



CHILD CARE AND EARLY
EDUCATION POLICY AND
RESEARCH ANALYSIS

Infant/Toddler Workforce Preparation and Competencies

CCPRC Session C-4

December 2, 2015



Overview

- Presentation 1: Overview of current state of I/T workforce preparation from the NSECE
- Presentation 2: Review of state I/T credentialing and certification across 28 states
- Presentation 3: Findings from survey of state policies and contexts, and characteristics of I/T programs in 9 state universities across the U.S.



Describing the Infant/Toddler Workforce using the NSECE

Project team: Rebecca Madill, Amy Blasberg, and Tamara Halle, Child Trends



National Survey of Early Care & Education



The National Survey of Early Care and Education (NSECE)

- An integrated set of surveys conducted in 2012 with
 - Households with children under 13
 - Center-based programs providing early care and education to children not yet in kindergarten
 - Center-based classroom-assigned staff
 - Home-based providers providing early care and education to children under 13
- Nationally representative data
- Sponsored by OPRE and conducted by NORC



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Findings for center-based I/T teachers and caregivers



National Survey of Early Care & Education

OPRE

Child **TRENDS.**



What is the education level of center-based I/T teachers and caregivers?

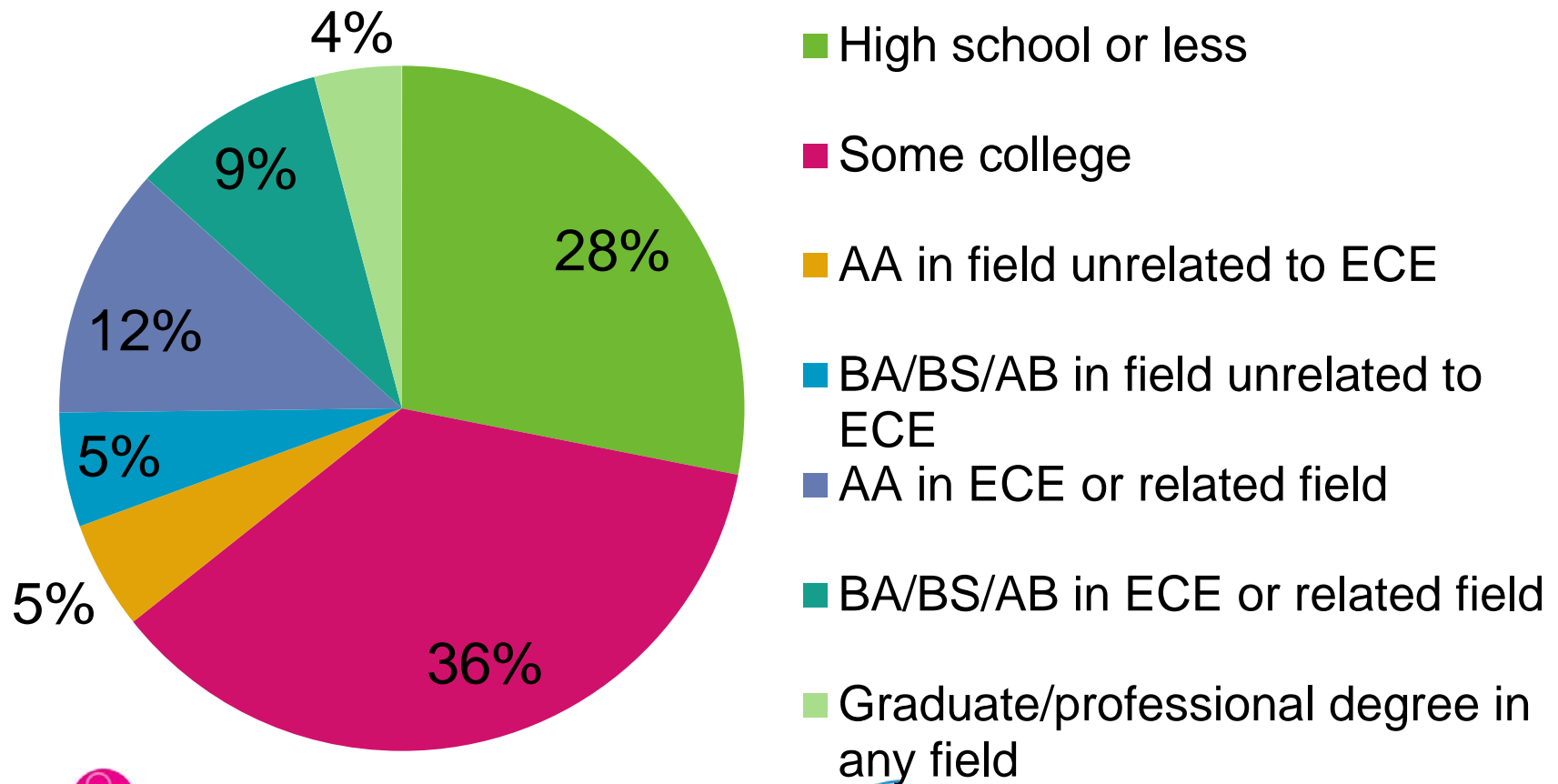


National Survey of Early Care & Education



Although few had a college degree, most had some exposure to college coursework.

Education Level





What credentials/certifications do center-based I/T teachers and caregivers have?

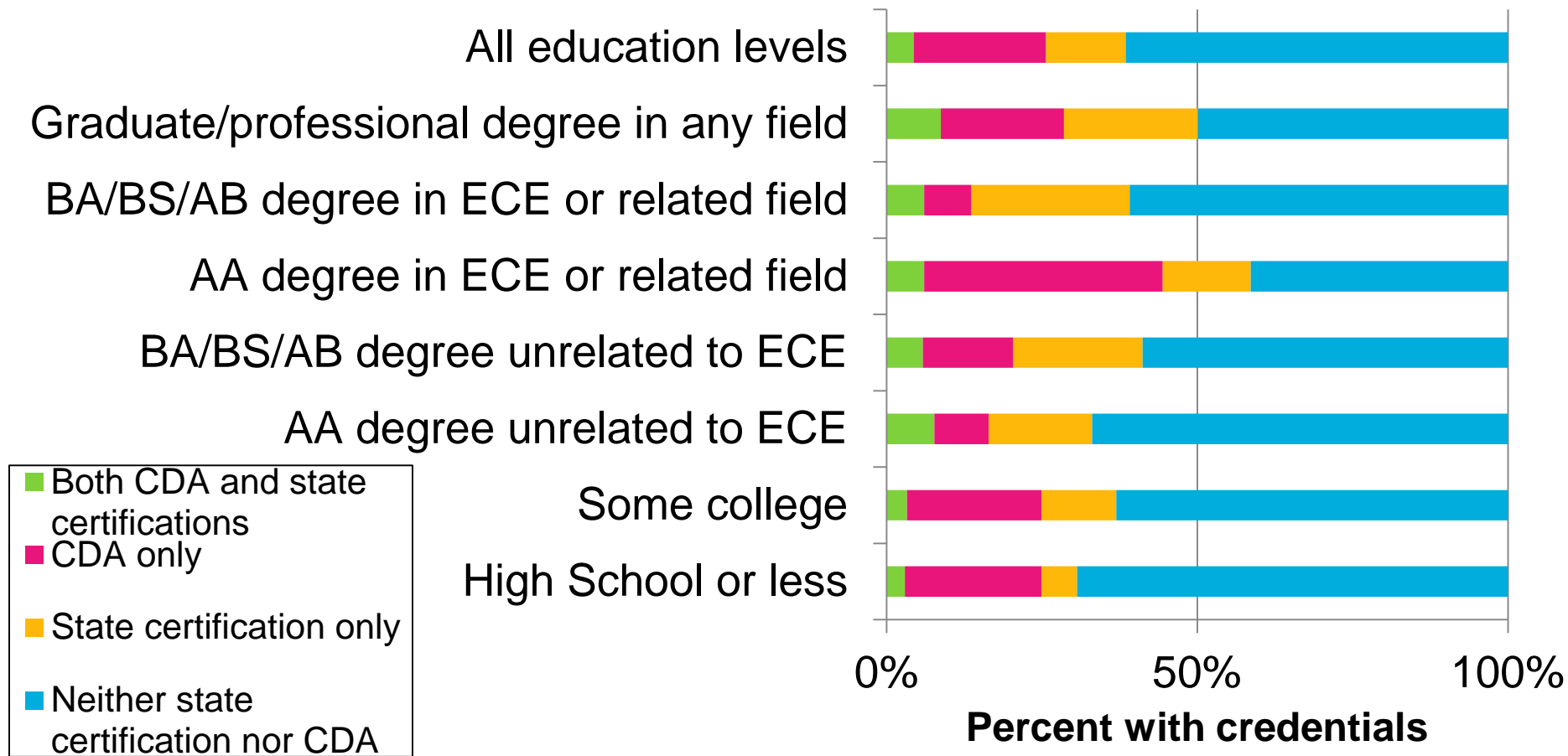


National Survey of Early Care & Education

OPRE

Child TRENDS

CDAs were especially common among I/T teachers and caregivers with an AA degree in ECE or a related field.

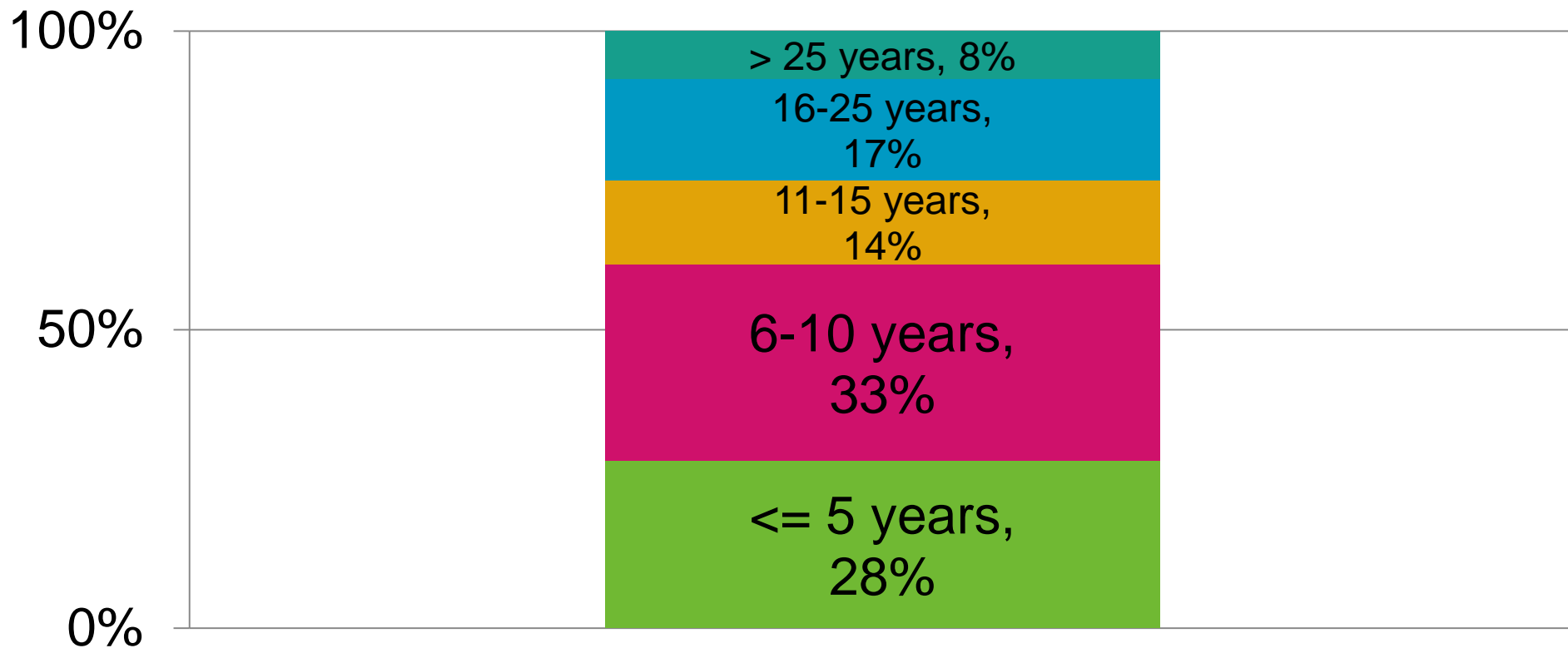




How much experience do center-based I/T teachers and caregivers have?

Most have been caring for children under age 13 for fewer than 10 years.

Percent with years of experience





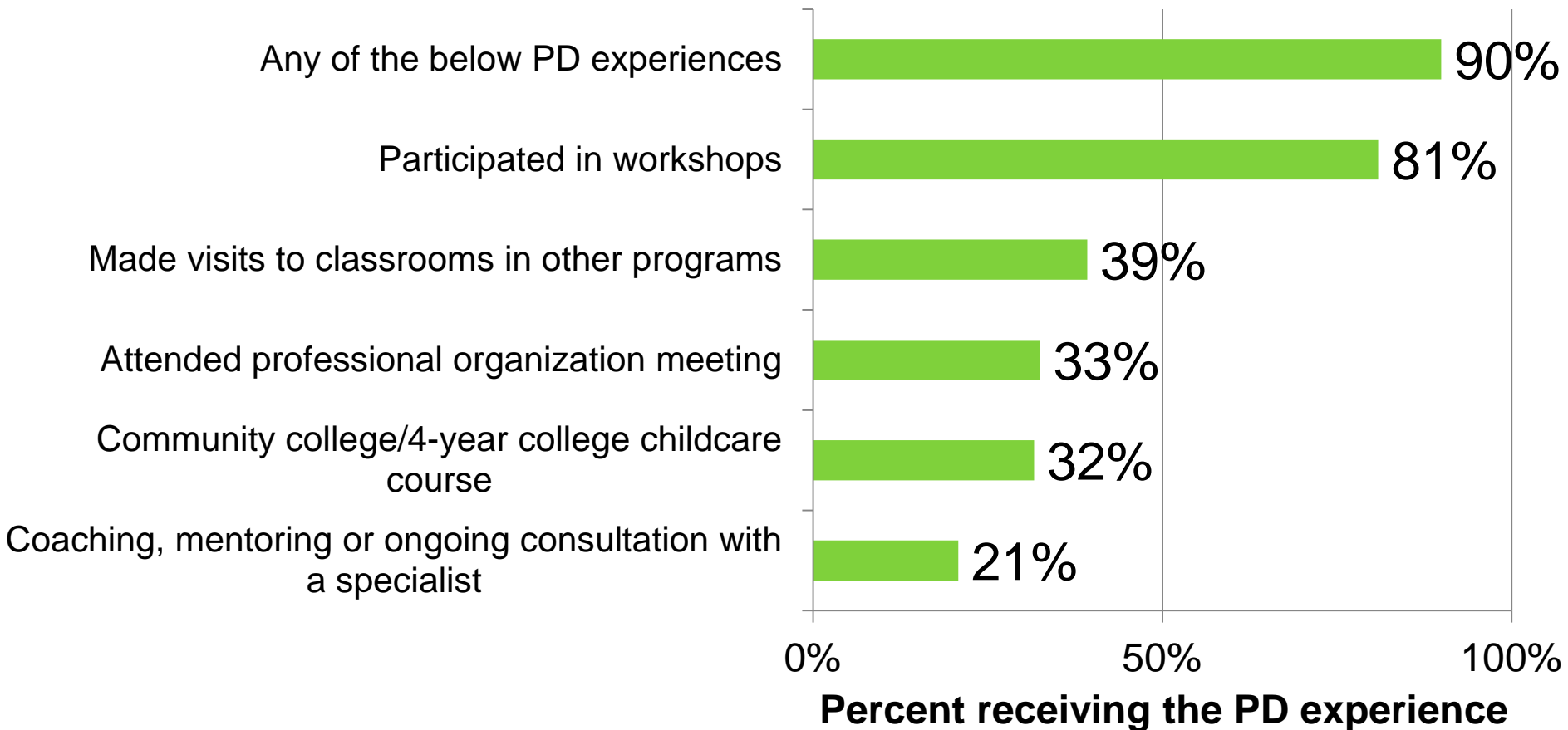
What professional development (PD) do center-based I/T teachers and caregivers participate in?



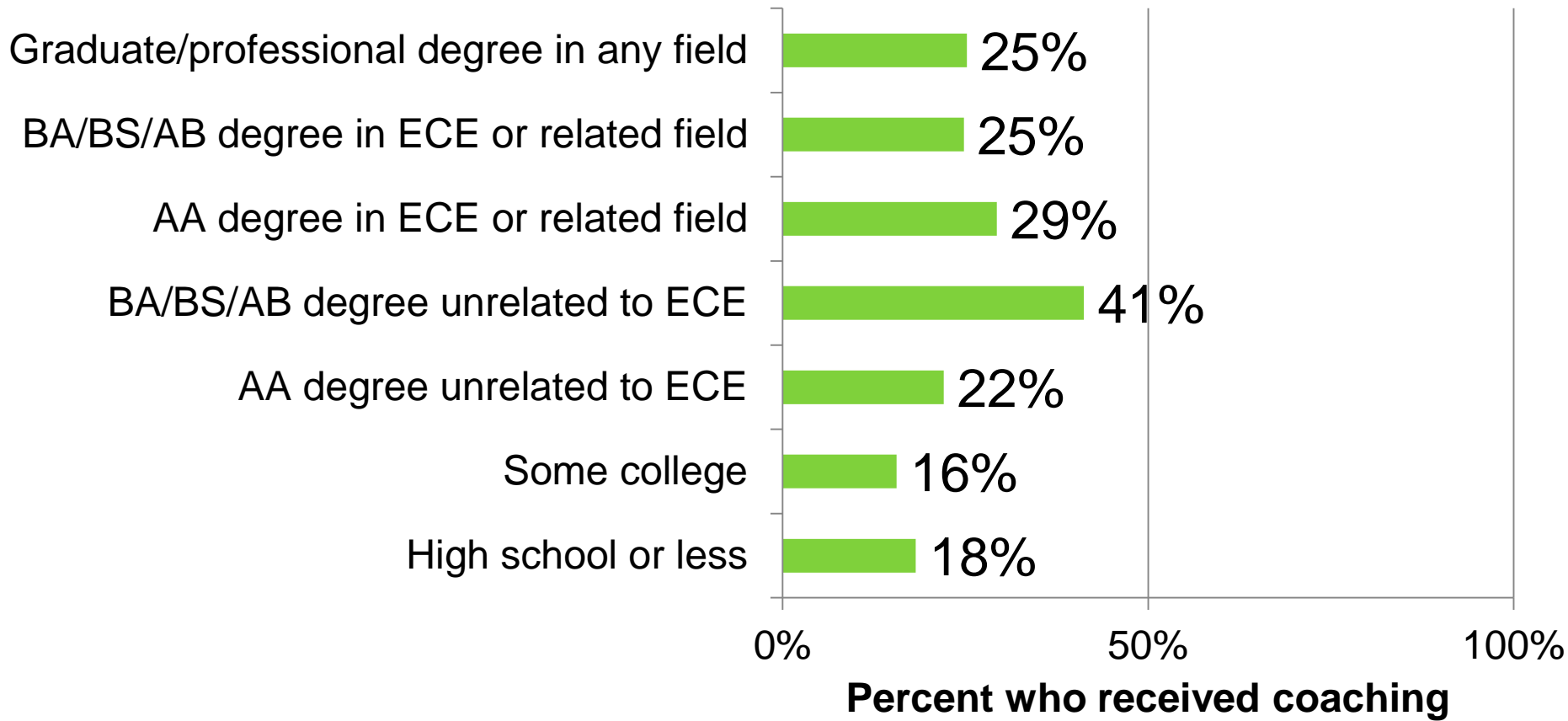
National Survey of Early Care & Education



Most attended workshops in the past year, but more intensive forms of PD were uncommon.



Coaching receipt varied across education levels.





What topics do PD activities for center-based I/T teachers and caregivers focus on?



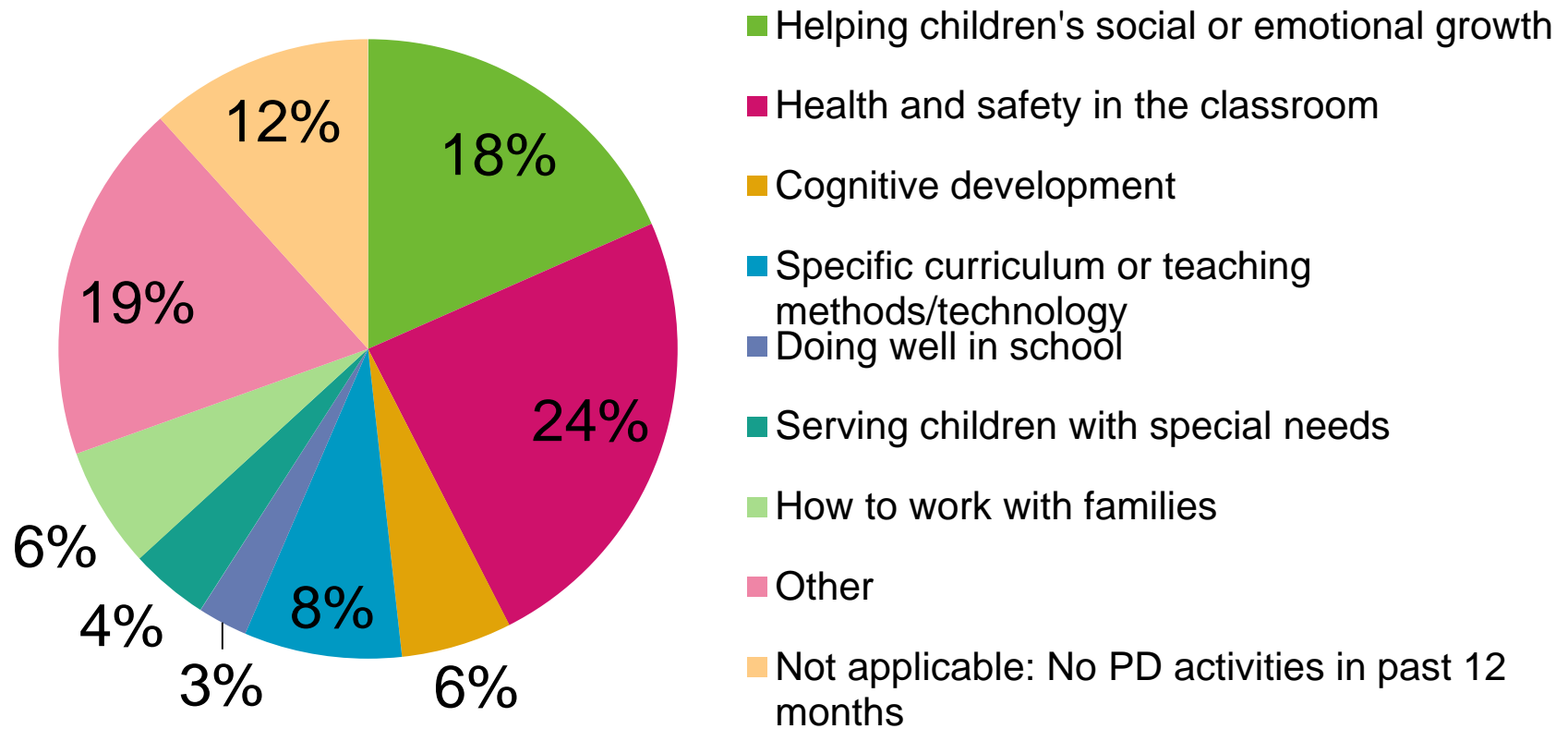
National Survey of Early Care & Education

OPRE

Child TRENDS!

PD for I/T teachers and caregivers tended to focus on health and safety and social-emotional learning.

Main topic of most recent PD activity





What supports do center-based I/T teachers and caregivers receive for PD?

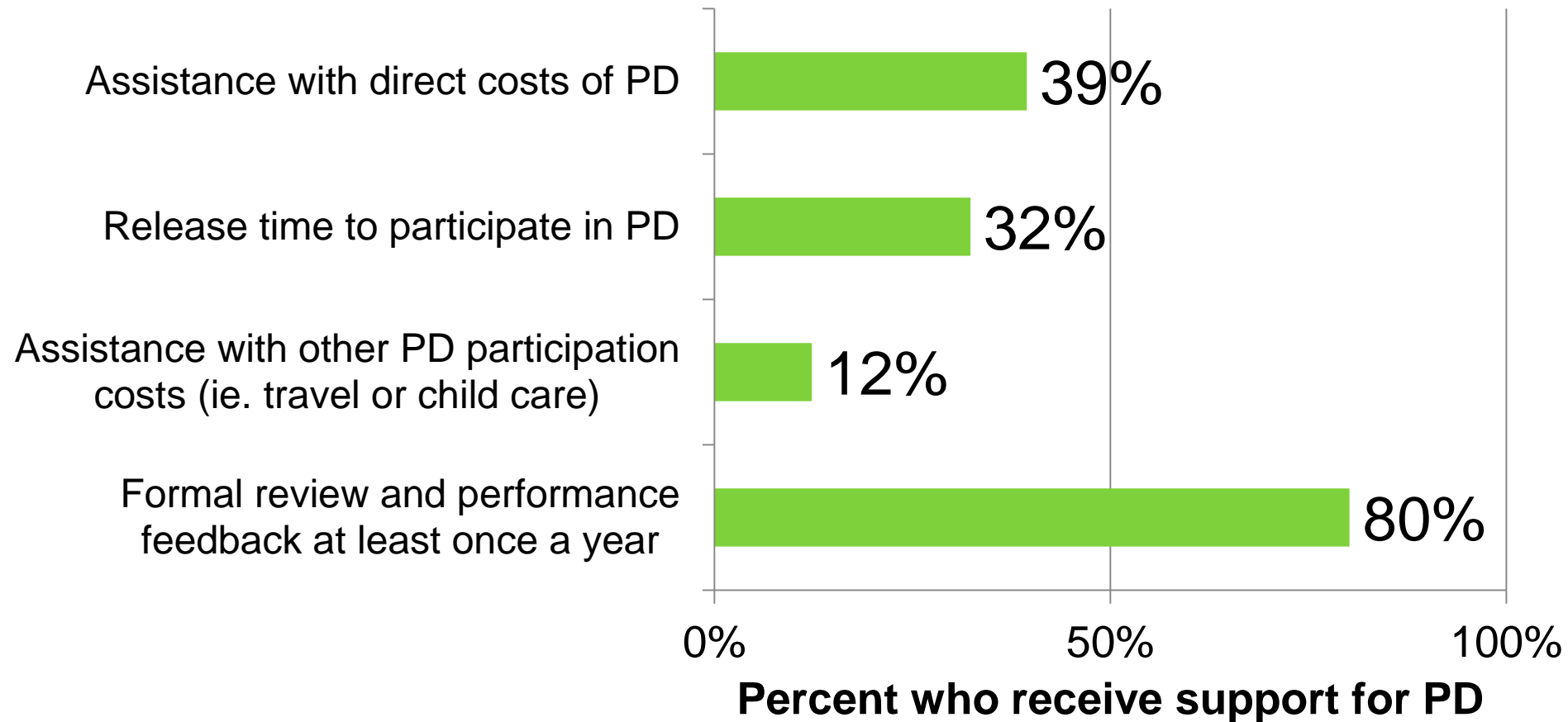


National Survey of Early Care & Education

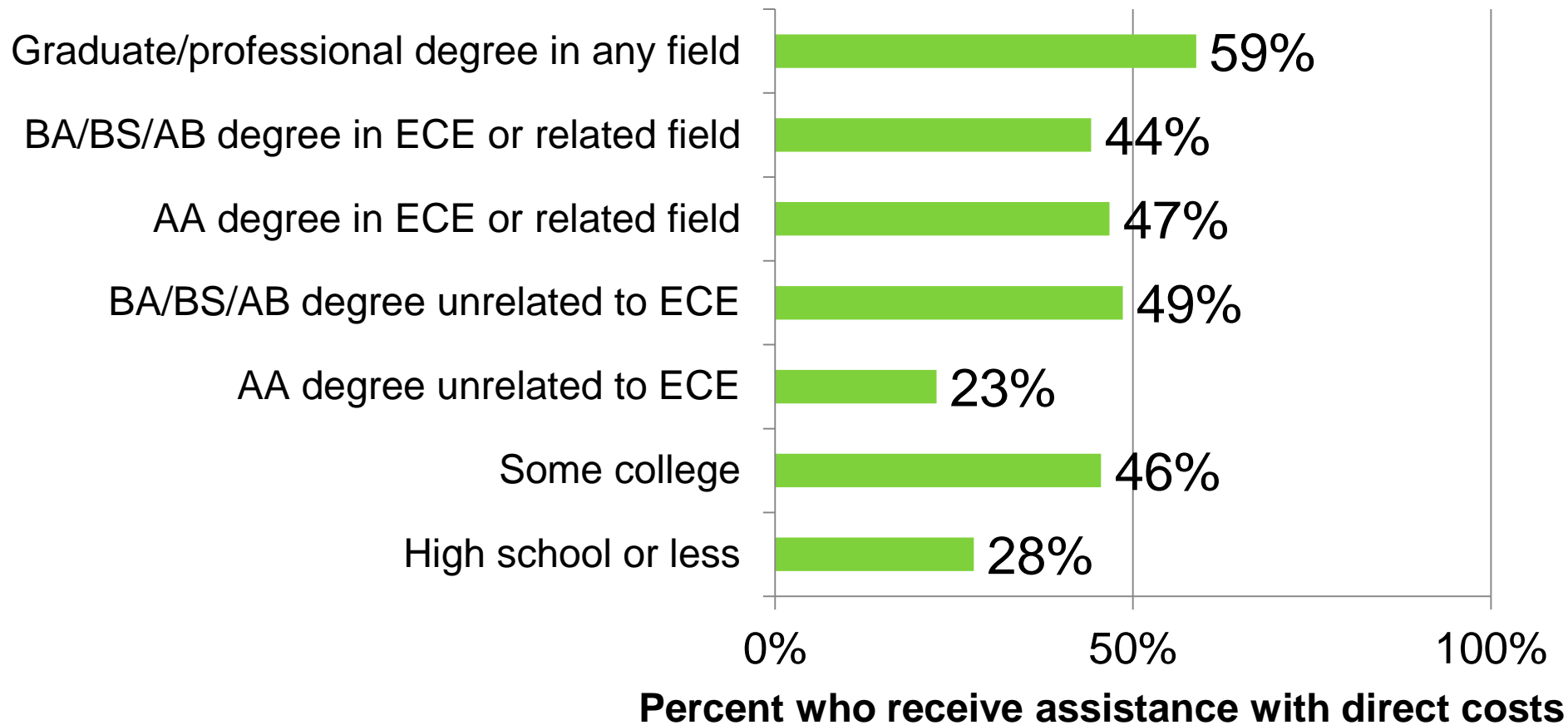
OPRE

Child TRENDS.

Although annual performance feedback is common, assistance with PD costs is not.



Receiving assistance for direct costs of PD varied by education level.





Findings for home-based I/T teachers and caregivers who are paid, listed, and non-relationship-based



National Survey of Early Care & Education

OPRE

Child **TRENDS.**



What is the education level of home-based I/T teachers and caregivers?

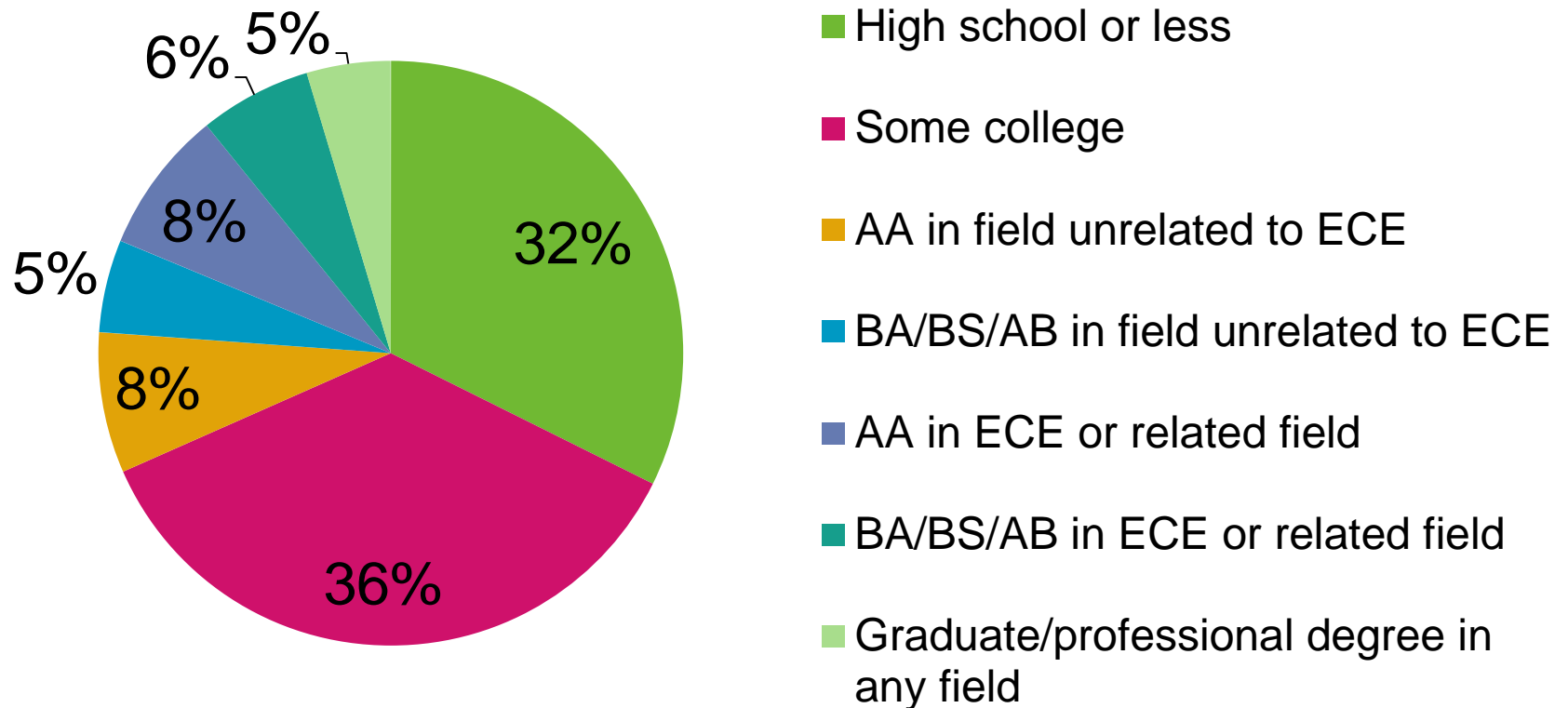


National Survey of Early Care & Education



Most I/T teachers and caregivers have had experience with college coursework.

Percent with levels of education





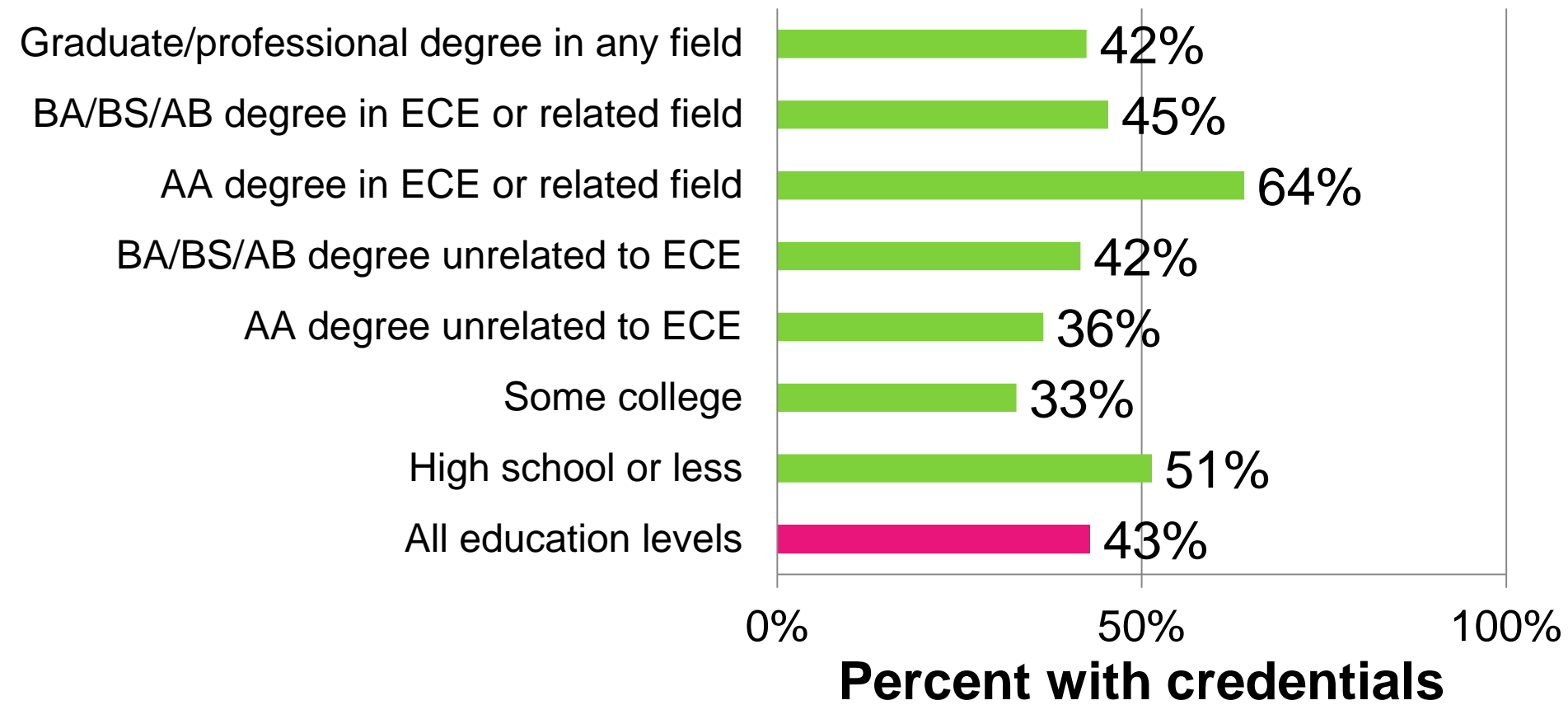
What credentials/certifications do home-based I/T teachers and caregivers have?



National Survey of Early Care & Education



Endorsements were especially common among those with an AA degree in ECE or a related field.





How much experience do home-based I/T teachers and caregivers have?



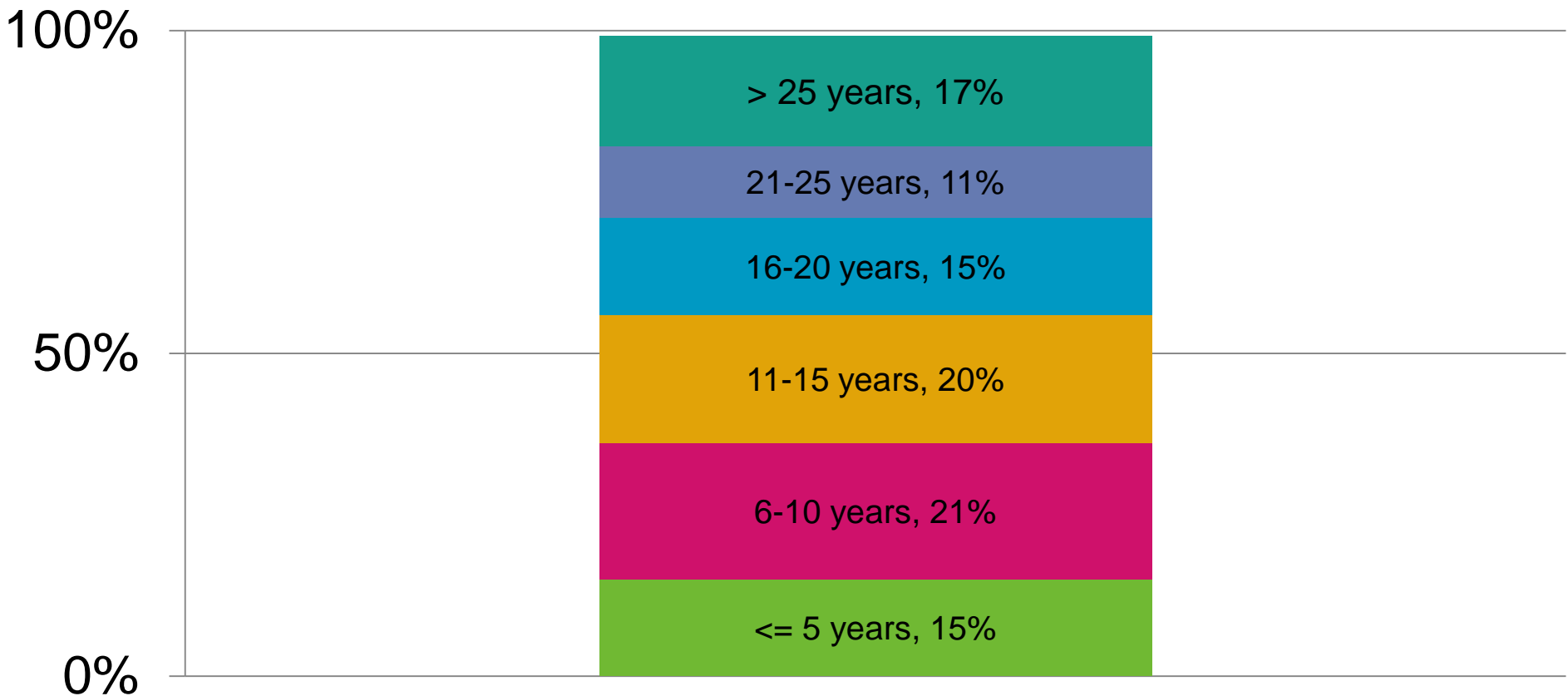
National Survey of Early Care & Education

OPRE

Child **TRENDS**

I/T teachers and caregivers had a wide range of experience.

Percent with various years of experience





What PD activities do home-based I/T teachers and caregivers participate in?

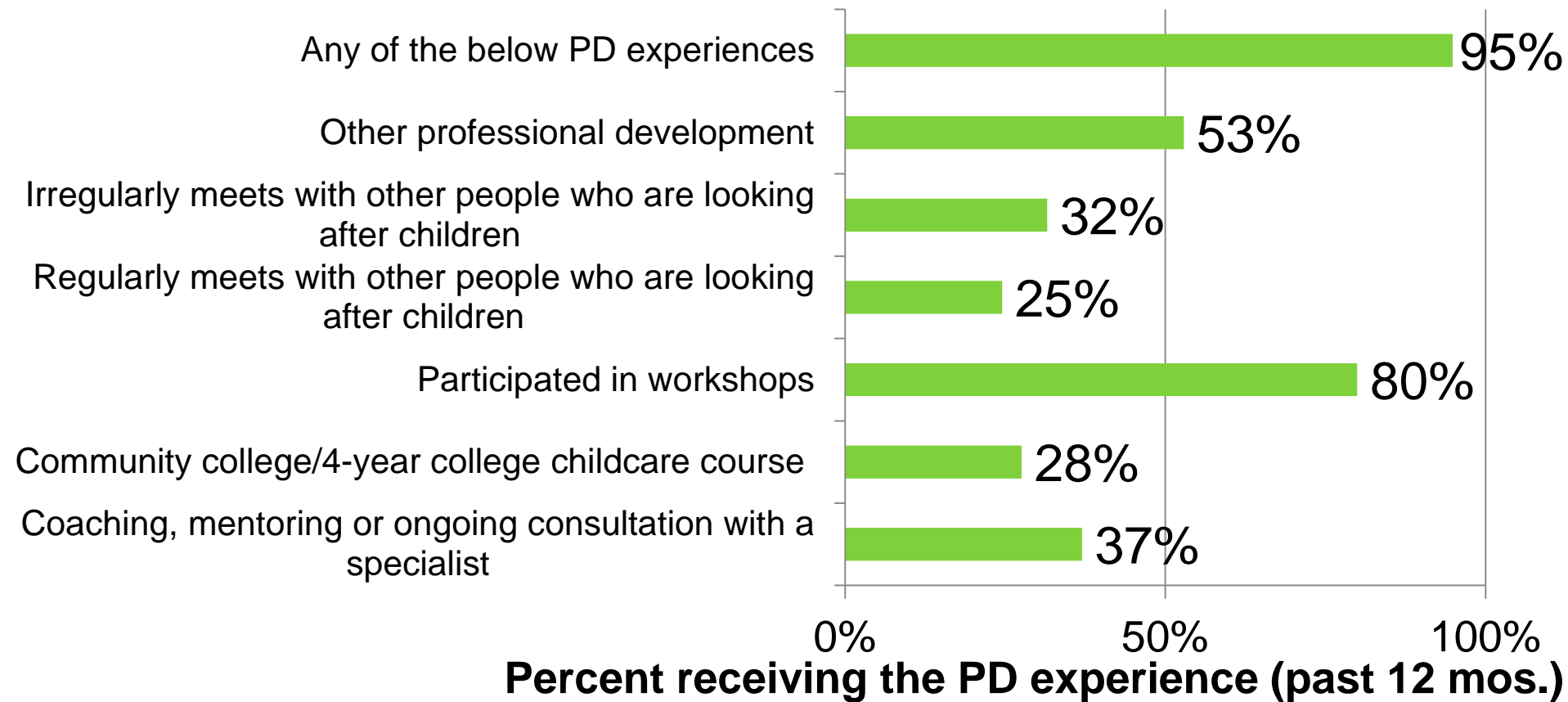


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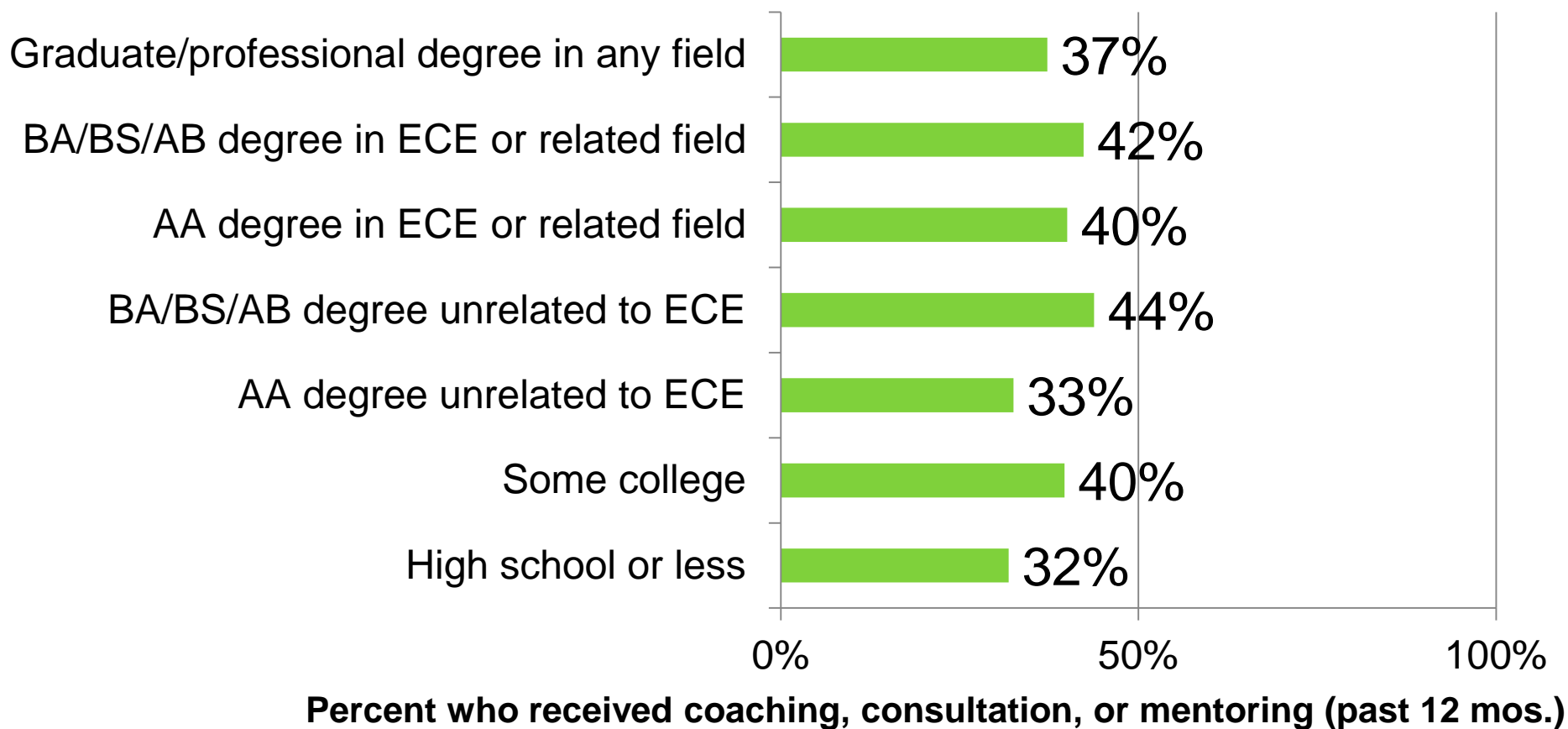
OPRE

Child TRENDS

Most attended workshops in the past year, but more intensive forms of PD were uncommon.



Coaching exposure was somewhat similar across education levels.





What topics does PD for home-based I/T teachers and caregivers focus on?



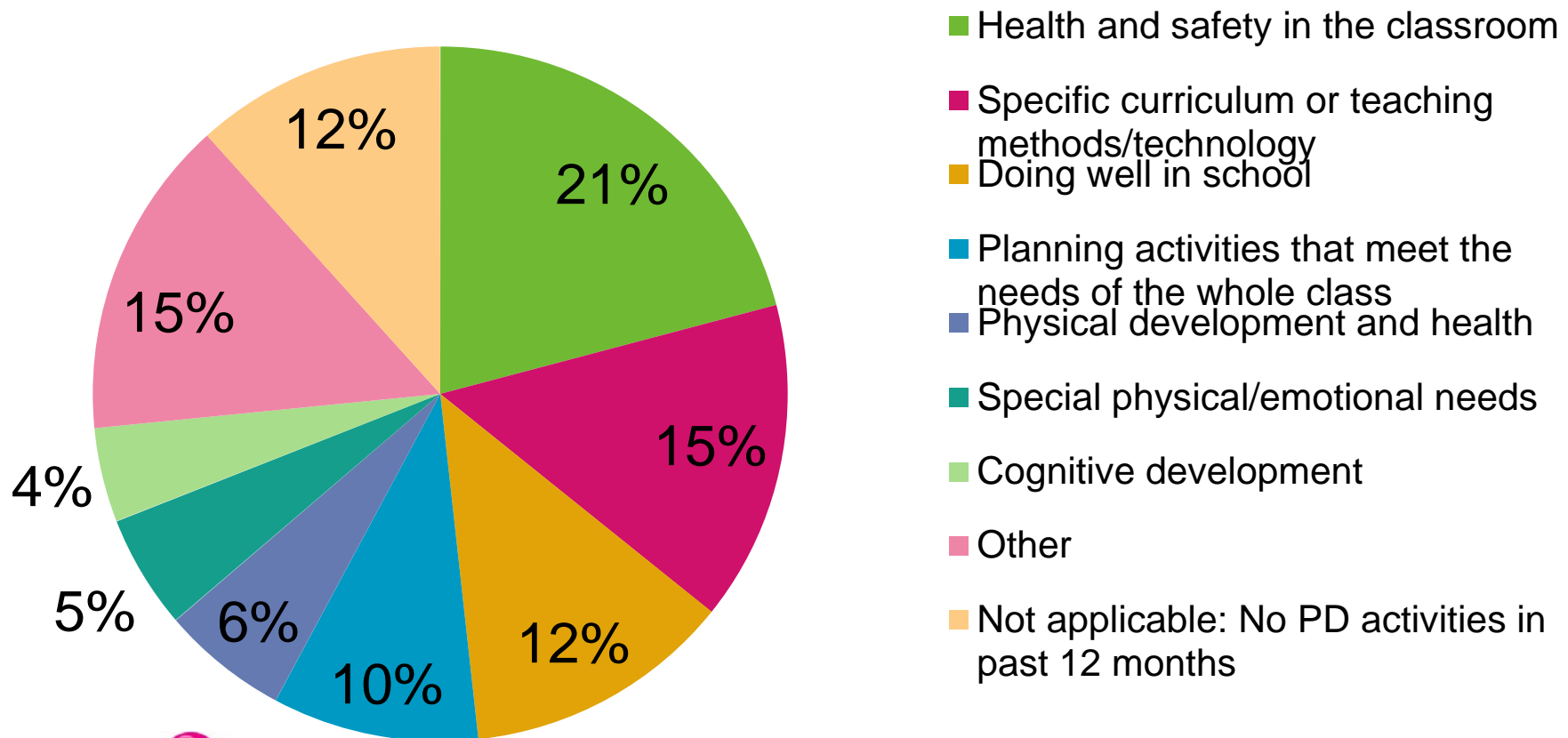
National Survey of Early Care & Education

OPRE

Child TRENDS

PD for I/T teachers and caregivers tended to focus on health and safety and curriculum.

Main topic of most recent PD activity





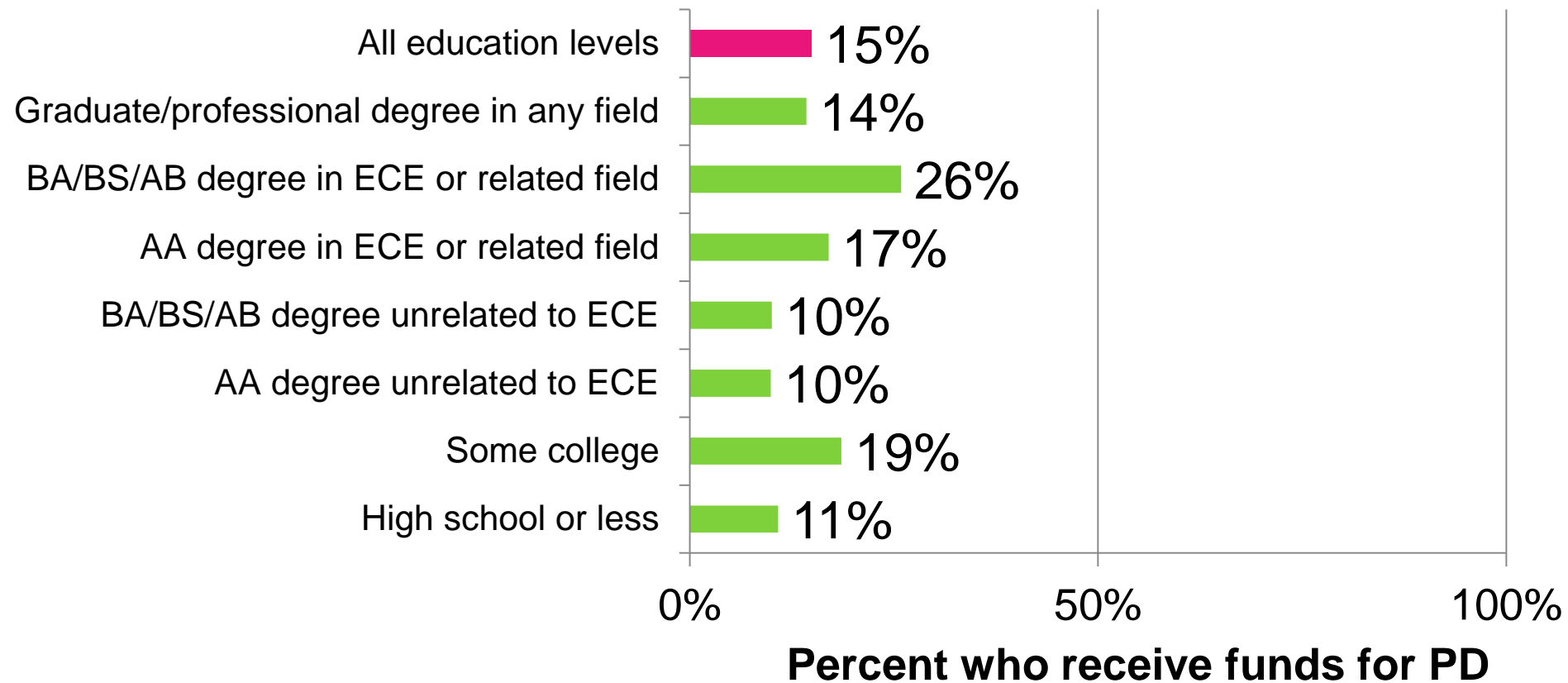
What supports do home-based I/T teachers and caregivers have for PD?



National Survey of Early Care & Education



Funding for PD was especially common for those with a BA/BS/AB degree in ECE or a related field.



Summary and Discussion

- The I/T workforce is diverse in both preservice and in-service preparation.
- The I/T workforce tended to have low levels of education, but...
 - Many have exposure to college coursework, and
 - Most have participated in PD activities over the past year.
- Limitations
 - Mixed evidence linking preparation activities to outcomes.
- Implications
 - Provide more financial support for PD, especially for home-base providers.
 - Encourage intensive PD activities rather than single-session workshops.
 - Focus on I/T teachers and caregivers with less ECD-specific education.



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Findings on State Infant/Toddler Certifications

Dale Epstein, Child Trends
CCPRC, December 2, 2015



Is there agreement across states in what their certifications require for the infant/toddler workforce?

Methodology

- **Review of publically available documents**

1. State/Territory Infant/Toddler Credential Overview document created by the PDW Center:

https://childcareta.acf.hhs.gov/sites/default/files/public/PDW_IT_Credential_Overview.pdf

2. State documents and information available online for their infant/toddler credentials and certificates

Methodology

- **Examined core competencies, demonstrations of practice and additional state requirements of the 28 infant/toddler state credentials and certificates.**
 - Core competencies by specific domains or content areas
 - School readiness domains
 - Program structure
 - Cross-cutting domains
- **Created a table and summary documents to identify salient themes and patterns that emerged.**

Findings

- **There is great variation in how stringent the requirements are for state infant/toddler credentials**
 - Numerous choices to obtain the credential vs. a narrower pathway
 - State credential completed through:
 - higher education only (10);
 - training only completed outside of higher education (3);
 - a combination of higher education and training options (10)
 - higher education or training (5)
 - Wide range of credit hours or number of training hours required (3 credits/45 clock hours to 20 credits/300 clock hours)
 - Differences in amount of specific coursework or trainings that must be taken as part of the credential or certificate

Findings

- **Most states only cover half or less of the core competency areas identified in evidence-based frameworks or from experts in the field**
 - 19 states (68%) require coursework or trainings in less than half of the school readiness domains.
 - 17 states (60%) require coursework or trainings covering program structure elements, while the remaining states have no program structure element requirements.
 - Most states require coursework or training in at least half of the cross-cutting domains. Only 5 states have no requirements for these domains.

Findings

- **Some consensus among states in which core competency areas to cover as part of I/T credentials or certificates.**
 - 15 states (53%) have requirements for social-emotional development.
 - 14 states (50%) have requirements for health and/or physical development.
 - 23 states (82%) have requirements for general child development.
 - 17 of those require specific content focused solely on I/T development.
 - 25 states (89%) have some required coursework or training focused specifically on infant/toddlers, although there is variation in content area (e.g., I/T curriculum, I/T families and culture).

Findings

- **There is a fairly even split among states in terms of their requirements around demonstrations of competence.**
 - 9 states explicitly describe having a required demonstration through a practicum, experience, or examination.
 - 9 states have no specific requirements
 - The other states fall somewhere in between

Summary

- Wide variation in requirements and strategies to prepare the infant/toddler workforce.
- Content most commonly required in: social and emotional development, health and/or physical development, and general child development or, more specifically, infant/toddler development.
- No consensus across states in requirements for direct experience, and demonstrations of competence.
- More research is needed examining the effects of state infant/toddler credentials and certifications.

Implications and Next Steps

- Are the core competencies emphasized by states associated with quality and child outcomes?
- Are there core competencies not emphasized by states that are strongly associated with quality and outcomes?
- Conduct state studies using a common measurement approach to examine changes before and after completion of credential or certificate.
- Conduct analyses using state administrative data (e.g., QRIS) to examine associations between teacher credentials, competencies, and educational attainment and quality and/or outcomes.

Influences of Federal and State Policies on Higher Education Programs Training the Infant-Toddler Workforce: Lessons from CUPID

Rachel Chazan-Cohen, Martha Buell,
Claire Vallotton, Tamesha Harewood, & CUPID
CCPRC 2015

Research Questions

What contextual factors, including state and federal policies, influence how IHE prepare the I/T workforce?

We are interested in structural elements of our undergraduate pre-service programs as well as how I/T content is included in our coursework.

Collaborative for Understanding the Pedagogy of Infant/toddler Development (CUPID)

50 scholars from 25 U.S. universities who have joined together in a *Scholarship of Teaching and Learning* effort to understand how to better educate the I/T workforce via higher education.

Premise

Competencies (knowledge, dispositions, and skills) needed by the I/T workforce are:

- Unique from those working in Pre-K
- Under-valued by society
- Under-emphasized in higher education programs preparing the early childhood workforce

CUPID Competencies for Infant/Toddler Professionals: Knowledge, Attitudes and Skills (both in designing environment and interactions) in the following domains

1	Health & safety
2	Reflective Practice
3	Understanding and Supporting Relationships
4	Understanding and Supporting Learning
5	Guidance of Infant/Toddler Behavior
6	Partnering with and Supporting Families
7	Assessing Development, Learning, & Environments
8	Diversity and Inclusion: Children & Families
9	Professionalism

Methods

Chose 9 CUPID institutions geographically distributed

- 2 western
- 3 southern
- 2 mid-western
- 2 eastern

State information

- age range of teaching certifications
- which state entity certifies
- only state endorsements or credentials linked to IHE

In-depth qualitative interviews of CUPID members at the 9 sites

- Caveat: all these programs are part of CUPID and thus have a commitment to I/T content

Variation in IHE Programs

Auspice:

- Half of programs in colleges of education
Others in Colleges of Agriculture, Science or Social Science, or Health and Human Sciences
- We also asked about history of ECE at the institution

Certificate program:

- 7 offer a certificate or degree that covers 0-3

Two-tier program:

- All 9 offer 2 tiers of degrees, certificate and non-certificate

Variation in IHE Programs

I/T content:

- All 9 offer specific I/T courses
 - Most taught by faculty with training in Psychology or Family Study.
- All 9 include I/T content in methods courses, but to varying degrees

Practicum:

- 6 require I/T placement for teacher certification that covers the 0-3 age range

Themes: National and State Pressure

Programs respond to:

- Teacher licensure requirements
- State child care regulations
- Market factors
- National professional organization

State influences:

- Age range influences coursework and practicum
 - Most common are 0-8 and 0-5

Themes: Market Forces

Emerging

- New educational requirements for Pre-kindergarten, Head Start, Early Head Start.
- One local philanthropist driving increase in BA degrees for I/T providers.

Established

- Tiered degrees: non-certificate programs are often more flexible (geared toward people in the field) and have fewer requirements, including fewer hours of field experience, but disadvantage the I/T workforce

Not yet seeing effect of MIECHV. Perhaps because no consistent degree requirements

Themes: Field Experiences

Pipe-line issues:

- Problems finding quality I/T settings that embody the competencies they try to teach. Creates issues in supporting practica.
- There are shortages of instructors to teach practicum courses.
- Larger programs have an especially hard time.

Themes: Institution-Specific Factors

ECE transitioning identity from care to education and care:

- Auspice of programs influenced by history of the discipline within the institution and by leadership & faculty.
- Influences how I/T content is taught, who teaches courses, what degrees are offered.
- Budgeting constraints, new budgeting models in IHE.

Questions

In a time of rapid change in ECE, should there be increased uniformity? What are benefits? Drawbacks--would we lose flexibility?

- Consistent home for ECE in IHE?
- Should 0-3 be brought into the formal system – if so, what are cautions?
- How do we ensure that 0-3 not get lost, and maintain or increase quality and access?

Discussion of Overarching Theme: VARIABILITY

- Should we work on some form of **standardization** across education/health and between states in terms of:
 - terminology (e.g., certification, credential)
 - age ranges
 - other factors?
- What are the implications for **demonstrating competencies** in light of the wide variability across states and universities in workforce preparation?
- What are the implications for **mobility of the workforce** across states?
- What are the implications for **research methods**?

THANK YOU

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