



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**

**Workforce Initiatives in Race to the Top – Early Learning Challenge Program  
Annual Performance Reports**

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In February 2013 the nine Phase 1 Race to the Top – Early Learning Challenge (RTT-ELC) Program grantee States submitted the first [Annual Performance Reports](#) (APRs) for the grant program. The APRs document progress made during the 1st year of grant implementation (January 1 – December 31, 2012). Grantees wrote about lessons learned during the 1st grant year and about the progress being made in each of the five RTT-ELC reform areas and on their corresponding performance measures.

Following is a summary of the 1st year of work that grantees completed in the RTT-ELC reform area of *A Great Early Childhood Education Workforce*. Some of this work cuts across various reform areas and is therefore categorized by content area. This summary is by no means an exhaustive collection of all the work being done in the workforce area in a particular State, but it is a compilation of the work highlighted and documented by the grantees as being supported by RTT-ELC funds and as meeting the stated RTT-ELC goals. The work implemented during the 1st year of the grant period in the area of *A Great Early Childhood Education Workforce* focused on the following:

- Advising and career counseling
- Supporting the achievement of higher credentials and degrees
- Use of early learning and development standards
- Supporting health promotion
- Incentives
  - Promoting quality rating and improvement system (QRIS) participation
  - Promoting workforce retention
- Collaboration with institutions of higher education
- Peer assistance and coaching
- Technical assistance (TA) competencies
- Workforce initiatives—statewide
  - Comprehensive assessment systems
  - Reciprocity
  - Statewide workforce initiatives
  - Sustaining program effects in the early elementary grades
- Workforce Knowledge and Competency (WKC) Framework
  - Alignment
  - Development of the Workforce Knowledge and Competency Framework

- Progression of credentials
- Workforce study

## **ADVISING AND CAREER COUNSELING**

- Professional development coordinators, located in child care resource and referral (CCR&R) agencies, assisted early care and education (ECE) providers with the development of professional development (PD) plans, including obtaining information about PD opportunities and resources. Staff members have specialized experience and training to assist ECE providers in assessing their current qualifications and training needs through standardized tools, such as the Minnesota Individual Training Needs Assessment survey and a Parent Aware Training Prep Guide, which provides information for providers to determine the training that will meet the specific training requirements of Parent Aware Star levels **(Minnesota)**.

## **SUPPORTING THE ACHIEVEMENT OF HIGHER CREDENTIALS AND DEGREES**

- Ten consortia have established or are developing local cohort models for A.A./B.A. degree attainment, general education, or ECE content areas **(California)**.
- The Department of Early Education and Care (DEEC) has developed a program that enables educators who are English-language learners and who are engaged in formal early education and care to access higher education and that provides the immediate content needed to improve practice with children from birth to age 5. The first cohort will be Spanish-speaking family child care (FCC) providers. This program targets FCC providers and paraprofessionals in public and private programs whose primary language is not English, with the goal of equipping them to effectively assist dual-language learners while pursuing academic course work and achieving higher credentials **(Massachusetts)**.
- In collaboration with the Department of Higher Education's Office of Student Financial Assistance (OSFA), DEEC supports an annual scholarship for early education and out-of-school-time providers working in a DEEC-licensed or license-exempt program who are also earning an associate or a bachelor's degree in early childhood education or a related field at a Massachusetts college or university. Scholarship recipients are eligible to apply for a maximum of nine credits per semester. With funds from the RTT-ELC grant to cover growth in the program that went beyond the State funding allocated, DEEC was able to honor recipients in the full spring semester the remaining three credits and three credits for the summer 2012 semester for individuals who were working in a program that was participating in Massachusetts' QRIS initiative or was willing to participate **(Massachusetts)**.
- In spring 2012 DEEC partnered with a public research university to develop a Post-Master's Certificate in Early Education Research, Policy and Leadership (PMC). The purpose of the PMC is to improve the knowledge, skills, and abilities of early childhood educators from public and private programs, specifically in the areas of data, research, policy, and leadership. The courses will provide advanced study in early education research methods, policy, leadership, organizational change, and the science of child development and early learning. The PMC comprises four courses: (1) Leadership and Change, (2) Advanced Child Development and Early Learning, (3) Early Childhood

Policy, and (4) Translating Research Into Practice. This program will be delivered to 3 cohorts of 15 early educators from across the State between 2012 and 2015. The course work designed for the PMC aligns with DEEC's core competency areas, QRIS standards, the National Association for the Education of Young Children (NAEYC) Advanced Standards within NAEYC's Six Professional Preparation Standards, and Division of Early Childhood Advanced Personnel Preparation Standards. Participants will be provided funding to cover the full cost of student tuition, fees, and books as well as a stipend. In addition, educators will be offered a wide range of support services, including the development of an individualized PD plan, academic and career advice, mentoring, and individualized tutoring and academic supports. The 12 credits are fully transferable and will articulate into doctoral and advanced graduate (e.g., C.A.G.S., Ed.S.) programs across the State (**Massachusetts**).

- A contract was awarded for the Early Childhood Director Leadership project, which supports the leadership and program management skills of early learning program administrators. Each has identified the leadership teams, and planning work has begun (**North Carolina**).

#### **USE OF EARLY LEARNING AND DEVELOPMENT STANDARDS**

- As part of California's Framework, the consortia recently developed the pathways document that uses online training modules that are being developed through RTT-ELC. The modules will provide an overview and understanding of each of the foundations' domains and will provide a certificate of completion for both the Infant/Toddler Foundations and Preschool Foundations. These modules are aimed at programs just beginning their path to quality improvement (**California**).
- As DEEC's media partner, WGBH will develop a robust set of media-based curricular resources to build the capacity of preschool classroom teachers and FCC providers to promote the growth of young children and to support and engage parents in their role as their child's first teacher. The centerpiece of this work is the production of a "digital hub," a free, online platform that will feature a centralized library of these resources; direct links to related materials; and customized pathways to guide teachers, parents, and other care providers through the site (**Massachusetts**).
- The Ohio Departments of Education, Job and Family Services, Health, Mental Health, and Developmental Disabilities and the Office of the Governor have formed a PD coordination workgroup to ensure the seamless development and deployment of PD to support the new standards for children. In partnership with the Early Childhood Advisory Council, the State has identified and secured West Ed to develop PD efforts related to the new standards in cooperation with the State agencies. This development is under way, and the overview of standards-based education training is set to be developed by spring 2013. This PD effort starts with an overview of standards-based education and moves to examine each domain in more detail by age level. Plans are under way to develop formative instruction modules that will support the implementation of appropriate activities based on ongoing assessment related to each domain of the standards (**Ohio**).
- Curriculum Standards Alignment involves linking curriculum with assessment and progress-monitoring with Ohio's Early Learning and Development Standards in all

domains. This curriculum alignment process will be a required element in the learning and development domain of Step Up to Quality. As programs move to higher tiers of quality, the curriculum alignment tool allows them to examine their teaching and assessment strategies to ensure that their curriculum is implemented in a way that supports the needs, interests, and abilities of all children in a program **(Ohio)**.

- The Early Learning and Development Guidelines have been integrated into Washington's tiered quality rating and improvement system (TQRIS) and PD systems through training and the Early Achievers Curricular Alignment Tool (CAT). The Early Achievers CAT is completed with the support of TA specialists and coaches working with Early Achievers programs to evaluate whether a program curriculum aligns with the guidelines. This alignment is part of the quality standards in the State's TQRIS and can earn points toward Levels 3 to 5 upon rating **(Washington)**.

## **SUPPORTING HEALTH PROMOTION**

- DEEC collaborates with the Department of Public Health (DPH) to hire registered nurses in the role of *QRIS Health Advisors (project #2.4)* to conduct health consultation visits at early education and care programs to ensure that they meet the State's QRIS Standard 2 (safe, healthy indoor and outdoor environments). They will review records, support programs in updating health care policies and practices, identify program issues, and assist programs in complying with health and safety requirements. QRIS Health Advisors will also help programs connect with local health care services and other resources for children and families. The QRIS Health Advisors will be supervised by the Early Childhood Health Specialist at DPH. This Early Childhood Health Specialist will provide clinical supervision to the QRIS Health Advisors, develop protocols for conducting health consultations, and offer leadership in embedding health guidance and support across multiple programmatic systems **(Massachusetts)**.
- The Ohio Department of Health is drafting a Request for Proposal (RFP) that will secure 12 health promotion consultants to work throughout Ohio to support early childhood professionals' use of standards and assessments related to physical well-being and health. Early childhood mental health consultants and health promotion consultants will work with other regional PD providers within their assigned regions to promote collaboration in PD delivery to the early childhood system within their regions **(Ohio)**.

## **INCENTIVES**

### **Promoting QRIS Participation**

- The Early Learning Leadership Initiative has also been issued as an RFP, and through this initiative, we will support opportunities for leaders to enhance their skills in support of Stars programs serving children with high needs **(Delaware)**.
- A total of 307 *QRIS Program Improvement grants (project #2.2)* were awarded to center-based and FCC programs (with priority given to those serving high-needs children) to assist them with QRIS participation. A total of 217 grants were funded by the Child Care and Development Fund program, and 90 grants were funded by the RTT-ELC program. Furthermore, DEEC issued stipends for services, materials, and TA (valued at \$5,000 to \$10,000) to programs to achieve higher levels of quality in QRIS **(Massachusetts)**.

- DEEC developed an online fundamentals course on QRIS in multiple languages (English, Spanish, Haitian Creole, Chinese, Khmer, and Portuguese) for providers. This course is designed to provide early education and out-of-school-time educators with an introduction to the Massachusetts QRIS so that they become familiar with it and will participate in QRIS. The first 2-hour module of the course introduces the QRIS and explores the current science of brain development. The next four modules introduce the five categories of the QRIS standards and the tools that measure process and structural quality indicators. The final module covers how to apply this knowledge to an early education or out-of-school-time program to identify areas for program improvement. More than 1,500 educators have accessed the course since its launch (**Massachusetts**).
- DEEC has begun to develop *QRIS Technical Assistance Courses (project #2.1)*. The modules will provide indepth knowledge and strategies on QRIS content areas and standards and will be easily accessible to professionals currently working in the field. These modules will also be translated into Spanish. The modules in the five QRIS standard areas will be developed and will be available to educators in FY 2013/FY 2014 (**Massachusetts**).
- In 2012 DEEC began work to develop a *Business Planning Course (project #2.8)* for early educators. The course is intended to help educators in programs implement sound business practices that will result in higher scores on the PAS, BAS, and APT and to achieve a higher QRIS level. This course will be available via online and classroom formats and in multiple languages (Spanish, Portuguese, and English) (**Massachusetts**).
- CCR&R Quality Coaches provided coaching and TA services to 75 fully rated early child care providers going through Parent Aware. Providers receiving these services can earn as many as 26 hours of Core Competency VIII: Professional Development and Leadership training to move up the career lattice (**Minnesota**).
- Low-cost training was made available statewide to all ECE providers for the Minnesota Child Care Credential (which meets Parent Aware training requirements) and for 54 hours of State-developed training in content areas required to achieve higher ratings in Parent Aware. Additional Parent Aware training is projected to be completed in 2014. This additional training will be more rigorous in terms of content, with a possible opportunity for providers to use this training as credit for prior learning if they enroll in 2-year institutions of higher education. This development work is in progress (**Minnesota**).
- A Professional Training Series was launched comprising six required trainings for Level 2 participants of Early Achievers, including training on the Washington State Early Learning and Development Guidelines and on Strengthening Families (**Washington**).
- Seven colleges are offering Opportunity Grants to low-income professionals who work in Early Achievers programs. Washington Scholarships have expanded and are aligned to support professionals employed in Early Achievers programs (**Washington**).

### **Promoting Workforce Retention**

- Progress is being made in Year 1 on the CORE (Compensation, Retention, and Education) Awards, a financial incentive initiative that is designed to encourage early educators to enhance their education and to continue in the early learning workforce.

Delaware has issued an RFP for a managing partner for this initiative and expects to begin implementation in 2013 **(Delaware)**.

- In January 2013 early learning professionals became eligible to receive PD incentives for participating in a Managed Education and Registry Information Tool and for completing the education verification process. Throughout 2012 the Department of Early Learning (DEL) worked to ensure that the education verification process, registry development, and a new payment system supported a smooth process to obtain the incentives. Professionals are now eligible to receive incentives tied to educational accomplishments at certain steps of the career lattice and can receive additional incentives for advancing levels on the lattice. DEL has created a step-by-step tutorial for early learning professionals on the career lattice and for specific online trainings on the core competencies for providers who work directly with children and families and for trainers and coaches in the PD system **(Washington)**.
- To encourage transition to higher credentials and alignment with the core competencies, colleges that fully adopt the stackable certificates are eligible to offer Early Achievers Opportunity Grants to professionals. Seven colleges are offering these grants to low-income professionals who work in Early Achievers programs. The grants cover the cost of tuition, books, and other resources, such as tutoring, for professionals pursuing the stackable certificates and an associate degree. Along with tuition support, colleges that adopt the stackable certificates and that offer Early Achievers Opportunity Grants also receive funding to support a college point of contact. This faculty member advises students on college policies, financial aid, and other college system issues; serves as a community resource; and provides information about the State PD system, including the career lattice and Early Achievers program **(Washington)**.

#### **COLLABORATION WITH INSTITUTIONS OF HIGHER EDUCATION**

- The Early Childhood Higher Education Inventory, administered by the Center for the Study of Child Care Employment at the University of California, Berkeley, provides a mechanism for States to establish baseline descriptions of higher education offerings for early learning and development practitioners and to assess changes in the capacity of the higher education system over time. Funded by the David and Lucile Packard Foundation and Heising-Simons Foundation, the Early Childhood Higher Education Inventory will be conducted in California with faculty from community colleges and public and private colleges to answer specific questions on degree programs, clinical experience, program articulation, challenges and services to students on degree attainment, and the academic and professional background of the college faculty **(California)**.
- A Request for Applications (RFA) was posted for community colleges interested in support to obtain national accreditation of their early childhood associate degree program through NAEYC, and the goal is to fund approximately 17 of those applications **(North Carolina)**.
- An RFA was posted for community colleges to propose innovative ideas to increase student access and success. The application review is being finalized, and grants should be awarded in the first quarter of 2013 **(North Carolina)**.

- During the past year, all higher education institutions offering early childhood-related degrees agreed to participate in the Early Childhood Education Inventory administered by the Center for the Study of Child Care Employment at the University of California, Berkeley. The results of this inventory, to be completed in 2013, will provide detailed information on programs offered by the four institutions involved in educating the State's early childhood workforce: Community College of Rhode Island, Rhode Island College, University of Rhode Island, and Salve Regina University (**Rhode Island**).
- To support continued alignment throughout the university system, DEL worked with 4-year university faculty to create a cross-walk between the core competencies and NAEYC standards, which is currently used by most programs. The cross-walk demonstrates overlap and alignment between the two documents and encourages university faculty to share and encourage the use of the core competencies with students (**Washington**).

### **PEER ASSISTANCE AND COACHING**

- DEEC has begun embarking on a Peer Assistance and Coaching (PAC) project, with a particular focus on the peer coaching model. This initiative aims to promote career advancement, professionalization, and accessible PD opportunities in the field of early education and is intended to improve the education and training of both the coach and peer. The PAC will promote effective practice and alignment with DEEC's workforce core competencies; increase workforce retention; and strengthen adult-child interactions, especially among high-needs children. In July 2012 DEEC began to design the PAC model for the pilot project. The three PAC project goals are to (1) increase the application of learning to practice; (2) produce a targeted approach to mentoring and consultant teaching that targets the triad of instructional leader, consulting teacher, and mentee working together; and (3) address the needs of a diverse population. The Massachusetts PAC will also include use of the Classroom Assessment Scoring System (CLASS) to determine the area(s) of coaching and mentoring needed and to support teachers' unique PD needs (**Massachusetts**).
- The Center for Inclusive Child Care (CICC) employs coaches, consultants, and trainers with expertise in developmental disabilities, special health care needs, and behavioral disorders. These individuals provide specialized coaching, consultation, and TA to ECE providers who have children with special needs in their care. RTT-ELC funding enhanced CICC services, especially to those programs participating in Parent Aware, and expanded the availability of intensive services statewide. A regional consultation plan with regard to children with special needs is under development (**Minnesota**).
- The North Carolina Head Start State Collaboration Office successfully initiated Phase I of a statewide family engagement training/coaching initiative designed to build the capacities of early childhood educators in a range of settings (e.g., private child care, local education agencies, religious-sponsored child care, military child care) to work with the families they serve to support their children's development. This initiative leverages the expertise of high-quality Head Start programs in the State to lead the training/coaching efforts. A well-coordinated information-sharing campaign is in place to disseminate news of available family engagement activities for early childhood programs in North Carolina; it includes direct mailings and press releases, CCR&Rs, participating State agencies, and local Smart Start partnerships (**North Carolina**).

## **TECHNICAL ASSISTANCE COMPETENCIES**

- A cross-sector group collaborated on a set of TA competencies to help inform the TA Endorsement (development under way) and a course on Coaching/Mentoring/TA (also under development). The CCR&R system also developed a framework for and rolled out training on facilitating communities of practice for their TA providers (**North Carolina**).

## **WORKFORCE INITIATIVES—STATEWIDE**

### **Comprehensive Assessment Systems**

- Through the Maryland-Ohio collaboration for the design and implementation of a comprehensive assessment system, PD will be available to early childhood educators through multiple methods, including face-to-face trainings, online trainings, and communities of practice, and will support the preadministration of the assessment, administration, interpretation, and use of the assessment data after administration. A pilot project of this PD effort is planned for spring 2013 (**Maryland and Ohio**).
- A course on choosing and using curricula and assessments was developed, piloted, and revised (**North Carolina**).
- A pilot project designed to improve administrators' and teachers' use of classroom and child assessment data will be implemented in schools located within and/or contiguous with the Transformation Zone. To accomplish this activity, a contract has been executed with FirstSchool, a project of the Frank Porter Graham Child Development Institute at the University of North Carolina, Chapel Hill. FirstSchool and the Office of Early Learning worked collaboratively to conduct a selection process that resulted in the identification of two school districts for participation in this project. Orientation sessions have been scheduled for district staff members, and data collectors have been hired and trained. Project staff members are currently working with district personnel to create a plan and timeline for implementation (**North Carolina**).
- To facilitate the use of standards and assessments, Ohio is securing early childhood mental health consultants through the Ohio Department of Mental Health and health promotion consultants through the Ohio Department of Health. The Ohio Department of Mental Health is working with local early childhood mental health boards to secure the early childhood mental health consultants. These consultants will work with providers serving children with high needs and will support early childhood professionals' use of standards and assessments related to social-emotional development and approaches toward learning (**Ohio**).
- A cross-State agency leadership committee meets quarterly to address statewide PD as it relates to early childhood. This committee includes staff members from the Ohio Departments of Education, Job and Family Services, Health, Mental Health, and Developmental Disabilities and the Office of the Governor. The committee identified select assessment instruments and approaches that are appropriate for infants, toddlers, and preschool-age children as a key PD area to address during the grant period. Included in the RFP is the requirement to develop trainings that would support the selection, administration, interpretation, and use of assessment data for children from birth through kindergarten entry. It is anticipated that the vendor would be selected in spring 2013 and that the trainings will be available in June 2014 (**Ohio**).



- Ohio is designing new PD opportunities that are currently being developed to support the use of assessment in programs serving children from birth through kindergarten entry. PD efforts that explain what standards-based education is and how it relates to assessment will strengthen early childhood educators' understanding of the connection between standards and assessments and will be available in spring 2013 **(Ohio)**.
- Ohio is developing an RFP that will provide training on measures of adult-child interactions and environmental quality. Ohio will train regional PD providers, such as State support team personnel and resource and referral consultants, to reliably administer CLASS and the Environmental Rating Scales that target infant, toddler, preschool, and family child care. Ohio also will provide training on using tools for self-assessment related to environmental quality and measures of adult-child interactions to early childhood providers. These providers also will have opportunities to engage in PD related to the use of information gained from a self-assessment or formal observation to improve practice. These trainings will be available in fall 2013 **(Ohio)**.
- As a child transitions from an early childhood program into school in kindergarten and beyond, the supports offered to kindergarten children and their families through the Early Childhood Comprehensive Assessment System will extend to supports offered through the K–3 diagnostic assessments and third-grade Ohio Achievement Assessments. Ohio will ensure a seamless integration of its assessments and accountability systems through supports to educators, families, and children **(Ohio)**.

### **Reciprocity**

- The draft Reciprocity Plan for Head Start (HS)/Early Childhood Education and Assistance Program (ECEAP) includes several significant elements to promote access to high-quality early learning programs for children with high needs. The plan provides several options for providing HS/ECEAP programs with “credit” for meeting their built-in program standards for the PD needs and educational attainment of teaching staff. In many instances, the HS/ECEAP professional development and educational requirements of staff exceed Early Achievers program standards. Specific policies and procedures will be completed in 2013. The plan also includes a framework for implementing training resource centers that was approved by the Pilot Project Advisory Committee. Programs participating in the pilot project will be the first eligible to become training resource centers, or “hubs,” based on their participation and ratings in the Early Achievers program during the pilot project in 2012–2013 **(Washington)**.

### **Statewide Workforce Initiatives**

- DEEC has allocated RTT-ELC funding to the Readiness Centers to provide intentional PD opportunities (with continuing education or college credits) to early education providers across Massachusetts. These grants focus on academic advising and career counseling, PD related to the Massachusetts QRIS, data analysis, and services related to the Massachusetts Kindergarten Entry Assessment (MKEA). The overall core functions of the Readiness Centers are to improve the quality of teaching by providing high-quality PD to educators across the education continuum and to convene stakeholders from all sectors to collaborate on and address key education priorities **(Massachusetts)**.

## **Sustaining Program Effects in the Early Elementary Grades**

- The State launched a series of conferences and workshops with community teams of school principals and early education leaders to increase and enhance the knowledge base and skills around a birth-to-third-grade strategy and child development. This network of school principals and early education leaders will share experiences (i.e., successes and challenges) and will work to integrate their efforts at the local level with regard to teacher quality, program quality, screening and assessment, community and families, and the MKEA (**Massachusetts**).
- The State education agencies, Office of Superintendent of Public Instruction (OSPI) and DEL, in collaboration with the Bill & Melinda Gates Foundation, Thrive by Five Washington, Educational Service Districts (ESD), and school districts, have prioritized P–3 efforts as a part of Washington’s Early Learning Plan. This initiative has taken two forms: (1) integrating P–3 into key elements of the early learning system and (2) supporting P–3 alignment within communities. The Bill & Melinda Gates Foundation has provided funding to support this work in Washington, in coordination with OSPI and ESDs, with the following goals:
  - *Improving instruction*—a focus on aligned PD for early learning providers and K–3 teachers tied to early literacy and early math, including alignment with the Common Core State Standards.
  - *Improving leadership*—direct engagement of principals and early learning directors in PD efforts tied to an understanding of the birth-through-age-8 developmental continuum and strategies for supporting their teachers in high-quality classroom practice (**Washington**).

## **WORKFORCE KNOWLEDGE AND COMPETENCY FRAMEWORK**

### **Alignment**

- Delaware is currently working with the comprehensive high schools and vocational-technical high schools to align the schools’ curricula with the State’s Early Learning Foundations and Workforce Competencies. In addition, the Office of Early Learning is actively working with the higher education institutions to align the NAEYC competencies with the Delaware competencies (**Delaware**).
- A committee has been formed to review and align the WKC Framework with the Core of Knowledge, which outlines the specific knowledge and skills that are essential to work with young children. The committee is working to ensure that competencies and skills are aligned and will be supported by additional resources to promote children’s learning and development and to improve child outcomes. After the alignment of the WKC Framework and Core of Knowledge has been completed, the information will be shared with postsecondary institutions, PD providers, and Maryland State Department of Education (MSDE)-approved trainers. This alignment document will ultimately inform approved training, PD course outcomes, and other relevant credit- and noncredit-bearing training opportunities (**Maryland**).
- The State will develop an overall plan to align teacher education in early childhood education with common core standards, comprehensive assessment systems, and

program standards associated with Maryland EXCELS. This plan also includes strengthening the Associate of Arts in Teaching in early care and education; developing alternative pathways to obtaining a teacher licensure in early childhood through the Maryland-Approved Alternative Preparation Program; and updating the current articulation agreement with the Division of Early Childhood Development, MSDE, and with community colleges for required training and course work **(Maryland)**.

- DEEC has allocated RTT-ELC funding for a staff person at the Department of Higher Education to focus on engaging postsecondary institutions with WKC Framework alignment efforts **(Massachusetts)**.
- We are engaging instructors from Minnesota's higher education institutions in the writing and implementation of our updated Core Competencies for Early Childhood Professionals. The new core competencies will align with our State Board of Teaching standards for early childhood teacher licensure, which should ensure that all early childhood programs in our higher education system align with our WKC Framework **(Minnesota)**.
- Ohio is entering into contract negotiations with a vendor that will engage postsecondary institutions and will align PD opportunities using the State WKC Framework. The contract deliverables have been developed, and the timeline for completion was set as January through June 2013. The vendor also will research and analyze the course content embedded in target degrees and credentials in comparison with the newly revised Ohio core knowledge and competencies (CKCs) **(Ohio)**.
- In partnership with the Ohio Professional Development Network and Early Childhood Advisory Council, Ohio will provide regional opportunities for higher education faculty and in-service PD providers to receive training on the revised CKCs, the new bridging document on the CKCs and K-12 Educator Standards, and an analysis of the availability and progression of degrees and credentials **(Ohio)**.
- The State assessed the current PD opportunities offered through various community-based providers and their alignment with the WKC Framework and developed a plan to address the identified gaps prior to the development of a Professional Development and Technical Assistance Center scheduled for July 2013 **(Rhode Island)**.
- A new trainer-approval process was launched as a key strategy to ensure the alignment of community-based training and higher education course work within the WKC Framework to promote high-quality training opportunities and to ensure that all trainings are grounded in the State's core competencies and early learning guidelines (ELGs). Trainings are created and advertised in the PD registry's online calendar by core competency area and level. Individual training histories are stored and visible in the State registry professional record, which tracks training history as categorized by core competency over time. In response to community needs, the DEL has added new pathways to simplify the process for K-12 teachers, ESDs, and higher education faculty members to join the State-approved trainer pool. In addition to building community-based cadres of qualified trainers, the new trainer-approval process invites broad knowledge on the core competencies, including expertise from other disciplines, which add depth to the early learning field. Future developments are under way with a new

trainer-feedback model to support the professional growth of State-approved trainers. Providing trainer feedback will give State-approved trainers a method for continual quality improvement within a reflective process. The goals of the trainer-feedback process are to measure the effectiveness of training delivery and alignment with the core competencies **(Washington)**.

- In addition to the focus on the quality of community-based training, DEL has made available an online training library to support early learning professionals, trainers, and parents. This collection of resources functions as a portal to research, best practices, and online trainings, which are eligible for continuing education credits. The content is indexed by the eight content areas of the core competencies. Several of the trainings overlap with trainings available in the Level 2 Early Achievers training series, including the Core Competencies for Early Learning Professionals and ELGs **(Washington)**.

### **Development of the Workforce Knowledge and Competency Framework**

- The WKC Framework has made progress on multiple activities during the 1st year of the grant, including the following:
  - A preliminary draft of the integration of the Minnesota Board of Teaching Standards and core competencies demonstrates alignment and potential gaps.
  - The WKC Framework will include a teaching standard regarding the understanding of physical, social, emotional, language, cognitive, and creative development and will be linked to the Early Childhood Indicators of Progress (ECIP).
  - An implementation team will help identify a revision schedule that could potentially align with that of the ECIP revision schedule.
  - A strong collaboration between the Early Childhood Professional Scholarships project and the WKC Framework has developed **(Minnesota)**.
- Ohio began revising the WKC Framework (i.e., Ohio's CKCs) to meet the newly revamped TQRIS model and its new Early Learning and Development Standards. This project ensures that professionals who work with early learning and development providers will align PD and educator standards with the new child standards. It is anticipated that the revised Ohio CKCs will be completed in spring 2013. Together with regional, State, and local experts in the Ohio Professional Development Network, work also began on revising and updating the current CKC Instructor Guide. In addition, external consultants have been secured to draft the bridging document (for CKCs and K-12 Educator Standards) and the assessment of the progression and availability of degrees and credentials **(Ohio)**.
- In 2012 Rhode Island continued creating WKC Frameworks for various roles within early childhood education. The current work on the WKC Framework began by building on the existing draft WKC Framework for teachers and teacher assistants and by using it as the foundation for developing a WKC Framework for FCC providers and an addendum for special educators/early intervention providers. Competency development will continue through 2013 with additional WKC for higher education and

PD providers and administrators. The State also partnered with its institutions of higher education to align their offerings with the WKC Framework (**Rhode Island**).

- DEL will develop specific workforce competencies for relationship-based professional roles in the system, including TA specialists, consultants, and coaches. Over the next year DEL will work with various stakeholders and partners, including institutions of higher education, Early Achievers coach teams, ESDs, and local community-based training organizations, to identify workforce competencies for these specific roles in the system (**Washington**).

### **Progression of Credentials**

- A 30-hour Minnesota Infant/Toddler Certificate curriculum is under development that will meet the training requirements for Parent Aware and will also qualify participants to meet the Minnesota Association of Infant and Early Childhood Mental Health professional endorsement at Level 1. The Minnesota Infant/Toddler Certificate program will offer another opportunity for ECE providers to achieve higher professional competencies (**Minnesota**).
- All providers participating in Parent Aware and providers receiving CCR&R grants are enrolling in the Minnesota Professional Development Registry. The registry helps practitioners at any level of experience and training track their PD and helps them choose approved training and establish a pathway to professional growth through a career lattice. Investments are under way to provide technical upgrades and increased staffing to accommodate expected increases in registry participation (**Minnesota**).
- The University of Rhode Island (URI) and Rhode Island College (RIC) agreed to complete a self-assessment to determine the alignment of course offerings with the WKC Framework. This self-assessment will inform URI and RIC of successes and gaps in alignment between early childhood programs and the WKC Framework (**Rhode Island**).
- The Department of Human Services began working with the Community College of Rhode Island (CCRI) to reach NAEYC accreditation and to establish a certificate program aligned with Level 1 of the WKC for teachers and teacher assistants. This process will incorporate the alignment of course work across CCRI's early childhood education program into the WKC (**Rhode Island**).
- The Community and Technical College system has adopted the core competencies and has revised core early childhood education program curricula to ensure alignment. In 2012 DEL, in partnership with the State Board for Community and Technical Colleges, created statewide "stackable certificates" (which build off requirements of the previous certificate) in early childhood education. This three-stage stackable certificate includes consistent course numbers, course descriptions, and learning objectives that align with the core competencies. The three certificates are reflected on the career lattice and are eligible for PD incentives. This process has created a clear path leading to a 1-year State credential in early childhood education that articulates into an associate degree. All colleges with an early childhood education program are encouraged to adopt the stackable certificates by December 2013 (**Washington**).

## **WORKFORCE STUDY**

- DEEC is working to validate educator competencies in social-emotional development, literacy, and numeracy and to evaluate the use of digital techniques in the classroom to follow this preliminary work. This project validates the factors inherent in educator competency based on an analysis of effective classroom practice with children from birth to age 5, as defined by their achievement of desired outcomes in three key areas—social-emotional development, literacy, and numeracy—and analyzes the effectiveness of using research-based digital strategies to enhance the abilities of educators and parents to support children’s healthy growth and development in the areas outlined above. The analysis and reporting will occur by November 2013. The tools that will be used could include CLASS, ELLCO, COEMET, ASQ:SE, CDI, teacher and site surveys, and a parent engagement measure. DEEC will confirm that the tools can also be used in FCC programs (**Massachusetts**).
- The first workforce study was conducted, and data are being analyzed (**North Carolina**).