

Improving the Early Education Workforce:

A joint project by the
Council of Chief State School Officers (CCSSO)
and the
National Governors Association (NGA)



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Our Charge

- Determine priorities to inform the state's strategic plan for improving state ECE workforce policy priorities, including improving the recruitment, compensation, and professional learning of early childhood educators;
- Develop a cross-sector task force or convene a group led by the governor's office that may include representatives from ECE, higher education, and workforce development to create or enhance an implementation plan for addressing ECE workforce issues.
- Identify an evidence-based policymaking agenda focused on ECE workforce – priorities, goals, changes in policies and reallocation or allocation of resources, as needed; and
- Develop a plan to advance that agenda for implementation– including goals and activities related to communications and engagement of key stakeholders.

6 Goal Areas from the Master Plan

1. Establishing a **continuum of high-quality professional development options in early childhood education for current and prospective providers** of early childhood education, including family child care providers, child care center-based providers, and Early Head Start and Head Start staff.
2. **Retaining current teachers and providers** in the field of early education.
3. Implementing a professional development system that utilizes a nationally recognized early childhood education certificate program that accepts **prior learning experience**.

Source: Report on Developing a Master Plan on Professional Development for Teachers and Providers of Early Childhood Education. December, 2015

6 Goal Areas from the Master Plan (cont.)

4. Creating **Early Childhood Education bachelor's degree programs** at institutions of higher education in the State that focus on educating children both with and without disabilities from birth to age eight.
5. Ensuring that regular, **ongoing joint training of elementary school and early childhood education program staff** is available for those programs that receive public prekindergarten funding.
6. **Attracting individuals to the field** of early childhood education.

Source: Report on Developing a Master Plan on Professional Development for Teachers and Providers of Early Childhood Education. December, 2015

1. Establishing a Continuum of High-quality Professional Development

Pathway from High School

Recommendations:

- Provide technical assistance align high school early childhood education CTE program standards with the requirements of the CDA credential, as well as course content and standards of the community college early childhood education programs.
- Encourage all high school programs to collect data on the number of students earning postsecondary credits through the CTE program.
- Provide career mentoring in the CTE child development programs focusing on early childhood careers and post-secondary early childhood education programs.
- Expand opportunities for CTE high school students to interface with mentors through paid and unpaid internships in public and private child care settings.

2. Retaining Teachers and Providers

Recommendations:

- Expand and increase the amount of the training voucher and credentialing bonus to encourage providers to continue their professional development.
- Examine other state and international systems of high-quality early care and education, from birth to pre-K, and report on the mechanisms used to ensure salary parity with K-12 teaching staff.
- Continue to expand the number of approved online professional development courses, especially those that offer job-embedded coaching in addition to the online experience.
- Establish a system of high quality training for the existing workforce, aligned with the Maryland credential and current requirements that is easily identified as a pathway to a degree program.

3. Implementing a Professional Development System that Accepts Prior Learning Experience

Pathway from Community College to Four-Year College

Recommendations:

- Pilot the CDA credential as a prerequisite for higher education with the CDA as credit toward degrees.
- Ensure that coursework and clinical work in early childhood AAS and AAT programs are robust for ages birth through age three, provide training in diverse child care environments, and include children with disabilities and English learners.
- Ensure that field experiences include behavioral management and Universal Design for Learning (UDL) principles.
- Ensure early childhood programs include brain development.
- Examine and revise policies governing the transfer of credits from the AAT in early childhood education to the four-year college early childhood education programs in order to enhance the smooth and consistent transfer of credits for all AAT students.

Implementing Professional Development System that Accepts Prior Learning Experience (cont.)

Pathway from Four-Year Institution

Recommendations:

- Determine the feasibility of continuing the Maryland Approved Alternative Preparation Program (MAAPP) by completing a cost-benefit analysis and the overall impact of the program.
- Ensure that their internships offer practical approaches to behavioral management and incorporate UDL principles.
- Ensure early childhood programs demonstrate candidate knowledge of brain development in young children.

4. Creating ECE Bachelor's Degree Programs

Recommendations:

- Encourage teacher education programs and provide resources to develop programs for dual certification in special and general education in early childhood.
- Ensure that dual certification programs offer an integrated curriculum, and meet CEC and NAEYC standards and include Maryland-specific requirements.
- Ensure dual certification programs offers two tracks – birth to 5 and K-3rd grade;
- Develop competencies in early development, early childhood mental health, and behavioral management.
- Ensure programs demonstrate candidate knowledge of brain development.
- Ensure dual certification programs meet the MSDE approval requirements.
- Continue providing grants to develop and upgrade dual certification programs.
- Establish a peer-to-peer technical assistance network.
- Ensure that coursework and clinical work in teacher education programs are robust for birth through age three and address children with disabilities and English learners.

5. Ensuring Ongoing Joint Training of Elementary School and ECE Program Staff

Recommendations:

- Develop a professional development and coaching program for all publicly funded pre-K teachers and kindergarten through second grade teachers based on *Supporting Every Young Learner: Maryland's Guide to Early Childhood Pedagogy-Birth to Age 8*.
- Establish grants for ongoing joint training between elementary school and early childhood programs staff.
- Ask local early childhood advisory councils to propose to local boards of education procedures for transition activities from early childhood programs to kindergarten.
- Expand Early Learning Leadership Academies, including a focus on supporting students with disabilities.
- Disseminate models of joint staff development programs.

6. Attracting Individuals to the Field

Recommendations:

- Establish and update the Maryland Early Childhood Career portal on the Department's website.
- Establish a statewide job board to advertise internships and paid positions.
- Develop a guide to provide those interested in early childhood teaching a clear understanding of the career paths and prerequisites for various positions.
- Continue the promotion and financial support of scholarship options for child care teachers to complete an AAS, AAT, BA, or BS degree through the Child Care Career and Professional Development Fund (CCCPDF).
- Create a public awareness campaign to promote the value of quality early childhood teaching staff and quality child care.