MOVING PATHWAYS **FORWARD**
Supporting Career Pathways Integration

June 2016

Early Learning Career Pathways Initiative: Credentialing in the Early Care and Education Field

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Executive Summary

Career pathways are comprehensive education and training systems that provide a clear sequence of coursework and training credentials aligned with employer and industry needs. Career pathways offer a broad solution to meeting the educational and workforce training needs of adult learners while meeting national and regional workforce demands. Many sectors, including the early learning sector, have a great need for a skilled workforce. The U.S. Department of Labor (DOL) forecasts that between 2012 and 2022, the percentage of estimated job openings resulting from workers leaving the early learning sector are 29 percent for child care workers and 28 percent for preschool teachers. The *Occupational Outlook Handbook* projects percentage increases in employment demand during this period at 14 percent for child care workers (resulting in 184,100 new jobs)[1] and 17 percent for preschool teachers (resulting in 76,400 new jobs).[2] Additionally, research studies estimate that proposed expansions of public preschool programs will generate the need for approximately 100,000 preschool teachers with bachelor's degrees.[3] This need for qualified employees bolsters the use of career pathway systems as an approach for meeting the employment demands of the early learning sector.

The *Early Learning Career Pathways Initiative*, supported by the U.S. Departments of Education and Health and Human Services (the Departments), examines the current state of career pathways in the early learning industry intended to meet the skill, employment, and advancement needs of low-income, low-skilled adults who are in or entering this field. This work signifies the joint commitment of these Departments to support the development of career pathway systems in states to increase access to jobs in the early care and education (ECE) field.

Giving workers the opportunity to acquire the skills that they need to pursue in-demand jobs and careers is critical to growing our economy, ensuring that everyone who works hard is rewarded, and building a strong middle class. Despite recent employment growth, far too many hard-working individuals still have not been able to find a job or increase their earnings, and many businesses report difficulty hiring workers with the right skills for jobs that they want to fill.

— President Barack Obama, Presidential Memorandum, January 30, 2014

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1   Occupational Outlook Handbook: Childcare Workers. (January 8, 2014). Retrieved from: http://www.bls.gov/ooh/personal-care-and-service/childcare-workers.htm

2   Occupational Outlook Handbook: Preschool Teachers. (January 8, 2014). Retrieved from: http://www.bls.gov/ooh/education-training-and-library/preschool-teachers.htm

3   Whitebook, M. (2012) Building a skilled workforce: Shared and divergent challenges in early care and education and in grades K-12. Retrieved from http://www.irle.berkeley.edu/cscce/wp-content/uploads/2014/09/Building-a-Skilled-Teacher-Workforce_September-2014_9-25.pdf

This report introduces a career pathways framework [4] in use by several federal agencies, provides a national landscape of states' requirements for ECE staff related to credentialing, highlights five states at various points in the development of ECE career pathways, and shows how early learning system components used in the majority of states align with the *Six Key Elements of Career Pathways Framework* that other industries use. The elements in this framework are:

Element 1. Build Cross-Agency Partnerships and Clarify Roles: Engage key cross-agency partners at the local and state levels, agree to a shared vision, and gain support from political leaders. Clearly define and formalize roles and responsibilities.

Element 2. Identify Sector or Industry and Engage Employers: Select sectors and industries and engage employers in the development of career pathways.

Element 3. Design Education and Training Programs: Design career pathway programs to provide a clear sequence of education and credentials that meet the skill needs of high-demand industries.

Element 4. Identify Funding Needs and Sources: Raise and/or leverage resources necessary to develop and operate the career pathway system and its education and training programs.

Element 5. Align Policies and Programs: Pursue state and local policy and administrative reforms in order to promote career pathway system development and to support implementation.

Element 6. Measure System Change and Performance: Assess system-wide change and measure performance outcomes to ensure continuous improvement.

This study cross-referenced these elements for alignment with two leading frameworks in use in the early learning sector: the Quality Rating and Improvement System (QRIS) Framework [5] and the National Association for the Education of Young Children (NAEYC) Policy Blueprint for State Early Childhood Professional Development Systems. [6] The frameworks were chosen because they incorporate components that can bolster efforts in the development of the six key elements of an effective career pathway.

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[4] The six key elements framework is part of the Careers Pathways Toolkit developed under a U.S. Department of Labor technical assistance contract, and can be downloaded from the LINCS Resource Collection website. https://lincs.ed.gov/professional-development/resource-collections/profile-556. The revsied toolkit is available at http://lincs.ed.gov/professional-development/resource-collections/profile-841

[5] QRIS National Learning Center. (2009-2013). A Standards-based ECE system design. Retrieved from http://qrisnetwork.org/our-framework

[6] LeMoine, S. (2008). Workforce designs: A policy blueprint for state early childhood professional development systems. Washington, DC: National Association for the Education of Young Children.

An examination of the various components shows that both the QRIS and NAEYC professional development (PD) frameworks can inform the development of these elements. In fact, there is a great deal of integrative potential among existing QRIS, professional development, and other workforce development systems and comprehensive career pathway systems. States' existing frameworks can be used as potential building blocks to further develop or enhance a state's early learning career pathway system. This report's emphasis on credentialing in the ECE field is a particular fit with the third element of the Career Pathways Framework – "Design Education & Training Programs." It should also be noted that this report's findings and emphasis on credentialing are broadly consistent with those in *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation* report, which the Institute of Medicine (IOM) and National Research Council (NRC) released after the data collection period of this report. The report explores how the science of children's health, learning, and development can be employed to inform how to prepare an early learning workforce. For more on the connections between the IOM/NRC report and this one, see the call-out box on page 28.

Credentials are a foundational component of a successful career pathway, since they serve as both end goals to achieve and provide intermediate milestones along the trajectory toward those goals. To draw a national landscape of state ECE systems, data were collected on requirements related to credentialing for all 50 states, the District of Columbia, and Puerto Rico. These data were organized into two main categories and analyzed to gauge states' readiness for developing career pathways:

1. Early learning standards and systems support (infant/toddler and preschool standards, workforce registries, QRIS, education and training support); and

2. Workforce competencies and early learning staff degree and training requirements (workforce core knowledge and competencies, required infant/toddler credentials, required preschool teacher credentials, required teacher specialized training).

Highlights of the data analysis within the subcategories for early learning standards and systems support show that:

- All of the 50 states, the District of Columbia, and Puerto Rico (100%) have early learning standards in place, either for infants/toddlers, preschool, or both.

- A majority of the 50 states, the District of Columbia, and Puerto Rico (98%) have a QRIS in some stage of development.

- Eighty-three (83%) of the 50 states, the District of Columbia, and Puerto Rico have some form of workforce registry in place.

Highlights of the data analysis within the subcategories for workforce competencies and early learning staff degree and training requirements show that:

- All of the 50 states, the District of Columbia, and Puerto Rico (100%) have at least one required specialized training for teachers in the form of certificates/licenses that cover various age ranges from birth through grade 12 and include special education;

- Ninety-four percent (94%) of the 50 states, the District of Columbia, and Puerto Rico have workforce core knowledge and competencies in place;

- Almost half of the 50 states and the District of Columbia (46%) require a bachelor of arts (BA) degree for preschool teachers in publicly-funded programs; and

- Thirty-nine percent (39%) of the 50 states exceed the minimum requirements of a high school diploma or equivalent credential and a specific infant/toddler credential or certificate for staff working with infants and toddlers in publicly-funded programs.

Finally, the report includes appendices with extensive resources that can be explored for further information, including information for each state, the District of Columbia, and Puerto Rico for each subcategory of the early learning standards and staff degree and training requirements listed above. The career pathways framework, data collected, examples in practice, and recommendations from an expert panel provide context for state administrators and stakeholders in the early learning field who are interested in developing and strengthening career pathways through examination of the relationship between effective career pathway elements and existing early learning support systems.

1. Introduction

The *Early Learning Career Pathways Initiative*, supported by the U.S. Departments of Education and Health and Human Services (the Departments), examines the current state of career pathways in the early learning industry intended to meet the skill, employment, and advancement needs of low-income, low-skilled adults who are in or entering this field. This work signifies the joint commitment of these Departments to support the development of career pathway systems in states to increase access to jobs in the early care and education (ECE) field. The Departments have contracted with Kratos Learning (Kratos) and Manhattan Strategy Group (MSG) to lead the initiative and extend the work currently being done through the Department of Education's (ED) Office of Career, Technical and Adult Education's (OCTAE) Technical Assistance for Developing Career Pathways project (ED-VAE-13-R-003).

The main goal of this initiative is to support and advance the development of comprehensive career pathway systems in the ECE field by providing information states can use to inform and assess their efforts. The initiative will explore selected issues related to the early learning workforce and produce two topical reports. The first report, presented here, is on credentialing. The second report will focus on issues of access to jobs and advancement in the ECE field for adult learners and incumbent workers.

This initiative includes an advisory group of experts in early care and education, elementary and secondary education, career and technical education, and postsecondary education. The advisory group provides guidance and feedback to the Departments, Kratos, and MSG on the issues affecting states, programs, and educators related to career pathways for the ECE workforce. The advisory group members are:

- W. Clayton Burch, M.A., Chief Academic Officer for Teaching and Learning, Office of Early Learning, West Virginia Department of Education;

- Belinda Flores, Ph.D., Founder and Director of the Academy for Teacher Excellence, University of Texas at San Antonio, University of Texas at Austin;

- Amy Palmeri, Ph.D., Assistant Professor of Practice of Education, Director of Programs in Early Childhood and Elementary Education, and Program Director for the Early Childhood Education Licensure Program, Department of Teaching and Learning, Peabody College at Vanderbilt University, Tennessee;

- Susan Russell, M.A., Executive Director, T.E.A.C.H. Early Childhood® National Center; and

- Marcy Whitebook, Ph.D., Founder and Director of the Center for the Study of Child Care Employment, Institute for Research on Labor and Employment, University of California at Berkeley.

This report:

- Introduces a career pathways framework in use by several federal agencies;

- Provides a national landscape of states' requirements for ECE staff related to credentialing;

- Highlights five states at various points in the development of ECE career pathways;

- Shows how early learning system components used in the majority of states align with the components of the career pathways framework used by other industries;

- Includes appendices with extensive resources that provide further information related to the topics this report covers; and

- Provides context for state administrators and stakeholders in the early learning field who are interested in developing and strengthening career pathways through examination of the relationship between effective career pathway elements and existing early learning support systems.
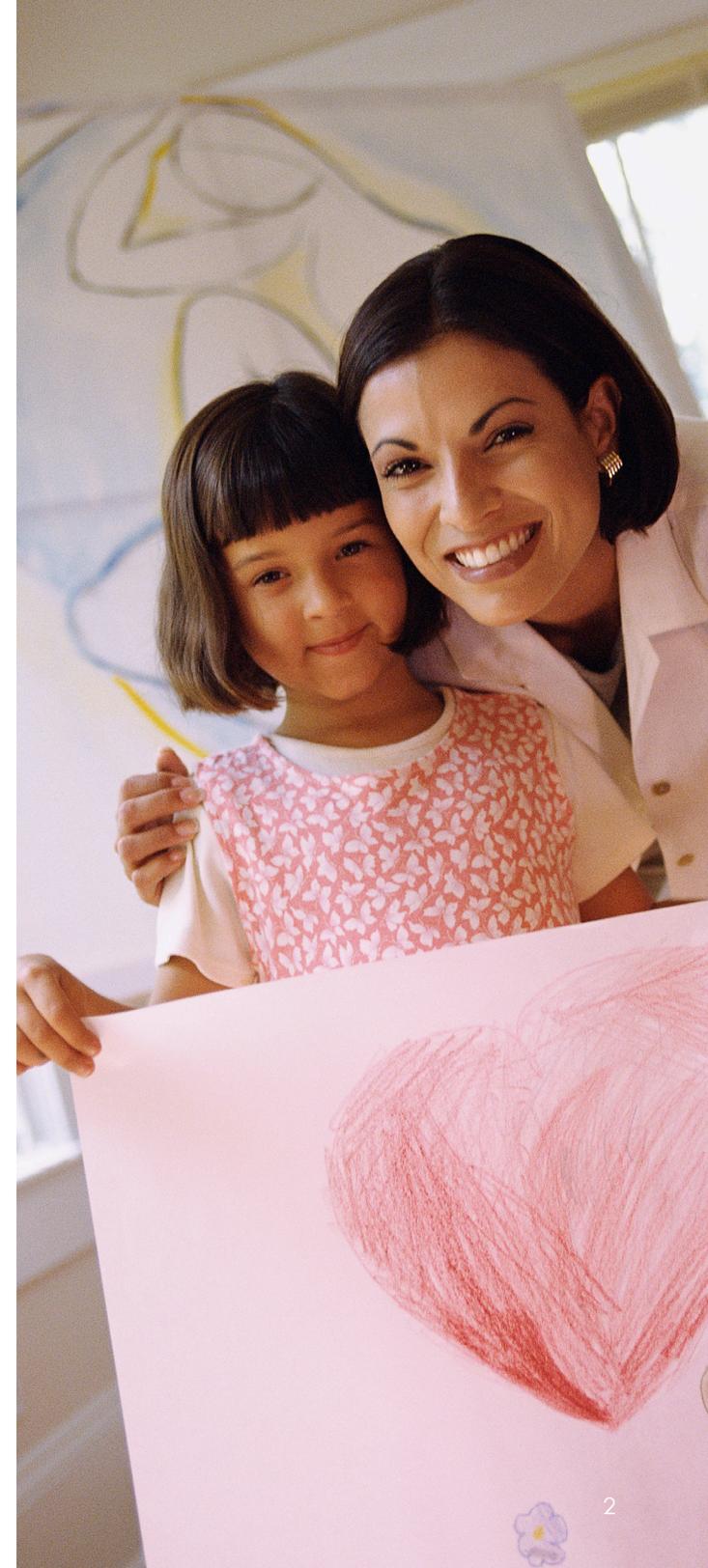
2. Setting the Context: Why Career Pathways?

Career pathways are comprehensive education and training systems that provide a clear sequence of coursework and training credentials aligned with employer and industry needs. Career pathways offer a broad solution to meeting the educational and workforce training needs of adult learners while meeting national and regional workforce demands. Many sectors, including the early learning sector, have a great need for a skilled workforce. The U.S. Department of Labor (DOL) forecasts that between 2012 and 2022, the percentage of estimated job openings resulting from workers leaving the early learning sector are 29 percent for child care workers and 28 percent for preschool teachers. The *Occupational Outlook Handbook* estimates the percentage increases in employment demand during this period are 14 percent for child care workers (resulting in 184,100 new jobs)[7] and 17 percent for preschool teachers (resulting in 76,400 new jobs).[8] Additionally, a study from the University of California at Berkeley found that proposed expansions of public preschool programs will generate the need for approximately 100,000 preschool teachers with bachelor's degrees.[9] This need for qualified employees bolsters the use of career pathway systems as an approach for meeting the employment demands of the early learning sector.

Federal Investments

For the last three decades, the federal government has made significant efforts to develop stronger connections between the workforce development system and education.

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[7] Occupational Outlook Handbook: Childcare Workers. (January 8, 2014). Retrieved from: http://www.bls.gov/ooh/personal-care-and-service/childcare-workers.htm

[8] Occupational Outlook Handbook: Preschool Teachers. (January 8, 2014). Retrieved from: http://www.bls.gov/ooh/education-training-and-library/preschool-teachers.htm

[9] Whitebook, M. (2012) Building a skilled workforce: Shared and divergent challenges in early care and education and in grades K-12. Retrieved from http://www.irle.berkeley.edu/cscce/wp-content/uploads/2014/09/Building-a-Skilled-Teacher-Workforce_September-2014_9-25.pdf

Giving workers the opportunity to acquire the skills that they need to pursue in-demand jobs and careers is critical to growing our economy, ensuring that everyone who works hard is rewarded, and building a strong middle class. Despite recent employment growth, far too many hard-working individuals still have not been able to find a job or increase their earnings, and many businesses report difficulty hiring workers with the right skills for jobs that they want to fill.

— President Barack Obama, Presidential Memorandum, January 30, 2014

Improving the skills and knowledge of American workers to fill crucial employment needs is a high priority for ensuring economic growth and global competitiveness. On April 4, 2012, the Departments of Education, Health and Human Services, and Labor issued a joint memorandum outlining the cross-agency commitment to help adults gain marketable skills for the most in-demand jobs.[10] This joint memorandum emphasized the need for states to align resources and funding streams across agencies to enhance collaboration and coordination of efforts. It also outlined six guiding principles DOL uses as the basis for developing a comprehensive career pathway system.These principles are depicted and described below but, in short, concern the following: building partnerships, engaging employers, designing education and training programs, identifying funding, aligning policies and programs, and measuring change.

Released in 2014, the Presidential Memorandum on Job Driven Training for Workers[11] tasked Vice President Biden and the Secretaries of Labor, Commerce, and Education with developing an action plan to make America's workforce and training system more "job driven, integrated, and effective."[12] This report outlines federal actions to create opportunities for job seekers, including actions that support the development of career pathways.

Building on this groundwork, the passage of the Workforce Innovation and Opportunity Act (WIOA)[13] in July 2014, reauthorized the workforce system and emphasized new priorities for the coming era including: strategic alignment and coordination of federal programs that support employment services, workforce development, and adult education; alignment of training services and workforce needs; and the use of career pathways as a promising model. WIOA expanded the purpose of adult education to include assisting adults through career pathways programs and formalized career pathways as a federal priority and key strategy for developing an effective workforce and education system.

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10   Dear Colleagues letter. (April 4, 2012). Retrieved from https://www2.ed.gov/about/offices/list/ovae/ten-attachment.pdf

11   Presidential Memorandum – Job Driven Training for Workers. (January 30, 2014). Retrieved from: http://www.whitehouse.gov/the-press-office/2014/01/30/presidential-memorandum-job-driven-training-workers

12   Ibid.

13   H.R. 803 (January 3, 2014). Retrieved from https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf and Workforce Innovation and Opportunity Act, United States Department of Labor. Retrieved from: http://www.doleta.gov/wioa/eta_default.cfm

Estimated job openings in the field of early learning, 2012-2022:

184,100

child care workers

76,400

preschool teachers

100,000

preschool teachers who hold bachelor's degrees

Defining Career Pathways

Career pathways have been a source of innovation in program design for the past decade, and definitions have evolved as best practices and successful implementation strategies have emerged. The passage of WIOA established a common definition for "career pathway" for the field (see highlighted box below). Career pathway programs typically offer individuals multiple entry and exit points to allow for the flexibility needed among working adults. They are aligned to regional and state growth industries, include secondary and postsecondary education options, lead to the attainment of industry-recognized credentials or degrees, and include support services to assist individuals with their career plans and goals. While career pathway programs vary in design, the Six Key Elements of Career Pathways Framework[14], elaborated below, provides a common construct for creating effective career pathways systems and can be a point of reference for the early learning sector alongside its counterparts in other sectors and industries.

WIOA Definition of Career Pathway

The term ''career pathway'' means a combination of rigorous and high-quality education, training, and other services that—

- aligns with the skill needs of industries in the economy of the State or regional economy involved;

- prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships;

- includes counseling to support an individual in achieving the individual's education and career goals;

- includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

- organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;

- enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and

- helps an individual enter or advance within a specific occupation or occupational cluster.[15]

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14 Developed under contract DOLU101A21499, BPA#DOLQ101A21449, for the U.S. Department of Labor, Employment, and Training Administration (May 2011).

15 H.R. 803 (January 3, 2014). (p. 6). Retrieved from https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf

The Six Key Elements of Career Pathways Framework

Career pathways are implemented as a system where multiple parts of public and private services are coordinated and aligned to create comprehensive education and training opportunities. The [Career Pathways Toolkit](#),[16] developed under a DOL Career Pathways Technical Assistance project in 2011, features the elements that operationalize career pathways. The Six Key Elements of Career Pathways Framework (CP Framework) are:

Element 1. Build Cross-Agency Partnerships and Clarify Roles:
Engage key cross-agency partners at the local and state levels, agree to a shared vision, and gain support from political leaders. Partners should clearly define and formalize roles and responsibilities. In the ECE field, this may include collaboration and coordination between the state education agency, higher education or community college system, Head Start/Early Head State programs, preschool programs, and the state workforce development agency.

Element 2. Identify Sector or Industry and Engage Employers:
Select sectors and industries and engage employers in the development of career pathways. Within the early learning sector, key employers and other stakeholders, such as Head Start regional and collaboration offices and child care regional offices, must be engaged in the development of an early learning career pathway to ensure that programs meet the needs and external requirements of employers, including licensure and credentialing.

Element 3. Design Education and Training Programs:
Design career pathway programs that provide a clear sequence of education and credentials that meet the skill needs of high-demand industries. Career pathways programs can provide contextualized learning through integrated education and training opportunities that assist participants in preparing for a career while simultaneously building academic skills. In the early learning sector, this sequence must reflect the established federal and/or state requirements including the education requirements, ongoing professional development, and experience necessary for licensure and credentialing.

Element 4. Identify Funding Needs and Sources:
Raise and/or leverage resources necessary to develop and operate the career pathway system and its education and training programs. Early learning career pathways can draw upon diverse federal and state funding streams that include ED's Race to

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[16] This link goes to the LINCS Resource Collection website from which the toolkit can be downloaded.
https://lincs.ed.gov/professional-development/resource-collections/profile-556

the Top–Early Learning Challenge (RTT-ELC), WIOA, Preschool Development Grants, and HHS funding related to Head Start and Early Head Start (such as Early Head Start-Child Care Partnerships grants).

Element 5. Align Policies and Programs:
Pursue state and local policy and administrative reforms in order to promote career pathway system development and to support implementation. Review relevant early learning policies and procedures for potential barriers to successful career pathway development.

Element 6. Measure System Change and Performance:
Assess system-wide change and measure performance outcomes to ensure continuous improvement.[17] Common data collection systems or measures currently in use in the early learning field include Quality Rating and Improvement Systems (QRIS), more fully described later in this report, quality or performance indicators, and other data sources related to program funding requirements, such as RTT-ELC annual performance reports.

The graphic on the next page, also found in the Career Pathways Toolkit, depicts these elements (*Figure 1*). The numbered elements will be referred to throughout this report to examine how and where the various pieces of a credentialing system fit when considered through a career pathways lens.

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[17] Kozumplik, R., Nyborg, A., Garcia, D., Cantu, L., & Larsen, C. (September 2011). *Career pathways toolkit: Six key elements for success*. Oakland, CA: Social Policy Research Associates.
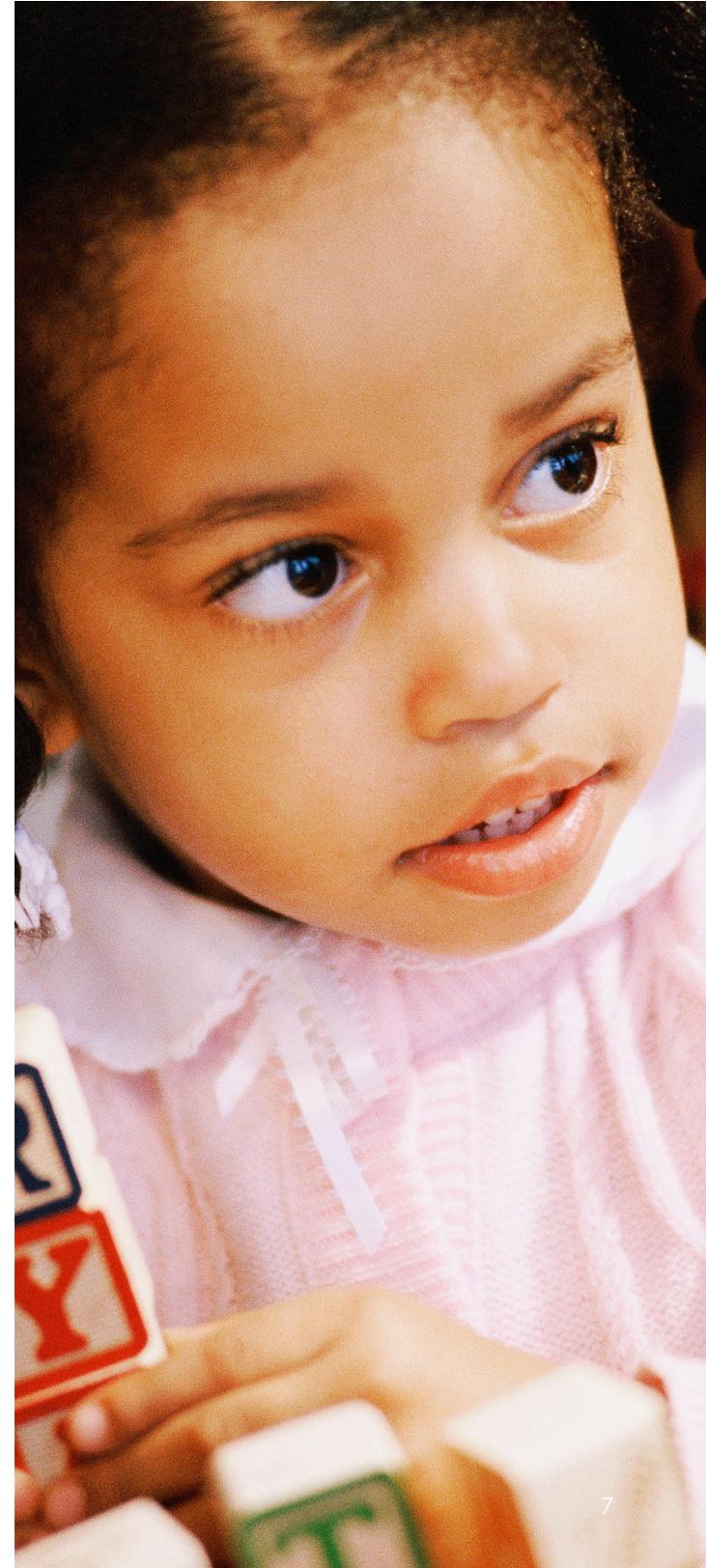
Figure 1: Overview of the Six Key Elements for Developing Career Pathways Systems
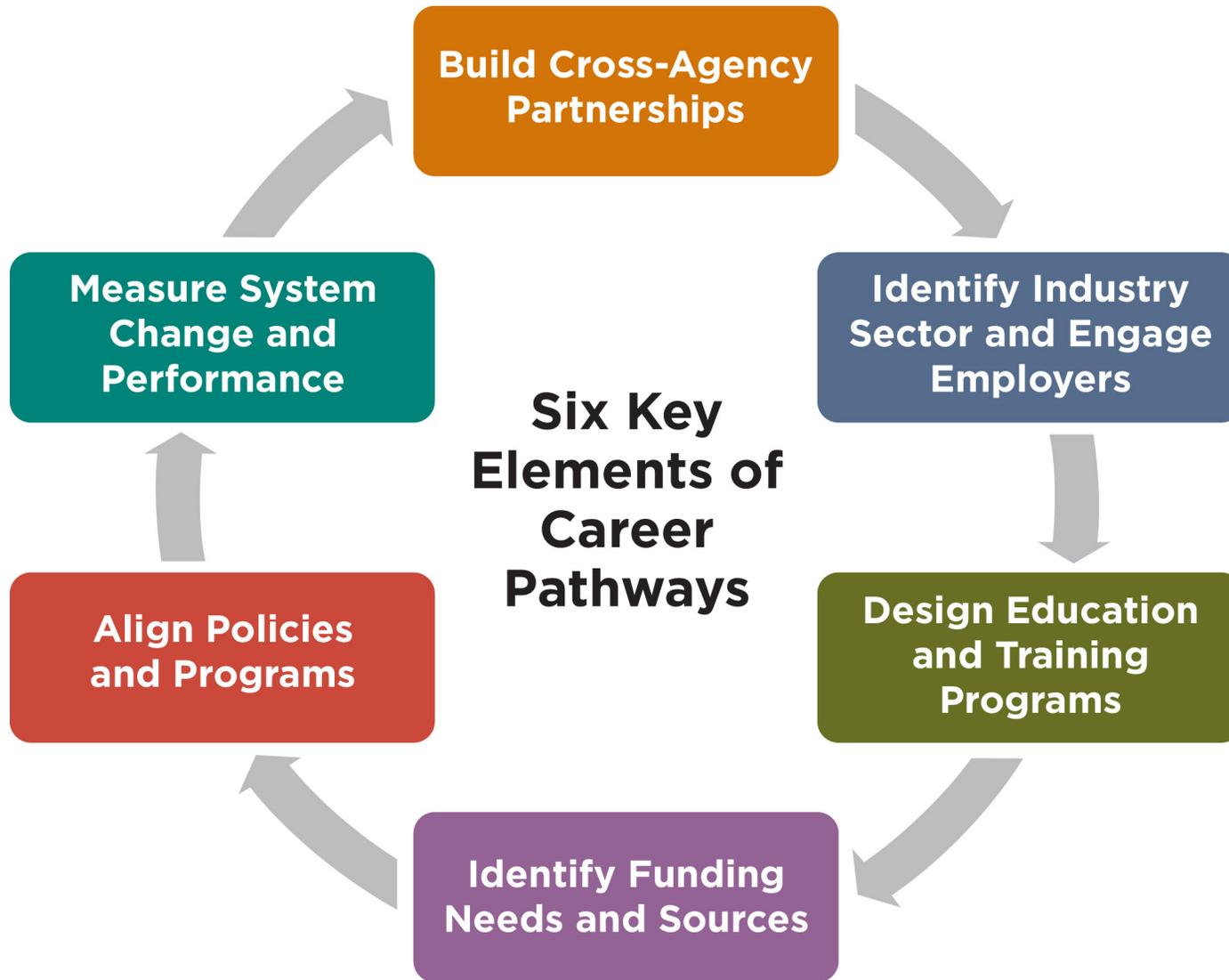
Career pathway systems are implemented in stages and the key elements often are developed simultaneously. Designing and building out the details of each element requires the involvement of multiple stakeholders at various levels of government, and public and private sectors within a state for the resulting pathways to be accessible and comprehensive enough for the intended target population to benefit from them.

Learning from Career Pathways Development and Implementation

Career pathways have evolved as an innovative way to provide a structured, transparent means of advancing in a career field through education and training opportunities. As previously noted, the WIOA definition of career pathways codifies some of the best thinking drawn from more than a decade of career pathways implementation across the country. While program directors and/ or local workforce investment boards can develop individual career pathways at a local level, to achieve widespread success in developing a coordinated state career pathways system, state offices need to take steps to support, maintain, and expand high-quality career pathways programs. WIOA requires increased coordination among all partners and stakeholders including employers, community colleges, adult education providers, local or regional workforce investment boards, and an economic development entity to identify regional/local growth industries and develop career pathways to prepare and train workers to enter those careers. Because, in many cases, the ECE field has stringent state/federal staffing requirements, partnership coordination is a crucial strategy to ensure that prospective and current workers have multiple opportunities to gain skills and credentials in accordance with state/federal requirements.

The career pathways model offers a way to organize a workforce development system that provides supports and alignments for incoming members of the workforce, as well as opportunities for upskilling and advancing incumbent workers. Here are examples of detailed career pathways in two other fields – the healthcare sector and the sustainable energy sector. All of the pathways include multiple entry points and information for each option and its trajectory along the pathway that lead to specific types of jobs.

- *Carreras en Salud* **(Careers in Health) Career Pathway Model**
  The healthcare field offers many parallels and lessons for the ECE field since healthcare also has industry-defined certifications/licenses, education/degrees, and experience requirements tied to specific jobs that often build upon each other (e.g., following the path from certified nursing assistant to registered nurse, or from licensed practical nurse to registered nurse). Healthcare career pathways also must contend with providing multiple entry points for new workers and next steps and transitions for advancing incumbent workers. The *Carreras en Salud* program in Chicago, Illinois published a guide

describing how it developed its career pathway and bridge program.[18] The flowchart on page 20 of the guide shows the multiple points at which prospective workers can enter the pathway, depending on their academic reading/English language proficiency. Each entry point includes occupational/academic/English language skills instruction, has a clear next step, and is associated with certifications and jobs, such as certified nursing assistant, patient care technician, licensed practical nurse, and registered nurse. Access the guide at: http://www.idpl.org/images/publicationsPDFs/Instituto2010_HowToBuildBridgePrograms%20final.pdf

- **Lane Community College Institute for Sustainable Practices Career Pathways**
  The Institute for Sustainable Practices at Lane Community College in Eugene, Oregon provides career pathways in three occupations: energy management technician, sustainability coordinator, and water conservation technician. The flowcharts on the school's website depicting these career pathways show multiple entry points and activities by user credential status (high school student, adult learner, prospective job seeker, and incumbent worker), which degrees are required for specific jobs, and articulation between associate's and bachelor's degree credits at colleges in Oregon. Access the flowcharts at:
  Energy Management Technician:
  https://www.lanecc.edu/custom/pathways/energymanagement
  Sustainability Coordinator:
  https://www.lanecc.edu/custom/pathways/sustainabilitycoordinator
  Water Conservation Technician:
  https://www.lanecc.edu/custom/pathways/waterconservationtechnician

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18 Estrada, R. (n.d.). How to build bridge programs that fit into a career pathway: A step-by-step guide based on the Carreras en Salud program in Chicago. Retrieved from:
http://www.idpl.org/images/publicationsPDFs/Instituto2010_HowToBuildBridgePrograms%20final.pdf

3. Applying the Six Key Elements of the Career Pathways Framework to the Early Learning Sector

As mentioned in Section 2, it is estimated that almost thirty percent (30%) of current preschool and child care workers will leave their professions and that an additional 100,000 preschool teachers will be needed to meet the workforce demands of programs and schools over the next eight years.[19] In addition, data concerning the educational levels of the ECE workforce suggest opportunities for facilitating the attainment of more advanced degrees that are required for non-entry level jobs. According to the Bureau of Labor Statistics (BLS), in 2012 there were more than 1.3 million child care workers in jobs requiring a high school equivalent degree[20] and 438,200 preschool teachers in jobs requiring an associate's degree.[21] With the help of well-defined career pathways, these individuals could progress to earning associate's and bachelor's degrees, respectively, as well as other required credentials (such as teacher licensure).

Across the ECE field, local, regional, and state career pathway programs exist in various stages of development. Some of the primary issues facing the early learning sector when creating comprehensive career pathways are:

- **Various points of entry** to jobs in the field, each of which may necessitate different entry-level education and experience requirements and may have career trajectories that are separate from and do not contribute to horizontal or vertical moves to other jobs in the field;

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19   Whitebook, M. (2012). Building a skilled workforce: Shared and divergent challenges in early care and education and in grades K-12. Retrieved from http://www.irle.berkeley.edu/cscce/wp-content/uploads/2014/09/Building-a-Skilled-Teacher-Workforce_September-2014_9-25.pdf

20   Occupational Outlook Handbook: Childcare Workers. (January 8, 2014). Retrieved from: http://www.bls.gov/ooh/personal-care-and-service/childcare-workers.htm

21   Occupational Outlook Handbook: Preschool Teachers. (January 8, 2014). Retrieved from: http://www.bls.gov/ooh/education-training-and-library/preschool-teachers.htm

In 2012 there were more than:

1.3 million

child care workers
in jobs requiring a high school equivalent degree

438,200

preschool teachers
in jobs requiring an associate's degree

With the help of well-defined career pathways, these individuals could progress to earning associate's and bachelor's degrees, respectively, as well as other required credentials.

- **Articulation** among academic institutions' ECE programs where coursework, credits, and degrees may or may not transfer from one institution to another (e.g., AA to BA degrees);

- **Portability** of degrees, certifications, and licensures earned in different states, and whether another locality accepts those degrees/certifications/licensures as meeting the staff qualifications for the same or similar job (reciprocity);

- **Financial support** needed to attract, retain, and promote staff, especially for college and training costs (e.g., tuition assistance), sustainable wages, and wage increases related to attaining higher credentials and positions; and

- **Governance structures** that affect cross-agency partnerships needed to create aligned systems and develop the career pathways system itself.

With the future workforce needs of the field and the potential for additional skill and knowledge attainment among its current workforce, career pathways are a viable solution for meeting the demand for skilled child care staff and teachers, and enhancing advancement and access to higher-wage jobs. To highlight this point, this study cross-referenced the Six Key Elements of the CP Framework for alignment with two leading frameworks used in the early learning sector: the QRIS Framework [22] and the NAEYC Policy Blueprint for State Early Childhood Professional Development Systems (see highlighted boxes on page 15). [23] The frameworks were chosen because they incorporate components that can bolster efforts in the development of the six key elements of an effective career pathway. Examining the various components allows agencies and state administrators to identify existing structures and policies and determine potential gaps in developing these areas. ***Figure 2: Cross-Reference of QRIS and NAEYC ECWSI Frameworks to the CP Framework*** illustrates the relationship between the frameworks and their components.

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[22] QRIS National Learning Center. (2009-2013). A Standards-based ECE system design. Retrieved from: http://qrisnetwork.org/our-framework

[23] LeMoine, S. (2008). Workforce designs: A policy blueprint for state early childhood professional development systems. Washington, DC: National Association for the Education of Young Children.

This study cross-referenced the **Six Key Elements of the CP Framework** for alignment with two leading frameworks being used in the early learning sector:

- the Quality Rating and Improvement System (**QRIS**) Framework

- the National Association for the Education of Young Children (**NAEYC**) Policy Blueprint for State Early Childhood Professional Development Systems

Figure 2: Cross-reference of QRIS and NAEYC ECWSI Frameworks to the CP Framework

Six Key Elements of Career Pathways

1. Build Cross-Agency Partnerships and Clarify Roles:	**2.** Identify Sector or Industry and Engage Employers:	**3.** Design Programs:	**4.** Identify Funding Needs and Sources:	**5.** Align Policies and Programs:	**6.** Measure System Change and Performance:
Key cross-agency partners at the local and state level are engaged to participate in the initiative. Roles and responsibilities are clearly defined and formalized.	Sectors and industries are selected, gap analysis is conducted and employers are engaged in the development of CP.	CP programs provide a clear sequence of education courses and credentials that meet the skill needs of high-demand industries.	Necessary resources are raised and/or leveraged to develop and implement CP programs.	Federal, state, and local legislation or administrative policies promote career pathway development and implementation.	Measures are used to assess and determine system change and performance including policy changes for system-wide change.

QRIS: Standards-based system design

Engagement and Outreach:		**Support/ Infrastructure to Meet Needs:**	**Ongoing Financial Assistance (Linked to Meeting Standards):**	**Quality Standards for Programs and Practitioners:**	**Monitoring and Accountability:**
Selling the vision for programs, practitioners, and consumers		Technical assistance and support for programs, professional development for practitioners	for programs, practitioners, consumers	Legal/regulatory standards, funding standards, voluntary standards	To ensure compliance with standards for programs and practitioners

NAEYC ECWSI: Policy blueprint for professional development

Advisory Structure:		**Articulation:**	**Financing:**	**Professional Standards and Career Pathways:**	**Data:**
Representing cross-sector partners from diverse settings		Transferability of credentials, credits, degrees, etc. **Professional Standards:** Content of professional preparation and continuing development	Funding support for professionals, programs, and professional development	Professional standards define the content and demonstration of content competency. Career pathways should reflect and be aligned with professional standards for sequencing of qualifications.	Inform evaluation, quality assurance, and accountability

As seen in the graphic, both the QRIS and NAEYC professional development frameworks can inform the development of five out of six of the CP Framework elements. The only component without an obvious corresponding piece in the other frameworks is **Element 2: Identify Sector or Industry and Engage Employers**. However, in execution, the QRIS Engagement and Outreach component may include employers in the same type of partnership suggested by the CP Framework. But considering how the CP Framework treats this area separately may prompt states to consider the extent to which the relationships they have with businesses/employers serves the development and execution of career pathways, especially where and what types of jobs are most in demand and unfilled. The NAEYC framework approaches its elements through a policy lens, but that does not mean its application is limited to CP Element 5 concerning policies, as is obvious from reading the description of the NAEYC elements. Philosophically, one can argue that the components of all three frameworks are grounded in policy, especially as it relates to governance for legislative and administrative actions and the authority to institute reforms and overcome barriers to transforming systems so that real change and improvements can be realized.

Examining the components of these frameworks holds the potential for state administrators to consider how their existing systems may serve the purpose of developing the key elements of a career pathway. For example, every state, the District of Columbia, and Puerto Rico has some version of a QRIS or a Tiered Quality Rating and Improvement System (TQRIS)[24] in various stages of planning or implementation, and 20 states participating in the RTT-ELC[25] (see highlighted box on page 16) are improving their QRIS systems as one of the grant criteria (Criteria B "High-Quality Accountable Programs").[26] This offers a prime opportunity to enhance the QRIS to be more inclusive (e.g., statewide versus regional, or mandatory versus voluntary), more comprehensive in the type of data collected, and more functional in how the data can be used to operationalize and measure the progress of several elements of a career pathway. Similarly, states that have adopted or use the NAEYC professional development framework to guide their professional development system design can identify which parts of their current structure and services fulfill aspects of the comprehensive model presented by the CP Framework for career pathways. There is a great deal of integrative potential among existing QRIS, professional development and other workforce development systems and comprehensive career pathway systems, and states can use existing frameworks as potential building blocks to further develop or enhance their early learning career pathway system.

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[24] The terms QRIS and TQRIS are often used interchangeably in the field. This report uses QRIS, unless specifically identified as TQRIS in a state.

[25] U.S. Department of Education and U.S. Department of Health and Human Services. (2014). *The race to the top-Early learning challenge year two progress report*. Washington, D.C.

[26] RTT-ELC selection criteria. Retrieved from http://www2.ed.gov/programs/racetothetop-earlylearningchallenge/rtt-aprreportfinal112614.pdf

QRIS

A QRIS is a framework that provides a lens to assess, rate, and improve early learning programs. A QRIS includes five components: (1) quality standards for programs and practitioners, (2) supports and an infrastructure to meet such standards, (3) monitoring and accountability systems to ensure compliance with quality standards, (4) ongoing financial assistance that is linked to meeting quality standards, and (5) engagement and outreach strategies. The QRIS is a unique tool for systems reform as it provides increased access to training, support, and compensation; informs policymakers and the public about the effectiveness of programs; and can provide families with information on the type of learning and care their young children receive.[27]

NAEYC EWSI

As part of the Early Childhood Systems Initiative, NAEYC developed a State Professional Development Systems Policy Blueprint that focuses on six policy elements that support and sustain an integrated system. They include: (1) professional standards, (2) career pathways, (3) articulation, (4) advisory structure, (5) data, and (6) financing. The target audience for this Policy Blueprint includes state policymakers, program administrators and early education advocates. The Policy Blueprint was collaboratively developed to strengthen professional development and career systems for the early childhood (ECE) workforce.

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[27] QRIS National Learning Network (2009-2013). Retrieved from: http://www.qrisnetwork.org/

RTT-ELC

The RTT-ELC grant competition focuses on the improvement of early learning and development programs for young children by supporting states to: (1) increase the number and percentage of low-income and disadvantaged children in each age group of infants, toddlers, and preschoolers who are enrolled in high-quality early learning programs; (2) design and implement an integrated system of high-quality early learning programs and services; and (3) ensure that any use of assessments conforms to the recommendations of the National Research Council's reports on early childhood.[28] ED and HHS jointly administer grants organized around five areas considered as foundational for early learning reform: (1) successful state systems, (2) high-quality accountable programs, (3) promoting of early learning and development outcomes for children, (4) a great early childhood education workforce, and (5) measuring outcomes.[29] As of 2014, ED and HHS have awarded RTT-ELC grants to 20 states: Phase I - California, Delaware, Maryland, Massachusetts, Minnesota, North Carolina, Ohio, Rhode Island, and Washington. Phase II - Colorado, Illinois, New Mexico, Oregon, and Wisconsin. Phase III - Georgia, Kentucky, Michigan, New Jersey, Pennsylvania, and Vermont.

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[28] U.S. Department of Education (2014). Race to the top-Early learning challenge. Retrieved from: http://www2.ed.gov/programs/racetothetop-earlylearningchallenge/index.html

[29] Early Learning Challenge Technical Assistance Program. (2013). *Race to the top-Early learning challenge flyer.* Washington, DC: U.S. Department of Health and Human Services. Retrieved from http://www2.ed.gov/programs/racetothetop-earlylearningchallenge/2013-early-learning-challenge-flyer.pdf

4. Credentialing in the ECE Field

Credentials are a foundational component of a successful career pathway, since they both serve as end goals to achieve and provide intermediate milestones along the trajectory toward those goals. Data were collected on requirements related to credentialing for all 50 states, the District of Columbia, and Puerto Rico in order to draw a national landscape of state ECE systems.[30] This section provides a high-level snapshot of the "state of the states," which readers can use to gauge states' readiness for developing career pathways. The data collection fell into two categories: workforce competencies and early learning staff degree and training requirements. The project team collected data that were publicly available, predominantly state level, and for center-based/publicly-funded programs. If information for non-center based/private programs was provided with that of publicly-funded programs, it was included.

For each of the two categories; the team collected the following information:

Early Learning Standards and Systems Support

- ☑ *Early Learning Standards:* Established and adopted standards for infant/ toddler and preschool

- ☑ *Registry:* The existence of a workforce registry

- ☑ *QRIS:* The existence and implementation stage of a Quality Rating and Improvement System

- ☑ *Education & Training Support:* Forms of tuition assistance and other support related to integrated education and compensation initiatives

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[30] Data collection for this report was conducted between May 2014 and June 2015. All data are accurate as of those dates or the dates of cited reports from which information was drawn.

Workforce Competencies and Early Learning Staff Degree and Training Requirements

☑ **Workforce core knowledge and competencies:** Outlines the competencies and core knowledge areas for early learning practitioners

☑ **Minimum requirements for infant/toddler credentials:** Whether and what the minimum academic degree and credential requirements are for staff

☑ **Minimum required teacher degree for state-funded preschool and/or pre-kindergarten programs:** Whether there is state-funded preschool and what the academic degree and credential requirements are for staff; when available, non-state funded program requirements are included

☑ **Teacher specialized training (infant/toddler and/or preschool):** Details concerning certificate, license, and endorsement requirements for staff by ages of children served

In addition to the summary provided below, **Appendix A: State Scan of Early Learning Standards and Systems Supports** and **Appendix B: State Scan of Workforce Core Knowledge and Competencies and Early Learning Staff Degree and Training Requirements** provide details related to these data, displayed by state. Because the nature of the information is so extensive, the appendix and/or resources list provides links to documents and other details associated with each state and to original data sources.

National Landscape of State Systems and Requirements

Among the 50 states, the District of Columbia, and Puerto Rico included in the national landscape, the following information and analyses of the data collected provide a snapshot of the areas covered in each of the two categories.

Analysis of Early Learning Standards and Systems Support

The early learning standards and system supports discussed in this section provide states with tools and data to effectively build, populate, and track an early learning credentialing system. Given the widespread use of state early learning standards, QRIS and registries, states appear to be primed for developing robust early learning career pathways systems.

Early Learning Standards

Early learning guidelines or standards articulate expectations for the learning and development of young children across multiple domains. All 50 states, the District of Columbia, and Puerto Rico (100%) have early learning standards or guidelines in place for at least some part of the birth through age five continuum. Of these, 40 states, the District of Columbia, and Puerto Rico (76.9%) have both infant and preschool/toddler standards, while 10 (19.2%) states have only preschool/toddler standards (Alabama, Arizona, Arkansas, Hawaii, Illinois, South Carolina, South Dakota, Vermont, Virginia, and Wyoming). **Appendix A** includes links to each state's standards.

QRIS

QRIS provides a common language and lens for comparing early learning programs within a state. The standard five components on which programs are rated are: (1) quality standards for programs and practitioners; (2) supports and infrastructure to meet such standards; (3) monitoring and accountability systems to ensure compliance with quality standards; (4) ongoing financial assistance that is linked to meeting quality standards; and (5) engagement and outreach strategies. QRIS can help states ensure that programs comply with state regulations regarding teacher preparation and training. The information and phrases used below to characterize the stage of these systems come from the QRIS National Learning Network and QRIS Compendium.[31] Of the 50 states, the District of Columbia, and Puerto Rico, 51 (98%) have a QRIS in some stage of development (the exception is Missouri). Of these, over three-fourths (77%) have launched their systems statewide.

- Forty states (76.9%) launched statewide systems.

- Six states (11.5%) are planning their systems.

- Three states (5.8%) launched and/or completed pilots.

- Two states (3.9%) launched their systems regionally.

- One state (1.9%) requires legislative action to implement their system (Missouri).

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31   QRIS National Learning Network. (2013-2015). Retrieved from http://www.qrisnetwork.org/ QRIS Compendium. (2014). Retrieved from http://qriscompendium.org/

State Systems and Requirements – Percentages by State

100%
Early Learning Standards

77%
QRIS (launched)

83%
Registries

The above data include the 20 states with RTT-ELC grants. Based on their grant criteria, all RTT-ELC grantees are working on improving the tiered structure of their QRIS to emphasize the importance of the levels, or tiers, used to rate program quality to ensure there are meaningful differences between lower (e.g., 2) and higher (e.g., 5) ratings within and across the components. For this reason, RTT-ELC states refer to their systems as "tiered" or TQRIS. In addition to the five components listed above, RTT-ELC grantees have adopted two other components in their TQRIS, concerning a "comprehensive statewide system" and "eligibility" for participating programs. (See the **QRIS description** in Section 3 for a list of RTT-ELC grantees).

Registry

Information on whether states, the District of Columbia, and Puerto Rico have registries in place to collect information on currently employed staff comes from the National Workforce Registry Alliance.[32] The Alliance defines a registry as "an information system" for the workforce that:

- Promotes professional growth and development;
- Captures data about early childhood and school-age practitioners in a variety of roles;
- Is based on state career level systems that provide a framework for professional development;
- Places individuals on a career level based upon verified educational information;
- Recognizes and honors professional achievements of the early childhood and school-age workforce; and
- Informs policy makers and partners[33].

The vast majority of states, the District of Columbia, and Puerto Rico have registries (43, or 82.7%), with only nine (17.3%) reporting not having a registry. Across the country and within each state, the District of Columbia, and Puerto Rico, the nature of registries varies greatly in terms of whether: (1) they are local, regional, or statewide; (2) single or multiple registries operate in an individual state; and (3) programs and individuals must participate or participate voluntarily.

Education and Training Support - States with T.E.A.C.H Early Childhood®

Individuals interested in furthering their progression within the early learning sector may require additional assistance and support services in order to be successful in their program. T.E.A.C.H. Early Childhood® is one such initiative that provides partial support

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[32] National Workforce Registry Alliance. Retrieved from http://www.registryalliance.org/about-us-top

[33] Ibid.

for tuition, books, travel, and paid release time to the ECE workforce to complete coursework leading to early childhood credentials, degrees, and teacher licensure. Twenty-four states and the District of Columbia (48.1%) have T.E.A.C.H. programs. The T.E.A.C.H. Early Childhood® National Center provides technical assistance, resources, standards, and accountability to the licensed state non-profit organizations that operate the scholarship initiative. State administrative agencies must adhere to the fidelity of the model, collect and report on output and outcome data, meet competency standards for the administration of the program, and work with their statewide advisory committee and other stakeholders to improve education, compensation, retention of the workforce, and the state's professional development system. Funding for scholarships comes from local, state, and federal resources, as well as from private foundations. T.E.A.C.H. also has a Child Care WAGE$® project that provides education-based salary supplements to ECE staff to increase retention, education, and compensation of qualified staff.[34]

While virtually all states have programs of support for scholarships and fees to obtain certificates, permits, or licenses, they are not included here since they are not integrated under a national umbrella with a common set of expectations and principles, making current and accurate information on such programs very difficult to obtain or summarize.

Analysis of Workforce Competencies and Early Learning Staff Degree and Training Requirements

This section examines state information across the 50 states, the District of Columbia, and Puerto Rico concerning workforce core knowledge and competencies and ECE teacher requirements. A summary of states with publicly available workforce competencies is listed below, and **Appendix B** provides more detailed information (thumbnail descriptions and links to resources). Information on ECE teacher requirements includes degree, credential, and training requirements for infant/toddler and preschool settings across the country. Using information from national centers, national organizations, and state websites, **Appendix B**. includes a compilation of each state's minimum requirements for teachers in predominantly publicly-funded programs. **Appendix C** sets out the staff requirements from the legislation for Head Start/Early Head Start programs.[35] Please note that the teacher requirements summarized here are limited because of the uniqueness not only of each state, but of the particular requirements per type of classroom setting and children served within most states, the District of Columbia, and Puerto Rico. For example, while almost half (46.2%) of states, the District of Columbia, and Puerto Rico require a BA degree for public school-based preschool teachers, there

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34 T.E.A.C.H. Early Childhood® National Center website, Child Care Services Association. (2013). Child Care Wages Overview. Retrieved from: http://www.childcareservices.org/_downloads/FactSheet_WAGES_Overview_1_14web.pdf

35 While Head Start/Early Head Start requirements are consistent nationwide, individual states and localities may set staff qualifications that exceed and apply to Head Start/Early Head Start programs located in public schools.

are eight (15.4%) states that have two or more preschool programs, each of which requires variations of teacher requirements although they operate in the same state (see the Pennsylvania example under "Preschool," below).

Workforce Core Knowledge and Competencies

Information on whether states, the District of Columbia, and Puerto Rico have workforce core knowledge and competencies in place comes from the National Center on Child Care Professional Development Systems and Workforce Initiatives (PDW Center). [36]

- Forty-seven states, the District of Columbia, and Puerto Rico (94.2%) have workforce core knowledge and competencies in place.
- Two states (3.8%) have workforce core knowledge and competencies under development (Alaska and Arizona).
- One state (1.9%) does not have information available on workforce core knowledge and competencies (Mississippi).

Minimum Requirements for Infant/Toddler Credentials

Information on infant/toddler credentials for ECE staff in states, the District of Columbia, and Puerto Rico comes from the National Center on Child Care Professional Development Systems and Workforce Initiatives (PDW Center) [37] and state websites.

- Twenty states (38.5%) exceed the minimum requirements of a high school diploma/ GED™ credential, and a specific infant/toddler credential or certificate.
- Seven states, the District of Columbia, and Puerto Rico (17.3%) do not have minimum requirements for a specific infant/toddler credential or certificate.
- Nine states (17.3%) have a minimum requirement of a Child Development Associate (CDA) credential for a specific infant/toddler credential or certificate.
- Eight states (15.4%) have unspecified minimum requirements for a specific infant/toddler credential or certificate.
- Two states (3.9%) have a minimum of a high school diploma (Delaware and Massachusetts).

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[36] In addition to workforce competencies, this federally-funded national center provides overviews of the infrastructures, guidelines, populations, approval systems, registries, and career pathways in each state. See https://childcareta.acf.hhs.gov/professional-development-systems-and-workforce-initiatives

[37] The Infant/Toddler and Preschool Credential Crosswalk provide snapshots of state/territory credentialing and professional development systems. The Infant/Toddler Credentials are compared to the Child Development Associate (CDA) Credential™ Infant/Toddler Center-Based Requirements, whereas the Preschool Credentials are compared to the Child Development Associate (CDA) Credential™ Preschool Center-Based Requirements. The requirements for both the CDA Credential™ Infant/Toddler and Preschool Center-Based Requirements are identical.

- One state (1.9%) meets the minimum child care licensing standards or registered apprenticeship in high school (Washington).

- One state (1.9%) has a minimum requirement of being at least 18 years old for a specific infant/toddler credential or certificate (Kentucky).

- One state (1.9%) has a minimum requirement of a high school diploma, GED™, or higher education for a specific infant/toddler credential or certificate (Connecticut).

- One state (1.9%) has a minimum of a high school diploma, GED™, or a current CDA credential for a specific infant/toddler credential or certificate (New Jersey).

Minimum Required Teacher Degree for State Preschool Programs

Information on preschool teacher education requirements in states, the District of Columbia, and Puerto Rico comes from the National Institute for Early Education Research (NIEER).[38]

- Forty-one states and the District of Columbia (80.8%) have state-funded preschool programs.

- Nine states and Puerto Rico (19.2%) do not have state-funded preschool programs (states are Idaho, Indiana, Hawaii, Montana, New Hampshire, North Dakota, South Dakota, Utah, Wyoming).

- Twenty-three states and the District of Columbia (46.2%) require a BA degree for preschool teachers, while 4 states (7.7%) require an AA for preschool teachers.

- Eight states (15.4%) have two or more preschool programs in the state with individual teacher requirements for preschool settings. For example, Pennsylvania has four different preschool programs: PA Education Accountability Block Grant requires a BA in public schools or AA for nonpublic; PA Head Start Supplemental Assistance Program requires an AA; PA kindergarten for four-year olds and school based pre-K requires a BA; PA Pre-K Counts requires a BA.

- Seven states (13.5%) have different requirements that are not aligned with the others, as follows:

    - Arizona requires that 25 percent of lead teachers must have at least 12 college credits;

    - Arkansas requires a degree in ECE or child development and must hold a license with P-4 certification;

    - Colorado requires a CDA;

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[38] National Institute for Early Education Research. (2014). *The state of preschool 2014: State profiles*. New Brunswick, NJ: Author.

- Connecticut requires a CDA with 12 ECE credits;

- California requires a California CDA teacher permit;

- Florida requires a CDA or equivalent for the school year and a BA for summer school; and

- New York requires a BA with a New York state certificate.

- Of the states, the District of Columbia, and Puerto Rico that indicated their teacher requirements for nonpublic settings (15 out of 52, 28.8%), four states require an AA, two states require a high school diploma, two states have no requirements, one state requires a BA, and one state requires a CDA. Five states have different requirements not aligned with the others, as follows:

  - Kansas pre-K programs require an AA in ECE or closely related field and a plan to get a BA within five years of becoming a pre-K teacher;

  - New York requires a BA in EC or related field with a five-year plan;

  - North Carolina allows a teacher to begin with a minimum of BA/BS degree in CD, early education, or related work and work to obtain a NC birth-through-kindergarten (BK) or preschool license within three years;

  - Oregon requires half of the grantee teachers to have at least an AA or higher in ECE or a related credential with a minimum of 15 ECE credits; and

  - Vermont Pre-Kindergarten Education Act and Vermont Early Education Initiative require individuals to meet childcare regulations.

State Teacher Licensing/Certification – Birth through Age 8 (NAEYC State Profiles: Early Childhood Teacher Certification)

Information on specialized training requirements for teachers in states, the District of Columbia, and Puerto Rico comes from the NAEYC.[39] Specialized training requirements may or may not be required for teachers working in publicly-funded pre-kindergarten programs, but usually are required for teachers working in public schools with preschool children.

- All 50 states, the District of Columbia, and Puerto Rico (100%) have at least one, and 46 (88.5%) have several types of required specialized training for teachers in the form of certificates/licenses that cover various age ranges from birth through

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[39] National Association for the Education of Young Children. (n.d.). *Early childhood teacher certification*. Retrieved from http://www.naeyc.org/policy/state-profiles

grade 12 and include special education. Forty states (77%) also offer various types of endorsements. Almost all states make teacher endorsements or licenses available to work with children ages birth to kindergarten, birth to eight, or ages three to eight.

For more information on all of the staff degree and training requirements described above by individual states, the District of Columbia, and Puerto Rico, see **Appendices B** and **C**.

The data presented in this section concerning minimum degree and certificate/licensure requirements across the country illuminate potential challenges for credential attainment, especially for the nontraditional adult learner and those with limited English proficiency. For example, the Head Start program has required that by September 30, 2013, "at least 50 percent of Head Start teachers nationwide must have a baccalaureate or advanced degree in Early Childhood Education or a baccalaureate or advanced degree in any subject, and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children."[40] Another example is the federally-funded Preschool Development Grant (PDG) program, enacted in 2014 and awarded to 18 states, which requires preschool teachers to have a bachelor's degree in early childhood education or in a field with a state-approved alternate pathway, and teaching assistants must have appropriate credentials.[41] While Head Start, PDG, and other federally-funded programs are examples of having consistent, national requirements, each state has its own unique set of staff requirements for its publicly-funded programs, the majority of which differ by the ages of children served. Having effective career pathways is one way to ensure that the challenges of meeting such staff requirements are addressed by the broader state systems and not solely borne by individuals attempting to enter or advance in their field.

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[40] Statutory Degree and Credentialing Requirements for Head Start Teaching Staff, Log No. ACF-IM-HS-08-12 (August 2008). Retrieved from: http://eclkc.ohs.acf.hhs.gov/hslc/standards/im/2008/resour_ime_012_0081908.html

[41] U.S. Department of Education and U.S. Department of Health and Human Services. (2014). *Preschool development grants, FY 2014 competition: Preschool development grants-development grants and preschool development grants-expansion grants. Guidance and frequently asked questions for applicants.* Washington, DC: Author. Retrieved from http://www2.ed.gov/programs/preschooldevelopmentgrants/executivesummary-419a.pdf and U.S. Department of Education and U.S. Department of Health and Human Services. (2014). What are preschool development grants? Washington, DC: Author. Retrieved from: http://www2.ed.gov/programs/preschooldevelopmentgrants/pdgfactsheet.pdf

5. Key Aspects of Developing Element 3: Design Education and Training Programs

In looking at the national landscape data on credentialing through the lens of the CP Framework, **Element 3: Design Education and Training Programs** was considered to contain many of the components related to credentialing. A version of the CP Framework model from the aforementioned Career Pathways Toolkit contains suggested key steps to develop each element. Steps for **Element 3** that were appropriate for a state-level view were selected (shown below) and applied to information collected on five states profiled in this report to demonstrate how the early learning field could use the CP Framework. Steps that were appropriate for regional or local efforts, such as "provide wrap-around support services" and "provide flexible scheduling," were not included.

Element 3: Design Education and Training Programs – Suggested Steps

- ☑ Identify target populations and their points of entry

- ☑ Provide systems and services that support early learning career pathways

- ☑ Review or develop competency models

- ☑ Develop career ladders and lattices

- ☑ Ensure programs lead to industry recognized and/or post-secondary credentials

Selected State Examples

Five states were selected[42] to show how certain aspects of their existing credentialing systems could be used to support career pathways efforts: California, Connecticut,
New Mexico, North Carolina, and West Virginia. These states offer a variety of examples of infrastructure and stages of development that can speak to the diversity of other states' efforts. Three states (California, New Mexico, and North Carolina) are RTT-ELC states and one state (Connecticut) is a Preschool Development Grant state. The project team interviewed nine state representatives during the fall of 2014 (see **Appendix D**). Conversations centered on a draft provided to each state with its credentialing requirements; programming and support systems information fit into the steps for **Element 3** referenced above. Interviewees were asked to verify, correct, or expand upon this information to gain insight into their states' infrastructure and supports. They were also asked which challenges considered to be common to developing comprehensive career pathways in the early learning sector (mentioned earlier in Section 3) were priorities for them. The responses in rank order of importance were: (1) cost (for states, providers, and practitioners), (2) adequate wages/compensation, (3) articulation plus entry points and trajectories, and (4) portability/reciprocity.

The following pages show final versions of the five states' information as state snapshots. While interviews did not explicitly draw out solutions to the challenges mentioned, some state's improvement efforts were evident in the descriptions of their system's components. These snapshots hint at the inherent complexity of the multiple, interrelated systems operating in states. While each state is unique, the purpose of creating the snapshots is to provide comparable information for each step to exemplify how the CP Framework can be applied. To allow further exploration of the details of each state's systems, snapshots and the list of sources for the state examples include links to additional information (see **Appendix D**). Material provided in this section is accurate as of May 2015.

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[42] States were chosen in consultation with the Departments and Advisory Group.

SUPPORTING RESEARCH

The Institute of Medicine and National Research Council's
Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation

Released in April 2015, this landmark study was tasked with identifying how the science of children's health, learning, and development from birth through age eight can be employed to inform how we prepare a workforce to seamlessly support children's health, development, learning, and school success. Investigators examined (1) the influence of neurobiology on learning trajectories; (2) the knowledge, skills, and abilities that adults working with young children need; (3) necessary staff development structure and qualifications for early educators; (4) appropriate professional development programs; and (5) policy implications.

Consistently, the findings of the report support the recommendations of the Early Learning Career Pathways Initiative and the work of the states highlighted here. Relevant recommendations from the report include:

- Strengthening competency-based qualification requirements,
- Developing comprehensive pathways and multiyear education and training timelines,
- Strengthening practice-based qualification requirements,
- Developing and enhancing programs in higher education for early education professionals,
- Supporting consistent quality of professional learning supports,
- Ensuring that policies encompass the foundational knowledge and competencies needed for early learning, and
- Strengthening collaboration and communication among professionals and systems.

For more information, see:
http://www.nap.edu/catalog/19401/transforming-the-workforce-for-children-birth-through-age-8-a

California

- Race to the Top - Early Learning Challenge state. California received a $75,000,000 grant for 2012-2015.

- The U.S. Census Bureau estimates that the birth to five child population was 2,491,614 in 2013, of which 1,507, 814 were under the age of three.

- In 2013, the mean hourly wage for child care workers was $9.66; for preschool teachers, it was $14.73; and for kindergarten teachers, it was $30.74.

- Vision of the California Department of Education: California will provide a world-class education to all students, from early childhood to adulthood. The Department of Education serves our state by innovating and collaborating with educators, schools, parents, and community partners. Together, as a team, we prepare students to live, work, and thrive in a highly connected world.

The following information provides an overview of how California's early learning programming falls within the suggested steps of Element 3.

Identify target populations and their points of entry

- **Target populations.** Students and professionals working with and for young children. The Los Angeles school district has a high school level early childhood credit component, but this is not common across the state.

- **Entry points and trajectories.** There are multiple points of entry to multiple pathways, which reflect the services provided and source of funding or agency that manages the services. In addition, staff education and training requirements vary depending on the particular program. For example, child care center licensing standards require that center-based classroom teachers complete a minimum of 12 college units in child development to supervise groups of infants, toddlers, or preschoolers, while programs under the Early Education and Support Division (EESD) of the California Department of Education have standards that require classroom teachers to hold a Child Development Teacher Permit issued by the California Commission on Teacher Credentialing. To obtain this permit, an individual must complete 24 college units of child development classes plus an additional 16 general education units, and demonstrate a minimum of 175 days of experience with young children.

- **Articulation.** Legislation requires community colleges to offer associate's degrees that transfer to a California state university. The early learning field is achieving this through the Curriculum Alignment Project.

Provide systems and services that support early learning career pathways

- **TQRIS** regional system was launched in February 2014. There are 17 TQRIS operating in 16 counties; efforts are in progress to consolidate them and achieve some uniformity. As of 2014, a total of 1,042 programs participated in the TQRIS. Participation in the five-leveled TQRIS is voluntary. Applying programs are rated on three main categories: (1) child development and school readiness, (2) teachers and teaching, and (3) program and environment. Website: http://www.cde.ca.gov/sp/cd/rt/

- **California Early Care and Education Workforce Registry** completed its pilot phase and is now launched, with the majority of data representing programs in San Francisco and Los Angeles. The registry is expanding to include data from RTT-ELC districts, which are required to participate. Website: https://www.caregistry.org/index.cfm?

- **California's Child Development Training Consortium** offers early childhood educators access to professional growth advisors who work with educators to advise them "about their professional growth plans and activities" and to "discuss the staff development needs of the employing agency and the school" in order to recommend particular licensing and professional growth activities appropriate to their careers.

Review or develop competency models

- **California Early Childhood Educator (ECE) Competencies.** The California ECE Competencies describe the knowledge, skills, and dispositions that early childhood educators need in order to provide high-quality care and education to young children and their families. The ECE Competencies are research-based and aligned with the California Preschool Learning Foundations and the California Infant/Toddler Learning and Development Foundations. The ECE Competencies include 12 knowledge areas categorized by four competency contexts: (1) supporting early learning and development, (2) planning and guiding early learning and development, (3) creating and maintaining program policies and practices, and (4) advancing the early childhood profession. Website: http://www.cde.ca.gov/sp/cd/re/ececomps.asp

- Competency Integration Project developed a sophisticated tool to allow colleges and universities to map and link courses to California ECE competencies. Community colleges are at the forefront of this effort.

- Curriculum Alignment Project (CAP) began at the local level with community colleges and has become a statewide effort, especially since California passed legislation requiring community colleges to offer associate's degrees that transfer to four year colleges. The early learning field has been the model for implementing the legislation through this project, which supports community colleges that have adopted the approved core courses (Cap 8 core courses) making them transferrable to and aligning them with four-year colleges and courses. Recently, CAP expanded and aligned seven additional courses in three areas of specialization: infant/toddler, administration, and children with special needs.
  Website: Child Development.org (CDTC.org)

Develop career ladders and lattices

- **California Early Care and Education Workforce Registry:** As mentioned above, the registry is in the launch stage and expansion plans include incorporating all workforce permits, degrees, credentials, coursework, and professional development training activities, and making the registry compatible with the K-12 workforce data. Website: http://www.cde.ca.gov/sp/cd/re/documents/stateplan1213final.pdf and www.careregistry.com

- **Child Development Permit Matrix from the California Commission on Teacher Credentialing:**
  Website: http://www.ctc.ca.gov/credentials/leaflets/cl797.pdf

- The Career Ladder Project has been underway for several years as part of the Early Childhood Professional Development and Education Collaborative (EPEC). The purposes of the Career Ladder Project are to: (1) gather input from a broad group of California's early care and education stakeholders on a structure for an ECE career ladder for staff in licensed center-based and family child care programs; (2) identify the most relevant career ladder exemplars from other states; and (3) compile this input for state entities responsible for developing a career ladder and revising ECE certification, as well as for setting ECE priorities for California. In addition to a final report that summarized stakeholder input, the project developed a draft career ladder to be implemented by members of the California Workforce Registry.
  Website: http://www.epecinfo.com/career-ladder-project.html

Ensure programs lead to industry recognized and/or post-secondary credentials

- **Child Development Training Consortium (CDTC):** The Yosemite Community College District (YCCD) subcontracts with 102 community college campuses to educate eligible students throughout California. The consortium of 102 community college campuses provides unit-bearing coursework in various locations throughout the state. The CDTC also maintains California's Early Care and Education Portal. The portal includes professional development programs the California Department of Education, Early Education and Support Division funds, some ECE and child development public college online coursework, and health and safety trainings. Website: http://childdevelopment.org/cs/cdtc/print/htdocs/about.htm

Connecticut

- Preschool Development Grant state. Connecticut received an expansion grant for $12,499,000 in 2014.

- The U.S. Census Bureau estimates that the birth to five child population was 235,602 in 2013, of which 117,688 were under the age of three.

- Approximately 9,142 of those children were considered high needs with disabilities or development delays, and roughly 13,665 were English language learners.

- In 2013, the mean hourly wage for child care workers was $11.06; for preschool teachers, it was $16.60; and for kindergarten teachers, it was $33.17.

- Vision from the Connecticut Office of Early Childhood: All young children in Connecticut are safe, healthy, learning and thriving. Each child is surrounded by a strong network of nurturing adults who deeply value the importance of the first years of a child's life and have the skills, knowledge, support, and passion to meet the unique needs of every child.

The following information provides an overview of how Connecticut's early learning programming falls within the suggested steps of Element 3. Note: As of winter 2014, Connecticut was in the planning stages of the redesign of its trainer approval system. Changes to this system were expected to take shape over the following year. Consequently, Connecticut will also revise both the processing modules for trainer approval and the competency-related elements used for coding and tracking staff education qualifications in the Early Childhood Professional Registry.

Identify target populations and their points of entry

- **Target populations.** Individuals working in the ECE field including licensed and license-exempt center-based and school-based program staff; licensed family child care providers; family, friend, and neighbor providers; school-age/afterschool program staff; trainers; consultants; and technical assistance providers. Individuals not working in the early childhood field, but matriculating in an early childhood degree program in a Connecticut higher education institution. Connecticut expanded the target populations to align with the premise of NAEYC's Early Childhood Workforce Systems Initiative.

- **Entry points and trajectories.** Connecticut currently has minimal licensing standards for program administrators and teaching staff. Compliance with these can be recorded in the Registry (see below) for any account holder. Applicants for licensing as a head teacher must apply via the Registry. Programs that receive state-funding (School Readiness, Child Day Care contract funds, or state Head Start) must meet additional standards for the role of the teacher. Programs must meet and maintain compliance with NAEYC accreditation or Head Start standards. For state funded programs, teacher (defined in General Policy) per classroom or group must meet legislated requirements, which are: by 2015, 50 percent of the designated qualified staff (DQSM) members in the program must have earned a bachelor's degree in early childhood and the remaining percentage must have earned an associate's degree. In 2020, 100 percent of the DQSMs must have earned a bachelor's degree. As of July 1, 2015, Connecticut accepts three forms of documentation to meet the teacher requirement in state funded programs. Individuals may hold teacher certification with a preschool endorsement through the Connecticut Department of Education, hold an Early Childhood Teacher Credential through the Connecticut Office of Early Childhood (OEC), or hold a grandfathering card indicating their grandfathered status.

  Connecticut developed an Early Childhood Teacher Credential (ECTC) to acknowledge higher education programs for modifying their early childhood planned program of study to adopt the NAEYC professional preparation standards. The Connecticut Office of Early Childhood (OEC) approves higher education programs for the ECTC path, and students who graduate from an approved higher education program can apply for the ECTC through the OEC. Individuals who graduate with an associate's or bachelor's degree from out of state institutions or in-state institutions that are not approved may obtain the ECTC through a review of transcript and, if needed, a portfolio review addressing the standards.

- **Articulation.** Connecticut Department of Education policy requires every community college to hold NAEYC accreditation, in order for students to matriculate from an associate's degree into a bachelor's degree planned program of study leading to teacher certification. Students may transfer up to 18 credits from the associate's degree into the planned program of study at the bachelor's degree level. For the ECTC path, students must transfer at least 24 credits from the associate's degree level ECTC path to the bachelor's degree level ECTC path.

Provide systems and services that support early learning career pathways

- **QRIS is in the planning stage** and Connecticut is considering how to initiate the system for state funded programs first, and how to include non-state funded programs in the system.

- **Workforce Registry:** *Connecticut Early Childhood Professional Registry* is a statewide, online database that tracks the education, credentials, training, and employment experience of its members. The Registry collects workforce data and can

report the career ladder level and qualifications of the ECE workforce by many elements. Students may use the Registry to apply for the OEC's scholarship assistance fund (EC only), licensing head teacher certificate, and Early Childhood Teacher Credential, as well as role approvals for trainers, consultants, administrators, and multi-site administrators.
Website: https://www.ccacregistry.org/ (for more information see www.ctcharts.org).

Review or develop competency models

- **The Connecticut Early Childhood Core Knowledge and Competency Framework (CKC)**. The Connecticut CKC Framework is based on Bloom's Taxonomy and provides a common set of standards for designing and aligning training, technical assistance, and post-secondary coursework. The Connecticut CKC Framework includes seven domains/competency areas that define what early care educators need to know and be able to do while working with children ages birth-five years and their families in any setting, and addresses special education, dual language learners, and cultural relevance. In anticipation of future portability of ECE staff credentials among New England states; this framework aligns to neighboring states' CKCs. Connecticut is currently developing the Technical Assistance Provider CKC Framework.
Website: http://www.ctearlychildhood.org/uploads/6/3/3/7/6337139/ckcframeworkweb.pdf

Develop career ladders and lattices

- **Career Ladder:** Connecticut uses a 15-level career ladder to identify education levels and chart progress based on formal education. Connecticut is in the process of revising the career ladder to align with the state's new CKC Framework.
Website: https://www.ccacregistry.org/_forms_documents/ccacCareerLadder.pdf

- **Workforce Registry:** As mentioned above, the Connecticut Early Childhood Professional Registry collects workforce data and can report the career ladder level and qualifications of the early care and education workforce by many elements.
Website: http://www.ctcharts.org

Ensure programs lead to industry recognized and/or post-secondary credentials

- **Training and trainer approval:** As previously noted, the OEC is in the process of revising the training and trainer approval processes, as well as consultant approval and related quality assurance measures. The OEC's Division of Early Care and Education's Workforce Unit is partnering across divisions and outside the OEC to ensure recognition of the priorities of competency and credential/degree attainment.

New Mexico

- Race to the Top-Early Learning Challenge state. New Mexico received a $37,500,000 grant for 2013-2016.

- The U.S. Census Bureau estimates that the birth to five child population was 139,714 in 2013, of which 86,492 were under the age of three.

- In 2013, the mean hourly wage for child care workers was $9.13; for preschool teachers, it was $13.88; and for kindergarten teachers, it was $22.26.

- Vision by New Mexico Kids: New Mexico is a place where all families have access to, and value, high quality information and services related to young children's development and educational readiness.

The following information provides an overview of how New Mexico's early learning programming falls within the suggested steps of Element 3.

Identify target populations and their points of entry

- **Target populations.** Individuals working in family- and center-based child care, home visiting, early intervention, Head Start/ Early Head Start, early childhood special education, Title 1, New Mexico pre-K, preschool and kindergarten, college early childhood academic programs, and early childhood consultants.

- **Entry points and trajectories.** There are three traditional pathways: (1) classroom teacher, (2) home visitor/early interventionist, and (3) administrator. All three are designed the same way, providing a clear path for what is required at each level and for various staff positions. The entry point in any pathway is dependent upon an individual's previous degrees and experience and, once pursuing a pathway, an individual can stop anywhere and start again in any state-funded program anywhere in the state. New Mexico recently implemented a new Family Infant Toddler career pathway with corresponding associate's and bachelor's degree certification.

- **Articulation.** Coursework to meet New Mexico's requirements for licensure and certification is available statewide and courses are fully articulated across all two- and four-year colleges offering early childhood-related degrees. This began with a law

passed in 1996-1997 mandating articulation for courses created to match the state's age birth to 4 years, and age 3 years to Grade 3 competencies. Nearly all coursework is available online and course credits transfer across institutions.

Provide systems and services that support early learning career pathways

- New Mexico initially launched **QRIS** statewide in 1997. Revisions to the QRIS began in 2012 (the revised system is called FOCUS), which will involve not only child care and Head Start but early intervention, home visiting, and public school preschool programs of all types. Participation is voluntary. Licensed center-based and family child care programs are eligible to participate. As of 2014, 972 (all licensed) programs underwent rating. Programs participating in the quality improvement program progress through four levels based on a rating structure. Six categories determine ratings: (1) full participation of each child, (2) health promotion and developmental screenings, (3) professional qualifications, (4) ratios, (5) international teaching, and (6) international leadership (continuous quality improvement). Website: https://www.newmexicokids.org/wp-content/uploads/2015/05/FOCUS_New_Mexico_TQRIS_Evaluation_Activities.pdf

- **New Mexico Trainer Registry:** The Children, Youth, and Families Department established the trainer registry to ensure that (1) early care professionals receive instruction from qualified individuals based on the seven Common Core Content competency areas, and (2) to establish policies and procedures for the current regulations.
  Website: https://www.newmexicokids.org/caregivers-and-educators/

Review or develop competency models

- **Common Core Content, Early Childhood Educator:** *For early childhood educators (birth-4 years, 3 years to grade 3), program administrators, infant/toddler specialists*. New Mexico has a competency-based system that determines degree requirements and establishes multiple levels that correspond with the state's licenses and certificates. The core content includes seven areas and eight levels, and contains a 45-hour entry level course. Early childhood courses are designed to match the competencies; associate's degree level competencies are prerequisites for the bachelor's degree competencies, and core courses for the associate's degree level apply to all three career pathways.
  Website: https://www.newmexicokids.org/wp-content/uploads/2015/05/TrainerApprovalBookletPages2and3.pdf

Develop career ladders and lattices

- **New Mexico Trainer Registry:** The Children, Youth, and Families Department established the trainer registry to ensure that (1) early care professionals receive instruction from qualified individuals based on the seven Common Core Content competency areas, and (2) to establish policies and procedures for the current regulations. Website: https://www.newmexicokids.org/content/caregivers_and_educators/training_education_ certification/trainer_registry/

- **Career Lattice:** The career lattice is designed for individuals working in home-based and center-based child care programs, EHS/HS, home visiting program, public school programs for children in preschool-grade 3, and early intervention programs for children with or at risk for developmental delays and their families. The career lattice includes six levels. Website: https://www.newmexicokids.org/caregivers-and-educators/training-education-certification/new-mexico-professional-development-system/

Ensure programs lead to industry recognized and/or post-secondary credentials

- **Training and trainer approval:** *New Mexico Trainer Registry:* The Children, Youth, and Families Department established the trainer registry to ensure that (1) early care professionals receive instruction from qualified individuals based on the seven Common Core Content competency areas, and (2) to establish policies and procedures for the current regulations. Website: https://www.newmexicokids.org/wp-content/uploads/2015/05/FOCUS_New_Mexico_TQRIS_Evaluation_Activities.pdf

North Carolina

- Race to the Top-Early Learning Challenge state. North Carolina received a $69,991,121 grant for 2012-2015.

- The U.S. Census Bureau estimates that the birth to five child population was 610,580 in 2013, of which 376,163 were under the age of three.

- In 2013, the mean hourly wage for child care workers was $9.57; for preschool teachers, it was $12.27; and for kindergarten teachers, it was $19.96.

- Vision by the State Board of Education: Every public school student will graduate ready for post-secondary education and work, prepared to be a globally engaged and productive citizen.

The following information provides an overview of how North Carolina's early learning programming falls within the suggested steps of Element 3.

Identify target populations and their points of entry

- **Target populations.** High school students, college students, and early educators who work directly with or on behalf of children ages birth-Grade 12.

- **Entry points and trajectories.** There are three entry points, each with its own minimum requirement: (1) teachers (minimum high school diploma or GED and North Carolina Early Childhood Credential); (2) pre-K teachers (minimum bachelor's degree in early childhood/child development or a related field and eligible for Birth-through-Kindergarten Licensure), and (3) administrators (minimum high school diploma or GED and North Carolina Early Childhood Administration Credential). Websites: http://ncchildcare.dhhs.state.nc.us/providers/credent.asp and http://ncchildcare.nc.gov/general/home.asp.

- **Articulation.** All 58 community colleges in the state have adopted a common course catalog for early childhood classes, making credits and associate's degrees earned portable within the state. Articulation agreements between the community colleges and some of the 16 four-year public universities are limited.

Provide systems and services that support early learning career pathways

- **TQRIS** launched statewide in 2000. It uses a five-level points rating structure, and ratings reflect two categories: (1) program standards, and (2) education standards. The TQRIS is tied to licensing and all licensed center-based programs are automatically enrolled at the first level. All Head Start/Early Head Start programs are licensed and participate in the TQRIS. School districts participate voluntarily unless a school district is providing North Carolina pre-K services, which requires a four- or five-star rating. As of 2014, a total of 7,083 programs participated in the TQRIS (of these, 7,083 are licensed facilities – 4,758 centers, and 2,325 homes). Website: http://ncchildcare.nc.gov/pdf_forms/statistical_detail_report_december_2014.pdf

- **Workforce Registries:** The Division of Child Development and Early Education (DCDEE) has a workforce database system that includes all providers working in licensed childcare. North Carolina is using RTT-ELC funding to develop an improved version in the form of a web-based portal database, which will include current levels of education, career lattices, and professional development plans. In addition, the North Carolina Institute for Child Development Professionals (NCICDP) operates a voluntary database system that includes the professional certification system, the Early Educator Certification (EEC). The state's pre-K program's education and Birth-through-Kindergarten (BK) licensure database system (Human Resource Management System) and the teacher evaluation system (North Carolina Educator Effectiveness System) include education, BK licensure, mandated professional development plans, and topics to meet BK licensure requirements, which align to the North Carolina *Foundations for Early Learning and Development* standards and the North Carolina Professional Teaching Standards, based on teaching levels. Websites: http://ncicdp.org/ and http://www.ncicdp.org/documents/EEC_FAQ.pdf and http://ncchildcare.dhhs.state.nc.us/providers/credent.asp

- **Early Childhood Integrated Data System (ECIDS) - *in development:*** In 2012, North Carolina began a multiagency collaborative project for building a data system that integrates education (including ECE), health (including child care), and social service information from participating state agencies to better inform early childhood policies and programs that ultimately support better outcomes for children and families. The ECIDS will link to North Carolina's P-20W (pre-kindergarten to age 20/workforce) longitudinal education data system.
  Website: http://earlylearningchallenge.nc.gov/activities/nc-early-childhood-integrated-data-system

Review or develop competency models

- **Core Knowledge and Competencies (CKC):**

  - **North Carolina Early Childhood Infant/Toddler Certificate** *- for early care and education professionals:* The community college system provides the coursework to earn this certificate, comprised of 16 credit hours. This certificate is also embedded in the early childhood associate's degree (described below) and mentioned in the state's TQRIS as a mechanism for child care programs to earn a "quality point" in their rating score.

  - **North Carolina Early Childhood Credential** *- for early care and education professionals:* North Carolina defines its CKC areas through the requirements of the associate of applied science (AAS) degree in early childhood education, which are aligned with NAEYC standards for professional preparation and the state's BK licensure program. The North Carolina Early Childhood Credential is comprised of one four-semester credit hour course, Introduction to Early Childhood Education, which is offered at all 58 community colleges in the state.

  - **The North Carolina Early Childhood Administration Credential (NCECAC)** *- for administrators:* Applicants must complete two to three components to receive this credential: (1) child care administration coursework, (2) additional early childhood/child development coursework, and (3) a portfolio (this is optional based on receiving division approval). There are three levels to the NCECAC, each requiring specific coursework and degrees: Level 1 is the minimum level required by law for all child care administrators; Levels 2 and 3 are voluntary.
    Website: http://ncchildcare.nc.gov/providers/credent.asp

  - **The North Carolina Professional Afterschool Core Competencies** *- for school age professionals:* Applicants must complete the five-hour Basic School-Age Course (BSAC) to work with children in kindergarten.
    Website: http://www.nccap.net/media/pages/2013_Core_Competencies_Reprint_with_new_logos.pdf

  - **North Carolina Birth-through-Kindergarten (BK) licensure:** The BK licensure is available through North Carolina's four-year colleges and universities that have approved BK programs. The BK license requires knowledge and performance competencies attained through traditional and alternative pathways, including a three-year mentoring/ coaching path. While the BK license is required for teachers employed in pre-K classrooms, Preschool Exceptional Children, Title I Preschool and Developmental Day classrooms across the state, it is available to other educators pursing higher education and formal degrees through the RTT-ELC BK project.
    Website: http://ncchildcare.nc.gov/general/mb_eeslpd.asp

Develop career ladders and lattices

- **Early Educator Support, Licensure and Professional Development (EESLPD):** The DCDEE North Carolina pre-K program requires BK licensure (BA degree – knowledge and performance competencies). Licensure is a two-step, performance-based process. Educators graduate with an initial (SP I) license and are required to complete a three-year mentoring, evaluation, and professional development process to attain and maintain the highest level of BK licensure (SP II). The EESLPD Office operates out of two regionally-based institutions of higher education to provide mentoring, coaching, evaluation, and professional development services to ensure educators meet the provisions of the BK licensure process.
  Website: http://ncchildcare.nc.gov/general/mb_eeslpd.asp

Ensure programs lead to industry recognized and/or post-secondary credentials

- **Training and trainer approval:** The DCDEE oversees and approves in-service training. To receive training credit for meeting the in-service child care licensing training requirement, individuals must get authorization from the DCDEE. Authorization is based on the content of the training and the qualifications of the trainer. The North Carolina Institute for Child Development Professionals also offers two endorsements – one for professional development specialists, and one for technical assistance specialists. North Carolina is in the process of making these endorsements mandatory for staff who provide professional development or technical assistance under the North Carolina Child Care Resource and Referral (CCR&R) system.
  Websites: http://ncchildcare.nc.gov/providers/pv_sn2_ti.asp and
  http://www.childcareresourcesinc.org/ccrrs/nc-child-care-resource-referral-council/

- **North Carolina Educator (Birth-through-Kindergarten) licensure** requires professional development through the DCDEE Pre-K EESLPD Regional System, based on a teacher's BK licensure level, that includes: (a) annual needs-based mentoring and performance-based evaluation; (b) annual needs-based development and implementation of an individual professional development plan aligned to North Carolina's early learning standards and North Carolina's professional teaching standards, and for the highest level of BK licensure; and (c) required continuing education over a five-year renewal cycle per North Carolina State Board of Education mandates.

West Virginia

- The U.S. Census Bureau estimates that the birth to five child population was 101,987 in 2013, of which 61,983 were under the age of three.

- In 2013, the mean hourly wage for child care workers was $8.63; for preschool teachers, it was $13.77; and for kindergarten teachers, it was $22.75.

- West Virginia's universal pre-K is available in all 55 counties; at least half of the programs must operate in a collaborative setting with private prekindergarten, child care centers, or Head Start programs in order to facilitate expansion.

- Vision: The Office of Early Learning has established five key priorities: (1) advance a unified commitment to excellence and equity in early childhood education and early learning; (2) establish strong foundations for early learning from school readiness through fifth grade; (3) close the literacy achievement gap by third grade, (4) increase the high school graduation rate; and (5) ensure all children are on target to achieve career and college readiness.

The following information provides an overview of how West Virginia's early learning programming falls within the suggested steps of Element 3.

Identify target populations and their entry points

- **Target populations.** ECE practitioners working with or on behalf of children ages birth-8 years in a variety of settings, such as private and public preschools, child care centers, EHS/HS, family child care homes and facilities, and early intervention programs.

- **Entry points and trajectories.** There are two pathways by which early childhood education practitioners typically enter the birth-age 8 system. These two pathways provide clear expectations of requirements for various staffing levels. The entry point in either pathway is dependent upon the individual's degrees, certifications, authorizations, and/or experience. For example, West Virginia recently implemented a new Early Childhood Classroom Assistant Teacher Pathway (see second bullet):

- Licensed child care facilities, home visitors, early interventionists, West Virginia universal pre-K, West Virginia K-3 schools, West Virginia Birth to Three.

- Pre-K and Kindergarten Classroom Assistant Teachers: The entry point for existing and future educators serving in either of these roles is determined by whether an individual has a valid CDA or West Virginia Apprenticeship for Child Development credential and two or four-year college degree in early childhood, or is a paraprofessional who has completed the three required courses (Early Childhood Language and Literacy, Early Childhood Special Needs, and Child Development). As of July 1, 2014, an individual who has or acquires the necessary requirements must then apply for Early Childhood Classroom Assistant Teacher authorization. Website: http://wvde.state.wv.us/finance/workshops/2014/certified-list/Early%20Childhood%20Classroom%20Assistant%20Teacher.pdf

- **Articulation.** The West Virginia Department of Education's (WVDE) Office of Early Learning established the common courses required for state certification to create the foundation for articulation between two- and four-year degree institutions throughout the state. Credits earned for the West Virginia common courses related to certification articulate among all colleges throughout the state.

Provide systems and services that support early learning career pathways

- **West Virginia Department of Education (WVDE) Office of Professional Preparation:** The WVDE Office of Professional Preparation is the entity that awards all West Virginia universal pre-K and kindergarten assistant teachers with the Early Childhood Classroom Assistant Teacher authorization. The West Virginia Board of Educations' July 2014 revisions to WVDE Policy 5202: Minimum Requirements for the Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classification established the ECCAT requirement for all assistants serving in pre-K and kindergarten classrooms in West Virginia. Websites: http://wvde.state.wv.us/certification/ and http://wvde.state.wv.us/finance/workshops/2014/certified-list/Early%20Childhood%20Classroom%20Assistant%20Teacher.pdf

- **QRIS** in planning stage as of February 2014.

- **Registry:** West Virginia State Training and Registry System (STARS) is the state's early childhood training and registry system. Participation is voluntary and available to all early care and education practitioners working with children ages birth-8 years in a variety of settings (e.g., child care centers, private and public preschools, Head Start, family child care homes, and facilities). Websites: http://www.wvearlychildhood.org/ and http://wvstars.org/about-us/

- **West Virginia e-Learning Initiative:** West Virginia's web-based *e-Learning for Educators* courses are free and available to anyone working in West Virginia's universal pre-K and kindergarten classrooms. The catalog of e-learning courses includes those specifically designed for early childhood staff, including Child Development, Early Childhood Special Needs Inclusion, Creating a Language Rich Environment, Early Childhood Curriculum, Early Childhood Assessment, and Family and Community Engagement. Websites: http://wvde.state.wv.us/oel/elearning.php and http://static.k12.wv.us/oel/docs/Binder1.pdf

- **West Virginia Pre-K Early Learning Standards Framework (WV ELSF) Professional Development System.** The WV ELSF professional development system is statewide and designed for all early childhood educators, administrators, and families as part of West Virginia's universal pre-K. This system focuses on capacity building at the local level and provides research-based content aligned with the West Virginia Early Learning Standards Framework and the West Virginia Pre-K Child Assessment System. The system includes 12 modules for pre-K educators, which target an early learning standard domain per year, as well as guidance and supports for pre-K families and administrators.
Website: https://sites.google.com/a/wvde.k12.wv.us/elsf-professional-development-system/home

Review or develop competency models

- **West Virginia Core Knowledge and Core Competencies (WV CKC):** The WV CKC links to West Virginia's Early Learning Standards Framework, Standards for Preparing Early Childhood Professionals, National Association for the Education of Young Children's Standards for Programs, and In-Home Family Education accreditation standards. The current CKC has eight core knowledge content areas. Related core competency areas are organized into three tiers that establish a continuum of learning from entry level skills to advanced, and each tier encompasses the knowledge base and competencies of the previous level. Website: http://www.wvearlychildhood.org/resources/Core_Competencies.pdf

- **West Virginia Professional Teaching Standards:** Evaluation rubrics that comprise the West Virginia Educator Evaluation System (utilized for all K-12 educators and pre-K educators employed by the local education agencies [LEAs]) are based on indicators contained within these professional teaching standards. West Virginia has developed a crosswalk between the West Virginia Professional Teaching Standards and the CKC, and will publish it alongside the 2015 revised CKCs.
Website: http://wvde.state.wv.us/teachwv/profstandards.html

Develop career ladders and lattices

- **West Virginia State Training and Registration System (STARS) Career Pathways:** West Virginia's coordinated training system offers continuing education units and ensures that specialized training and early childhood college credits and degree programs are accessible to practitioners. The Apprenticeship for Child Development Specialist Program provides job-linked training that can transfer to several state community colleges for college credits. Website: http://wvstars.org/

- **West Virginia STARS Registry:** West Virginia STARS is available to all early care and education practitioners working with children ages birth-8 years in a variety of settings. Website: http://wvstars.org/about-us/

Ensure programs lead to industry recognized and/or post-secondary credentials

- **West Virginia STARS:** West Virginia STARS ensures that training provided meets the minimum standards of the core competencies and only qualified personnel provide such training. West Virginia STARS credentialed trainers must complete a West Virginia STARS training registration form to deliver training sessions. Types of trainers include: master, certified, affiliate, and specialty. Website: http://wvstars.org/trainers/

- **Early Childhood Professional Development Calendar.** The professional development calendar shows upcoming trainings scheduled throughout the state, including those registered with STARS.
  Website: http://www.wvearlychildhood.org/Training_Calendar.html

- **West Virginia Department of Education (WVDE) Office of Professional Preparation:** The WVDE Office of Professional Preparation is the authoritative entity that awards certification for all West Virginia educators and administrators serving in pre-K -12 roles. Website: http://wvde.state.wv.us/certification/

6. Using the Framework for Self-Reflection

This section provides questions that states can use to reflect on what they have in place for their early learning system components that apply to **Element 3** of the CP Framework. While the data collected for this report has focused on how characteristics of credentialing systems relate to Element 3, many aspects of those systems also apply to other elements in the CP Framework – as displayed in the graphic in Section 3. Developing comprehensive career pathways using the CP Framework as a guide is not a linear process, nor are the six elements meant to create artificial walls. All parts of the system are interdependent, and can and should be fit among the CP Framework elements in whatever manner suits the planning and execution of an individual state's context and infrastructure.

Applying the CP Framework Element 3: Design Education and Training Programs to Early Learning Credentialing Systems

Identify target populations and their points of entry
Target populations • Which populations are recruited to enter the early learning field? Which populations are reached through recruitment efforts?
Entry points and trajectories • How do individuals enter the field and what are the career paths they can pursue? • Do the requirements of some or all career pathways build upon each other, providing an upward trajectory? If not, why not?
Articulation • Are credits and degrees earned in similar degree programs transferable from one college to another within the state (both two- and four-year institutions)?

Provide systems and services that support early learning career pathways
Alignment and integration of state systems • Are state systems aligned (e.g., standards, core competencies, QRIS, registry)? • How does alignment of related or interdependent systems benefit career pathways? How is a lack of alignment of related or interdependent systems detrimental to career pathways?

Provide systems and services that support early learning career pathways

Level of QRIS implementation

- How comprehensive and inclusive is the QRIS?
- How are the data collected for the QRIS used?
- Does the racial and ethnic diversity of teachers at the highest levels of the QRIS reflect the racial and ethnic diversity of the children in ECE programs in the state? If not, what efforts are being made to recruit, educate, and support teachers who reflect the diversity of the children in their classrooms?

Workforce Registry

- What information does the registry collect? How are the data used?

Funding

- What funding is available to develop career pathway programs and career ladders/lattices?
- What funding is available for tuition and training costs for required coursework and credentials?
- What efforts are being made concerning sustainable wages?

Review or develop competency models

Core knowledge and competencies (CKCs)

- Are the CKCs aligned with state standards and required credentials matching the career lattice levels, including teacher licensure?
- Are the CKCs embedded in the course descriptions of all ECE courses in the state's community colleges and four-year institutions?

Educational options

- Are core courses readily available, accessible, and affordable?
- Do the state's institutions of higher education offer advanced degrees in early childhood education, administration, and leadership to ensure a pipeline for administrative and programmatic leaders as well as higher education faculty?

Ensure programs lead to industry recognized and/or post-secondary credentials

Training and trainer approval

- How does the professional development system align with continuing education requirements and industry needs?
- How are professional development training offerings and trainers approved?
- Does completion of continuing education offerings move participants up the rungs of the career ladder/lattice?

7. Conclusion

The *Early Learning Career Pathways Initiative* aims to support and advance the development of comprehensive career pathway systems in the early learning industry by providing information states can use to inform and assess their efforts. This report introduced a widely applied career pathways framework validated by several agencies, including the Departments of Education, Health and Human Services, and Labor, and provided a national landscape of states' requirements of ECE staff related to credentialing. The report shows potential parallels between early learning systems and requirements and the Six Key Elements of Career Pathways Framework. While there is not a direct one-to-one relationship between the CP Framework elements and early learning system components, applying the framework to existing ECE systems demonstrates that many foundational pieces already exist that states can use and build upon to further develop career pathways in the early learning sector. Further, the report highlights five states in various stages of development of ECE career pathways and supports. While commonalities exist across systems, these profiles indicate the uniqueness of the early learning system from state to state.

The national landscape in Section 4 provides an examination of systems that can contribute to the development and expansion of activities that are unique and related to credentialing, while maintaining a focus on how these systems can fit into the CP Framework. This section highlights the status of early learning standards and related systems and supports. In addition, it illustrates the complexity of early learning staff degrees and training requirements for infant/toddler and preschool programs. The national scan of these early learning components indicates an evolving and complex system unique to each state.

Throughout the report and in the appendices, readers will find extensive resources they can access for further information on early learning career pathways systems and supports, including information on workforce competencies, professional development systems, program standards, and staff requirements. These are not exhaustive lists; however, they provide an opportunity for those interested to further explore many and varied levels of national and state legislation, requirements, programming, support, and other services.

The report can serve as a guide for state leadership and stakeholders in the early learning sector to better understand the models and developments in early learning career pathways, and offers an opportunity for reflection on states' individual progress towards developing and bolstering the key elements of their pathways systems. As part of a state's reflection, it may want to take into consideration this project's advisory group's recommendations provided in the final section of the report.

8. Recommendations

The Early Learning Career Pathways Initiative report reveals many promising practices that together comprise a strong set of recommendations for the field and states as they work to improve and design strong, comprehensive career pathways systems. Each recommendation is illuminated with a state example.

1. Develop linkages between the early education workforce, postsecondary education, ongoing professional learning institutions, and the employers that provide the relevant jobs (local school districts, charter schools, Head Start, public and private child care). Work with employers to assess the education, professional development needs, compensation, and retention of their workforce over the next one to ten years and align workforce development strategies to be responsive to the labor market. For example, KANSASWORKS Early Childhood Associate Apprenticeship Program (ECAAP) supported by funding from the Kansas Department for Children and Families is a statewide, employer-based certification program that partners with 10 community colleges. Apprenticeships are available at no cost to high school CTE students involved in an approved early childhood pathway or to those employed by a recognized ECAAP sponsor (a licensed center that has met state requirements). Apprentices must earn 20 hours of early childhood college credit as part of the participating college's AA or AS degree program. They obtain their CDA within the first 10 credit hours. To assist child care facilities in growing a cadre of highly-skilled employees, ECAAP also works closely with centers to become a sponsor and start their apprenticeship programs.[43]

2. Ensure that comprehensive data collection systems (registry databases and current workforce studies) are in place to collect data on the entire early learning workforce development system including career and technical education, higher education, and all in-service professional development providers. For example, the Connecticut Early Childhood Professional Registry collects workforce data and can report the career ladder level and qualifications of the early care and education workforce by many elements.[44]

3. Make sure the state's career pathway is inclusive of all early learning job opportunities allowing for both horizontal and vertical advancement and leading to industry recognized and/or post-secondary credentials. For example, in Connecticut, the 15-level career ladder can identify education levels and chart progress based on formal education. Connecticut is in the process of

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[43] For more information see: https://ks-ecaap2.civicplus.com

[44] For more information, see: http://www.ccacregistry.org and www.ctcharts.org

revising the career ladder to align with the state's new Core Competency Framework.[45] Likewise, the New Mexico career lattice includes six levels covering individuals working in home-based and center-based child care programs, Early Head Start/Head Start, home visiting programs, public school programs for children in preschool-Grade 3, and early intervention programs for children with or at risk for developmental delays and their families.[46]

4. Ensure that the levels of education and training of the workforce included in the standards within the state's QRIS reflect the education and training pathways widely available within the state. Address the inclusion of standards concerning compensation as it relates to the career ladder or lattice, including recommended monetary increments between levels. Provide crosswalks between early learning competency models and state professional teaching standards. Initiate and participate in efforts to align them, if necessary. For example, North Carolina's TQRIS is aligned to the certificates and credentials created under the state's competency model, or core knowledge and competencies (CKC); the TQRIS explicitly mentions certain certificates as a way for child care programs to earn a "quality point" in their rating score.[47]

5. Work to ensure that all training and professional learning is of high quality and is integrated with the career pathways/ladders/lattices so that the time and funds trainees spend lead to advancement in the field. For example, West Virginia's State Training and Registration System (STARS) program ensures that training provided meets the minimum standards of the core competencies and only qualified personnel provide such training. West Virginia STARS credentialed trainers must complete a training registration form to deliver training sessions. Types of trainers include: master, certified, affiliate, and specialty.[48]

6. Assure that college credits earned for terminal and non-terminal associate's degrees can transfer to related bachelor's degree programs within the state system. States are using a variety of strategies to address this problem. California passed legislation requiring that community colleges offer associate's degrees that transfer to four-year colleges. Experts are working with community colleges that have adopted the approved core courses making them transferable to and helping align them with four-year colleges and courses.[49] As another example, in New Mexico, coursework to meet requirements for licensure and certification are available statewide and are fully articulated across all two- and four-year colleges offering early childhood-related degrees.[50]

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[45] For more information, see: https://www.ccacregistry.org/_forms_documents/ccacCareerLadder.pdf

[46] For more information, see: https://www.newmexicokids.org/caregivers-and-educators/resources-for-caregivers-and-educators/

[47] For more information, see: http://ncchildcare.nc.gov/pdf_forms/NC_foundations.pdf

[48] For more information, see: http://wvstars.org/trainers/

[49] For more information, see: http://www.CDTC.org and https://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm

[50] For more information, see: https://www.newmexicokids.org/caregivers-and-educators/resources-for-caregivers-and-educators/

7. Create an accelerated path for the ECE workforce with technical certificates/credits (e.g., CDA) by helping them to attain College Level Equivalent Program (CLEP) college credit to fulfill core curriculum requirements.[51] While the states profiled did not yet have programs in place to help ECE workforce members attain CLEP college credits, they did have other means of helping certified candidates attain college credits through an accelerated path. For instance, West Virginia's STARS offers continuing education units and ensures that specialized training and early childhood college credits and degree programs are accessible to practitioners. The Apprenticeship for Child Development Specialist Program, in particular, provides job-linked training that can transfer to several state community colleges for college credit.[52]

8. Ensure that the preparation of the ECE workforce attends to issues of linguistic, cultural, and economic diversity, since the populations of both children served and adults in the workforce are diverse. This includes ensuring that those responsible for teaching and training the ECE workforce, such as higher education instructors and professional development providers, are knowledgeable about issues of diversity and families in any setting, and address special education, dual language learners, and cultural relevance. For example, West Virginia's Early Learning Standards Framework includes the guiding principle that "learning can be affected by things such as developmental delays, culture, poverty, language, individual circumstances, and other risk factors" and notes in its section on language and literacy introduction that "some children may have the experience of growing up in a home where English is the second language. This is an opportunity for the provider and family to work together so that the child may benefit from this unique experience."[53]

9. Work across state lines to ensure future portability of ECE staff credentials and related training, education, and professional development. New England states, for instance, are designing a framework that aligns to neighboring states' CKCs. The Technical Assistance Provider CKC Framework is now under development.[54] Similarly, Child Care and Development Fund (CCDF) administrators from the Administration for Children and Families (ACF) Region III states (Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, and West Virginia) have identified a common approach to recognizing qualified early childhood technical assistance professionals across the region and developed a crosswalk that identifies shared pre-service standards for education level, training content, work experience, and professional and technical skills. As a result, technical assistance professionals working across state lines in Region III now have common entry-level requirements, which state-specific orientations supplement.[55]

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[51] For more information, see: http://clep.collegeboard.org/exams/offered

[52] For more information, see: http://www.wvacds.org/

[53] For more information, see: http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/center/state-guidelines/dll_guidelines.html

[54] For more information, see: http://www.ctearlychildhood.org/uploads/6/3/3/7/6337139/ckcframeworkweb.pdf

[55] For more information, see: https://childcareta.acf.hhs.gov/sites/default/files/public/pdw_cr_successstory.pdf

10. Develop policies and allocate resources, if needed, to encourage all four-year institutions offering ECE degrees to have CAEP (Council for the Accreditation of Educator Preparation) accreditation with NAEYC early childhood recognition. For example, Connecticut developed an Early Childhood Teacher Credential (ECTC) to acknowledge higher education programs for modifying their early childhood planned program of study to adopt the NAEYC professional preparation standards. The Connecticut OEC approves higher education programs for the ECTC path, and students who graduate from an approved higher education program can apply for the ECTC through the Office of Early Childhood.[56]

11. Work to ensure that early educator credentials are meaningful and that those who attain them possess the skills needed for their roles in the field. For example, North Carolina's pre-K program requires BK licensure (bachelor's degree – knowledge and performance competencies). Licensure is a two-step, performance-based process. Educators graduate with an initial (SP I) license and must complete a three-year mentoring, evaluation, and professional development process to attain and maintain the highest level of BK licensure (SP II).[57]

12. Make training and professional learning accessible even in rural areas. For example, West Virginia's web-based *e-Learning for Educators* offers credit-bearing courses that are free and available to anyone working in West Virginia's universal pre-K and kindergarten classrooms. In the words of the program's welcome message, "The West Virginia *e-Learning for Educators* initiative will help bridge the barriers of time, distance, and inequities for all West Virginia teachers by providing access to web-based professional development opportunities." The catalog of e-learning courses includes those specifically designed for early childhood staff.[58]

13. Work to integrate all aspects of the career development system into a holistic integrated system. West Virginia's Pre-K Early Learning Standards Framework (WV ELSF) Professional Development system, for example, is statewide and designed for all early childhood educators and administrators as part of West Virginia universal pre-K. This system focuses on capacity building at the local level and provides research-based content aligned with the WV ELSF and the West Virginia Pre-K Child Assessment System.[59] West Virginia even maintains a master professional development calendar showing upcoming trainings for early childhood educators scheduled throughout the state, including those registered with STARS.[60]

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[56] For more information, see: http://www.ct.gov/oec/lib/oec/earlycare/workforce/ectc/ectc_flyer.pdf

[57] For more information, see: http://ncchildcare.nc.gov/general/mb_eeslpd.asp

[58] For more information, see: http://wvde.state.wv.us/oel/elearning.php and http://static.k12.wv.us/oel/docs/Binder1.pdf

[59] For more information, see: https://sites.google.com/a/wvde.k12.wv.us/elsf-professional-development-system/home

[60] For more information, see: http://www.wvearlychildhood.org/Training_Calendar.html

14. Create job-linked and apprenticeship opportunities for early educators. For example, West Virginia's Apprenticeship for Child Development Specialist Program provides job-linked training that can transfer to several state community colleges for college credits.[61] The program offers professional partnerships between child care providers, in-home childcare providers, preschool employees, and home visitors and child care employers to include Head Start programs and West Virginia public schools.

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[61] For more information, see: http://wvstars.org/trainers/
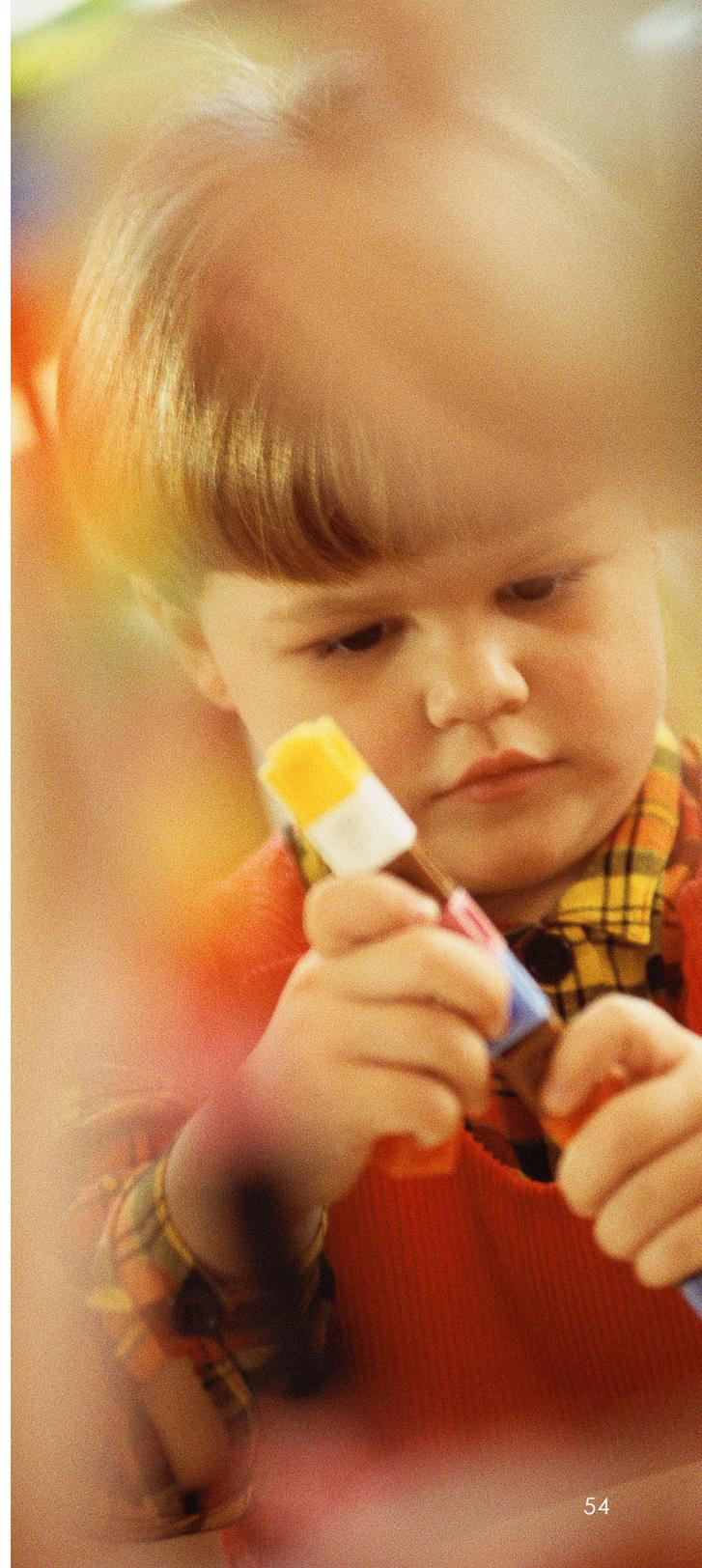
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National Workforce Registry Alliance. (n.d.). *Registry Map.* Retrieved on October 28, 2014 from: http://www.registryalliance.org/about-us-top/map-of-registries

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Occupational Outlook Handbook: Preschool Teachers. (2014, January 8). Retrieved from: http://www.bls.gov/ooh/education-training-and-library/preschool-teachers.htm

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https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf

II.

Additional State Resources

II. Additional State Resources

The websites listed below provide resources to explore individual state's requirements and supports regarding professional development systems, early learning and care standards, early learning and care credentials, and career pathways. This is not an exhaustive list; however, it derives from information presented in this report from state websites, state interviews, and the *Infant/Toddler Credential Crosswalk: Child Development Associate and State/Territory Credentials* and *Preschool Credential Crosswalk: Child Development Associate and State/Territory Credentials*. (All hyperlinks were active on March 7, 2016.)

Alabama

Alabama Developmental Standards for Preschool Children
http://children.alabama.gov/alabama-developmental-standards-for-preschool-children/

Alabama Pathways to Quality Care and Education http://dhr.alabama.gov/Announce_Links/Pathways/PATHWAYS.pdf

Career, technical and occupational programs, Child Development Short Term Certificate
http://www.nwscc.cc.al.us/Catalog1213/AAS_CIS-Programming.pdf

The Alabama Department of Children's Affairs http://children.alabama.gov/

Alaska

Alaska Infant Learning Program Professional Development Plan, November 2008
http://dhss.alaska.gov/ocs/Documents/InfantLearning/reports/pdf/2009-developmentplan.pdf

State of Alaska Early Learning Guidelines https://education.alaska.gov/publications/EarlyLearningGuidelines.pdf

University of Alaska, Fairbanks, Early Childhood Education http://www.uaf.edu/catalog/current/programs/early_childhood.html

Arizona

Arizona Department of Education, Endorsements
http://www.azed.gov/educator-certification/certificate-requirement/endorsements/

Arizona Early Learning Standards, ages 3-5
http://www.azed.gov/early-childhood/files/2011/11/arizona-early-learning-standards-3rd-edition.pdf

Arizona Infant Toddler Institute https://static1.squarespace.com/static/5491c5c0e4b054ec6c2fd9c2/t/560c1115e4b0fdd5d69ac923/1443631381028/Administrative+Assistant+-+Arizona+Infant+Toddler+Institute.pdf

Arkansas

Arkansas Early Childhood Professional Development System, Spectrum
http://humanservices.arkansas.gov/dccece/dccece_documents/spectrum.pdf

Arkansas Key Content Areas and Core Competencies for Early Care and Education Professionals
http://www.arkansas.gov/education/

Early Childhood Framework Handbook for 3- and 4-year-old Children
http://www.arkansas.gov/childcare/programsupport/pdf/aeceframwork.pdf

California

California Early Childhood Educator (ECE) Competencies http://www.cde.ca.gov/sp/cd/re/ececomps.asp

California Infant/Toddler Learning and Development Foundations http://www.cde.ca.gov/sp/cd/re/documents/itfoundations2009.pdf

California Preschool Learning Foundations Volume 1 http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf

California Preschool Learning Foundations Volume 2 http://www.cde.ca.gov/sp/cd/re/documents/psfoundationsvol2.pdf

California Preschool Learning Foundations Volume 3 http://www.cde.ca.gov/sp/cd/re/documents/preschoolfoundationsvol3.pdf

State of California Commission on Teacher Credentialing, Child Development Permits
http://www.ctc.ca.gov/credentials/leaflets/cl797.pdf

Colorado

Coaching and Competencies for Colorado Early Childhood Education
http://netnewsdesk.com/resources/375/File/ECC-OPD/CoachComp.pdf

Colorado Core Competencies for Early Childhood Educators and Administrators
http://www.cde.state.co.us/sites/default/files/CO%20EC%20Educator%20and%20Administrator%20Competencies%207_15_13.pdf

Colorado Department of Education, Early Childhood Professional Development
http://coloradoofficeofprofessionaldevelopment.org/index.cfm?pid=1332&id=5454

Colorado Department of Education, Early Childhood Professional Development, Colorado Professional Credentials
http://coloradoofficeofprofessionaldevelopment.org/index.cfm?pid=1332&id=5454,20142,0

Colorado Early Learning and Development Guidelines, Birth to 8 years old http://www.cde.state.co.us/early/eldgs

Early Childhood Social and Emotional Interdisciplinary Core Knowledge and Credential
https://www.cde.state.co.us/early/coecseckandcred

School Age/Youth Core Knowledge and Standards Document
https://www.cde.state.co.us/early/schoolagecoreknowledge

Connecticut

Certificate in Infant-Toddler Care, Charter Oak State College
https://www.charteroak.edu/prospective/programs/Certificate_Infant-Toddler_Care.pdf

Connecticut Early Childhood Career Development, Educational Qualifications
http://ctearlychildhoodcareerdev.info/pdf/TEACHERQualificationsdf.pdf

Connecticut Early Learning and Development Standards (ELDS) http://www.ct.gov/oec/cwp/view.asp?a=4541&q=536726

Connecticut Early Learning and Development Standards, B to 5
http://www.sde.ct.gov/sde/lib/sde/pdf/backtoschool/ctelds_whatchildren_birthtofive_should_know_and_be_able_to_do.pdf

Delaware

Delaware Competencies for Early Childhood Professionals
https://dieecpd.org/static/uploads/files/EC_CompetenciesECEProf.pdf

Delaware Competencies for School-Age Professionals
https://dieecpd.org/static/uploads/files/School%20Age%20ENG%20Comp.pdf

Delaware Early Learning Foundations: Infant/Toddler
http://www.dhss.delaware.gov/dms/epqc/birth3/files/deinfant_0211.pdf

Delaware Early Learning Foundation: Preschool https://dieecpd.org/static/uploads/files/elfpreschool9-10.pdf

Early Childhood Infant Toddler Credential
https://dieecpd.org/static/uploads/files/Early_Childhood_Infant_Toddler_Credential_Information.pdf

Early Childhood Preschool Credential
https://dieecpd.org/static/uploads/files/Early_Childhood_Preschool_Credential_Information.pdf

Preschool Credential, Portfolio Requirements
https://dieecpd.org/static/uploads/files/Early_Childhood_Preschool_Credential_Portfolio_Pathway.pdf

District of Columbia

DC Professional Development Registry http://www.learndc.org/earlychildhood/resource/dc-professional-development-registry

Early Learning Standards for Infant and Toddler
http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/OSSE_Infants_v4_0.pdf

Early Learning Standards for Pre-Kindergarten
http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/OSSE_PreKindergarten_v4_0.pdf

Office of State Superintendent of Education, Early Learning http://osse.dc.gov/service/early-learning

Office of State Superintendent of Education, Early Learning Services for Providers-Professional Development
http://osse.dc.gov/service/early-learning-services-providers-professional-development

The Core Knowledge Areas http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/PD%20Standards%20and%20Core%20Knowledge%20Areas.pdf

Florida

Florida Core Competencies for Early Care and Education Practitioners, Florida Core Competencies for Afterschool Practitioners, and Florida Core Competencies for Early Care and Education Directors http://corecomp.floridaearlylearning.com/?AspxAutoDetectCookieSupport=1

Florida Department of Children and Families, Birth through Five Florida Child Care Professional Credential Training Program and Renewal http://www.myflfamilies.com/service-programs/child-care/birth-5fccpc

Florida Department of Children and Families, Florida Child Care Professional Credential Training Program, Credential Training Program http://www.myflfamilies.com/service-programs/child-care/fccpc

Florida Early Learning and Development Standards: Birth to Five http://www.floridaearlylearning.com/sites/www/Uploads/files/Providers/School%20Readiness/Form_OEL-SR_30_Early_Learn_Dev_Stds_06-13-13.pdf

Georgia

Central Georgia Technical College, Infant/Toddler Child Care Specialist http://www.centralgatech.edu/catalog/section6/P1/IC31.htm

Georgia Early Care and Education Professional Development Competencies https://www.training.decal.ga.gov/bfts/professionalDevelopmentCompetencies.do

Georgia Early Learning Standards http://decal.ga.gov/childcareservices/georgiaearlylearningstandards.aspx

Hawaii

Attitudes, Skills and Knowledge (ASK) Core Areas http://www.patchhawaii.org/files/content/providers/center/careers/ASK%20Booklet.pdf

Career Access and Navigation of Early Childhood Systems, Framework for Early Care and Education Practitioners http://humanservices.hawaii.gov/bessd/files/2013/01/The-Framework.pdf

Common Core Competencies for Early Childhood Practitioners
http://www.canoes-hawaii.com/files/canoes-hawaii/documents/pdfs/Common_Core_Competencies-ELC.pdf

Hawaii Early Learning Development Standards
http://earlylearning.hawaii.gov/standards/hawaii-early-learning-and-development-standards-helds/

University of Hawaii, Honolulu Community College, Early Childhood Education http://www.honolulu.hawaii.edu/node/353

Idaho

College of Western Idaho, Early Childhood Education http://cwidaho.cc/program/early-childhood-education

Idaho Early Learning Guidelines http://www.healthandwelfare.idaho.gov/Portals/0/Children/27317_FINAL.pdf

Idaho STARS, Professional Development System http://idahostars.org/?q=trainers

Ten Core Knowledge Components for Early Care and Education
http://idahostars.org/sites/default/files/documents/training/TenCoreKnowledgeComponents_03-2015.pdf

Illinois

Gateways Credential Content Areas http://www.ilgateways.com/en/

Gateways to Opportunity Infant and Toddler Credential Framework
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http://muskie.usm.maine.edu/maineroads/pdfs/ME%20Direct%20Cred%20Application %20Pkt%201.pdf

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http://earlychildhood.marylandpublicschools.org/child-care-providers/office-child-care

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https://cms.montgomerycollege.edu/edu/department.aspx?id=10625

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http://www.eec.state.ma.us/docs1/research_planning/ta_earlychildprogstan.pdf

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http://www.mass.gov/edu/docs/eec/prof-certification/pq-application-packet.docx

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http://www.greatstarttoquality.org/providers-educators/training-education-and-consultation

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http://www.childcareawaremn.org/credentials/mn-child-care-credential

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https://edocs.dhs.state.mn.us/lfserver/Public/DHS-6079-ENG

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http://health.mo.gov/safety/childcare/pdf/corecompetencies.pdf

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http://www.moccrrn.org/PDFs/twoyr-colleges/STLCC-Florissant%20Valley.pdf

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http://cte.stlcc.edu/early-care-and-education/

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http://www.mtecp.org/pdfs/career%20path2012.pdf

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http://www.necpa.net/userfiles/CCP%20Frequently%20Asked%20Questions.pdf

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Central New Mexico Community College, Child Development Certificate
http://www.cnm.edu/programs-of-study/communication-humanities-and-social-sciences/educ/child-development-certificate

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http://www.earlychildhoodnyc.org/education/credentials.cfm

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Career Pathway Model for Ohio Early Childhood and Afterschool Professionals http://www.opdn.org/documents/career_pathways_worksheet.pdf

Cuyahoga Community College, Early Childhood Education Program http://www.tri-c.edu/programs/early-childhood-education/

Ohio's Core Knowledge and Competencies https://www.occrra.org/opdn_resources.php

Ohio's Early Learning and Development Standards in All Essential Domains of School Readiness (Birth- Age 5) http://www.earlychildhoodohio.org/files/elds/ELDS%20Introduction.pdf

Ohio Professional Development Network https://login.occrra.org/

Oklahoma

Career Clusters, Pathways to College and Career Readiness, Education and Training
http://www.okcareertech.org/educators/career-clusters/education-and-training

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http://ok.gov/sde/early-childhood-and-family-education

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https://www.pdx.edu/occd/sites/www.pdx.edu.occd/files/Core%20Body%20of%20Knowledge%20-%20English.pdf

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http://www.pdx.edu/occd/sites/www.pdx.edu.occd/files/Oregon%20Registry%20Steps%20-%20English.pdf

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http://www2.pr.gov/agencias/acuden/Documents/ACUDEN%202013/StatePlanl%202014-2015.pdf

Puerto Rico's Territory P-K Standards
http://www2.pr.gov/agencias/acuden/Documents/ACUDEN%202013/StatePlanl%202014-2015.pdf

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Center for Early Learning Professionals http://center-elp.org/

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http://www.ride.ri.gov/InstructionAssessment/EarlyChildhoodEducation/EarlyLearningandDevelopmentStandards.aspx

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Tennessee

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Texas

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http://www.carecourses.com/PublicPages/States_Utah_2.aspx

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Virginia

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Washington State Department of Early Learning, Professional Development System
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http://www.wvearlychildhood.org/resources/wv_early_learning_standards_framework_infant_toddler.pdf

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Wyoming Core Knowledge Areas http://dfswapps.state.wy.us/DFSDivECTraining/

Wyoming Department of Family Services, Early Childhood Division, The Infant/Toddler Credential https://sites.google.com/a/wyo.gov/early-childcare-and-licensing/child-care-1/home/dfs-in-your-community/child-care-resources/licensing-faqs/child-care-licensing-and-eligibility-staff-maps/providers/professional-development/training-information/infant-toddler-credential-requirements

Wyoming Early Learning Foundations for Children Ages 3-5 http://issuu.com/elf3-5/docs/13-align-0001_early_learning_guides

Wyoming's Statewide Training and Resource System for Child Care Professionals http://www.wyostars.org/

Wyoming's Statewide Training and Resource System for Child Care Professionals, Career Development Scale
http://www.wyostars.org/career-development/levels/

III.

Appendices

Appendix A. State Scan of Early Learning Standards and Systems Support

Appendix B. State Scan of Workforce Core Knowledge and Competencies and Early Learning Staff Degree and Training Requirements

Appendix C. Early Head Start and Head Start Teaching Staff Requirements

Appendix D. State Interviews and Information Sources for State Examples

Appendix A. State Scan of Early Learning Standards and Systems Support

State/ Territory	Early Learning Standards Infant/Toddler* (Source: State Websites)	Early Learning Standards Preschool (Source: State Websites)	QRIS/TQRIS** (Source: QRIS Learning Network, Aug 2014)	Registry (Source: The National Registry Alliance, Oct 2014)	Education & Training Support: States with T.E.A.C.H.***
Alabama		Alabama Developmental Standards for Preschool Children	Pilot launched/ completed		X
Alaska	State of Alaska Early Learning Guidelines		Planning	X	
Arizona		AZ Early Learning Standards, ages 3-5	Launched	X	X
Arkansas		Early Childhood Framework Handbook for 3 and 4 year old Children	Launched	X	
California	California Infant/Toddler Learning & Development Foundations	California Preschool Learning Foundations Volume 1, 2 and 3-3 to 5 year olds	Regional launched**	X	
Colorado	CO Early Learning and Development Guidelines, Birth to 8 years old			X	X
Connecticut	Connecticut Early Learning and Development Standards, B to 5			X	
Delaware	Delaware Early Learning Foundations: Infant/Toddler	Delaware Early Learning Foundation: Preschool	Launched**		X
District of Columbia	Early Learning Standards for Infant and Toddler	Early Learning Standards for Pre-Kindergarten	Launched	X	X
Florida	Florida Early Learning and Development Standards: Birth to Five		Regional launched		X
Georgia	Georgia Early Learning Standards		Launched	X	
Hawaii		Hawaii Early Learning and Development Standards	Pilot launched/ completed	X	
Idaho	Idaho Early Learning Guidelines		Launched	X	
Illinois		Illinois Early Learning and Development Standards	Launched**	X	
Indiana	Foundations to the Indiana Academic Standards for Young Children Birth to Age Five		Launched	X	X

State/ Territory	Early Learning Standards Infant/Toddler* (Source: State Websites)	Early Learning Standards Preschool (Source: State Websites)	QRIS/TQRIS** (Source: QRIS Learning Network, Aug 2014)	Registry (Source: The National Registry Alliance, Oct 2014)	Education & Training Support: States with T.E.A.C.H.***
Iowa	Iowa Early Learning Standards		Launched	X	X
Kansas	Kansas Early Learning Standards		Launched		X
Kentucky	Kentucky Early Learning Standards		Launched		
Louisiana	Louisiana's Birth to Five, Early Learning and Development Standards (ELDS)		Launched	X	
Maine	Supporting Maine's Infants and Toddlers: Guidelines for Learning and Development	State of Maine Early Childhood Learning Standards	Launched	X	
Maryland	MD Infant/Toddler Standards	Maryland Model for School Readiness	Launched**	X	
Massachusetts	Massachusetts Early Learning Guidelines for Infants and Toddlers	Early Childhood Program Standards for Three and Four Year Olds	Launched**	X	
Michigan	Early Childhood Standards of Quality for Infant and Toddler Programs	Early Childhood Standards of Quality	Launched	X	X
Minnesota	The Early Childhood Indicators of Progress		Launched**	X	X
Mississippi	Mississippi Early Learning Guidelines For Infants and Toddlers	Mississippi Early Learning Standards for Classrooms Serving Three and Four Year Olds	Launched		X
Missouri	Missouri Early Learning Standards		Requires legislative action	X	X
Montana	Montana Early Learning Standards		Launched	X	
Nebraska	Nebraska Early Learning Guidelines for Ages Birth to 3	Nebraska Early Learning Guidelines for 3 to 5 year-olds	Planning		X
Nevada	Nevada Infant and Toddler Early Learning Guidelines	Nevada Pre-K Standards and Early Learning Guidelines	Launched	X	X
New Hampshire	New Hampshire Early Learning Guidelines		Launched	X	
New Jersey	New Jersey Birth to Three Early Learning Standards	Preschool Teaching and Learning Standards	Pilot launched/ completed	X	

State/ Territory	Early Learning Standards Infant/Toddler* (Source: State Websites)	Early Learning Standards Preschool (Source: State Websites)	QRIS/TQRIS** (Source: QRIS Learning Network, Aug 2014)	Registry (Source: The National Registry Alliance, Oct 2014)	Education & Training Support: States with T.E.A.C.H.***
New Mexico	New Mexico Early Learning Guidelines		Launched**	X	X
New York	New York State Early Learning Guidelines		Launched	X	
North Carolina	North Carolina Foundations for Early Learning and Development		Launched**	X	X
North Dakota	Birth to 3: Early Learning Guidelines	North Dakota Early Learning Guidelines	Launched	X	
Ohio	Ohio's Early Learning and Development Standards in All Essential Domains of School Readiness (Birth – Age 5)		Launched**	X	X
Oklahoma	Oklahoma Early Learning Guidelines for Infants, Toddlers, and Twos (Ages 0 through 36 months)	Oklahoma Early Learning Guidelines for Children Ages Three to Five	Launched	X	
Oregon	0 to 3 Foundations	Oregon's Early Learning Standards for Children Ages 3-5 Oregon adopted the Head Start Child Development and Early Learning Framework as the early learning standards for children ages 3-5.	Launched**	X	
Pennsylvania	Infants-Toddlers Pennsylvania Early Learning Standards for Early Childhood	Pre-Kindergarten Pennsylvania Early Learning Standards for Early Childhood	Launched	X	X
Puerto Rico	Puerto Rico's Early Learning Guidelines (Child Care and Development Fund)	Puerto Rico's Territory P-K Standards	Launched	X (Child Care and Development Fund)	
Rhode Island	Rhode Island Early Learning and Development Standards		Launched**		X
South Carolina		South Carolina Early Learning Standards	Launched	X	X
South Dakota		South Dakota Early Learning Guidelines	Planning	X	
Tennessee	Tennessee Early Childhood Education Early Learning Developmental Standards		Launched	X	

State/ Territory	Early Learning Standards Infant/Toddler* (Source: State Websites)	Early Learning Standards Preschool (Source: State Websites)	QRIS/TQRIS** (Source: QRIS Learning Network, Aug 2014)	Registry (Source: The National Registry Alliance, Oct 2014)	Education & Training Support: States with T.E.A.C.H.***
Texas	Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines		Launched	X	X
Utah	Utah's Early Learning Guidelines Birth to Age Three	Utah's Early Childhood Core Standards	Launched	X	
Vermont		Vermont Early Learning Standards (children entering kindergarten)	Launched	X	X
Virginia		Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds	Launched		
Washington	Washington State Early Learning and Development Guidelines		Launched**	X	
West Virginia	West Virginia Early Learning Standards Framework: Infant and Toddler	West Virginia Early Learning Standards Framework: Pre-Kindergarten	Planning	X	X
Wisconsin	Wisconsin Model Early Learning Standards		Launched**	X	X
Wyoming		Wyoming Early Learning Foundations For Children Ages 3-5	Planning	X	

*States with no standards listed may be developing them.

**States that are Phase 1 and 2 RTTE-LC grantees developing TQRIS.

***As described in Section 4, this study found no state-level tuition scholarship programs similar or equivalent to T.E.A.C.H..

Abbreviations:

GED – General Education Development Diploma

K – Kindergarten

Pre-K/P-K/ PK – Pre-kindergarten

QRIS – Quality Rating Improvement System

RTT-ELC – Race to the Top-Early Learning Challenge

T.E.A.C.H. – Teacher Education and Compensation Helps (also reference to T.E.A.C.H. Early Childhood® National Center)

TQRIS – Tiered Quality Rating Improvement System

References for Appendix A:

QRIS: QRIS National Learning Network. (2014 August). *Current status of QRIS in states*. Retrieved from
http://qrisnetwork.org/qris-state-contacts-map

Registry: National Workforce Registry Alliance. (n.d.). *Registry Map*. Retrieved on October 28, 2014 from:
http://www.registryalliance.org/about-us-top/map-of-registries

Early Learning State Standards: Located through state websites

T.E.A.C.H.: T.E.A.C.H. Early Childhood® National Center website, Child Care Services Association. Retrieved from
http://www.childcareservices.org/ps/teach_ta_qac/ and S. Russell (Personal communication, June 19, 2014)

TQRIS: U.S. Department of Education and U.S. Department of Health and Human Services. (2014). *The race to the top-Early learning challenge year two progress report*. Washington, D.C.

Appendix B. State Scan of Workforce Core Knowledge and Competencies and Early Learning Staff Degree and Training Requirements

State/ Territory	Workforce Core Knowledge and Competencies *Source: National Center on Child Care Professional Development Systems and Workforce Initiatives: Professional Development System Overview (2014)*	Minimum Requirements for Infant/Toddler Credentials *Sources: National Center on Child Care PD Systems and Workforce Initiatives 2014, and State Websites*	Required Lead Teacher Degree for State Funded Preschool *Source: NIEER State Profiles 2014*	State Teacher Licensure for Birth through Age 8 *Source: NAEYC State Profiles: Early Childhood Teacher Certification*
Alabama	AL Pathways identify the eight core knowledge areas that serve as a foundational checklist of knowledge, skills, and abilities that caregivers, teachers and administrators need to be effective. http://dhr.alabama.gov/Announce_Links/ Pathways/PATHWAYS.pdf	Alabama Infant Toddler Professional Development: AL does not have a specific infant/toddler credential	BA	**Certificates/Licenses** ECE P to Grade 3 EC SpEd P to Grade 3 Elementary K to Grade 6 **Endorsements Available** ECE P to Grade 3 SpEd PreK to Grade 12 EC SpEd P to Grade 3 Elementary Education K to Grade 6
Alaska	*In development.* AK has completed Phase I, development of the core knowledge areas, and is now in Phase II. A final product is planned and in process.	Alaska Infant Learning Program (ILP): Developmental Associate Part C Credential: Minimum education requirement exceeds high school diploma/GED credential Individuals with an associate's degree in related disciplines or a BA in unrelated disciplines with 3 child development credits	BA (Teachers must be state certified with a BA in ECE or a related field or specialized training in a related field)	**Certificates/Licenses** ECE PreK to Grade 3 SpEd PreK to Grade 12 EC SpEd B to Grade 3 **Endorsements Available ECE PreK to Grade 3** SpEd PreK to Grade 12 EC SpEd B to Grade 3 Elementary Education K to Grade 8

State/ Territory	Workforce Core Knowledge and Competencies *Source: National Center on Child Care Professional Development Systems and Workforce Initiatives: Professional Development System Overview (2014)*	Minimum Requirements for Infant/Toddler Credentials *Sources: National Center on Child Care PD Systems and Workforce Initiatives 2014, and State Websites*	Required Lead Teacher Degree for State Funded Preschool *Source: NIEER State Profiles 2014*	State Teacher Licensure for Birth through Age 8 *Source: NAEYC State Profiles: Early Childhood Teacher Certification*
Arizona	*Under development.* One of the professional development working group's key objectives is to revise the Arizona Workforce Knowledge and Competency Framework.	Arizona Infant/Toddler Professional Development: AZ does not have a specific Infant and Toddler credential or certificate	PreK and Quality First programs, 25% of lead teachers must have at least 12 college credit hours in EC or related fields or a certification of completion in ECE or child development from a community college or CDA	**Certificates/Licenses** ECE B to Age 8 or Grade 3 **Endorsements Available** EC (B-Age 8 or Grade 3) may be added to the Elementary or SpEd certificate. It allows a teacher to teach in a general education B to Grade 3 classroom
Arkansas	*Arkansas' Key Content Areas and Core Competencies for Early Care and Education Professionals* This set of competencies addresses all those who work in programs involved in TAPP. The competencies are based on three levels of professional competency: foundation, intermediate, and advanced. http://humanservices.arkansas.gov/dccece/ trainingDocs/Arkansas%20Key%20 Content%20Areas%20and%20Core%20 Competencies%20Final%20DRAFT%20 Version%201%2016%2009.pdf	Arkansas Intermediate Level CDA Credential: CDA Credential requirements	Degree in ECE or CD. Must hold a standard Arkansas teacher license with P-4 certification *State policy does not allow programs to hire staff under an approved staffing qualification plan, while they are completing coursework to obtain minimum credentialing	**Certificates/Licenses** B to K Early EC/EC SpEd integrated EC P-Grade 4 Elementary Education K-6 EC SpEd P-Grade 4 SpEd K-12 **Endorsements Available** Age 3/4 endorsement can be added to the a K-63 license EC SpEd P-Grade 4

State/ Territory	Workforce Core Knowledge and Competencies *Source: National Center on Child Care Professional Development Systems and Workforce Initiatives: Professional Development System Overview (2014)*	Minimum Requirements for Infant/Toddler Credentials *Sources: National Center on Child Care PD Systems and Workforce Initiatives 2014, and State Websites*	Required Lead Teacher Degree for State Funded Preschool *Source: NIEER State Profiles 2014*	State Teacher Licensure for Birth through Age 8 *Source: NAEYC State Profiles: Early Childhood Teacher Certification*
California	*California Early Childhood Educator (ECE) Competencies* The CA ECE competencies describe the knowledge, skills and dispositions that ECE need in order to provide high-quality care and education to young children and their families. They are research-based and aligned with the CA Preschool Learning Foundations and the CA Infant/Toddler Learning and Development Foundations to guide PD and related quality improvement activities: (1) supporting early learning and development, (2) planning and guiding early learning and development, (3) creating and maintaining program policies and practices, and (4) advancing the early childhood profession. http://www.cde.ca.gov/sp/cd/re/ececomps.asp	Child Development Master Teacher Permit with Infant/ Toddler Specialization (Options 1 and 2): Minimum requirements exceeds high school diploma/ GED credential	CA CDA Teacher Permit	**Certificates/Licenses** Multiple Subject Teaching Credential preschool through adult Education Specialist Instruction Credential (SpEd) EC Specialist EC SpEd B-PreK **Endorsements Available** None

State/ Territory	Workforce Core Knowledge and Competencies *Source: National Center on Child Care Professional Development Systems and Workforce Initiatives: Professional Development System Overview (2014)*	Minimum Requirements for Infant/Toddler Credentials *Sources: National Center on Child Care PD Systems and Workforce Initiatives 2014, and State Websites*	Required Lead Teacher Degree for State Funded Preschool *Source: NIEER State Profiles 2014*	State Teacher Licensure for Birth through Age 8 *Source: NAEYC State Profiles: Early Childhood Teacher Certification*
Colorado	*Colorado Core Competencies for Early Childhood Educators and Administrators* http://netnewsdesk.com/resources/375/File/CO%20EC%20Educator%20and%20Administrator%20Competencies%20Version%201.pdf *School Age/Youth Core Knowledge and Standards Document* http://netnewsdesk.com/resources/375/File/ECC-OPD/SchoolAgeCoreKnowledge(1).pdf *Early Childhood Social and Emotional Interdisciplinary* http://netnewsdesk.com/resources/375/File/ECC-OPD/CoECSECKandCred.pdf *Coaching and Competencies for Colorado Early Childhood Education* http://netnewsdesk.com/resources/375/File/ECC-OPD/CoachComp.pdf	Colorado Early Childhood Professional Credential Level II with Infant/Toddler Endorsement: Minimum requirements exceeds high school diploma/ GED credential	CDA (Teacher must have coursework in child development, developmentally appropriate practices, understanding parent partnerships, and multicultural education; they must be supervised by someone with at least a BA in ECE or CD)	**Certificates/Licenses** ECE age 0-8 Elementary Education K-6 ECE SpEd age 0-8 SpEd age 5-21 ECE SpEd Specialist age 0-8 SpEd Specialist age 5-21 **Endorsements Available** ECE 0-8 Elementary Education K-6 ECE SpEd age 0-8 SpEd age 5-21 ECE SpEd Specialist age 0-8 SpEd Specialist age 5-21
Connecticut	*Connecticut Early Learning and Development Standards (ELDS)* These standards state what children from birth-5 years should know and be able to do at various ages across their earliest years of development. http://www.ct.gov/oec/lib/oec/earlycare/elds/ctelds.pdf	Connecticut Certificate in Infant/Toddler Care: High school diploma, GED credential, or higher education	CDA plus 12 credits in ECE	**Certificates/Licenses** Integrated EC/SpEd B-K Integrated EC/SpEd Nursery-K Elementary Grades 1-3 **Endorsements Available** Integrated EC/SpEd B-K Integrated EC/SpEd Nursery-K, elementary Grades 1- 3 Comprehensive SpEd K-12

State/ Territory	Workforce Core Knowledge and Competencies *Source: National Center on Child Care Professional Development Systems and Workforce Initiatives: Professional Development System Overview (2014)*	Minimum Requirements for Infant/Toddler Credentials *Sources: National Center on Child Care PD Systems and Workforce Initiatives 2014, and State Websites*	Required Lead Teacher Degree for State Funded Preschool *Source: NIEER State Profiles 2014*	State Teacher Licensure for Birth through Age 8 *Source: NAEYC State Profiles: Early Childhood Teacher Certification*
Delaware	*Delaware Competencies for Early Childhood Professionals* The DE DOE developed the competencies in collaboration with DE Higher Education and the DE EC community. Eight content areas include general statements that establish the significance of the area to the EC field and the required content knowledge. Four levels of job position/ responsibilities outline each of the competencies. The resource also includes self-assessment matrices for each of the four levels. https://dieecpd.org/static/uploads/files/EC_CompetenciesECEProf.pdf *Delaware Competencies for School-Age Professionals* Designed for SA professionals, these also include eight competencies that are organized in the same way as the EC competencies and include self-assessment matrices. https://dieecpd.org/static/uploads/files/School%20Age%20ENG%20Comp.pdf	Delaware Step 4 CDA and Step 4.5 Infant/Toddler Credential (Higher Education Option): High school diploma	AA (Early Childhood Assistance Program, ECAP, follows the Head Start Performance Standards)	**Certificates/Licenses** B-Grade 2 K-Grade 6 **Endorsements Available** None

State/ Territory	Workforce Core Knowledge and Competencies *Source: National Center on Child Care Professional Development Systems and Workforce Initiatives: Professional Development System Overview (2014)*	Minimum Requirements for Infant/Toddler Credentials *Sources: National Center on Child Care PD Systems and Workforce Initiatives 2014, and State Websites*	Required Lead Teacher Degree for State Funded Preschool *Source: NIEER State Profiles 2014*	State Teacher Licensure for Birth through Age 8 *Source: NAEYC State Profiles: Early Childhood Teacher Certification*
District of Columbia	*The Core Knowledge Areas (CKA)* The goals of the CKA are to support the implementation of the DC Infant and Toddler and PreKindergarten Early Learning Standards and to create positive outcomes for young children and their families. The CKA align with the NAEYC Standards for Early Childhood Preparation, the CDA Credential Competency Standards, DC Public School Effective Schools Framework, and the Federal HS Program Performance Standards. http://osse.dc.gov/publication/pd-standards-and-core-knowledge-areas	DC Infant/Toddler Professional Development: DC does not have a specific Infant/Toddler credential or certificate	BA	**Certificates/Licenses** PreK-Grade 3 EC SpEd PreK-3 **Endorsements Available** Add-on endorsement certifications for teaching subjects are applicable to elementary teacher subject areas.
Florida	*Florida Core Competencies for Early Care and Education Practitioners, Florida Core Competencies for Afterschool Practitioners, and FL Core Competencies for Early Care and Education Directors* The FL Core Competencies are a set of knowledge and skill standards that define what early care and education practitioners, after school practitioners, and directors should know and be able to do to deliver high quality early learning services to children and families. The practitioner competencies include seven core areas and four levels (tiers) of competencies. The director competencies include six core areas. http://corecomp.floridaearlylearning.com/	Department of Children and Families (DCF) Birth through Five Florida Child Care Professional Credential: Not specified	BA (summer); CDA or equivalent (school year)	**Certificates/Licenses** Exceptional Education (K-12) Preschool Education B-Age 4 PreK/Primary Education Age 3-Grade 3 Elementary Education Grades K-6 **Endorsements Available** PreK Disabilities B-Age 5

State/ Territory	Workforce Core Knowledge and Competencies *Source: National Center on Child Care Professional Development Systems and Workforce Initiatives: Professional Development System Overview (2014)*	Minimum Requirements for Infant/Toddler Credentials *Sources: National Center on Child Care PD Systems and Workforce Initiatives 2014, and State Websites*	Required Lead Teacher Degree for State Funded Preschool *Source: NIEER State Profiles 2014*	State Teacher Licensure for Birth through Age 8 *Source: NAEYC State Profiles: Early Childhood Teacher Certification*
Georgia	*Georgia Early Care and Education Professional Development Competencies* Based on Georgia's early learning standards, the competencies define "what professionals should know and be able to do in an early learning setting." They delineate specific goals and indicators for five roles in the EC education workforce. The competencies include three levels of proficiency from beginning through advanced. Companion self-assessment tools are designed for individuals to determine what level of training they need in order to reach the desired competency levels. All State-approved training must be aligned to one or more competency. https://www.training.decal.ga.gov/bfts/ professionalDevelopmentCompetencies.do	Georgia Infant/Child Care Specialist Technical Certificate: Not specified	BA (As of 2010-2011, all newly hired teachers must have a BA in all settings. Teachers already working with an AA will receive waivers.)	**Certificates/Licenses** B-age 5 ECE (P-5) SpEd General Curriculum/ ECE (P-5) SpEd General Curriculum (P-12) SpEd Preschool (age 3-5) **Endorsements Available** SpEd Preschool (age 3-5) B-age 5

State/ Territory	Workforce Core Knowledge and Competencies *Source: National Center on Child Care Professional Development Systems and Workforce Initiatives: Professional Development System Overview (2014)*	Minimum Requirements for Infant/Toddler Credentials *Sources: National Center on Child Care PD Systems and Workforce Initiatives 2014, and State Websites*	Required Lead Teacher Degree for State Funded Preschool *Source: NIEER State Profiles 2014*	State Teacher Licensure for Birth through Age 8 *Source: NAEYC State Profiles: Early Childhood Teacher Certification*
Hawaii	*Common Core Competencies for Early Childhood Practitioners* This draft document provides an overview of what practitioners need to know and be able to do to effectively support professionalism and stability for HI's diverse ECE workforce; and to provide a common PD framework and foundation for all ECE practitioners. The draft includes 11 competencies and related proficiencies. http://elc.k12.hi.us/meetings/2011/111117%20Common_Core_Competencies.DRAFT.ELC(1).11.17.11.pdf *Attitudes, Skills and Knowledge (ASK) Core Areas* The ASK identifies 10 content areas of knowledge in standards and level of competent practice. http://www.patchhawaii.org/files/content/providers/center/careers/ASK%20Booklet.pdf	Hawaii Lead Infant/Toddler Caregiver Licensing Requirements: High school diploma and GED credential*	*No State Program*	**Certificates/Licenses** ECE PreK-Grade 3 PreK-K SpEd and Specializations PreK-Grade 3 Elementary Education K-Grade 6 **Endorsements Available** None
Idaho	*Ten Core Knowledge Components for Early Care and Education* Ten components have been identified to guide training plans and establish provider training goals. The CKCs are under revision. http://www.idahostars.org/sites/default/files/documents/training/10-core-knowledge-components-1-14-2011.pdf	Idaho State Training and Registry Systems (STARS) Early Childhood Care and Education Career Pathways Level 2: At least CDA Credential requirements	*No State Program*	**Certificates/Licenses** EC/EC SpEd Blended Certificate: B-Grade 3 **Endorsements Available** SpEd Age 3-5

State/ Territory	Workforce Core Knowledge and Competencies Source: National Center on Child Care Professional Development Systems and Workforce Initiatives: Professional Development System Overview (2014)	Minimum Requirements for Infant/Toddler Credentials Sources: National Center on Child Care PD Systems and Workforce Initiatives 2014, and State Websites	Required Lead Teacher Degree for State Funded Preschool Source: NIEER State Profiles 2014	State Teacher Licensure for Birth through Age 8 Source: NAEYC State Profiles: Early Childhood Teacher Certification
Illinois	*Gateways Credential Content Areas* The IL PD Advisory Council developed seven content areas after a review of the professional standards of related organizations and agencies. The seven areas and their related indicators identify professional competencies that are aligned with the IL Professional Teaching Standards, NAEYC's Standards for Early Childhood Intervention Developmental Specialist requirements, IL Director Credential Competencies, IL Birth to Three Standards, Early Intervention Developmental Specialist requirements, CDA credential requirements, HS performance standards, and Division for Early Childhood of the Council for Exceptional Children Personnel Standards for Early Education and Early Intervention. http://www.ilgateways.com/en/gateways-credential-content-areas	Illinois Infant/Toddler Credential (Levels 2-6): High school diploma and GED credential	BA	**Certificates/Licenses** Professional Educator License Educator License with Stipulations **Endorsements Available** Self-contained General Education, B-Grade 3 Self-Contained General Education, K-9 EC SpEd endorsement, B-Grade 3 EC SpEd Approval-PreK only

State/ Territory	Workforce Core Knowledge and Competencies *Source: National Center on Child Care Professional Development Systems and Workforce Initiatives: Professional Development System Overview (2014)*	Minimum Requirements for Infant/Toddler Credentials *Sources: National Center on Child Care PD Systems and Workforce Initiatives 2014, and State Websites*	Required Lead Teacher Degree for State Funded Preschool *Source: NIEER State Profiles 2014*	State Teacher Licensure for Birth through Age 8 *Source: NAEYC State Profiles: Early Childhood Teacher Certification*
Indiana	*Indiana Core Knowledge and Competencies* IN's CKCs were recently developed, and a CKC Implementation Workgroup is working on an implementation plan, including a CKC workbook and train-the-trainer sessions. These include expectations for assessment and evaluation across five levels, from entry into the field to professionals with an advanced degree. http://www.in.gov/fssa/files/Indiana_Core_ Knowledge_and_Competencies_First_ Edition_4_13.pdf *Indiana Youth Development Credential (IYD)* Offers a professional certification for those who work with SA or adolescent children. http://www.in.gov/fssa/carefinder/2908.htm	Indiana Association for Infant and Toddler Mental Health Endorsement, Level 1: Infant Family Associate, Level 2: Infant Family Specialist At least CDA Credential requirements	*No State Program*	**Certificates/Licenses** P-Grade 3 K-Grade 6 P-Grade 12 **Endorsements Available** None

State/ Territory	Workforce Core Knowledge and Competencies _Source: National Center on Child Care Professional Development Systems and Workforce Initiatives: Professional Development System Overview (2014)_	Minimum Requirements for Infant/Toddler Credentials _Sources: National Center on Child Care PD Systems and Workforce Initiatives 2014, and State Websites_	Required Lead Teacher Degree for State Funded Preschool _Source: NIEER State Profiles 2014_	State Teacher Licensure for Birth through Age 8 _Source: NAEYC State Profiles: Early Childhood Teacher Certification_
Iowa	_Teachers and Teacher Assistants Working with Children from Birth through Kindergarten Competencies_ http://www.state.ia.us/earlychildhood/files/state_system/professional_development/PLC_Task_Force_Final_Report_Final.pdf _Program Administrator Competencies_ http://www.state.ia.us/earlychildhood/files/state_system/professional_development/ProgramAdminCompetencies_10-08-12.pdf _Iowa Adult Educator Competencies_ http://www.earlychildhoodiowa.org/files/state_system/professional_development/	Iowa Program for Infant and Toddler Caregivers: Not specified	Share Visions BA (public), CDA (nonpublic) (Teachers in nonpublic settings follow NAEYC standards, which require a minimum of an AA in ECE, or CD. A small percentage of teachers in nonpublic settings may have a CDA provided they are working toward meeting the minimum requirement of an AA). Iowa Statewide Voluntary Preschool Program BA	**Certificates/Licenses** IA has an overarching teaching license with endorsements **Endorsements Available** PreK-K PreK-Grade 3 (includes birth) PreK-Grade 3 (includes SpEd) EC SpEd PreK-K

State/Territory	Workforce Core Knowledge and Competencies *Source: National Center on Child Care Professional Development Systems and Workforce Initiatives: Professional Development System Overview (2014)*	Minimum Requirements for Infant/Toddler Credentials *Sources: National Center on Child Care PD Systems and Workforce Initiatives 2014, and State Websites*	Required Lead Teacher Degree for State Funded Preschool *Source: NIEER State Profiles 2014*	State Teacher Licensure for Birth through Age 8 *Source: NAEYC State Profiles: Early Childhood Teacher Certification*
Kansas	*Core Competencies for Early Childhood and Youth Development Professionals (KS and MO)* The core competencies are organized into eight content areas, each providing specific standards that help professionals learn to fully include children and youth with various ethnic, linguistic, and socio-economic backgrounds, as well as diverse needs and abilities. Each area is divided into five levels of skills. These levels outline a continuum from preliminary skills (Level 1) to advanced-level skills (Level 5). The five levels are cumulative—knowledge and skills in one level must be acquired before moving up to the next level. http://www.ks.childcareaware.org/PDFs/2011CoreComp_Eng.pdf	Kansas Association for Infant and Early Childhood Mental Health Endorsement, Level 1: Infant Family Associate, Level 2: Infant Family Specialist: Minimum requirements exceeds high school diploma/GED credential	Kansas State PreKindergarten Program BA (Lead teachers in nonpublic settings must have an AA in ECE or closely related field and have a plan on file to get a BA within 5 years of becoming a state PreK site. As of the 2013-2014 school year, teachers in all settings are required to be licensed in early childhood education. Kansas Preschool Programs BA (public) (Teacher must have a current license. Any early childhood license is recommended.)	**Certificates/Licenses** EC unified license includes both general education and SpEd preparation B-Grade 3 B-K Elementary (K-Grade 6) **Endorsements Available** EC unified, B-K EC unified, B-Grade 3

State/ Territory	Workforce Core Knowledge and Competencies *Source: National Center on Child Care Professional Development Systems and Workforce Initiatives: Professional Development System Overview (2014)*	Minimum Requirements for Infant/Toddler Credentials *Sources: National Center on Child Care PD Systems and Workforce Initiatives 2014, and State Websites*	Required Lead Teacher Degree for State Funded Preschool *Source: NIEER State Profiles 2014*	State Teacher Licensure for Birth through Age 8 *Source: NAEYC State Profiles: Early Childhood Teacher Certification*
Kentucky	*Kentucky Early Childhood Core Content* The KY EC Core Content is the foundation for determining training content, course content, and competency standards for professional performance. The competencies are organized in seven content areas and from basic to advanced skills across five levels. http://www.kentuckypartnership.org	Kentucky Commonwealth Child Care Credential: Must be at least 18 years of age	BA (Teachers hired as lead teachers before 2004-2005 can hold a CDA or AA in child development. These teachers are allowed to remain in their current positions but may not transfer to other districts.)	**Certificates/Licenses** Interdisciplinary ECE, B-Primary, includes general and SpEd Elementary Certification, Primary-Grade 5 **Endorsements Available** Interdisciplinary ECE to the primary certificate
Louisiana	*Louisiana Workforce Knowledge and Competencies for Early Childhood Educators* These CKCs include seven content areas and three levels of PD that build on each other. Each of the content areas has three sections: rationale, knowledge base, and competencies. An appendix includes a list of resources related to each content area. https://pathways.nsula.edu/assets/Site-Files/CDS/Louisiana-WKCs-August-2013.pdf	LA Pathway Child Care Career Development System Child Care Teacher I: CDA Credential requirements	Louisiana 8(g) Student Enhancement Block Grant Programs BA Cecil J. Picard LA4 Early Childhood Program BA Louisiana Non-Public Schools Early Childhood Development Program BA	**Certificates/Licenses** PreK-Grade 3 SpEd B-age 5: Early Interventionist Elementary Grades 1-5 regular education **Endorsements Available** PreK-K PreK-Grade 3 (includes birth) PreK-Grade 3 (includes SpEd) EC SpEd PreK-K

State/ Territory	Workforce Core Knowledge and Competencies *Source: National Center on Child Care Professional Development Systems and Workforce Initiatives: Professional Development System Overview (2014)*	Minimum Requirements for Infant/Toddler Credentials *Sources: National Center on Child Care PD Systems and Workforce Initiatives 2014, and State Websites*	Required Lead Teacher Degree for State Funded Preschool *Source: NIEER State Profiles 2014*	State Teacher Licensure for Birth through Age 8 *Source: NAEYC State Profiles: Early Childhood Teacher Certification*
Maine	*Maine Core Knowledge Areas and Practitioner Competencies* http://muskie.usm.maine.edu/maineroads/ pdfs/Maine%20Core%20Knowledge%20 Areas%_20and%20Practitioner%20 Competencies_1_1.pdf *Infant Toddler Credential I Competencies* http://muskie.usm.maine.edu/maineroads/ pdfs/ITC1_Brochure.pdf *Maine Child Care Director Credential* http://muskie.usm.maine.edu/maineroads/ pdfs/ME%20Direct%20Cred%20Application %20Pkt%201.pdf	Maine Infant/Toddler Credential I: High school diploma or GED credential	BA	**Certificates/Licenses** Teacher **Endorsements Available** EC Teacher B-Age 5 EC Teacher Grades K-3 General Elementary Teacher Grades K-8 Teacher of Students with Disabilities B-5 Teachers of Students with Disabilities Grades K-8
Maryland	*The Core of Knowledge* The Core of Knowledge is defined as theories and practices that are essential for individuals working with children in family child care homes and child care centers. Training in the Core of Knowledge is offered across age groups or in specific age groups: infant/toddler, preschool, or school-age. http://earlychildhood.marylandpublicschools. org/system/files/filedepot/3/core1.pdf *Core of Knowledge Content Area Chart website* http://earlychildhood.marylandpublicschools. org/system/files/filedepot/3/credlevelreqs. pdf	Maryland Early Childhood Certificate-Infant/Toddler 45-hour course certificate: Not specified	BA	**Certificates/Licenses** ECE, PreK-Grade 3 Generic SpEd, Infant-Grade 3 **Endorsements Available** Elementary Education, Grades 1-6 Generic SpEd, Grades 1-8

State/ Territory	Workforce Core Knowledge and Competencies *Source: National Center on Child Care Professional Development Systems and Workforce Initiatives: Professional Development System Overview (2014)*	Minimum Requirements for Infant/Toddler Credentials *Sources: National Center on Child Care PD Systems and Workforce Initiatives 2014, and State Websites*	Required Lead Teacher Degree for State Funded Preschool *Source: NIEER State Profiles 2014*	State Teacher Licensure for Birth through Age 8 *Source: NAEYC State Profiles: Early Childhood Teacher Certification*
Massachusetts	*Core Competencies for Early Education and Out-of-School Time Educators* Each of the eight core competency areas describes the knowledge and skills that early care and education and out-of-school time educators need to demonstrate in their work with children, families, and colleagues. Each indicator is divided into three levels: initial, mid, and advanced. http://www.eec.state.ma.us/docs1/prof_devel/core_comp_packet.pdf	Massachusetts Infant/Toddler Lead Teacher Credential Level 2: High School Diploma	BA (public), None (nonpublic) (All teachers must have an Early Childhood Certification. Public School teachers must have a PreK to Grade 2 certification. Nonpublic school teachers must be certified by the Department of Early Education and Care. Teachers must either be 21 years old or have a high school diploma, and must complete a 3-credit college course in child growth and development.)	**Certificates/Licenses** PreK-Grade 2 Grades 1-6 **Endorsements Available** Not indicated
Michigan	*Michigan's Core Knowledge and Core Competencies for Early Care and Education Professionals* There are eight competency areas containing a series of competency statements. Each statement is divided into three levels of indicators that build on one another: developing, achieving and extending. One key goal is to incorporate diversity and special needs into all areas of the revised document. https://www.michigan.gov/mde/0,4615,7-140-63533---,00.html	Michigan Association for Infant Mental Health Endorsement, Level 1 Infant Family Associate, Level 2 Infant Family Specialist: Minimum requirements exceeds high school diploma/ GED credential	BA (Teachers whose training is incomplete may be considered "out of compliance" and must be enrolled in a training program and reach compliance within 4 years.)	**Certificates/Licenses** Elementary Certificate K-Grade 5, all subjects **Endorsements Available** EC-General and SpEd (B-age 8) EC endorsement B-age 8

State/ Territory	Workforce Core Knowledge and Competencies *Source: National Center on Child Care Professional Development Systems and Workforce Initiatives: Professional Development System Overview (2014)*	Minimum Requirements for Infant/Toddler Credentials *Sources: National Center on Child Care PD Systems and Workforce Initiatives 2014, and State Websites*	Required Lead Teacher Degree for State Funded Preschool *Source: NIEER State Profiles 2014*	State Teacher Licensure for Birth through Age 8 *Source: NAEYC State Profiles: Early Childhood Teacher Certification*
Minnesota	*Minnesota Core Competencies for Early Childhood Education and Care Practitioners Who Work with Children Birth Through Age Eight and Their Families* Competencies include eight content areas and five levels of competency from preliminary skills necessary to enter the field to an advanced level of academic preparation and varied experience. http://www.dhs.state.mn.us/main/groups/children/documents/pub/dhs16_144674.pdf *Infant-Toddler Companion Guide to the Minnesota Core Competencies* Emphasizes specialized areas of knowledge and skill required for working with infants and toddlers. https://edocs.dhs.state.mn.us/lfserver/Public/DHS-6079-ENG *Minnesota School-Age Core Competencies for School-Age and Youth Practitioners Who Work with Children Ages 5 through 12 and Their Families* Competencies are outlined in the same eight ECEC competency content areas across five levels. The competencies correspond with traditional curricular areas in SA and youth care. http://www.dhs.state.mn.us/main/groups/children/documents/pub/dhs16_144673.pdf	Minnesota Association for Infant Mental Health Endorsement Level 1 Infant Family Associate, Level 2 Infant Family Specialist: Minimum requirements exceeds high school diploma/ GED credential	BA (public), AA (nonpublic)	**Certificates/Licenses** EC B-Grade 3 Early ECE SpEd B-age 6 K-Grade 6 **Endorsements Available** Preprimary endorsement to an elementary license for age 3-PreK

State/ Territory	Workforce Core Knowledge and Competencies *Source: National Center on Child Care Professional Development Systems and Workforce Initiatives: Professional Development System Overview (2014)*	Minimum Requirements for Infant/Toddler Credentials *Sources: National Center on Child Care PD Systems and Workforce Initiatives 2014, and State Websites*	Required Lead Teacher Degree for State Funded Preschool *Source: NIEER State Profiles 2014*	State Teacher Licensure for Birth through Age 8 *Source: NAEYC State Profiles: Early Childhood Teacher Certification*
Mississippi	No information available	Mississippi Infant/Toddler Professional Development: MS Does not have a specific Infant/Toddler credential or certificate	In progress BA/BS	**Certificates/Licenses** Nursery (age 3-4)-Grade 1 K-Grade 12 SpEd K-Grade 4 Child Development (age 3-4)-K K-Grade 3 **Endorsements Available** Early Oral Intervention B-K SpEd B-K
Missouri	*Core Competencies for Early Childhood and Youth Development Professionals (KS and MO)* The core competencies are organized into eight content areas, each providing specific standards that help professionals learn to fully include children and youth with various ethnic, linguistic, and socio-economic backgrounds, as well as diverse needs and abilities. Each area is divided into five levels of skills. These levels outline a continuum from preliminary skills (Level 1) to advanced-level skills (Level 5). The five levels are cumulative−knowledge and skills in one level must be acquired before moving up to the next level. http://health.mo.gov/safety/childcare/pdf/corecompetencies.pdf	Missouri Education Matrix Step 2: Minimum requirements exceeds high school diploma/ GED credential	BA	**Certificates/Licenses** ECE, B-Grade 3 Elementary Education, Grades 1-6 EC SpEd, B-Grade 3 **Endorsements Available** None related to ECE

State/ Territory	Workforce Core Knowledge and Competencies *Source: National Center on Child Care Professional Development Systems and Workforce Initiatives: Professional Development System Overview (2014)*	Minimum Requirements for Infant/Toddler Credentials *Sources: National Center on Child Care PD Systems and Workforce Initiatives 2014, and State Websites*	Required Lead Teacher Degree for State Funded Preschool *Source: NIEER State Profiles 2014*	State Teacher Licensure for Birth through Age 8 *Source: NAEYC State Profiles: Early Childhood Teacher Certification*
Montana	*Montana Early Care and Education Knowledge Base* This knowledge base is the foundation of Montana's career development system. The knowledge base is not intended to assess at what level any particular individual's skills and abilities "should be," but rather to identify where his/her abilities and skills currently lie. It serves as a comprehensive tool for setting goals and targeting ongoing PD. http://www.opi.mt.gov/pdf/EarlyChildhood/13KnowledgeBase.pdf	Montana Infant/Toddler Caregiver Certification (Infant/Toddler CDA Credential Option): Minimum requirements exceeds high school diploma/GED credential	*No State Program*	**Certificates/Licenses** Elementary Ed K-Grade 8 SpEd PreK-Grade 12 **Endorsements Available** None related to ECE
Nebraska	*Nebraska's Core Competencies for Early Childhood Professionals: Knowledge and Skills Needed to Effectively Work with Children Ages to Birth to Five Years* Nebraska's core competencies are divided into nine areas of knowledge and skill. The competencies describe knowledge and skills based upon six levels of education/experience in early childhood field. http://www.education.ne.gov/oec/pubs/professional_corecomp.pdf *Nebraska School-Age and Youth Development Core Competencies* The core competencies are divided into three skill levels; entry, intermediate, and advanced. http://www.education.ne.gov/oec/pubs/school_age_core_comp_2010.pdf	Nebraska Infant/Toddler Professional Development: NE does not have a specific credential or certificate	BA	**Certificates/Licenses** ECE Inclusive B-Grade 3 ECE Supplemental PreK-Grade 3 ECE SpEd B-K (Master's level) **Endorsements Available** ECE Subject Endorsements are paired with elementary teaching licenses EC Inclusive B-Grade 3 ECE Supplemental Endorsement must be paired with the elementary education endorsement EC SpEd B-K is a subject endorsement at the graduate level

State/ Territory	Workforce Core Knowledge and Competencies Source: National Center on Child Care Professional Development Systems and Workforce Initiatives: Professional Development System Overview (2014)	Minimum Requirements for Infant/Toddler Credentials Sources: National Center on Child Care PD Systems and Workforce Initiatives 2014, and State Websites	Required Lead Teacher Degree for State Funded Preschool Source: NIEER State Profiles 2014	State Teacher Licensure for Birth through Age 8 Source: NAEYC State Profiles: Early Childhood Teacher Certification
Nevada	Nevada's Core Knowledge Areas and Core Competencies Nevada's CKCs include eight knowledge areas. The competencies identify skills at the beginning, intermediate, and advanced levels of professionalism related to providing quality ECE and help to standardize the expectations for ECE professionals. http://www.nevadaregistry.org/career-development/core-competencies.html	Nevada Infant/Toddler Professional Development: NV does not have a specific Infant/Toddler credential or certificate	BA (If teachers began with the program prior to 2002, they were grandfathered in. Positions deemed "difficult to staff" with the appropriate certification may develop a professional development plan that the hired teacher would follow if they do not currently have an approved certification. All new hires must be credentialed teachers.)	**Certificates/Licenses** EC B-Grade 2 K Elementary (K-Grade 8) **Endorsements Available** Exceptional Pupils for EC Developmentally delayed 0-age 7
New Hampshire	Core Knowledge Areas http://www.dhhs.nh.gov/dcyf/cdb/documents/earlychildhood.pdf Infant and Toddler Workforce Specialized Competencies http://www.dhhs.nh.gov/dcyf/cdb/documents/infant_toddler_workforce_competencies.pdf Afterschool Core Knowledge Areas http://www.dhhs.nh.gov/dcyf/cdb/documents/afterschool.pdf Early Childhood and Family Mental Health Competencies http://www.communitybridgesnh.org/news/nh-early-childhood-and-family-mental-health-competency-and-credentialing-project-releases-workforce-development-report/	New Hampshire Infant/Toddler Credential Early Head Start Option: High school diploma or GED credential	No State Program	**Certificates/Licenses** EC B-Grade 3 EC SpEd Elementary Education K-Grade 6 or Grade 8 **Endorsements Available** None

State/ Territory	Workforce Core Knowledge and Competencies *Source: National Center on Child Care Professional Development Systems and Workforce Initiatives: Professional Development System Overview (2014)*	Minimum Requirements for Infant/Toddler Credentials *Sources: National Center on Child Care PD Systems and Workforce Initiatives 2014, and State Websites*	Required Lead Teacher Degree for State Funded Preschool *Source: NIEER State Profiles 2014*	State Teacher Licensure for Birth through Age 8 *Source: NAEYC State Profiles: Early Childhood Teacher Certification*
New Jersey	*Core Knowledge and Competencies: Professional Standards for Working with Children Birth through Age Eight and in Afterschool Programs* These CKCs are being revised. The current version includes seven competency areas and seven competency levels defined in the NJ Registry Career Lattice. The revised version will reflect 10 competency levels. http://pinj.org/pinj/index.php?cat=core&page=knowledge	New Jersey Infant/Toddler Credential: High school diploma, GED credential or current CDA Credential	Former Abbot Preschool Programs BA Non-Abbott Early Childhood Programs, Former Early Launch to Learning Initiative BA (Teachers with an Elementary School certificate, N-8, may teach preschool if they have an equivalent of two academic years of full-time experience teaching 3- and 4-year olds under the certificate or demonstrate content knowledge in line with a district's established document requirements. Teacher with related certificates may apply for preschool licensure, take the Praxis exam, and begin the process of obtaining a P-3 certificate.)	**Certificates/Licenses** Elementary Grades K-6 Instructional Certificate Preschool-Grade 3 Instructional Certificate **Endorsements Available** Yes, but not specifically indicated

State/ Territory	Workforce Core Knowledge and Competencies *Source: National Center on Child Care Professional Development Systems and Workforce Initiatives: Professional Development System Overview (2014)*	Minimum Requirements for Infant/Toddler Credentials *Sources: National Center on Child Care PD Systems and Workforce Initiatives 2014, and State Websites*	Required Lead Teacher Degree for State Funded Preschool *Source: NIEER State Profiles 2014*	State Teacher Licensure for Birth through Age 8 *Source: NAEYC State Profiles: Early Childhood Teacher Certification*
New Mexico	*Common Core Content, Early Childhood Educator: Entry through Bachelor's Level* NM's core content includes seven areas and eight levels. The levels of the common core content correspond to levels of NM certification and licensure. https://www.newmexicokids.org/caregivers-and-educators/training-education-certification/new-mexico-professional-development-system/	New Mexico Infant/Toddler Child Development Certificate: Not specified	BA (public); High School Diploma (nonpublic) (Lead teachers in public school programs must have a bachelor's degree and licensure in early childhood education. Teachers who have an elementary education or special education license are required to take a minimum of 6 credit hours or early childhood education license are required to take a minimum of 6 credit hours of early childhood education coursework annually. Teachers in nonpublic school settings should, but are not required to, have a bachelor's degree and are required to take at least 6 college credits annually with an approved professional development plan to complete the degree in early childhood education.)	**Certificates/Licenses** B-3 PreK-Grade 3 **Endorsements Available** B-3 early childhood

State/ Territory	Workforce Core Knowledge and Competencies *Source: National Center on Child Care Professional Development Systems and Workforce Initiatives: Professional Development System Overview (2014)*	Minimum Requirements for Infant/Toddler Credentials *Sources: National Center on Child Care PD Systems and Workforce Initiatives 2014, and State Websites*	Required Lead Teacher Degree for State Funded Preschool *Source: NIEER State Profiles 2014*	State Teacher Licensure for Birth through Age 8 *Source: NAEYC State Profiles: Early Childhood Teacher Certification*
New York	*The Core Body of Knowledge: New York State's Core Competencies for Early Childhood Educators* The core body of knowledge is organized into seven core competency areas. These include examples of related behaviors and skills to describe and clarify each core competency. Competencies are not organized by levels. Instead, readers are encouraged to consider the competencies as recommended practices, assess their level of competency, and consider how they might build and/or enrich their skills and abilities toward greater mastery. http://nyworksforchildren.org/Portals/0/ NYWFC_Core-Body-of_Knowledge.pdf	New York Infant/Toddler Care and Education Credential: High school diploma or GED credential	BA and New York State teaching certificate (public); BA in EC or related with 5-year-plan (nonpublic) (Since 2004, programs in nonpublic settings have been required to meet the same certification requirements as those in public settings. However, the statute that expired in 2010 had allowed certification community-based organizations to be exempt from this requirement until at least 2013, as long as uncertificated teachers meeting the teaching requirements of the sponsoring agency (AA in ECE or CDA) receive on-site supervision by certified teachers. These teachers must have a plan to become certified within 5 years or by 2013, whichever is later. Expiration of the exemption for teacher certification requirements on June 30, 2010, now establishes a policy for uniform criteria of public and nonpublic teaching personnel.)	**Certificates/Licenses** EC B-Grades 2 Childhood Grades 1-6 Students with Disabilities B-Grade 2 Students with Disabilities Childhood Grades 1-6 **Endorsements Available** A Childhood certification (Grades 1-6) can earn an early childhood endorsement

State/ Territory	Workforce Core Knowledge and Competencies *Source: National Center on Child Care Professional Development Systems and Workforce Initiatives: Professional Development System Overview (2014)*	Minimum Requirements for Infant/Toddler Credentials *Sources: National Center on Child Care PD Systems and Workforce Initiatives 2014, and State Websites*	Required Lead Teacher Degree for State Funded Preschool *Source: NIEER State Profiles 2014*	State Teacher Licensure for Birth through Age 8 *Source: NAEYC State Profiles: Early Childhood Teacher Certification*
North Carolina	*North Carolina Early Childhood Credential* NC defines its CKCs areas through the course objectives indicated in the NC Early Childhood Credential. The Early Childhood Credential is composed of one 4-semester credit hour course; course content includes: Becoming an Early Childhood Professional; Understanding the Young Child – Growth and Development; Understanding the Young child – Individuality, Family and Culture; Developmentally Appropriate Practices; Positive Guidance; and Health and Safety. *The North Carolina Early Childhood Administration Credential (NCECAC)* Applicants must complete three components to receive this credential: 1) child care administration coursework, 2) additional early childhood/child development coursework, and 3) a portfolio. There are three levels to the NCECAC. Level I is the minimum level required by law for all child care administrators. Levels II and III are voluntary. http://ncchildcare.nc.gov/ providers/credent.asp *North Carolina Professional Afterschool Core Competencies* These provide a framework of the knowledge and skills needed in eight content areas of PD in the field of afterschool programming. http://www.nccap.net/media/pages/2013_ Core_Competencies_Reprint_with_new_ logos.pdf	Infant/Toddler Care Certificate: Minimum education requirement exceeds high school diploma/GED credential	BA (All lead teachers in NC PreK classrooms are required to hold a BA in ECE degree or a related field and a NC B-K or preschool add-on license. Teachers in public or nonpublic settings may begin in an NC PreK classroom with a minimum of a BA/BS degree in child development, early education or a related field, and work to attain an NC BK or preschool license within three years.)	**Certificates/Licenses** B-K Elementary Education (Grades K-6) SpEd: General Curriculum (Grades K-12) SpEd: Adapted Curriculum (Grades K-12) **Endorsements Available** B-K Elementary Education (Grades K-6) SpEd: General Curriculum (Grades K-12) SpEd: Adapted Curriculum (Grades K-12) Preschool Add-on licensure (PreK)

State/ Territory	Workforce Core Knowledge and Competencies *Source: National Center on Child Care Professional Development Systems and Workforce Initiatives: Professional Development System Overview (2014)*	Minimum Requirements for Infant/Toddler Credentials *Sources: National Center on Child Care PD Systems and Workforce Initiatives 2014, and State Websites*	Required Lead Teacher Degree for State Funded Preschool *Source: NIEER State Profiles 2014*	State Teacher Licensure for Birth through Age 8 *Source: NAEYC State Profiles: Early Childhood Teacher Certification*
North Dakota	*Core Competencies for Early Education and Care Practitioners* The core competency content areas define the framework of the Growing Futures Career Pathways and provide the foundation for the professional development system. The competencies identify skills at the beginning, intermediate and advanced levels of professionalism across eight content areas. http://www.nd.gov/dhs/info/pubs/docs/cfs/nd-core-competencies-early-educ-care-practitioners-rev3-17-10.pdf	North Dakota Growing Futures Career Category E (CDA Credential Option): CDA Credential requirements	*No State Program*	**Certificates/Licenses** EC B-Grade 3 (PK) EC Restricted SpEd B-Grade 3 Elementary Restricted SpEd Grades 1-6 Elementary Education Grades 1-6 **Endorsements Available** EC K Education Elementary Education

State/ Territory	Workforce Core Knowledge and Competencies *Source: National Center on Child Care Professional Development Systems and Workforce Initiatives: Professional Development System Overview (2014)*	Minimum Requirements for Infant/Toddler Credentials *Sources: National Center on Child Care PD Systems and Workforce Initiatives 2014, and State Websites*	Required Lead Teacher Degree for State Funded Preschool *Source: NIEER State Profiles 2014*	State Teacher Licensure for Birth through Age 8 *Source: NAEYC State Profiles: Early Childhood Teacher Certification*
Ohio	*Ohio's Early Childhood Core Knowledge and Competencies* OH's CKCs include six content areas with a rationale, description of the knowledge base, and three levels of competencies that align the OH's Career Pathways Model for EC Professionals. These CKCs area considered foundational for all EC professionals, including program administrators and others who work on behalf of young children. *Ohio's Core Knowledge and Competencies for Afterschool Professionals Who Work with Children Ages 5-12* The school-age (SA) CKCs provide SA specialized knowledge and competencies in the same content areas and structure as OH's EC CKCs. *Ohio's Core Knowledge and Competencies for Program Administrators* These CKCs include five specialized content areas and three levels of competence, building on the foundation of the EC/SA CKCs. *For all CKC documents* https://www.occrra.org/opdn_resources.php	Ohio Infant/Toddler Short Term Certificate: Minimum education requirements exceeds high school diploma/GED credential	AA	**Certificates/Licenses** EC PreK-Grade 3 EC Intervention Specialist (SpEd) PreK-Grade 3 Intervention Specialist Grades K-12 (SpEd) PreK Associate License Elementary Grades 1-8 (with PreK endorsement or PreK special needs endorsement) Education of the handicapped Grades K-12 **Endorsements Available** PreK PreK Special Needs EC Generalist 4-5

State/Territory	Workforce Core Knowledge and Competencies *Source: National Center on Child Care Professional Development Systems and Workforce Initiatives: Professional Development System Overview (2014)*	Minimum Requirements for Infant/Toddler Credentials *Sources: National Center on Child Care PD Systems and Workforce Initiatives 2014, and State Websites*	Required Lead Teacher Degree for State Funded Preschool *Source: NIEER State Profiles 2014*	State Teacher Licensure for Birth through Age 8 *Source: NAEYC State Profiles: Early Childhood Teacher Certification*
Oklahoma	*Oklahoma Core Competencies for Early Childhood Practitioners* The CKCs include eight content areas and five levels of competencies. http://www.okdhs.org/OKDHS%20Publication%20Library/08-91.pdf	Oklahoma Teacher Licensure and Certification: Infants, Toddlers, and Three-Year Olds Certificate Center for Early Childhood Professional Development Ladder Level 4: Minimum education requirements exceeds high school diploma/GED credential	BA	**Certificates/Licenses** 4-year old and younger SpEd Childhood K ECE PreK-Grade 3 (B-age 8) Elementary Education Grades 1-8 SpEd (B-Grade 12) **Endorsements Available** No endorsements related to certificates for teaching B-age 8

State/ Territory	Workforce Core Knowledge and Competencies *Source: National Center on Child Care Professional Development Systems and Workforce Initiatives: Professional Development System Overview (2014)*	Minimum Requirements for Infant/Toddler Credentials *Sources: National Center on Child Care PD Systems and Workforce Initiatives 2014, and State Websites*	Required Lead Teacher Degree for State Funded Preschool *Source: NIEER State Profiles 2014*	State Teacher Licensure for Birth through Age 8 *Source: NAEYC State Profiles: Early Childhood Teacher Certification*
Oregon	*Core Body of Knowledge for Oregon's Childhood Care and Education Profession (available in English and Spanish)* The core body of knowledge (CBK) provides a foundation for both the OR Registry and the OR Registry Trainer Program. The CBK includes 10 specific core knowledge categories and is organized in a continuum from Set One (introductory knowledge) to Set Three (advanced knowledge). https://www.pdx.edu/occd/forms-and-resources	Oregon Infant/Toddler Professional Credential Step 6: High school diploma or GED credential	AA (In public schools, lead teachers must have a BA, a teaching license, and 15 ECE credits. In nonpublic schools, half of grantee teachers must have at least an AA or higher in ECE or a related credential, with a minimum of 15 credits in ECE. Teachers in nonpublic settings who do not have an AA must have a CDA.)	**Certificates/Licenses** The Five-Year Initial Teaching License (not including SpEd) preprimary through Grade 8) **Endorsements Available** EC Intervention (age 3-8) Basic ECE (age 3-Grade 3) Basic Early Intervention SpEd I (B-preprimary) Basic Early Intervention SpEd II (B-primary) Basic Elementary (preprimary-Grade 9) The above endorsements are still available until the new licensure structure is adopted in 2015. SpEd EC/Elementary (preprimary-Grade 8 in a preprimary, primary or elementary school) SpEd Elementary/ Middle Level for Grades 3-9 in an elementary or middle school

State/ Territory	Workforce Core Knowledge and Competencies *Source: National Center on Child Care Professional Development Systems and Workforce Initiatives: Professional Development System Overview (2014)*	Minimum Requirements for Infant/Toddler Credentials *Sources: National Center on Child Care PD Systems and Workforce Initiatives 2014, and State Websites*	Required Lead Teacher Degree for State Funded Preschool *Source: NIEER State Profiles 2014*	State Teacher Licensure for Birth through Age 8 *Source: NAEYC State Profiles: Early Childhood Teacher Certification*
Pennsylvania	*Pennsylvania CKCs for Early Childhood and School-Age Practitioners* These CKCs detail eight knowledge areas and three levels of competencies for all early childhood (EC) and SA professionals. It also includes additional specialized competencies for program administrators and directors. The PA Big Ideas Framework and Individual Professional Development Plan is a companion to the CKCs. It provides a self-assessment as a summary of the core competencies presented as big ideas and essential questions and is the primary tool for consideration of long- and short-term PD goals and the creation of individual PD plans. http://www.pakeys.org/pages/get.aspx?page=Career_CBK http://www.pakeys.org/docs/cbk.pdf	Pennsylvania Keys to Quality Early Learning Career Lattice Level III: CDA Credential requirements	PA Education Accountability Block Grant BA (public), AA (nonpublic) PA Head Start Supplemental Assistance Program AA PA Kindergarten for 4-year olds and School based PreK BA PA PreK Counts BA (Lead teachers in all settings had to have a BA and ECE certification. N-3 certification will no longer be issued.)	**Certificates/Licenses** ECE PK-Grade 4 SpEd PreK-Grade 8 **Endorsements Available** None specifically for ECE

State/ Territory	Workforce Core Knowledge and Competencies *Source: National Center on Child Care Professional Development Systems and Workforce Initiatives: Professional Development System Overview (2014)*	Minimum Requirements for Infant/Toddler Credentials *Sources: National Center on Child Care PD Systems and Workforce Initiatives 2014, and State Websites*	Required Lead Teacher Degree for State Funded Preschool *Source: NIEER State Profiles 2014*	State Teacher Licensure for Birth through Age 8 *Source: NAEYC State Profiles: Early Childhood Teacher Certification*
Puerto Rico	*Core Knowledge and Competencies* PR developed an outline of the CKCs and is examining the viability of facilitating its implementation across teacher education programs in PR higher education institutions. https://childcareta.acf.hhs.gov/state-profiles/profiles/PR	Puerto Rico Infant/Toddler Professional Development: Puerto Rico does not have specific Infant/Toddler credential or certificate	*No State Program*	**Certificates/Licenses** EC Teacher; Preschool Level EC Teacher Early Primary Grades K-3 English Teacher Elementary Grades K-6 SpEd Teacher Grades K-12 SpEd in Early Education Montessori Infant and Toddler Teacher (age 0-3) Montessori EC Teacher (age 3-6) Montessori Lower Elementary Teacher (age 6-9) **Endorsements Available** Endorsements are provided for all of the above

State/Territory	Workforce Core Knowledge and Competencies *Source: National Center on Child Care Professional Development Systems and Workforce Initiatives: Professional Development System Overview (2014)*	Minimum Requirements for Infant/Toddler Credentials *Sources: National Center on Child Care PD Systems and Workforce Initiatives 2014, and State Websites*	Required Lead Teacher Degree for State Funded Preschool *Source: NIEER State Profiles 2014*	State Teacher Licensure for Birth through Age 8 *Source: NAEYC State Profiles: Early Childhood Teacher Certification*
Rhode Island	*RI's Workforce Knowledge and Competencies for Early Childhood Teachers and Early Intervention/Early Childhood Special Educators: Working With Children Age Birth through 5 and Their Families* http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Early-Childhood/Workforce/WKC_FINAL_TEACHERS_EI_SPED.pdf *The RI Workforce Knowledge and Competencies for Early Childhood Teacher Assistants: Working With Children Age Birth Through 5 and Their Families* http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Early-Childhood/Workforce/WKC_FINAL_TA.pdf *RI's Workforce Knowledge and Competencies for Family Child Care Educators: Working With Children Age Birth Through 5 and Their Families* http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Early-Childhood/Workforce/WKC_FINAL_FAMILY_CHILD_CARE.pdf *RI Core Knowledge and Core Competencies for Afterschool and Youth Development Professionals* http://mypasa.org/sites/default/files/u3/RI%20Core%20Competencies.pdf	Rhode Island Infant/Toddler Professional Development: Rhode Island does not have a specific Infant/Toddler credential or certificate	BA	**Certificates/Licenses** ECE teacher PreK-Grade 2 ECE SpEd teacher PreK-Grade 2 Elementary education teacher Grades 1-6 Elementary/Middle SpEd teacher Grades 1-8 **Endorsements Available** None

State/ Territory	Workforce Core Knowledge and Competencies *Source: National Center on Child Care Professional Development Systems and Workforce Initiatives: Professional Development System Overview (2014)*	Minimum Requirements for Infant/Toddler Credentials *Sources: National Center on Child Care PD Systems and Workforce Initiatives 2014, and State Websites*	Required Lead Teacher Degree for State Funded Preschool *Source: NIEER State Profiles 2014*	State Teacher Licensure for Birth through Age 8 *Source: NAEYC State Profiles: Early Childhood Teacher Certification*
South Carolina	*Foundation for Excellence: South Carolina's Core Competencies for Early Childhood Teachers/Caregivers and Program Administrators* SC's core competencies outline the knowledge, skills, and dispositions needed by EC professionals working with children from birth through SA in any ECE setting. The competencies include five content areas. The five content areas each have three levels of expertise based on training, education, and experience. The levels establish a continuum from the preliminary skills necessary to begin work with young children to a mastery of EC knowledge and competencies. http://sc-ccccd.net/pdfs-docs/Core%20Competencies.pdf	South Carolina Infant/Toddler Certificate 2 and Credential 3: Minimum education requirements exceeds high school diploma/GED credential	SC Half Day Child Development Program (4K) BA (public); AA (nonpublic) SC Child Development Education Pilot Program BA (public), AA (nonpublic) (Lead teachers in nonpublic settings must have at least a two-year degree in early childhood education or a related field and must be enrolled in a demonstrating progress toward the completion of a teacher education program within 4 years.)	**Certificates/Licenses** EC (PreK-Grade 3) Elementary (Grades 2 -6) **Endorsements Available** For specialized content, disability and "teaching children in poverty"
South Dakota	*Pathways to Professional Development Trainer Manual* The CKC content is aligned with training required to meet licensing requirements and training required to move up the career lattice. Goal in FY2014-2015 CCDF Plan: Review and refine workforce CKCs. South Dakota's CKCs are currently under revision.	South Dakota Infant/Toddler Credential: Not specified	*No State Program*	**Certificates/Licenses** B-Preschool Education B-age 8 EC B-age 8 SpEd **Endorsements Available** B-Preschool Education K B-PreK SpEd K-Grade 8 SpEd K-Grade 12 SpEd

State/ Territory	Workforce Core Knowledge and Competencies *Source: National Center on Child Care Professional Development Systems and Workforce Initiatives: Professional Development System Overview (2014)*	Minimum Requirements for Infant/Toddler Credentials *Sources: National Center on Child Care PD Systems and Workforce Initiatives 2014, and State Websites*	Required Lead Teacher Degree for State Funded Preschool *Source: NIEER State Profiles 2014*	State Teacher Licensure for Birth through Age 8 *Source: NAEYC State Profiles: Early Childhood Teacher Certification*
Tennessee	*TECTA Orientation* TECTA Orientation's curriculum is centered on professional core competencies with 30 hours of free EC education. The five TECTA Orientation sessions are: Infant/Toddler, Center-Based, SA, Administrator, and Family Child Care. TN uses the NAEYC Standards for Professional Preparation to define professional core competencies for its PD system. http://www.tecta.info/tecta-services/tecta-orientation/	Tennessee Early Childhood Training and Alliance Career Lattice CDA Credential Level: CDA Credential requirements	BA	**Certificates/Licenses** B-Preschool Education B-age 8 EC B-age 8 SpEd **Endorsements Available** Early Development and Learning (PreK-K) ECE (PreK-Grade 3) Elementary (K-Grade 6) SpEd Core (all grades) SpEd (Preschool/EC PreK-3)
Texas	*Texas Core Competencies for Early Childhood Practitioners and Administrators* TX practitioner and administrator CKCs include nine practitioner competency areas and six specialized competency areas for administrators. Levels of practice within each area are described progressing from beginner to advanced levels of knowledge and skills. https://tecpds.org/Resource/pdf/CoreCompetencies/texascorecompetencies-pract-admin.pdf Core competencies for trainers and for coaches/mentors area also in development.	Texas Infant/Toddler Professional Development: Texas does not have a specific Infant/Toddler credential or certificate	BA (public), None (nonpublic) (Credentials for nonpublic school teachers are overseen by the Texas Private School Accreditation Commission and vary, based on school accreditation. There is no set state requirement for degrees and certifications in nonpublic schools.)	**Certificates/Licenses** Generalist EC (age 3-Grade 6) EC (age 3-Grade 12) SpEd **Endorsements Available** None related to B-age 8

State/ Territory	Workforce Core Knowledge and Competencies *Source: National Center on Child Care Professional Development Systems and Workforce Initiatives: Professional Development System Overview (2014)*	Minimum Requirements for Infant/Toddler Credentials *Sources: National Center on Child Care PD Systems and Workforce Initiatives 2014, and State Websites*	Required Lead Teacher Degree for State Funded Preschool *Source: NIEER State Profiles 2014*	State Teacher Licensure for Birth through Age 8 *Source: NAEYC State Profiles: Early Childhood Teacher Certification*
Utah	*Utah Core Competencies* The competencies include seven core areas organized in five steps: (1) building basic knowledge and skills, (2) begins to understand and apply, (3) knows, explains, and practices, (4) evaluates, models and mentors, and (5) creates, teaches, Ccollaborates, and advocates http://jobs.utah.gov/occ/occ2/forproviders/UtahCoreCompetencies.pdf	Utah Infant/Toddler: Not specified	*No State Program*	**Certificates/Licenses** ECE (K-Grade 3) SpEd (B- age 5) Elementary Education (Grades 1-8) Elementary License (K-Grade 6) SpEd (K-Grade 12) **Endorsements Available** None mentioned

State/ Territory	Workforce Core Knowledge and Competencies *Source: National Center on Child Care Professional Development Systems and Workforce Initiatives: Professional Development System Overview (2014)*	Minimum Requirements for Infant/Toddler Credentials *Sources: National Center on Child Care PD Systems and Workforce Initiatives 2014, and State Websites*	Required Lead Teacher Degree for State Funded Preschool *Source: NIEER State Profiles 2014*	State Teacher Licensure for Birth through Age 8 *Source: NAEYC State Profiles: Early Childhood Teacher Certification*
Vermont	*Early Childhood Core Competencies* Five core knowledge areas encompass VT's core competencies for EC and SA. The core competencies are arranged in order from entry to advanced levels. *Early Childhood Core Competencies* http://northernlightscdc.org/career-pathways/ professional-competencies-and-standards/ early-childhood-competencies/ *Afterschool Core Competencies* http://northernlightscdc.org/career-pathways/ professional-competencies-and-standards/ core-competencies-for-afterschool- professionals/ *Program Director Competencies* http://northernlightscdc.org/career-pathways/ professional-competencies-and-standards/ competencies-for-program-directors/ *Early Childhood and Family Mental Competencies* http://northernlightscdc.org/career-pathways/ professional-competencies-and-standards/ ecfmh-competencies/	Vermont Northern Lights Early Childhood Career Lattice Level II: Not specified	VT PreKindergarten Education Act 62 BA (public); Meets Child Care regulations (nonpublic) (Teachers in public settings must have a BA with an Early Childhood Educator (ECE) birth-grade 3 or Early Childhood Special Educator (ECSE) birth-age 5 certification. Nonpublic centers are only required to have one licensed teacher per center, rather than one per classroom. Lead teachers in nonpublic settings must meet child care requirements of an AA, CDA, or child care post-secondary certification. Registered child care homes require only brief supervision by a licensed teacher. The majority of lead teachers have a BA and are certified.) VT Early Education Initiative BA (public); Meets child care requirements (nonpublic)	**Certificates/Licenses** B-Grade 3 ECE B-age 6 ECE and EC Special Educator K-Grade 6 Elementary Education **Endorsements Available** ECE-B-Grade 3 (can be limited as needed) Elementary Education only K-Grade 6 ECE only Grades K-3 Grades PreK-12 (no restrictions) Grades PreK-6 (no restrictions) EC Special Educator-B-age 6

State/ Territory	Workforce Core Knowledge and Competencies *Source: National Center on Child Care Professional Development Systems and Workforce Initiatives: Professional Development System Overview (2014)*	Minimum Requirements for Infant/Toddler Credentials *Sources: National Center on Child Care PD Systems and Workforce Initiatives 2014, and State Websites*	Required Lead Teacher Degree for State Funded Preschool *Source: NIEER State Profiles 2014*	State Teacher Licensure for Birth through Age 8 *Source: NAEYC State Profiles: Early Childhood Teacher Certification*
Virginia	*Competencies for Early Childhood Professionals* VA's competencies were developed as part of the State's Early Childhood Development Alignment Project. They include eight core areas of competencies. There are four competency levels within each content area. Each competency level establishes a continuum from preliminary skills to an advanced level of academic preparation and varied experience. http://www.earlychildhood.virginia.gov/documents/Competencies.pdf	Virginia Infant/Toddler Certificate: Minimum education requirement exceeds high school diploma/GED credential	BA (public), High School Diploma (nonpublic) (For program sites where public funds are paying for nonpublic personnel, localities report the highest degree and/or credential for only the teacher who is the instructional lead. The instructional lead, who must hold a BA and appropriate specialized training, supervises the classroom teachers and is responsible for management and oversight of the program's curriculum and instructional practices, including on-site presence for a substantial portion of the instructional time.)	**Certificates/Licenses** Elementary Education (PreK-Grade 6) EC (PreK-Grade 3) **Endorsements Available** SpEd EC B-age 5 SpEd-general curriculum K-12

State/ Territory	Workforce Core Knowledge and Competencies *Source: National Center on Child Care Professional Development Systems and Workforce Initiatives: Professional Development System Overview (2014)*	Minimum Requirements for Infant/Toddler Credentials *Sources: National Center on Child Care PD Systems and Workforce Initiatives 2014, and State Websites*	Required Lead Teacher Degree for State Funded Preschool *Source: NIEER State Profiles 2014*	State Teacher Licensure for Birth through Age 8 *Source: NAEYC State Profiles: Early Childhood Teacher Certification*
Washington	Washington's core competencies are foundational for the PD system. All state-approved training aligns to the core competencies. New stackable certificates and a state credential are available at Washington's community colleges. Online trainings have been developed for both trainers and ECE professionals. *Core Competencies for Early Care and Education Professionals* The Washington Core Competencies for Early Care and Education Professionals includes eight content areas and five levels professionals can achieve. The areas of competency correspond with standard curricular areas in ECE, and address development and learning across multiple domains. http://www.del.wa.gov/requirements/ professional/core.aspx *Core Competencies for Child and Youth Development Professionals* http://www.del.wa.gov/requirements/ professional/core.aspx Core competencies for technical assistance/ relationship-based PD providers (e.g., coaches, mentors) are in development.	Washington Infant/Toddler Certificate: Meets minimum child care licensing standards or registered apprentice in high school	AA (Lead teachers must have an AA or higher with the equivalent of 30 credits in early childhood education or have valid state teaching certification with an endorsement in ECE (PreK-3) or EC Special Education.)	**Certificates/Licenses** Professional Certificate, see endorsements **Endorsements Available** EC-Preschool-Grade 3 (B-age 8) EC SpEd- Preschool-Grade 3 (B-age 8) Elementary Education- K (age 5)-Grade 8 (age 14) SpEd (all levels)

State/ Territory	Workforce Core Knowledge and Competencies *Source: National Center on Child Care Professional Development Systems and Workforce Initiatives: Professional Development System Overview (2014)*	Minimum Requirements for Infant/Toddler Credentials *Sources: National Center on Child Care PD Systems and Workforce Initiatives 2014, and State Websites*	Required Lead Teacher Degree for State Funded Preschool *Source: NIEER State Profiles 2014*	State Teacher Licensure for Birth through Age 8 *Source: NAEYC State Profiles: Early Childhood Teacher Certification*
West Virginia	*West Virginia Early Learning Standards Framework: Content Standards and Learning Criteria for PreKindergarten* http://www.wvschools.com/ barbourcountyschools/csos/2520.15%20 %20Early%20Learning%20Standards.doc *Information on State ELGs references to dual learners is available* http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ cultural-linguistic/center/state-guidelines/ dll_guidelines.html	WV State Training and Registry System (STARS) Career Pathway Level IV (CDA Credential Option): Meets CDA Credential requirements	BA (public) (Beginning in August 1, 2013, all newly hired teachers in nonpublic school settings will be required to have a minimum of a BA. Beginning July 1, 2014, all assistant teachers must have a CDA or equivalent determined by WVBE.)	**Certificates/Licenses** Professional Teaching Certificate Temporary/Permanent Authorization (EC Classroom, Assistant Teacher, PreK-K) **Endorsements Available** EC PreK-K EC K-Grade 4 Preschool Special Needs PreK-K Elementary Education K-6

State/ Territory	Workforce Core Knowledge and Competencies *Source: National Center on Child Care Professional Development Systems and Workforce Initiatives: Professional Development System Overview (2014)*	Minimum Requirements for Infant/Toddler Credentials *Sources: National Center on Child Care PD Systems and Workforce Initiatives 2014, and State Websites*	Required Lead Teacher Degree for State Funded Preschool *Source: NIEER State Profiles 2014*	State Teacher Licensure for Birth through Age 8 *Source: NAEYC State Profiles: Early Childhood Teacher Certification*
Wisconsin	*The Wisconsin Core Competencies for Professionals Working with Young Children & Their Families* These competencies are divided into nine areas that align with The registry core knowledge areas. This alignment helps individuals using the registry bar codes to document training and experiences in their portfolios. http://www.collaboratingpartners.com/docs/coreComp0708.pdf	Wisconsin Registry Infant/ Toddler Credential: Minimum education requirements exceeds high school diploma/GED credential	WI Four-Year-Old Kindergarten Program BA and EC teacher license WI Head Start State Supplement BA (public); AA (nonpublic)	**Certificates/Licenses** EC-B-age 8/PreK-Grade 3 EC SpEd-B-age 8/PreK-Grade 3 EC-Middle School-B-age 11/PreK-Grade 6 EC-Adolescence-B-age 21/PreK-Grade 12 Middle Childhood through Early Adolescence-Age 5-age 12/Grade 1-8 Middle Childhood-Early Adolescence SpEd-Cross Categorical age 6-12/13 **Endorsements Available** Educator licensures are based on developmental levels

State/ Territory	Workforce Core Knowledge and Competencies *Source: National Center on Child Care Professional Development Systems and Workforce Initiatives: Professional Development System Overview (2014)*	Minimum Requirements for Infant/Toddler Credentials *Sources: National Center on Child Care PD Systems and Workforce Initiatives 2014, and State Websites*	Required Lead Teacher Degree for State Funded Preschool *Source: NIEER State Profiles 2014*	State Teacher Licensure for Birth through Age 8 *Source: NAEYC State Profiles: Early Childhood Teacher Certification*
Wyoming	*Wyoming Areas of Knowledge* Wyoming CKCs include seven core knowledge areas for child care providers. Each knowledge area has a series of examples describing how the knowledge may be used at three levels: entry, journey, and master. Entry level examples reflect what a new child care worker can be expected to know or do. Journey level examples reflect greater knowledge and skills of more experienced child care providers. Master level examples reflect critical assessment and change behavior displayed by leaders. https://sites.google.com/a/wyo.gov/early-childcare-and-licensing/child-care-1/home/dfs-in-your-community/child-care-resources/licensing-faqs/child-care-licensing-and-eligibility-staff-maps/providers/professional-development *Wyoming Core Knowledge Areas* Wyoming has identified eight core knowledge areas that are necessary to provide developmentally appropriate practice for children. http://dfswapps.state.wy.us/DFSDivECTraining/	Wyoming Infant/Toddler Certificate (Infant/Toddler CDA Credential Pathway): CDA Credential requirements	*No State Program*	**Certificates/Licenses** WY only offers one license type called a Standard License with endorsements that designate the teaching/ related services area(s) and the grade/age level(s) **Endorsements Available** Preschool (EC)-B-age 5 EC SpEd- B-age 5 (includes K for students on IEPs) EC-B-age 8/Grade 3 Elementary K-Grade 6 SpEd-K-Grade 6 (including Exceptional Generalist and Exceptional Specialist in each of the disability areas) SpEd-K-Grade 12 (including Exceptional Generalist and Exceptional Specialist in each of the disability areas)

Abbreviations:

AA – Associate of Arts

B – Birth (age)

BA – Bachelor of Arts

CDA – Child Development Associate

EC – Early Childhood

ECE – Early Childhood Education

K – Kindergarten

P or PreK – Preschool or Prekindergarten

SpEd – Special Education

References for Appendix B:

Workforce Core Knowledge and Competencies:

National Center on Child Care Professional Development Systems and Workforce Initiatives (PDW Center). (March 2014). *Professional development system overview.* Washington, DC: Administration for Children and Families Office of Child Care and Office of Head Start.

Minimum Requirements for Infant/Toddler Credentials:

National Center on Child Care Professional Development Systems and Workforce Initiatives (PDW Center). (April 2014). *Infant/Toddler credential crosswalk: Child development associate (CDA) and state/territory credentials*. Washington, DC: Administration for Children and Families Office of Child Care and Office of Head Start.

Required Teacher Degree for Preschool:

National Institute for Early Education Research. (2014). *The state of preschool 2014: State profiles.* New Brunswick, NJ: Author.

Teacher Specialized Training:

National Association for the Education of Young Children. (n.d.). *Early childhood teacher certification*. Retrieved from:
http://www.naeyc.org/policy/state-profiles

Appendix C. Early Head Start and Head Start Teaching Staff Requirements

Early Head Start and Head Start requirements (Administration for Children and Families, U.S. Department of Health and Human Services)

Statutory Degree and Credentialing Requirements for Head Start Teaching Staff
Log No. ACF-IM-HS-08-12   Issuance Date: 08/19/2008
Information Memorandum (excerpts)
Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/standards/im/2008/resour_ime_012_0081908.html and
http://eclkc.ohs.acf.hhs.gov/hslc/standards/hspps/1306/1306.21%20%20Staff%20qualification%20re-quirements..htm

The document discusses the statutory requirements related to teacher qualifications for center-based Head Start and Early Head Start, including the current requirements—the requirements as of October 1, 2011, and September 30, 2013. Coursework requirements, teaching experience for non-early childhood degree holders, and qualification requirements for education coordinators are also discussed, for both Head Start and Early Head Start teachers.

Head Start

What are the current requirements for Head Start teacher qualifications?

Each Head Start classroom in center-based programs must have a teacher who has at least one of the following qualifications:

1. A Child Development Associate (CDA) credential that is appropriate to the age of the children being served;

2. A State-awarded certificate for preschool teachers that meets or exceeds the requirements for a Child Development Associate (CDA) credential; (Please contact your regional office to determine if your state's certificate meets the requirements for a CDA.)

3. An associate, baccalaureate or advanced degree in early childhood education;

4. An associate degree in a field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children;

5. A baccalaureate or advanced degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children or;

6. A baccalaureate degree in any field and has been admitted into the Teach For America program, passed a rigorous early childhood content exam, such as the Praxis II, participated in a Teach For America summer training institute that includes teaching preschool children, and is receiving ongoing professional development and support from Teach For America's professional staff.

However, a 180-day waiver may be granted to the above requirement if a Head Start agency can demonstrate it has attempted unsuccessfully to recruit a qualified candidate and the individual for whom the waiver is being requested is enrolled in a program that will award that individual a qualifying credential, certificate or degree within 180 days of being hired as a teacher.

What will the requirements for Head Start Teachers be as of October 1, 2011?

By October 1, 2011, each Head Start classroom in center-based programs must have a teacher who has at least one of the following:

1. An associate, baccalaureate or advanced degree in early childhood education;

2. An associate degree in a field related to early childhood education and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children;

3. A baccalaureate or advanced degree in any field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children; or

4. A baccalaureate degree in any field and has been admitted into the Teach For America program, passed a rigorous early childhood content exam, such as the Praxis II, participated in a Teach For America summer training institute that includes teaching preschool children and is receiving ongoing professional development and support from Teach For America's professional staff.

However, a 3-year waiver can be granted to the above requirement if a Head Start agency can demonstrate it has attempted unsuccessfully to recruit a qualified candidate and the individual for whom the waiver is being requested is enrolled in a program that will grant that individual a qualifying degree in a reasonable time period. If such a waiver is granted, there must be, in that individual's classroom, a teacher with a CDA credential appropriate to the age of the children being served or an individual with a State awarded certificate for preschool teachers that meets or exceeds the requirements of a CDA credential.

What will the requirements for Head Start Teachers be as of September 30, 2013?

By September 30, 2013 at least 50% of Head Start teachers nation-wide must have a baccalaureate or advanced degree in Early Childhood Education or a baccalaureate or advanced degree in any subject, and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children.

OHS expects every grantee to make reasonable progress in increasing its numbers of teachers with qualifying BA degrees but there is not a requirement for each grantee to assure that at least 50% of its teachers have such degrees. The requirements established in 2011 for every Head Start teacher will continue to apply.

Early Head Start

What are the current requirements for Early Head Start teacher qualifications?

Current Head Start regulations require Early Head Start teachers to have a CDA credential for Infant and Toddler Caregivers, or an equivalent credential that addresses comparable competencies within one year of hire as a teacher of infants and toddlers.

What will be the requirements for Early Head Start Teachers as of September 30, 2010?

By September 30, 2010, all Early Head Start teachers must have, at a minimum, a CDA credential and have been trained (or have equivalent coursework) in early childhood development.

What will be the requirements for Early Head Start Teachers as of September 30, 2012?

By September 30, 2012 all Early Head Start teachers must meet the above requirement and be trained (or have equivalent coursework) in early childhood development with a focus on infant and toddler development.

Appendix D. State Interviews and Information Sources for State Examples

State Interviewees

California

- Lea Austin, Specialist, Center for the Study of Child Care Employment, Institute for Research on Labor and Employment, University of California-Berkeley

- Cheryl Hickey, Administrator of Accreditation, California Commission on Teacher Credentialing

- Geri Moler, Education Consultant, Program Evaluation and Research, California Commission on Teacher Credentialing

Connecticut

- Deborah Adams, Education Consultant, Bureau of Teaching and Learning, Connecticut Department of Education

New Mexico

- Daniel Haggard, Deputy Director, Early Childhood Services, New Mexico Children, Youth and Families Department, Office of Child Development

- Daniel Ritchey, T.E.A.C.H. NM Director, T.E.A.C.H. Early Childhood® National Center

North Carolina

- Jennifer Johnson, Section Chief, Education and Quality, Division of Child Development and Early Education, North Carolina Department of Health and Human Services (additional information provided by Cynthia Wheeler, Early Education Unit Manager, Division of Child Development and Early Education, North Carolina Department of Health and Human Services)

- Sue Russell, Executive Director, T.E.A.C.H. Early Childhood® National Center

West Virginia

- W. Clayton Burch, Chief Academic Officer for Teaching and Learning, Office of Early Learning, West Virginia Department of Education

Sources for State Examples Information

California

California Department of Education, multiple websites, including http://www.cde.ca.gov/

California Early Childhood Educator Career Ladder Project Final Report. (November 2011). Retrieved from:
http://www.epecinfo.com/career-ladder-project.html

Department of Health and Human Services, Administration for Children and Families and Office of Head Start. (2014). *Professional Development System Overview: California*. Retrieved from http://www.acf.hhs.gov/programs/ohs

Interviews with staff from the California Commission on Teacher Credentialing and the Center for the Study of Child Care Employment, Institute for Research on Labor and Employment, UC Berkeley.

The National Registry Alliance. Retrieved from http://www.registryalliance.org/
http://www.registryalliance.org/about-us-top/map-of-registries

QRIS Compendium and qriscompendium.org. (2014). Retrieved from http://qriscompendium.org/view-state-profiles

QRIS: National Learning Network. Retrieved from http://qrisnetwork.org/
http://qrisnetwork.org/qris-state-contacts-map

U.S. Department of Education and U.S. Department of Health and Human Services. (2014). *The Race to the Top–Early Learning Challenge Year Two Progress Report*. Washington, DC.

Whitebook, M., Phillips, D., & Howes, C. (2014). Worthy work, STILL unlivable wages: The early childhood workforce 25 years after the National Child Care Staffing Study. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley.

Zero to three. (2013). *State Baby Facts: California*. Washington, DC: Author.

Connecticut

Connecticut Department of Education, multiple websites, including http://www.ct.gov/oec/cwp/view.asp?a=4546&q=535738

Connecticut. (2011). *Race to the Top Early Learning Challenge-Application for initial funding*. Retrieved from http://www2.ed.gov/programs/racetothetop-earlylearningchallenge/applications/2013-connecticut.pdf

Department of Health and Human Services, Administration for Children and Families and Office of Head Start. (2014). *Professional Development System Overview: Connecticut*. Retrieved from http://www.acf.hhs.gov/programs/ohs/policy

Interview with staff from the Office of Early Childhood, Division of Early Care and Education, Connecticut Department of Education.

QRIS: National Learning Network. Retrieved from http://qrisnetwork.org/ http://qrisnetwork.org/qris-state-contacts-map

Zero to three. (2013). *State Baby Facts: Connecticut*. Washington, DC: Author.

New Mexico

Department of Health and Human Services, Administration for Children and Families and Office of Head Start. (2014). *Professional Development System Overview: New Mexico*. Retrieved from http://www.acf.hhs.gov/programs/ohs/policy

Interviews with staff from the Children, Youth and Families Department, Office of Child Development, New Mexico Department of Education and T.E.A.C.H. Early Childhood© New Mexico.

The National Registry Alliance. Retrieved from http://www.registryalliance.org/ http://www.registryalliance.org/about-us-top/map-of-registries

New Mexico Department of Education, multiple websites, including https://www.newmexicokids.org/

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