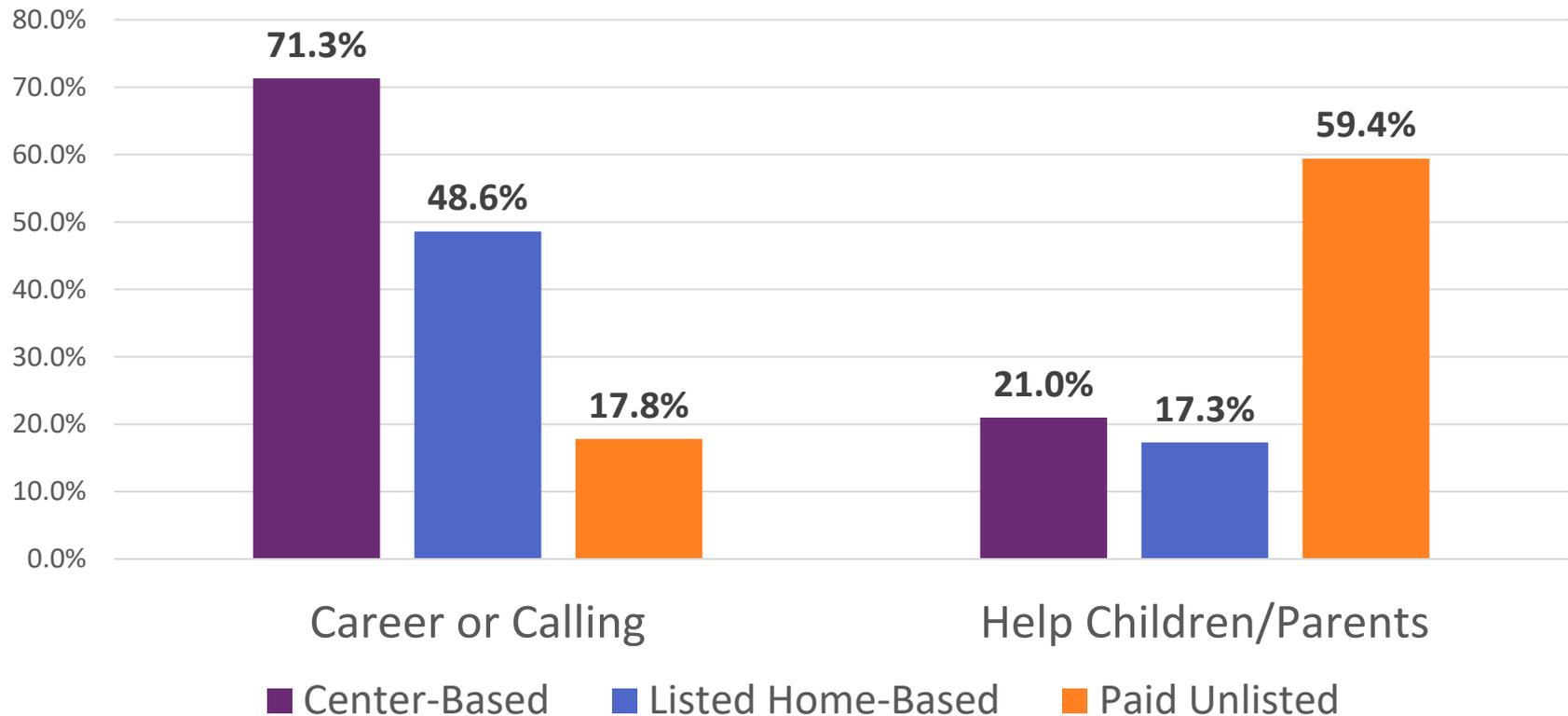
Most (86%) home-based teachers and caregivers operate full time.

Half of home-based teachers have 14 or more years of ECE experience.

16 percent of listed home-based providers have five or fewer years of experience.

Source: NSECE Project Team, 2013

## Primary Motivation for Caring for Children NSECE, 2015



Source: NSECE Project Team, 2016

# Workforce Policies in Support of Early Childhood Educators



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Qualifications and Educational Supports

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Work Environments

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Compensation and Financial Relief Strategies

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Workforce Data

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Financial Resources

Source: Center For The Study Of Child Care Employment Institute For Research On Labor And Employment University Of California, Berkeley

# Qualifications and Educational Supports

## National

- Head Start – 50% Nationwide BS/BA

## States

- District of Columbia
  - Lead Teacher: AA by 2023
- Connecticut
  - CDA and 12 Credits in ECE by 2020
  - State Funded – BA/BS by 2023

Source: Palmer, 2018

# Educational Supports: Scholarship

- ✓ Virginia Child Care Provider Scholarship Program and Project Pathfinders
  - Prioritize for those working with at-risk
  
- ✓ Maine and Pennsylvania Loan Forgiveness
  - Maine ECE Teacher Certification loan forgiveness NA if teaching placement in K-12; includes S/L pathologists

Source: Palmer, 2018

# Competency-Based Qualifications



## Educational Supports

- ◆ Articulation
  - 2+2; seamless
- ◆ Coaching
- ◆ Embedded PD, Practice-Based
- ◆ Apprenticeships
  - On the job training, coursework, mentoring

Source: Palmer, 2018

# Data and Policy Sources Used In This Presentation

National Survey of Early Care and Education Project Team. (2013). *Number and Characteristics of Early Care and Education (ECE) Teachers and Caregivers: Initial Findings from the National Survey of Early Care and Education (NSECE)*. OPRE Report #2013-38, Washington DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

National Survey of Early Care and Education Project Team. (2015). *Measuring Predictors of Quality in Early Care and Education Settings in the National Survey of Early Care and Education*. OPRE Report #2015-93, Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

National Survey of Early Care and Education Project Team. (2016). *Characteristics of Home-based Early Care and Education Providers: Initial Findings from the National Survey of Early Care and Education*. OPRE Report #2016-13, Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Palmer, J. (2018). *Building a Qualified and Supported Early Care and Education Workforce: A Primer for Legislators*. DC: National Conference of State Legislatures.

Whitebook, M., McLean, C., Austin, L.J.E., & Edwards, B. (2018). *Early Childhood Workforce Index – 2018*. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley. Retrieved from <http://cscce.berkeley.edu/topic/early-childhood-workforce-index/2018/>.

# ECE Apprenticeship:

**Pennsylvania's ECE Registered Apprenticeship Program:  
From CDA, to Associate's Degree, to Bachelor's Degree**

## **Cheryl Feldman**

Executive Director

District 1199C Training & Upgrading Fund  
Philadelphia, PA

DISTRICT 1199C  
**Training &  
Upgrading  
Fund**



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# What is Registered Apprenticeship in ECE?

- Goals & Objectives
- Accelerating the ECE Career Path
- ECE Apprenticeship Design & Key Components



# Overarching Goal:

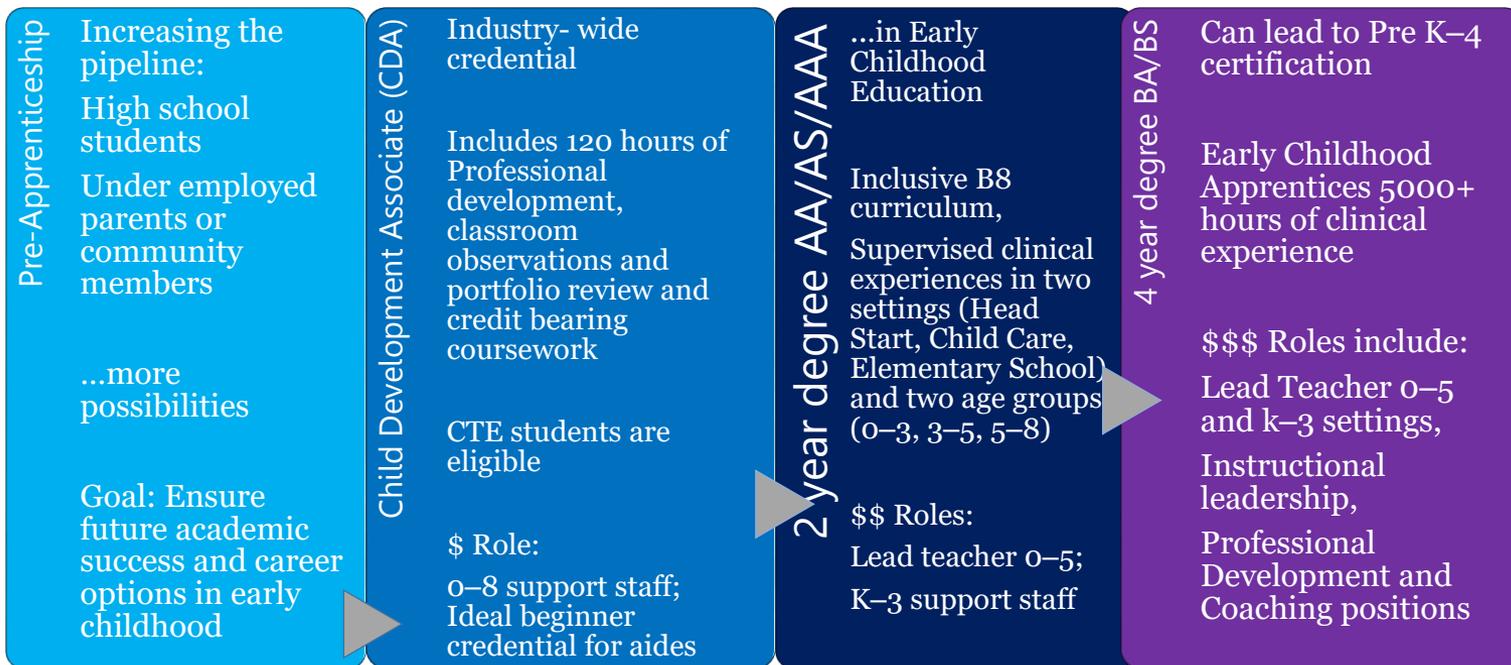
Help address ECE teacher shortages by creating an Apprenticeship **system** grounded in a local/state **partnership** model.

## System Objectives:

- Strengthen and build capacity of the ECE career pathway from CTE to teaching certification
- Create a sustainable, standardized workforce model that provides access to articulated educational steps leading to credentials and higher wages
- Ensure workforce equity and diversity by strengthening the articulation of educational steps with sustainable funding
- Achieve economies of scale by building a standardized system statewide



# Traditional ECE Career Path



# Accelerated ECE Career Path

## Career Coaching and Case Management

DISTRICT 1199C  
**Training & Upgrading Fund**



Employed:  
Assistant Teacher  
(Apprentice)

## Apprenticeship and Mentoring

Promoted:  
Lead Teacher,  
working on BA/BS

## College Readiness and Navigation Support

Promoted:  
Director, Supervisor,  
Master Teacher

**CDA Preparation & Pre-Apprenticeship**  
for high school and out-of-school youth



### Apprenticeship Program: Associate's Degree in ECE

62 credits to complete degree + DOL credential

#### Pre-requisites:

- One year experience with current ECE employer
- CDA credential
- Admission to ECE Associate's Degree program



**Bachelor's Degree**  
& teacher's certification  
**120 credits**  
to complete degree

(PROGRAM-TO-PROGRAM  
ARTICULATION WITH ASSOCIATE'S)

DISTRICT 1199C  
**Training & Upgrading Fund**



# ECE Apprenticeship Design

- Focus on incumbent ECE workforce
- Bridge college prep support to increase college admissions success
- Classroom instruction provided by higher education partners
- Structured on the job learning competencies
- Strong coaching component with onsite job coach supported by mentors
- Academic counseling and advising support for apprentices
- Compensation increases as skills and knowledge increase

# SEPA ECE Apprenticeship Components



## Accelerated Coursework

- Bridge/remedial courses provided to prepare for college admissions exams
- Students take 2–3 courses per semester to complete degree in 2–2 1/2 years

**7–9 college credits awarded for CDA credential!**



## On-the-Job Learning

- 4,000 hours (2 years) of job competencies aligned with classroom instruction

**9 college credits awarded for demonstrated on-the-job learning competency mastery!**



## On-Site Coaching

- Coach (with degree) identified by employer
- One Coach assigned to each Apprentice
- Pair meets weekly to assess competency attainment

# Graduated Wage Increases

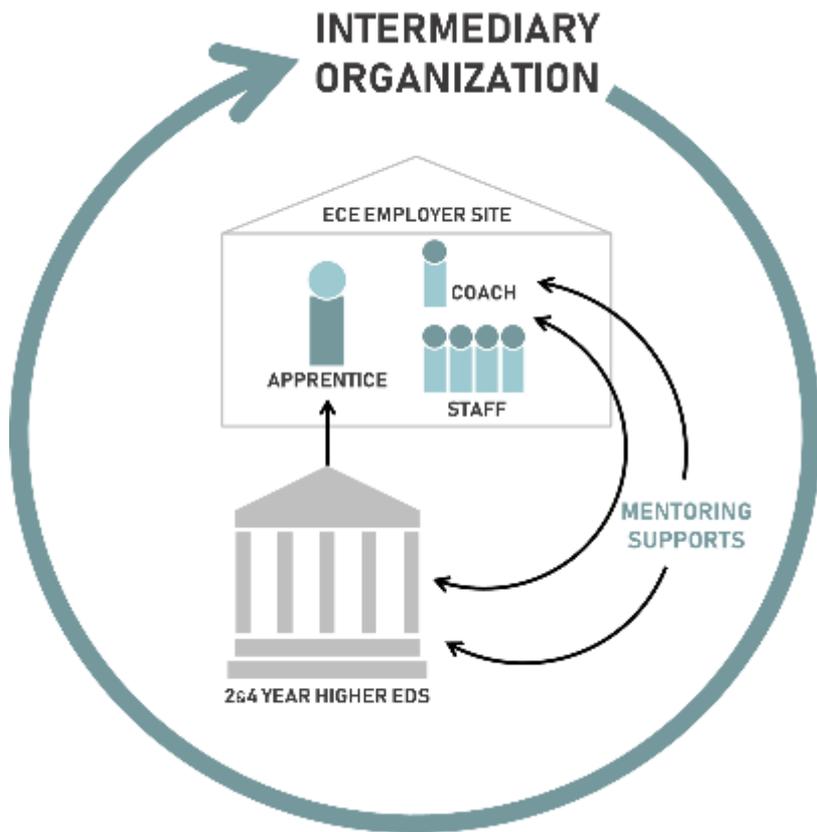
- Mandated for any kind of Apprenticeship Program in any occupation ...
- ... but *not* automatic: wage increases reward hard work and **demonstrated competency attainment**
- There's no "formula" — each employer needs to work out (and commit to!) a schedule of raises that works within the budget

<u>WAGE SCHEDULE WORKSHEET – Multi-Employer ECE Apprenticeship</u>			
DESCRIPTION	YOUR WAGE SCHEDULE	EXAMPLE (Your rates may differ)	DATES EFFECTIVE
Starting Wage (Probationary Period)	\$ _____ per hour	\$12.00 per hour	May '17–Aug '17 (3 months)
First ¼ of raise	\$ _____ per hour	\$12.50 per hour	Aug '17–Apr '18 (8 months)
Second ¼ of raise	\$ _____ per hour	\$13.00 per hour	Apr '18–Dec '18 (8 months)
Third ¼ of raise	\$ _____ per hour	\$13.50 per hour	Dec '18–May '19 (5 months)
Final ¼ of raise (Program completion)	\$ _____ per hour	\$14.00 per hour	May '19–onward

**PLEASE NOTE: USE THE LOWEST STARTING AND FINAL WAGES OF ANY APPRENTICES YOU ARE PLANNING TO ENROLL IN THIS PROJECT.**

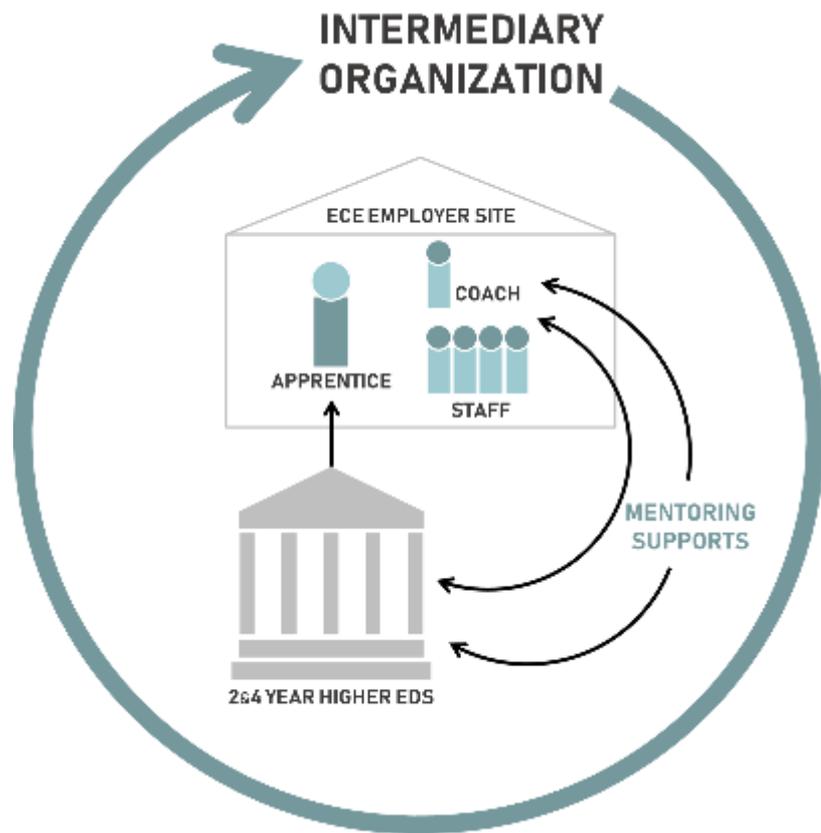
**YOU MAY OFFER RAISES IN EQUAL INCREMENTS, BUT FRONT- OR BACK-LOADING RAISES IS ALSO ACCEPTABLE. CHOOSE A SCHEDULE THAT WORKS FOR YOU.**

# Roles & Responsibilities



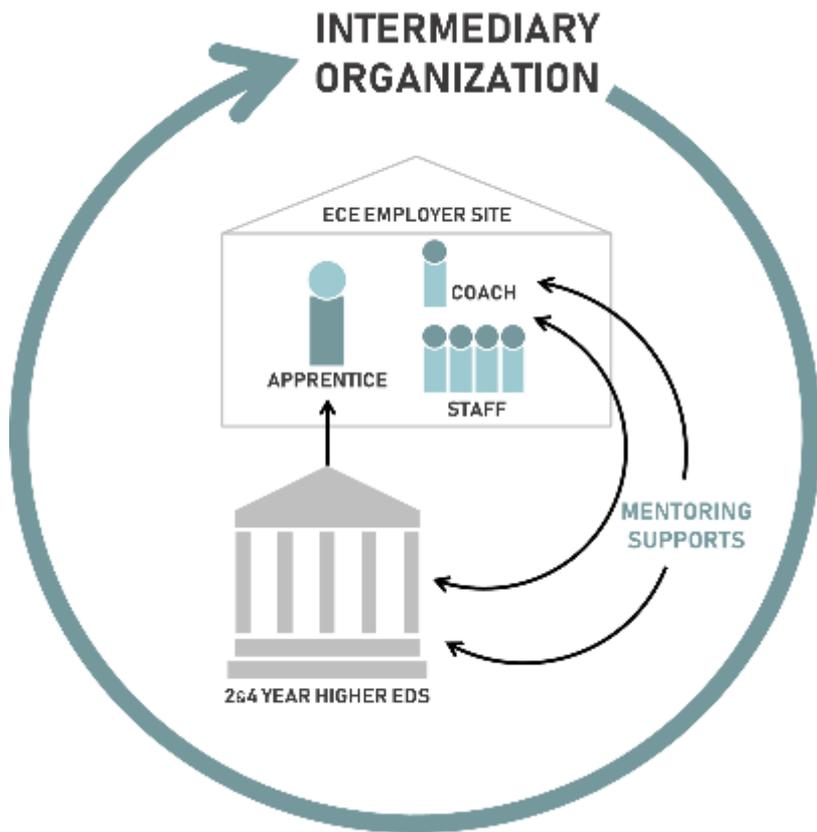
- **Employer**
- **Apprentice**
- **Staff**
- **Coach**
- **Mentors**
- **Higher Ed**
- **Intermediary**

# Roles & Responsibilities



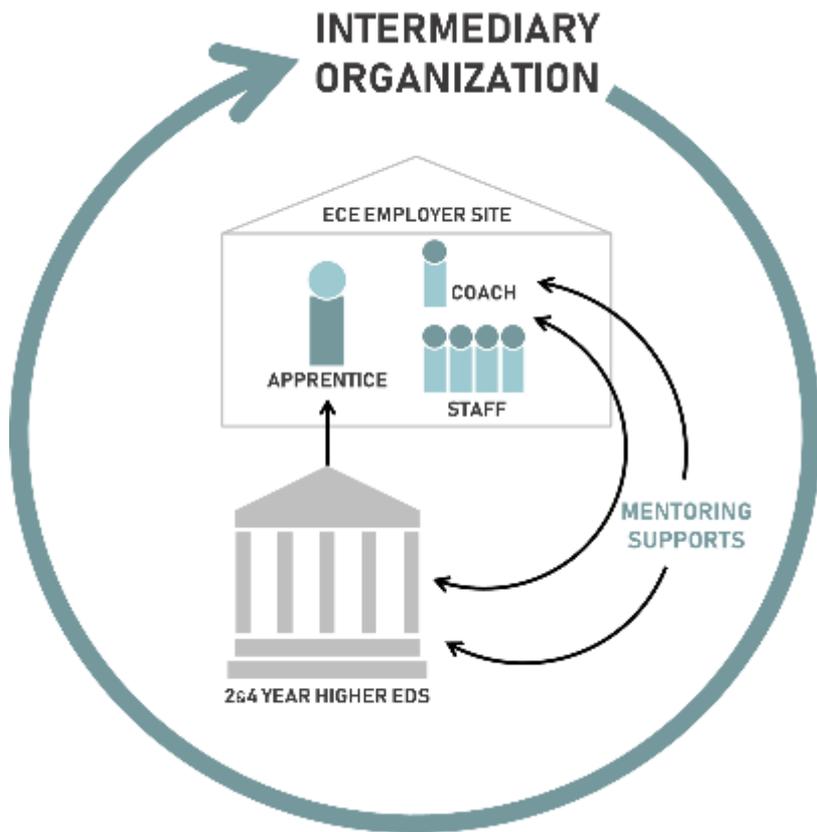
- **Employer:** Sponsor Apprentice(s); sign on to “Standards” and – *as applicable* – negotiate riders to CBA(s); Identify coach(es), and support their training; Support weekly coach/Apprentice meetings; Identify wage steps aligned with competency development; Participate in T.E.A.C.H.
- **Apprentice**
- **Staff**
- **Coach**
- **Mentors**
- **Higher Ed**
- **Intermediary**

# Roles & Responsibilities



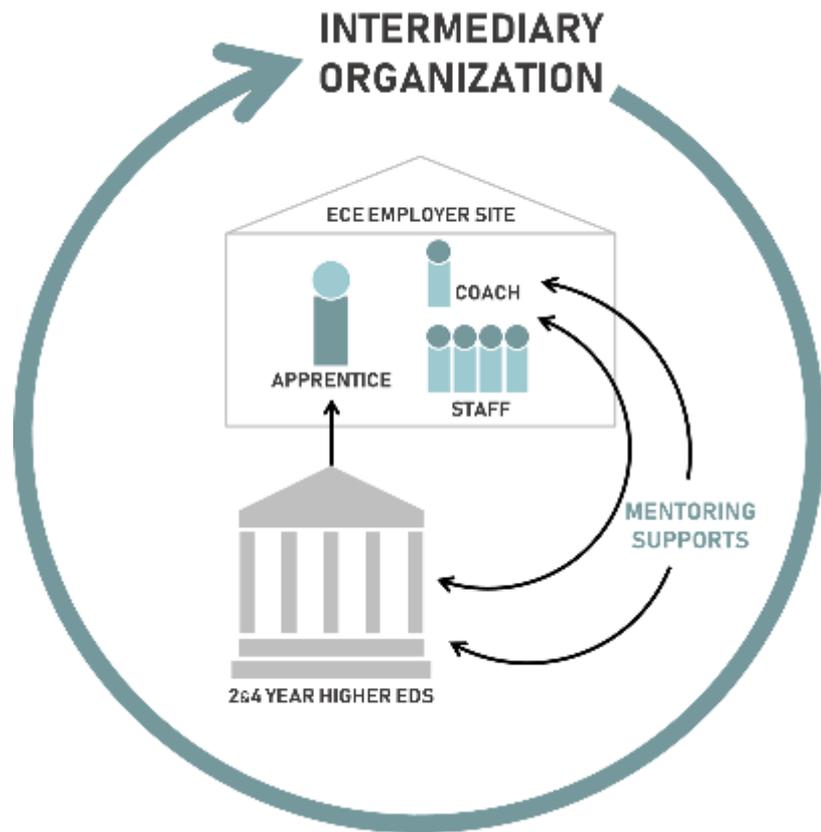
- **Employer**
- **Apprentice:** Complete classroom and on-the-job learning elements of Apprenticeship program, demonstrating mastery (or adequate progress) of 229 competencies
- **Staff**
- **Coach**
- **Mentors**
- **Higher Ed**
- **Intermediary**

# Roles & Responsibilities



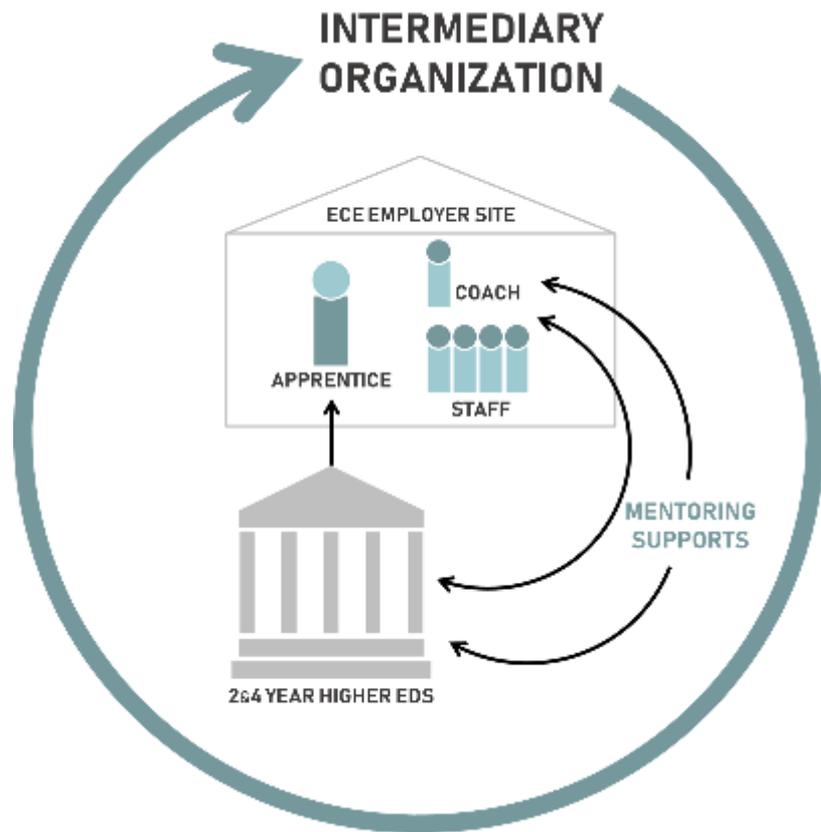
- Employer
- Apprentice
- **Staff:** Mentor/coach and support their worksite's Apprentice(s) *as a team* – at least 5:1 overall ratio, *including* one-on-one coach
- Coach
- Mentors
- Higher Ed
- Intermediary

# Roles & Responsibilities



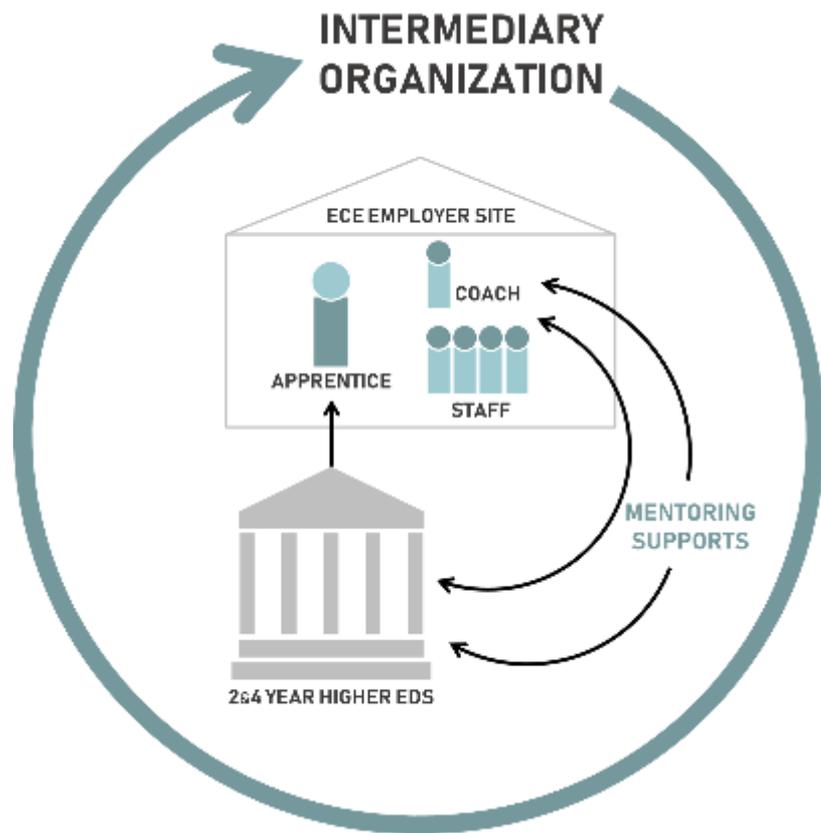
- Employer
- Apprentice
- Staff
- **Coach:** Provide one-on-one support to Apprentices at their worksites, as they work to demonstrate/document mastery of OJL competencies; Meet (at least once) weekly
- Mentors
- Higher Ed
- Intermediary

# Roles & Responsibilities



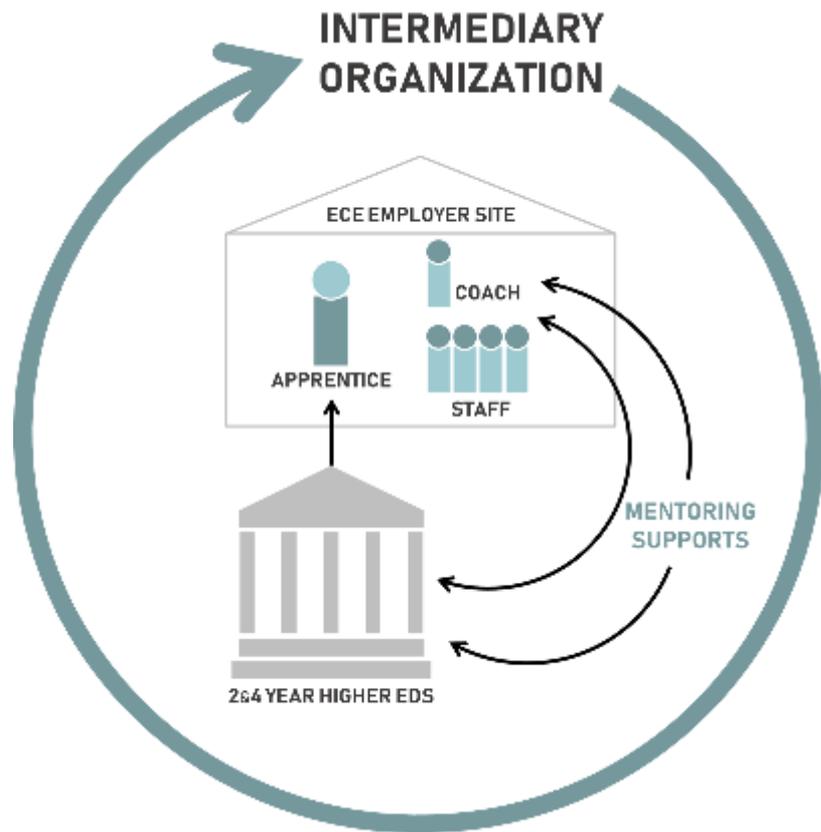
- Employer
- Apprentice
- Staff
- Coach
- **Mentors:** Align on-the-job learning and classroom competencies; Administer mentorship training—“Mentor the mentors”; Coordinate with Intermediary and post-secondary partners
- Higher Ed
- Intermediary

# Roles & Responsibilities



- Employer
- Apprentice
- Staff
- Coach
- Mentors
- **Higher Ed:** Prepare Apprentices for admission to ECE program of study; Administer Associate's Degree coursework; Coordinate between faculty and onsite mentors; Award credit for competencies—7 to 9 for CDA, 9 for OJL; Award Degree
- Intermediary

# Roles & Responsibilities



- Employer
- Apprentice
- Staff
- Coach
- Mentors
- Higher Ed
- **Intermediary:** Coordinate program across multiple employers and worksites; Prepare and submit required documentation—minimize paperwork for worker and employer; Provide counseling support to Apprentices and TA to employers

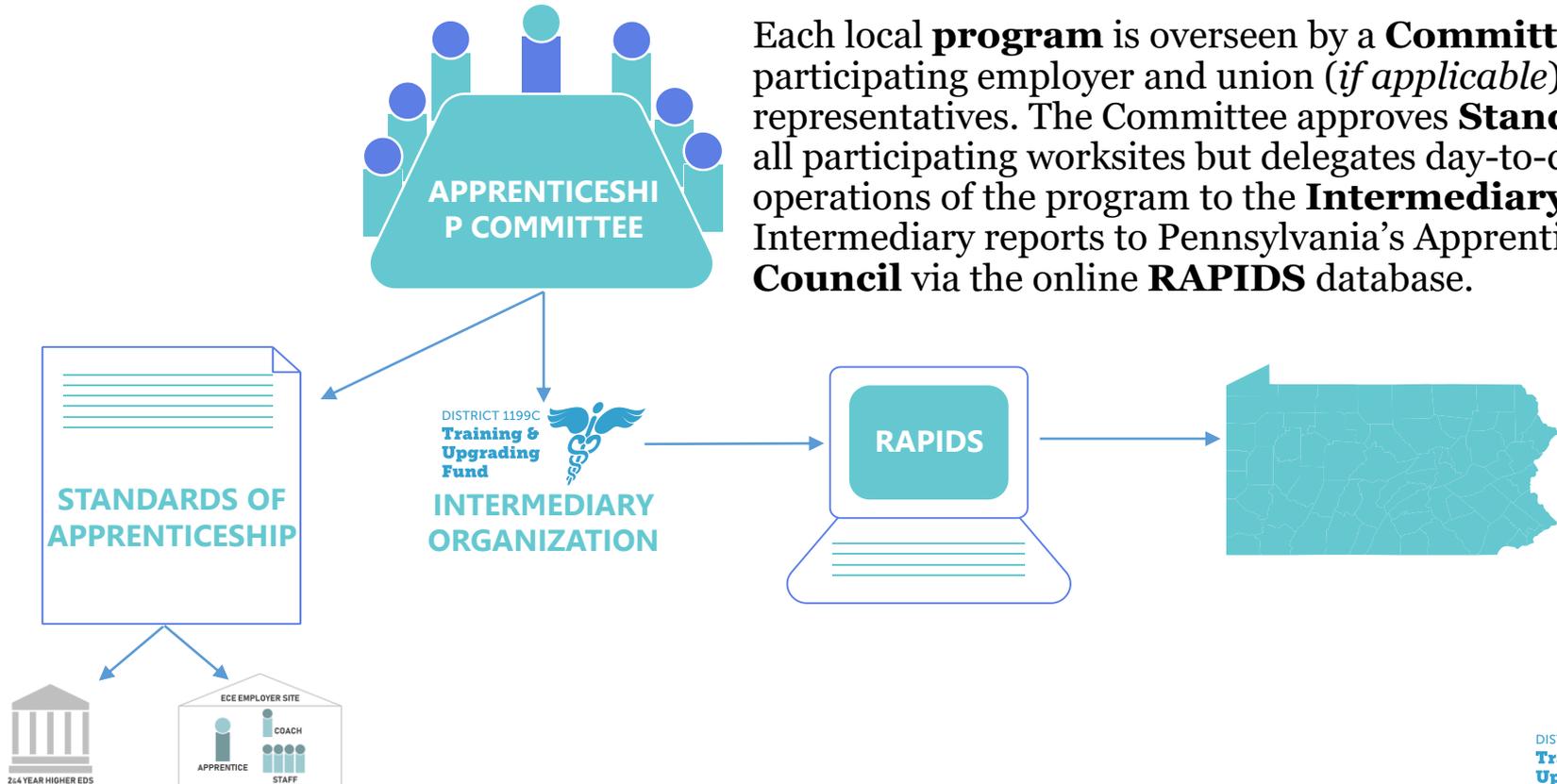
# Apprenticeship Nuts & Bolts

- Apprenticeship Committees
- Apprenticeship Standards
- Apprentice & Employer Agreements
- Competency Assessment
- Data Entry & Record-Keeping



# Organizing Our PROGRAM

Each local **program** is overseen by a **Committee** of participating employer and union (*if applicable*) representatives. The Committee approves **Standards** for all participating worksites but delegates day-to-day operations of the program to the **Intermediary**. The Intermediary reports to Pennsylvania's Apprenticeship **Council** via the online **RAPIDS** database.



# Apprenticeship "Musts"

## Standards of Apprenticeship establish ...

- Committee and program operating procedures
- Admission processes and criteria
- Requirements for participating Apprentices, Employers, educational institutions, and other partners
- Coaching/mentoring guidelines, including the required level of supervision
- Required competencies (classroom *and* on-the-job) via an attached **Work Process Schedule**
- Relationship to union contracts (*if applicable*)



# On-the-Job Learning: *Competencies*

On-the-Job Learning (OJL) Competencies - Early Childhood Teacher/Pre-K Teacher							
ED 106: Foundations of Education (300 hours) - Identify Key Theories of Child Development							
	Date	Coach Initials	Date	APR Initials	VM	P	
10	Discuss the historical and contemporary philosophies and theories that impact on early childhood curriculum and practices	9/8/17	SY	9/8/17	JR	Observed	Beginning
11	Describe the purpose and essential content of the NAEYC Code of Ethical Conduct for early childhood educators	9/8/17	SY	9/8/17	JR	Demonstrated	Developing Competency
12	Demonstrate an understanding of how child development impacts the whole child.	9/8/17	SY	9/8/17	JR	Written	Mastered
13	Nurture positive relationships between children with their peers and others in the community.						
14	Share enthusiasm and describe child's abilities and preferences during play.						
15	Make connections between a child's development and how that impacts who they are.						
16	Describe how child development depends on supportive and responsive relationships						
17	Consistently respond to children respectfully and in a timely manner.						
18	Model prosocial behaviors with peers, children, families and classroom visitors.						
19	Address child by name, talk to each child daily and encourage each child to call one another by their name.						
20	Use a tone of voice that is not threatening or intimidating to children.						
21	Has realistic expectations for age group						
22	Develop a list of 3-5 developmentally appropriate classroom norms.						
23	Observe a child that may have been impacted by one of the following issues: inclusion, diversity, brain development, children and families at risk, poverty						
24	List ways that a child's growth, development and learning may have been impacted by: inclusion, diversity, brain development, children and families at risk, poverty						
25	List the different PA learning domains						
26	Plan classroom activities using two different concepts from Child Development theorists.						

# Statewide Ambassador Network

- Regional Hubs
- Local/Regional Partner Roles
- Replication Support & Technical Assistance
- The Apprenticeship Model & the Mentoring Model



# Organizing Our NETWORK

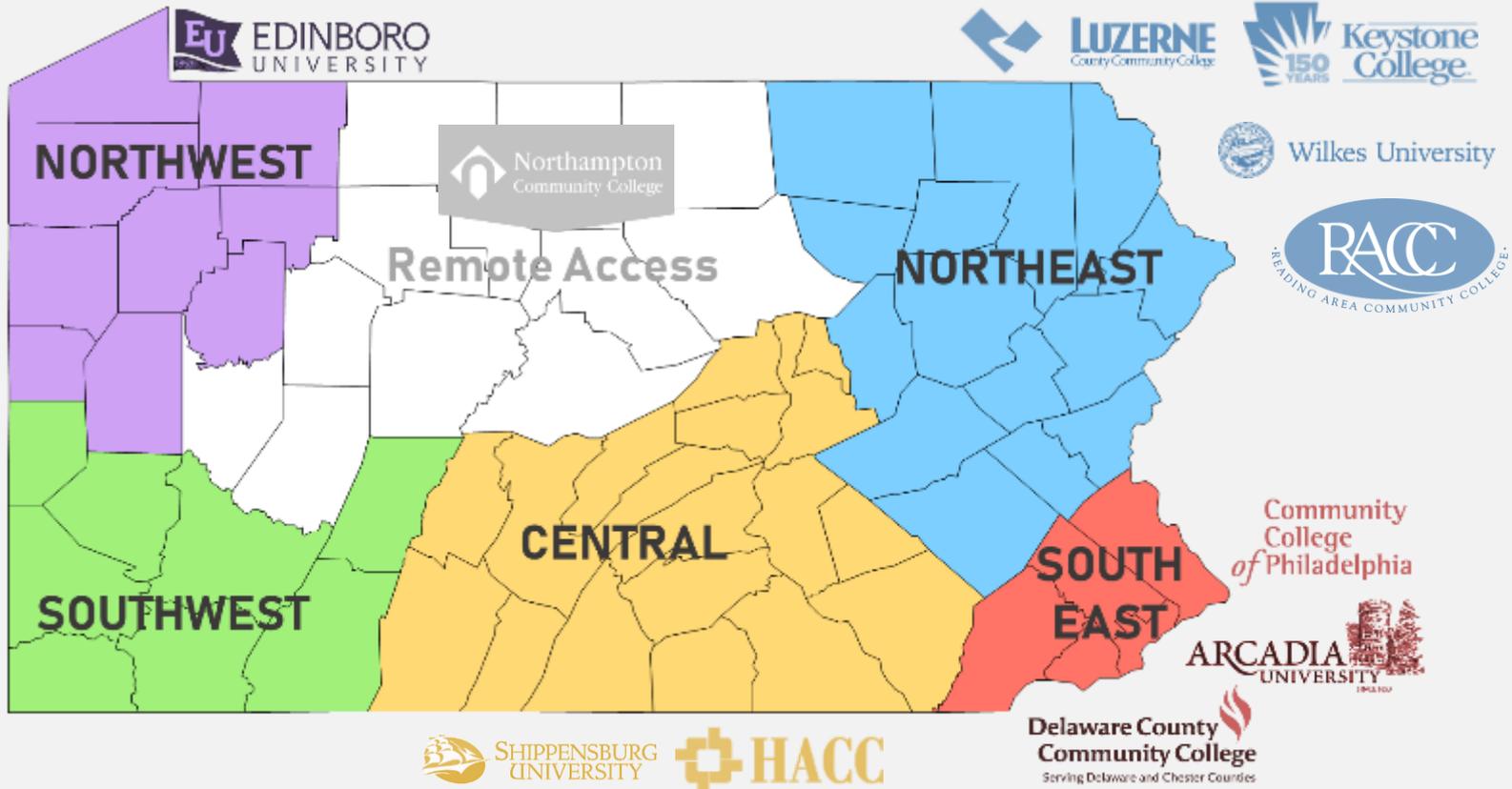
**One** statewide program, **one** statewide sponsor—1199c Training & Upgrading Fund

## **Seven** Regional Hubs

- Receive technical assistance and ongoing supports
- Access tools and resources designed to streamline administrative processes
- Benefit from dissemination of information and best practices

***Our Goal:*** Centralize to simplify!

# 7 REGIONS: Higher Ed Partners



# Timetable: Planning (Suggested)

Step 1: Determine the need for ECE teachers with advanced degrees

Step 2: Identify funding to support programming

Step 3: Identify Apprenticeship intermediary and partners

Step 4: Define the IHE/OJL Apprenticeship model

Step 5: Define the Coaching Apprenticeship model

Step 6: Develop a detailed implementation plan

Step 7: Recruit employer partners

Step 8: Identify, assess, and register Apprentice candidates

Step 9: Implement the Apprenticeship program

Step 10: Evaluate the Apprenticeship program



# Replication Resource

## Replication Toolkit

[https://1199ctraining.org/docs/reptoolkit\\_finaldraft071018.pdf](https://1199ctraining.org/docs/reptoolkit_finaldraft071018.pdf)



### Program Tool Kit:

CDA to ASSOCIATE'S DEGREE  
EARLY CHILDHOOD EDUCATION  
REGISTERED APPRENTICESHIPS



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# Any Questions?

## **Presenter contact:**

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# State & Territory CCDF Administrators Meeting

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

# Thank You

