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
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
What is the education level of center-based I/T teachers and caregivers?
Although few had a college degree, most had some exposure to college coursework.
What credentials/certifications do center-based I/T teachers and caregivers have?
CDAs were especially common among I/T teachers and caregivers with an AA degree in ECE or a related field.

Source: National Survey of Early Care and Education, 2013
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.

Source: National Survey of Early Care and Education, 2013
What professional development (PD) do center-based I/T teachers and caregivers participate in?
Most attended workshops in the past year, but more intensive forms of PD were uncommon.

Source: National Survey of Early Care and Education, 2013

- Any of the below PD experiences: 90%
- Participated in workshops: 81%
- Made visits to classrooms in other programs: 39%
- Attended professional organization meeting: 33%
- Community college/4-year college childcare course: 32%
- Coaching, mentoring or ongoing consultation with a specialist: 21%
Coaching receipt varied across education levels.

- Graduate/professional degree in any field: 25%
- BA/BS/AB degree in ECE or related field: 25%
- AA degree in ECE or related field: 29%
- BA/BS/AB degree unrelated to ECE: 41%
- AA degree unrelated to ECE: 22%
- Some college: 16%
- High school or less: 18%

Source: National Survey of Early Care and Education, 2013
What topics do PD activities for center-based I/T teachers and caregivers focus on?
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

- Helping children's social or emotional growth: 18%
- Health and safety in the classroom: 24%
- Cognitive development: 6%
- Specific curriculum or teaching methods/technology: 19%
- Doing well in school: 3%
- Serving children with special needs: 6%
- How to work with families: 3%
- Other: 8%
- Not applicable: No PD activities in past 12 months: 6%
What supports do center-based I/T teachers and caregivers receive for PD?
Although annual performance feedback is common, assistance with PD costs is not.

- Assistance with direct costs of PD: 39%
- Release time to participate in PD: 32%
- Assistance with other PD participation costs (ie. travel or child care): 12%
- Formal review and performance feedback at least once a year: 80%

Source: National Survey of Early Care and Education, 2013
Receiving assistance for direct costs of PD varied by education level.

Source: National Survey of Early Care and Education, 2013
Findings for home-based I/T teachers and caregivers who are paid, listed, and non-relationship-based
What is the education level of home-based I/T teachers and caregivers?
Most I/T teachers and caregivers have had experience with college coursework.

Percent with levels of education:

- **36%** with some college
- **32%** with high school or less
- **8%** with AA in field unrelated to ECE
- **8%** with BA/BS/AB in field unrelated to ECE
- **5%** with AA in ECE or related field
- **5%** with BA/BS/AB in ECE or related field
- **6%** with graduate/professional degree in any field

Source: National Survey of Early Care and Education, 2013
What credentials/certifications do home-based I/T teachers and caregivers have?
Endorsements were especially common among those with an AA degree in ECE or a related field.

Source: National Survey of Early Care and Education, 2013

Percent with credentials:

- Graduate/professional degree in any field: 42%
- BA/BS/AB degree in ECE or related field: 45%
- AA degree in ECE or related field: 64%
- BA/BS/AB degree unrelated to ECE: 42%
- AA degree unrelated to ECE: 36%
- Some college: 33%
- High school or less: 51%
- All education levels: 43%
How much experience do home-based I/T teachers and caregivers have?
I/T teachers and caregivers had a wide range of experience.

Source: National Survey of Early Care and Education, 2013
What PD activities do home-based I/T teachers and caregivers participate in?
Most attended workshops in the past year, but more intensive forms of PD were uncommon.

- Participated in workshops: 80%
- Coaching, mentoring or ongoing consultation with a specialist: 37%
- Community college/4-year college childcare course: 28%
- Irregularly meets with other people who are looking after children: 32%
- Regularly meets with other people who are looking after children: 25%
- Other professional development: 53%
- Any of the below PD experiences: 95%

Source: National Survey of Early Care and Education, 2013
Coaching exposure was somewhat similar across education levels.

- Graduate/professional degree in any field: 37%
- BA/BS/AB degree in ECE or related field: 42%
- AA degree in ECE or related field: 40%
- BA/BS/AB degree unrelated to ECE: 44%
- AA degree unrelated to ECE: 33%
- Some college: 40%
- High school or less: 32%

Source: National Survey of Early Care and Education, 2013
What topics does PD for home-based I/T teachers and caregivers focus on?
PD for I/T teachers and caregivers tended to focus on health and safety and curriculum.

Main topic of most recent PD activity

- Health and safety in the classroom: 21%
- Specific curriculum or teaching methods/technology: 15%
- Doing well in school: 12%
- Planning activities that meet the needs of the whole class: 15%
- Physical development and health: 12%
- Special physical/emotional needs: 10%
- Cognitive development: 6%
- Other: 5%
- Not applicable: No PD activities in past 12 months: 4%

Source: National Survey of Early Care and Education, 2013
What supports do home-based I/T teachers and caregivers have for PD?
Funding for PD was especially common for those with a BA/BS/AB degree in ECE or a related field.

Source: National Survey of Early Care and Education, 2013
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.
Is there agreement across states in what their certifications require for the infant/toddler workforce?
Methodology

• Review of publically available documents

  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
• 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.
• 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.
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**

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<td>Health &amp; safety</td>
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<td>Reflective Practice</td>
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<td>3</td>
<td>Understanding and Supporting Relationships</td>
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<td>4</td>
<td>Understanding and Supporting Learning</td>
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<td>5</td>
<td>Guidance of Infant/Toddler Behavior</td>
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<td>6</td>
<td>Partnering with and Supporting Families</td>
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<td>7</td>
<td>Assessing Development, Learning, &amp; Environments</td>
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<td>8</td>
<td>Diversity and Inclusion: Children &amp; Families</td>
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<td>9</td>
<td>Professionalism</td>
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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 loose 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?
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