

Success Story: Credentials and Reciprocity in Region III



ADMINISTRATION FOR
CHILDREN & FAMILIES



National Center on Child Care Professional
Development Systems and Workforce Initiatives (PDW Center)
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WHAT

Reciprocity advances acceptance of credentials and other professional development (PD) across State/Territory lines, and early childhood (EC) and school-age (SA) settings, sectors, and related systems.

WHY IT MATTERS

Regionally and nationally recognized credentials and related training and education can increase PD capacity and access, support career progression, and result in resource savings.

HOW IT CONTRIBUTES TO MEANINGFUL CHANGE FOR PROVIDERS

Portable and stackable EC and SA credentials support the development of professional experience, competence, and mastery from entry through advanced career levels. Portable credentials support lifetime careers in direct work with children across changes in age group, program type, roles (including nondirect service), and State of work or residence.

CROSS-STATE RECIPROCITY SUCCESS STORY: REGION III

In September 2012, Child Care and Development Fund (CCDF) Administrators from ACF Region III States (DE, DC, MD, PA, VA, WV) attended a roundtable meeting on building State technical assistance (TA) systems. The Administrators quickly noticed similar work underway in multiple States, as well as existing resources that could fill gaps in neighboring States. A Region III CCDF Administrators Cohort met bi-monthly from April 2013 through 2014 with support from the OCC Regional Office, the PDW Center, and the Child Care State Systems Specialist Network. The Cohort leveraged the work of individual Region III States to enhance TA systems with cross-sector partners including Head Start/Early Head Start, Pre-K, and others.

During the Cohort's first year, the group identified a common approach to recognizing qualified EC and SA TA professionals across the Region. They developed a crosswalk that identifies shared preservice standards for education level, training content, work experience with adults and with children, and professional and technical skills, along with common content areas for TA professional competencies. As a result, TA professionals working across State lines in Region III now have common entry-level requirements supplemented by State-specific orientations.

Now in its second year, the cohort is focused on TA provider resources, supports, and the logistics of reciprocity.

- VA offered the other Region III States access to an online adult education course and may make revisions to address Regional needs
- A multistate group is developing a "Welcome to Region III" document to serve as a common guide to the Region for EC and SA TA professionals
- The Cohort wants to continue work to share development, delivery, and approval for other types of training and credentials

This cross-State reciprocity work supports capacity building and strategic investment of resources. As Kathy Wilson, Education Specialist at Early Development and Learning, DE Department of Education expressed it, "we don't have the resources to develop it all ourselves. Regional collaboration can make a big difference in our effectiveness."