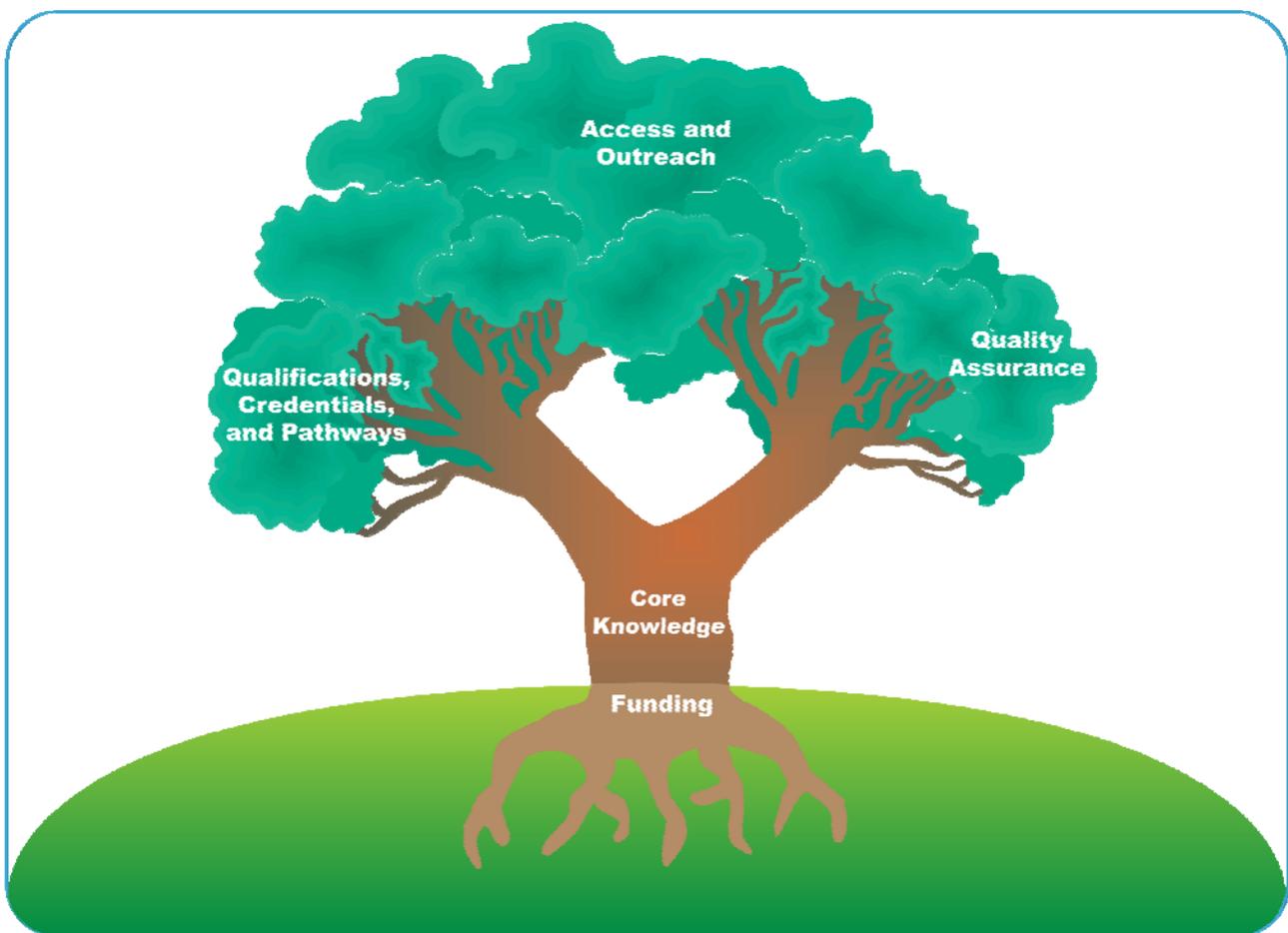


Early Childhood Professional Development Systems Toolkit

With a Focus On
SCHOOL-AGE PROFESSIONAL DEVELOPMENT





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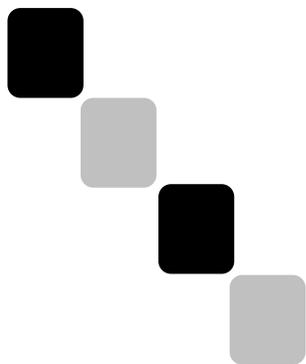
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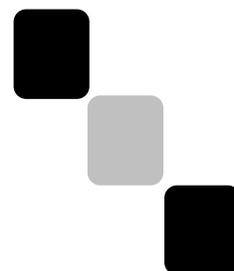
Early Childhood Professional Development Systems Toolkit

*With a Focus on School-age Professional
Development*



July 2009

Prepared by the
National Child Care Information and Technical Assistance Center
A Service of the Child Care Bureau



PREFACE

Purpose of the Toolkit

This toolkit provides a compilation of early childhood professional development resources for State/Territory policymakers and stakeholders. Intended to serve as a practical guide, the toolkit includes definitions, overviews, State stories, selected resources, State examples, and planning tools. The toolkit is organized by the overarching infrastructure of professional development systems, which is defined in the *Elements of a Professional Development System for Early Care and Education: A Simplified Framework* (i.e., core knowledge; access and outreach; qualifications, credentials, and pathways; funding; and quality assurance). Policymakers and stakeholders can use the toolkit in its entirety or just the sections that are of particular relevance.

Focus on School-age Professional Development has been included in the 2009 version of the toolkit. Embedded throughout each section are school-age perspectives, examples, and resources. The highlighted “focus” sections include detailed narratives and brief State stories that inform the unique issues related to the professional development of the after-school workforce.

Development of the Toolkit

This toolkit was developed by the National Child Care Information and Technical Assistance Center (NCCIC), a service of the Child Care Bureau. NCCIC is a national clearinghouse and technical assistance center that provides information, training, and technical assistance to help States, Tribes, and Territories administer Child Care and Development Fund (CCDF) programs, and collaborates with the Child Care Bureau, policymakers, and other partners to develop and disseminate current information about early care and education. The 2009 version includes updated resources and the addition of school-age resources and information. The State stories were not updated and may not reflect the latest activities within the States cited.

NCCIC gratefully acknowledges the contributions of the Afterschool Investments Project (AIP), also a service of the Child Care Bureau, for the *Focus on School-age Professional Development* section. To support State efforts to provide quality afterschool opportunities, in September 2009 the Child Care Bureau awarded a follow-on technical assistance contract on out-of-school time to ICF International in partnership with The Finance Project, who will continue to be the primary contact for technical assistance and information. The Afterschool Investments project provides technical assistance to CCDF grantees and other State and local leaders supporting afterschool efforts.

NCCIC does not endorse any non-Federal organization, publication, or resource. For more information, please contact NCCIC at:

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FOCUS ON SCHOOL-AGE PROFESSIONAL DEVELOPMENT

Preface

Professional development of the school-age workforce shares many characteristics with professional development of the early childhood workforce but also has many unique characteristics. Determining the age range of the children served by the school-age workforce, and whether to include the school-age workforce in the early childhood professional development system, attach it to or align it with the early childhood system, or create a separate system, are issues that each State must consider when planning for the school-age workforce.

A unique challenge of professional development systems for school-age professionals is addressing the varied backgrounds of the workforce and the part-time status of the work. Some staff are high school graduates or college students exploring potential career opportunities while other staff have graduate degrees and/or are certified teachers. Compounding this variety in educational background and work experience is the fact that many after-school professionals are employed only part-time, which excludes them from some scholarship and workforce training programs. Building a system that takes into account this wide variety of educational backgrounds is challenging.

Strategies for addressing these challenges include offering flexible professional development opportunities that articulate to college credit and creating career lattices for the after-school field. The college credit option makes the training more “portable” for professionals, and by offering courses through colleges, creates additional opportunities for staff to use student loans to underwrite the cost of courses. In some States, career lattice levels and corresponding training requirements support a range of professional goals from meeting the most basic qualifications required to work in a school-age setting to pursuing a long-term career as an after-school professional. States also use a variety of strategies to finance these systems, but are chiefly relying on CCDF quality targeted funds and public-private partnerships, or partnerships with nonprofit organizations, to support elements of the system.

Each *Focus on School-age Professional Development* addition provides examples, models, and resources that are unique to and can inform decisions about the school-age workforce.

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Overview

In the last decade, the demand for early care and education and after-school services in our Nation has been unprecedented. The demand has been driven by increased numbers of women entering the workforce, welfare reform, a desire for young children to experience the social and academic benefits of group programs, the need to address the school readiness and achievement gap between the children of less resourced and better resourced families, and the need for available and flexible care to meet the nonstandard work schedules of the Nation's many entry-level workers. As demand has increased for early care and education programming, so has the field's interest in the impact this programming has on young children's well-being.

A variety of early care and education programs is required to meet the diverse needs of America's families. Some needs are met by center-based programs: large and small, for-profit and nonprofit, independent and corporate-sponsored, faith-based and school-based, and privately and publicly funded. Other families' needs are met by large/group or small family child care homes. These may be operated by a single caregiver, a couple, several family members, or may include paid employees. Other families' needs are met by family members, friends, or neighbors. These providers may not think of child care as a profession, but typically provide services because they want to support the family or have close bonds with the children.

Accountability for both public and private investments and a desire for positive child outcomes and improved program quality are driving States' efforts to create cross-sector professional development systems and systems integration.

Professional Development Defined

This toolkit includes many examples of professional development elements, strategies, and approaches. While there are many examples and explanations of what professional development is and does, there was no single, commonly agreed upon definition. In searching for a definition of professional development that applied to both preservice and inservice experiences, the National Professional Development Center for Inclusion (NPDCI) developed the following statement. It is shared to foster a common understanding and further discussion about what we mean by "professional development".

Professional development is facilitated teaching and learning experiences that are transactional and designed to support the acquisition of professional knowledge, skills, and dispositions as well as the application of this knowledge in practice.
(NPDCI, 2009)

Quality and the Workforce

A number of major studies have demonstrated that high-quality early care and education programs can have a profound and lasting impact on young children. The impacts include both academic gains and increased self-regulation and social skills that make learning possible. Children who are nurtured and taught by sensitive, well-trained, and well-compensated teachers and caregivers have enhanced language and reading scores and are more ready to enter kindergarten. Long-term benefits for children from low-income families include higher graduation rates, more stable employment, and higher incomes. These short- and long-term benefits derive financial benefits to society based on numerous studies that have economic returns varying from \$3 to \$9 for every dollar invested. Because of the known benefits of high-quality programs, it is important that they are available in all the many early care and education settings that serve children and their families.

Cross-sector Professional Development and Systems Integration

A range of quality can be found among every type of early care and education program. Although programs may look different and be delivered in different ways based on type and philosophy, specific elements contribute to quality. Those elements include adult-child ratios; group sizes; caregiver/teacher qualifications; planned, interdisciplinary curricula; and warm, supportive environments. However, central to the quality of any program, regardless of setting, size, philosophy, or funding, are the skilled and responsive adults who care for and educate our children.

Professional Development and the Early Care and Education Workforce

Recent research findings indicate that professional development of the early care and education workforce is linked to quality in the following ways:

Professional development and program quality.

- ◆ There is evidence of a link between training and quality, even when level of education is taken into account (Zaslow and Martinez-Beck, eds., 2006).
- ◆ Intensive, sequenced, multi-session training is linked with quality (Fukkink and Lont, 2007).
- ◆ Onsite consultation that includes high-quality consultants/trainers, supervision, and support is associated with improved program quality that is sustained over time.

Professional development and child outcomes.

- ◆ Sequenced, intensive training, focused on improving practice that leads to positive adult-child interactions, is associated with positive child outcomes.
- ◆ Training on implementation of curriculum, when accompanied by intensive coaching, can produce large changes in practices that support children's developmental outcomes.

Professional development and workforce stability.

- ◆ Compensation initiatives that are linked to increased education and/or completion of training result in workforce stability
- ◆ Reports of participation, education levels, and staff retention indicate that initiatives have been successful in lowering turnover rates among participants, increasing educational levels (and wages via the stipends), as well as motivating participants to pursue ongoing professional development.

Professional Development and the School-age Workforce

While some research about the early care and education workforce also applies to the school-age workforce, recent research has identified unique characteristics and impacts of the professional development of those who work with school-age children.

In school-age care programs, staff quality is a key structural factor that affects outcomes of children and youth and can be embedded within a larger framework of recruitment, retention, training, and professional development. Common measures of staff quality include educational background, relevant certifications and credentials, specialized skills, the ability to form positive relationships with youth and their families, and the capacity to manage and engage groups of youth in learning experiences (Reisner et al, 2007).

Recent findings on school-age program staff quality indicate positive relationships exist between staff skills and youth ratings of program quality. The most important staff skills for promoting quality were managing group dynamics to foster respect and supporting youth learning (Public/Private Ventures, 2007). Successful efforts to improve staff quality share several features. These professional development initiatives target staff likely to benefit from the efforts and assess and respond to staff needs accordingly. These efforts also teach knowledge and skills that are grounded in research, are relevant to daily work, and promote applications of new knowledge and skills. Successful efforts improve the quality of after-school experiences of youth and foster learning and social development.

Research indicates that professional development improves quality and outcomes (Miller, Brigham, and Perea, 2006). Positive associations are found between staff training and the academic motivation of youth, positive impacts are reported between onsite coaching and youth learning, and staff with greater educational credentials benefited most from coaching.

What We Know and Don't Know About Professional Development

The knowledge, skills, and dispositions of teachers and caregivers, their interactions with children, and their ability to plan age-appropriate activities all contribute to quality programming for children. Research is just beginning to uncover the complex interplay of factors that change providers' practices and how it affects the quality of care children receive. The following summarizes what we currently know and don't know about professional development.

- ◆ **The quality of a child's early learning experiences provides the foundation for future success in school and life.**
 - *We know:* Quality learning experiences are the result of purposeful planning on the part of parents, caregivers, teachers, and policymakers.
 - *We don't know:* How much, to what extent, and under what conditions professional preparation, training, and support for practitioners translate into quality learning experiences for young children.

- ◆ **Quality of care is associated with caregiver continuity, staff wages, and quality of work environments.**
 - *We know:* Rates of practitioner retention are related to positive work environments that offer appropriate support, salaries, and benefits.
 - *We don't know:* The combinations of support and conditions (e.g., job satisfaction) that matter most to practitioners and reduce turnover.

- ◆ **Providing positive models for all children from their own culture, as well as from others, is essential to quality.**
 - *We know:* Cultural factors, including support of home languages, have an impact on English language development and educational success of children from ethnically and culturally diverse backgrounds.
 - *We don't know:* The most effective methods and policies to build authentic representation and diversify the early childhood workforce and its leadership.

- ◆ **Education, preparation, and training that include specific early childhood development content are associated with better quality care.**

Cross-sector Professional Development and Systems Integration

- *We know:* Professional preparation and training must focus on content, delivery, and competency demonstration to be effective.
- *We don't know:* The training and education thresholds that result in improved quality.
- *We know:* Inconsistencies in definitions and measurement of professional development hinder the determination of consistent findings across research studies.
 - The term “some college” differs greatly across studies, from one-credit courses to an accumulation of credits that would meet requirements for an associate’s, bachelor’s, or advanced degree.
 - Training and certifications have been combined in many studies.
- *We don't know:* The implications of findings for multiple populations and settings.
 - Most studies focusing on training have been conducted with family child care providers.
 - Studies that include higher education coursework have been done primarily with center-based practitioners and do not clarify the specifics of early childhood content.

Though many questions remain unanswered by research to date, policymakers must move ahead now with decisions about programs and policies to support the workforce. Lessons can and have been learned about system and activity development and the effectiveness of implementation. A simplified framework for professional development described in Section 3 and State examples and resources throughout this toolkit capture some of these lessons learned and examples that, combined with research, can help States/Territories make informed decisions about professional development for their early care and education workforce.

Selected Resources

The following resources cover topics related to research on professional development. Additional resources are available through the National Child Care Information and Technical Assistance Center (NCCIC) Online Library at <http://nccic.acf.hhs.gov/library/index.cfm?do=oll.search>.

Title:	<i>Charting the Benefits of High-Quality After-School Program Experiences: Evidence from New Research on Improving After-School Opportunities for Disadvantaged Youth</i>
Author:	Elizabeth Reisner, Deborah Lowe Vandell, Ellen M. Pechman, Kim Pierce, B. Bradford Brown, and Daniel Bolt
Publisher:	Policy Studies Associates
Date:	2007
URL:	http://www.statewideafterschoolnetworks.net/dat/promisingprograms1.pdf
Summary:	Examines the policy implications of findings from the <i>Study of Promising After-School Programs</i> , which explored the ways that high-quality programs contribute to positive psychological, social, and academic outcomes for disadvantaged youth.

Title:	<i>Professional Development Research: Emerging Findings and Implications</i> (#566)
Author:	NCCIC
Publisher:	NCCIC
Date:	2009
URL:	http://nccic.acf.hhs.gov/poptopics/pd_research_findings.html
Summary:	Features a discussion of issues and considerations related to recent research findings, includes select findings and descriptions of related resources.

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Fukkink, Ruben G. and Lont, Anna *Does Training Matter? A Meta-Analysis and Review of Caregiver Training Studies* (2007), in *Early Childhood Research Quarterly*, Vol.22, No.3. <http://www.researchconnections.org/location/12946>

Miller, Beth M., Brigham, Roblyn, & Perea, Flavia (2006). *Afterschool Literacy Coaching Initiative of Boston: Final evaluation report*. Boston: Massachusetts 2020. <http://www.hfrp.org/out-of-school-time/ost-database-bibliography/database/afterschool-literacy-coaching-initiative-of-boston/evaluation-2004-2006-final-evaluation-report>.

National Professional Development Center for Inclusion, *The Big Picture: Building Cross-Sector Professional Development Systems* (May 2009), presentation at National Smart Start Conference. http://community.fpg.unc.edu/resources/presentations/NPDCI_SmartStart-Presentation-5-6-2009.pdf/view.

Reisner, Elizabeth, Vandell, Deborah Lowe, Pechman, Ellen M., Pierce, Kim, Brown, B. Bradford, and Bolt, Daniel (2007). *Charting the Benefits of High-Quality After-School Program Experiences: Evidence from New Research on Improving After-School Opportunities for Disadvantaged Youth*, by Policy Associates.

Zaslow, Martha and Martinez-Beck, Ivelisse, eds., "Quality and Qualifications: Links Between Professional Development and Quality in Early Care and Education Settings," *Critical Issues in Early Childhood Professional Development* (2005), published by Paul H. Brookes Publishing Company. <http://www.pbrookes.com/store/books/zaslow-8256/index.htm>

CROSS-SECTOR PROFESSIONAL DEVELOPMENT SYSTEMS AND SYSTEMS INTEGRATION

Understanding the impact of quality programming on child outcomes and the role practitioners play in achieving quality leads to the question of how to best prepare and provide ongoing professional development for the early childhood workforce.

Systems Evolution

Over the last 20 years, there have been declining numbers of early childhood staff with formal degrees, an increase in training participation, and a gradual demand for more advanced training and ongoing professional development that leads to credentials or degrees. Much of the early childhood workforce entered the field with no preservice training or education. Although engaged in direct service work, many were eager to improve practices and were eager for camaraderie with peers. Many practitioners sought out local trainings, conferences, and networks. Practitioners who participated in workshops over a number of years frequently found themselves with hundreds of completed training hours, but no way to plan progressions, validate or document expertise, acknowledge professionalism, or receive increased compensation. There has also been growing pressure for increased training and education through Head Start mandates, the public prekindergarten movement, and the profession itself.

Responding to both participant demand and mandates, States and Territories funded multiple professional development activities, often offered by community colleges, extension services, Head Start, Community Coordinated Child Care organizations, child care resource and referral agencies, and both early childhood and school-age professional organizations. These agencies became the critical link to professional development opportunities in communities across the country. Formal preparation systems also began to respond, given that most of their students were not engaged in preservice professional development activities but were taking classes and workshops while teaching or directing.

As more opportunities emerged, the need to provide an organized approach to preparing for and supporting a profession became evident and evolved into a systems approach. Today, nearly all States have developed or are working on some type of professional development system. Systems can help stakeholders organize existing efforts, help practitioners enter the workforce and continue to grow professionally, and help accomplish other specific goals.

Current systems work that is supported by quality investments of the Child Care and Development Fund share the following features:

- 37 States have or support professional development systems;
- 25 engage in planning related to school-age care;
- 24 engage in cross-system planning;
- 21 are planning/implementing quality rating or tiered reimbursement systems;
- 14 are conducting planning for infant and toddler efforts; and
- 12 are coordinating across agencies to increase parental choice/access to quality programs.

These and other activities may also be supported by State general revenue funds; investments by other State and Federal agencies; and grants, foundations, and other private-sector interests.

FOCUS ON SCHOOL-AGE PROFESSIONAL DEVELOPMENT

Systems Evolution: Afterschool Academies Initiative

The Afterschool Academies Initiative was designed to build the capacity of after-school educators by providing high-quality, in-depth professional development opportunities. The academies consist of 2–3 day trainings that provide about 100 supervisors, directors, trainers, head teachers, and after-school staff with hands-on workshops led by specialists in the field. Academy participants also receive follow-up support through 4 weeks of structured online discussions with academy leaders and fellow participants. Academies have been conducted in San Jose, California; Atlanta and Macon, Georgia; and Raleigh, North Carolina.

Based on the success of the academies, a 2007 follow-up regional academy was held for participants from Georgia, North Carolina, and South Carolina. This event proved valuable in bringing together key stakeholders from each State to build relationships and discuss next steps for establishing a professional development system. Each State brought a team that included State agency officials and representatives from after-school organizations, as well as frontline after-school providers. During the 3-day meeting, teams developed and ranked priorities and created an action plan for creating a professional development system in their State.

Afterschool Academies are developed and implemented through a partnership involving Foundations, Inc., Community Network for Youth Development, Citizen Schools, Youth Learn at the Education Development Center, and individual consultants. To sustain the work done in the Afterschool Academies, the initiative will produce tools to guide the continued delivery of academies, train new facilitators, and develop a cost structure to support future implementation and growth. For more information visit:

http://main.edc.org/projects/afterschool_academies.

Cross-Sector Efforts

Cross-sector efforts strive to effectively and efficiently address the needs of all early care and education sectors—child care, Head Start, prekindergarten, and early intervention programs. Some include or link to school-age sectors. Each sector has particular staff roles and staff titles with corresponding requirements. Therefore, staff professional development needs and strategies to meet them vary across sectors. Policymakers have started crafting cross-sector professional development systems that coordinate strategies to support the entire workforce and avoid duplication of efforts—likely one of the biggest challenges the field will face over the next 20 years. Some of these approaches involve unique infrastructure, governance, and financing strategies, described further in Section 3.

Among the challenges facing the after-school field's cross-sector efforts is the lack of agreement on terms to define their programs and lack of consensus on the age span that after-school programs target. The school-age community tends to use the term “settings” rather than sectors to describe where programs take place or are managed. The two most common broad categories are school-based/school-linked and community-based programs. This language reflects the broad spectrum of places where programs take place (in schools, faith-based centers, community centers, recreational facilities, and child care centers) rather than the affiliation/qualifications (i.e., education, child care, Head Start) of the practitioners, as typically referenced in early care and education.

Early Childhood Workforce Systems Initiative

To address and support the work of policymakers, the National Association for the Education of Young Children (NAEYC) developed the Early Childhood Workforce Systems Initiative, which focuses on the State policies that support integrated early childhood professional development systems. The initiative, sponsored by the Birth to Five Policy Alliance and Cornerstones for Kids, includes the following components.

- **State Policy Blueprint for an Integrated Professional Development System** – The blueprint focuses on the policies that connect elements and components that support and make possible effective implementation of a State system of professional development.
- **State Policy Data Base** – The data base is organized by the blueprint's six essential policy areas: standards, career pathways, articulation, advisory structures, data, and financing.
- **National Summit of States** – The summit is held annually as a State Professional Development Team Leadership Work Day, as part of the NAEYC Professional Development Institute.

SYSTEMS INTEGRATION

Professional development systems are increasingly being linked to and embedded in other systems work. The following are examples of how professional development systems are being integrated with related systems:

- **Learning guidelines or standards:** In many State professional development systems, core knowledge and competencies are aligned with early learning guidelines to ensure practitioners know how and are able to support children's learning and development. Professional development requirements may also include completion of training on early learning guidelines or demonstration of competency related to the State-developed learning standards.
- **Licensing:** A few States are embedding professional development system training requirements or credentials in their licensing requirements. In some States, training that meets licensing requirements must be aligned with core knowledge and/or be approved by the State training approval system or registry.
- **Quality Rating Systems (QRS):** In State QRS, the professional development requirements are typically those of the professional development system. This may include both staff qualifications, such as professional development system credentials or attainment of a level on a career lattice, and ongoing professional development, which may be training aligned with core knowledge and approved by the training approval system/registry.
- **Higher education:** Many State professional development systems include degrees and/or formal college coursework on their career lattices or as requirements to attain credentials or certificates. Content based on core knowledge and competencies, instructor qualifications, and quality assurance processes may be aligned across higher education and the professional development system to prevent obstacles in degree completion and credentials attainment by practitioners from the various sectors. Alignment of higher education and the professional development system creates a seamless structure that facilitates movement from one level of professional development and career advancement to the next.

Cross-sector Professional Development and Systems Integration

FOCUS ON SCHOOL-AGE PROFESSIONAL DEVELOPMENT

Working across career stages to create an integrated professional development system

Vermont's Professional Development Framework meets the needs of both early childhood educators and after-school professionals. A committee composed of diverse stakeholders meets monthly to discuss progress on measures identified through a strategic planning process. The State has created an Afterschool Professional Certification (<http://northernlights.vsc.edu/VAPC90508.pdf>) for advanced professionals as well as an Afterschool Foundations Certificate (http://northernlights.vsc.edu/asfoundationcertificate_109.pdf) for staff in the early stages of their careers. Both certificates are built on the Core Competencies for Afterschool Professionals (http://northernlights.vsc.edu/after_comps.html) and are supported by the professional development system that addresses the needs of after-school professionals across experience levels. Local community colleges and universities offer after-school education and care coursework that meets professional development requirements for the school-age care credentials and the State QRS.

Strategic Planning

Strategic planning is a primary driver of systems evolution and a tool for aligning, revising, and evaluating systems. States use a variety of approaches to engage in strategic planning for professional development. In some cases, the State professional development system administering agency and/or the advisory body engages in strategic planning. In other cases, a State agency or collaboration of State agencies engages in strategic planning. Sometimes, strategic planning for professional development may be part of a broader strategic planning process, such as those led by the State Early Childhood Comprehensive Systems work, a State Early Learning Council, or other coordinating body. Strategic planning helps to set goals, establish measureable outcomes, identify action steps and responsible parties, determine financing needs, and evaluate the effectiveness of investments. Some States have used a simplified framework to inform and guide their strategic planning processes.

Simplified Framework

A comprehensive professional development system for early care and education personnel is accessible and based on a clearly articulated framework; includes a continuum of training and ongoing supports; defines pathways that are tied to licensure, leading to qualifications and credentials; and addresses the needs of individual adult learners. Enhancing a spirit of lifelong learning is one goal of any professional development system. Similar to this goal, a professional development system itself is never a finished product and should continually evolve and be refined to best meet the needs of the population it serves.

While each professional development system is unique to the needs of the local workforce, professional development systems can be categorized in five broad interconnected **elements**, growing from the "roots" of funding to the extending "leaves" of access and outreach to the overarching system issues of infrastructure, governance, and financing. Each of these broad elements is made up of specific **components** to support the workforce. This simplified framework will help stakeholders gain a basic understanding of professional development systems. The following table, which will be included throughout the toolkit, features general questions stakeholders may have and the corresponding system elements that provide further information.

<i>System Question</i>	<i>System Element</i>
What is it?	Core knowledge
Why does it matter and what is available?	Access and outreach
How can we work toward it?	Qualifications, credentials, and pathways
How can we afford it?	Funding
How do we ensure and measure achievement?	Quality assurance

This framework can ensure policymakers address all aspects of professional development systems; if one element of a system is addressed, there will be ramifications for another part of this dynamic, interconnected system.

DEFINITIONS OF PROFESSIONAL DEVELOPMENT SYSTEM ELEMENTS

Core Knowledge

Core knowledge and competencies are the foundation of professional development systems. They are based on research, align with early learning guidelines, and define the baseline and/or range of what all adults who work with children need to know and be able to do. Moreover, core knowledge and competencies represent the specialized knowledge and skills that define the profession and the common language used.

Qualifications, Credentials, and Pathways

Qualifications, credentials, and pathways are the depth, breadth, and content of training, education, and experience; can be required or voluntary; and are linked to specific roles, levels, or program types. Career lattices, both formal and informal, are mechanisms by which people enter and progress in the profession and assess knowledge and skill levels for various roles, levels, or programs.

Quality Assurance

Quality assurance is the process of determining if a system component, activity, or the system itself meets established standards, identified outcomes, or performance measures. This element includes training and trainer approval systems, registries that track provider requirements, and research and evaluations.

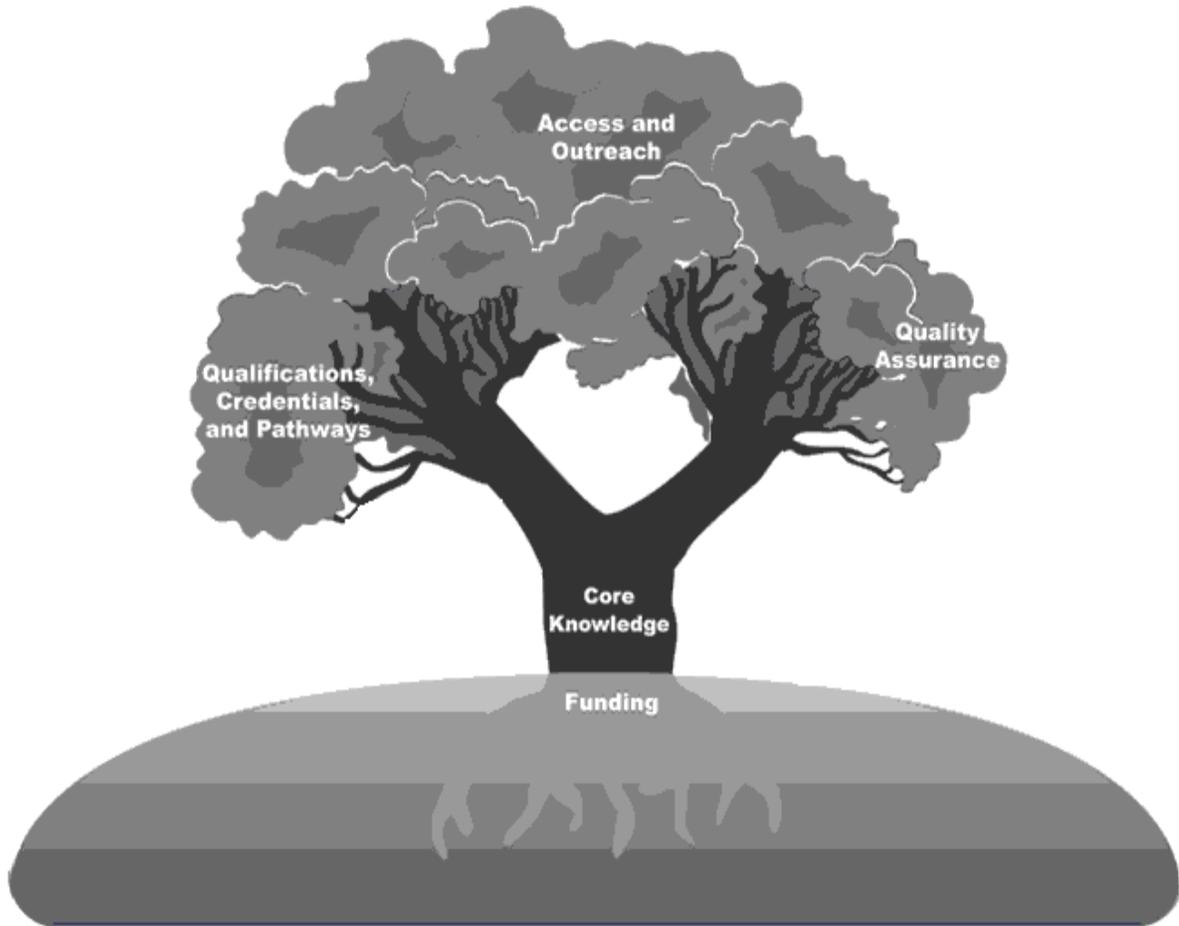
Access and Outreach

Access includes mechanisms used to link providers to opportunities, including career advising, multiple training delivery options, multiple gateways to a career lattice, and other personal and professional supports.

Outreach includes activities and efforts to inform providers, the public, policymakers, and funders about professional development opportunities, including career lattices and professional supports.

Funding

The funding element is defined as financial incentives, awards, and benefits that allow providers to access professional development opportunities, maintain their professional status, remain in the field, and pursue career options.



This toolkit can be used in many ways to support, guide, or inform strategic planning processes. It can be used to analyze, assess, or review the current system and/or system elements and/or to guide or create a framework for systems planning. The following are examples of how States have used the Early Childhood Professional Development Systems Toolkit in their strategic planning activities:

- The Minnesota Center for Professional Development, under contract with the Minnesota Department of Human Services, developed the MN Early Child Care and Schoolage Professional Development System Logic Model. The model includes a diagram for each system element as identified in the simplified framework for a professional development system, as well as a diagram of the integrated system. Each diagram includes goals, resources, activities, outputs, outcomes, assumptions, and situational challenges. The model is available at www.mncpd.org/docs/Logic_Model_revision_January_2009.pdf.
- Alaska's Professional Development Plan for the Early Care and Education Workforce, June 2008, was developed by the University of Alaska Southeast with funding from the Alaska Departments of Education and Early Development and Health and Human Services. The planning group used the toolkit to guide and inform the planning process. The plan is organized around the elements of the simplified framework for a professional development system, as described in the toolkit. The plan is available at http://seed.alaska.edu/support%20docs/PDP_June_08%20FINAL.pdf.

- In New Jersey, the toolkit was used to guide and inform cross-sector professional development planning that resulted in a new contract for the State professional development system management, increased funding and professional development opportunities, and broadened governance. In addition, the lessons learned in the professional development planning process were applied to the Quality Rating and Improvement System planning process. (Beverly Wellons, *Early Childhood Professional Development Systems Toolkit* presentation, State and Territory Administrators Meeting, 2008). Information about New Jersey's professional development system, Professional Impact NJ, is available at www.njpd.org.

Planning Tools

The toolkit may be used to help assess the status of the system or system elements prior to or during the planning process. Some of the tools can be used to identify gaps, overlaps, and strengths of the system. These tools may be duplicated and distributed as long as the source is clearly identified.

Title:	<i>Professional Development System Mapping Tool</i>
Author:	NCCIC
Publisher:	NCCIC
Date:	April 2009
URL:	http://nccic.acf.hhs.gov/pubs/pd_toolkit/pd_appendix_2b.pdf
Summary:	Outlines an activity that provides a comprehensive view of State professional development systems by identifying system components and linkages between and among the components. Detailed instructions and system element "shapes" and descriptions are provided.

Title:	<i>Status of State/Territory Professional Development System Tool</i>
Author:	NCCIC
Publisher:	NCCIC
Date:	2009
URL:	http://nccic.acf.hhs.gov/pubs/pd_toolkit/pd_appendix_1a.pdf
Summary:	Assists planning teams in assessing the status of a professional development system by examining each system element. For each element, components are listed and planning members can add specifics, identify the target population, and mark the status, plus provide additional comments. The tool might used to identify areas of need, focus work, or guide strategic planning.

Cross-sector Professional Development and Systems Integration

Title:	<i>Discussion Questions on Embedding Early Learning Guidelines in Professional Development (PD) Systems</i>
Author:	NCCIC
Publisher:	NCCIC
Date:	2006
URL:	http://nccic.acf.hhs.gov/pd_toolkit/pd_appendix_2c.pdf
Summary:	Developed to guide discussion about aligning professional development system elements with learning guidelines or standards. The tool's purpose is to help planning or advisory group efforts to design, implement, or revise professional development systems that ensure the workforce has the knowledge, competencies, and aptitude to support children's development, school readiness, and school success.

Selected Resources

Title:	<i>Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems</i>
Author:	Sarah LeMoine
Publisher:	NAEYC
Date:	2008
URL:	http://www.naeyc.org/policy/ecwsi/pdf/Workforce_Designs.pdf
Summary:	Highlights four policymaking principles (integration; quality assurance; diversity, inclusion, and access; and compensation parity) and six policy areas (professional standards, career pathways, articulation, advisory structure, data, and financing) that build or sustain an integrated system. Also includes a research-based statement of need and examples of how the four principles for policymaking can be applied in each area, examples of State policy, and various State implementation strategies related to or supported by the policy areas. The policy database and information about the annual National Summit of States are available at http://www.naeyc.org/policy/ecwsi/default.asp .

Title:	State Strategic Professional Development Plans
Author:	NCCIC
Publisher:	NCCIC
Date:	2009
URL:	http://nccic.acf.hhs.gov/poptopics/state_pd_plans.html
Summary:	State professional development plans are created through a variety of processes and for a variety of purposes. Professional development plans may be included in more comprehensive early childhood system plans or may be separate and focus only on efforts to support the child care workforce. In many States, plans are developed through a formal and inclusive process, under the guidance of an advisory council or State professional development system administrative body. In some States, plans are developed by the child care lead agency as a tool to track and monitor quality investments.

Title:	<i>A Well-Prepared Workforce Brings Out the Best in Our Kids: A Framework for a Professional Development System for the Afterschool and Youth Development Workforce of Washington State</i>
Author:	School's Out Washington
Publisher:	Washington Office of Superintendent of Public Instruction
Date:	April 2008
URL:	http://schoolsoutwashington.org/documents/Workforce%20Study%20Full%20Report.pdf
Summary:	PA snapshot of the after-school and youth development workforce, the professional development needs of the workforce, and a framework for a professional development system and infrastructure that prepare a high-quality workforce and reward increased education.

Title:	<i>Building Professional Development Systems for the Afterschool Field</i>
Author:	Afterschool Investments Project
Publisher:	U.S. Department of Health and Human Services, Administration for Children and Families, Child Care Bureau
Date:	September 2007
URL:	http://nccic.acf.hhs.gov/afterschool/pd_systems.pdf
Summary:	Highlights challenges in building after-school professional development systems and introduces three approaches for systems-building efforts. Includes profiles of State and local efforts and discusses lessons learned.

SYSTEM INFRASTRUCTURE

The five elements described in Section 2 of this toolkit make up a professional development system. The overall system also has an infrastructure to support it. This infrastructure includes governance, the authority to make decisions about the system, and financing, the mechanisms and funding streams used to support the system.

Professional development systems are often administered via contract and housed in higher education institutions or child care resource and referral (CCR&R) agencies. Most child care focused professional development systems are funded almost entirely by quality dollars from the Child Care and Development Fund (CCDF) program. As States and Territories advance cross-sector professional development systems—serving child care, Head Start, prekindergarten, early intervention, school-age, home visiting, and other early and school-age professionals—multiple funding streams are used. This section provides basic information, different perspectives, a State story about development of a cross-sector system, and examples of professional development system infrastructures.

Overview

The professional development system structure is critical because it helps ensure system goals are met, intended audiences are reached, and appropriate entities are engaged. Professional development systems may be components of comprehensive service delivery systems or may be ancillary to the systems, operating independently, in coordination with, or in support of service delivery to young children. Structures have different types of leadership and administration as well as ways of providing input toward decisionmaking. Whether work is conducted primarily by one or more agency employees or by volunteer committee members, successful systems plan for the flow of information. Clearly defined roles, responsibilities, and reporting processes are critical to success. Informed decisionmaking and structures for implementation that recognize the required capacity and authority to carry out the plans are also essential.

Governance

With the passage of the Higher Education Act of 2008, which calls for statewide professional development advisory councils, there is increased emphasis on coordinated, statewide professional development systems. Most State and Territory cross-sector professional development systems set out to ensure that all early care and education providers have consistent access to and effectively utilize a comprehensive system of training and professional development that will support high-quality services for children and families. To meet these goals, some kind of governance structure must be identified to link existing efforts, such as early childhood education certification programs, training and technical assistance activities, and scholarship and compensation initiatives. In addition, a governance structure must be identified to coordinate cross-sector professional development initiatives and financing strategies.

Some States are not limiting their focus to professional development, but are examining how all early care and education services can be better coordinated to deliver high-quality services to children and families. Currently, most States provide services through multiple agencies, such as departments of health, human services, education, and workforce development. Some States are revising their governance structures to create greater coordination across agencies so services are more comprehensive and synchronize professional development strategies across sectors. To achieve these goals, some States are

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creating new departments for all services related to young children, collapsing or expanding existing agencies, and developing specific coordination strategies across existing agencies. Such revisions provide a solid infrastructure for the emergence of cross-sector professional development systems. In fact, some States have set up new, freestanding nonprofit organizations that focus specifically on professional development.

Sustainability Planning

One strategy for strong system governance and infrastructure is for leaders and decisionmakers to engage in a sustainability planning process. Planning for sustainability helps position leaders of the professional development system to survive fiscal and political transitions and equips system planners to marshal a range of resources to support the program over the long term. A sustainability plan considers both specific strategies and action planning steps to help ensure the long-term sustainability of an initiative. When developing a sustainability plan, the work team considers the system's full range of financial, political, administrative, and managerial resources and competencies needed to meet long-term goals. Ensuring an initiative has developed strong documents and processes to guide system governance and infrastructure is a key component in creating a sustainability plan. A sustainability plan will provide a clear scale and scope of the system, specific strategies for long-term success, benchmarks for measuring progress toward implementation, and a visual model of the importance of the professional development system to partners, stakeholders, and policymakers.

System Financing

As States and Territories work to incorporate existing professional development efforts from each sector into more unified systems, a new financing goal often emerges: to maximize the utilization of current resources dedicated to training and professional development and leverage these resources to bring new funds into the system. To maximize public funds and leverage private dollars, States and Territories are increasingly dedicating funds to planning and governance infrastructures. These monies are typically used to fund salaries for those who have leadership roles in the development and implementation of the systems.

To finance the development and implementation of cross-sector systems, States are undertaking a variety of strategies. In addition to using private foundation funds for planning, States are establishing partnerships with the private market to finance particular system components, such as trainer and provider registries, scholarships, and benefits. They are also optimizing a variety of resources. In many States, professional development opportunities that are funded by one sector, such as Head Start, the school district, or child care, are open to all practitioners regardless of sectors. States are also offering family child care professional development resources to family, friend, and neighbor caregivers.

Strategic Financing

One challenge in financing a professional development system for early and school-age care professionals is effectively blending and braiding Federal, State, and local public funds with private funds to optimize the money available to support multiple functional areas. State planning teams should consider three main elements of financing—*provider incentives* for participation and completion; *training costs*, including the costs of ensuring trainers are accessible and of high quality; and *infrastructure costs* related to implementing the system, including outreach, articulation, and communication. A solid understanding of what you want to finance, how much it costs, and where resources will come from is critical for

sustaining the system. When developing a strategic financing plan, several questions should be considered:

- *Financing for what?* What is the scale and scope of the activity or project you plan to fund?
- *How much do you need?* To secure adequate resources, you must develop clear and complete cost estimates for the project or the system element you are funding.
- *What resources do you currently have?* Map existing resources that are supporting or could support elements of the professional development system. Consider Federal, State, local, and private funding sources.
- *What are the gaps?* What elements are not funded or require more funding for maximum effectiveness?
- *What funding sources and financing strategies can you employ to meet your fiscal needs?* Before working to identify new funding sources, consider how current funding streams are supporting elements of the professional development system. Are there funding streams that could be used to support different elements of the system (The Finance Project, 2003)?

Specific financing strategies can be employed to both maximize the use of existing funds and create new funds. With a clear understanding of the financing needed to build a professional development system, several State agencies and organizations might pool resources from several funding streams. The following financing options might be considered to ensure all funds are being used to the maximum advantage:

- 1) *Consider ways to make better use of existing funds.* As you combine functions that may be housed in more than one agency, you might be able to create economies of scale that reduce administrative costs, make better use of in-kind support, and maximize resources devoted to connecting programs and services. You may also be able to redeploy resources to better match funding streams and allowable activities.
- 2) *Maximize Federal and State funding sources.* Ensure your State or agency is drawing down the maximum funds available by leveraging matching funds and processing administrative claims.
- 3) *Create more flexible funding streams.* Consider pooling resources, creating State trust funds, or transferring funds to more flexible streams. Examine policies and practices to identify additional ways to create flexibility including streamlining data and reporting requirements among funding streams.
- 4) *Create public-private partnerships.* Diversity of after-school systems can be an advantage in accessing policymakers, advocates, stakeholders, and private organizations to increase supply, improve quality, expand access, and improve program infrastructure. Access to quality after-school programs gains attention as a workforce, quality of life and opportunity, educational equity, and access to arts education issue.
- 5) *Generate new revenue.* Many States have had success in creating special taxing districts or levies, utilizing fees or income from narrowly based taxes, or creating children's trust funds to support children's programs (The Finance Project, 2007). Creating public-private partnerships to leverage new revenues, or building on partnerships and relationships with new (private) funders, may generate new revenue or establish a foundation for creating future revenue.

Perspectives on System Infrastructure

Professional development systems affect people in different roles in unique ways.

Provider perspective

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- ✦ Information regarding professional development opportunities often is not readily available in an integrated, easily accessible format and is not well presented in terms of career pathways. This is particularly true for home-based providers. Well-coordinated professional development systems address providers' continuum of needs.
- ✦ A fragmented early care and education system has led to the evolution of different and often competing professional development opportunities for practitioners, with different funding mechanisms not always accessible to all segments of the early care and education workforce. Cross-sector professional development systems address these challenges.
- ✦ The desired duration and intensity of professional development offerings vary based on the individual's role and career goals. This is especially true for the after-school workforce, which is characterized by part-time workers who range from college students to those with advanced degrees. Some want single workshops and others are interested in pursuing degrees, which highlights the need for different modes of delivery and entry points in a comprehensive professional development system.
- ✦ Given the limited time and financial resources available to most practitioners, a single source of information increases the likelihood of their taking advantage of professional development activities on a regular basis.

Policy perspective

- ✦ A sound governance structure guided by a centralized vision and set of standards provides CCDF administrators and other stakeholders with a mechanism to monitor and evaluate the quality and outcomes of State and Territory professional development activities.
- ✦ Cross-sector professional development structures allow States and Territories to:
 - Maximize utilization of current resources dedicated to training and professional development and leverage those resources to bring new funds into the system.
 - Link all existing quality strategies, including tiered reimbursement, licensing and monitoring, and technical assistance.
 - Identify gaps in their professional development system more easily and develop needed training resources accordingly, such as resources focused on working with children with special needs or English language learners.

State Story: Pennsylvania

The National Child Care Information and Technical Assistance Center (NCCIC) would like to thank Deb Mathias, director of the Bureau of Early Learning Services, Pennsylvania Department of Public Welfare; and Gail Nourse, director of the Pennsylvania Key, for their contributions to the following State story.

The Pennsylvania Early Learning Keys to Quality (PA Key) is the State's comprehensive, cross-sector quality improvement program, which encourages and supports all early learning practitioners to improve child outcomes. The three main components of this program are the PA Keys to Professional Development System (coordinated through the PA Key and six Regional Keys), Community Engagement, and Keystone STARS, Pennsylvania's quality rating system (QRS). The professional development system includes workshops, State-developed modules, courses, credentials, technical assistance, and infrastructure elements, including a professional development calendar, online registration for training/courses, and a quality assurance system for instructors.

The PA Keys to Professional Development System is a comprehensive statewide framework for professionals serving children and families in *all* early childhood and school-age settings, including child care, Early Head Start and Head Start, early intervention, public school, private academic school, and school-age. It provides a continuum of professional development opportunities and ongoing support to practitioners to improve outcomes for children in early childhood and school-age programs. It is a clearly articulated framework that defines pathways that are linked to certification, leading to qualifications and credentials, and addresses the needs of individuals and adult learners. The system includes a core body of knowledge, professional development record, career lattice, early learning standards, credentials, PA Quality Assurance System, voucher program, scholarship program, and links to the Keystone STARS QRS. In partnership with the PA Department of Education's Bureau of School Leadership and Teacher Quality, this system has worked to strengthen teacher certification guidelines and requirements.

How it began

The climate for an early childhood professional development system in Pennsylvania was energized by the election of Governor Edward G. Rendell in January 2003 and his creation of the Office of Child Development in the Department of Public Welfare (DPW) in September 2004. The office was expanded to the Office of Child Development and Early Learning (OCDEL) in 2007.

The impetus for the current PA Keys to Professional Development System began during development of the QRS in 2001. The QRS planning group was Pennsylvania's first attempt to address early childhood quality issues comprehensively. Representatives from Head Start, child care, early intervention programs, and advocates were involved.

This cross-sector approach was adopted not only by Keystone STARS, but also was integrated into other service delivery strategies. For example, Harriet Dichter was appointed to the new position of deputy secretary of OCDEL in 2007. The person in this position oversees all early childhood programs in both the Pennsylvania Department of Education and DPW.

Professional development system governance

Governance is shared by OCDEL and the PA Key, with most decisions made collaboratively with six Regional Keys and advisory groups. Priorities are set both at the State and regional levels. State partners ensure funding; set guidelines, such as requiring credential- and credit-based professional development activities and developing standards for instructors; and support specific initiatives such as the State's early childhood mental health program. The PA Key implements the tuition reimbursement voucher program and contracts with the Pennsylvania Child Care Association to administer the T.E.A.C.H. (Teacher Education and

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Compensation Helps) Early Childhood® Project; houses the Head Start Collaboration Office; with OCDEL, administers the PA Pre-K Counts, the State prekindergarten program; and plays a general coordinating role with the Regional Keys and Community Engagement Groups (CEGs).

The Regional Keys implement all the other professional activities in the State, as well as the QRS activities at the regional level. They are responsible for all local planning and coordinating regional professional development activities. The system's philosophy emphasizes local professional development plans, formation of local cadres of experienced instructors and professional development organizations, and collaborative decisionmaking with local partners, including institutions of higher education.

Each Regional Key provides funds to local communities to form early childhood CEGs. The CEGs work in each of Pennsylvania's 67 counties to leverage resources and support. Each CEG works to develop and implement a community outreach plan; facilitate linkages among school districts, early learning practitioners, and other community stakeholders to develop a community action plan for successful kindergarten transitions; and coordinate with the Regional Key to implement the regional plan. The CEGs also create and distribute a "report card" to the communities describing the activities, goals, and outcomes of each group.

Professional development system funding

Of the \$60 million 2008–2009 allocation for Keystone STARS, \$28 million goes to infrastructure and professional development. Private funds are accessed intermittently at the State level, and through CEGs at the local levels.

Keystone STARS began prior to the Rendell administration but Governor Rendell has continued to support the PA Key as well as other cross-sector early childhood programs by adding State funding. For Fiscal Year 2007, \$40 million in Head Start supplemental funds and \$75 million in prekindergarten funds were allocated.

Keys to success

An important factor in implementing the State's cross-sector system was the early decision, in the previous State administration, that in order for the Keystone STARS QRS to succeed, there had to be a substantial, coordinated professional development system to support it.

We realized that knitting the early learning sectors together in the professional development arena made for a stronger systems approach and collaborative process. The result is an increasingly comprehensive system where we are all speaking the same language and able to align and leverage all the efforts. Our standards for practitioners and our Early Learning Standards are relevant across all early care and education sectors. ~ Deb Mathias

The State has also pursued funding opportunities to foster collaboration and cross-sector work, such as work in early intervention and prekindergarten. The State early intervention training and technical assistance coordinator works closely with the PA Key to make professional development activities available to child care, Head Start, early intervention, and prekindergarten staff. A cross-sector group has established technical assistance competencies.

Lessons learned

As a result of its infrastructure development and implementation processes, Pennsylvania learned four main lessons:

- ★ Learn from other States' efforts, but keep in mind that each State starts its planning in different places and builds the components of a professional development system in different timeframes.
- ★ Seize any opportunities to undertake cross-sector planning.
- ★ Allocate sufficient funds for planning and infrastructure; without them, the ability to intentionally integrate quality efforts is lost.
- ★ Reassess existing system components that were not put together in a true cross-sector fashion. For example, the State's core knowledge document featured only child care language. It was revised to make reference to special needs, early intervention, and prekindergarten. Additional revisions will link the core knowledge to National Association for the Education of Young Children standards for teacher preparation. In addition, the core knowledge will be reviewed to ensure it reflects racial equity, social and emotional support, and strengthening families.

Sources

NCCIC conducted interviews with Deb Mathias and Gail Nourse. Information also was drawn from the PA Early Learning Keys to Quality Web site, www.pakeys.org.

State Examples

States across the country have taken a variety of approaches to establishing professional development system infrastructure.

Illinois

Gateways to Opportunity, the Illinois Early Care and Education Professional Development Network, is the State's professional development system. The Illinois Professional Development Advisory Committee (PDAC) is responsible for leading the system work in Illinois. The Illinois Network of Child Care Resource and Referral Agencies is responsible for administering Gateways to Opportunity.

The purpose of the system is to meet the needs of more than 100,000 early care and education professionals in Illinois. These include people who work in the following settings: family child care homes and centers; family, friend, and neighbor care; early childhood special education; early intervention; kindergarten through third grade; Head Start/Early Head Start programs; higher education programs; home visiting programs; prekindergarten programs; CCR&R agencies; and family support programs.

The original PDAC subcommittees, formed during the planning phase, changed to accommodate another stage of development. The new committees aligned with the professional development system elements described in the NCCIC document *Elements of a*

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Professional Development System for Early Care and Education: A Simplified Framework and Definitions (see Section 2).

The following are the current PDAC subcommittees and their respective goals:

- ★ **Steering committee**—Create an organizational structure that will utilize the skills of its membership to develop and promote Gateways to Opportunity as the professional development network for early care and education professionals in Illinois.
- ★ **Funding committee**—Provide sustainability of Gateways to Opportunity (conducted by members of the steering committee).
- ★ **Core knowledge committee**—Establish core knowledge, skills, and dispositions as the framework for professionals, preparation, training, and development for all early care and education providers.
- ★ **Qualifications and credentials committee**—Develop a system for recognizing professional achievements and work to embed identified pieces in the State government. Identify ways to embed professional achievements into the State's licensure and certification systems.
- ★ **Quality assurance committee**—Create an early care and education career information system that includes a comprehensive registry of practitioners, approved trainers, and approved trainings.
- ★ **Access and outreach committee**—Support and promote the implementation of Gateways to Opportunity through marketing, public relations, policy implementation, and community awareness.

Additional information about the PDAC structure is available at <http://www.ilgateways.com/pdacoverview.aspx?terms=PDAC>. Objectives for each of the six subcommittees are also described in the PDAC resource *Phase III Strategic Plan* (September 2007), available at http://www.ilgateways.com/uploadedFiles/PDAC/Prof_Develop_Advis_Coun_MISSION_Strategic_Plan.pdf. A brief history of PDAC is available at <http://www.ilgateways.com/gwhistory.aspx>. More information about Gateways to Opportunity is available at <http://www.ilgateways.com> or by calling 888-548-8080.

Minnesota

For more than 10 years, Minnesota has worked toward a coordinated system of professional development. Throughout 1993 and 1994, the Minnesota Early Childhood Strategic Planning Advisory Consortium examined the system of training for early childhood professionals in Minnesota in response to a government request. The work of that advisory group culminated in the creation of the *Strategic Plan for Minnesota Early Childhood Professional Development* which included the vision for a comprehensive, coordinated, accessible, inclusive, statewide early childhood professional development system. In January 1995, the Minnesota Institute for Early Childhood Professional Development was created as a program of the Minnesota Association for the Education of Young Children (MnAEYC) to implement the advisory group's strategic plan and work toward its vision.

MnAEYC's Institute for Early Childhood Professional Development began an extensive visioning process in 2002 to determine how it could help meet the professional development needs of the State's early childhood workforce. With input from a broad spectrum of community members, the visioning process resulted in a plan for the Minnesota Professional Development Council.

In 2007, the Minnesota State Legislature placed into statute a policy requiring the commissioner of the Department of Human Services (DHS), in cooperation with the commissioners of education and health, to develop and phase in the implementation of a professional development system for practitioners serving children in early childhood and school-age programs. DHS issued a request for proposals calling for an agency or agencies to develop, coordinate and implement key elements of this professional development system. Metropolitan State University was awarded the contract and now coordinates the Minnesota Center for Professional Development (MNCPD). The Minnesota Professional Development Advisory Council provides guidance to the Child Development Services team at the Minnesota Department of Human Services regarding the development, coordination, and implementation of the Minnesota Early Childhood and School-age Professional Development System.

Additional information about the MNCPD is available at <http://www.mncpd.org> or by calling 651-999-5835.

North Carolina

The North Carolina Institute for Early Childhood Professional Development serves as an advisory group to the Division of Child Development in the NC Department of Health & Human Services in matters related to developing an educated work-force to care for children who are in group care. Membership of the advisory committee is diverse and represents numerous fields that constitute the early childhood profession. The members are invited because of their professional role or their experience and expertise in the area of early childhood professional development, and their willingness to work toward improving the quality of care for all children in North Carolina.

The institute is dedicated to defining and advocating for implementation of a comprehensive early childhood professional development system that provides supportive, accessible, and individually appropriate education, linked to compensation to ensure high-quality care and education services for children and families.

The institute is guided by an executive committee whose members chair one or more task groups and recruit early childhood stakeholders to be involved in their work. The five task groups are:

- Educational Certification
- Compensation and Education
- Professional Development Infrastructure Coordination
- Public Policy
- Outreach and Support

Most of the products developed by the institute have resulted from the work of the task groups and are available at <http://www.ncchildcare.org/pubs.html>.

Vermont

System Infrastructure

The Vermont Alliance for Children, a public-private partnership, was created by State statute to provide a unified, sustainable system of early care, health, and education for young children and their families. Members of the State board include private-sector providers, families, business leaders, community members, and State government decisionmakers. The 19-member board functions as an umbrella entity with local affiliates and has standing subcommittees, including the professional preparation and development (PPD) subcommittee.

PPD formed after the first session of the State-level Early Childhood Workgroup in 1992. The subcommittee worked statewide to coordinate professional development and training activities spanning entry-level workshops to higher education teacher preparation programs. It also developed products that support career and professional development planning for the early childhood and school-age care workforce.

In recent years, PPD focused on establishing a statewide professional and career development system—Vermont Northern Lights Career Development Center for Early Childhood and Afterschool Professionals.

Vermont Northern Lights is administered by the Vermont Child Care Industry and Careers Council and the Community College of Vermont through a contract with the Vermont Agency of Human Services Department for Children and Families. Work is coordinated with the Bright Futures Information System via weekly meetings with a representative of the Child Development Division of the Department of Children and Families. The purpose is to integrate the professional development calendar, instructor registry, and individual resume function into the Bright Futures Information System. Through regional liaisons, center staff maintain communications with CCR&R agencies, the Child Development Division, and other State and community partners.

Northern Lights Career Development Center for Early Childhood and Afterschool Professionals Final Start-up Report to the Child Development Division, Department for Children and Families, Vermont Agency of Human Services (August 2005) describes the State's plans and implementation progress for establishing an early childhood professional development system. This report is available at http://northernlights.vsc.edu/cdd_final_report05.pdf.

Additional information about Vermont Northern Lights is available at <http://northernlights.vsc.edu> or by calling 802-241-4661.

West Virginia

The West Virginia Partners Implementing an Early Care and Education System Advisory Council (PIECES Advisory Council) Professional Development Subcommittee leads the State's early childhood professional development system work. PIECES was established by the secretary of the Department of Health and Human Resources (DHHR) and State superintendent of schools in response to a legislative mandate to work together to create universal prekindergarten. One of the subcommittees is devoted to professional development.

The PIECES Advisory Council took a broad approach to its collaborative work and formulated a mission to help plan programs for all young children by coordinating services provided by child care, Head Start, education, and other early childhood programs. Staffed by employees of DHHR and the Department of Education, PIECES is charged with creating a

unified system of early care and education for children birth to age 5. The 20-member council is made up of representatives from education, Head Start, child care, early intervention and special education, legislative staff, and local communities.

The professional development subcommittee charge includes creation of a career pathway for all early care and education professionals, articulation of training and degrees from one level to another, development of a core body of knowledge, integration of current trainings and career paths, use of distance learning, approval of training and trainers, compensation, and issues regarding child and family outcomes. Workgroups also address specific issues such as core competencies and articulation.

Detailed information about the subcommittee charge, including meeting minutes, is available at <http://www.wvdhhr.org/bcf/ece/pieces/pd.asp>. Additional information about PIECES and other State systems is included in *Cross-Sector Early Childhood Professional Development: A Technical Assistance Paper* (revised February 2005), by Anne Mitchell and Sarah LeMoine, NCCIC. This resource is available at <http://nccic.acf.hhs.gov/pubs/goodstart/cross-sector.html>.

Focus on School-Age Professional Development

Statewide After-school Networks

To support the infrastructure needed to improve and sustain after-school programs, many States are organizing statewide after-school networks. Networks bring together different stakeholders—from top policymakers to grassroots advocates—to consider ways to improve the quality, quantity, and sustainability of after-school programs in their State. Networks are a critical resource to State policymakers in devising and implementing action steps for after-school programming and achieving buy-in from various stakeholders. Networks can facilitate or host policy discussions on how after-school professional development systems should be designed to best support the needs of a diverse field. Additionally, a network can provide neutral ground for multiple agencies to discuss the roles they play in system governance. In 2002, the Charles Stewart Mott Foundation began providing support to statewide networks for both core operations and technical assistance from experts in the after-school field. Many State child care administrators are key partners in State networks, and some provide CCDF dollars to match or support the activities of the networks. For more information about Mott-funded Statewide Afterschool Networks, visit http://www.statewideafterschoolnetworks.net/about_national_network/index.html.

Planning Tools

Professional development planning groups may need tools to assess the status of a system element, stimulate discussion, or guide and focus the planning process. Tools may be used by individuals to gather information about services, initiatives, and investments, and identify gaps. Planning tools may be used by small groups to stimulate discussion. They may be used in conjunction with group activities as warmup exercises; as a means for participants to share information about their services, target populations, and status; or as a method for identifying strategic steps in the development of a system element.

- *Discussion Questions on Infrastructure, Governance, and Financing of State/Territory Professional Development Systems* (Appendix 3-A) This tool helps identify sectors that are part of the current and planned professional development system, examine the size of the workforce, explore linkages to the broader early care and education

System Infrastructure

system, and address funding issues. The tool is available at http://nccic.acf.hhs.gov/pubs/pd_toolkit/pd_appendix_3a.pdf.

- *Discussion Questions on Strategic Financing for State and Territory Afterschool Professional Development Systems* (Appendix 3-B) This tool guides discussion about the components of a professional development system that need funding, current and potential funders, funding gaps, and strategies to meet identified needs. The tool is available at http://nccic.acf.hhs.gov/pubs/pd_toolkit/pd_appendix_3b.pdf.
- *Cost Estimates Worksheet* (Appendix 3-C) This spreadsheet identifies projected costs by professional development system element over a three-year span of time. The tool is available at http://nccic.acf.hhs.gov/pubs/pd_toolkit/pd_appendix_3c.pdf.
- *Thinking Broadly: Five Key Strategies for Financing Professional Development* (Appendix 3-D) This tool helps explore creative strategies to support each element of a professional development system, including local, federal, and State sources in addition to partnerships. The tool is available at http://nccic.acf.hhs.gov/pubs/pd_toolkit/pd_appendix_3d.pdf.

Selected Resources

The following resources cover topics related to infrastructure. Additional resources are available through NCCIC's Online Library at <http://nccic.acf.hhs.gov/library/index.cfm?do=oll.search>.

Title:	<i>Afterschool Investment Project Professional Development System Toolkit</i>
Author:	Afterschool Investment Project
Publisher:	The Finance Project
Date:	2009
URL:	http://nccic.acf.hhs.gov/afterschool/ (available by request)
Summary:	Includes resources to help consider key elements of a strategic financing plan. The toolkit appendices include a discussion guide; a cost estimate worksheet; and charts to assist in identifying current resources, assessing funding gaps, and evaluating funding sources. More materials and resources for creating strategic financing and sustainability plans are available from The Finance Project at http://www.financeproject.org .

Title:	<i>Database of State Policies That Meet or Relate to the Policy Blueprint for State Early Childhood Professional Development Systems</i>
Author:	National Association for the Education of Young Children (NAEYC)
Publisher:	NAEYC
Date:	2008/2009
URL:	http://www.naeyc.org/policy/ecwsi/database.asp
Summary:	Organized in six areas that build or sustain an integrated system: professional standards, career pathways, articulation, advisory structure, data, and financing. Users can search the database by area or by State. Additional information, including the Policy Blueprint, is available at

<http://www.naeyc.org/policy/ecwsi/default.asp>

Title:	<i>Partnerships, Alliances, and Coordination Techniques (PACT)</i>
	NCCIC
	NCCIC
	No date
	http://nccic.acf.hhs.gov/pact/index.html
	PACT provides State, Territory, and Tribal policymakers—particularly CCDF Administrators and their partners—the resources, training, and technical assistance they need to build more comprehensive and collaborative early care and education systems for better serving children and families. Print and Web-based materials and technical assistance tools help planning partners create, implement, and sustain cross-system partnerships, as well as manage and evaluate partnerships to ensure long-term outcomes.

Title:	<i>Sustainability Planning Information Resource Center</i>
Author:	The Finance Project
Publisher:	The Finance Project
Date:	No date
URL:	http://www.financeproject.org/index.cfm?page=28
Summary:	Offers resources, technical assistance, and training on sustainability planning. Resources are organized by the Finance Project’s seven elements of sustainability: vision, results orientation, strategic financing, broad-based community support, key champions, adaptability to changing conditions, and strong internal systems.

Title:	<i>Investing in Quality: A Survey of State Child Care and Development Fund Initiatives</i>
Author:	Melanie Pittard, Martha Zaslow, and Toni Porter
Publisher:	National Association of State Child Care Administrations and Child Trends with Bank Street College of Education
Date:	2006
URL:	http://www.childtrends.org/Files/InvestinginQualityChildcareRpt.pdf
Summary:	Provides data on State priorities for quality expenditures in terms of quality objectives and target populations.

CORE KNOWLEDGE

As discussed in Section 2, professional development systems have several interconnected components that can be categorized under five broad elements: core knowledge; access and outreach; qualifications, credentials, and pathways; funding; and quality assurance. This section focuses on the core knowledge element, which provides the foundation of a professional development system.

System Question	System Element
What is it?	Core knowledge
Why does it matter and what is available?	Access and outreach
How can we work toward it?	Qualifications, credentials, and pathways
How can we afford it?	Funding
How do we ensure and measure achievement?	Quality assurance

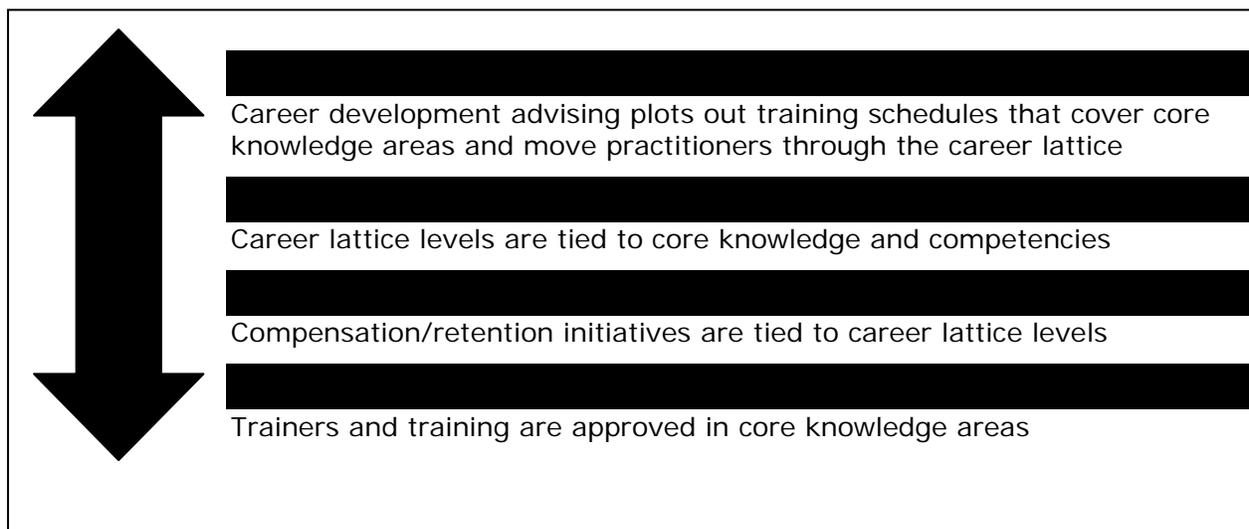
This section provides an overview of core knowledge and its components, key points from policy and provider perspectives, a State story about core knowledge efforts, brief State examples, and related resources. Appendices D and E feature core knowledge planning tools.

Element Overview

Professional development systems include core knowledge areas and essential competencies that all adults who work with young children need to know, understand, and be able to do to promote young children’s healthy development. Core knowledge areas and competencies define the *what* of professional development by providing a broad categorization of knowledge and skills that apply across *all* roles in the early/school-age care and education field. Using these categories as a framework, additional requirements can be developed for adults who work with specific age groups, children with special needs, English language learners, in family child care settings, or who administer programs.

Core knowledge and competencies can create a foundation for a professional development system. They can provide a road map for curriculum development and organization of professional development activities. In doing so, core knowledge and competencies become the basis for organizing, approving, and offering training and coursework, as well as the basis for levels on a career lattice. By offering a common language for establishing early childhood student outcomes and a mechanism to document competencies throughout a practitioner’s learning experience, core knowledge and competencies can be an important tool for articulation of community training to college credit and from one level of college coursework to another. Core knowledge and competencies can foster cross-sector collaboration and system integration by providing an agreed-upon set of expectations of adult knowledge and skills that apply across all settings. Core knowledge also serves as a foundation for each of the other four elements of the professional development system simplified framework.

Core Knowledge



Core knowledge components

* *Core Knowledge*

Core knowledge is the range of what adults working with young children need know to facilitate children’s learning and development. Core knowledge includes understanding theory and best practices and is linked to early learning guidelines (what young children need to know, understand, and be able to do). A practitioner’s grasp of core knowledge is often gauged by completion of training, assessments, and coursework.

* *Core Competencies*

Core competencies are the range of observable skills that adults working with young children need to facilitate children’s learning and development, and are linked to early learning guidelines. Competency—the demonstration of skills—represents the application of core knowledge and is implemented in the classroom, through working with parents and colleagues, and administering programs.

At least 80 percent of States have created core knowledge and/or core competency documents for the early childhood workforce. In these documents, core knowledge areas and competencies are often defined or categorized by the age/developmental range of children (e.g., all adults working with children birth through age 8, or all adults working with children birth through age 13, ages 3–5) and by levels of knowledge and skill demonstration. Levels can be delineated as part of a progression toward increased professional development, based on hierarchy of knowledge from awareness to analysis (Bloom, 1956). Each level represents greater depth and breadth of knowledge and its application. For example, Level 1 might require describing or demonstrating basic knowledge. Succeeding levels might require more complex application of knowledge, advancing to the ability to plan and implement programs or procedures through analysis, synthesis, and eventually evaluation.

Core knowledge documents also typically include a rationale section that explains why the area or domain is important for practicing professionals and the children being served, research that substantiates why the area matters, and/or evidence that

knowledge and skills in an area are linked to positive child outcomes and improved program quality.

Many State core knowledge documents also contain sections that specify dispositions—characteristics of practitioners that are separate from learned knowledge and acquired skills. These dispositions include attitudes toward working with children and families, interest and enthusiasm for learning and exploration, ability to reflect, and understanding and appreciation of children’s development. Overall, people’s values, commitments, and professional ethics influence their behavior toward children, families, colleagues, and communities; affect children’s learning, motivation, and development; and affect their professional growth.

Perspectives on Core Knowledge

Professional development systems affect people in different roles in unique ways.

Provider perspective

- ★ Core knowledge and competencies give providers a framework to develop and implement a plan for professional growth and recognition.
- ★ Training and investments aligned with the core areas and linked to a career lattice can result in individual professional achievements and financial rewards.
- ★ Core knowledge and skills applied in the classroom and in interactions with families can result in higher quality programs, better outcomes for children, and greater job satisfaction.
- ★ Core knowledge can establish a framework for providers to inform parents and families about what is important to children.
- ★ Core knowledge can establish a framework for providers to share with parents and families the value of training and ongoing professional development.

Policy perspective

- ★ States use core knowledge as the basis for approving, developing, offering, evaluating, and/or investing in training and coursework.
- ★ Based on research and the collective knowledge of the field, core knowledge helps policymakers focus efforts and funding on content that has the greatest potential to improve program quality, classroom practice, and child outcomes.
- ★ Core knowledge can help stabilize the workforce when used as the basis for credentials, professional milestones, or levels on a career lattice, which allows practitioners easy entry, steady movement, and smooth transitions into other roles. With the ability to achieve professional milestones and ongoing development, practitioners are more likely to remain in the field, garnering long-term returns on investment in training.
- ★ Core knowledge serves as the foundation for articulation. Community-based training can articulate or be converted to college credit, and community college courses can transfer

Core Knowledge

to bachelor's degree granting institutions. Eliminating repetition of courses and training or coursework that does not count toward a degree, credential, or level on a career lattice helps States, Territories, and practitioners save financial resources.

- ★ Core knowledge serves as the foundation for cross-sector efforts, establishing a common language and expectations to seek both public and private support to build comprehensive professional development systems.

State Story: Ohio

The National Child Care Information and Technical Assistance Center (NCCIC) would like to thank Terrie Hare, bureau chief of Child Care and Development at the Ohio Department of Job and Family Services, for her contributions to the following State story.

The Ohio Professional Development Network (OPDN) is a collaborative partnership and the coordinating body for the State's early childhood professional development system. The network is a collaboration of early childhood and after-school professionals, partner agencies, and organizations at the State and local levels. Members work together to create a comprehensive professional development system and advance the professional status of those working in early care and education, after-school care, child development, and related services for young children and their families.

OPDN serves as the Professional Development Work Group of Build Ohio. Three committees research and design specific components of the system:

- The Core Knowledge and Articulation Committee develops the next steps in distribution and implementation of Ohio's Early Childhood Core Knowledge and Competencies.
- The Compensation and Retention Committee researches State and local compensation and retention strategies.
- The Registry Committee advises on the ongoing development and design of the registry and will draft criteria for training and trainer approval.

The Ohio Child Care Resource and Referral Association (OCCRRA) provides staff support to the network and its committees, hosts the OPDN Web site, and manages the registry and T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood[®] Ohio. Funding for specific activities is provided through State agencies, private grants, and Build Ohio.

How it began

In November 2004, Build Ohio sponsored a 2-day retreat of the statewide OPDN. The event was facilitated by NCCIC and was the impetus for development of *Ohio's Early Childhood Core Knowledge and Competencies* (the Core). Supported by the Ohio Bureau of Child Care and Development, the volunteer committee determined that development of the Core was necessary for connecting the individual workforce initiatives.

At that time, the Head Start Collaboration director, the Bureau of Child Care and Development chief, and the OCCRRA executive director acted as cochairs. Following the network's Professional Development Action Plan, a 2-day kickoff event was held in February 2006. Groups of early childhood professionals from a broad range of disciplines were organized into writing teams based on six knowledge and competency domains:

- Child growth and development
- Child observation and assessment
- Family and community relations
- Learning experiences and environment
- Professional development
- Health, safety, and nutrition

Each team consisted of 10 members with expertise in the ages birth to 3 years, 3–5 years, and 5–8 years, with representation from 2- and 4-year institutions of higher education. Teams met for five full-day meetings between February and July 2006. Tools were developed to collect information from the writing teams and provide consistency across domains. Edited by an independent consultant, the final document—*Ohio's Early Childhood Core Knowledge and Competencies*—compiled the work of the writing teams.

System connections

A number of factors drive the need for core knowledge and competencies in Ohio:

- ★ The Ohio Department of Education Early Learning Program Guidelines require staff in funded programs to work toward an associate's degree and complete 20 hours of specialized training per year.
- ★ Ohio's School Readiness Solutions Group recommendations include college degrees for early care and education professionals as well as cross-sector access to T.E.A.C.H. Early Childhood scholarships for those pursuing college degrees.
- ★ The increase in Head Start staff requirements, including work toward bachelor's degrees, is increasing the demand for training and coursework.
- ★ Ohio's voluntary quality rating system (QRS), Step Up to Quality, requires an increase in staff education and annual in-service hours to increase program quality.
- ★ Plans to develop core knowledge and competencies for administrators and a credential for school-age care providers have been discussed.

Modeled on Ohio's Infant and Toddler Guidelines, the Core aligns with, supports, or complements Ohio's Early Learning Content Standards, Standards for the Teaching Profession, and Early Learning Program Guidelines. The Core also aligns with national standards, such as the National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation, NAEYC Early Childhood Program Standards and Accreditation Criteria, and Recommended Practices in Early Intervention/Early Childhood Special Education by the Division of Early Childhood of the Council for Exceptional Children. Together, the core knowledge document and other Ohio standards and guidelines create a common framework and language for caregivers and teachers to support and enhance the development of all young children.

Core Knowledge

The Core is built on the six knowledge and competency domains at three levels. The three levels align with the six levels of Ohio's Career Pathways Model for Early Childhood Professionals, which places individuals along a professional continuum based on formal education, in-service training, experience, and credentials. The Core framework includes a rationale for each domain, the knowledge base, and expected competencies.

Challenges

As in many States, Ohio's most difficult issues in developing core knowledge were brought on by the complexity of the early childhood system and differences in program structure, governance, and financing among child care, Head Start, and the other early childhood sectors. These structural differences typically result in differences in preservice requirements, in-service training, qualifications, and practices. In addition, they often mean significant differences in wages and salaries for teaching, administrative, and support staff.

While much has been accomplished and there are clear plans for implementation, OPDN continues to address some obstacles. Those responsible for implementation have other positions, primarily at OCCRRA. No additional funded staff positions are specified to implement the Core, which has implications for individual workloads, responsibilities, and priorities, as well as for the ease with which the Core can be implemented. In addition, one of the partnering State agencies is outside the Ohio Department of Health and Human Services and is governed by an independent board rather than reporting directly to the governor. The differences in reporting, priorities, and authority can complicate professional development partnerships and collaborations.

Future plans

Implementation plans include activities that address underlying system needs, incorporate current initiatives, and support efforts such as articulation. OCCRRA will conduct training for providers about understanding professional development overall in Ohio, including the Core, registry, and T.E.A.C.H.® Early Childhood Ohio. Training offered by the OCCRRA system and tracked through the registry is now based on the Core. The 45-hour training required in the first 3 years of employment as part of the State's licensing regulations will also be based on the Core. The annual Ohio Association for the Education of Young Children and Ohio Department of Education Early Childhood Conference will plan and list session offerings based on the Core. In addition, a trainer guide will be developed on how to use the Core.

The Ohio Board of Regents offered mini-grants to 2- and 4-year educational institutions to incorporate the Core into coursework and degree requirements. A letter was sent from OPDN to all college deans with a complimentary copy of the Core to be shared as a resource for faculty.

Developing Core Competencies for School-Age Care in Ohio

In 2009, Ohio is working to develop school-age care competencies by building on the format and content of the early childhood core knowledge and competency documentation. The writing team studied State and city documents, including the Mott Foundation's core competency document and those developed by Kansas/Missouri, Boston, and New York, to inform the process.

Ohio's writing team included representatives from various after-school sectors in both urban and rural areas, including training and technical assistance providers (resource and referral agencies, independent trainers), school-based 21st Century Community Learning Center programs, campus child care programs, community-based child care programs, State agencies (Ohio Department of Job and Family Services [child care licensing], Ohio Department of Education, and Ohio Department of Health), YMCA/YWCA, advocacy organizations, and a National AfterSchool Association board member. Ohio is drawing from a wide range of perspectives and conducting two rounds of review to gather feedback on the school-age competencies.

Sources

On July 16, 2007, NCCIC conducted an interview with Terrie Hare. Information also was drawn from:

- ★ *From Vision to Reality: Crafting a Professional Development System for Early Care and Education in Ohio* (October 2006), by Kathy Reschke, published by OCCRRA on behalf of the Ohio Professional Development Network.
- ★ *Ohio's Early Childhood Core Knowledge and Competencies*, available at http://www.occrra.org/core_knowledge/CoreKnowledge.pdf.
- ★ OPDN Web site, <http://www.ohpdnetwork.org>.
- ★ OCCRRA Web site, <http://www.occrra.org>

State Examples

States across the country have taken a variety of approaches to developing core knowledge and/or competency documents.

Illinois

Gateways to Opportunity: Illinois Professional Development System has created specific content areas for four credentials: Level I, Early Childhood Education credential, infant toddler credential, and director credential. Development of these content areas was guided by the Illinois Early Childhood Education Content-Area Standards, Illinois Professional Teaching Standards, and NAEYC's Standards for Early Childhood Professional Preparation.

All credentials are built on these seven content areas:

1. Human growth and development
2. Health, safety, and well-being
3. Observation and assessment
4. Curriculum or program design
5. Interactions, relationships, and environments
6. Family and community relationships
7. Personal and professional development

The Gateways to Opportunity credential content areas are available at <http://ilgateways.com/contentareas.aspx>.

Core Knowledge

Kansas and Missouri

Core Competencies for Early Care and Education Professionals: Second Edition (Summer 2000), by Opportunities in a Professional Education Network (OPEN) Initiative in Missouri, Kansas Association of Child Care Resource and Referral Agencies, and Mid-America Regional Council Metropolitan Council on Child Care, includes five levels of competencies in each core knowledge area. The core knowledge and competencies are used for curriculum development, definition of credentials, and organization of training into coherent and progressive sequences.

The core knowledge areas are:

1. Child growth and development
2. Learning environment and curriculum
3. Child observation and assessment
4. Families and communities
5. Health, safety, and nutrition
6. Interactions with children
7. Program planning and development
8. Professional development and leadership

This resource is available at <http://www.kaccrra.org/PDFs/PROpdfs/CoreCompetencies.pdf>.

Missouri's Guide for Conference Planners: Integrating the Core Competencies for Early Care and Education Professionals in Kansas and Missouri and Missouri's Early Childhood Standards (December 2003), by OPEN, is available at <https://www.openinitiative.org/content/pdfs/CoreCompetencies/EC-ConferencePlannersGuide.pdf>.

New Mexico

Common Core Content and Areas of Specialization for Personnel Preparation in Early Care, Education and Family Support in New Mexico: Entry Through Master's Level (May 2002), prepared by the Higher Education Early Childhood Task Force for the New Mexico Child Development Board, delineates three mastery levels. The core content links to statewide training and articulation.

The core knowledge areas are:

1. Child growth, development, and learning
2. Health, safety, and nutrition
3. Family and community collaboration
4. Developmentally appropriate content
5. Learning environment and curriculum implementation
6. Assessment of children and programs
7. Professionalism

This resource is available at <http://www.newmexicokids.org/Resource/Library/LaRistraPDF/cc%20indicator.pdf>.

New York

The New York State Early Care and Education Core Body of Knowledge Framework: Essential Areas of Knowledge Needed In Working Effectively with Young Children, Birth

through Age 8 (Second Edition 2001), developed and published by the Career Development Initiative of New York State, includes three levels of competencies for each knowledge area. The core knowledge areas and competencies align with the State's early childhood credentials.

The core knowledge areas are:

1. Child growth and development
2. Environment, curriculum, and content
3. Families in society
4. Child assessment
5. Communication
6. Professionalism and leadership

This resource is available at <http://www.earlychildhood.org/pdfs/CoreBody.pdf>.

Focus on School-Age Professional Development

Many core knowledge and competency areas are shared across the early childhood and school-age and youth development fields. These include child development, health and safety, curriculum and program planning, and professionalism. School-age or youth development core competencies provide a structure for professionals in the afterschool workforce to progress from one level to the next through both academic study and work experience. The framework of competencies provides professionals with a common language and set of expectations to help them reflect upon and strategize their career choices. At least 11 States have, or are developing, youth or school-age competencies and/or core knowledge. Many States choose to incorporate school-age competencies into their existing early childhood competencies framework.

National Core Competencies for School-Age Care

The National AfterSchool Association has worked with State and local leaders to identify model core competencies for school-age care. A diverse group of after-school stakeholders convened by the National AfterSchool Association reviewed examples of core competencies used by States and cities across the country to identify commonalities and model practices. These model competencies for the after-school community are available at <http://naaweb.yourmembership.com>.

Developing Core Competencies for School-Age Care in Kansas and Missouri

To pool resources, avoid duplication, and promote consistency, leaders in Kansas and Missouri collaborated to develop the *Kansas and Missouri Core Competencies for Youth Development Professionals*. Between 2004 and 2006, OPEN, the Missouri Afterschool Network Quality Committee, and the Kansas Enrichment Network combined efforts to build upon the existing early childhood version of the core competencies, revising them to encompass skills and capacities needed to work with school-age children and youth. The Bi-State Core Competencies feature five cumulative levels of professional development. Level 1 includes the knowledge and skills expected of a professional who is new to the field of youth development. Level 2 includes Level 1 plus the knowledge and skills necessary for a school-age credential or a certificate in youth development. Level 3 includes Levels 1 and 2 plus the knowledge and skills corresponding with an associate's degree. Level 4 includes Levels 1 through 3 plus the knowledge and skills commensurate with a relevant bachelor's degree. Level 5 includes all previous levels plus knowledge and skills corresponding with a relevant advanced degree. This resource is available at

Core Knowledge

http://dese.mo.gov/divcareered/Afterschool/Core_Competencies_for_Youth_Development_Professionals.pdf.

Planning Tools

Professional development planning groups may need tools to assess the status of a system element, stimulate discussion, or guide and focus the planning process. Tools may be used by individuals to gather information about services, initiatives, and investments, and identify gaps. Planning tools may be used by small groups to stimulate discussion. They may be used in conjunction with group activities as warm-up exercises; as a means for participants to share information about their services, target populations, and status; or as a method for identifying strategic steps in the development of a system element.

- *Professional Development System Tool: Focus on Core Knowledge and Competencies* (Appendix 4-B). This tool is a guide for commencing development or revision of a State/Territory core knowledge and competencies document. It is organized into three planning areas: core knowledge areas, levels, and additional sections/formats. This tool is available at http://nccic.acf.hhs.gov/pubs/pd_toolkit/pd_appendix_4b.pdf.
- *Core Knowledge: Small Group Discussion Guide* (Appendix 4-A). This tool was developed to guide discussion about the meaning of core knowledge in a group's particular context and what groups have done to develop core knowledge areas as part of their professional development system. This tool is available at http://nccic.acf.hhs.gov/pubs/pd_toolkit/pd_appendix_4a.pdf.

Selected Resources

The following resources cover topics related to core knowledge. Additional resources are available through NCCIC's Online Library at <http://nccic.acf.hhs.gov/library/index.cfm?do=oll.search>.

Title:	<i>Building the Foundation for Bright Futures, Final Report of the NGA Task Force on School Readiness</i>
Author:	National Governors Association (NGA)
Publisher:	NGA
Date:	2005
URL:	http://www.nga.org/cda/files/0501TaskForceReadiness.pdf
Summary:	Identifies actions that governors and States can take to ensure children's success in school. The report includes the recommendation to "implement unified data collection requirements, training opportunities, and professional standards across prekindergarten, child care, and Head Start programs."

Title:	<i>Core Knowledge for PK-3 Teaching: Ten Components of Effective Instruction</i>
Author:	Michael Sadowski
Publisher:	Foundation for Child Development
Date:	October 2006
URL:	http://www.fcd-us.org/usr_doc/Core_Knowledge.pdf

Summary: Outlines what experts in the field identify as core knowledge for high-quality prekindergarten through third grade teaching. These elements point to an aligned set of standards, curriculum, instruction, and assessment both within and across developmental levels.

Title: *Early Childhood Educator Competencies: A Literature Review of Current Best Practices, and a Public Input Process on Next Steps for California*

Author: Dan Bellm, Editor

Publisher: Center for the Study of Child Care Employment

Date: February 2008

URL: http://www.irle.berkeley.edu/cscce/pdf/competencies_report08.pdf

Summary: Presents a compilation of background research and public input from California's early care and education field to instruct the Department of Education's development of revised and expanded early care and education competencies for California.

Title: *Leading the Way to Quality Early Care and Education*

Author: Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services

Publisher: Child Care Bureau

Date: 2005

URL: Information about ordering this free resource is available at http://www.acf.hhs.gov/programs/ccb/ta/pubs/cd/ltw_cd.htm

Summary: State Child Care Administrator's 2004 Meeting CD-ROM includes the section "Linking Content to Standards," which provides video and other resources on three States' (Delaware, Ohio, and Rhode Island) alignment efforts.

Title: *Preparing Early Childhood Teachers to Successfully Educate All Children: The Contribution of State Boards of Higher Education and National Professional Accreditation Organizations, A Report to the Foundation for Child Development*

Author: Aisha Ray, Barbara T. Bowman, and Jean Ray Robbins

Publisher: Erikson Institute

Date: October 2006

URL: http://www.fcd-us.org/usr_doc/ContributionsofStateBoards.pdf

Summary: Analyzes diversity-related content in 30 States' (Alaska, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, New Jersey, New Mexico, North Carolina, Oklahoma, Rhode Island, Tennessee, Texas, Vermont, Virginia, and Wisconsin) boards of higher education and professional accreditation organizations' teacher standards.

Core Knowledge

Title:	<i>School-Age Care Companion Guide: An Adult-Sized Guide to Child-Sized Environments</i>
	Economic Services Administration, Division of Child Care and Early Learning, Washington State Department of Social & Health Services
	Economic Services Administration, Division of Child Care and Early Learning, Washington State Department of Social & Health Services
	August 2002
	http://www1.dshs.wa.gov/pdf/publications/22-311.pdf
	Addresses specific issues, such as licensing, activities, and staffing, related to programs exclusively serving school-age children.
Title:	<i>School-Age Care Professional: Skill Standards Inventory for Self-Assessment and Planning Professional Improvement.</i>
Author:	Washington State Board for Community & Technical Colleges
Publisher:	Washington State Board for Community & Technical Colleges
Date:	No date
URL:	http://schoolsoutwashington.org/documents/School-Age%20Self%20Assessment.pdf
Summary:	Identifies skill standards necessary to function effectively as a school-age child care professional.
Title:	<i>Skill Standards for School-Age Care Professional</i>
Author:	Peninsula College: Port Angeles, WA
Publisher:	Peninsula College: Port Angeles, WA
Date:	2000
URL:	http://www.wa-skills.com/pdfs/early_child_dev/School%20Age/Schoolage.pdf
Summary:	Combination of background readings, models of skill standards, preferred development process, definition of terms, validation information, and resource lists.
Title:	<i>State Core Knowledge and/or Competencies</i>
Author:	NCCIC
Publisher:	NCCIC
Date:	April 2009
URL:	http://nccic.acf.hhs.gov/pubs/goodstart/corekc.html .
Summary:	Provides information about the core knowledge and/or competency areas by State and includes links to State documents.

Title:	<i>State Requirements for the Content of Ongoing Training Hours for Child Care Center Teachers in 2007</i>
	NCCIC and National Association for Regulatory Administration (NARA)
	NARA
	February 2009
	http://www.naralicensing.org/associations/4734/files/Table_24_OngContent_Center_2007.pdf
	Provides information about the required content areas for ongoing training hours specified in child care licensing regulations for center teachers. Part of a set of tables that accompany <i>The 2007 Child Care Licensing Study</i> (2009), by NCCIC and NARA. All materials from this study are available at www.naralicensing.org/displaycommon.cfm?an=1&subarticlenbr=160 .

Title:	<i>Where We Stand on Standards for Programs to Prepare Early Childhood Professionals</i>
Author:	NAEYC
Publisher:	NAEYC
Date:	2005
URL:	http://www.naeyc.org/about/positions/pdf/programStandards.pdf
Summary:	Outlines five areas that NAEYC believes adults who work with children should know and be able to do: promote child development and learning; build family and community relationships; observe, document, and assess; teach and learn; and become a professional.

ACCESS AND OUTREACH

As discussed in Section 2, professional development systems have several interconnected components that can be categorized under five broad elements: core knowledge; access and outreach; qualifications, credentials, and pathways; funding; and quality assurance. This section provides information about the access and outreach element of a professional development system, which helps stakeholders understand why professional development matters and what opportunities are available.

System Question	System Element
What is it?	Core knowledge
Why does it matter and what is available?	Access and outreach
How can we work toward it?	Qualifications, credentials, and pathways
How can we afford it?	Funding
How do we ensure and measure achievement?	Quality assurance

This section provides an overview of the access and outreach element and its components, key points from provider and policy perspectives, a State story about access and outreach efforts, brief State examples, and related resources. Appendices F and G feature related planning tools.

Element Overview

Reaching all early care and education caregivers in a State or Territory is a huge challenge. Rural and urban locations, multiple languages and literacy levels, and different professional (or nonprofessional) aspirations are just some of the differences that make the early care and education workforce so diverse yet so difficult to support. Outreach, activities, and ongoing support must incorporate relevant cultural, background, linguistic, and individual frameworks to effectively respond to the needs of the population served by the professional development system.

Systems incorporate access and outreach activities that address the question of *why does it matter* by defining the purpose, vision, and guiding principles for professional development. These efforts also address the question of *what is available* and outline how practitioners can plan for attaining professional development. Such activities can include clearly defining the goals and mission of the system; providing career and personal development planning, advising, and other support; promoting the availability of professional development offerings; offering training with multiple delivery methods; and establishing public engagement initiatives. Access is also inextricably linked to affordability, as described further in Section 7.

Focus on School-Age Professional Development

Wide variation in the professional skills, knowledge, and experiences of school-age care staff and the part-time nature of the work create unique challenges for school-age professional development. Similar types of programs may have staff with credentials ranging from high school diplomas to graduate degrees. States can provide flexible access to professional development by acknowledging multiple pathways to competence for the school-age care workforce. Such pathways can include multiple credentials that can be

Access and Outreach

attained through academic coursework, certificate-based training, and less formal professional experiences.

Access and outreach components

★ ***Vision and Mission Statements and Guiding Principles***

Vision and mission statements communicate the purpose and objectives of a professional development system. Clearly communicated statements engage practitioners and system supporters, helping people understand their place and possibilities in the system. Along with guiding principles, they can help keep decision-making focused and provide a common goal for program staff, service participants, and the public.

★ ***Professional Code of Ethics for School-Age Providers***

To advance the professionalism of school-age care providers and build upon the work of Ohio's National AfterSchool Association (NAA) affiliate, NAA has developed a Professional Code of Ethics. Similar to other fields, the NAA Code of Ethics promotes professionalism by establishing a framework for professional standards, rules, and guidelines for the after-school field. The guidelines were vetted at several State after-school association conferences, the 2008 NAA Convention, and the 2008 21st Century Community Learning Center's Summer Institute. NAA reports that the Code of Ethics is being used to discuss professional standards and behaviors in a variety of forums, including college courses, State conferences, and State level professional development offerings. The Code of Ethics is available at <http://naaweb.yourmembership.com/?page=ResourcesCodeofEthic>.

★ ***Online Database of Training and Education Opportunities***

Online databases of training and education opportunities inform practitioners about the training and education options available. This component can include training calendars and directories of college degree programs. Training calendars are published lists of trainings for personnel that generally include short descriptions, locations, dates, and times of sessions. Some training calendars also categorize offerings by geographic region, content, language, and training organization or trainer. Often, these types of training databases are part of the larger practitioner or training registry system, described further in Section 6. For any online strategy to be successful, computers and Internet access must be readily available to providers either at their homes, worksites, or in public places (e.g., libraries, colleges).

★ ***Career Development Advising***

Career development advising is a process of informing people about entry and continuing education requirements for professional roles in the early care and education field. It also involves helping people assess current qualifications, identify education resources, and plan their own career advancement with attention to culture and language.

Advising can be done formally by skilled, trained, and compensated advisors who are accessible to all or specific segments of the workforce. However, advising can also be done informally by peers, supervisors, trainers, and other people who come into contact with providers. Whether career advising is formal or informal, it must be relationship-based, friendly, and nonthreatening.

Career advising helps providers assess their current qualifications, knowledge, and skills and create a plan for attaining professional development and career advancement.

Professional development plans should be reviewed regularly and adjusted as necessary. This planning process can help providers identify:

- Goals and objectives as professionals in the early childhood field or beyond.
- Specific requirements needed to obtain credentials, certificates, or degrees.
- Courses, training, and certificate/degree programs that will lead to achieving goals and objectives.
- Educational, financial, material, and/or human resources that facilitate accessibility and take into account distance, language, format, and cost.
- Additional knowledge and skills needed to achieve professional goals, such as computer, mathematical, and time management skills.

★ *Continuum of Individual and Group Supports*

Early care and education providers are often described by higher education institutions as nontraditional students. In addition to traditional educational approaches and offerings, they typically require and benefit from a continuum, or range, of supports. Such supports can include initial orientations to the field offered by licensing specialists or other technical assistance providers, peer support groups to minimize isolation, and leadership development opportunities. As nontraditional students, practitioners might have basic literacy and math skill deficits that make it difficult to engage in professional development offerings, including meeting matriculation requirements. Providing general skills and education supports (e.g., bilingual education and literacy, computer, and math skill building) can help address such difficulties.

Providers can also obtain support, knowledge, and skills through mentoring and coaching. Mentoring can offer new providers a way to build their skills by working closely with more experienced colleagues. It also helps mentors remain in the field and advance in their professions, often with financial incentives. Some States have formal mentoring programs, but mentor and protégé relationships can also form naturally in early care and education settings.

★ *Multiple Professional Development Delivery Methods*

With such a diverse workforce, how early care and education professional development supports are offered is just as important as what is offered. Members of the workforce are often working while taking courses, are older than traditional college students, and might have family and other commitments that conflict with their schedules. Providing multiple delivery methods can help practitioners overcome some or all of these challenges.

One nontraditional form of training delivery that is commonly used is distance learning, which can take many forms, such as Web-based courses, recorded video or audio courses, live video conferences, conference calls, and combinations of these methods with face-to-face sessions. To make this type of training accessible to providers, States and Territories might need to make support available to help increase providers' computer literacy, provide ongoing technical support and offer courses in multiple languages. States can also encourage enrollment by counting the training for credentials, career lattice movement, and/or State licensing requirements. To facilitate this, States may develop online course standards or protocols to develop, implement, evaluate, and approve training.

Access and Outreach

States can also make professional development accessible to providers by offering:

- Audio conferences, videotapes, email, and face-to-face seminars.
- Trainings at local, regional, or national conferences.
- Satellite college campuses.
- Mobile libraries with professional development resources, such as journals, videos, textbooks, and sample portfolios.
- Collaborations between community groups that have long-standing relationships with providers to organize, host, or deliver training jointly.
- Courses as modularized workshops—credit-bearing courses that are developed into a set of related workshops.

Perspectives on Access and Outreach

Professional development systems affect people in different roles in unique ways.

Provider perspective

- ★ To expand the number of providers who benefit from ongoing professional development opportunities, they need to be informed, have access to training/education, and be supported.
- ★ Providers need to know where and how to gain the knowledge and competency needed to implement a quality program.
- ★ Providers need help learning how to access training and technical assistance that takes into account where they live, which type of program they work in, which languages they speak, which income bracket they are in, how well they read and write, what their previous experiences have been, and their professional (or nonprofessional) aspirations.
- ★ Including license-exempt providers, such as family, friend, and neighbor caregivers, in outreach supports can help them provide quality care.

Policy perspective

- ★ Access and outreach efforts need to reach *all* providers.
- ★ As research points to the importance of cultural continuity for children in care and parental choice, it is especially important to include professional development activities that are appropriate for people from multiple cultural and linguistic backgrounds.
- ★ Identifying collaboration partners, such as universities, local community colleges, and training centers, is key to helping ensure training is offered in rural areas and in multiple languages and is appropriate for a variety of audiences.

State Story: Montana

The National Child Care Information and Technical Assistance Center (NCCIC) would like to thank Libby Hancock, director of the Early Childhood Project at Montana State University, for her contributions to the following State story.

The Early Childhood Project (ECP) manages and oversees early care and education career development activities in Montana. ECP manages the Montana Practitioner Registry database, conducts research, identifies training and education gaps, approves training for State licensing requirements, and develops new opportunities for learning.

How it began

In fall 1995, ECP at Montana State University invited a diverse group of people to begin discussions about an early childhood professional development system for Montana. A small grant from the Child Care and Development Fund funded the effort.

Montana was very strategic and inclusive about who was asked to participate. Representatives were invited from child care resource and referral agencies, Head Start, the Office of Public Instruction, early childhood professional organizations, the Early Childhood Services Bureau, child care licensing, and other organizations and agencies. Center directors and family and group child care providers were also invited. The Wheelock College Center for Career Development in Early Care and Education provided technical assistance at a 2-day event, which provided the group with an understanding of national trends.

Individual community leaders took on the challenge of sharing the vision with a larger group of people in their communities, and a mechanism was developed to provide feedback to ECP staff for revisions and formulation of goals and objectives. This give-and-take, back-and-forth process of input and feedback from the field energized people and increased ownership of the vision and plans to move ahead.

Language used to describe the system was inclusive of practitioners from all levels, backgrounds, and work settings. For example, the term “career path” was chosen as opposed to ladder or lattice to reflect the belief that people could start at very basic levels and continue within career development frameworks that met their individual needs and circumstances.

System connections

Previous grants from the Northwest Area and The Kellogg Foundation set the stage for collaborative work and systems thinking. The focus on creating a professional development system helped the task force and practitioners realize that this would be a multiyear process of achieving goals in a strategic way. It also afforded the time, energy, staff, and resources necessary to keep the State plan alive and momentum going. Respect for the unique communities and a dynamic process of engagement proved to be key to the success of the planning stage. Access and outreach strategies were incorporated into each component of the plan—core knowledge, career lattice, training approval, trainer development, and the practitioner registry.

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Evolution

By 1996, the task force adopted the Montana Early Care and Education Career Development State Plan and created the first year action plan. The State plan included primary strategies, while annual action plans established specific tasks. In the first year, a foundational interdisciplinary core knowledge document was developed. The companion Career Path Framework, Montana's career lattice, also took shape that year. The Career Path Framework outlined professional development from basic entry level through postsecondary degrees. Practitioners and partners from throughout the State provided vital input into the development of both the core knowledge and the lattice. Interactive statewide television was utilized for document review and public input.

Each component of the system was piloted prior to full implementation. By fall 1999, all parts of the professional development system were operational, including use of the core knowledge, placement on the Career Path, training approval processes, and a practitioner registry. The State quickly moved to integrate the Practitioner Registry into the larger early childhood system by mandating active participation for eligibility for many of the State's Best Beginnings quality initiatives. These initiatives provide funds to programs and practitioners for continuing education, grants for quality improvements that specialize in infant and toddler training and certification, and increased compensation incentives.

In 2004, Montana's training approval system helped ECP develop a computer interface with the State system to track all licensed/registered providers' training.

Challenges

As ECP developed, the biggest challenge was to sustain momentum and keep the task force and practitioners engaged in the long development process. Extensive travel across the State was essential to help providers understand how the system worked, what it meant, and how they could be a part of it. The system still faces challenges in meeting the needs of Native American colleagues located on seven reservations and assisting Head Start and Early Head Start programs in participating fully.

The specialized database to operate the registry system and interface with the State computer system is a key component to ECP's access and outreach efforts. However, finding and retaining the technical expertise to maintain the system continues to be a challenge. Effectively using data from the registry for policy development also remains a challenge.

Lessons learned

Stakeholders wanted to know more about best practices at the beginning of planning. After 8 years, ECP is now revising its system to integrate new elements during an upgrade/rebuild process.

The process could have benefited from having earlier participation by the technical staff responsible for developing the registry system's computer programs, although when they did join the planning groups they were knowledgeable about early childhood and helped greatly. Designing a program and then expecting technology to satisfy all the demands was very difficult. Designing both the technology and professional development systems together is ideal.

Based on its experiences, ECP recommends talking to colleagues in other States, finding champions, and sharing experiences and stories. It also emphasizes that stakeholders should expect glitches and should pilot all phases before a full launch. Specifying ongoing technical consultation and support in the annual budget is also important.

Integrating access and outreach into professional development systems in meaningful ways requires listening to people from all sectors and all levels. Montana recommends that States and Territories be flexible and responsive to feedback and expect to conduct revisions and updates regularly. ECP anticipated revisions would be made to its core knowledge and Career Path Framework and planned to update it in 5 years. Planning for that revision worked well and gave people a sense that the administrators were willing to change the system to meet the needs of the field. The professional development system plan should not be just a document but a responsive strategy for meeting practitioner needs.

Sources

On July 18, 2007, NCCIC conducted an interview with Libby Hancock. Information also was drawn from various ECP materials, which are available at <http://www.mtecp.org/>.

State Examples

States across the country have taken a variety of approaches to developing access and outreach activities.

Vision, mission, and guiding principles

★ *Missouri*

Missouri's Opportunities in a Professional Education Network (OPEN) Initiative supports many career development efforts. OPEN's primary focus is on creating and implementing a career development system for early childhood and school-age/after-school professionals.

OPEN's vision is that competent, reflective, and equitably compensated professionals will provide high-quality early childhood and school-age/after-school education for Missouri's young children and youth. The following are OPEN's guiding principles:

- National shortages in quality early childhood education programs are a public problem. Effectively addressing them requires engaging all stakeholders (parents, early childhood professionals, and policymakers).
- Quality early childhood education is positively associated with a civil society and a productive economy.
- Well-prepared teachers are the link between quality programs and positive outcomes for children and families.
- Preparation for providing quality early childhood education takes place through specialized training and education.
- Teacher compensation must be commensurate with their educational attainment.

For additional information, call OPEN at 877-782-0185 or visit <http://www.openinitiative.org/Content.aspx?file=Home.txt>.

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★ *New Jersey*

Professional Impact NJ (formerly the New Jersey Professional Development Center for Early Child Care and Education) grew out of New Jersey Sows the Seeds for Growth, a statewide initiative that established steps for implementing a system to enhance the preparation and continuing education of childhood and out-of-school-time practitioners. Professional Impact NJ partnered with the New Jersey Association of Child Care Resources and Referral Agencies to create a professional development system. Professional Impact NJ is based at Kean University, with funding provided through the New Jersey Department of Human Services and other sources.

Professional Impact NJ's mission is to promote and coordinate systems for the educational development of early childhood and primary education, family child care, and after-school program professionals. It advocates for policies and standards that result in high-quality care and education for New Jersey's children and families. Visit <http://www.njpsc.org> or call 908-737-4240 for more information.

★ *Oregon*

The Oregon Center for Career Development in Childhood Care and Education promotes the quality of early care and education for Oregon's children and families by providing a career development system for practitioners. Its mission statement is presented in three areas:

1. The Focus: Positive growth through professional development.
2. The Work: Provide leadership in development and operation of integrated and statewide professional development standards and systems, promote professional development to achieve high-quality care and education for children and youth, and create and support training and education.
3. The Activities: Developing professional systems, setting professional standards, and providing professional support.

For additional information, call the center at 503-725-8535 or visit <http://www.centerline.pdx.edu>.

Online database of training and education opportunities

Online Training Calendars

★ *Colorado*

Qualistar Early Learning: Training Calendar
<http://www.qualistar.org/professionals/calendar.php>

★ *Idaho*

IdahoSTARS Training Clearinghouse
<http://www.idahotc.com/projectapp/calendar.asp>

Online Training Registries

★ *Ohio*

Ohio Early Childhood Professional Development Network, Professional Development Registry
<http://www.ohpdnetwork.org/index.php?wid=1>

- ★ *Washington*
Washington STARS (State Training and Registry System)
<https://apps2.del.wa.gov/stars/>

Career development advising**Professional Development Advisors**

- ★ *Illinois*
Professional development advisors are available throughout Illinois to help people with professional development planning. Staff from Illinois Gateways to Opportunity match early childhood professionals with advisors in their local areas who will best meet their needs. Additional information is available by visiting <http://spanish.ilgateways.com/profdevel/profdevadvisors.aspx> or calling 888-548-8080.

Individual Professional Development Plans

- ★ *New York*
New York's comprehensive online *Career Development Resource Guide* was developed to provide people who are considering careers in early childhood and school-age programs with basic information about the field, available career opportunities, and how to prepare for particular positions; assist people already working in the field in evaluating their current status and developing plans for their ongoing professional development; and assist program administrators and supervisors in helping their employees develop professional development plans. The guide is available at <http://www.earlychildhood.org/cdrg/intro.cfm>.
- ★ *Vermont*
The Vermont Northern Lights Career Development Center for Early Childhood and Afterschool Professionals has developed a *Career Advising Guide* available at <http://northernlights.vsc.edu/career.html>. The guide includes many components, including a career lattice for advising, resources, and forms and instructions for developing an individual professional development plan.

Continuum of individual and group supports**Mentoring**

- ★ *California*
The California Early Childhood Mentor Program is the largest mentoring program for child care professionals in the United States and links improved compensation with mentors' professional development. Since 1988, it has provided advanced training for experienced child care workers who wish to become mentors to new practitioners. Mentoring services are available to both directors and teachers. Additional information is available at <http://www.ecementor.org/index.htm> or by calling 415-452-5600.

The Potential of Mentoring: An Assessment of the California Early Childhood Mentor Teacher Program (Spring 1995), by Marcy Whitebook and Laura Sakai, published by the Center for the Child Care Workforce (a project of the American Federation of Teachers Educational Foundation), is the result of a 2-year evaluation focusing on the California Early Childhood Mentor Teacher Program. The report identifies the program's strengths and weaknesses and includes recommendations. Additional information about this report is available at <http://www.ecementor.org/Care.htm>.

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★ *South Dakota*

The Building Blocks Child Care Mentor Program, sponsored by the South Dakota Department of Social Services, is designed to help new family child care providers learn how to operate a child care business. Trained family child care providers serve as mentors to new family child care providers, offering them information, encouragement, and resources. Additional information is available at <http://dss.sd.gov/childcare/mentorprogram/>.

Multiple professional development delivery methods

Distance Learning

★ *Indiana*

An online Child Development Associate credential is available from the Indiana Family and Social Services Administration to meet the needs of providers in areas of the State with little or no access to traditional education. Students can take these classes when it is convenient and when they have access to a computer. Additional information is available at <http://www.in.gov/fssa/carefinder/2912.htm>.

★ *Minnesota*

Eager-to-Learn, a Minnesota Child Care Resource & Referral Network program, provides educational opportunities using electronic, or e-learning, technologies. The program features information and education about e-learning, links to other e-learning sites, and a virtual meeting site for professional early childhood and school-age groups. The goal of this program is to provide a viable alternative for delivering learning experiences in a setting that reduces geographic, economic, and other barriers of traditional professional development. Courses can be completed for in-service hours and continuing education units (a credit option is available for some courses). Additional information is available at <http://etl.mnchildcare.org>.

Modularized Workshops

★ *Maine*

The Maine Roads to Quality: Child Care and Early Education Career Development Center (MRQ) manages a comprehensive, coordinated career development system for the State. MRQ's Core Knowledge Training Program is offered in a series of modularized workshops. Maine's 11 child care resource development centers offer 180 hours of approved core knowledge training in the following categories: healthy, safe environments; observation and assessment; child development; developmentally appropriate practice; guidance; relationships with families; individual and cultural diversity; and business and professional development. In addition, the centers offer Preparing Your Portfolio for Credit, a 3-hour course that covers the guidelines practitioners must meet to complete their portfolios for college credit. Additional information is available at <http://muskie.usm.maine.edu/maineroads/> or by calling 888-900-0055.

Reaching Family, Friend, and Neighbor Caregivers

★ *Kansas*

The Kansas Association of Child Care Resource and Referral Agencies instituted the Relative Care Provider Outreach Project, funded by the Kansas Health Foundation. The project offers relative child care providers training and education through home visits. The following are the process steps that were used to reach these providers: identify relatives providing child care to members of their families, contact each relative care provider by an initial letter, follow up with telephone calls, and offer to bring child care gift packages to their homes. Each package included a children's book, flyers with child care tips, a checklist of health and safety issues, a book about how to become a licensed family child care provider, and a local resource and referral training calendar. During home visits, project staff discussed the providers' daily child care routines, child development, developmentally appropriate activities, and other topics of interest. For more information, visit <http://www.kaccrra.org> or call 785-823-3343.

Planning Tools

Professional development planning groups may need tools to assess the status of a system element, stimulate discussion, or guide and focus the planning process. Tools may be used by individuals to gather information about services, initiatives, and investments, and identify gaps. Planning tools may be used by small groups to stimulate discussion. They may be used in conjunction with group activities as warmup exercises; as a means for participants to share information about their services, target populations, and status; or as a method for identifying strategic steps in the development of a system element.

- *Access and Outreach: Small Group Discussion Guide* (Appendix 5-A). This tool was developed to explore the meaning, issues, status, and needed activities to inform practitioners about and provide them access to a continuum of professional development opportunities. It is available at http://nccic.acf.hhs.gov/pubs/pd_toolkit/pd_appendix_5a.pdf.
- *Access and Outreach: Extending Formal Professional Development, Discussion Questions on Family, Friend, and Neighbor Care* (Appendix 5-B). This discussion guide explores strategies for reaching and supporting family, friend, and neighbor caregivers. It is available at http://nccic.acf.hhs.gov/pubs/pd_toolkit/pd_appendix_5b.pdf.

Selected Resources

The following resources cover topics related to access and outreach. Additional resources are available through NCCIC's Online Library at <http://nccic.acf.hhs.gov/library/index.cfm?do=oll.search>.

Online database of training and education opportunities

Title:	<i>National Directory of Early Childhood Teacher Preparation Institutions</i>
	Council for Professional Recognition and National Center for Early Development and Learning
	Council for Professional Recognition and National Center for Early Development and Learning

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URL: http://www.cdacouncil.org/res_nd.htm

Summary: Lists universities and colleges that have early childhood education programs in each State.

Continuum of individual and group supports

Title: *Getting Ready for Quality: The Critical Importance of Developing and Supporting a Skilled, Ethnically and Linguistically Diverse Early Childhood Workforce*

School Readiness, Culture and Language Working Group of the Annie E. Casey Foundation

California Tomorrow

2006

<http://www.californiatomorrow.org/media/gettingready.pdf>

Emphasizes that maintaining and increasing the diversity of the early care and education workforce is critical for America's increasingly diverse communities to attain successful developmental and learning outcomes. The early care and education field is addressing the challenges to ensuring norms, practices, and policies respect and draw on the languages, cultures, and contributions of children and families from diverse backgrounds.

Title: *Leadership Pathways for Early Education: Community Strategies to Enhance Professional Development*

Author: Valora Washington, Tamara Bates, and Theresa Mayberry-Dunn

Publisher: Caroline and Sigmund Schott Foundation and Schott Center for Public and Early Education

Date: 2003

URL: <http://www.schottfellowship.org/files/publications/Deborah%202.pdf>

Summary: Provides a description of the Massachusetts programs involved in the Leadership Pathways initiative, which focused on developing early childhood education leaders in communities of color and promoting racial, ethnic, gender, and economic diversity in the early care and education field.

Title: *Putting the Pro in Protégé: A Guide to Mentoring in Head Start and Early Head Start*

Author: American Institutes for Research, for the Head Start Bureau, Administration for Children and Families, U.S. Department of Health and Human Services

Publisher: Head Start Bureau

Date: 2001

URL: To order this publication, visit the Head Start Information and Publication

Summary: Center Web site at <http://www.headstartinfo.org>.
Describes basic principles, key components, and necessary supports for effective mentoring.

Title: *Supporting Early Childhood Professionals Through Content-Focused Mentoring: A Resource Guide*
Author: Kimberly Elliott, Susan Washburn, Patricia Fahey, Satu Mehta, Christine Pond, Leslie Ross-Degnan, Carla Seymour, Su Theriault, and Karen White, Center for Children and Families
Publisher: Education Development Center, Inc.
Date: 2003
URL: http://ccf.edc.org/PDF/MentorRG_Eng.pdf
Summary: Includes five aspects of content-focused mentoring and provides extensive lists of related resources for each. The topics are:

- Charting a course for content-focused mentoring
- The change process
- Training and support for mentors
- Training and support for protégés
- Evaluation and continuous program improvement

Multiple professional development delivery methods

Title: *ECE-Learning: A National Review of Early Childhood Education Distance Learning Programs*
Debra Torrence and Chip Donohue
Center for the Child Care Workforce, A Project of the American Federation of Teachers Educational Foundation
2007
http://www.ccw.org/pubs/EC_E_Learning.pdf
Explores distance learning in the early childhood field and provides a snapshot of the distance learning landscape. The appendices include lists of distance learning providers and credential and degree programs.

Title: "Innovations in E-Learning: New Promise for Professional Development," *Beyond the Journal. Young Children on the Web.*
Chip Donohue and Roger Neugebauer, for the National Association for the Education of Young Children (NAEYC)
NAEYC
May 2004
<http://www.journal.naeyc.org/btj/200405/InnovationsinELearning.pdf>

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Summary: Presents trends and examples of successful e-learning programs and practices for professional growth and development of those who teach early childhood education. Examples of higher education institutions that offer online degree programs for early childhood professionals are listed. Collaborations that are expanding e-learning opportunities also are listed. Examples are provided of technology tools and solutions that support provision of training programs and courses. Guidelines for appropriate practice and faculty development are also presented. The article emphasizes that policy discussions should address outcomes from distance learning, access, articulation, accreditation, implementation, and funding.

Title: *A Long-Awaited Conversation: Dialogue to Bridge the High-Tech/High-Touch Gap in Early Childhood Workforce Preparation and Professional Development*

Author: Douglas Clark, for the Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services

Publisher: Child Care Bureau

Date: 2004

URL: <http://nccic.acf.hhs.gov/pubs/bridgegap/bridgegap.pdf>

Summary: Describes events and discussions on the topic of technology and professional development that took place at the 2004 Leadership Connections conference in Chicago. Outcomes from the meeting are summarized as five cross-cutting themes: (1) "What We Already Know About Learning and Effective Teaching Also Applies to Training Models That Are Delivered Via Media and Technology," (2) "Now Is the Time to Get Intentional About Capacity Building," (3) "Collaboration Is Key," (4) "Behind the Hype, the Hope, and the Hearsay: The Practical Realities of Technology-Mediated Distance Learning," and (5) "Important Questions Remain."

QUALIFICATIONS, CREDENTIALS, AND PATHWAYS

As discussed in Section 2, professional development systems have several interconnected components that can be categorized under five broad elements: core knowledge; access and outreach; qualifications, credentials, and pathways; funding; and quality assurance. This section focuses on the qualifications, credentials, and pathways that provide methods for the early care and education workforce to work toward professional development.

System Question	System Element
What is it?	Core knowledge
Why does it matter and what is available?	Access and outreach
How can we work toward it?	Qualifications, credentials, and pathways
How can we afford it?	Funding
How do we ensure and measure achievement?	Quality assurance

This section provides an overview of qualifications, credentials, and pathways and their components; key points from provider and policy perspectives; a State story about efforts with qualifications, credentials, and pathways; brief State examples; and related resources. Appendix H includes a related planning tool.

Element Overview

The qualifications, credentials, and pathways element answers the question *how can we work toward it* by providing a range of activities that engage adult learners in appropriate personal and professional growth that is progressive and role related. States and Territories can establish qualifications and credentials for the workforce by developing preservice and ongoing training and education licensing and program requirements. Some have State and/or national credentials, and/or create qualifications that link to early childhood higher education degrees or certificates. States can help the workforce obtain qualifications and credentials by developing multiple strategies for achieving them, also known as pathways. Typical components or strategies that States or Territories can provide under this element include licensing requirements for preservice and ongoing training and education, career lattices or ladders that outline how to achieve a progression of roles, State and/or national credentials, higher education degrees and certifications, individual licensure, and multiple pathways to achieve required or recommended qualifications.

Qualifications, credentials, and pathways components

★ Preservice Requirements

The following are types of minimum qualifications providers are required to meet prior to assuming their positions:

- Child care licensing regulations for child care roles, such as child care center directors/ administrators, master teachers, teachers, assistant teachers, and aides; and small family child care home providers, large/group family child care home providers, and assistants.
- Public school certification/licensure requirements for teaching, administrative, and support staff positions. Qualifications for publicly funded prekindergarten teachers may be specific to working with children aged birth to 5 years, may be preschool

Qualifications, Credentials, and Pathways

only, or may include the early elementary grades such as prekindergarten through grade three.

- Head Start Performance Standards for teaching staff, component coordinators, and/or directors.
- Training requirements for child care providers in the subsidy system, which typically include attending an orientation about the subsidy program, performing specific responsibilities, working with parents, receiving payments, reporting, and recordkeeping. The Federal Child Care and Development Fund regulations require all providers to complete health and safety training.

★ *Continuing Education Requirements*

Most early childhood practitioners are required to complete ongoing training or continuing education to remain qualified for a position, maintain a credential or certification, or remain in compliance with regulatory standards. These requirements are typically a set number of annual clock hours and/or credit hours of training or coursework. The content of this training is generally related to the care and education of young children and is completed through a variety of methods, such as adult education courses, college courses, conference workshops, distance learning training, and in-service training. Some States require providers to complete training that has been approved and/or is presented by trainers who have been approved by the State's professional development system or meets criteria for continuing education units or other professional development criteria (see Section 8 for more information about training/trainer approval systems).

★ *Career Lattice*

A career lattice or ladder defines levels of mastery connected to a progression of roles (e.g., teachers, directors and administrators, family child care providers and operators, trainers, consultants, higher education faculty) or a progression of training and education in the early childhood field. State professional development systems often use career lattices or ladders as the framework for provider and training registries, which are tied to core knowledge and competency acquisition. Some States with quality rating systems (QRS) have included the attainment of levels on career lattices or ladders as part of the QRS standards for professional development. Some States have also linked incentives for providers, such as wage incentives, scholarships, and professional recognition awards, to the levels.

★ *Credentials*

Credentials are documents certifying that an individual has met a defined set of requirements set forth by the grantor of the credential, usually related to skills and knowledge, and may include demonstrations of competence. Credentials can be awarded by a training or higher education institution. In some States, credentials are awarded by the training approval system or registry within the professional development system. These systems may be administered by private organizations, State governments, or institutions of higher education.

Credentials may be role specific, such as director, infant-toddler, or school-age credentials. They may also be content specific, such as a literacy credential. Credentials are often based on core knowledge and/or competencies established by the State professional development system, require completion of the defined training or educational requirements, and can include other requirements, such as practical experience and other professional achievements or contributions that must be

documented by the individual and verified by the entity awarding the credential. Most credentials are time-limited and must be renewed or maintained through additional training hours, coursework, or other professional activities.

★ *Pathways Leading to Qualifications, Degrees, and Credentials*

- **Articulation Agreements**

Pathways include articulation agreements; any agreements and/or infrastructures that facilitate students' movement from one professional development level to another can be considered articulation. Articulation allows individuals to advance their educational endeavors by applying courses, credentials, or degrees awarded for college credit toward advanced degrees or credentials. Articulation also extends beyond credit-granting institutions. Successful creation of cumulative pathways for providers includes granting credit for prior life experience, work experience, training, credentials, courses, and degrees.

Common articulation terms and definitions include the following:

- ◆ **Associate of Arts in Teaching:** Equivalent of the first 2 years of teacher education at 4-year institutions, and may guarantee full articulation into all of a State's public and private 4-year institutions that offer degrees in teacher education for community college students who complete the degree.
- ◆ **Common core:** Specific courses with defined content and outcomes that typically make up the majority of the first 2 years of study at both 2-year and 4-year institutions. Common core courses can be general (typically designed for students who have not declared majors) or have a specific focus, such as early childhood.
- ◆ **Common course numbering:** Shared course names and numbers used at community colleges and 4-year institutions that facilitate transfer of credits.
- ◆ **Course articulation:** Agreement that identifies courses at a sending institution, equivalent or comparable to specific course requirements at a receiving institution.
- ◆ **Credit for the Child Development Associate (CDA) credential:** Granting of college credit for the CDA credential awarded by the Council for Professional Recognition. The number of credits the credential counts toward varies by receiving institutions; the Council for Professional Recognition is working to standardize the number of credits granted for the CDA credential.
- ◆ **Credit for prior learning:** Systems used by institutions of higher education to grant credit for learning acquired through life and/or work experiences. Assessments of prior learning can include portfolio documentation, competency testing, or combinations of these or other evidence of mastery of the knowledge, skill, or competency.
- ◆ **Guaranteed admission:** Agreement between 2-year and 4-year institutions that completion of an associate's degree program at the sending 2-year institution guarantees acceptance into the receiving 4-year institution, generally with transfer of all credits.
- ◆ **Pathway agreements:** Agreements among institutions that establish a continuum of professional education.

Qualifications, Credentials, and Pathways

- ◆ **2+2:** Pathway agreement between a community college and 4-year university designed so students can earn associate's and bachelor's degrees without any loss of credits.
- ◆ **2+2+1:** Pathway agreement between a community college and university designed so students can earn associate's, bachelor's, and master's degrees with transfer of all credits.
- ◆ **4+2+2:** Pathway agreement developed among a secondary school, community college, and 4-year institution designed so students can earn associate's and bachelor's degrees with transfer of all credits.
- ◆ **Program to program approach:** Agreements formed between individual institutions that guarantee transfer of specific credits from identified programs at sending institutions to receiving institutions.
- ◆ **Institution to institution:** Agreements formed between institutions that guarantee transfer of specific credits from the sending institution to the receiving institution.
- ◆ **Modularized workshops:** Typically a community-based, credit-bearing series of workshops that provide continuing education units or college credit.
- ◆ **Receiving institution:** Institution that is accepting the transfer student, program, courses, or credits.
- ◆ **Sending institution:** Institution where programs, courses, or credits have been completed.
- ◆ **Shared courses and/or faculty:** Agreements between 2- and 4-year institutions to provide specific courses or invite faculty from one institution to teach at the other.
- ◆ **Statewide approach:** Various models of this approach have been developed, all of which focus on the public higher education system as a whole rather than on an individual, program, or institutional level. In general, this approach is an agreement that guarantees transfer of credits from all State community colleges to public/State universities (and may include some or all independent institutions).
- ◆ **Transfer direction:** Direction of students' transfer process includes the following:
 - **Upwardly vertical:** from 2-year to 4-year
 - **Reverse transfer:** from 4-year to 2-year
 - **Horizontal transfer:** from 2-year to 2-year or from 4-year to 4-year
 - **Swirling:** students whose transfers include all or various directions
- **Personnel and Training Registries**

Registries are databases that store and track a variety of professional development information. Personnel and training registries track practitioners' completed education, training, and other experience and professional activities. A State's core knowledge and/or competency areas and its career lattice can be the foundation of a registry, as it can track a provider's attainment of training in the core areas and award certificates or credentials for defined levels of achievement.

A registry collects, tracks, acknowledges, and manages workforce data. These data can help identify trends in training participation and achievement of credentials or

movement along a career lattice, and inform decisionmaking regarding workforce policies and investments. A registry can also produce records that can validate qualifications or ongoing professional development for accreditation, QRS, wage incentives, and credentials. In some States, the registry is the system used to verify provider qualifications to meet State licensing requirements.

In some States, registries are also designed to approve and track training offerings and compile the qualifications of approved trainers (see Section 8 for more information about training/trainer approval systems). These systems can also record and track training attendance. Some registries are used to maintain calendars of training offerings for a State, region, or local area, as described in Section 5.

- **Supports for Advancing on the Career Lattice, Achieving a Credential or Degree**

Many people in the early care and education workforce need support to help them succeed in professional development activities—both community-based trainings and college courses. States offer a variety of college readiness supports, such as trainings focusing on being a college student (e.g., help with how to use the library, how to access tutoring, how to study). They can also provide basic literacy and computer application skill-building training; courses focusing on strategies for balancing school, work, and family; and courses about time management and organization. Support can also be offered for English language learners, such as courses offered in multiple languages, or courses offered in a combination of students' native languages and English.

Perspectives on Qualifications, Credentials, and Pathways

Professional development systems affect people in different roles in unique ways.

Provider perspective

- ★ Providers need to know the variety of opportunities that are available to them in the early care and education field.
- ★ Providers need to know the qualifications to enter the field, and the training and education needed to advance to other roles or improve their skills.
- ★ Providers come to the early care and education field with a wide range of experiences and education, which enrich the quality of care provided to young children. Providers can be recognized for this diversity in meaningful ways, including awarding college credit, certificates, and credentials.
- ★ The part-time nature of many after-school positions creates unique challenges for staff to meet and increase professional qualifications and skills. After-school professionals need opportunities for relevant coursework and training, such as social work or youth development courses, to count toward licensing staff qualifications, credential requirements, or levels on a career lattice.

Policy perspective

Qualifications, Credentials, and Pathways

- ★ States and Territories set the policies and requirements for entering the early care and education field, and often have to assume responsibility for providing a variety of ways that providers can meet the requirements.
- ★ States and Territories can increase efficiencies by developing infrastructures to track training that meets requirements, provides valid data, and links with or supports program quality improvement initiatives or QRS.
- ★ Qualifications, credentials, and pathways can systematically help providers increase their knowledge and skills and include mechanisms to recognize providers' achievements, encourage retention, and ensure continuity of care.

State Story: Illinois

The National Child Care Information and Technical Assistance Center (NCCIC) would like to thank Anne Wharff, program manager, Professional Development Initiatives, Bureau of Child Care and Development, Illinois Department of Human Services, for her contributions to the following State story.

Illinois Gateways to Opportunity: The Illinois Early Care and Education Professional Development Network was created by the Professional Development Advisory Council (PDAC) and is composed of practitioners, educators, and advocates from around the State. PDAC's mission is to promote, support, and recognize professional preparation and training for all current and prospective early care and education practitioners. The network is staffed by the Illinois Network of Child Care Resource and Referral Agencies (INCCRRA), and the planning process and implementation of the system components are funded by the Illinois Department of Human Services, McCormick Tribune Foundation, Joyce Foundation, and Grand Victoria Foundation.

How it began

Illinois Gateways to Opportunity evolved over a 10-year period through the work of many volunteers and skilled staff. In 1995, statewide forums resulted in the report *Building Bridges: Creating a Professional Development System for Early Childhood Practitioners in Illinois*. Recommendations called for creation of a professional development system, increased workforce compensation, and improved infrastructure funding.

T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood[®] Illinois, the Illinois Director Credential, and the Great START wage supplement program were created early in the development process. However, these activities were not well coordinated and only targeted specific segments of the workforce. Movement toward universal preschool and an ongoing desire to stabilize the workforce led to more forums with leaders in the field. State and community child care, Head Start, and prekindergarten leaders identified the next critical issues and pushed for development of a comprehensive professional development system.

Following a second round of forums, a group of volunteers representing State offices (i.e., child care, education, and Head Start Collaboration), INCCRRA, the Head Start technical assistance network, higher education faculty, and Office of the Governor met and planned

the Governor's Forum on Professional Preparation and Development of the Early Childhood Workforce.

All State-level stakeholders actively participated, and a representative of the Illinois State Board of Education offered \$500,000 in U.S. Department of Labor funds through the Education to Careers initiative to support the formal development of the system.

Evolution

In January 2003, with representation from all sectors of the early childhood field, the PDAC steering committee and workgroups were formed to guide the work of the Illinois Career Lattice, which included core knowledge, credentials, and a career information and advising system. During the planning and development phase, PDAC benefited from the national expertise of NCCIC and the models and work of other States. The group used NCCIC's *Professional Development Systems: A Simplified Framework* to establish the elements of Illinois's professional development system. PDAC adapted the NCCIC system framework by establishing definitions for the elements that were best suited for Illinois.

This work, administered by INCCRRA, formally evolved into Gateways to Opportunity in 2005. Gateways includes core knowledge and a six-level Career Lattice, including the Level I Credential, the Illinois Director Credential, Infant and Toddler Credential, and Illinois Type 04 Teacher Certification awarded by the Illinois State Board of Education. The system is supported by a comprehensive Web site (<http://spanish.ilgateways.com/default.aspx>) that features links to professional growth opportunities, scholarships and supports, job opportunities, higher education institutions, related resources, and career advising.

Challenges

Gateways continues to face the challenge of keeping the right people involved in planning and development, especially when the State career development programs are not all within the same agency. While State leadership in child care, Head Start, and prekindergarten has remained the same in Illinois, there have been changes among higher education, the administering agency, and other key early childhood organizations across the State. Gateways recognized that representative membership is important, but active engagement and participation of all members are critical to long-term success. Including people with new ideas and developing new leadership have also been important to career lattice development and maintaining continuity. Regardless of the changes in representative leadership, shifts in political power, and variations in investments and supports, the career lattice and professional development system work in Illinois have continued with the organizational structure of PDAC and support from the administering agency, State government, and the field in general.

Keys to success

Early efforts in Illinois were carried out by volunteers with some administrative support and coordination. Although much work is still done by committee, INCCRRA employs full-time staff to administer the career lattice, credentials, online career information system, and professional development advisors system. Consultants from higher education and other technical assistance agencies have been under contract to complete aspects of the professional development system, such as core knowledge areas and their alignment with other Illinois standards (e.g., Illinois Teaching Standards, Illinois Early Learning Standards, and Head Start Performance Standards). For many of the volunteer PDAC members,

Qualifications, Credentials, and Pathways

implementation of the career lattice and credentials has led to responsibilities and activities in addition to their other jobs. For example, members who are faculty are increasing course offerings, revising degree or certificate programs, and dealing with increased rates of enrollment. Some PDAC members are experiencing increased demands from their own staff members who are interested in taking courses or pursuing degrees or credentials. Other members' organizations have participated in one of the credential pilots. Committee members can be taxed both by the planning work and implementation.

Ongoing support for planning and development of the career lattice has resulted from key stakeholders continually taking advantage of opportunities. The individual initiatives funded prior to the system have become integrated into the current professional development system.

Lessons learned

People engaged in development and implementation of Gateways learned many key lessons, including that the work is never finished and decisions must be continually reviewed. The context in the State changes, and the system must adjust.

New leaders and the workforce itself need a good understanding of the strategies, people, and events that brought about the current measure of success. Recognizing contributions not only validates the work but also assures those currently engaged in planning and development that their work is valued and will be appreciated in the future.

Future plans

Next steps for the Career Lattice and credentials include promulgating rules for the Illinois Department of Human Services as the credential-awarding body. Future plans also include having the credentials incorporated into the licensing standards for specific staff positions. Among many considerations is to include the director credential as a requirement for administrators and Level V as a requirement for teachers in programs funded by Preschool for All (a prekindergarten program for 3- and 4-year-old children). In addition, Gateways staff seek to align the Great START wage scale with the career lattice levels. The QRS plan also links quality levels to lattice levels. For example, family, friend, and neighbor providers are required to obtain the Level I Credential to increase their quality level and subsidy reimbursement.

Sources

On June 28, 2007, NCCIC conducted an interview with Anne Wharff. Information also was drawn from the Gateways Web site, <http://spanish.ilgateways.com/default.aspx>.

State Examples

States across the country have taken a variety of approaches to developing qualifications, credentials, and pathways.

Preservice and continuing education requirements

A summary of all State minimum early care and education preservice and continuing/ongoing training requirements from State child care licensing regulations is available for:

- ★ Small and large family child care providers at <http://nccic.acf.hhs.gov/pubs/cclicensingreq/cclr-famcare.html>
- ★ Center teachers and master teachers at <http://nccic.acf.hhs.gov/pubs/cclicensingreq/cclr-teachers.html>
- ★ Center directors at <http://nccic.acf.hhs.gov/pubs/cclicensingreq/cclr-directors.html>
- ★ A document with excerpts from State child care center licensing regulations that specify the qualifications for school-age care program staff is available at <http://nccic.acf.hhs.gov/topics/topic/index.cfm?topicId=28>.

Career lattices

- ★ *Pennsylvania*

The Pennsylvania Keys to Quality Early Learning Career Lattice has eight levels and includes a continuum of professional development from entry-level training through credit-bearing coursework and degree attainment. For each level, there are descriptions of positions and roles that cover a range of sectors in the field, including child care, Head Start, early intervention, public schools, private academic schools, technical assistance/mentoring/ training, and higher education. The Pennsylvania Keys to Quality Early Learning Career Lattice is an integral part of the standards for the Keystone STARS QRS. To meet professional development standards for both directors and staff, providers had to meet specific lattice levels beginning July 1, 2008. Information about the career lattice is available at <http://www.pakeys.org/profdev/CareerLattice.aspx>.
- ★ *Utah*

Utah's Child Care Professional Development Institute administers the State's career development system. The system is based on endorsements and levels of knowledge and competency combined with financial rewards. The Early Childhood Career Ladder consists of 10 certification levels and 7 endorsements regarding infant and toddler care, school readiness, special needs, center director responsibilities (obtained by completing the national administrator's credential), family child care, guidance and emotional wellness, and school-age care. Participants receive a certificate and cash bonus for each level of training completed. Information about the Early Childhood Career Ladder Program is available at <http://active.slcc.edu/ccpdi/careerladder/>. Additional information about the Child Care Professional Development Institute is available by visiting <http://active.slcc.edu/ccpdi/services.asp>, or calling 801-957-4469 or 888-963-8558.

Credentials

Director Credential

- ★ *Florida*

The Florida Child Care and Education Program Director Credential is sponsored by the Department of Children and Families and administered by the Florida Children's Forum. Florida legislation requires child care and education program directors to have credentials to meet minimum licensing standards. In addition, every applicant for a license to operate a child care facility or for a change of ownership of a facility must document that the facility director has a director credential prior to receiving the license. Additional information is available at

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<https://training01-dcf.myflorida.gov/dcf/cct/dircred.html> or by calling the Child Care Training Information Center at 888-352-2842.

Child Care Credential

★ *Maryland*

The Maryland Child Care Credential recognizes child care providers who go beyond the requirements of State licensing and registration regulations. Six credential levels recognize a child care provider's achievement of a specified number of training hours, years of experience, and professional activities. The credential program is voluntary, and all regulated family child care providers and child care center staff are eligible and encouraged to participate. Additional information is available on the Maryland Department of Education, Division of Early Childhood Development Web site, http://www.marylandpublicschools.org/MSDE/divisions/child_care/credentials/mdcred.

Family Child Care Credential

★ *South Carolina*

The Center for Child Care Career Development (CCCCD) administers a credentialing and career development process in collaboration with the South Carolina Department of Health and Human Services. CCCCCD administers statewide early child care training through the 16 State technical colleges in South Carolina. The training is designed to meet the criteria for the ABC Family Child Care Credential and to meet South Carolina Department of Social Services licensing requirements. Additional information about CCCCCD is available at <http://www.sc-cccd.net> or by calling 866-845-1555 (toll free) or 864-250-8581.

Infant and Toddler Credential

★ *Wyoming*

All directors of infant child care centers in Wyoming are required to hold an infant/toddler director credential recognized by the Department of Family Services. Providers can obtain this credential by participating in a three or more credit course in infant and toddler development that meets all competencies and includes a laboratory or other experiential component, earning a CDA specialized in infant and toddler care, completing four WestEd Program for Infant Toddler Caregivers Trainer Institute modules, attending the Wheelock College Advanced Seminar in Infant Care, or attending a WestEd training or other training approved by the Department of Family Services. Required core knowledge for the credential is defined. Additional information is available at <http://dfswapps.state.wy.us/DFSDivEC/Providers/ProvidersPD-ITDCR.asp>.

School-Age Credential

★ *Indiana*

The Indiana YouthPRO Association (formerly the Indiana School Age Consortium) created the Indiana Youth Development Credential with a grant from the Indiana Child Care Fund. The credential is a tool for identifying highly qualified youth care workers to meet the needs of Indiana's children. The credential is a certification process that recognizes an individual's performance based on a set of defined skills and knowledge. The credential can be completed with three college classes or 45 hours of noncredit or college-credit training. Upon completion, the candidate will demonstrate knowledge in 16 core competencies. Additional information is available at <http://www.indianayouthpro.org/iyd.htm>.

★ *National*

At least 14 States have school-age or youth-oriented credential systems in place and the need for a national school-age or youth development professional credential is currently in debate. The National AfterSchool Association conducted a survey on the topic as part of the research that led to the development of its 5-year plan in 2008. Survey results indicated that practitioners overwhelmingly supported developing a national credential similar to the CDA, while researchers, funders, and executive-level program leaders disagreed. The latter group cited challenges in managing the national system and other hurdles related to State licensing regulations as their main reasons for opposition. Those in favor of the credential saw it as a way to streamline the professional development of practitioners and build reciprocity among States. While the debate continues, the closest facsimile to a national credential is the Military School-Age Credential, created by the U.S. Military Child Care Act. It is a competency-based credential that follows the core competencies of the CDA and has served as a model for many of the school-age care credentials created by States. Additional information is available at http://www.cdacouncil.org/pro_mil.htm.

Pathways leading to qualifications, degrees, and credentials

Articulation Agreements

★ *Massachusetts*

The Massachusetts Board of Higher Education's Early Childhood Education Compact took effect in September 2004. It specifies coursework that fulfills Massachusetts Department of Early Education and Care professional child care qualifications, prepares students for entry into a bachelor's degree program approved for early childhood education, and guarantees admission to early childhood education licensure programs at Massachusetts State colleges and universities that offer early childhood education licensure at the baccalaureate level. Additional information is available at <http://www.mass.edu/shared/documents/admissions/EarlyChildhoodCompact.pdf>

★ *New Mexico*

La Ristra: New Mexico's Comprehensive Professional Development System in Early Care and Education, and Family Support (September 1999, revised June 2002, edited by Polly Turner) was developed through a collaborative process among members of the Higher Education Early Childhood Task Force, staff of the Office of Child Development in the Children, Youth and Families Department, and the Center for Family & Community Partnerships at the University of New Mexico. It includes the chapter "Articulation, Common Catalogues of Courses, and Prior Learning Assessment (Credit for Prior Learning)" by Dan Haggard. This resource is available at <http://www.newmexicokids.org/Resource/Library/LaRistra.pdf>.

Personnel and Training Registries

★ *Wisconsin*

The Registry, Wisconsin's Recognition System for the Childhood Care and Education Profession, acknowledges and highlights practitioner training, experience, and professionalism. Depending on the type of application selected, The Registry awards a certificate verifying that people have met all State Department of Health and Family Services entry-level and continuing education requirements. Training beyond those requirements, along with experience and professional contributions, are represented by the levels and stars of The Registry's career ladder. Additional information is available at <http://www.the-registry.org> or by calling 608-222-1123.

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★ *National*

The National Registry Alliance is a private, nonprofit, voluntary organization of State early childhood workforce registry and professional development leaders whose mission is to enhance, support, and enable the work of State early childhood workforce registries by providing an interactive forum for networking and information and strategy exchanges. The National Registry Alliance Web site features a map with links to each State's workforce registry at <http://www.registryalliance.org/regmap.html>. Additional information is available by calling 608-222-1123.

Credit for Prior Learning

★ *Connecticut*

The Early Childhood Pathways Exams can help turn a provider's experience and workshop training into six college credits by testing knowledge in two subjects: introduction to early childhood education and child developmental psychology. Those whose knowledge, experience, and/or training match the content learned in these two subjects can consider taking the exams. The Training in Child Development program, consisting of modules that cover the core areas of knowledge and approved by Connecticut Charters-A-Course, is designed to cover most of the content. Additional information is available at <http://www.ctcharts-a-course.org/index.cfm?module=81&navID=nav54>.

Planning Tools

Professional development planning groups may need tools to assess the status of a system element, stimulate discussion, or guide and focus the planning process. Tools may be used by individuals to gather information about services, initiatives, and investments, and identify gaps. Planning tools may be used by small groups to stimulate discussion. They may be used in conjunction with group activities as warm-up exercises; as a means for participants to share information about their services, target populations, and status; or as a method for identifying strategic steps in the development of a system element.

- *Qualifications, Credentials, and Pathways: Small Group Discussion Guide* (Appendix 6-A). This tool guides consideration about current qualifications, credentials, and requirements, related issues, needs, and plan. It is available at http://nccic.acf.hhs.gov/pubs/pd_toolkit/pd_appendix_6a.pdf.

Selected Resources

The following resources cover topics related to qualifications, credentials, and pathways. Additional resources are available through NCCIC's Online Library at <http://nccic.acf.hhs.gov/library/index.cfm?do=oll.search>.

Preservice and continuing education requirements

Title:	<i>The 2007 Child Care Licensing Study</i>
Author:	NCCIC and National Association for Regulatory Administration (NARA)
Publisher:	NARA
Date:	2009
URL:	http://www.naralicensing.org/displaycommon.cfm?an=1&subarticlenbr=160

Summary: Includes a summary of the preservice, ongoing, and health and safety training requirements from State child care center licensing regulations. Materials from the study include 50-state data tables and State profiles.

Title: *The 2005 Child Care Licensing Study*

Author: NARA and NCCIC

Publisher: NARA

Date: 2006

URL: <http://www.nara.affiniscape.com/displaycommon.cfm?an=1&subarticlenbr=104>

Summary: Includes a summary of the preservice, ongoing, and health and safety training requirements from State child care center licensing regulations. Materials from the study include "State Data Profiles for Child Care Center Staff Qualifications."

Title: *Head Start Program Performance Standards; Head Start Act of 1998*

Author: Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services

Publisher: Office of Head Start

URL: <http://eclkc.ohs.acf.hhs.gov/hslc/Program%20Design%20and%20Management/Head%20Start%20Requirements/Head%20Start%20Act>

Summary: Section 648A of the Head Start Act includes the requirements regarding staff qualifications and development.

Title: *State Administrative Rules and Policy Manuals for Child Care*

Author: NCCIC

Publisher: NCCIC

Date: August 2008

URL: <http://nccic.acf.hhs.gov/poptopics/stateadminrules.html>

Summary: The requirements for providers participating in the child care subsidy program are found in State statutes, regulations, and policy manuals. This resource provides links to these documents.

Title: *The State of Preschool 2008: State Preschool Yearbook*

Author: W. Steven Barnett, Dale J. Epstein, Allison H. Friedman, Judi Stevenson Boyd, and Jason T. Hustedt

Publisher: National Institute for Early Education Research

Date: 2008

URL: <http://nieer.org/yearbook/pdf/yearbook.pdf>

Qualifications, Credentials, and Pathways

Summary: Rates state-funded prekindergarten programs serving 3- and 4-year-old children. Includes profiles of each State's prekindergarten program with information about the degree and specialized training requirements for teachers and assistant teachers. Links to an interactive database and State data are available at <http://nieer.org/yearbook/>.

Pathways leading to qualifications, degrees, and credentials

Title: *Assessing Learning: Standards, Principles, and Procedures, Second Edition*
Author: Morry Fiddler, Catherine Marienau, and Urban Whitaker
Publisher: The Council for Adult and Experiential Learning
Date: 2006
URL: [http://www.cael.org/publications_cael_books.htm](http://www.cael.org/publications/cael_books.htm) (for ordering information)
Summary: Second edition of Urban Whitaker's book, *Assessing Learning: Standards, Principles, and Procedures*, originally published in 1989. While following the framework and fundamental principles of the first edition, the authors have added perspectives and contexts about the assessment of learning, including work-based learning and non-credit-based learning. This edition also provides an updated set of standards for the assessment of learning and the awarding of credit for learning gained from experience.

Title: *Building Culturally and Linguistically Competent Services to Support Young Children, Their Families, and School Readiness*
Author: Kathy Seitzinger Hepburn
Publisher: Annie E. Casey Foundation
Date: 2004
URL: <http://www.aecf.org/upload/PublicationFiles/HS3622H325.pdf>
Summary: Focuses on assisting communities in building culturally and linguistically competent services, supports, programs, and practices related to young children and their families. Each of its seven sections includes an overview of the issue; critical questions for communities; key strategies for families, providers, and administrators; guides, tip sheets, and checklists; promising practices; and annotated resources. Includes a section titled "Training: Provider and Personnel Preparation."

Title: *Chutes or Ladders? Creating Support Services to Help Early Childhood Students Succeed in Higher Education*
Author: Kara Dukakis, Dan Bellm, Natalie Seer, and Yuna Lee
Publisher: Center for the Study of Child Care Employment, Institute for Research on Labor and Employment, University of California at Berkeley
Date: 2007
URL: http://www.irle.berkeley.edu/cscce/pdf/chutes_ladders07.pdf
Summary: Summarizes California's efforts to support nontraditional early childhood education students enrolled in higher education programs. An analysis of

the challenges faced by nontraditional students is followed by a description of five areas of promising practices: targeted delivery to student cohorts, English language learners, and other groups; student advising and counseling; financial support; academic and technological support; and access-based support.

Title: *Credentials for the Infant/Toddler Child Care Workforce: A Technical Assistance Tool for Child Care and Development Fund Administrators*

Child Care Bureau, U.S. Department of Health and Human Services
National Infant & Toddler Child Care Initiative
2007

http://www.zerotothree.org/site/DocServer/ITC_TA_Tool.pdf?docID=4245

A guide to considerations in the development of a State professional credential for the infant and toddler child care workforce.

Title: *Early Childhood Education Workforce Personnel and Training Registry Systems*

Author: NCCIC

Publisher: NCCIC

Date: April 2009

URL: <http://nccic.acf.hhs.gov/poptopics/practitioner-registry.html>

Summary: Provides information about each State's registry, including Web links to the registry systems and the registry application forms.

Title: *The Early Care and Education Teaching Workforce: At the Fulcrum*

Author: Sharon Lynn Kagan, Amy Carson, Kristie Kauerz, and Kate Tarrant

Publisher: National Center for Children & Families for Cornerstones for Kids

Date: 2006

URL: http://www.cornerstones4kids.org/images/teachers_report_0107.pdf

Summary: Describes what is known about the early care and education teaching workforce. Recommendations are offered in three areas that would transform the early care and education workforce: efforts that focus on enhancing professional development, efforts that seek to increase compensation, and efforts that improve teachers' workplace environments.

Title: "Seamless Pipeline from Two-year to Four-year Institutions for Teacher Training" in the *Preparing Tomorrow's Teachers to Use Technology* Policy Brief

Author: Gina Shkodriani, Community College Center for Policy

Publisher: Education Commission of the States

Date: January 2004

Qualifications, Credentials, and Pathways

URL:	http://www.ecs.org/clearinghouse/49/57/4957.pdf
	Discusses the importance of improving transfer and articulation of education majors from community colleges to baccalaureate programs. Five main challenges to teacher education transfer policies are described: limited teacher education resources; new, more complex teacher education accreditation standards; quality of community college transfer programs; staff time and effort; and complicated certification requirements. Recommendations are offered for improving teacher education articulation. State examples are provided to illustrate how articulation can be approached. The States highlighted include California, Florida, Louisiana, Maryland, Michigan, Missouri, New Mexico, North Carolina, Rhode Island, Texas, and Washington.

Title:	<i>Setting the Stage for a Youth Development Associate: A National Review of Professional Credentials for the Out-of-School Time Workforce</i>
Author:	Julie Dennehy, Ellen Gannett, Rachel Robbins
Publisher:	National Institute on Out-of-School Time for Cornerstones for Kids
Date:	2006
URL:	http://www.cornerstones4kids.org/images/youth_devel_Setting_606.pdf
Summary:	Describes evidence of the value of credentialing programs in enhancing the workforce and improving the quality of programs and positive outcomes for youth.

Title:	<i>State Professional Development System Credentials for Individuals</i>
Author:	NCCIC
Publisher:	NCCIC
Date:	June 2009
URL:	http://nccic.acf.hhs.gov/poptopics/pd-credentials.html
Summary:	Provides information about a sample of States with credentials that cover different age groups (e.g., early childhood, infant and toddler, and school-age) and roles (e.g., director, trainer, and family child care provider).

Title:	<i>Articulation of Early Childhood Training and Coursework</i>
Author:	NCCIC
Publisher:	NCCIC
Date:	June 2008
URL:	http://nccic.acf.hhs.gov/poptopics/articulation.html
Summary:	Articulation of early childhood training and coursework from one level or program to another creates pathways for professional development of the early education and school-age care workforce. This document provides a sample of approaches that States and/or colleges and universities have taken to address articulation of training, coursework, and degrees.

FUNDING

As discussed in Section 2, professional development systems have several interconnected components that can be categorized under five broad elements: core knowledge; access and outreach; qualifications, credentials, and pathways; funding; and quality assurance. This section provides information about mechanisms to help providers afford professional development.

System Question	System Element
What is it?	Core knowledge
Why does it matter and what is available?	Access and outreach
How can we work toward it?	Qualifications, credentials, and pathways
How can we afford it?	Funding
How do we ensure and measure achievement?	Quality assurance

This section provides an overview of funding and its components, key points from provider and policy perspectives, a State story about funding efforts, brief State examples, and related resources. Appendix I includes a funding-related planning tool.

Element Overview

Staff turnover in early care and education programs is a national problem that has a direct impact on the quality of care that young children receive. In a physically challenging, time consuming, and typically low-paid profession, incentives and supports for staff to pursue ongoing professional development are essential. The funding element addresses the question of how participants in the professional development system can afford to engage in opportunities, and how they are compensated for increased knowledge and skills.

Funding or monetary support can cover training, travel, and textbook stipends and reimbursements; rewards, awards, and bonuses for training and education completion; compensation or retention initiatives for practitioners; and financial awards given to early childhood settings based on program quality. Funding for professional development is inextricably linked to access issues, as described in Section 5.

Funding components

★ *Financial Aid and Scholarships*

- **Federal Financial Aid**

The U.S. Department of Education’s Federal Student Aid programs are the largest source of student financial aid in the United States, providing nearly 70 percent of all aid. Grants, loans, and work-study are the three major forms of aid available through the Federal Government. Information about Federal financial aid is available at <http://studentaid.ed.gov/PORTALSWebApp/students/english/index.jsp>.

Child care providers might be able to have a portion of their undergraduate Federal Family Education Loan or Direct Stafford Loan forgiven. Eligibility requirements include having received an associate’s or bachelor’s degree in early childhood education and having worked full time for 2 consecutive years as a provider in an eligible child care facility that serves a low-income community. Information about the Child Care Provider Loan Forgiveness Program is available at

<http://studentaid.ed.gov/PORTALSWebApp/students/english/childcare.jsp?tab=repaying>.

- **T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood® Project Scholarships**

The T.E.A.C.H. Early Childhood Project gives scholarships to child care workers to complete coursework in early childhood education and to increase their compensation. The project is an umbrella for a variety of scholarship programs for teachers, directors, and family child care providers working in regulated child care programs in 21 States across the country. All T.E.A.C.H. scholarships link continuing education with increased compensation and require recipients and their sponsoring child care programs to share the cost. Students are reimbursed for out-of-pocket educational expenses including tuition, enrollment fees, and books. Research about this project has shown that providers who have received T.E.A.C.H. scholarships stay in the field longer and obtain higher compensation. Additional information is available at <http://www.childcareservices.org/ps/teach.html>.

- **Other Scholarships**

In some States, professional associations offer scholarships to students in early childhood degree programs through their local affiliates or branches. Other scholarships are offered through agencies, such as child care resource and referral (CCR&R) agencies, that purchase slots for courses provided by local colleges and then offer scholarships to providers to fill those slots. If core training that articulates to college credit is funded by a community agency or the State, the amount that providers must pay for degree programs can be reduced significantly.

Some States offer scholarships for early childhood providers through their professional development systems. Eligibility requirements for these scholarships can include current work in a regulated child care setting, income level, commitment to stay in the field or current work setting for a specific period of time, participation in the personnel registry, and/or completion of a specific training program, credential, and/or degree.

- ★ ***Compensation/Retention Initiatives***

Compensation/retention initiatives link increases in qualifications to increases in compensation. These initiatives usually entail annual monetary supplements to providers' salaries that are awarded based on the highest level of training and education providers have achieved. As practitioners increase levels of education, the amount of the supplement rises. Compensation linked to networking and group activities can support providers' sense of professionalism and build interpersonal relationships.

- **Merit Awards and Completion Bonuses**

Awards and bonuses can benefit providers and financial entities giving funds. Providers who complete a certain number of credits or certifications are offered awards or bonuses. These funds are often made available as one-time disbursements, so there is less of a financial commitment to entities providing funds.

- ★ ***Other Financial Incentives***

- **Training, Travel, and Material Stipends or Reimbursements**

Funds associated with professional development activities can reimburse providers' out-of-pocket expenses that are required to attend courses, training, or workshops.

For providers in rural areas, this financial contribution is especially important if travel to a centralized training location is the only option to access professional development.

- **Registered Apprenticeship**

Registered apprenticeship is a national training delivery method overseen by the U.S. Department of Labor (DOL), Employment and Training Administration. Registered apprenticeship training involves two training elements—a minimum of 288 hours of related classroom instruction and 4,000 hours of on-the-job training with structured supervision by a skilled and experienced journey worker (similar to a mentor).

Apprenticeships can raise wages for early childhood practitioners. Apprentices receive progressive wage increases as they advance through the program until their wages are close to rates paid to more skilled and experienced professionals in the field. Those who complete apprenticeship programs in child care receive Child Care and Development Registered Apprenticeship Certificates awarded by DOL. General information about apprenticeships is available at http://www.doleta.gov/OA/eta_default.cfm.

- **Paid Mentorship**

Providers with high skill levels and many years of experience can get increased financial support by mentoring, coaching, or training colleagues with fewer skills and less experience.

- **Tax Credits**

Tax credits can be established for people who spend their own money on training and education, with the stipulation that they work in child care programs. State tax revenues, in the form of general funds, are also a common funding source for State professional development initiatives.

- ★ **Program Quality Awards**

- **Quality Rating Systems (QRS)/Quality Rating and Improvement Systems (QRIS) and Tiered Reimbursement**

States and Territories are involved in a variety of activities to improve the availability and quality of early and school-age care programs. Most often, these activities are supported by quality set-aside funds from the Child Care and Development Fund (CCDF). A growing number of States use CCDF funds to create QRS/QRIS. A QRS/QRIS is a systemic approach to assess, improve, and communicate the level of quality in early and school-age care programs. Similar to rating systems for restaurants and hotels, QRS/QRIS award quality ratings to early and school-age care programs that meet a set of defined program standards. These systems provide an opportunity for States to increase the quality of care for children, increase parents' understanding and demand for higher quality care, and increase professional development of child care providers. QRS/QRIS can also be a strategy for aligning components of the early and school-age care system for increased accountability in improving quality of care.

All QRS/QRIS are composed of five common elements: standards; accountability measures; program and practitioner outreach and support; financing incentives; and parent/consumer education efforts. The elements for standards, practitioner support, and financing incentives all relate to improving professional development of child care providers. All States with a QRS/QRIS have included training and/or

Funding

professional development as a category of standards and, therefore, a measure of overall program quality. Some have also defined standards based on improved staff compensation and benefits. Provider supports from States include funding to pay for training, T.E.A.C.H scholarships, and similar sources of assistance to obtain professional development. Funding professional development opportunities for providers who work in higher quality programs benefits participants, parents, and overall early childhood programming.

The most common financial incentive related to QRS/QRIS is tiered subsidy reimbursements—higher quality programs can be paid higher reimbursement rates for the children in their program who receive child care assistance (if the program charges tuition at or above that higher reimbursement rate). Most of the States with a QRS/QRIS include tiered reimbursement in their systems, but several other States also pay higher subsidy reimbursement rates based on the quality of the program. In these States, the measure of quality is typically national accreditation.

Additional information about QRS/QRIS is available at <http://nccic.acf.hhs.gov/topics/topic/index.cfm?topicId=44>.

- **QRS and Tiered Quality Rewards**

Some States (with or without a QRS/QRIS) make direct payments to programs based on quality, but the payments are not tied to reimbursement rates in the child care subsidy system. In addition to tiered reimbursement described in the previous component, other financial incentives used in QRS/QRIS include loans linked to quality ratings; quality grants, bonuses, and awards; contracts with providers; scholarships for professional development; and wage supplements.

Perspectives on Funding

Professional development systems affect people in different roles in unique ways.

Provider perspective

- ★ Education and training costs and college admission policies can discourage providers from seeking advanced degrees or professional development.
- ★ Low salaries further inhibit early childhood professionals who want to participate in professional development activities.
- ★ Members of the workforce often try to balance family responsibilities with work and college, and need financial support to continue with their professional growth.
- ★ Providers who live in rural areas, speak languages other than English, or work in informal settings have the additional financial burden of travel, translation, and meeting certain minimum criteria required to obtain scholarships or loans.

Policy perspective

- ★ If providers cannot afford to attend them, professional development activities will not affect practice.

- ★ A variety of approaches to funding provider participation are needed to support the workforce, and engaging both public and private resources can yield maximum benefits.
- ★ States and organizations that provide a variety of funding strategies to child care providers might struggle with short-term costs; however, policymakers recognize that having more qualified early childhood providers and stabilizing the workforce supply lead to improved child outcomes.

State Story: Maine

The National Child Care Information and Technical Assistance Center (NCCIC) would like to thank Carolyn Drugge, Maine's Child Care and Development Fund Administrator, Department of Health and Human Services, Early Childhood Division, for her contributions to the following State story.

The Maine Roads to Quality: Early Care and Education Career Development Center (MRQ) works to promote the quality of early care and education and school-age programs through professional development. MRQ addresses the training and education needs of early care professionals at all levels of their careers and in diverse practice settings; offers multiple ways for professionals to achieve their career goals; increases linkages between training and formal education so professionals can pursue their career paths; recognizes professionalism, those who pursue their career goals, and the programs that support them; and collects information and monitors the effectiveness of the career development system.

How it began

In the early 1990s, the Maine Department of Health and Human Services, Office of Child Care and Head Start, convened a workgroup and held meetings around the State to begin establishing a career development system with a goal of increasing program quality. The diverse, statewide committee was made up of 100 individuals, including child care providers and organizations, consumers, representatives from 2- and 4-year colleges and universities, representatives from businesses, trainers, and others. Agencies and organizations represented included DOL, Cooperative Extension, Maine Public Broadcasting, State Department of Education, State Office of Head Start, Bureau of Children with Special Needs, Maine School-Age Care Coalition, Maine Family Child Care Association, and Maine Association for the Education of Young Children. Their goal was to develop and maintain a long-range plan that supported a progression of training from entry to advanced levels.

Staff from the Office of Child Care Coordination (now the Office of Child Care and Head Start) and a consultant from the Wheelock College Center for Career Development in Early Care and Education supported the work of the Comprehensive State Training Plan Development Committee. The recommendations of the committee were published in 1994 in a document entitled *Pathways to Quality: Toward the Development of a Comprehensive Training Plan for Child Care Practitioners in Maine*. Since then, the Office of Child Care and Head Start has implemented several recommendations identified in the plan, including those related to orientation and core knowledge training, the registry, scholarships, and accreditation.

In 1992–1994, the committee created an action plan with specific steps. Elements of the plan were implemented in 1994–1999. In 1999, the Office of Child Care and Head Start

Funding

awarded a contract to the Muskie School of Public Service to manage a comprehensive, coordinated career development system, which became MRQ.

Funding opportunities for providers

Through MRQ, Maine offers a number of financial opportunities for early care and education providers and students seeking careers in the field. All licensed providers and early childhood education programs at the State's colleges are mailed information about opportunities and scholarships and other financial resources.

The *Maine Roads Scholarship Program*, administered by MRQ, is a financial incentive to support those employed in the child care field. Financial assistance is available to support child care providers who are pursuing a Child Development Associate (CDA) credential or an associate's, bachelor's, master's, or doctorate degree. The assistance is available to those providing direct care and education to children, working in early childhood administrative roles, or conducting staff development/training. Opportunities are also available to those working in family child care homes, including family, friend, and neighbor providers; center-based child care facilities; Head Start and Early Head Start programs; school-age child care; and CCR&R agencies.

To be eligible for a scholarship, practitioners must meet the following requirements:

1. Be a resident of the State of Maine.
2. Earn income that does not exceed 300 percent of the Federal Poverty Income Guidelines.
3. Have current experience (i.e., within the last 2 years) working in the child care and early education field in licensed or certified child care facilities or CCR&R agencies.
4. Be formally accepted or matriculated in a credit-bearing CDA program, or an undergraduate or graduate degree program of study at a Maine institution of higher education (this applies to CDA and degree students).

One of the unique features of MRQ is its coordination with the Finance Authority of Maine (FAME) to offer financial assistance to current child care providers and those planning to work in the early childhood field. As part of Healthy Maine 2000—a statewide public health initiative that defined specific public health objectives for the people of Maine to achieve by the year 2000—a number of child care bills were introduced in the State legislature. As part of one of those bills, the State Legislature approved general revenue funding for early childhood teachers to participate in the many scholarship and loan programs administered by FAME. The residency and income requirements for these financial assistance programs are comparable to the MRQ scholarship program. The following FAME-administered programs are specifically for child care providers:

- ★ *Educators for Maine* is a merit-based, forgivable loan program for students who are pursuing careers in teaching. As part of Healthy Maine 2000, the program was expanded to include students pursuing careers in child care. To be eligible for this program, students must be Maine residents and write an essay, scored by a selection committee, about why they should receive funding. Students must also maintain a minimum 3.0 grade point average.

- ★ *The Quality Child Care Scholarship* is a need-based scholarship that supports child care providers' professional development at the postsecondary level. To be eligible for a scholarship, an applicant must be a Maine resident; earn less than 300 percent of the Federal Poverty Income Guidelines; and be currently employed in a center-based program or as a family child care provider, or intend to work in the early care and education field. A Quality Child Care Scholarship cannot be awarded for the same course for which an individual is receiving a Maine Roads Scholarship. Recipients must be taking child care courses, pursuing certificates, or undergraduate or graduate degrees that will lead to direct work in early care and education. Positions in the field may be in nursery schools, Head Start programs, school-age care programs, or programs for prekindergarten children with special needs.
- ★ Initiated in 2000, FAME Quality Child Care Loans can be used for materials and supplies to improve quality. Many loans support programs working on or maintaining accreditation.

Maine has also used the following tax strategies to support quality improvement in early care and education programs:

- ★ *The Child Care Investment Tax Credit* targets child care programs working toward improved quality. Single owners, such as family child care providers, who spend \$10,000 in 1 year in quality expenditures approved by the Office of Child Care and Head Start can be eligible for a \$1,000 tax credit per year for 10 years. In the tenth year, the tax credit, on taxes owed, is \$10,000, which is a financial incentive for maintaining quality over time. For partnerships or corporations, the tax credit is up to 30 percent of taxes owed for up to \$30,000 a year spent on quality efforts. This is a cooperative effort between Maine Revenue Services and the Office of Child Care and Head Start, which approves expenditures and sends Maine Revenue Services a monthly report. Participating programs are listed on the State's Web page.
- ★ The Maine *Dependent Care Tax Credit* is for parents who select a quality child care program for their children. While the direct financial benefit is to parents, the credit has also made a real impact on the programs working to improve their quality and has become an indirect marketing tool for high-quality programs.

Challenges

Coordination of efforts by FAME and Maine Revenue Services has allowed new and innovative programs to be created using the current infrastructure. Coordination has brought unique challenges as well, including working through the details of program requirements, data sharing and reporting, and ongoing communication.

Another challenge is maintaining adequate funding to provide MRQ scholarships for all who apply. Some FAME-administered programs have surplus funds. Since the child care programs are just a few of the many programs FAME manages, the Office of Child Care and Head Start has to work closely with FAME to ensure it continues to recruit providers and adequately advertise the financial opportunities for students and providers.

Another major challenge for MRQ is to recruit trainers across the State who hold a master's degree, which is a requirement of the trainer approval system. Without a sufficient supply of qualified trainers, practitioners cannot access all the training the scholarships will fund. Thus, part of addressing training capacity is to identify and support new trainers.

Funding

Lessons learned

MRQ realizes the importance of meeting people's unique training needs. For example, as training participation has increased, so has demand for meaningful in-service training for practitioners who hold advanced degrees. Some of the training that is readily available through the resource development centers—Maine's CCR&R agencies—does not meet the needs of providers with advanced degrees. In addition, attaining degrees can make it more difficult for practitioners to find financial support to receive further training. As the field advances, the continuum of training must expand to address the needs of providers with advanced knowledge and skills, as must eligibility for funding to support ongoing professional development.

Future plans

Realizing that positive ongoing changes in provider practices may need onsite support beyond completion of training, MRQ is looking for ways to link with the Collaborative Consultation program, which provides ongoing, onsite technical assistance to program administrators and staff and family child care home providers. Elements of the Collaborative Consultation model include defining program or professional goals and identifying available resources. Additional areas of need providers may have, including content support and financial assistance, will be identified and addressed by the Collaborative Consultation program through evaluation and follow-up with training participants.

Other financial incentives being pursued include tax credits to Maine residents who work in child care settings. Maine also hopes to require all licensed providers to be in the registry when the child care licensing regulations are revised. Having all providers in the registry will allow training to be tracked to monitor progress along career paths, and will eliminate duplication of training and courses. This will also facilitate development of professional growth plans and assist in career advising, which includes sharing information about scholarships and other funding for practitioners.

Because of MRQ's system, and especially its funding-related efforts, training attendance has increased across the State. More child care providers are attending college and more students are in the child development programs at community colleges than ever before. Linking educated and trained providers to onsite technical assistance through the Collaborative Consultation program is expected to have an even greater impact on program quality and child outcomes.

Sources

On July 6, 2007, NCCIC conducted an interview with Carolyn Drugge. Information also was drawn from:

- ★ MRQ Web site, <http://muskie.usm.maine.edu/maineroads/>.
- ★ FAME Web site, <http://www.famemaine.com>.

State Examples

States across the country have taken a variety of approaches to funding.

Financial aid and scholarships

 ★ *New Jersey*

Professional Impact NJ, the State's professional development center, provides the following financial assistance programs for providers who are continuing their education:

- *NJ Early Childhood (Abbott) Scholarship* is available to those employed by licensed child care centers that are contracted with public schools in Abbott Districts. Funds are available to those working toward a CDA or Certified Childcare Professional (CCP) credential, an early childhood education associate's or bachelor's degree, or the P-3 Early Childhood Teacher Certificate.
- The CDA Assessment Fee Scholarship and CCP Application Fee Scholarship are for practitioners working less than 30 hours per week at the State's center-based care agencies or New Jersey Department of Human Services contracted child care centers. The scholarships cover the cost of the final step in obtaining a CDA credential. Practitioners apply for this scholarship when they are ready to submit their direct assessment application after their CDA training is complete.
- Professional Impact NJ provides ongoing financial assistance to family day care providers, assistant teachers, group teachers, head teachers, and school-age providers for courses leading to an associate's or bachelor's degree with an early childhood emphasis, early childhood teacher credential, CDA, or CCP credential. College and credit-bearing CDA or CCP courses may be reimbursed at a maximum rate of \$3,000 annually. Noncredit CDA or CCP courses may be reimbursed at a maximum rate of \$550 annually.

Additional information is available at <http://www.njpsc.org/index.php?cat=assist> or by calling 973-391-2633.

 ★ *Oklahoma*

The Scholars for Excellence initiative provides scholarships to help pay for tuition and books. The scholar coordinators in each community college assist students in a variety of ways. To qualify for the Scholars for Excellence in Child Care program, child care providers must work in child care facilities that are rated as one-star plus or above on the Reaching for the Stars QRS and have a minimum of 10 percent subsidy children at the time of application. Additional information is available at the Oklahoma State Regents for Higher Education Web site, <http://www.okhighered.org/scholars/>.

 ★ *T.E.A.C.H. Early Childhood Project Scholarships*

The T.E.A.C.H. Early Childhood Project is currently operating in 21 States: Alabama, Arizona, Colorado, Delaware, Florida, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, Nevada, New Mexico, North Carolina (founding State), Ohio, Pennsylvania, South Carolina, Virginia, West Virginia, and Wisconsin. Additional information about the project is available at <http://www.childcareservices.org/ps/teach.html>. State contacts are available at http://www.childcareservices.org/ps/state_contacts.html.

Compensation/retention initiatives

 ★ *Illinois*

Funding

The Great START (Strategy to Attract and Retain Teachers) program is funded and administered through the Illinois Department of Human Services and contracted through the Illinois Network of Child Care Resource and Referral Agencies. The goal of Great START is to improve children's developmental and educational outcomes by encouraging increased professional preparation and retention of child care personnel in licensed centers and homes. Great START rewards child care professionals by supplementing their income based on the level of education they have attained above State licensing standards. Additional information is available at http://www.inccrra.org/overview.aspx?id=171&ekmense=c57dfa7b_23_0_171_2 or by calling 866-697-8278.

★ *Connecticut*

The Connecticut AfterSchool Network offers stipends of up to \$600 toward tuition reimbursement to professionals working in after-school programs who take relevant, college credit-based courses at regionally accredited Connecticut two- and four-year colleges and universities. Participants may submit up to two grant applications per semester. The AfterSchool Network has partnered with Charter Oak College to offer courses that fulfill requirements of the State's Credential in After School Education. Additional information is available at <http://www.ctafterschoolnetwork.org/>.

★ *Minnesota*

The R.E.E.T.A.I.N. (Retaining Early Educators Through Attaining Incentives Now) program aims to reduce turnover rates among employees working with young children by awarding scholarships/grants to applicants based on longevity in the early childhood field, type and level of degree completed, and salary. The awards are considered additional salary for recipients, who must commit to continue to work with their current employer for 1 year beyond the grant period. Additional information is available at <http://mnchildcare.org/providers/reetaiain.php>. Electronic applications for the R.E.E.T.A.I.N. program are available from Minnesota STREAMS (State Registry for Training and Meaningful Supports) to Quality, Minnesota State Registry for Education and Meaningful Supports, at <http://www.mnstreams.org>. Additional information is available at the Minnesota Child Care Resource & Referral Network Web site, <http://www.mnchildcare.org>, or by calling 888-291-9811 or emailing info@mnchildcare.org.

★ *Child Care WAGE\$® Project*

The Child Care WAGE\$ Project provides education-based salary supplements to low-paid teachers, directors, and family child care providers working with children from birth to 5 years of age. The project is designed to provide preschool children more stable relationships with better educated teachers by rewarding teacher education and continuity of care. The project is offered statewide in North Carolina as a funding collaboration between local Smart Start Partnerships and the Division of Child Development. Counties that use Smart Start funding to support the project may participate. Child Care Services Association administers the project in participating North Carolina counties. The Child Care WAGE\$ Project is also operating in Florida, Kansas, and Oklahoma. Additional information is available at <http://www.childcareservices.org/ps/wage.html>.

Registered apprenticeship

★ *West Virginia*

The West Virginia Apprenticeship for Child Development Specialist (ACDS) is a four-semester training program developed for staff in child care centers, Head Start programs, and school-age care programs. ACDS is based on DOL's apprenticeship model and requires a total of 300 hours of coursework and 3,200–4,000 hours of on-the-job experience during a 2-year period. It also requires apprentices' employers to supervise and support apprentices' laboratory work, and increase apprentices' wages upon successful completion of the training. Graduates receive national certification through DOL. The West Virginia Bureau of Apprenticeship and Training is the certifying agency for the ACDS program. Additional information is available at <http://www.wvacds.org>, or by calling 866–982–2237 (866–WVA–ACDS) or emailing info@wvacds.org.

Program quality rewards

★ *QRS/QRIS*

Currently, 18 States (Colorado, Delaware, District of Columbia, Indiana, Iowa, Kentucky, Louisiana, Maine, Maryland, Montana, New Hampshire, New Mexico, North Carolina, Ohio, Oklahoma, Pennsylvania, Tennessee, and Vermont) have a statewide QRS/QRIS. Additional information is available in the document *Quality Rating Systems: Definition and Statewide Systems*, which is available with additional resources at <http://nccic.acf.hhs.gov/topics/topic/index.cfm?topicId=44>.

Focus on School-Age Professional Development

★ *Resources for School-Age Professionals*

Leaders creating professional development systems inclusive of school-age practitioners can tap into additional funding streams related to older youth, or funding focused on specific needs of this age group, such as dropout or substance abuse prevention, to expand funding resources. For example, the 21st Century Community Learning Centers State formula grant features quality targeted funds that may be used toward professional development, and there are special education grant programs that support staff development. Additional information is available on the U.S. Department of Education Web site, at <http://www.ed.gov/programs/21stcclc/index.html>.

The Corporation for National and Community Service administers a host of programs, some of which support direct service to children and youth and others, such as the AmeriCorps VISTA program, which can provide support for system infrastructure. Leaders may also be able to attract and retain college students or AmeriCorps members and mentors to assist with administrative functions and/or supplement staff capacity. Additional information is available at http://www.nationalservice.gov/about/programs/ameriCorps_vista.asp.

Planning Tools

Professional development planning groups may need tools to assess the status of a system element, stimulate discussion, or guide and focus the planning process. Tools may be used by individuals to gather information about services, initiatives, and investments, and identify gaps. Planning tools may be used by small groups to stimulate discussion. They may be used in conjunction with group activities as warm-up exercises; as a means for participants to share information about their services, target populations, and status; or as a method for identifying strategic steps in the development of a system element.

Funding

- *Funding: Small Group Discussion Guide* (Appendix 7-A). This tool explores current activities that provide financial support for practitioners as well as gaps and future plans. This tool is available at http://nccic.acf.hhs.gov/pubs/pd_toolkit/pd_appendix_7a.pdf.

Selected Resources

The following resources cover topics related to funding. Additional resources are available through NCCIC's Online Library at <http://nccic.acf.hhs.gov/library/index.cfm?do=oll.search>.

Financial aid

Title:	<i>Funding Education Beyond High School: The Guide to Federal Student Aid</i> Federal Student Aid Information Center U.S. Department of Education 2008–2009, 2009–2010 http://studentaid.ed.gov/students/publications/FYE/index.html A comprehensive resource about student financial aid. Grants, loans, and work-study are the three major forms of aid available through the Department of Education's Federal Student Aid office. Updated each award year, the guide explains the programs and how to apply for them. Available in English and Spanish.
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Compensation/retention initiatives

Title:	<i>Supporting a Skilled and Stable Workforce: Compensation and Retention Initiatives</i>
Author:	NCCIC
Publisher:	NCCIC
Date:	August 2008
URL:	http://nccic.acf.hhs.gov/poptopics/wageincentives.html
Summary:	Provides examples of State compensation and retention initiatives, including brief descriptions and Web links.

Title:	<i>Workforce Incentive Initiatives: Research and Evaluation</i>
Author:	NCCIC
Publisher:	NCCIC
Date:	August 2008
URL:	http://nccic.acf.hhs.gov/poptopics/resincentives.html
Summary:	Provides a sample of publications with information about evaluations and reports from select State workforce incentive initiatives.

Title:	<i>Federal Programs and Youth Workers: Opportunities to Strengthen Our Workforce</i>
Author:	Patty Cole with Katie Ferrer
Publisher:	Next Generation Youth Work Coalition
Date:	January 2009
URL:	http://nextgencoalition.org/files/Federal_Programs_And_Youth_Workers.pdf
Summary:	Presents the results of a policy scan of a broad range of Federal programs to determine how Federal funds are being used to support youth worker development.
Title:	<i>Building a Stronger Child Care Workforce: A Review of Studies of the Effectiveness of Public Compensation Initiatives</i>
Author:	Jennifer Park-Jadotte, Stacie Carolyn Golin, and Barbara Gault
Publisher:	Institute for Women's Policy Research
Date:	November 2002
URL:	http://www.iwpr.org/pdf/CCW.pdf
Summary:	Reviews and evaluates seven programs designed to improve compensation of the child care workforce: California CARES Alameda Child Development Corps, U.S. Department of Defense Child Development Program, Caregiver Pay Program, Georgia Early Learning Initiative, North Carolina's T.E.A.C.H. Early Childhood Project and Child Care WAGE\$ program, Washington Early Childhood Education Career Development Ladder, and Wisconsin Child Care Mentor Project.
Title:	<i>Clearing a Career Path: Lessons from Two Communities in Promoting Higher Education Access for the Early Care and Education Workforce; Alameda and Santa Clara Counties, California</i>
Author:	Kara Dukakis and Dan Bellm
Publisher:	Center for the Study of Child Care Employment, First 5 Alameda County, and WestEd – E3 Institute: Advancing Excellence in Early Education
Date:	2006
URL:	http://www.irle.berkeley.edu/cscce/pdf/clearing_careerpath06.pdf
Summary:	Provides information about the process through which Alameda and Santa Clara counties have used Comprehensive Approaches to Raising Educational Standards (CARES) programs and other resources to leverage systemic change in higher education. CARES programs provide monetary rewards to early childhood personnel based on their education levels and continued commitment to professional development. The report describes a range of new and expanded efforts in both counties.

Funding

Program quality rewards

Title:	<i>QRS Definition and Statewide Systems</i>
Author:	NCCIC
Publisher:	NCCIC
Date:	March 2009
URL:	http://nccic.acf.hhs.gov/pubs/qrs-defsystems.html
Summary:	Describes the elements of a QRS/QRIS and provides a list of the statewide QRS/QRIS, along with links to additional information about these systems.
Title:	<i>Financial Incentives in QRS</i>
Author:	NCCIC
Publisher:	NCCIC
Date:	March 2009
URL:	http://nccic.acf.hhs.gov/poptopics/qrs-fi.html
Summary:	Provides examples of QRS financing incentives, including tiered reimbursement, as well as compensation awards, quality bonuses, and others.
Title:	<i>QRS Quality Standards</i>
Author:	NCCIC
Publisher:	NCCIC
Date:	March 2009
URL:	http://nccic.acf.hhs.gov/poptopics/qrs-criteria-websites.html
Summary:	Provides links to each State's QRS standards used to assign quality ratings.
Title:	"Systemic Approaches to Improving the Quality of Care," <i>Child Care Bulletin</i> Issue 32
Author:	Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services
Publisher:	Child Care Bureau
Date:	Winter/Spring 2007
URL:	http://nccic.acf.hhs.gov/ccb/issue32.pdf
Summary:	TFocuses on QRS/QRIS, includes descriptions of the elements of QRS/QRIS, examines State efforts to implement these systems, and discusses current and future research on this topic.

Title:	<i>Financing Quality Rating Systems: Lessons Learned</i>
Author:	Louise Stoney, Alliance for Early Childhood Finance
Publisher:	United Way of America Success By 6®
Date:	September 2004
URL:	http://www.earlychildhoodfinance.org/handouts/Louise_Stoney_QRS_Financing_Paper.pdf
Summary:	Explores strategies for funding development and implementation of QRS/QRIS. A table compares statewide QRS/QRIS from Colorado, Kentucky, Montana, New Mexico, North Carolina, Oklahoma, Pennsylvania, Tennessee, and Vermont.

Title:	<i>Stair Steps to Quality: A Guide for States and Communities Developing Quality Rating Systems for Early Care and Education</i>
Author:	Anne W. Mitchell
Publisher:	United Way of America Success By 6 and Caliber, an ICF Consulting Company
Date:	2005
URL:	http://www.earlychildhoodfinance.org/ArticlesPublications/StairStepstoQualityGuidebook_FINAL.pdf
Summary:	A how-to guide that informs public- and private-sector leaders in communities and States about creating QRS/QRIS for early care and education and school-age care. QRS/QRIS are defined as methods to assess, improve, and communicate the level of quality in early care and education settings and have five elements: standards; accountability measures; program and practitioner outreach and support; financing incentives; and parent/consumer education. The guide offers online resources and tools, checklists, and summaries about what States are doing.

QUALITY ASSURANCE

As discussed in Section 2, professional development systems have several interconnected components that can be categorized under five broad elements: core knowledge; access and outreach; qualifications, credentials, and pathways; funding; and quality assurance. This section provides information about how to ensure and measure achievement with professional development systems.

System Question	System Element
What is it?	Core knowledge
Why does it matter and what is available?	Access and outreach
How can we work toward it?	Qualifications, credentials, and pathways
How can we afford it?	Funding
How do we ensure and measure achievement?	Quality assurance

This section provides an overview of quality assurance and its components, key points from provider and policy perspectives, a State story about its quality assurance efforts, brief State examples, and related resources. Appendix J features a quality assurance-related planning tool.

Element Overview

Quality assurance activities are vital for States and Territories to monitor, approve, and evaluate professional development offerings and their overall professional development systems. Quality assurance strategies include establishing qualifications for trainers and standards for training; conducting participant, activity, and system evaluations; engaging diverse advisory groups; monitoring adherence to licensing and other regulations or program requirements; and investment in local, State, or national accreditation.

Quality assurance components

★ **Approval Processes**

Approval of training and trainers is one method of ensuring appropriate and meaningful professional development activities, in line with the philosophy and direction of the professional development system. A combination of approved content and deliverers can help ensure that trainings and coursework are of high quality.

At least 22 States have implemented some type of trainer and/or training approval process or a trainer registry: Arkansas, Connecticut, Delaware, Florida, Georgia, Idaho, Maine, Maryland, Missouri, Montana, Nevada, New Jersey, New Mexico, Oklahoma, Oregon, Pennsylvania, South Carolina, Texas, Washington, West Virginia, Wisconsin, and Wyoming. Several States include a practitioner registry and/or a trainer directory as a component of their professional development systems.

● **Trainer Approval**

A trainer approval (e.g., standards and registries) system is a set of standards and qualifications for those who offer training. A trainer registry is a database of trainers and their qualifications. Competent, approved trainers are well-equipped to support the various needs of adult learners. Most trainer approval systems include a combination of requirements specific to early childhood content expertise and an understanding of adult development, facilitation, and/or instruction methods. These

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systems may also have requirements related to work experience in training adults and/or education in adult development and learning. They may also require direct service work experience as one method of ensuring that delivery will be relevant to provider participants.

- **Training Approval**

A training approval system is a set of standards that training must meet, usually linked to core knowledge and principles of adult learning. Approval of training is critical to ensure the content delivered is appropriate, up to date, and linked to other standards as prioritized by the professional development and overall early childhood system. Some States develop specific curricula that make up their approved training; others approve individual trainings based on a set of criteria for each knowledge or content area, level of training, and modality considerations.

- ★ **Evaluation Processes**

Evaluation plays an essential role in effective professional development systems. Ideally, evaluations are planned for an overall system, built into each element and/or component, and are part of an iterative process that continually informs and improves the system. State professional development systems often set varied goals for the overall system and its inter-related components, and employ a range of evaluation methods to assess achievement of these goals. Logic and theory of change models can be useful tools for system evaluation. Performance-based contracts for operation of professional development systems or specific elements or components embed evaluations and goal achievement. As system-level or component plans are developed, initial data can be gathered to serve as benchmarks for later collections. In addition, data and evaluations from those involved (both participants and trainers) can instruct planning and revision processes. While participant evaluations have a long history in professional development activities, system, element, and component evaluations are still being refined. Part of this refinement includes developing standard definitions and measurements of professional development—a local and national challenge.

- ★ **Monitoring Processes**

Monitoring adherence to staff qualification and professional development requirements specified in licensing regulations, program or funding standards, accreditation, and other quality improvement systems (e.g., quality rating systems) provides a concrete foundation for overall quality assurance. Unlike other quality assurance processes, monitoring adherence focuses on the documentation that requirements have been met. Practitioner registries, described further in Section 6, can also play a significant role in verifying achievement of qualifications and ongoing training.

- ★ **Accreditation**

Accreditation is a voluntary process designed to improve the quality of early care and education programs. Accreditation systems require early care and education programs to meet standards that exceed minimum State regulatory requirements. Achieving accreditation involves extensive self-study and validation by professionals outside the program to verify that quality standards are met. Most accreditation processes include staff-specific standards that address qualifications and professional development.

Perspectives on Quality Assurance

Professional development systems affect people in different roles in unique ways.

Provider perspective

- ★ In light of providers' low compensation and limited time and funds, each training or other professional development activity they participate in should be high quality.
- ★ Providers need to know that the training and professional development they participate in will help them with their work.
- ★ Providers want their professional development to help them meet requirements (e.g., licensing, program accreditation).
- ★ Providers want to receive professional development from people they can trust, who know the subject area, and who can relate to their day-to-day work.

Policy perspective

- ★ Accountability is key. Limited funds and high expectations from funders, other agencies, practitioners, families with young children, and the public make quality assurances particularly important. Funded professional development services and systems need to show that they are making an impact on provider practices and eventually on child outcomes.
- ★ With the emphasis on accountability, constant tension between summative and formative evaluations exists. To get to a summative evaluation that points to changes in practice and potentially in child outcomes, the implementation of the intervention needs to be evaluated (i.e., a formative evaluation is needed).
- ★ If a program or system is not performing well, policymakers want to know how to make it better or whether funds might be better invested elsewhere.

State Story: Oklahoma

The National Child Care Information and Technical Assistance Center (NCCIC) would like to thank Jill Soto, Oklahoma's Center for Early Childhood Professional Development (CECPD) project director, and Judy Collins, former committee member and adviser to CECPD, for their contributions to the following State story.

CECPD, which houses the components of Oklahoma's professional development system, supports those who work in licensed child care settings, including family child care homes, child care centers, and Head Start programs. CECPD is supported by a grant from the Division of Child Care within the Oklahoma Department of Human Services, and operates under the auspices of the University of Oklahoma's College of Continuing Education. The Oklahoma Early Childhood Professional Development Council serves as an advisory body to CECPD and consists of several workgroups that provide guidance and assistance regarding training, the director and school-age credentials, compensation supplements, articulation agreements, career advising, model observation sites, and a literacy initiative.

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How it began

Growth of Oklahoma’s professional development system was first funded in 1976 with a contract between the Department of Human Services and the Oklahoma State University extension program. The efforts of a graduate student, who maintained a small library of professional development materials under this original contract, led to institutionalization of support for professional development in the State.

From the onset, planning and delivering training and quality assurance were factored into Oklahoma’s professional development system. Initially, there was no training available that was specific to the needs of center-based staff and family child care providers. Ten-hour courses developed by Oklahoma State University staff became the first approved courses offered specifically for the child care field. The courses, developed for workshops and conferences, evolved around specific content. At one point, there were 40 courses, which became the foundation for the professional development system’s career lattice.

Once the content for each of the approved courses was developed, it became apparent that trainers who were competent in presenting the training materials were critical to maintaining consistent and reliable content delivery. In response to this need, training and trainer approval processes were developed. These processes then evolved into the Oklahoma Training for Child Care Careers (OTCCC) project—a nonprofit organization governed by a board of directors. The OTCCC training and trainer approval system included a content committee along with other committees and workgroups. To be an approved trainer in this system, an individual had to meet requirements in three areas: formal education, direct experience working with children, and direct experience teaching adults. The process of approving trainers included reviewing three written personal references, a resume, college transcripts, an Oklahoma State Bureau of Investigation check, a criminal background check, and a sex offender stamp (proving they were not on a list/registry).

In the OTCCC system, members of the trainer and training content committee reviewed the applications and made recommendations to the board of directors for each applicant to be approved at one of four levels: provisional trainer, conditional trainer, team trainer, or facilitator. Approved team trainers were matched with more qualified trainers to present a few courses and were then re-evaluated. The trainers, including college faculty and trainers with advanced degrees, were all unpaid volunteers, dedicated to the system and supportive of the approval process.

Evolution

In 1992, Oklahoma identified 10 individual agency representatives to attend the first professional development preinstitute meeting at the National Association for the Education of Young Children Professional Development Institute, facilitated by the Wheelock College Center for Career Development in Early Care and Education. Those individual agency representatives formed a team that established a model for cooperation and collaboration related to professional development.

With consultation from Wheelock College to establish a full professional development system, OTCCC was absorbed into CECPD. CECPD then set up a new trainer approval system because many more people were training, and they were only receiving a nominal fee for this work. To manage the influx of applications, the process was changed to a paper review, the requirements were revised, and approval was completed by an individual staff

person. In the course of these changes, CECPD staff became concerned about the quality of training and consulted with the designers of the original approval system. As with many efforts, the approval system was revised to be more like its original design.

The current Oklahoma Training Approval System (TAS) includes requirements for three levels of educator (i.e., trainer) roles—apprentice, practitioner, and specialist—and a content expert role. Apprentice and practitioner educators must have at least an associate’s degree, experience working with young children, and professional growth training for adults. Specialists must have at least a bachelor’s degree, experience working with young children, and professional growth training for adults. Content experts are required to have a current license, certificate, or credential in a specific training topic. All educators must also complete 16 clock hours of CECPD adult education courses within 1 year of the application approval. All coursework used to fulfill the education requirements must be from an accredited college or university recognized by the Oklahoma Department of Education. Further details about the educator and content expert requirements are available at http://www.cecpc.org/approved_educators/becomeEducator_new.php.

In the transition to TAS, references were again required and the committee review was reinstated. Two people on the committee conduct an in-depth check of applicants’ qualifications, including a check of the validity of transcripts and whether the schools are accredited, as there were some issues with a diploma mill. Transcripts are also checked for evidence of at least 12 hours of early childhood coursework. A syllabus is used as documentation of content. Reference letters are reviewed with follow-up phone calls, if deemed necessary. The full committee reviews candidates’ entire files. If applicants have been trainers in the past, all the course/workshop evaluations are also reviewed.

Currently, each trainer starts as a Level I apprentice educator. A mentor coach works with the apprentice trainer. The length of time a mentor works with an apprentice trainer varies, depending on performance, from one 10-hour course to a maximum of 30 hours. After this time, the coach provides a recommendation that the trainer be approved as a Level II practitioner educator or Level III specialist educator, or that he or she continue at the apprentice level for continued support. Currently, there are approximately 130 active educators, not including the apprentice trainers.

The process also includes continuous compliance, such as:

- ★ An educator evaluation is administered for every fourth course taught; and the evaluation is returned directly to CECPD.
- ★ Surprise onsite observations are conducted using an instrument designed by the University of Oklahoma to look at the effectiveness of trainers and ensure they are meeting course criteria, following the curriculum, completing paperwork, and being appropriate in class.
- ★ Every 3 years, approved trainers go through a renewal process. They must update their application and training information and complete professional portfolios. All evaluations from sessions they have facilitated/taught are reviewed. Trainers also must stay current with their adult training methods coursework. CECPD offers quarterly training on adult development, ethics, completing paperwork, and setting up workshops.

Keys to success

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The success of Oklahoma's system is in large part due to the involvement of an active stakeholder group, which eventually became the OTCCC board. Representative participation continues to include higher education faculty; Oklahoma Health Department staff, including licensing staff; child care providers; and representatives from the State Department of Education, Head Start, Tribes, and other community leaders.

A common purpose and clear goals sustained the teamwork and collaboration and resulted in a high level of ongoing stakeholder engagement. As with all efforts, new leadership has been developed as people move in and out of the process and as changes in the training delivery system have occurred.

Challenges

An early and ongoing challenge has been having enough people to conduct trainings in every area of the State. Like many States, Oklahoma has diverse geography and many rural areas. Transitioning to the new associate's degree requirements, a new curriculum, and a revised approval system has resulted in a temporary reduction in the number of approved trainers. However, as of August 2007, there was a trainer educator in 70 of the State's 77 counties. The seven counties that did not have an educator were located in far northwest Oklahoma, including the panhandle, where there were 64 child care facilities.

Lessons learned

The Oklahoma trainer approval process has gone through many changes in the past 25 years. Stakeholders have learned that to have a strong training delivery system, quality control must be in place for the trainer as well as for the training. The focus tends to be on the training curriculum; however, having a strong curriculum will not have an impact if there are no people who can deliver it competently. The challenges come with a lack of energy and resources. Training approval is a time-consuming process, but it is key to maintaining the integrity of the career lattice. When the process for reviewing applications was streamlined for efficiency, the trainer quality seemed to wane. The process has gone back to include a more careful review and includes mentoring and support to ensure higher quality trainers.

Balancing the increased educational requirements for trainers and maintaining a supply of trainers has been a challenge, especially in some areas of the State. Some of the experienced trainers do not have associate's degrees. A grandfather clause that allows for the requirements to be phased in could help resolve this issue.

Stakeholders also learned that building bridges from one generation of the system to the next is important. Whether the new generation involves a new system structure, a new curriculum, or new leadership, transitions should be intentional.

Future plans

The trainer approval process will remain a key component of Oklahoma's professional development system. The State is committed to this process, which contributes to the quality assurance of the full system. It is part of a movement to embed outcomes and measurement throughout the State's entire system. Even though it has limited resources, Oklahoma is focused on measuring what is making a difference in practice and program quality. A valid system must continually evolve and can never be thought of as complete. It must be sensitive to changes in society, the culture, and the profession.

Sources

On July 10, 2007, NCCIC conducted an interview with Judy Collins, and on August 16, 2007 with Jill Soto. Additional sources were also used, including materials from CECPD's Web site, <http://www.cecpcd.org>.

State Examples

States across the country have taken a variety of approaches to developing quality assurance.

Approval processes**Training Approval**★ *Connecticut*

Connecticut Charts-A-Course (CCAC) is the statewide professional development system for early education and school-age care. CCAC has a quality assurance system to document the credibility and reliability of core knowledge curriculum content and delivery, create a more specialized training experience for participants, and provide an ongoing professional development experience for CCAC approved trainers. Trainers must meet specific education and experience requirements and be approved by the CCAC Training Approval Board. Information about the Training Approval Board is available at <http://www.ctcharts-a-course.org/index.cfm?module=62&navID=nav121>.

CCAC has a Quality Assurance and Improvement System (QAIS) to ensure and document the credibility and reliability of Core Area of Knowledge curriculum content and delivery, create a more specialized training experience for participants, and provide an ongoing professional development experience for CCAC approved trainers. In this system, random, unannounced observations of trainers are conducted, and trainers must submit a self-evaluation form and participate in a meeting to discuss the results. Information about the QAIS is available at <http://www.ctcharts-a-course.org/index.cfm?module=36&navID=nav125>. Additional information is available at <http://www.ctcharts-a-course.org> or by calling 800-832-7784 or 203-397-4036.

★ *Georgia*

The Georgia Child Care Training Approval System is funded by Bright from the Start: Georgia Department of Early Care and Learning, and housed at the University of Georgia Center for Continuing Education. Trainers apply for approval to conduct in-state trainings and submit information about training sessions that require approval for meeting licensing requirements. Guidelines based on trainer expertise in content areas, adult learning theory, and current theory and best practices in early care and learning have been set and are used to evaluate training applications. The requirements for trainers include 60 hours in adult education/learning. A reference guide for the system is available at <https://www.training.decal.state.ga.us/bfts/includes/files/GCCTARG.pdf>. Additional information is available at <https://www.training.decal.state.ga.us/bfts/welcome.do> or by calling 706-542-6999.

★ *Montana*

In 1998, the Early Childhood Project at Montana State University was funded to manage the early care and education career development system in Montana. The training

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approval system is designed to ensure quality by approving noncredit training that relates to the State's core knowledge areas. All agencies, organizations, and people sponsoring noncredit training for early childhood practitioners must apply for approval to be included in the statewide training calendar. Additional information about the system is available at <http://www.mtecp.org/training.html>. More information is available at <http://www.mtecp.org/> or by calling 406-994-4746.

Trainer Approval

★ *Maine*

The Maine Roads Trainer Registry establishes standards for trainers who deliver the core knowledge training. Trainers are required to meet certain standards that are recognized by national organizations and meet higher education requirements. Additional information about the Maine Roads to Quality Trainer Registry is available at <http://muskie.usm.maine.edu/maineroads/pages/trainerregistry.htm> or by calling 888-900-0055 or 207-780-5846.

★ *Missouri*

The Opportunities in a Professional Education Network (OPEN) Initiative's Trainer Registry is a database for trainers in the field of early childhood and school-age/after-school or youth development education in Missouri. It collects and verifies trainers' education and experience, and assists in the development of trainer criteria for a trainer approval system through the Missouri Department of Health and Senior Services. Information about the registry is available at <https://www.openinitiative.org/content.aspx?file=TrainerRegistry.txt>. For additional information, call the OPEN Initiative at 877-782-0185 or 573-884-3373 or visit <https://www.openinitiative.org/Content.aspx?file=Home.txt>.

★ *New Jersey*

Professional Impact NJ (formerly the New Jersey Professional Development Center for Early Care and Education) is a comprehensive statewide professional development system for educators, which includes a career lattice linked with educational opportunities and resources. Instructors in the field of early care and education, out-of-school time, or primary education must complete an individual instructor application as well as become a member of The NJ Registry for Childhood Professionals Serving Children Birth Through Age Thirteen. Membership in the registry is renewed annually, and instructors must be active members in the registry to maintain approval. Each instructor is approved as an associate instructor, instructor, or master instructor, depending on his or her education and work experience. Additional information about the Instructor Approval System is available at <http://www.njpd.org/index.php?cat=njregistry&page=IAS>. For additional information about Professional Impact NJ, visit <http://www.njpd.org/index.php?cat=home> or call 908-737-4240.

◆ *National*

The National AfterSchool Association (NAA) is nearing the completion of a Trainer Recognition system. Working with after-school experts, State policymakers, and practitioners, NAA has completed a draft set of trainer competencies and is building a model process for trainer recognition. The system will collect trainer profiles, sample training plans, observation forms, training evaluations completed by participants, and self-assessments from the trainers. Additionally, trainers seeking recognition will submit a 30–40 minute video that demonstrates mastery of the identified trainer competencies.

NAA plans to publish the trainer competencies and related materials in 2009. The materials will be posted at <http://naaweb.yourmembership.com/Default.asp>.

Evaluation processes

★ *Arkansas*

The Arkansas Division of Child Care and Early Childhood Education is one of the few State agencies that has conducted an evaluation of the State PD system and used the data to guide improvements in training offerings and access and outreach to professional development opportunities. Results of the study are published in *Early Care and Education Workforce Development Initiatives: Program Design, Implementation, and Outcomes, Final Report: Evaluation of the Arkansas Early Childhood Professional Development System (AECPDS) (2007)*, developed by the Keystone Research Corporation. AECPDS includes web-based training, trainer and practitioner registries. The study provides an analysis of training needs, training topics, training tracking and access to training. The report includes the type of information collected, how it was collected, results and recommendations for improvement. The executive summary of the report is available at

<http://www.arkansas.gov/childcare/services/aecpds/pdf/evaloct2007.pdf>.

★ *California*

More than 40 counties in California have implemented compensation programs based on the CARES (Compensation and Recognition Enhances Stability) model. *Lessons from CARES and Other Early Care and Education Workforce Initiatives in California, 1999–2004: A Review of Evaluations Completed by Fall 2004 (2004)*, by Marcy Whitebook and Dan Bellm, published by the Center for the Study of Child Care Employment Institute of Industrial Relations at the University of California, Berkeley, offers an overview of evaluations of CARES programs and discusses findings, lessons learned, and possible directions for the future. This resource is available at

<http://www.irle.berkeley.edu/cscce/pdf/cares.pdf>. Additional information about CARES is available at http://uwba.org/matters/w4qcc/w4qcc_cares.php.

★ *North Carolina and Multi-State Evaluation Information*

In 1990, the Child Care Services Association created the T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood® Project to address the issues of low education levels, poor compensation, and high turnover within the early childhood workforce. Additional information about the project is available at

<http://www.childcareservices.org/ps/teach.html>. The Child Care WAGE\$® Project provides education-based salary supplements to low-paid teachers, directors, and family child care providers working with children from the ages of birth to 5 years. Additional information about the Child Care WAGE\$ Project is available at <http://www.childcareservices.org/ps/wage.html>. See Section 7 for more information about these projects.

T.E.A.C.H and Child Care WAGE\$ evaluation data can be found in *Early Childhood Workforce Investments: A National Strategy: The T.E.A.C.H. Early Childhood & Child Care WAGE\$ Projects, 2005–2006 Annual Program Report (2006)*, by the Child Care Services Association. This report is available at http://www.childcareservices.org/downloads/TEACH_annual_report_06.pdf. Additional information is available by calling 919-967-3272.

Quality Assurance

Planning Tools

Professional development planning groups may need tools to assess the status of a system element, stimulate discussion, or guide and focus the planning process. Tools may be used by individuals to gather information about services, initiatives, and investments, and identify gaps. Planning tools may be used by small groups to stimulate discussion. They may be used in conjunction with group activities as warm-up exercises; as a means for participants to share information about their services, target populations, and status; or as a method for identifying strategic steps in the development of a system element.

- *Quality Assurance: Small Group Discussion Guide* (Appendix 8-A). This tool explores current activities that provide financial support for practitioners as well as gaps and future plans. This tool is available at http://nccic.acf.hhs.gov/pubs/pd_toolkit/pd_appendix_8a.pdf.

Selected Resources

The following resources cover topics related to quality assurance. Additional resources are available through NCCIC's Online Library at <http://nccic.acf.hhs.gov/library/index.cfm?do=oll.search>.

Approval processes

Title:	<i>Professional Development System Trainer and/or Training Approval Systems</i>
Author:	NCCIC
Publisher:	NCCIC
Date:	May 2009
URL:	http://nccic.acf.hhs.gov/poptopics/ece_trainapsys.html
Summary:	Provides information about State trainer and/or training approval systems.

Evaluation processes

Title:	<i>Critical Issues in Early Childhood Professional Development</i>
Author:	Martha Zaslow and Ivelisse Martinez-Beck (Eds.)
Publisher:	Paul H. Brookes Publishing Company
Date:	2006
URL:	Information about ordering this book is available at http://www.brookespublishing.com/store/books/zaslow-8256/index.htm
Summary:	Identifies what the field needs to learn about early childhood professional development, specifically in knowledge of the characteristics and size of the early childhood workforce. The field still needs to understand how early childhood professional development contributes to the quality of early care and education and school readiness; the evidence about strategies to strengthen the qualifications of this workforce; and the methods available to assess the costs and benefits, as well as market effects, of differing approaches to strengthening professional development.

Title:	<i>Evidence-Based Practice Empowers Early Childhood Professionals and Families, A FPG Snapshot #33</i>
Author:	Frank Porter Graham Child Development Institute
Publisher:	Frank Porter Graham Child Development Institute
Date:	September 2006
URL:	http://www.fpg.unc.edu/%7Eimages/pdfs/snapshots/Snap33.pdf
Summary:	Recommends a five-step process for evidence-based practice decision-making for the early childhood field: (1) pose the question; (2) find the best available research evidence; (3) appraise the evidence quality and relevance; (4) integrate research with values and wisdom; and (5) evaluate. Web sites are listed that provide information about early childhood intervention research.

Title:	"Impact of Training and Education for Caregivers of Infants and Toddlers," in <i>Research-to-Policy Connections</i> No. 3
Author:	J. Lee Kreder, Daniel Ferguson, and Sharmila Lawrence, National Center for Children in Poverty
Publisher:	Child Care & Early Education <i>Research Connections</i>
Date:	August 2005
URL:	http://www.researchconnections.org/SendPdf?resourceId=6874
Summary:	Summarizes research about the approaches to caregiver training and education that are most likely to improve the quality of care for children younger than age 3 years in family child care homes and centers.

Title:	<i>Roundtable on Measuring Quality in Early Childhood and School-age Settings: At the Junction of Research, Policy and Practice</i>
Author:	Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services
Publisher:	Office of Planning, Research and Evaluation
Date:	July 2007
URL:	http://www.researchconnections.org/SendPdf?resourceId=12621
Summary:	Synopsis of the proceedings of a roundtable discussion, convened by the Child Care Bureau in December 2006 in Washington, DC, about emerging issues in the area of State child care quality measures.

Title:	<i>Working Towards a Recommended Common Core of Measures of Early Childhood Professional Development: Issues and Preliminary Recommendations, White Paper</i>
Author:	Martha Zaslow, Tamara Halle, Michelle McNamara, Debra Weinstein, and Ayonda Dent
Publisher:	Office of Planning, Research and Evaluation, Administration for Children and

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Date:	Families, U.S. Department of Health and Human Services July 2007
URL:	http://www.researchconnections.org/SendPdf?resourceId=12685
Summary:	Presents issues related to the limitations of existing measures of early childhood professional development, with preliminary recommendations for addressing areas of difficulty.

Title:	<i>Effective Investments in the Child Care and Early Education Profession: A Review of the Research Literature</i>
Author:	Roberta B. Weber and Molly Trauten
Publisher:	Oregon Partnership Research Project, Oregon State University
Date:	October 2008
URL:	http://www.hhs.oregonstate.edu/hdfs/sites/default/files/Lit_Review.pdf
Summary:	Provides findings from a literature review of public and private investments in professional development; articulation; scholarship, compensation, and retention initiatives; and integration of a State scholarship program with the Oregon Child Care and Early Education System.

Workforce studies

Title:	<i>Selected Early Childhood Workforce Studies</i>
Author:	NCCIC
Publisher:	NCCIC
Date:	July 2009
URL:	http://nccic.acf.hhs.gov/poptopics/workforcestudy.html
Summary:	Provides information about a sample of State and national workforce studies and reports.

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STATE/TERRITORY PROFESSIONAL DEVELOPMENT SYSTEM STATUS TOOL

Agency/work group name: _____

Date: _____

Members present: _____

Purpose: This tool is designed to capture the current status of the professional development (PD) system elements and components and the sectors/partners engaged in related activities. It can be used as a work group or large group activity or by individuals in preparation for a meeting.

Goals

- ◆ Capture current activities by PD system element to provide a status report and guide future planning.
- ◆ Identify the segments of the workforce targeted by each activity.

Directions

1. The work group or committee discusses each element and captures current activities and targeted audiences, plus other comments. If multiple groups are working, elements may be assigned to specific groups.
2. Responses should be collected and compiled if multiple groups are completing the forms.
3. Results can be shared in a report back, with comments noted, or results can be recorded and distributed to guide future planning sessions.

ELEMENT	COMPONENT	SPECIFICS	TARGET POPULATIONS (Family child care; child care center; family, friend, and neighbor; prekindergarten; Head Start/Early Head Start; early intervention; special education; adult educators; Tribal partners; parents/families; others)	STATUS*	COMMENTS
CORE KNOWLEDGE	Core body of knowledge and/or core competencies			<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	
ACCESS AND OUTREACH	Vision, mission, and guiding principles			<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	
	Career advising	Career development advising		<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	
		Individual professional development planning		<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	
	Continuum of individual and group supports	Orientations		<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	
Mentoring and coaching programs			<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND		

*STATUS KEY: P = Planning; D = Developing; I = Implementing; R = Revising; ND = No Discussion

ELEMENT	COMPONENT	SPECIFICS	TARGET POPULATIONS (Family child care; child care center; family, friend, and neighbor; prekindergarten; Head Start/Early Head Start; early intervention; special education; adult educators; Tribal partners; parents/families; others)	STATUS*	COMMENTS
ACCESS AND OUTREACH, CON.	Continuum of individual and group supports, con.	Peer support groups		<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	
		Internships, assistantships, and apprenticeships		<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	
		Leadership development		<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	
		General skills and educational supports		<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	
		Other:		<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	
		Other:		<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	

***STATUS KEY:** P = Planning; D = Developing; I = Implementing; R = Revising; ND = No Discussion

ELEMENT	COMPONENT	SPECIFICS	TARGET POPULATIONS (Family child care; child care center; family, friend, and neighbor; prekindergarten; Head Start/Early Head Start; early intervention; special education; adult educators; Tribal partners; parents/families; others)	STATUS*	COMMENTS
ACCESS AND OUTREACH, CON.	Online database of training and education opportunities	Training calendars		<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	
		Directory of college degree programs		<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	
		Other:		<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	
	Multiple professional development delivery methods	Onsite delivery		<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	
		Mobile units		<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	
		Distance learning		<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	

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ELEMENT	COMPONENT	SPECIFICS	TARGET POPULATIONS (Family child care; child care center; family, friend, and neighbor; prekindergarten; Head Start/Early Head Start; early intervention; special education; adult educators; Tribal partners; parents/families; others)	STATUS*	COMMENTS
ACCESS AND OUTREACH, CON.	Multiple professional development delivery methods, con.	Courses as modularized workshops		<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	
		Hotlines, warmlines, and help desks		<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	
		RBPD (coaching, mentoring, consultation, and technical assistance)		<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	
		Other:		<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	
	Other			<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	

***STATUS KEY:** P = Planning; D = Developing; I = Implementing; R = Revising; ND = No Discussion

ELEMENT	COMPONENT	SPECIFICS	TARGET POPULATIONS (Family child care; child care center; family, friend, and neighbor; prekindergarten; Head Start/Early Head Start; early intervention; special education; adult educators; Tribal partners; parents/families; others)	STATUS*	COMMENTS
	Preservice requirements			<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	
	Continuing education requirements			<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	
	Career lattice			<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	
	Credentials (role- and/or topic-specific)			<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	
	Pathways leading to qualifications, degrees, and credentials	Articulation agreements		<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	
		Credit for prior learning		<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	

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ELEMENT	COMPONENT	SPECIFICS	TARGET POPULATIONS (Family child care; child care center; family, friend, and neighbor; prekindergarten; Head Start/Early Head Start; early intervention; special education; adult educators; Tribal partners; parents/families; others)	STATUS*	COMMENTS
QUALIFICATIONS, CREDENTIALS, AND PATHWAYS, CON.	Pathways leading to qualifications, degrees, and credentials, con.	Personnel and training registries		<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	
		Credit-bearing workshops and training series		<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	
		Other:		<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	
	Other			<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	
FUNDING	Financial aid			<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	
	Scholarships			<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	

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ELEMENT	COMPONENT	SPECIFICS	TARGET POPULATIONS (Family child care; child care center; family, friend, and neighbor; prekindergarten; Head Start/Early Head Start; early intervention; special education; adult educators; Tribal partners; parents/families; others)	STATUS*	COMMENTS
FUNDING, CON.	Compensation and retention initiatives			<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	
	Program quality awards	Tiered reimbursement or tiered quality rewards		<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	
	Fiscal incentives	Training and/or travel stipends, merit pay, completion bonus, tax incentives		<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	
	Other			<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	
QUALITY ASSURANCE	Trainer approval (e.g., standards and registries)			<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	
	Training approval			<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	

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ELEMENT	COMPONENT	SPECIFICS	TARGET POPULATIONS (Family child care; child care center; family, friend, and neighbor; prekindergarten; Head Start/Early Head Start; early intervention; special education; adult educators; Tribal partners; parents/families; others)	STATUS*	COMMENTS
QUALITY ASSURANCE, CON.	Evaluation processes			<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	
	Other			<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	
OTHER				<input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> R <input type="checkbox"/> ND	

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PROFESSIONAL DEVELOPMENT SYSTEM PLANNING TOOL

Committee/work group name: _____

Date: _____

Members present: _____

Purpose: This tool is designed to identify the outcomes of professional development (PD) systems work and a plan to achieve the stated outcomes. It outlines the goals related to each system element, measurable objectives, what needs to be done to achieve the goals, who will do it, and a timeframe for completion of each of the steps. It can be used as a work group or large group activity or by individuals in preparation for a work group meeting.

Goals

- ◆ Identify areas for development by system element.
- ◆ Establish goals and attainable, measurable objectives.
- ◆ Create an action plan with clearly outlined action steps and responsibilities.

Directions

1. Assign elements to be addressed by work group members.
2. Complete the following grid or use the grid to guide discussion and record responses on chart paper.
3. If individual work groups addressed specific elements, results can be shared in a report back to the larger group. Results should be distributed to all planning members as recommendations for additional review, feedback, and/or approval.

System element:

- | | | |
|--|--|---------------------------------------|
| <input type="checkbox"/> Core knowledge | <input type="checkbox"/> Funding | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Access and outreach | <input type="checkbox"/> Quality assurance | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Qualifications, credentials, and pathways | <input type="checkbox"/> System governance, infrastructure, or financing | <input type="checkbox"/> Other: _____ |

System component/activity: _____

Overall goals:

WHAT: Objective	HOW: Action Steps	WHO:		WHEN: Timeline
		Leaders	Other Partners/ Stakeholders	
1)	1-A)			
	1-B)			
	1-C)			

WHAT: Objective	HOW: Action Steps	WHO:		WHEN: Timeline
		Leaders	Other Partners/ Stakeholders	
2)	2-A)			
	2-B)			
	2-C)			

WHAT: Objective	HOW: Action Steps	WHO:		WHEN: Timeline
		Leaders	Other Partners/ Stakeholders	
3)	3-A)			
	3-B)			
	3-C)			

WHAT: Objective	HOW: Action Steps	WHO:		WHEN: Timeline
		Leaders	Other Partners/ Stakeholders	
4)	4-A)			
	4-B)			
	4-C)			

WHAT: Objective	HOW: Action Steps	WHO:		WHEN: Timeline
		Leaders	Other Partners/ Stakeholders	
5)	5-A)			
	5-B)			
	5-C)			

WHAT: Objective	HOW: Action Steps	WHO:		WHEN: Timeline
		Leaders	Other Partners/ Stakeholders	
6)	6-A)			
	6-B)			
	6-C)			

WHAT: Objective	HOW: Action Steps	WHO:		WHEN: Timeline
		Leaders	Other Partners/ Stakeholders	
7)	7-A)			
	7-B)			
	7-C)			

WHAT: Objective	HOW: Action Steps and Resources Needed	WHO:		WHEN: Timeline
		Leaders	Other Partners/ Stakeholders	
8)	8-A)			
	8-B)			
	8-C)			

Definitions

Goals: Clear, conceptual statements of the expected accomplishments needed for the vision to become real.

Objective: Specific, concrete, achievable, and measurable outcomes required to achieve the goal(s).

Action Step: A targeted, intentional activity needed to meet each objective.

Resources: Funding, meeting space, people, equipment/supplies or materials, or other assets.

Leaders: The individuals, agencies, or groups responsible for completing the action steps, determined by consensus.

Other partners/stakeholders: Individuals, groups, or organizations critical to achieving the action step.

Timeline: Projected dates for completing the action steps.

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PROFESSIONAL DEVELOPMENT MAPPING TOOL ACTIVITY

The following is an activity that provides a comprehensive view of state professional development systems through development of PD system “maps” that show the components and links between components in a state’s PD system.

Activity Overview

Purpose: System mapping has dual purposes. It challenges state teams to graphically represent their PD system and can stimulate useful discussion within states about how their system works, where the gaps are, and how PD components are joined into a “system”. It also provides a visual orientation to each state’s system to other states and serves as a basis for comparison and discussion.

Description: The following activity will help participants create maps of their professional development systems.

Duration: Teams will need approximately 1 hour to prepare maps, and 30 minutes to discuss them. In addition, provide enough time for everyone to review all the maps and ask questions. Consider posting comment sheets next to each map to collect written comments from participants as they walk around and view each state map.

Necessary materials: Scissors, tape, long pieces of butcher paper (sheets approximately 4 feet long), colored markers, additional colored paper (to create missing system component shapes), and yarn (to show links between system components).

Opening or closing discussion question: Facilitators can ask participants “What makes a *system* a system vs. a collection of services?” The answer is intentionality, strategic planning, shared outcomes and goals, shared vision, and a shared system philosophy (i.e., members act as if they are a part of a system).

Presenter/Facilitator Instructions

Identify System Elements

1. Ask participants to think about which of the following professional development system elements are in place:
 - ◆ **Core knowledge** (e.g., core competencies);
 - ◆ **Access and outreach** (e.g., an online database of training and education opportunities training calendar);

- ◆ **Qualifications, credentials, and pathways (QCPs);**
 - ◆ **Funding** (e.g., financial aid and/or scholarships); and
 - ◆ **Quality assurance.**
2. Tell participants to cut out shapes in the “Element Shapes” section on page 2 of the worksheet that are part of their States’ professional development systems. Ask them to arrange them on the butcher paper in ways that represent how they relate to one another.
- ◆ Participants may wish to identify the developmental status of each element. For example, is it being planned? Piloted? Or, is it fully implemented or under review and revision?

Illustrate How System Elements Are Related

3. Ask participants to illustrate how elements are linked together or aligned using arrows, interlocking circles, the yarn or drawn lines. Ask participants to include the following, if applicable, using the markers or colored paper:
- ◆ Head Start/prekindergarten;
 - ◆ School-age care and Infant/Toddler care;
 - ◆ Special needs;
 - ◆ Quality rating systems/quality rating and improvement systems;
 - ◆ Licensing; and
 - ◆ Early learning guidelines/benchmarks.

Describe How the System Is Managed

4. Ask participants to illustrate how the system is managed. Participants may wish to draw a picture about or describe the following:
- ◆ How the system is governed (e.g., via an advisory board, career center, government agency, or higher education entity);
 - ◆ How planning and evaluation are managed;
 - ◆ How data are tracked; and
 - ◆ Which organization has accountability for managing system funding and tracking outcomes.

Identify System Funding

5. Tell participants to use the dollar signs in the “Funding Shapes” section on page 10 of the worksheet to indicate how the system is funded. Ask them to label the dollar signs with the name of the source (e.g., the Child Care and Development Fund) and draw lines to show which elements it funds.

Materials to Print for Participants

The presenter/facilitator should print copies of the *Professional Development Mapping Tool Worksheet* for participants. Consider sending it to state teams in advance of the meeting, but let them know they will have time to prepare the map at the meeting.

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PROFESSIONAL DEVELOPMENT MAPPING TOOL WORKSHEET

Think About Your System

Think about which of the following professional development system elements are in place:

- ◆ **Core knowledge** (e.g., core competencies);
- ◆ **Access and outreach** (e.g., an online database of training and education opportunities training calendar);
- ◆ **Qualifications, credentials, and pathways (QCPs)**;
- ◆ **Funding** (e.g., financial aid and/or scholarships); and
- ◆ **Quality assurance.**

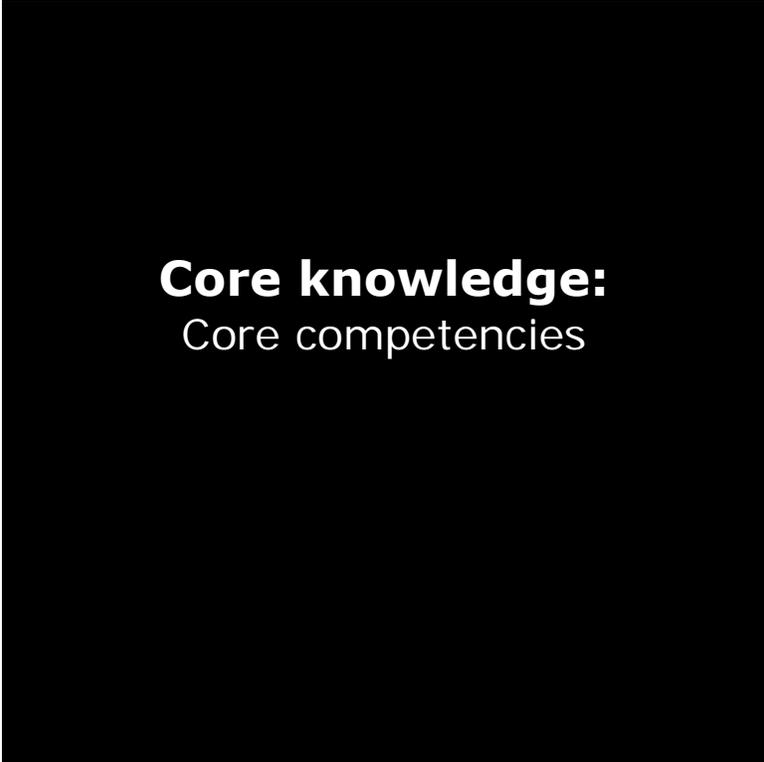
Create Your Map

- ◆ **Step 1:** Cut out shapes in the “Element Shapes” section which begins on page 2 of the worksheet that are part of your State’s professional development system. Arrange them on your paper in ways that represent how they relate to one another.
 - Consider identifying the developmental status of each element. For example, is it being planned? Piloted? Or, is it fully implemented or under review and revision?
- ◆ **Step 2:** Illustrate how elements are linked together or aligned using arrows, interlocking circles, yarn or drawn lines. Include the following, if applicable, using the markers or colored paper:
 - Head Start/prekindergarten;
 - School-age care;
 - Infant/Toddler care;
 - Special needs;
 - Quality rating systems/quality rating and improvement systems;
 - Licensing; and
 - Early learning guidelines/benchmarks.

- ◆ **Step 3:** Illustrate how the system is managed by drawing a picture about or describing the following:
 - How the system is governed (e.g., via an advisory board, career center, government agency, or higher education entity);
 - How planning and evaluation are managed;
 - How data are tracked; and
 - Which organization has accountability for managing system funding and tracking outcomes.

- ◆ **Step 4:** Use the dollar signs in the “Funding Shapes” section on page 10 to indicate how the system is funded. Label the dollar signs with the name of the source (e.g., the Child Care and Development Fund) and draw lines to show which elements it funds.

Element Shapes



Core knowledge:
Core competencies

**Access and
outreach:**

Online database of
training, and education
opportunities/training
calendar

**Access and
outreach:**

Public engagement





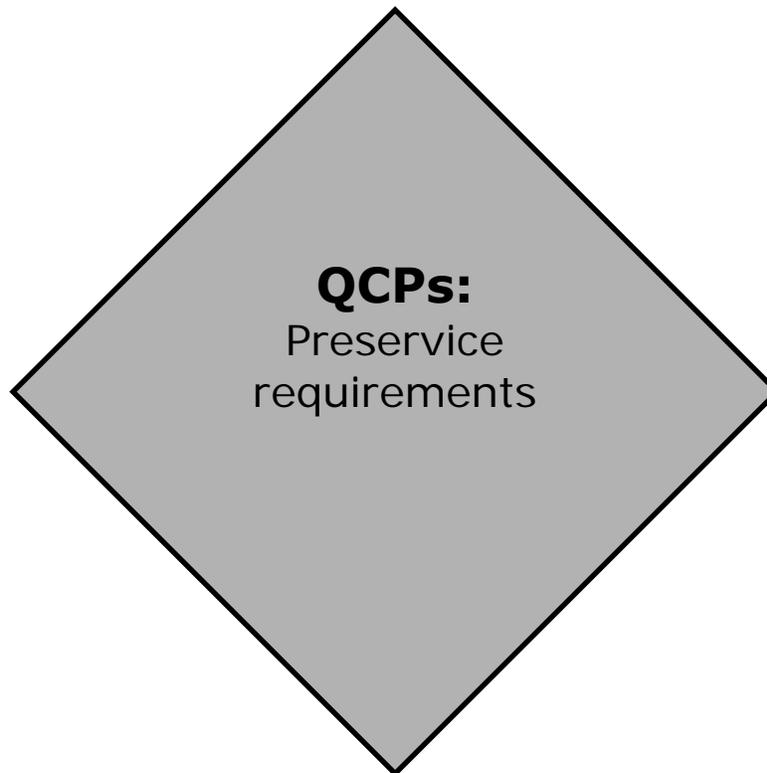
Access and outreach:

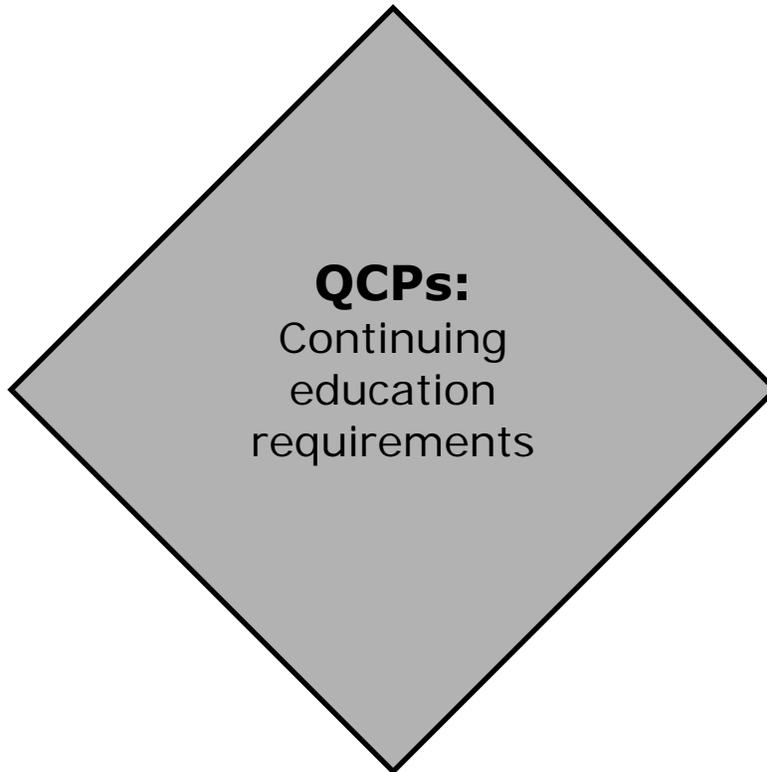
Multiple professional development delivery methods (e.g., onsite, community based, mobile units, distance learning, internships, apprenticeships, and technical assistance)

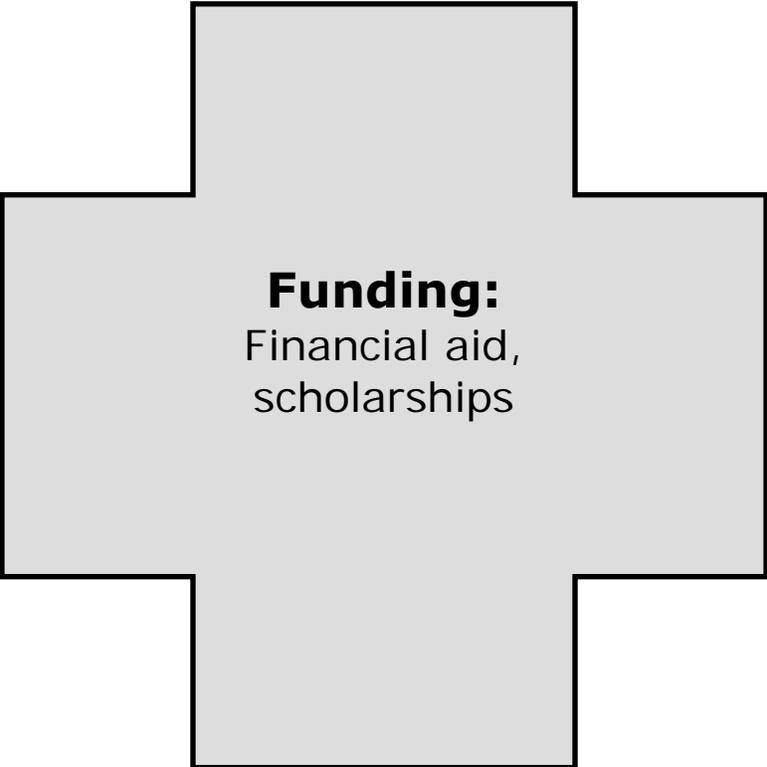
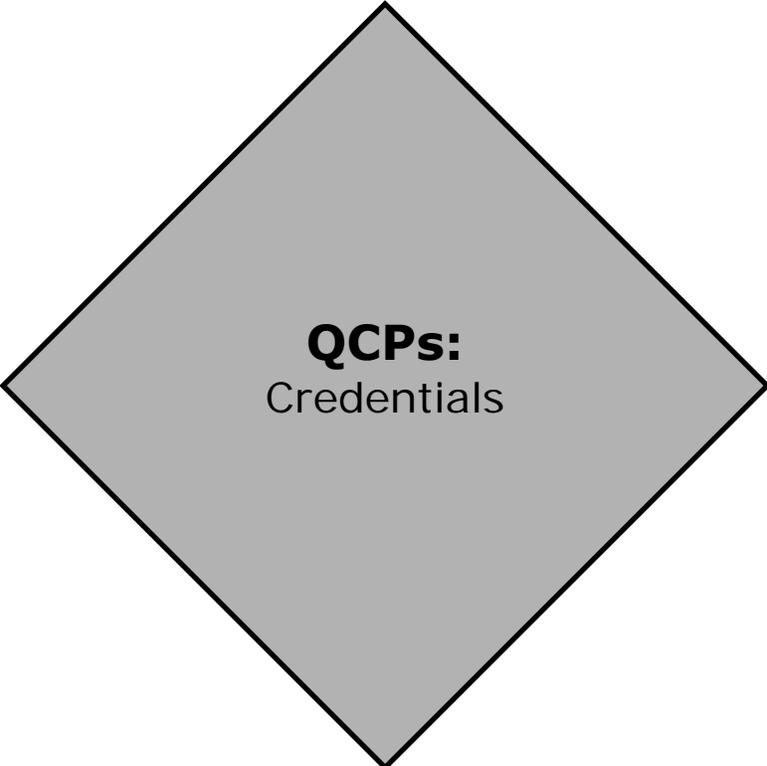


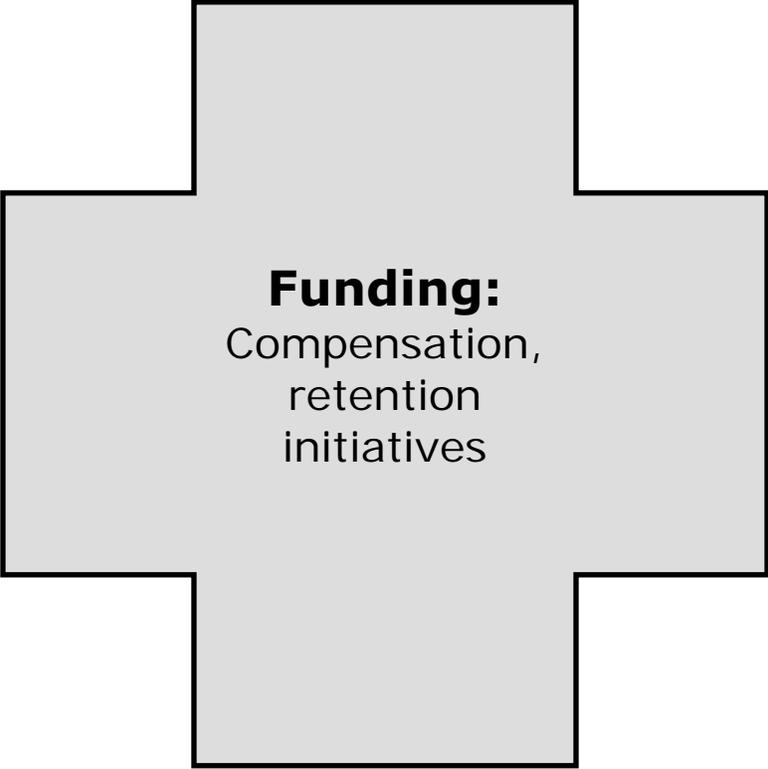
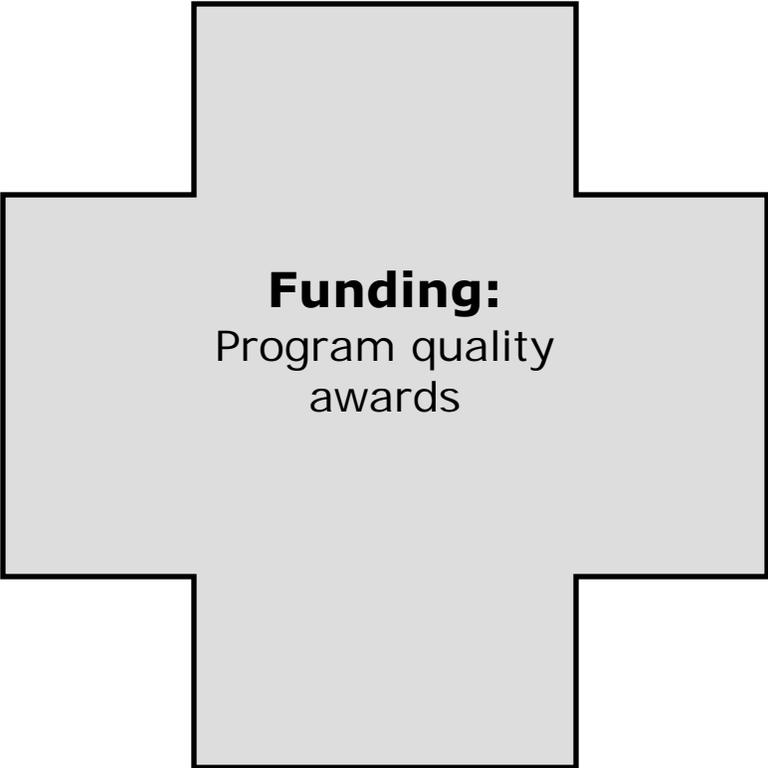
QCPs:

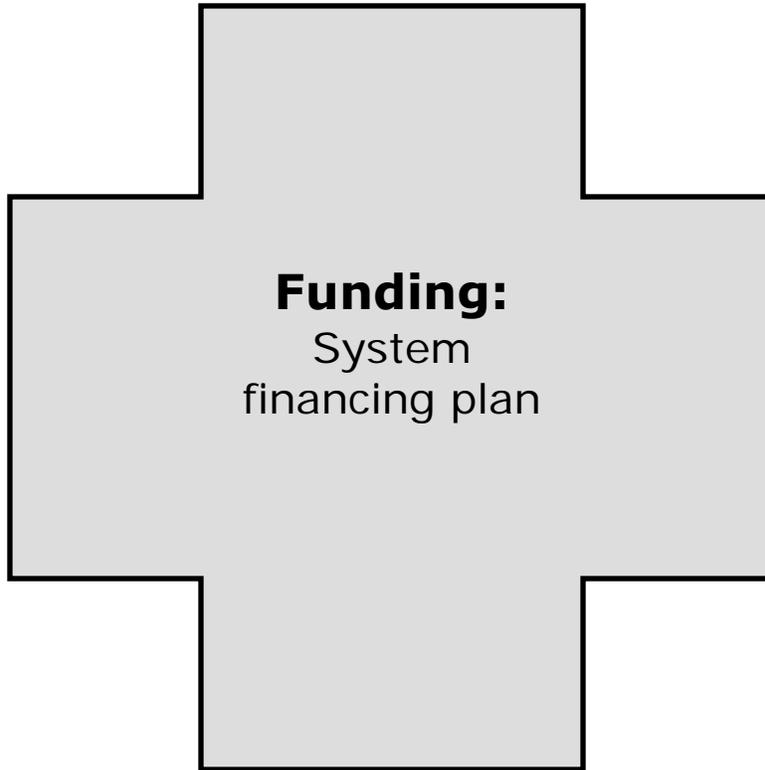
Training registry and database











Funding Shapes

Write the name of the fund source on the image and draw lines to show which elements of the system it funds.





An NCCIC Technical Assistance Tool

August 2009

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DISCUSSION QUESTIONS ON EMBEDDING EARLY LEARNING GUIDELINES IN PROFESSIONAL DEVELOPMENT (PD) SYSTEMS

Purpose: This tool is designed to explore alignment of early learning guidelines and professional development, identify areas of strength, and areas that need to be addressed. The tool walks through the process of linking early learning guidelines to core knowledge and competency areas as the means to embedding them into the larger PD system. It can be used as a work group or large group activity or by individuals in preparation for a work group meeting.

Goals

- ◆ Identify alignment of early learning guidelines and core knowledge and competencies.
- ◆ Identify how and where core knowledge and competency-based professional development activities are offered.
- ◆ Use the information collected to take steps to embed and align early learning guidelines into the PD system.

Directions

1. The large group or individual work groups will review and respond to the questions below.
2. Record individual or group responses in the following grid.
3. Use the responses to inform alignment priorities and to guide the next steps of a planning or implementation process.

Questions	Details & Comments
Does your State have early learning guidelines?	What age ranges do they cover?

Questions	Details & Comments
	<p>Do they include guidelines for children with special needs?</p>
<p>Does your State have a professional development system?</p>	<p> <input type="checkbox"/> Implemented <input type="checkbox"/> In Planning Process <input type="checkbox"/> Under Discussion </p>
	<p>Does the professional development system or plan include all sectors (Head Start, child care, public preschool, early intervention, school-age)? If not, are there plans to coordinate across all sectors?</p>

Questions	Details & Comments		
<p>Does your State have core knowledge areas and core competencies for early care and education professionals?</p>	<input type="checkbox"/> Implemented <input type="checkbox"/> In Planning Process <input type="checkbox"/> Under Discussion		
	<p>Do the core knowledge/competencies apply across all sectors? (Head Start, child care, public schools)</p>		
	<p>If not, are there separate core knowledge/competency documents that are used in each sector?</p> <p>Do the core knowledge areas/competencies align across each sector or are there plans to align them?</p>		

Questions	Details & Comments
Do the core knowledge areas and core competencies align with the early learning guidelines?	<p>If this question has not been addressed, are there plans in place to do so?</p> <p>Do the core knowledge areas incorporate current research, including research on early literacy?</p> <p>Are there knowledge area gaps? If so, what are they?</p> <p>If gaps have been identified, are there plans to revise the core knowledge/competencies?</p>

Questions	Details & Comments	
What are the key entities that offer trainings and professional development (PD) activities in your State?	<input type="checkbox"/> Professional Development System Lead Agency _____ _____ _____ <input type="checkbox"/> State Agency(ies) _____ _____ _____ <input type="checkbox"/> Higher Ed _____ _____ _____	<input type="checkbox"/> CCR&Rs _____ _____ <input type="checkbox"/> State/Local AEYCs _____ _____ <input type="checkbox"/> Other State/Community Organization(s) _____ _____ _____ <input type="checkbox"/> Other entity(ies) _____ _____ _____

Questions	Details & Comments
Do trainings and professional development (PD) activities offered by key entities link to core knowledge areas/core competencies?	<p>If so, how?</p> <p>Are trainings offered approved in content and core knowledge/competency areas (training approval)?</p> <p>Are trainers approved in core knowledge/competency areas (trainer approval)?</p> <p>Is there a central registry or system to track this information? If so, does the registry track information for <i>all</i> early care and education practitioners?</p> <p>Are all of the core knowledge areas/core competencies covered in state PD activities?</p> <p>Are they offered Statewide? Are there distance learning options available?</p>

Questions	Details & Comments
Do trainings and professional development (PD) activities offered by key entities link to core knowledge areas/core competencies? Con.	<p>Are they offered at various levels (e.g.: beginning, intermediate, advanced)?</p> <p>What can participants receive upon successful completion of trainings?</p> <p><input type="checkbox"/> College Credit <input type="checkbox"/> Clock Hours <input type="checkbox"/> Other</p> <p><input type="checkbox"/> CEU's <input type="checkbox"/> Certificate</p> <p>Do the trainings link to pathways leading to qualifications, degrees, and credentials?</p> <p>If the above questions have not been addressed, are there plans in place to reexamine/revise core knowledge/competencies covered and their connections to other parts of the PD system?</p>

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August 2009

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DISCUSSION QUESTIONS ON INFRASTRUCTURE, GOVERNANCE, AND FINANCING OF STATE/TERRITORY PROFESSIONAL DEVELOPMENT SYSTEMS

Meeting/Committee/Work Group Name _____

Meeting goal(s) _____

Date _____ Participants/members _____

Purpose: This is a comprehensive planning tool that can be used as a work group or large group activity to determine details of governance and financing of the professional development system. The tool tracks the sectors included in the system and planning process, the costs associated with system elements and workforce needs, and strategies to address and finance those needs.

- ◆ Capture details about the sectors included in the system and the role of each sector related to the system elements.
- ◆ Determine the size of the workforce and costs associated with system elements that meet the needs of the workforce.
- ◆ Identify system funding and infrastructure needs and strategies to address those needs.

1. This is an extended activity that can be done in one setting or over the course of multiple meetings. Representatives of each sector are needed to fully address the questions and identify strategies to address system needs. The meeting facilitator, convener, or planning partners may provide resources to aid the work.

2. The work group or committee considers each question and indicates details by marking the check boxes and adding comments. Some of the questions require research and where an answer is not known, the entity, source, process, or person that can provide the answer can be listed.
3. Responses should be collected and compiled if multiple groups are completing the forms.
4. Results can be used to guide future planning and systems development.

Discussion

QUESTIONS	DETAILS AND COMMENTS
<p>Does your State/Territory have a professional development system that includes primary sectors: child care, Head Start, public education, early intervention/special education, adult education, regulators, and funders?</p> <p>As appropriate, are Tribal partners included? (<i>Tribal partners may be part of any of the primary sectors.</i>)</p>	<p>Sectors involved in planning and/or are part of the system</p> <ul style="list-style-type: none"> <input type="checkbox"/> Child care <input type="checkbox"/> Head Start/Early Head Start <input type="checkbox"/> Public prekindergarten <input type="checkbox"/> Early intervention and early childhood special education <input type="checkbox"/> Adult education/higher education <input type="checkbox"/> Regulatory agencies <input type="checkbox"/> Funders
<p><i>*See Elements of a Professional Development System for Early Care and Education: A Simplified Framework for component examples and definitions. Available at http://nccic.acf.hhs.gov/poptopics/pdsystem.html.</i></p>	<p>Sectors engaged in specific activities related to one or more elements* (i.e., core knowledge; access and outreach; qualifications, credentials, and pathways; funding; and quality assurance)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Child care <input type="checkbox"/> Head Start/Early Head Start <input type="checkbox"/> Public prekindergarten <input type="checkbox"/> Early intervention and early childhood special education <input type="checkbox"/> Adult education/higher education <input type="checkbox"/> Regulatory agencies <input type="checkbox"/> Funders

QUESTIONS	DETAILS AND COMMENTS
<p>Which sector's professional development activities are included in the professional development system?</p>	<p>Sectors with activities CURRENTLY included</p> <ul style="list-style-type: none"> <input type="checkbox"/> Child care <input type="checkbox"/> Head Start/Early Head Start <input type="checkbox"/> Public prekindergarten <input type="checkbox"/> Early intervention and early childhood special education <input type="checkbox"/> Adult education/higher education <input type="checkbox"/> Regulatory agencies <input type="checkbox"/> Funders
	<p>Sectors that are part of the PLAN to be included</p> <ul style="list-style-type: none"> <input type="checkbox"/> Child care <input type="checkbox"/> Head Start/Early Head Start <input type="checkbox"/> Public prekindergarten <input type="checkbox"/> Early intervention and early childhood special education <input type="checkbox"/> Adult education/higher education <input type="checkbox"/> Regulatory agencies <input type="checkbox"/> Funders
<p>What is the size of your State or Territory's total early childhood workforce, across all sectors?</p>	
	<p>What proportion of the workforce participates in your professional development system?</p>

QUESTIONS	DETAILS AND COMMENTS
<p>Where does the professional development system fit within the overall early care and education system?</p>	
	<p>Is the system a stand-alone entity or part of a larger agency/organization?</p>
	<p>Where is the system housed (i.e., what agency)?</p>
	<p>Does the system have its own budget or is it part of a larger agency/organization's budget?</p>
	<p>Does the system have control over its financing or does a larger entity control the budget and allocation of resources?</p>

QUESTIONS	DETAILS AND COMMENTS		
<p>What are the current funding sources for the system—not agencies that administer the funds, but the <i>actual funding streams</i>?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Local government <input type="checkbox"/> State (i.e., general funds) <input type="checkbox"/> Federal (e.g., Child Care and Development Fund monies, American Recovery and Reinvestment Act, 21st Century Schools, Title I, apprenticeship funds, Workforce Investment Act grants, Head Start, Perkins, or others) 	<ul style="list-style-type: none"> <input type="checkbox"/> Higher education <input type="checkbox"/> Participant fees 	<ul style="list-style-type: none"> <input type="checkbox"/> Private sources (e.g., businesses and foundations) <input type="checkbox"/> Other
<p>What parts of the system need funding to achieve system goals or implement the plan?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Administration (e.g., administration of coordination and services, including staff, rent, supplies) <input type="checkbox"/> Technology (e.g., data tracking systems, electronic information sharing) <input type="checkbox"/> Trainer/faculty recruitment and development (i.e., ongoing professional development of trainers, instructors, mentors, coaches, technical assistance providers) <input type="checkbox"/> Course/training module development <input type="checkbox"/> Articulation 	<ul style="list-style-type: none"> <input type="checkbox"/> Onsite mentoring, coaching, technical assistance <input type="checkbox"/> Direct professional development services (e.g., compensation and other incentives, trainings, including scholarships, instructors, supplies) <input type="checkbox"/> Marketing and public relations, printing and publications <input type="checkbox"/> Other <input type="checkbox"/> Other 	

QUESTIONS	DETAILS AND COMMENTS					
<p>Is the system fully funded or is there a need for additional funds? Which activities need additional funding?</p>						
<p>If your system were fully funded, which elements or components would you expand or add first?</p> <p><i>*See Elements of a Professional Development System for Early Care and Education: A Simplified Framework for component examples and definitions. Available at http://nccic.acf.hhs.gov/poptopics/pdsystem.html.</i></p>	<p><u>*Elements:</u></p> <table border="1" data-bbox="978 727 1900 1026"> <tr> <td data-bbox="978 727 1297 1026"> <input type="checkbox"/> Core knowledge <input type="checkbox"/> Access and outreach </td> <td data-bbox="1297 727 1635 1026"> <input type="checkbox"/> Qualifications, credentials, and pathways </td> <td data-bbox="1635 727 1900 1026"> <input type="checkbox"/> Incentives and Supports <input type="checkbox"/> Quality assurances </td> </tr> </table> <p><u>*Components/Specifics:</u></p>			<input type="checkbox"/> Core knowledge <input type="checkbox"/> Access and outreach	<input type="checkbox"/> Qualifications, credentials, and pathways	<input type="checkbox"/> Incentives and Supports <input type="checkbox"/> Quality assurances
<input type="checkbox"/> Core knowledge <input type="checkbox"/> Access and outreach	<input type="checkbox"/> Qualifications, credentials, and pathways	<input type="checkbox"/> Incentives and Supports <input type="checkbox"/> Quality assurances				

QUESTIONS	DETAILS AND COMMENTS
<p>What happens if/when a source of funds is cut drastically or eliminated? Would cuts be made to direct services, management, or both? Is a program cut or the overall system reduced, or are target populations restricted through eligibility criteria?</p>	
<p>What are some strategies for filling funding gaps (e.g., when not enough money is currently available or a current source is cut, eliminated, or does not exist)?</p>	
<p>Have you evaluated system elements or components? Which are the most successful? For which target populations and/or under what conditions? Do the outcomes or results help to achieve the system's goals or implement the system's plan?</p>	
	<p>Why do you think they are effective?</p> <ul style="list-style-type: none"> • Does it have to do with their structure? Financing? Because they efficiently meet a specific need? Other reasons?
	<p>Are they replicable or expandable?</p>

QUESTIONS	DETAILS AND COMMENTS	
	Are there strategies employed by other parts of the early care and education system that are particularly effective? If so, what are they and are they replicable?	
	Are there strategies employed by other agencies that are particularly effective? If so, what are they and are they replicable?	
Thinking about one specific strategy that you have identified, who needs to be involved to make the strategy a reality?	Government departments/agencies	Leadership/key individuals
	Community organizations and businesses	Leadership/key individuals

QUESTIONS	DETAILS AND COMMENTS	
	Other key partners	Other key partners



DISCUSSION QUESTIONS ON STRATEGIC FINANCING STRATEGIES FOR STATE/TERRITORY AFTER-SCHOOL PROFESSIONAL DEVELOPMENT SYSTEMS

Purpose: To develop a strategic financing approach to support the implementation of a statewide after-school professional development system.

<p>1. What components of a statewide after-school professional development system do you want to finance?</p> <ul style="list-style-type: none"> • Funding and sustainability • Core knowledge and competencies • Qualifications and credentials • Quality assurance and data • Access and outreach 	<p>1A. What are the range of strategies and activities that you want to sustain? (Can be policy- and systems-focused approaches as well as direct-serve approaches.)</p>
	<p>1B. At what scale and over what period of time do you want to finance these elements?</p>

These materials were developed in part from materials included in the National Child Care Information and Technical Assistance Center Early Childhood Professional Development Systems Toolkit, available at www.nccic.org/pubs/goodstart/pd_appendix_c.pdf and materials from The Finance Project, available at www.financeproject.org/irc_pubs.cfm?p=25&id=62 and <http://76.12.61.196/publications/ThinkingBroadly.pdf>.

Financing of State/Territory After-school Professional Development Systems

<p>2. How much funding is required (both cash and in-kind support)?</p> <p>Have you done any work to cost out your system by element by each strategy for each year?</p>	<ul style="list-style-type: none"><input type="checkbox"/> Funding and sustainability<input type="checkbox"/> Core knowledge and competencies<input type="checkbox"/> Qualifications and credentials	<ul style="list-style-type: none"><input type="checkbox"/> Quality assurance and data<input type="checkbox"/> Access and outreach<input type="checkbox"/> Other

Financing of State/Territory After-school Professional Development Systems

<p>3. What are the current funding sources for the after-school professional development system (not agencies that administer the funds, but the <i>actual funding streams</i>)? Please note if any fiscal mapping has already been done, including funding restrictions and timeframes.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Local government <input type="checkbox"/> State (i.e., general funds, tobacco fund) <input type="checkbox"/> Federal (e.g., Child Care and Development Fund monies, Temporary Assistance for Needy Families, apprenticeship funds, Workforce Investment Act grants, Juvenile Justice, 21st Century Community Learning Center) 	<ul style="list-style-type: none"> <input type="checkbox"/> Higher education <input type="checkbox"/> Participant fees 	<ul style="list-style-type: none"> <input type="checkbox"/> Private sources (e.g., businesses and foundations) <input type="checkbox"/> Other
	This area is currently blank in the image		

Financing of State/Territory After-school Professional Development Systems

4. What are your funding gaps?	Note the gaps by element and by year.
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Financing of State/Territory After-school Professional Development Systems

5. What funding sources and financing strategies can you employ to meet your fiscal needs?	*Strategies:		
	<input type="checkbox"/> Making better use of existing resources	<input type="checkbox"/> Creating more flexible funding streams	<input type="checkbox"/> Creating public/private partnerships
	<input type="checkbox"/> Maximizing Federal and State funding sources		<input type="checkbox"/> Generating new revenue
	*Specifics and Funding Sources:		

Module III, Cost Estimates				
	Current Year	Year 1	Year 2	Year 3
Strategies				
1. Incentives and Compensation Plans				
Subtotal	\$0			
2. Core Knowledge and Core Competencies				
Subtotal	\$0			
3. Qualifications and Credentials				
Subtotal	\$0			
4. Quality Assurances				
Subtotal	\$0			
5. Access and Outreach				
Subtotal	\$0			
6. Infrastructure				
Subtotal				
Total Direct Costs	\$0			
Indirect	\$0			

TOTAL PROF DEVELOPMENT COSTS

\$0



**AIP PEER LEARNING NETWORK MEETING:
BUILDING A STATEWIDE AFTERSCHOOL PROFESSIONAL DEVELOPMENT SYSTEM
September 11 – 12, 2008**

THINKING BROADLY: FIVE KEY STRATEGIES FOR FINANCING PROFESSIONAL DEVELOPMENT

PURPOSE OF TOOL: To serve as a first step in developing a strategic financing plan for your state's professional development system. To use this tool, first list out each element of your professional development system. For each element, then identify one or more creative financing strategies. The framework that guides this tool is described in greater detail in The Finance Project's publication, *Thinking Broadly: Financing Strategies for Youth Programs*, available at The Finance Project's website: http://www.financeproject.org/publications/Thinkingbroadly_PM.pdf/. Details on each type of strategy are also available on page three of this tool.

	STRATEGY 1	STRATEGY 2	STRATEGY 3	STRATEGY 4	STRATEGY 5
Element of Professional Development System	Making Better Use of Existing Resources	Maximizing Federal and State Revenue	Creating More Flexibility in Existing Categories	Building Public-Private Partnerships	Creating New Dedicated Revenue Streams

STRATEGY 1	Making Better Use of Existing Resources
-------------------	--

Redeployment - shifting funding from higher cost to lower-cost programs and services

Operating more efficiently - cutting costs that can be reinvested in expanding services

Reinvestment - allocating funds that can be "saved" through redeployment, refinancing, or reductions in spending to new or alternative supports and services.

STRATEGY 2	Maximizing Federal and State Revenue
-------------------	---

Leveraging - maximizing federal revenue by taking advantage of programs that provide funding contingent on state, local and private funding.

Refinancing - utilizing other sources of money to pay for activities already provided, thereby freeing up your own money for a new use.

Administrative claiming - using available child welfare and Medicaid funds to cover an array of administrative costs, based on local match funds.

STRATEGY 3	Creating More Flexibility in Existing Categories
-------------------	---

Pooling - combining a portion of funds from several agencies and programs into a single unified funding stream.

Coordination - aligning categorical funding from a number of agencies and funding streams to support community and program-level initiatives.

Devolution - delegating the authority for the allocation of funds from higher to lower levels of authority.

Decategorization - removing narrow eligibility requirements and rules governing allocation of funds from existing funding streams.

STRATEGY 4	Building Public-Private Partnerships
-------------------	---

Leveraging - creating partnerships that expand the fiscal base for family and children's services.

Leadership - building new, shared public-private leadership for investments in children and families.

Technical assistance - creating opportunities for sharing knowledge, skills, and technical resources needed to create and sustain systems of supports and services.

STRATEGY 5	Creating New Dedicated Revenue Streams
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Charging fees for services - charging fees to service users to help cover the program costs.

Special taxing districts - creating independent units of government with taxing authority dedicated to a specific purpose.

Special tax levies - adding on to existing taxes, with the additional revenues earmarked for specific programs or services.

Guaranteed expenditure minimums - setting a floor below which spending for specified programs or services cannot fall.

Children's trust funds - establishing a separate, designated account in the public treasury that has special rules for managing the funds allocated to it.

Fees and narrowly based taxes - generating new revenue from fees or taxes on specific segments of economic activity, usually the use of a service or good.

Lotteries and gaming - using lottery and gaming proceeds to support programs and initiatives for children and their families.

Income tax check-offs - allowing taxpayers to designate a portion of their tax liability or to donate a part of their refund to specific services or programs.

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CORE KNOWLEDGE: SMALL GROUP DISCUSSION GUIDE

- ◆ **Core knowledge:** Linked to early learning guidelines, the central concepts that adults who work with young children need to know and understand to facilitate children's learning and development.
- ◆ **Core competencies:** Linked to early learning guidelines, the central range of observable skills that adults who work with young children need to facilitate children's learning and development.

Core knowledge and competencies can create a foundation for a professional development system. They can provide a road map for curriculum development and organization of professional development activities. In doing so, core knowledge and competencies become the basis for organizing, approving, and offering training and coursework, as well as for levels on a career lattice. Core knowledge and core competencies can be important tools for articulation of community training to college credit and from one level of college coursework to another. Core knowledge and core competencies offer a common language for establishing early childhood student outcomes and a mechanism to document skills throughout a practitioner's professional development. Core knowledge and core competencies can foster cross-sector collaboration and systems integration by providing expectations of adult knowledge and skills that apply across all settings.

Purpose: This tool can be used as a small group or large group activity or to conduct individual interviews prior to a planning call or meeting. It is designed to stimulate beginning discussions about core knowledge and competencies.

Goals

- ◆ Define core knowledge and competencies in the context of the current work.
- ◆ Compile list of current defined core knowledge and competencies and gaps/needs.
- ◆ Determine how this element links to the larger PD system.

Directions

1. The group or table discusses questions for 20 minutes, recording comments.
2. Small groups report back and facilitator captures key concepts, strengths and gaps in services, and future needs.
3. Details about core knowledge and competencies can be collected and recorded for future planning work.

4. Meaning of core knowledge: What does it mean in our context?

- Are there core knowledge areas and core competencies for early/school-age care and education professionals?
 - If not, what is used to determine content for training and courses of study?
- Do the core knowledge and core competencies apply across all sectors (i.e., child care, Head Start, public education)?
- Are separate core knowledge and core competency documents used in each sector?
 - If not, what is used to determine content for training and courses of study?

5. Themes, ideas, and questions about core knowledge:

6. Our current activities and roles related to core knowledge:

7. Possible activities and roles for the future related to core knowledge:

- What are the gaps and needs?
- How can we collaborate to meet the needs?

8. How our ideas and suggestions connect with the other professional development system elements?

- How can we engage the community in these efforts?

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PROFESSIONAL DEVELOPMENT SYSTEM TOOL: FOCUS ON CORE KNOWLEDGE AND COMPETENCIES

Purpose: This tool is designed to guide the development or revision of State/Territory core knowledge and competencies. It is divided into three planning areas: core knowledge areas, levels, and additional information. The core knowledge areas are broad categories and are designed to prompt further discussion. Those listed may not include all areas and/or sub-areas needed to organize the content identified by the planning group.

AREA	SPECIFICS	STATUS	PRIORITY RANKING	COMMENTS/NOTES
CORE KNOWLEDGE AREAS	Health, safety, and nutrition <ul style="list-style-type: none">◆ Wellness promotion◆ Environmental safety◆ Standards and regulations◆ Child abuse and neglect◆ Other:			

AREA	SPECIFICS	STATUS	PRIORITY RANKING	COMMENTS/NOTES
CORE KNOWLEDGE AREAS, CON.	<p>Child growth and development</p> <ul style="list-style-type: none"> ◆ Culture and background ◆ Language and literacy ◆ Developmental domains: social, emotional, physical, and cognitive ◆ Developmental states and milestones ◆ Individual needs and differences ◆ Other: 			
	<p>Teaching and learning</p> <ul style="list-style-type: none"> ◆ Curriculum design and implementation ◆ Learning and care environment ◆ Relationships, self-awareness, and guidance ◆ Other: 			

AREA	SPECIFICS	STATUS	PRIORITY RANKING	COMMENTS/NOTES
CORE KNOWLEDGE AREAS, CON.	<p>Observation, documentation, and assessment</p> <ul style="list-style-type: none"> ◆ Principles of observation, documentation, and assessment ◆ Assessment tools and uses ◆ Documentation practices ◆ Other: 			
	<p>Family and community relationships</p> <ul style="list-style-type: none"> ◆ Family structures and cultures ◆ Communication methods and policies ◆ Family engagement/involvement ◆ Community resources ◆ Other: 			

AREA	SPECIFICS	STATUS	PRIORITY RANKING	COMMENTS/NOTES
	<p>Professionalism/leadership development</p> <ul style="list-style-type: none"> ◆ Professional development ◆ Ethics and professional standards ◆ Policy and advocacy ◆ Leadership development ◆ Regulations and quality standards ◆ Other: 			
	<p>Administration/program management</p> <ul style="list-style-type: none"> ◆ Business/administration ◆ Legal and fiscal issues ◆ Organizational management/personnel management and supervision ◆ Facility management ◆ Regulations, policies, and quality standards ◆ Evaluation and program improvement ◆ Other: 			

AREA	SPECIFICS	STATUS	PRIORITY RANKING	COMMENTS/NOTES
CORE KNOWLEDGE AREAS, CON.	Children with special needs (often incorporated in other areas)			
	Diversity issues (often incorporated in other areas)			
	School-age children (often incorporated in other areas)			
	Infants and toddlers (often incorporated in other areas)			
	Other:			
	Other:			
E V E L	Levels of knowledge and skill acquisition			

AREA	SPECIFICS	STATUS	PRIORITY RANKING	COMMENTS/NOTES
	Illustrated alignment with career lattice			
	Other:			
ADDITIONAL INFORMATION	Introduction/rationale for core knowledge/competencies development			
	Framework/organization			
	Purpose/users of core knowledge/competencies			
AL IN FO RM AT	Alignment with other standards (QRIS, early learning guidelines, licensing,			

AREA	SPECIFICS	STATUS	PRIORITY RANKING	COMMENTS/NOTES
	professional teaching standards)			
	Rationale for each core knowledge area			
	Indicators/practice examples/vignettes			
	Multiple languages as appropriate/other language versions			
	Other:			
	Other:			

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ACCESS AND OUTREACH: SMALL GROUP DISCUSSION GUIDE

Reaching all early care and education caregivers in a State or Territory is difficult. Rural and urban locations, multiple languages and literacy levels, and different professional (or nonprofessional) aspirations are just some of the differences that make the early care and education workforce so diverse yet so challenging to support. Outreach, activities, and ongoing support must address available resources, as well as an individual's personal, cultural, and career frameworks.

Access and outreach activities address the questions of *why does it matter* and *what is available* and help practitioners plan for and connect to professional development opportunities. Such activities can include defining the vision, mission, and goals of the system; providing career and personal development planning, advising, and other support; promoting the availability of professional development offerings; offering training through multiple delivery methods; and establishing public engagement initiatives.

Purpose: This tool can be used as a small group or large group activity or to conduct individual interviews prior to a planning call or meeting. It is designed to stimulate beginning discussions about access and outreach activities related to PD.

Goals

- ◆ Define access and outreach in the context of the current work.
- ◆ Compile list of current initiatives and gaps/needs.
- ◆ Determine how this element links to the larger PD system.

Directions

1. The group or table discusses questions for 20 minutes, recording comments.
2. Small groups report back and facilitator captures key concepts, strengths and gaps in services, and future needs.
3. Details about access and outreach can be collected and recorded for future planning work.

Discussion Topics

1. Meaning of access and outreach: What does it mean in our context?
 - Which current efforts are perceived to be effective and successful?
 - Why do we think they are effective?
 - Does it have to do with their structure? Because they efficiently meet a specific need? Other reasons?

2. Themes, ideas, and questions about access and outreach:

3. Our current activities and roles related to access and outreach:

4. Possible activities and roles for the future related to access and outreach:

- What are the gaps and needs?
- How can we collaborate to meet the needs?

5. How do our ideas and suggestions connect with the other professional development system elements?

- How can we engage the community in these efforts?

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ACCESS AND OUTREACH: EXTENDING PROFESSIONAL DEVELOPMENT DISCUSSION QUESTIONS ON FAMILY, FRIEND, AND NEIGHBOR CARE

Family, friend, and neighbor caregivers comprise a very large segment of the child care workforce. While some caregivers participate in professional development system activities, many do not see themselves as “professionals” nor consider themselves on a career path. To be effective and successful, outreach activities, supports, and opportunities need to be tailored to this population.

Purpose: This tool can be used as a small group or large group activity or to conduct individual interviews prior to a planning call or meeting. It is designed to stimulate discussions about how to reach and engage FFN caregivers in PD activities.

Goals

- ◆ Identify strategies for working with family, friend, and neighbor caregivers.
- ◆ Compile list of current initiatives and challenges/gaps/needs.
- ◆ Determine next steps.

Directions

1. The group or table discusses questions for 20 minutes, recording comments.
2. Small groups report back and facilitator captures key concepts, strengths and gaps in services, and future needs.
3. Details about strategies to reach and support FFN caregivers can be collected and recorded for future planning work.

Discussion

Think about the following for your State/Territory and/or community:

- ◆ Greatest accomplishments in reaching and working with family, friend, and neighbor caregivers;
- ◆ Greatest challenges;
- ◆ Activities in place; and
- ◆ Plans and next steps.

In what ways is your State/Territory and/or community supporting family, friend, and neighbor caregivers? What strategies and partners are contributing to the efforts?

Strategies/Partners	Notes
<input type="checkbox"/> Needs assessments or surveys	
<input type="checkbox"/> Mobile units	
<input type="checkbox"/> Community meetings	
<input type="checkbox"/> Support groups	
<input type="checkbox"/> Flyers	
<input type="checkbox"/> Tip sheets	
<input type="checkbox"/> Radio/TV stations	
<input type="checkbox"/> Health centers	
<input type="checkbox"/> Libraries	
<input type="checkbox"/> Community centers	
<input type="checkbox"/> Other	

What have you done, or do you plan to do, to reach out to family, friend, and neighbor caregivers in your State, Territory, or community?

WILL or HAS YOUR STATE/TERRITORY and/or COMMUNITY...	COMMENTS (include status, leads, and partners)
Define(d) family, friend, and neighbor caregivers? ♦ Include(d) who is exempt from licensing or other regulations?	
Determine(d) the number of family, friend, and neighbor caregivers?	
Determine(d) the demographics of family, friend, and neighbor caregivers?	
Determine(d) family, friend, and neighbor caregivers' needs and desires?	
Provide(d) access to health and safety information and resources? ♦ Child-related and caregiving issues ♦ Environment issues	
Collaborate(d) with professionals, services, and networks?	
Facilitate(d)/encourage(d) peer supports?	
Provide(d) access to basic child development resources?	
Provide(d) access to books and other learning materials?	

WILL or HAS YOUR STATE/TERRITORY and/or COMMUNITY...	COMMENTS (include status, leads, and partners)
Consider(ed) caregivers' home languages and literacy levels?	
Launch(ed) other initiatives or plans?	

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QUALIFICATIONS, CREDENTIALS, AND PATHWAYS: SMALL GROUP DISCUSSION GUIDE

Qualifications, credentials, and pathways provide a range of activities that engage adult learners in appropriate personal and professional growth that is progressive and role related. States and Territories can establish qualifications and credentials for the workforce by developing preservice and ongoing training, and education licensing and program requirements. Some States and Territories establish their own and/or implement national credentials, and/or create qualifications that link to early childhood higher education degrees or certificates. States can help the workforce obtain qualifications and credentials by developing multiple strategies for achieving them, also known as pathways. Typical strategies that States or Territories may provide include licensing requirements for preservice and ongoing training and education, career lattices or ladders that outline how to achieve a progression of roles, State and/or national credentials, higher education degrees and certifications, and multiple pathways to achieve required or recommended qualifications.

Purpose: This tool can be used as a small group or large group activity or to conduct individual interviews prior to a planning call or meeting. It is designed to stimulate beginning discussions about qualifications, credentials, and pathways activities related to Professional Development.

Goals

- ◆ Define quality qualifications, credentials, and pathways in the context of the current work.
- ◆ Compile list of current standards, requirements, credentials, and career options and gaps/needs.
- ◆ Determine how this element links to the larger PD system.

Directions

1. The group or table discusses the questions for about 20 minutes, recording comments.
2. Small groups report back and facilitator captures key concepts, strengths and gaps in services, and future needs.
3. Qualifications, credentials, and pathways details can be collected and recorded for future planning work.

Discussion Topics

4. Meaning of qualifications and credentials: What does this mean in our context?

- What qualifications are required for adults who work with children?
 - In child care centers?
 - In family child care homes?
 - In Head Start programs?
 - In prekindergarten programs?
 - In early intervention programs?
 - In early childhood special education programs?
- What credentials, certificates, and degrees exist for early childhood professionals?

5. Themes, ideas, and questions about qualifications and credentials:

6. Our current activities and roles related to qualifications and credentials:

7. Possible activities and roles for the future related to qualifications and credentials:

- What are the gaps and needs?
- How can we collaborate to meet the needs?

8. How do our ideas and suggestions connect with the other professional development system elements?

- How can we engage the community in these efforts?

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FUNDING: SMALL GROUP DISCUSSION GUIDE

Staff turnover in early care and education programs is a national problem that has a direct impact on the quality of care that young children receive. In a physically-challenging, time-consuming, and typically low-paid profession, incentives and supports for staff to pursue ongoing professional development are essential. This funding element addresses the question of how participants in the professional development system can afford to engage in opportunities and how they are compensated for increased knowledge and skills.

Funding or monetary support can cover training, travel, and supply stipends and reimbursements; rewards, awards, and bonuses for training and education completion; compensation or retention initiatives for practitioners; and financial awards given to early childhood settings based on program quality.

Purpose: This tool can be used as a small group or large group activity or to conduct individual interviews prior to a planning call or meeting. It is designed to stimulate beginning discussions about PD financial supports and incentives for practitioners and the programs in which they work.

Goals

- ◆ Define funding in the context of the current work.
- ◆ Compile list of current initiatives and gaps/needs.
- ◆ Determine how funding activities and sources link to larger PD system.

Directions

1. The group or table discusses the questions for about 20 minutes, recording comments.
2. Small groups report back and facilitator captures key concepts, strengths and gaps in services, and future needs.
3. Funding details can be collected and recorded for future planning work.

Discussion Topics

1. Meaning of funding: What does it mean in our context?
 - What current efforts are perceived to be effective and successful?
 - Why do we think they are effective?
 - Does it have to do with their structure? Financing? Because they efficiently meet a specific need? Other reasons?

2. Themes, ideas, and questions about funding:

3. Our current activities and roles related to funding:

4. Possible activities and roles for the future related to funding:

- What are the gaps and needs?
- How can we collaborate to meet the needs?

5. How do our ideas and suggestions connect with the other professional development system elements?

- How can we engage the community in these efforts?

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QUALITY ASSURANCE: SMALL GROUP DISCUSSION GUIDE

Through the quality assurance element of a professional development system, States and Territories establish approval, documentation, and/or validation processes and measure effectiveness of the system, system elements, or activities. Quality assurance strategies include establishing qualifications for trainers and standards for trainings; conducting participant, activity, and system evaluations; engaging diverse advisory groups; and monitoring adherence to licensing and other regulations or program requirements.

Purpose: This tool can be used as a small group or large group activity or to conduct individual interviews prior to a planning call or meeting. It is designed to stimulate beginning discussions about monitoring, approval, and evaluation activities related to Professional Development.

Goals

- ◆ Define quality assurance in the context of the current work.
- ◆ Compile list of current initiatives and gaps/needs.
- ◆ Determine how quality assurance activities and concepts link to larger PD system.

Directions

1. The group or table discusses each topic for about 20 minutes, recording comments.
2. Small groups report back and facilitator captures key concepts, strengths and gaps in services, and future needs.
3. Quality assurance details can be collected and recorded for future planning work.

Discussion Topics

4. Meaning of quality assurance: What does this mean in our context?
 - Are there mechanisms to ensure the quality of trainers, consultants, and training and education activities provided to early childhood professionals?
 - Are there mechanisms to evaluate specific professional development components?
 - Are there mechanisms to evaluate the overall professional development system?

5. Themes, ideas, and questions about quality assurance:

6. Our current activities and roles related to quality assurance:

7. Possible activities and roles for the future related to quality assurance:

- What are the gaps and needs?
- How can we collaborate to meet the needs?

8. How do our ideas and suggestions connect with the other professional development system elements?

- How can we engage the community in these efforts?
