

DOCUMENT RESUME

ED 402 033

PS 024 795

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 TITLE Working Toward Making a Career of It: A Profile of Career Development Initiatives in 1996.
 INSTITUTION Wheelock Coll., Boston, MA. Center for Career Development in Early Care and Education.
 SPONS AGENCY A.L. Mailman Family Foundation, Inc.; Carnegie Corp. of New York, N.Y.; Danforth Foundation, St. Louis, Mo.; Ford Foundation, New York, N.Y.; Kellogg Foundation, Battle Creek, Mich.; Mott (C.S.) Foundation, Flint, Mich.
 PUB DATE Jun 96
 NOTE 74p.
 PUB TYPE Reports - Research/Technical (143) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
 DESCRIPTORS After School Programs; Career Counseling; *Career Development; *Child Caregivers; *Child Care Occupations; Day Care; *Early Childhood Education; Family Day Care; Financial Support; Mail Surveys; National Surveys; Preschool Education; *Preschool Teachers; *Professional Development; Public Policy
 IDENTIFIERS Caregiver Training; Day Care Licensing; Program Characteristics; Project Head Start

ABSTRACT

This 1996 national survey tracked state efforts to create comprehensive career development and training systems for practitioners working in early care and education settings. Mail surveys were sent to 250 key informants and leaders nationwide. Part 1, "Introduction," states the goals of the study. Part 2, "Waves of Change," depicts some milestones that have had an impact on the career development movement, including research findings relating program quality to practitioner qualifications and the establishment of programs devoted to professional development. Part 3, "Vision of a Comprehensive Career Development System," provides a rationale for creating this system and describes 15 principles to guide its development. Part 4, "Summary of the Status of Career Development Initiatives in the States," comprises the bulk of the report and summarizes the status of career development initiatives in the states, including the types of planning and implementation initiatives underway, funding sources, leadership and committee structure, stakeholders, and major accomplishments in the past year. Part 5, "Issues, Barriers, and Challenges the States Are Currently Tackling," considers changes in state and federal governmental policies, funding, and child care licensing. Part 6, "Highlights of State Career Development Initiatives," describes career development initiatives in 14 states. Part 7, "Conclusion," points to the progress made in career development initiatives and cautions that the future will require careful planning, flexibility, and new funding strategies to ensure further progress. The Appendix contains tables and charts detailing findings listed by state. (Contains 10 references.) (KDFB)

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*Working Toward Making A Career Of It:
A Profile of Career Development Initiatives in 1996*

Sheri L. Azer, Karen L. Capraro,
and Kimberly A. Elliott

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The Center gratefully acknowledges the financial assistance of:

- ✓ *Carnegie Corporation of New York*
- ✓ *The Danforth Foundation*
- ✓ *The Ford Foundation*
- ✓ *Ewing Marion Kauffman Foundation*
- ✓ *W.K. Kellogg Foundation*
- ✓ *The A.L. Mailman Family Foundation, Inc.*
- ✓ *Robert R. McCormick Tribune Foundation*
- ✓ *The Charles Stewart Mott Foundation*
- ✓ *The David and Lucile Packard Foundation*
- ✓ *Rockefeller Brothers Fund*
- ✓ *An Anonymous Funder*

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About The Center

Founded at Wheelock College in January, 1991, The Center for Career Development in Early Care and Education strives to improve the quality of care and education for young children by creating viable career development systems for practitioners. The multi-faceted activities of The Center are designed to help states and localities bring about systemic change to replace the fragmented system of training that now exists. The Center is the vehicle through which Wheelock, in partnership with other national organizations and government policy-makers, stimulates and further develops the concept of a dynamic career development system.

The Center's current activities include:

✓ **Technical assistance:** The Center provides assistance to states, community groups, and higher education institutions on all aspects of planning and implementing career development systems in early care and education. In January 1994, The Center launched *Partners in Change* (PIC), a four-state initiative designed to facilitate the creation of early care and education career development systems in these states and to generate models to benefit other states.

✓ **Training:** The Center cultivates the strengths of communities by offering advanced seminars in early care and education leadership, program, and policy issues, both at Wheelock College and in field locations. The Center also encourages local involvement in training early care and education leaders by offering the seminars in collaboration with other colleges and organizations.

✓ **Research:** The Center collects and analyzes data on: state licensing standards that effect quality, including practitioner qualifications and training; early childhood teacher certification standards; and emerging initiatives and promising practices at the state and local levels. Higher education issues are key to The Center's research agenda; data is currently being analyzed and a new project to study the content and demographics of higher education programs in early care and education is planned.

✓ **Publications:** The Center develops and publishes concept and planning papers, research reports (e.g., *Making A Career Of It: The State of the States Report on Career Development in Early Care and Education*), and technical assistance documents designed to support state and local efforts in career development planning (e.g., *Action Packs*). The Center publishes the writing of others working on similar issues.

✓ **Information dissemination:** The Center serves as an information resource on state policy development; data on licensing and other state practices; higher education issues; and programs developed at the local, state, and national levels.

✓ **Collaboration:** The Center works with other national organizations to influence policy and develop program and funding strategies in career development.

Acknowledgments

The Center for Career Development in Early Care and Education would like to thank all of you who took the time to complete our survey. We know how busy you are, but, please know that your contributions to this report, will prove to be very helpful to others doing similar work. The report highlights the progress that has been achieved and discusses the challenges faced by those working on career development. We have drawn upon your commitment to securing a well-trained and well-compensated early care and education work force, and your dedication to the children and families our field serves, as the inspiration for writing this report. We extend heartfelt appreciation to you all.

This work was also influenced by the context and support provided for The Center by the mission, programs, and people of Wheelock College.



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I. Introduction

1996 marks the fifth year since The Center for Career Development in Early Care and Education at Wheelock College began actively tracking efforts in the states to create comprehensive career development and training systems for practitioners working in all early care and education¹ settings—child care centers, family child care, Head Start, the public schools, and school-age care—although groups in some states began before that time. To date, the progress is far-reaching. More than 40 states are working on these issues at some level to make clearer pathways to training and career development. The crucial link between training² and quality is being addressed head-on in strategies for quality improvement.

Since 1992, The Center has conducted an annual survey of those working on career development issues in states to find out how their initiatives are progressing, gather input on how The Center can be more helpful to them, and collect the latest documents from the states for our ever-growing resource files. This year, with the goal of producing this report on trends and initiatives underway, we decided to expand the survey and collect much more detailed information on what is being done. In this report, we hope to

- depict some *waves of change* that have had an impact on the career development movement in the states;
- describe a *vision of a comprehensive career development system*;
- present a *summary of the status of career development initiatives in the states*;
- discuss the *issues, barriers, and challenges the states are currently tackling*; and
- identify some *highlights of state career development initiatives*.

II. Waves of Change

During the last five years, a number of milestones have given impetus to work on career development in the states. In the following pages, we highlight some that are national and far-reaching in scope. These influences have been a catalyst, in many cases, for commitment to these important policy issues. Their combined energy has fueled this work.

- **Research has repeatedly confirmed that a key to quality and the prevention of harm in child care lies in the training and qualifications of the people who work with young children.** *The National Child Care Staffing Study* (Whitebook, Howes, & Phillips, 1989) found that a practitioner's level of education directly affects the behavior s/he displays working with children. A number of more recent studies—*Cost, Quality, and Child Outcomes in Child Care Centers*, *The Family Child Care Training Study*, and *The Florida Child Care Quality Improvement Study*—have also shown a clear link between

¹ We use the term *early care and education* to mean all types of education and care for children from birth through age five and programs for school-age children before and after school and during vacations. We use the terms child care, early childhood education, child development, and early care and education interchangeably.

² We use the term “training” generically to cover all specialized preparation for work in early care and education, from non-credit workshops, vocational education, and all levels of higher education degrees.

the amount of specialized training an individual has in early childhood education or other child-related topics and the quality of the care and education that person provides to children (Galinsky, Howes, & Kontos, 1995; Helburn, Culkin, Howes, Bryant, Clifford, Cryer, Peisner-Feinberg, & Kagan, 1995; Howes, Smith, & Galinsky, 1995).

- **Private national foundations put the training of early care and education practitioners as a priority on their funding agendas and saw it as a means to achieve quality.** In 1990, Carnegie Corporation of New York and Rockefeller Brothers Fund co-sponsored a two-day meeting, the results of which were published in a report, *Quality Matters: Improving the Professional Development of the Early Childhood Work Force* by Carol Copple. This meeting and report focused on exploring the components of a comprehensive early care and education training system and developing strategies to build such a system. In 1995, a consortium of private foundations who have taken a strong interest in career development convened a follow-up meeting—*Quality Still Matters*.
- **The state of Delaware, through its initiative *Delaware First...Again*, convened the first planning process to create a statewide comprehensive career development system.** In 1989, the state of Delaware contracted with Gwen Morgan, Joan Costley, and Nancy Brown to work toward a statewide career development system. Delaware was the first state to undertake such an initiative. Once developed, *Delaware First...Again* was widely disseminated and served as an impetus to many other states to take a similar comprehensive approach, involving all stakeholders.
- **The federal government made funds available through the Child Care and Development Block Grant (CCDBG).** In 1991, the federal government provided the first allocation of CCDBG funds of \$732 million. The Block Grant's regulations stated that states could use 5% to finance quality improvements, including licensing and monitoring, child care resource and referral, and training and salary enhancement. Many states have used these funds to finance career development initiatives. The availability of a new block grant and set-aside money for quality provided an impetus for many states to make career development a priority on their policy agendas.
- **The Center for Career Development in Early Care and Education at Wheelock College was established.** In January 1991, The Center began its work by conducting the first national study of training and career development in early care and education. This study, *Making A Career Of It: The State of the States Report on Career Development in Early Care and Education*, found that there was no comprehensive system of training for practitioners, training was difficult to access and often did not carry college credit, and that regulatory training requirements were low and did not allow for career mobility. With these findings, and a set of recommendations to states on how to build a system, The Center began to work with states as a technical assistance and consulting organization. In 1992, The Center hosted a Technical Assistance ("TA") Day attached to the National Association for the Education of Young Children (NAEYC) Institute for Professional Development conference. Forty states brought teams to discuss career development issues. The Center also worked with states under contract, evaluated the progress of six Strategic Sites, and engaged in a host of activities in other states. Currently, The Center is

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providing intense technical assistance and financial support to four states to develop comprehensive career development systems and continues to work responsively with other states.

- **The National Association for the Education of Young Children (NAEYC) established the National Institute for Early Childhood Professional Development.** With initial financial support from Carnegie Corporation of New York, NAEYC launched the Institute in 1991. They began their work to undertake four types of projects: standard setting; program review; leadership development; and information sharing through conferences and publications. The Institute has proposed and widely disseminated a framework for professional development and the concept of a career lattice where mobility occurs laterally as well as vertically. The annual Institute conference has become the place where state and national policy leaders working on these issues meet, share, and strategize on how to make their plans into a coherent system.
- **The Federal Head Start Bureau funded Head Start - State Collaboration Projects.** The purpose of the Collaboration Projects is to create significant statewide partnerships between Head Start and a state to better meet the increasingly complex, intertwined, and difficult challenges of improving services for low-income children and their families. Grants to states are for a five-year period with subsequent renewals; each grant may be up to \$100,000 annually in federal funds with a 25% state match (cash or in-kind) required. The first round of grants was made in 1990 to 12 states, followed by another round in 1992 to ten states. In 1994, the reauthorization of Head Start allowed for a collaboration grant to be given to all states. A few states have used these funds and projects to spearhead their career development initiatives. Texas was the first state to situate its career development work within the Head Start-State Collaboration Project.
- **The National Center for the Early Childhood Work Force (NCECW) was established to work on a variety of staffing issues in early care and education.** NCECW, formally The Child Care Employee Project, was in the national spotlight with its publication of *The National Child Care Staffing Study* in 1989 (with an update in 1993) and its reorganization and move to Washington, DC in 1994. Their goal as an organization is to improve child care quality by upgrading the compensation and training of child care practitioners. The organization coordinates two major efforts to promote leadership and career advancement for teachers and providers: the *Worthy Wage Campaign*, a grassroots initiative empowering the work force itself to press for staffing solutions, and the *Early Childhood Mentoring Alliance*, an information and technical assistance network for mentors and mentoring programs nationwide.
- **A large-scale training program and the development of an accreditation system were launched to address the professional development needs of family child care providers.** Child Care Aware, formally known as the Family-to-Family Training Projects, is a grassroots effort that provides training opportunities for family child care projects. As of 1995, over 13,000 family child care providers have been trained. Each of the 40 local training projects was developed by a partnership of community organizations and family child care providers to address local needs. The funders—Dayton Hudson, Target Stores, ©1996, The Center for Career Development in Early Care and Education at Wheelock College

and the Department Store Divisions: Marshall Field's, Dayton's, and Hudson's—specify a minimum of 15 hours of training and have identified topics to be covered in the classes (Galinsky, Howes, & Kontos, 1995).

The Family Child Care Accreditation Project, co-sponsored by The Family Child Care Project at Wheelock College and the National Association for Family Child Care (NAFCC), is currently underway to create a new accreditation system to replace a current accreditation offered by NAFCC. As in the case of school-age care accreditation, the national organization, in this case NAFCC, must set qualifications for providers in programs accredited by this system. The accreditation system is scheduled to be ready for implementation in late 1998.

- **The professional development of school-age care providers is being addressed by two projects: Making the Most of Out-of-School Time (MOST) and a new national school-age care accreditation.** The DeWitt Wallace-Reader's Digest Fund's MOST initiative is a major project working in three strategically chosen urban communities—Boston, Chicago, and Seattle; each of these three communities is charged with increasing the supply and improving the quality of activities and care arrangements for children and youth during their out-of-school hours. On the project's agenda is the development of college-based training for school-age providers. At the same time, the National School-age Care Association (NSACA) has embarked on developing a national accreditation for school-age programs, which will need to address the issue of staff qualifications. The standards for accreditation being created by NSACA are built on the Assessing School-age Quality (ASQ) instrument developed by the Wellesley School-Age Child Care Project (*SACCPProject*). *SACCPProject* has given NSACA the rights to use this instrument in this work. A large number of communities are piloting the new accreditation this year.
- **Other national projects are lending support and resources to the career development efforts in the states.** The National Black Child Development Institute (NBCDI) has launched a project to increase the number of African American leaders in the field. NBCDI published a study in 1993, *Paths to African American Leadership Positions in Early Childhood Education: Constraints and Opportunities*, which found that African Americans in early care and education are disproportionately found in low-paying, low-status jobs, and not in roles of status and power. Emphasizing Historically Black Colleges, their current leadership project aims to change the picture by improving and making accessible college training in early childhood education and also by creating a database of potential leaders.

The American Business Collaborative (ABC) is now in Phase II of a massive effort to spend business dollars in targeted communities for expanding the supply and improving the quality of dependent care used by employers. Phase II places heavy emphasis on training, with college credit, and strategies to stimulate colleges to offer more training in gap areas. ABC has identified a director credential as a goal and has funded development activities to stimulate interest.

- Welfare will not be reformed if high-quality early care and education services are not available for children while their mothers work, and if early care and education jobs offered to welfare participants are entry-level, dead-end jobs.

One goal for the nation's child care system is essential—reducing the risk of harm to children. The government is responsible through licensing for covering the basic precept “First, do no harm.” The child care programs themselves must not cause developmental impairment, disease, injury, or death. As reported earlier, specialized training for practitioners has been shown to relate to this basic level of good-enough quality, as well as being a means to achieving higher quality.

Studies of child care centers, family child care, Head Start, and public schools have shown that the United States has not achieved quality early education and care, even though we have the knowledge to do so (Galinsky, Howes, & Kontos; 1995; Galinsky, Howes, Kontos, & Shinn, 1994; Helburn, et al., 1995; Howes, Smith, & Galinsky, 1995).

To achieve each of these goals, there needs to be a strategy for assuring the safest and best possible care and education for the nation's children. Working with young children is a job that requires knowledge of how children grow and develop, skill to solve problems with children and parents, and a great amount of dedication and love for the work. Contrary to what many believe, child care work is not an extension of parenting or “women's work.” People are not born with the skills to effectively work in classrooms or to run a family child care business. Training and education are essential for these individuals to succeed.

The Center's study, *Making A Career Of It*, found that access to training and education is a major barrier. Most practitioners who seek training work and have families, but training opportunities are not available at convenient times. Often, those with prior training who want to gain further education are forced to repeat much of their earlier work because college policies do not accept available training to count for college credit. These barriers are what career development systems are trying to overcome. People in states are working on identifying the barriers in their own communities and developing policies and new practices that allow for accessible, credit-bearing training that moves people along in their careers.

The five million children in child care are the primary motivation for working to establish an early care and education career development system. Parents need to know that their children are receiving the safest, most effective early care and education possible; early care and education practitioners need opportunities to learn and grow more effective in their profession. The creation of a comprehensive early care and education career development system that incorporates progressive, role-related, appropriate, and articulated training; effective quality controls for the profession; recognition and reward systems; and expanded and coordinated financing of training is the key to meeting the needs of parents, practitioners, and the workers of the 21st century—children.

The Center has observed and documented a shared vision of this work for a comprehensive system that includes all practitioners, allows equal access to training, and provides high quality care for all children and families. This vision is set forth in Figure 2 on the following page. (See appendix for The Center's “Big Picture” vision for roles in early care and education settings.)

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Figure 2
The Vision: Career Development Principles

1. The major goal is quality for children.
2. We use the word "training" as short-cut language to mean specialized early childhood and school-age preparation, and the word "education" as short-cut language to mean the level of general education attained.
3. An important part of the development of practitioners is some form of work with the particular age of the children the practitioner will serve: infants, toddlers, preschoolers, kindergarten, and elementary grades.
4. Specialized training must be available to those who prepare themselves prior to employment, and also to those who are pursuing their higher education after employment.
5. Quality for children requires respect for their family and culture and diversity of staffing. Children must see members of their community and culture in positions of status and power.
6. Training for the already-employed should prepare entry-level practitioners for advancement into all roles in time. We do not believe our field wants a two-class system of professionals and sub-professionals, where the second-class workers are assumed to remain in their roles without access to future, better-paid, higher-status roles.
7. Instead of a standard qualification for all, we believe quality for children is enriched when there is a mix of staff, some with CDAs, some with two-year degrees, and some with four-year degrees and beyond.
8. Instead of static qualifications for fixed roles, we believe the early care and education field should be committed to continuing personal growth for all.
9. Compensation is currently inadequate for all roles in the field and should be tied to levels of knowledge and skills.
10. All training should be high-quality, aimed at transforming beliefs and behavior, offered at different levels, and should carry college credit whenever it is substantial in hours and high in quality.
11. Training should be offered in convenient and non-intimidating locations, at times when employed individuals can attend.
12. It is a public responsibility to provide or pay for some part of the training that is essential for quality for children.
13. Quality for children requires a common infrastructure, one system that is funded to provide training for practitioners who work in Head Start, the schools, and the centers and homes funded through purchase-of-service.
14. State policies should create one training system that funds training to enable practitioners to meet qualifications for a progression of different roles, with credit training that can be accepted in college programs, and articulated from one college level to another. It is essential to take a systems approach to policies of regulation, training delivery, and financing of training.
15. This needed training system will not be the same from one state to the next.

IV. Summary of the Status of Career Development Initiatives in the States

Methodology: The Annual Career Development Survey

In January - May 1996, The Center sent out a survey to 250 key informants and leaders in each state, the District of Columbia, and New York City.³ Surveys were sent to a range of three to six people in each state, including

- Child Care Licensing Agencies;
- Departments of Education, early childhood staff;
- CCDBG Administrators;
- Head Start - State Collaboration staff persons;
- Child Care Resource and Referral Statewide Network Contacts;
- representatives of higher education institutions;
- those involved in training at the local level; and
- practitioners and others involved in career development planning efforts in the states.

We actively sought and received at least one response from each state. Ultimately, we received a total of 74 responses to the survey, with multiple responses from many states. A few states took a collaborative approach—individuals who received the surveys worked together to produce one response.

When there were variations in the responses of informants from the same state, we reviewed the survey information carefully. We contacted the individuals who had divergent answers to discuss the questions and produce one response. We also footnote some variations in the tables that follow within the text and in the appendix.

The results reported here are all based on the information and opinions provided by the respondents. We realize that their perspectives may not reflect that of others in the same states. In addition, by necessity we balanced feasibility with exhaustiveness in designing our instrument and collecting this data. Although there is clearly information that is beyond the scope of this survey, like most researchers, now that we have all the data we can think of things we wish we had asked.

Survey Results: Initiatives in the States

Types and Status of Initiatives

Out of the 52 states⁴ we surveyed, 47 reported having some kind of early childhood career development planning and implementation initiative underway. By a *planning and implementation*

³ New York City has a career development planning initiative underway separate from and in collaboration with the work being done in New York State. We include New York City separately because the city has licensing regulations and other public policies that are different from New York State.

⁴ We will use the term *states* in this report to mean the 50 states, the District of Columbia, and New York City.

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initiative, we mean that some group or entity in the state has devoted time, resources, and commitment to working on these policy issues. Throughout the remainder of this paper, we refer to this group as “the state.” Of these 47 states, 19 report having a separate planning group focused on practitioner training and qualifications. In the other 28 states, the career development planning and implementation is within a larger early childhood initiative or comprehensive children’s initiative (See Figure 3).

Figure 3
Types of Early Care and Education Career Development Initiatives

Type of Initiative	States
Separate Group Focused on Career Development (Total = 19)	Connecticut, Delaware, Georgia, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Mississippi, Missouri, Montana, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee*, Utah, Wisconsin
Part of a Larger Early Childhood Initiative or Comprehensive Children’s Initiative (Total = 28)	Alabama*, Alaska, Arkansas, California, Colorado, District of Columbia, Florida, Hawaii, Idaho, Illinois, Indiana, Massachusetts, Nebraska, New Hampshire, New Jersey, New Mexico, New York, New York City, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Texas, Vermont, Washington, West Virginia, Wyoming
States Reporting No Career Development Initiative (Total = 5)	Arizona, Iowa, Kansas, Nevada, Virginia*

*Alabama: The Center received two surveys from Alabama. One informant described the statewide initiative. The second survey described one region of the state that is implementing some of the state plans. We chose to report the information about the statewide initiative in this report and summarize the regional work in the Highlights section.

*Tennessee: The informant reported that the initiative is also part of a larger early childhood initiative.

* Virginia: At one time, the state did have a planning process underway and produced a state plan for a career development system. However, due to a lack of state government support, the work has not continued.

We asked the states to describe the status of their initiatives in terms of the stage of planning and/or implementation they are in currently. The 47 states with planning and implementation initiatives described themselves as in the following stages of the work (see Figure 4 on the following page):

Figure 4
Stage of Planning and/or Implementation of Career Development Initiatives

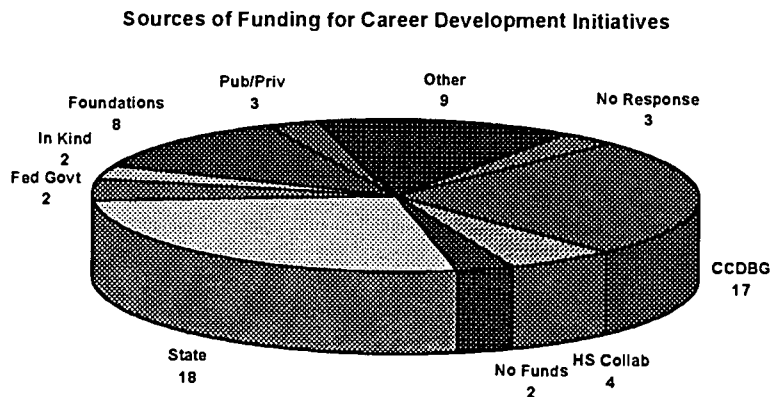
Stage of Planning and/or Implementation	States
Interest in Planning, But Other Issues Have State's Attention (Total = 1)	Alabama*
Early Planning and Launching Career Development Initiative (Total = 8)	Alaska, Idaho, Michigan, Missouri, New Hampshire, New Jersey, West Virginia, Wyoming
Planning Stage (Total = 13)	Florida, Hawaii, Indiana, Kentucky, Maryland, Montana, Nebraska, New York City, North Dakota, Ohio, South Dakota, Vermont, Wisconsin
Later Planning and Early Implementation (Total = 13)	Connecticut, District of Columbia, Georgia, Illinois, Louisiana, Maine, Minnesota, Mississippi, New Mexico, Oklahoma, Texas, Utah, Washington
Implementation (Total = 7)	Arkansas, California, Colorado, Massachusetts, New York, North Carolina, Pennsylvania
Later Implementation on Some Aspects of the Initiative (Total = 5)	Delaware, Oregon, Rhode Island, South Carolina, Tennessee

*Alabama: See note in Figure 3.

Funding of Initiatives

Figure 5 shows the sources of funds states report using to fund *statewide* career development initiatives, as opposed to funds used to support local training initiatives:

Figure 5



Notes:

Other = Part H, Carl Perkins Funds, Dependent Care Block Grant, South Dakota AEYC, EQUIP Project (WV), Georgia Academy, Midwest Grant (ND), volunteer
 Pub/Priv = Public/Private Partnerships or a mix of corporate and public funds
 HS Collab = Head Start - State Collaboration
 Many states reported more than one source of funds, this chart represents the number of states that reported each source.

While a variety and mixture of funding sources are being used, public monies—including CCDBG and state government funds—are reported the most frequently. In addition, a large portion of states are using funds from private foundations for their initiatives.

Table 1 in the Appendix contains a state-by-state reporting of each state’s initiative, including the name of the initiative, type, source of funds for the initiative, start date, status of planning and implementation, staffing, and source and amount of funds for staff.

Leadership and Committee Structure

The survey asked state informants to indicate who convenes the career development initiative. Respondents’ answers fell into three major categories: agencies, organizations, and individuals. Figure 6 on the following page shows the convening bodies for each state. For information on convening bodies and committee/task force structures of career development initiatives in the states see Table 2 in the Appendix.

Figure 6
Convening Body Reported for Career Development Initiatives

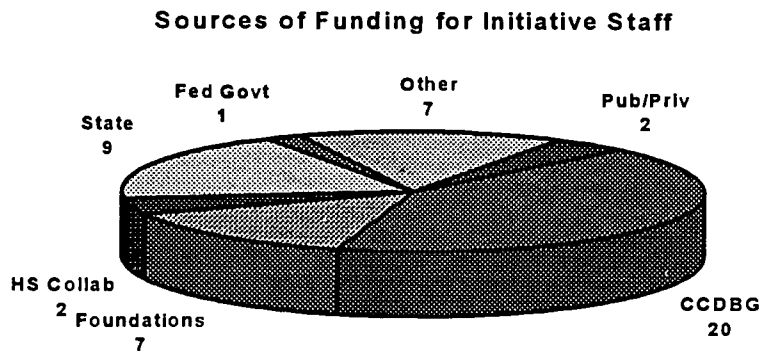
Convening Body	States
State Agency (Total = 15)	Alabama, Connecticut, Delaware, Idaho, Indiana, Louisiana, Maine, Massachusetts, New Mexico, North Dakota, Pennsylvania, Rhode Island, Texas, Utah, Vermont
Governor’s Office (Total = 4)	Colorado, Nebraska, Ohio, West Virginia
State AEYC (Total = 5)	Hawaii, Illinois, Minnesota, North Dakota, South Dakota
State Child Care Council, Committee, or Commission (Total = 10)	Alaska, Arkansas, District of Columbia, Florida, Kentucky, Michigan, Mississippi, Missouri, New Jersey, New York
Practitioners/Advocates (Total = 2)	Oklahoma, Wyoming
Early Care and Education Professional Development Institute, Project, or Committee (Total = 5)	Maryland, Montana, South Carolina, South Dakota, Wisconsin
College or University (Total = 4)	California, Georgia, Oregon, Tennessee
Other (Total = 4)	New Hampshire-Adult Learning Center; New York City-Families and Work Institute; North Carolina-no lead, meetings facilitated by committee chairs; Washington-State Legislature

Note: Some states reported more than one convening body and may appear in the chart under more than one category.

Initiative Staffing

In the literature on collaboration and change, as well as from our experience, we know that the planning work that is most successful usually has at least one paid staff person⁵ dedicated to moving it forward. From our survey respondents, we found that 36 states have at least one full- or part-time staff person for their career development initiatives. States are using a variety of funding sources for staff, but, as shown in Figure 7, CCDBG funds are used most often.

Figure 7



Notes:

Other = University Funds, Carl Perkins, Smart Start Initiative (NC), Part H and 619 of IDEA, general grants, part of individuals job,

Pub/Priv = Public/Private Partnerships or a mix of corporate and public funds

HS Collab = Head Start-State Collaboration

Many states reported more than one source of funds, this chart represents the number of states that reported each source.

Stakeholders

When a state makes a commitment to working on career development in early care and education, it is vital for the organizations, individuals, agencies, and constituencies that make the policies, implement the policies, and are directly affected by the policies to be included in the planning process. These organizations, agencies, and constituencies are the *stakeholders*; each has an important contribution to make to the process and each has an investment in the outcome of the work (Freeman, 1984).

In our survey, we asked states to identify the different types of stakeholders that are participating in the career development initiative. Table 3 in the Appendix shows a list of the stakeholders we asked about and how many states indicated involvement by the particular one. Table 4 in the

⁵ Research findings often refer to the importance of having a “champion” or “leader” to ensure the success of any initiative. This individual is not necessarily paid for this work specifically, but holds the vision, advocates for resources, and keeps the work moving forward. Our survey did not ask if the states had “champions,” but we do present information on which agencies or organizations are in the lead in the section on leadership and committee structure (Waddock, 1988).

Appendix is a list of the responses when informants indicated “Other” on the survey. The findings show that in most states, there is representation of the key state or city agencies such as: the child care licensing agency, the department of education, the child care agency, the block grant agency, and the higher education agency (all reported by 39 states or more). Two- and four-year public colleges are involved in almost all state initiatives (41 and 45 states respectively), with slightly less representation by four-year private colleges (34 states) and considerably fewer states (17) reporting the involvement of two-year private colleges.

Resource and referral agencies play a significant role, with 41 states reporting their involvement. Twenty-four or more states reported the involvement of other local training agencies. From the provider and advocacy community, Head Start is involved in most states (41), as are the professional organizations and associations (43 states), non-profit child care centers (43 states), and for-profit child care centers (34 states). Family child care providers are actively involved in 44 states, while school-age care providers are involved in 34 states. There is less involvement from non-governmental funding organizations (10 or fewer states) and corporations (13 states) in this work; the focus seems to be more on the use of government resources.

The survey also asked informants if there were any stakeholders not currently involved in the initiative that they would like to see participating. The one group that a number of states (8) mentioned was parents.

Major Accomplishments

We asked the states to describe their major accomplishments during the past year. In spite of the current challenges of changes in government and administrations, decreased funding, and a prevailing sense of instability, our informants indicated that career development work in the states *has* progressed:

- **There is increased commitment to career development work.** State informants reported better collaboration among stakeholders; increased consensus on issues; enthusiasm for the work; and forward movement, even though in many cases the state government administration has changed. For example, an informant from Connecticut described some of their major accomplishments as, “keeping the initiative moving ahead during the transition of a new governor, new commissioner of DSS, loss of the child care coordinator position at DSS.” An informant from Alaska reported that “most players let go of turf and began to work together.”
- **Planning on career development is underway.** States are creating planning structures, convening stakeholders, securing funds for the work, and developing goals, mission statements, visions, and plans for career development systems. Missouri reports, “getting started, getting funded, getting commitment and enthusiastic participation from two state agencies” as their major accomplishments. Similarly, Montana is “identifying task forces, convening regional leaders and groups, and identifying key issues and action steps.” Wyoming cites “agreeing as a group on a common vision and organizing formally to act upon it” as their accomplishments for the past year. Also, eight states—Delaware, Hawaii,

Idaho, Indiana, Louisiana, Oregon, South Dakota, Vermont—report that they are developing career lattice concepts to guide their work and identify policy issues to tackle.

- **Input and information gathering activities from the local provider communities are underway.** Two states reported that they were conducting focus groups (Louisiana and Wisconsin) with local practitioners; two other states are planning to conduct practitioner surveys (New York City and Vermont) to get a picture of their training experiences and needs. Surveys are also being planned to inventory the training resources available to practitioners (Oklahoma, Oregon).
- **Implementation of plans are moving forward.** We asked the states to identify whether they were planning, implementing, or not discussing some of the components of a career development system. The results are presented in Figure 8.

Figure 8

Status of Work on Components of a Career Development System

Component	Number of States			
	No. Response	No Discussion	Plans	Implementation
Personnel Registry	3	7	29	8
Training Approval Process	3	6	27	11
Definition of Core Knowledge and Competencies	1	3	20	23
Statewide or College Articulation Agreement	3	4	22	18
Revised Licensing Regulations/Training Requirements	5	5	28*	10*
Revised Early Childhood Teacher Certification	5	13	16	13

Note: There are five states with no early care and education career development initiative that are not working on any of these components.

*One state, Nebraska, has plans to revise their child care center regulations and is implementing revised family child care regulations. We included them in both categories.

See Charts A-F in the Appendix for bar charts showing the states in each category.

State informants also reported that planning and implementation is taking place on a number of other components of a system, including

- trainer approval/standards (Louisiana, Oregon);
- training calendars, databases (Delaware, Georgia, Kentucky, South Carolina, Utah);
- RFP's/contracts issued to develop system (New Jersey, New Mexico);
- professional development record and recognition system (Oklahoma, Michigan, South Dakota, Washington);
- portfolio assessment systems (New Mexico);
- orientation for trainers (District of Columbia);

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- compensation for practitioners (Montana, New Jersey); and
 - best practices document (New Mexico).
- **Career development groups are getting the word out about their work.** Conference presentations (Vermont), public relations materials (Kentucky and New Jersey), newsletters (Delaware), and written concept papers and reports (Louisiana, Minnesota, Ohio, and South Dakota) are strategies being used to publicize and gain support for this important work.
 - **Many informants reported the development and piloting of new training programs for practitioners in their states.** For example, New Mexico is piloting a 45-hour entry-level course and Nebraska is piloting management and mentor training projects. South Carolina established a continuing education course to bridge continuing education credits to academic training. Wisconsin developed a new mentor teacher training project in collaboration with a welfare reform pilot project in one community. Also, Washington has three local pilot projects underway, with five more being planned for this year.
 - **States are expanding existing training programs.** For example, North Carolina reports maintaining and expanding the TEACH (Teacher Education and Compensation Helps) Early Childhood Project, a model that is being replicated in a number of states. North Carolina also developed a CDA strategy in collaboration with Cooperative Extension and TEACH to reach practitioners in rural areas. Also, an informant from Rhode Island reports that, “we have focused on stabilizing the training system. We have offered training sessions, course conferences, enhanced our resource center, added staff, and begun to look for additional funding.” In Tennessee, the Tennessee Early Childhood Training Alliance, has added a family child care component. The Tennessee system is currently serving about 50 counties (about 50% of the state).
 - **Scholarship funds are being made available for practitioners.** The Michigan Futures Project raised \$680,000 that was distributed to communities for free training and materials. The Michigan 4C awarded 139 CDA Assessment Scholarships and 62 CDA Training Scholarships. South Carolina has made training coupons for free training and scholarships for college course work available to practitioners.
 - **New training materials are being developed.** In Indiana, PBS and Child Care Collection has produced three video tapes.
 - **States report the development of new credentials for practitioners.** Eight states—Arkansas, Colorado, Kentucky, Massachusetts, New York, North Carolina, South Carolina, Wisconsin—reported that they are in the process of developing new practitioner credentials or certificates for family child care, school-age care, and center teachers and directors either independent from or tied to the licensing system.

- **The informants also report that increased numbers of practitioners are participating in the training opportunities available.** Arkansas reports increased numbers of participants in CDA training and assessment. Also, Pennsylvania reports as an accomplishment that additional training opportunities are being offered in the state.

V. Issues, Barriers, and Challenges the States are Currently Tackling

In our survey, we asked the states to identify specific issues and challenges. We specifically asked if the proposed funding changes (i.e., budget cuts, block granting, etc.) would have any effect on their work and about any moves to deregulate child care licensing. We found mixed responses in these two areas, and many states raised still another issue—changes in state and federal government.

One major set of issues the states are facing, according to our informants, are the *changes in state and federal government* that have taken place over the past few years. Groups working on child care policies are challenged by state agency reorganization, weakened support for the work, political divisions, and the issues surrounding welfare reform. For example, an informant in Oklahoma describes her state's barriers as: "Keeping work groups in place to enable the initiative to continue. We can't separate ourselves from the dilemma of welfare reform and political divisions between Head Start, proprietary care, and public schools. We continue to build bridges between all groups." In Massachusetts, "the state is reorganizing to downsize and merge functions. [The Office for Children] is slated to merge." Since much of this work is targeted to change state policies, any lack of governmental support, even if temporary, is sure to cause setbacks and even failure in some cases.

Surprisingly, the informants' answers were mixed in terms of *changes in funding*. Some informants were very concerned, feeling that the work would not be able to continue if funding was cut.

Many of the efforts are using CCDBG Quality Set-aside monies. States that were less concerned about possible funding cuts were using alternative funding sources such as community foundations and other private sources of funds. A few state informants were worried about the lack of funds, but said their states were committed to this work and would not let the initiatives fall apart. The informants listed actual programs, projects, and initiatives that would be lost without these funds. States describe that there could be fewer well-paying jobs for practitioners, fewer training opportunities, less scholarship money for training, and significant effects on child care resource and referral services. An informant in South Dakota describes the effects of funding cuts in this way: "It will become increasingly difficult to provide enhancements to existing training. Emphasis for funding will be on welfare reform efforts."

Career development planning and implementation initiatives could suffer a loss of staff. In Oklahoma, "It will be difficult to continue the work of the early childhood professional development team at the pace which is currently happening without a staff person. Funding

changes will affect quality improvement initiatives and the training network that has been established.”

Informants were also concerned about the competitive climate that could develop if all state initiatives had to fight for the same limited resources. An informant from Kentucky says that, “if block granting occurs where many providers and services compete for the same pool of monies, public education as well as many other services will suffer.”

Some states are seeking new strategies by continuing to advocate for state and federal funds and looking to other sources for support. In Oregon, “The only question relates to the amount of dollars that will be available for different functions, levels of funding may be decreased but we do not expect to back away from any components of the plan.” Rhode Island acknowledges that “there will be changes in funding but we believe that there is state commitment to continue the work of the training system.” An informant in New York describes their approach to impending funding cuts and policy changes: “New strategies and approaches will need to be devised to confront changes in funding and issues related to deregulation and decentralization of government functions. For now we are trying to become informed of what these changes are/will be and the impact on the initiative.”

Changes in child care licensing, seemed mixed as well. Several state informants described discussions or threats of deregulation and loosening of the licensing regulations. Potentially serious changes include lowering training requirements. In Minnesota, for example, an informant reports that “a real threat exists that Minnesota standards for child care providers will be reduced by legislation.”

Other changes being discussed in the states include: developing new exemption categories (Illinois), creating a less-regulated form of family child care (Wisconsin), and movement toward self-licensing or self-assessment (Vermont, Wyoming) on the part of child care programs and providers. In Florida, a bill has been introduced to increase the number of children that are served in family child care homes. An informant says that, “child care leaders find this a negative direction.” Montana is facing the possibility of elimination of registration of family child care homes.

Two states, Alabama and Colorado, describe their proposed regulation changes as moving their states more toward a risk-based or risk management type of system, which means that licensing agencies will only be able to respond when there is a risk of harm to children.

Other informants see positive changes: trying to simplify the language or the system, but without losing any of the standards. New Mexico is revising child care facility regulations to be simpler in language, smaller in number of pages, and they hope to stimulate quality. New Mexico is also planning to improve their child:staff ratios and training requirements and is implementing a three-tier system of funding with differentiated reimbursement levels. In New York State, revisions to regulations have been submitted to the Governor’s Office of Regulatory Reform. In South Dakota, there is “no discussion of deregulation. More providers will need to become registered or licensed as [we] move to a comprehensive provider pay system, which includes transitional child care and JOBS participants, as well as families receiving assistance through CCDBG funds.”

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Seven states report that they are in the process of reviewing their regulations and making proposals for revisions (Alabama, Connecticut, Georgia, Hawaii, New Hampshire, Ohio, Pennsylvania).

Three states reported they are proposing increased training requirements (District of Columbia, Michigan, and New York). An informant in Washington reported, "the current legislative session saw both a proposal to deregulate family child care (proposal withdrawn) and legislation directing the state to develop a comprehensive plan for career development for those who work in early care and education and school-age care. The licensing subcommittee of the [Child Care Coordinating Committee] proposes that [the Office of Child Care Policy] require licensed child care providers to obtain annual in-service training. Licensors are being asked to focus more on encouraging training as they work with providers." Also, Massachusetts has a proposed regulation change that promotes training in management and administration for directors.

VI. Highlights of State Career Development Initiatives

In the following section, we highlight some of the state initiatives that are currently underway. The states reported many accomplishments to us and sent materials and other information describing their efforts. Presented here is some, not all, of the current work. We purposely chose to highlight the states that were implementing parts of their systems and the work that is new and current in 1996. Also, we wanted to report the data while it was fresh, so we did not take the time to follow-up with any of the states to get a fuller description of their work. We hope that the information is described accurately; it is based solely on the reports from the informants and the supplemental materials.

- **Alabama:** With their statewide planning not moving forward, the Gulf Regional Childcare Management Agency (GRCMA), which represents several counties, put some of the plans into action. The Specialized Training Achievement Recognition System (STARS) is a career development system, but on a small scale. Since development began in 1992, GRCMA has implemented a career advancement lattice, core competencies, a personnel registry/database, and a training approval process that awards CEUs for training. According to their materials, there are approximately 300 practitioners in the STARS system. Their current plans include developing articulation plans between local colleges and universities. GRCMA also hopes that the STARS model will be adopted as Alabama's statewide career development system.
- **California:** As part of their statewide plan, *Advancing Careers in Child Development*, the Transferability and Articulation Committee, with leadership from Pacific Oaks College and foundation funds, has developed an articulation project. The major goal of the project is to improve articulation for early childhood students by creating a continuum that includes: community-based training, vocational child care, community colleges, four-year colleges/universities, and family child care. Four pilot projects are addressing articulation, transferability, and career mobility. The anticipated outcomes from the project include: articulation agreements and processes; improved information for those providing and

receiving training and counseling; and the creation of models for other California communities to use in developing similar projects.

- **Colorado:** Since 1992, the Governor's Early Childhood Professional Standards Committee has been working on career development issues. The committee has initiated a number of projects:
- A set of eight areas of core knowledge were identified and are being used to develop a comprehensive, shared curriculum to be used in secondary schools and community colleges.
 - Vocational programs, community colleges, and four-year institutions are developing a vision of early care and education in higher education.
 - A set of criteria, based on the eight areas of core knowledge, has been developed to approve early childhood training to be used by the Colorado Department of Human Services, Division of Child Care to meet licensing regulations.
 - The Departments of Education and Human Services have pooled and coordinated training resources and made funds available to over 40 learning clusters throughout the state. A quarterly training calendar was developed that lists all credited and non-credited early childhood training programs.
 - The Business Commission on Child Care Financing has developed strategies that ensure quality of programs, address the wages of early childhood educators, and assure that parents can pay for child care.
- **Connecticut:** The Child Care Coordinator position in the State of Connecticut was housed in the lead agency for child care, the Department of Social Services (DSS). This individual served as the coordinator between DSS and *Connecticut Charts a Course*, the statewide career development initiative. This position was vacated and DSS transferred the coordinating entity to the Connecticut Child Care Training Support Fund and Provider Registry project director. This project is currently funded by DSS, yet it is housed in the State of Connecticut community-technical college system for fiscal and administrative purposes. The project director, who is a professor of early childhood education in the community-technical college system, was already involved in another component of the *Connecticut Charts a Course* initiative by spearheading an existing statewide articulation agreement.
- **Florida:** A number of career development initiatives are underway in Florida. They include:
- Collaborative grants funded through the Department of Education.
 - The TEACH Early Childhood Project is being replicated in the state funded through Work/Family Directions and managed by the Florida Children's Forum.
 - A World Wide Web site, KIDNET, is currently being developed and will be up and running by June, 1996. KIDNET will provide information about training that is being offered for early care and education practitioners, upcoming state, local, and national conferences, a list of exemplary trainers, the names of people who can

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serve as mentors, and a bibliography of resource materials. Linkages to other World Wide Web sites will also be included.

- Florida has new State Board of Education Teaching Certificates: Birth to age 4 and Age 3 to grade 3.
 - In licensing, there is legislatively mandated training requirements that there be one CDA or equivalent for every 20 children in care in an early care and education program.
 - Core competencies were developed by the Florida State University Center for Prevention Consortium as part of an Interdisciplinary Training Grant.
- **Georgia:** Implementation of core competencies is the current work of the Georgia Childhood Care and Education Professional Development System. The system, *Advancing Careers through Education and Training* (ACET), has implemented a set of professional development competencies for early care and education, school-age care, program administration, and for trainers. The competencies delineate the knowledge and skills desirable for early care and education professionals working in all settings. A corresponding set of Training Record forms have been developed for individuals to document their training and educational experiences related to their roles and responsibilities in early childhood settings. Self-assessment instruments have also been designed to help individuals identify competency areas in which additional training is of need or interest.
- **Indiana:** The Indiana Child Development Training Committee's career ladder and core competencies includes a set of career options at each level that can be obtained with the required training. For example, for the Pre-professional Level I the career options include teaching assistant, caregiver in a variety of settings (family child care, school-age care, center-based program, and special needs sites), camp counselor, Scout leader, Girls or Boys Club worker or counselor, and swim instructor. These options do not just focus on careers in child care, but other avenues for working with children and youth. They also include ways to enhance skills, such as in-service training, pursuing a CDA, adult education classes, college classes, and conferences.
- **Montana:** With the long traveling distances, dispersed population, and rural/remote areas, the Montana planning group has used interactive video to convene stakeholders working at the local level for a statewide meeting through the METNET.
- **Nebraska:** The Nebraska Department of Education (NDE) is working on a new Unified Early Childhood Special Education Endorsement. It is currently being reviewed, but, if adopted, it would cover birth to grade 3. Individuals who obtain the endorsement will be prepared to teach infants, toddlers, and children through grade 3 who are both typical and atypical and will be able to work with families and other professionals to assure appropriate instruction for the children. The NDE has also published a set of guidelines for early childhood programs, *Indicators of Quality*, which include recommendations for selection of staff, qualifications of staff, and staff retention, development, and assignments. It was first published in 1989, with a second edition in 1996. The state career development

planning group is also working on an Action Plan: *Preparing the Early Care and Education Workforce*. They have identified several priority areas: training delivery, standards, funding, public relations, and collaboration.

- **New York:** The New York State Comprehensive Early Childhood Career Development Initiative began its implementation in the spring of 1995. Four subcommittees were established to oversee the implementation of four sections of their state plan:
- The Consistent Standards Subcommittee is responsible for the refining of the “core body of knowledge” and competencies required of practitioners. This core body of knowledge will be disseminated this spring. In the next few months, the subcommittee will be exploring the possibility of having a minimum mandatory credential for an early childhood practitioner who is the lead person with a group of children.
 - The Teacher Certification Subcommittee is working on the availability of an Early Childhood Annotation Certification for those practitioners with a pre-kindergarten to grade six teaching certificate. The first bachelor’s level annotations have been approved in the state.
 - The Career Pathways Subcommittee is working on completing a survey of colleges and universities which offer degrees in early childhood education. This information will be used to create a database to improve articulation for practitioners.
 - Among the projects of the Staff Development Subcommittee are the possibility of creating a web page on the Internet that will list current training opportunities by knowledge base area and geographic location and specific staff training that would contribute to including more children with special needs into child care settings.

The state is also working to increase efforts in linking increased compensation to professional development and devising strategies for providing revenue enhancements or cost savings in child care centers.

- **North Carolina:** Day Care Services Association administers the Child Care W.A.G.E.\$ Project which was designed to award supplemental income for increased education to eligible teachers, family child care providers, and directors who have shown at least six consecutive months of employment at the same site. Eligibility requirements include current employment in an Orange County child care program and current wage and educational credential verification. The purpose of the project is to improve child care quality by reducing turnover and increasing the education of teachers. The project aims to
- reward attained education;
 - reward permanency;
 - maintain marketplace competition for better salaries;
 - integrate with other Education and Compensation Initiatives; and
 - provide a direct supplement.

Currently, the Child Care W.A.G.E.\$ Project is providing supplements to 120 child care providers in 45 child care programs.

- **Oklahoma:** Early Childhood Career Development 2000: Weaving a Vision for Young Children and Families, an initiative convened by early childhood professionals, has developed a Professional Development Record for practitioners' documentation of training and education. This includes an outline of core knowledge by sections as well as a clear representation of Oklahoma's career recognition system. This Professional Development Record will be distributed to licensed child care teachers and family child care providers by June 30, 1996.

- **Oregon:** Some activities reported in this state include:
 - The Oregon Center for Career Development initiated a new certification process for trainers/educators in the field. Certification as an Oregon Certified Childhood Education Trainer (OCCET) will provide a credential for trainers in early care and education. The classes the trainers conduct will automatically be recognized by Oregon's Career Lattice Personnel Registry System.
 - The Big Change Campaign is a marketing strategy created by advisory committee members who are business people. Their two-year mission is to help Oregon businesses become more family-friendly, thus, ultimately investing in the work force of the future—children.
 - The state has also developed a voluntary personnel registry system for practitioners in early care and education and school-age settings. Qualifications for levels on their Professional Development Framework are based on core areas of knowledge, but also personal attributes of the individual. Oregon identified six areas: commitment to life-long learning, professional responsibility, ability to communicate effectively, respectful attitudes, ability to cooperate with others, and self-awareness.

- **Washington:** This state has developed systems and procedures for licensors to monitor practitioner training. The materials were developed by a joint workgroup consisting of the Office of Child Care Policy staff and members of the Child Care Coordinating Committee's subcommittee on professional development. These materials include an Individual Training Record to be translated into Spanish, a Training Guide for Family Child Care Home Providers and Staff Training Guide for Child Care Providers, and a Child Care Provider Training Report. Certificates of Achievement granted by the licensor will serve as proof of training completed. Additionally, the state reported on an Early Childhood and School-Age Care Career Development System Mini-Grants Project. Five different constituencies will offer training to providers in a variety of settings. For example, the Skagit County Community Action Agency (SCCAA) will offer a workshop series for Spanish monolingual licensed family child care home providers. Those who complete the training will receive a Skagit Valley Community College transcript documenting their training and serving as a starting point for future course work.

VII. Conclusion

When we held our TA Day in June 1992, 40 states brought teams of interested policy-makers, practitioners, trainers, and others to discuss career development issues and policy change. Most of those groups were just getting started. Today, almost five years later, these same states, and a few new faces, are continuing this dialogue within their states and together. As we reflect upon these individuals' responses to our survey, a picture of continuing career development system efforts in a context of change, with some significant progress in a few places, emerges.

Without question, it is already difficult for some states to focus their energies on career development work in 1996. Lack of governmental support, loss of funds, and possible deregulation threaten some states' career development efforts. However, at the same time that welfare reform is taking center stage in many states, and possible cuts to CCDBG and quality funds bar the way to achieving safe and effective early care and education for children, commitment and grass roots support is high. Acknowledging the magnitude of the obstacles they face, informants convey the general sense that they want to have forward momentum and they want to do what they can to sustain it:

- Over the span of the last eight years, the number of states involved in statewide career development system efforts rose from one to 47.
- Across the nation, the components of career development groups' plans are relatively consistent. In many different state contexts, and with divergent casts of characters, groups are utilizing similar tactics to dismantle the same barriers.
- States are actively engaged in assessing their own contexts (i.e. reviewing regulations, searching for funds).
- Some states have concrete achievements (a sampling of which we have highlighted in this report).

It is remarkable that progress on career development issues has been made, and momentum fueled, in this uncertain time. How long can the dialogue, and the work, be sustained? The CCDBG quality set-aside has clearly been an important catalyst of states' efforts; more than *one-third* of the states reported that they have relied on these monies as a funding source. During the next several years, will groups find new opportunities/funding partners and identify ways to strengthen, or at least sustain, themselves? As we review the surveys and look ahead to the future, we can only forecast that careful planning, a great deal of flexibility, and new funding strategies will be essential for further progress to be made.

The good news is that many states have accepted a crucial challenge to increase the quality of care for children and the accessibility of training for practitioners. They are trying to build career development systems across the many forms of care and education; provide improved access to training; link growth in knowledge and skill with increased compensation; and break down barriers for practitioners to move through the higher education system. They are attempting to develop mechanisms that provide access for training, recognize practitioners' training accomplishments, and create career mobility and options. This is the heart of the work—the concrete implementation of all the planning and discussions.

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Appendix



**THE BIG PICTURE:
Qualifications for Roles in Early Care and Education**

Academic Levels (or the equivalent)	Child Care Centers Infant/Toddler Programs	Head Start Programs	Family Child Care Homes	School-Age Programs	Hospitals	Early Intervention	Resource and Referral	Public Schools
Ph.D.								
National Early Childhood Certification								
Master's degree	Lead Teacher Alternative 6							
DOE Early Childhood Certification	Lead Teacher Alternative 5				Specialists	Specialists		Principal Program Director Teacher
Bachelor's degree Child Life Credential	Lead Teacher Alternative 4				Child Life Play Specialist		R & R Director	Provisional Teacher
Associates degree	Director II Lead Teacher Alternative 3 Director 1	Director II Director I		Director		Director		Even Start (Assistant Teacher)
Dept. of Labor Credential	Lead Teacher Alternative 2	Parent Coordinator Teacher						
C.D.A.	Lead Teacher Alternative 1							
Four Courses DPH Certification of Infant/Toddler Specialist				School-Age Site Coordinator		Infant/Toddler Caregiver		
One course	Teacher	Home Visitor	(Competent Provider)	School-Age Kindergarten Coordinator		Early Intervention Home Visitor		
Orientation	Assistant Teacher Aide	Assistant Teacher Aide	Family Child Care Provider	School-Age Group Leader Assistant Teacher Aide			R & R Parent Counselor	

Table 1
State Early Care and Education Career Development Initiatives in 1996

State	Statewide Career Development Initiative	Kind Of Initiative	Source of Funds for Initiative	Start Date Of Career Development Initiative	Status Of Planning & Implementation	Staff For Career Development Initiative	Source of Funding For Staff and Amount
Alabama	Day Care Training Sub-committee	Larger Early Childhood Care And Education Initiative	CCDBG	1992	There is interest, but other issues have our interest at this time; one region of the state is implementing plans through the STARS training system	None	NA
Alaska	Alaska Partners For Quality Early Care And Education	Larger Early Childhood Care And Education Initiative	Head Start Collaboration Project	1995	Early stages of planning and launching a career development effort	One part-time	Head Start Collaboration Project
Arizona	None	NA	NA	NA	NA	NA	NA
Arkansas	AR Early Childhood Commission	Larger Early Childhood Care And Education Initiative	CCDBG	1992	Midst of implementation	Multiple AECC staff, full-time	CCDBG \$45,000
California	Advancing Careers In Child Development	Larger Early Childhood Care And Education Initiative	Consortium of private foundations	1991	Midst of implementation	One full-time	Consortium of private foundations \$35,000
Colorado	CO's Professional Development For Teachers Of Young Children	Comprehensive Children's Initiative	CCDBG, Part H, and Carl Perkins	1991	Midst of implementation	Full-time, part-time, volunteer	Carl Perkins/CCDBG \$40,000-60,000

State	Statewide Career Development Initiative	Kind Of Initiative	Source of Funds for Initiative	Start Date Of Career Development Initiative	Status Of Planning & Implementation	Staff For Career Development Initiative	Source of Funding For Staff and Amount
Connecticut	Connecticut Charts A Course	Separate Practitioner Training And Qualifications Initiative	No Response	1991	Through most planning, ready to implement some plans	One part-time	DSS \$12,424
Delaware	Delaware First...Again	Separate Practitioner Training And Qualifications Initiative	State and CCDGB	1989	Later stage of implementation with some aspects of our effort	One full-time	CCDBG \$60,000
District Of Columbia	Professional Development System For Early Childhood Professionals in the District of Columbia	Larger Early Childhood Care And Education Initiative: Mayor's Advisory Committee On Early Childhood Development	Not funded - In-kind staff support	July 1992	Through most planning and ready to implement some plans	Two part-time	D.C. Government CCDBG
Florida	Early Education And Care Comprehensive Training Plan For Florida	Larger Early Childhood Care And Education Initiative	State General Revenue	1991	Midst of planning	None	NA
Georgia	Advancing Careers Through Education And Training	Separate Practitioner Training And Qualifications Initiative	Georgia Child Care Council (CCDBG) and Georgia Academy	August 1993	Through most planning and are ready to implement some plans, strategic planning is ongoing	One full-time - currently vacant	CCDBG/ Foundation \$30,000

State	Statewide Career Development Initiative	Kind Of Initiative	Source of Funds for Initiative	Start Date Of Career Development Initiative	Status Of Planning & Implementation	Staff For Career Development Initiative	Source of Funding For Staff and Amount
Hawaii	Hawaii Early Childhood Career Development Initiative	Good Beginnings Initiative	Hawaii Community Foundation	1990	Midst of planning	Part-time paid, not hired yet	Foundation \$25,000
Idaho	No name for the initiative	Larger Early Childhood Care And Education Initiative	Department of Health & Welfare	1995	Not done much, there is interest and in the early stages of planning and launching a career development effort	None	None
Illinois	Building Bridges	Larger Early Childhood Care And Education Initiative	Department of Children & Family Services	1992	Through most planning and are ready to implement some plans	One part-time	DCFS-CCDBG \$40,000 (Total Project)
Indiana	Child Development Training Committee	Larger Early Childhood Care And Education Initiative: Step Ahead	CCDBG, Volunteer effort	1992	Midst of planning	Minimally, part-time	CCDBG
Iowa	None	NA	NA	NA	NA	NA	NA
Kansas	None	NA	NA	NA	NA	NA	NA
Kentucky	Kentucky Institute For Early Childhood Professional Development	Separate Practitioner Training And Qualifications Initiative	None	1992-93	Midst of planning	None	None
Louisiana	Louisiana Career Development Initiative	Separate Practitioner Training And Qualifications Initiative	CCDBG	1993	Done a lot of planning, need some staff to help implement ideas	None	None

State	Statewide Career Development Initiative	Kind Of Initiative	Source of Funds for Initiative	Start Date Of Career Development Initiative	Status Of Planning & Implementation	Staff For Career Development Initiative	Source of Funding For Staff and Amount
Maine	Comprehensive State Training Plan Development Committee	Separate Practitioner Training And Qualifications Initiative	Dependent Care Block Grant	1991	Through most planning and are ready to implement some plans	One part-time	Part of overall job duties
Maryland	Training Advisory Committee	Separate Practitioner Training And Qualifications Initiative	No response	1993	Midst of planning	One full-time, volunteer	CCDBG \$50,000
Massachusetts	Caring About The Caregiver	Children First	CCDBG	1994	Midst of implementation	One half-time on initiative	CCDBG \$49,000
Michigan	The Michigan Child Care Futures Project	Separate Practitioner Training And Qualifications Initiative	Private and public funders	1990	There is interest, other issues have our attention, however, in the early stages of planning and launching a career development effort	One full-time	Public/Private Partnership \$40,000
Minnesota	Institute For Early Childhood Professional Development	Larger Early Childhood Care And Education Initiative	MN Department of Human Services (FCCBG)	1992	Through most planning and are ready to implement some plans	One full-time One part-time	Grants \$48,000
Mississippi	OCY Certified Child Care Center Director	Separate Practitioner Training And Qualifications Initiative	Office for Children and Youth	No response	Through most planning and are ready to implement some of our plans: work on director credential	One full-time	CCDBG \$42,000



State	Statewide Career Development Initiative	Kind Of Initiative	Source of Funds for Initiative	Start Date Of Career Development Initiative	Status Of Planning & Implementation	Staff For Career Development Initiative	Source of Funding For Staff and Amount
Missouri	Missouri Career Development System	Separate Practitioner Training And Qualifications Initiative	Danforth Foundation and Kauffman Foundation	July 1995	Early stages of planning and launching a career development effort	Two part-time	Foundations \$49,000
Montana	Early Care And Education Career Development Task Force	Separate Practitioner Training And Qualifications Initiative	CCDBG and W.K. Kellogg Foundation	October 1995	Midst of planning	One part-time	CCDBG \$23,000
Nebraska	State Early Childhood Training Center	Larger Early Childhood Care And Education Initiative	Current state agency funds	1990	Midst of planning	Full-time, 6.5 full-time other staff at training center	Part H and 619 Of IDEA, CCDBG, \$650,145
Nevada	None	NA	NA	NA	NA	NA	NA
New Hampshire	Quality Assurance And Peer Review Initiative	Larger Early Childhood Care And Education Initiative	State funds and CCDBG from Child Care Coordinators Office	February 1996	Early stages of planning and launching a career development effort	One part-time	State \$10,800 for staff \$20,000 total
New Jersey	New Jersey Sows The Seeds For Growth	Larger Early Childhood Care And Education Initiative	CCDBG, corporate funds, and public donations	January 1996	Early stages of planning and launching a career development effort	Full-time Part-time volunteer	Corporate And Public Donations CCDBG \$73,325

State	Statewide Career Development Initiative	Kind Of Initiative	Source of Funds for Initiative	Start Date Of Career Development Initiative	Status Of Planning & Implementation	Staff For Career Development Initiative	Source of Funding For Staff and Amount
New Mexico	Partners In Change	Larger Early Childhood Care And Education Initiative	State general funds, Wheelock College grant, State Department of Education and Department of Health federal funds	1988	Through most planning and are ready to implement some plans	Two full-time	State and Federal \$40,000
New York	NYS Comprehensive Early Childhood Career Development Initiative	Larger Early Childhood Care And Education Initiative	Rockefeller Brothers Fund and Aaron Diamond Foundation	October 1993	Midst of implementation	One full-time	Grants \$50,000
New York City	Group in transition. Plan to become: Early Childhood Development Fund	Larger Early Childhood Care And Education Initiative	Not yet established	No response	Midst of planning	Part-time	Travelers Foundation, Foundation for Child Development
North Carolina	NC Professional Development Institute	Larger Early Childhood Care And Education Initiative	No response	Spring 1992	Still planning, midst of implementation	One part-time	Smart Start/CCDBG
North Dakota	ND Early Childhood Professional Development Plan	Larger Early Childhood Care And Education Initiative	Midwest grant and State Department of Human Services, Early Childhood Services	August 1994	Midst of planning	None	NA
Ohio	Early Childhood Coordination Committee	Larger Early Childhood Care And Education Initiative	Various sources of state, federal, and other	1994	Midst of planning	None	NA

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State	Statewide Career Development Initiative	Kind Of Initiative	Source of Funds for Initiative	Start Date Of Career Development Initiative	Status Of Planning & Implementation	Staff For Career Development Initiative	Source of Funding For Staff and Amount
Oklahoma	Early Childhood Career Development 2000: Weaving A Vision For Young Children And Families In OK	Larger Early Childhood Care And Education Initiative	DHS, Office of Child Care: CCDBG	1992	Through most planning and are ready to implement some plans	One full-time	CCDBG \$75,000
Oregon	Childhood Care And Education Career Development System	Larger Early Childhood Care And Education Initiative	CCDBG	1991	Midst of implementation and in a later stage of implementation with some aspects of effort	Two full-time	University Funds/ CCDBG \$122,109
Pennsylvania	Early Childhood Development Training System	Separate Practitioner Training And Qualifications Initiative	PA Office of Children, Youth & Families	January 1992	Midst of implementation	One part-time	State funds \$55,000
Rhode Island	Rhode Island Child Care Training System At Children's Friend And Service	Separate Practitioner Training And Qualifications Initiative	Department of Human Services	1992	Later stage of implementation with some aspects	Full-time, volunteer	DHS Funding
South Carolina	SC Center For Child Care Career Development	Separate Practitioner Training And Qualifications Initiative	Department of Health & Human Services	1993	Later stage of implementation with some aspect: training approval system, registry/database statewide delivery system for training	Six full-time	CCDBG \$409,253



State	Statewide Career Development Initiative	Kind Of Initiative	Source of Funds for Initiative	Start Date Of Career Development Initiative	Status Of Planning & Implementation	Staff For Career Development Initiative	Source of Funding For Staff and Amount
South Dakota	Career Lattice	Separate Practitioner Training And Qualifications Initiative	DECA - Head Start Collaboration and SD AEYC	1992	Midst of planning	None	NA
Tennessee	Tennessee Early Childhood Training Alliance	Separate Practitioner Training And Qualifications Initiative and Larger Early Childhood Care And Education Initiative	CCDBG	1992-Planning 1993-Implementation	Midst of implementation And in later state of implementation with teacher-caregiver, family child care provider, center administrator, school-age care provider	Full-time Part-time	CCDBG
Texas	Texas Head Start Collaboration Project	Larger Early Childhood Care And Education Initiative	Administration for Children and Families Head Start Bureau and CCDBG	1993	Through most planning and ready to implement some plans	One part-time	CCDBG, ACYF-\$18,000
Utah	Utah's Training And Career Development Plan	Separate Practitioner Training And Qualifications Initiative	CCDBG	Fall 1992	Through most planning and are ready to implement some plans	One full-time	CCDBG Funds \$40,000
Vermont	Early Childhood Work Group	Larger Early Childhood Care And Education Initiative	Head Start Collaboration	1993	Midst of planning	None	NA
Virginia	None	NA	NA	NA	NA	NA	NA



State	Statewide Career Development Initiative	Kind Of Initiative	Source of Funds for Initiative	Start Date Of Career Development Initiative	Status Of Planning & Implementation	Staff For Career Development Initiative	Source of Funding For Staff and Amount
Washington	ECE Career Development Subcommittee	Larger Early Childhood Care And Education Initiative	State DSHS, also other state agencies and organizations via donated staff time, and subcommittee fundraising	1989	Through most planning and are ready to implement some plans	One part-time	DSHS State Funds \$10,000
West Virginia	Partners In Change	Larger Early Childhood Care And Education Initiative	Governor's Cabinet on Children and Families (Children's Trust Fund, corporations, and foundations) and EQUIP Project	1992	Early stages of planning and launching a career development effort	One full-time one part-time	State and Partners In Change Grant \$59,000
Wisconsin	Early Childhood Professional Development Initiative	Separate Practitioner Training And Qualifications Initiative	Office of Child Care and Partners in Change	1992	Midst of planning and in a later stage of implementation with the registry	One part-time	DHSS \$5,000 PIC \$15,000
Wyoming	Wyoming Early Care And Education Career Development Task Force	Larger Early Childhood Care And Education Initiative	CCDBG	1992	Early stages of planning and launching a career development effort	None	NA

Table 2
Stakeholder Involvement in Early Care and Education Career Development Initiatives

Stakeholders	Number of States
State or City Agency Sector	
Child Care Licensing Agency	44
Department of Education	39
Block Grant Agency	43
Child Care Agency	41
JTPA	8
Part H Planning Agency	30
Health Department	28
Mental Health Department	7
Developmental Disabilities	24
Welfare Department	33
Labor Department	9
Higher Education Agency	40
Other	17
Higher Education Sector	
4-year private colleges	34
4-year public colleges	45
2-year private colleges	17
2-year public colleges (community colleges)	41
Consortium of colleges	12
Vocational/technical colleges or institutes	29
Other	5
Trainers, Other Than Higher Education	
Resource and Referral Agencies	41
Community Training Agencies	30
County Extension Agents	24
Child Care Food Program	26
Other	14
Early Care and Education Provider/Advocacy Sector	
Head Start programs	41
Professional organizations/associations	43
Parents and grandparents	20
Non-profit child care centers	43
For-profit child care centers	34
Family child care providers	44
Special needs programs	35
School-age child care providers	34
Pediatricians, other health-related groups	12
Early Intervention programs	37
Other	12
Funders	
Corporations	13
Community foundations	10
National foundations	10
Philanthropic organizations	6
Other	21

Table 3
Stakeholders Involved in Career Development Initiatives - Reported as "Other"

State or City Agency Sector	
SCETV	Federal HHAS
WVA extensions	Military
TX Dept. of Health & Services	Dependent Care Grant
TX Workforce Commission	Child Care R & R
TX Child Care Clearing House	President's Office
Mental Health	Public Advocacy Offices
Drug & Alcohol	Deputy Mayor's Office
Youth Services	Chicago's Public Schools
Offices of Budgets & Management	Division of Women
Legislators	Dept. of Community Affairs
South Carolina Parks & Recreations	Tribal Education
Native Associates	SCCECS
Head Start Collaboration	Resource Agency
R & R	Supreme Court
Child Care Advocates	Libraries
Commission on Children	Early Childhood Education Providers
Delaware Development	Head Start
Higher Education Sector	
Tribal Colleges	Technical Institutes
CDA Entities	Child Development Consortium
Wheelock College	
Trainers, Other Than Higher Education	
Consultants	Private Training Organization
High School Home Economics	Family Resource centers
Military	Family Day Care System
University Affiliated Programs	Regional Training Center
Apprenticeships	Military Center
WI Child Care Improvement Project	Head Start
High School	Training Consultants CDA Entities
ND Early Childhood Training Center	Private
Independent Training	Continuing Education
OECD Monitors	Providers
Early Care & Education Providers/Advocacy Sector	
Public Schools	Military
Public Pre-Schools	IAEYC
Public Schools Early Childhood Program	IN Licensing Child Care Associates
Child Organizations	Teachers & Directors Union
Family Resource Center	Legislators
Child Advocacy Organization	Advocacy Groups
Corporate Employers	
Funders	
Head Start	Dept. of Health & Welfare
State	Dept. of Mental Retardation
CCDBG	County Governments
Agency	Professional Organizations
Local Funders	New Jersey Dept. of Human Services
Department of Human Services	Mid-West AEYC
Head Start Collaboration Project	State Governments
Dept. of Education	DHSS
PIC/Wheelock	Dept. of Social Services
Dependent Care Grant	Personal Funders

Table 4
 Convening Body and Committee/Task Force Structure of Career Development Initiatives in the States

State	Convening Agency, Organization, or Individual	Structure of Career Development Initiative - Names of Committees or Structure as Reported by Respondents
Alabama	Department of Human Resources	One large group at this time
Alaska	Nila Rhinehart, Governor's Assistant to Children's Cabinet, Department of Community and Regional Affairs	Concept Paper; Organization; Funding; Public Awareness; Advocacy; Best Practices; University; Research
Arizona	NA	NA
Arkansas	Arkansas Early Childhood Commission	Convened as part of CCDBG planning effort; ad hoc committees for specific components
California	Carole Sharpe, Pacific Oaks College	Committees: Project Steering Committee; Recruitment and Access to Information; Curriculum Review and Modification; Certification; Credentialing; Articulation and Transferability; Retention and Working Environment Task Forces: Visionary Planning; Program Approval for Non-formal Programs/Professional Development Programs; School-age Child Care; Family Child Care; Competency Matrix; Personnel Registry/Training Clearinghouse; Working Environments Manual
Colorado	First Impressions and Governor's Children's Cabinet	Statewide Tech/Prep Articulation Project; Non-credential Training Approval Committee; Professional Credential Work Group; Statewide Training Advisory Council; Governor's Business Commission on Child Care Financing; Early Childhood in Higher Education Task Force
Connecticut	CT Community Technical Colleges; CT State Department of Education; CT State Department of Higher Education	Advisory Group; Training Approval Board Task Group; Higher Education/Articulation Task Group
Delaware	Office of Child Care Licensing, Department of Services to Children, Youth & Families	Delaware First...Again Advisory Board; Higher Education Consortium; Family Child Care Training Advisory Committee; Center Training Advisory Committee; Training Approval System Committee
District of Columbia	Mayor's Advisory Committee on Early Childhood Development and Training Subcommittee	Training Subcommittee, Mayor's Advisory Committee on Early Childhood Development; Professional Development Task Force, Office of Early Childhood Development
Florida	State Coordinating Council for Early Childhood Services	State coordination among public/private agencies

State	Convening Agency, Organization, or Individual	Structure of Career Development Initiative - Names of Committees or Structure as Reported by Respondents
Georgia	Martha Abbott-Shim, Chair-Collaborative Leadership Team	Training Needs Assessment Survey Task Force; Training Levels Task Force; Public Awareness Committee; Collaborative Leadership Team Ad Hoc Committee; Articulation Project Articulation Committee (a separately funded project directly related to key strategies of the Professional Development Strategic Plan)
Hawaii	Hawaii AEYC	In transition
Idaho	Department of Health & Welfare	None
Illinois	Illinois AEYC	Core Content, Training and Standards; Compensation; Status and Funding
Indiana	Bureau of Child Development	Child Development Training Committee; Core Curriculum; Career Lattice; Director's Manual; Quality Recognition; PBS Initiative-Child Care Collection; CDA Scholarship
Iowa	NA	NA
Kansas	NA	NA
Kentucky	Ad hoc committee of 3 state-level councils: Child Care Policy Council, Early Childhood Advisory Council, and the Early Intervention Interagency Coordinating Council	Articulation Brochure Committee; Directory of Trainers Committee; Computerized Training Calendar Committee
Louisiana	Department of Social Services, CCDBG Advisory Council	Career Development Committee; Training Approval Committee; Resources and Materials Committee; Scholarship Committee
Maine	ME Department of Human Services	Steering Committee; Training Review/Needs Assessment; Training Development; Career Development; Training Documentation; Higher Education
Maryland	Training Advisory Committee	Various short term work groups for publications, "core of knowledge" development, career lattice, etc. There are also short term work groups for various projects, including a planned professional development summit intended for the fall of 1996.
Massachusetts	Office for Children	Family Child Care Certification; School-age Child Care Qualifications Board of Directors of the Michigan 4C Association
Michigan	Michigan 4C Association	Articulation Task Force: Higher Education Task Group, Core Competencies Task Group, Status and Requirements Task Group, Approval System Task Group; Registry Task Group (3 pilot sites); Institute Advisory Board
Minnesota	MN AEYC	
Mississippi	The Mississippi Forum on Children and Families	Single committee convened to look at Director's Credential only

State	Convening Agency, Organization, or Individual	Structure of Career Development Initiative - Names of Committees or Structure as Reported by Respondents
Missouri	St. Louis Regional Child Care Partnership and Metropolitan Council on Child Care (Kansas City)	Orchestration; System Planning; others not determined yet
Montana	MT Early Childhood Project	Still under development, 12 regional coordinators are convening local groups for input
Nebraska	Governor	Professional Development Advisory Committee of the Child Care and Early Childhood Education Committee; work groups of the "Preparing the Early Childhood Care and Education Work Force" events; Ad Hoc Committee on the Unification of the Early Childhood and Early Childhood Special Education Endorsements; Professional Development Task Force of the Nebraska Interagency Coordinating Council (Part H of IDEA)
Nevada	NA	NA
New Hampshire	Gale Hall, Adult Learning Center	Advocacy and Public Awareness; Career Lattice; Comprehensive Training Resources; Training and Articulation; Quality Lattice/Licensing
New Jersey	NJ Child Care Advisory Council	Ten committees representing the 10 project goal, subsumed under five groups: 1. Overall Structure Group (committee to define the system); 2. Credentialing Support Group (committee for instructor qualification, articulation, and certification); 3. Professional Service Group (committee for personnel registry, instructional access, and assessment); 4. Financial Resource Group (committee for identifying support for overall system and increased compensation); 5. Outreach PIC Local Advisory Group at 4 sites; State Professional Development Task Force; Higher Education Early Childhood Articulation Task Force
New Mexico	Office of Child Development	Consistent Standards; Teacher Certification; Career Pathways; Staff Development
New York State	NYS Council on Children and Families and NYS Child Care Coordinating Council	Consistent Standards; Teacher Certification; Career Pathways; Staff Development
New York City	Families and Work Institute	No individual groups beyond larger stakeholder group
North Carolina	No lead - meetings facilitated by committee chairs	Articulation/Coordination; Regulation/Standards; Public Awareness; Compensation/Funding
North Dakota	ND AEYC and State Early Childhood Services	Group 1: Identify existing training/education; Group 2: Survey needs in the early childhood field; Group 3: Study of other state plans and make recommendations for ND's plan

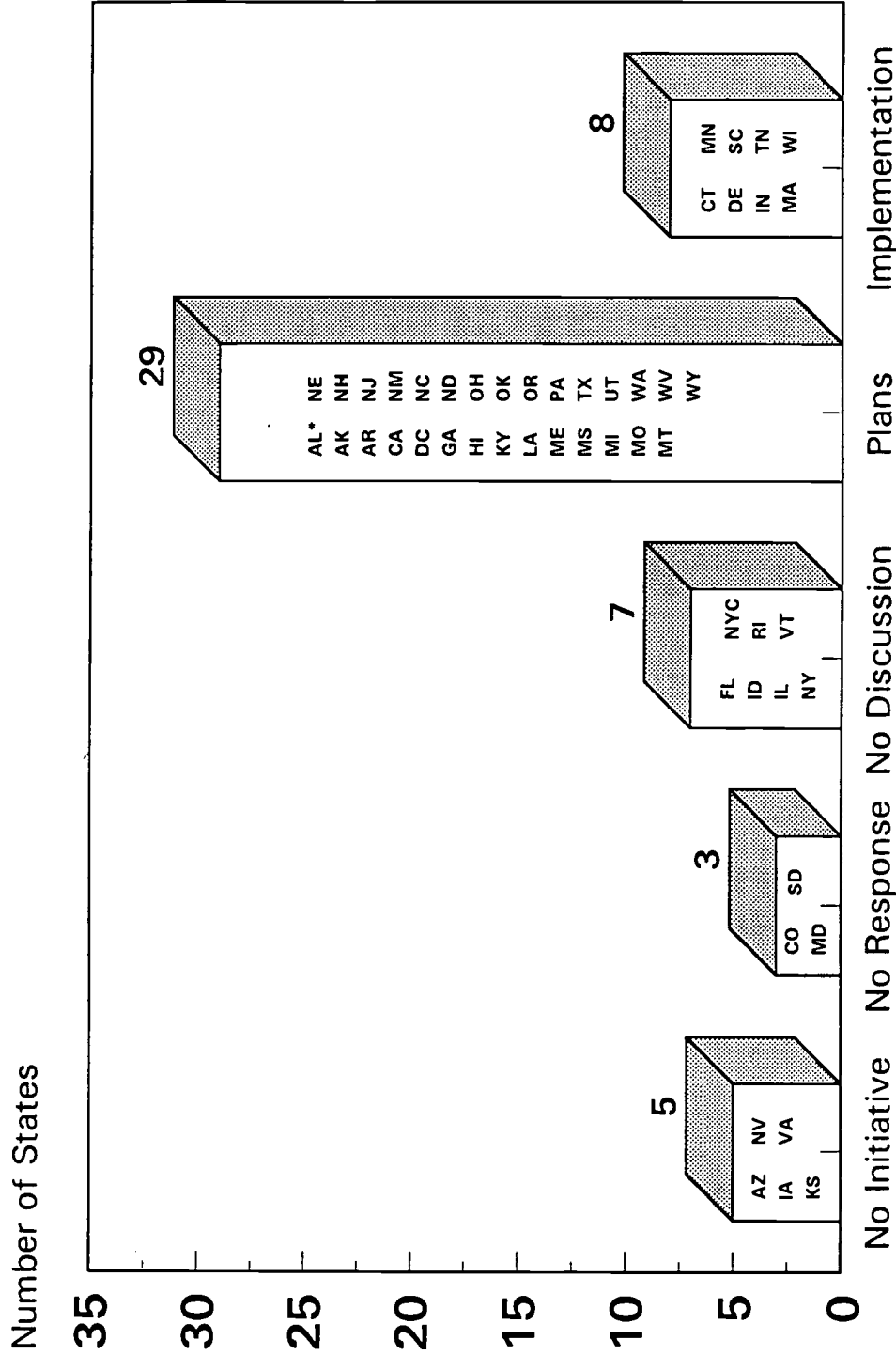
State	Convening Agency, Organization, or Individual	Structure of Career Development Initiative - Names of Committees or Structure as Reported by Respondents
Ohio	Governor's Office	Early Childhood Coordination Committee; Professional Development Subcommittee; Ohio Head Start Professional Development Specialist-working with coalition of associate's degree programs re: articulation agreements
Oklahoma	Early childhood professionals in OK	Cooperative Agreement Work Group; Compensation Work Group; Professional Development Record Work Group; Career Ladder Work Group; Comprehensive Training Plan Work Group-Training Survey
Oregon	Carol Morgaine, Career Development Coordinator for Childhood Care and Education, Portland State University	Childhood Care and Education Career Development Advisory Committee-Oregon Child Care Basics Task Force; School-age Committee; Core Knowledge Task Force; Personnel Registry Committee (in the process of reorganizing organizational structure)
Pennsylvania	PA Office of Children, Youth & Families	Outcomes; Articulation; Public Relations; Communication
Rhode Island	Department of Human Services, through a bid	Accreditation; CDA; Evaluation; Health and Safety; Long Range Planning; Outreach; Nomination; Early Childhood Conference; Rhode Island Early Childhood Newsletter
South Carolina	SC Center for Child Care Career Development	Early Childhood Collaborative Committee; Training Approval Subcommittee; Articulation Subcommittee; Career Development Subcommittee
South Dakota	Early Childhood Training Resources Committee and SD AEYC	Early Childhood Certification Subcommittee; CDA/Technical Colleges Subcommittee; Career Lattice Task Force
Tennessee	Project Manager, Tennessee State University	TECTA Steering Committee; Ad Hoc Committees on Family Child Care Provider, Teacher/Center Caregiver, Center Administrator; Quality Assurance Committee
Texas	TX Health and Human Services Commission	Systems Operation Work Group; Trainers Work Group; Practitioners Work Group; Higher Education Work Group; Public Information Work Group
Utah	Susan Ord, UT Office of Child Care	Original group now inactive, new groups may form as work continues
Vermont	Child Care Services Division	The Early Childhood Preparation and Career Development Committee; a subcommittee has begun to meet to evaluate and develop a personal professional development form
Virginia	NA	NA

State	Convening Agency, Organization, or Individual	Structure of Career Development Initiative - Names of Committees or Structure as Reported by Respondents
Washington	WA State Legislature	Core Competencies Development Task Force; Training Continuum Task Group; Higher Education Task Group; Training and Licensing Task Group; Mini-grant Monitoring Task Group
West Virginia	Governor's Cabinet on Children and Families	Governor's Early Childhood Implementation Commission Training Committee (3 sub-committees): PIC Higher Education Consortium; Mentoring; Career Lattice - may change as work plan is redeveloped
Wisconsin	Many partners - staff work by The Registry	Professional Development Group (an open forum, meets quarterly); Professional Development Steering Committee; Administrator Credential Committee; State Plan Committee; Articulation Work Group; Fon du Lac Mentor Teacher Advisory Committee; Milwaukee Mentor Teacher Advisory Committee; WI/Early Childhood Teacher Educator Group
Wyoming	Early childhood advocates	Trainer Criteria; Grants; Calendar

Chart A

Personnel Registries

Status of Work Reported in 1996

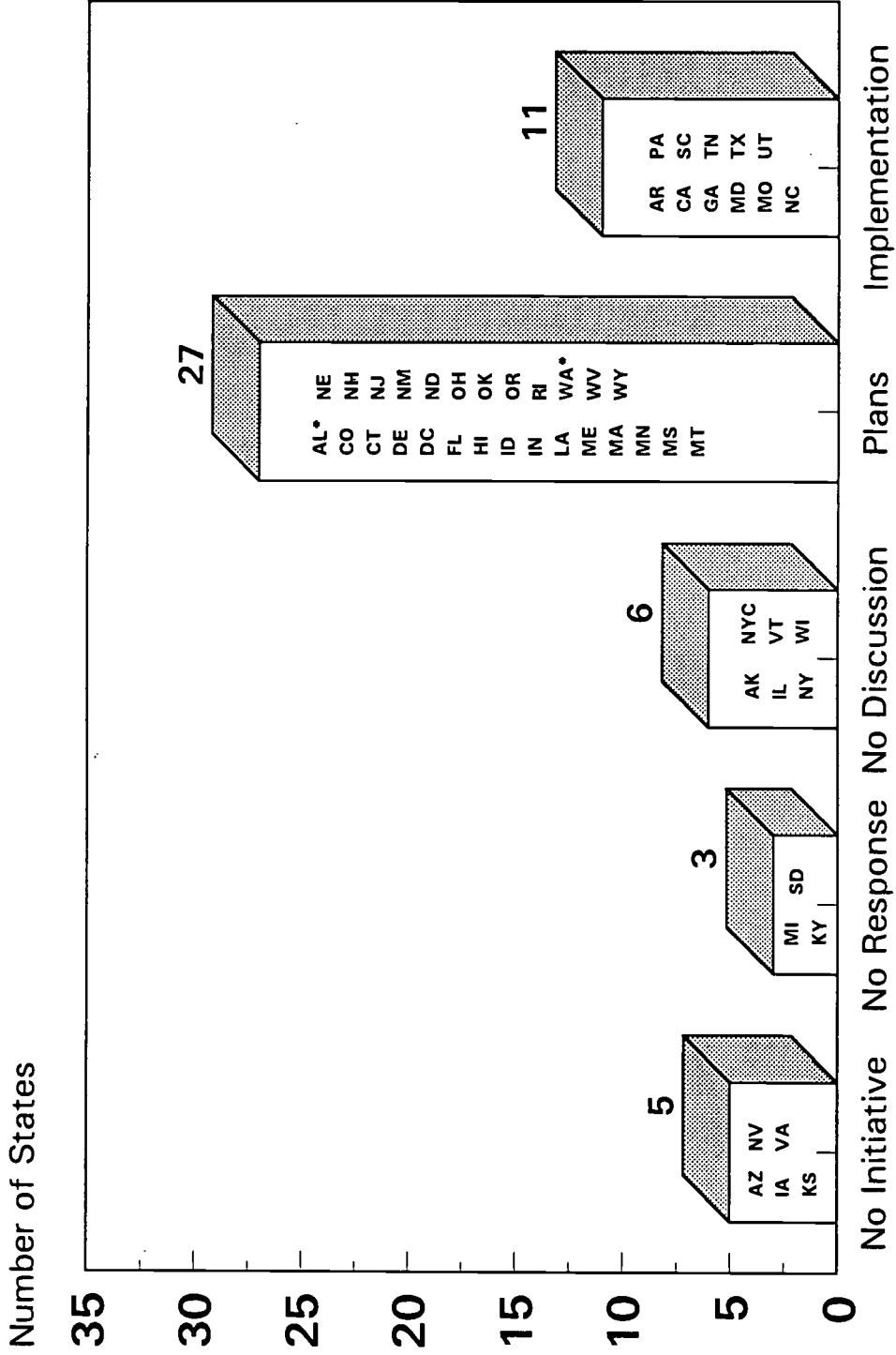


* Alabama: The Center received two surveys from the state. One informant described their statewide initiative. The second survey described one region of the state that is implementing some aspects of the state plan; that informant answered "implementation" on this question. All data reported in this report is based on Alabama's statewide initiative and we have highlighted the regional program.

Chart B

Training Approval Processes

Status of Work Reported in 1996



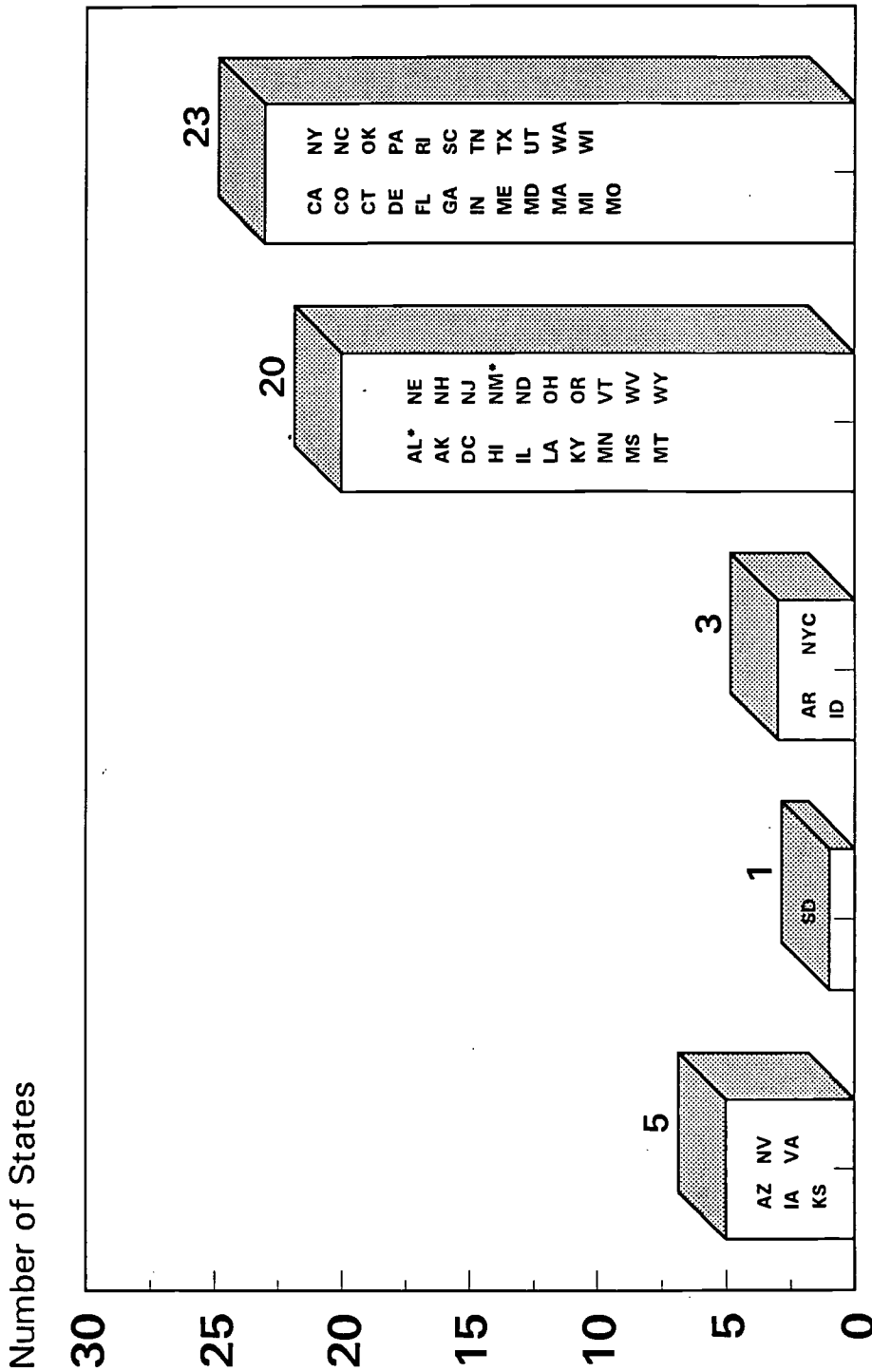
*Alabama: The Center received two surveys from the state. One informant described their statewide initiative. The second survey described one region of the state that is implementing some aspects of the state plan; that informant answered "implementation" on this question. All data reported in this report is based on Alabama's statewide initiative and we have highlighted the regional program.

*Washington: The state reported that they have plans for a statewide training approval process, but is implementing an approval process for the training required for licensure.

Chart C

Definition of Core Knowledge and Competencies

Status of Work Reported in 1996



No Initiative The state reports plans for core knowledge, but is implementing competencies in their early childhood teacher certification.
No Response The state received two surveys from the state. One informant described their statewide initiative. The second survey described one region of the state that is implementing some aspects of the state plan; that informant answered "implementation" on this question. All data reported in this report is based on Alabama's statewide initiative and we have highlighted the regional program.
No Discussion The state reports plans for core knowledge, but is implementing competencies in their early childhood teacher certification.
Plans The state reports plans for core knowledge, but is implementing competencies in their early childhood teacher certification.
Implementation The state reports plans for core knowledge, but is implementing competencies in their early childhood teacher certification.

Chart D

Statewide or College Articulation Agreements

Status of Work Reported in 1996

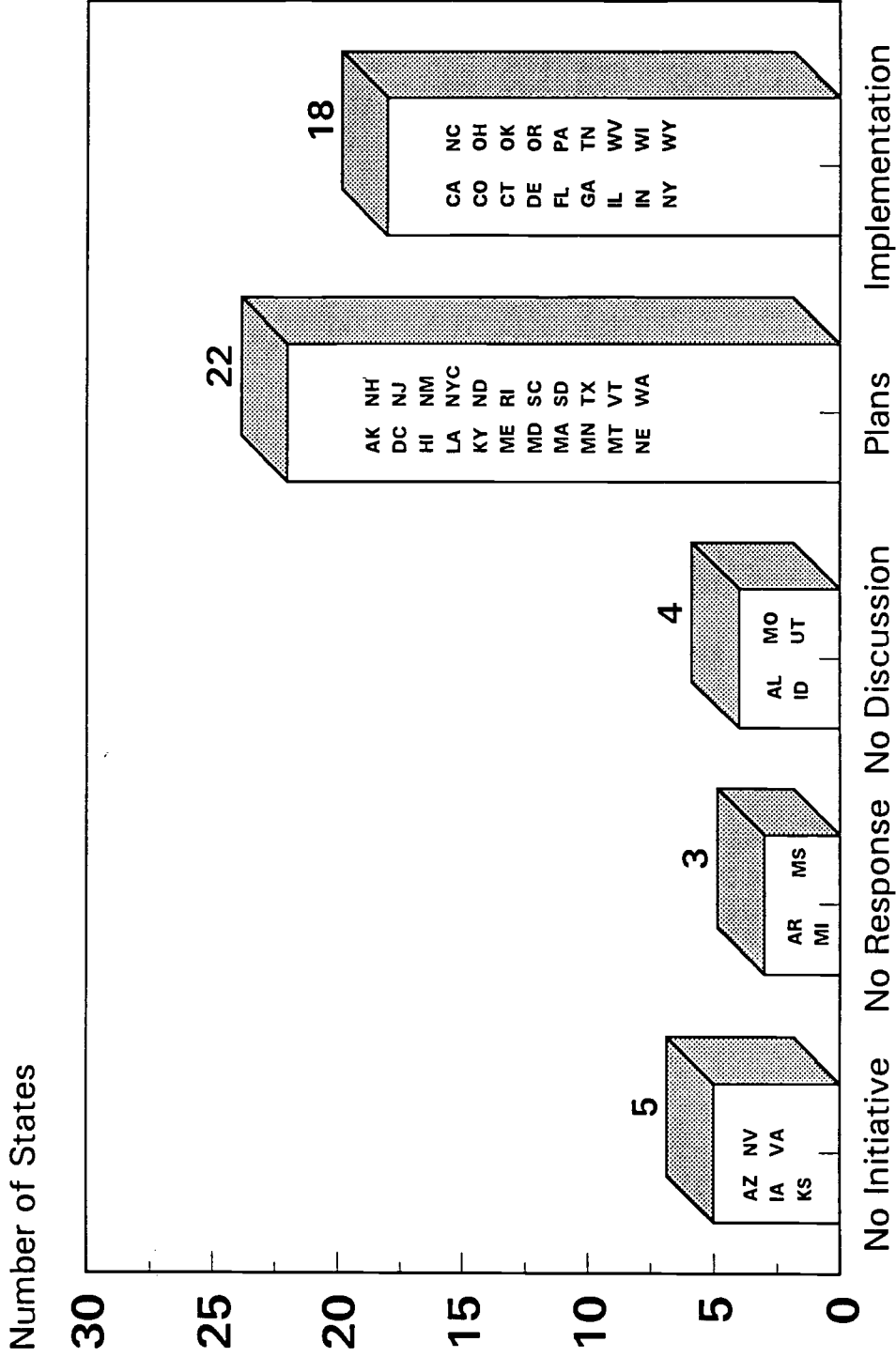
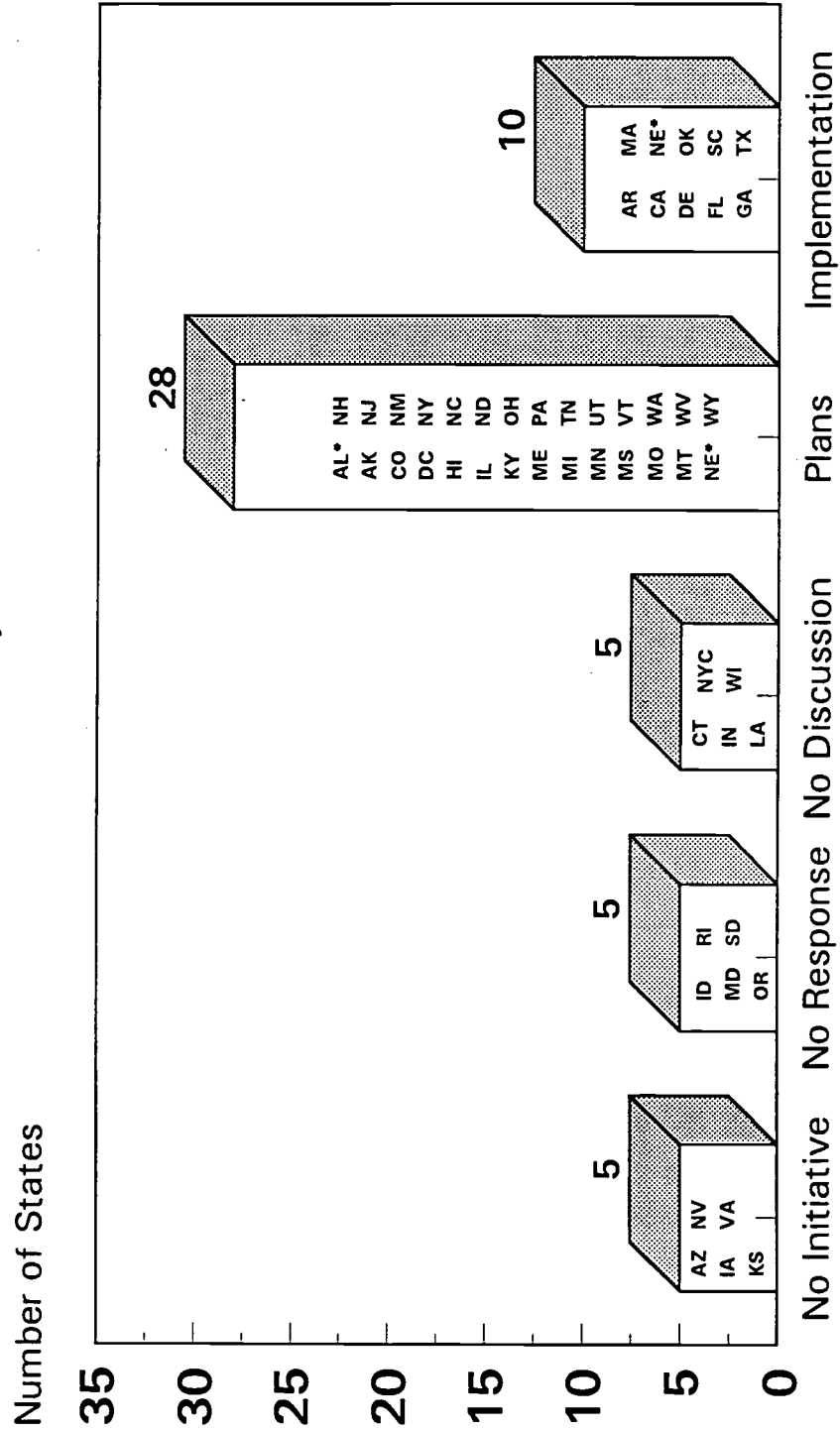


Chart E

Revised Licensing Regulations/ Training Requirements

Status of Work Reported in 1996

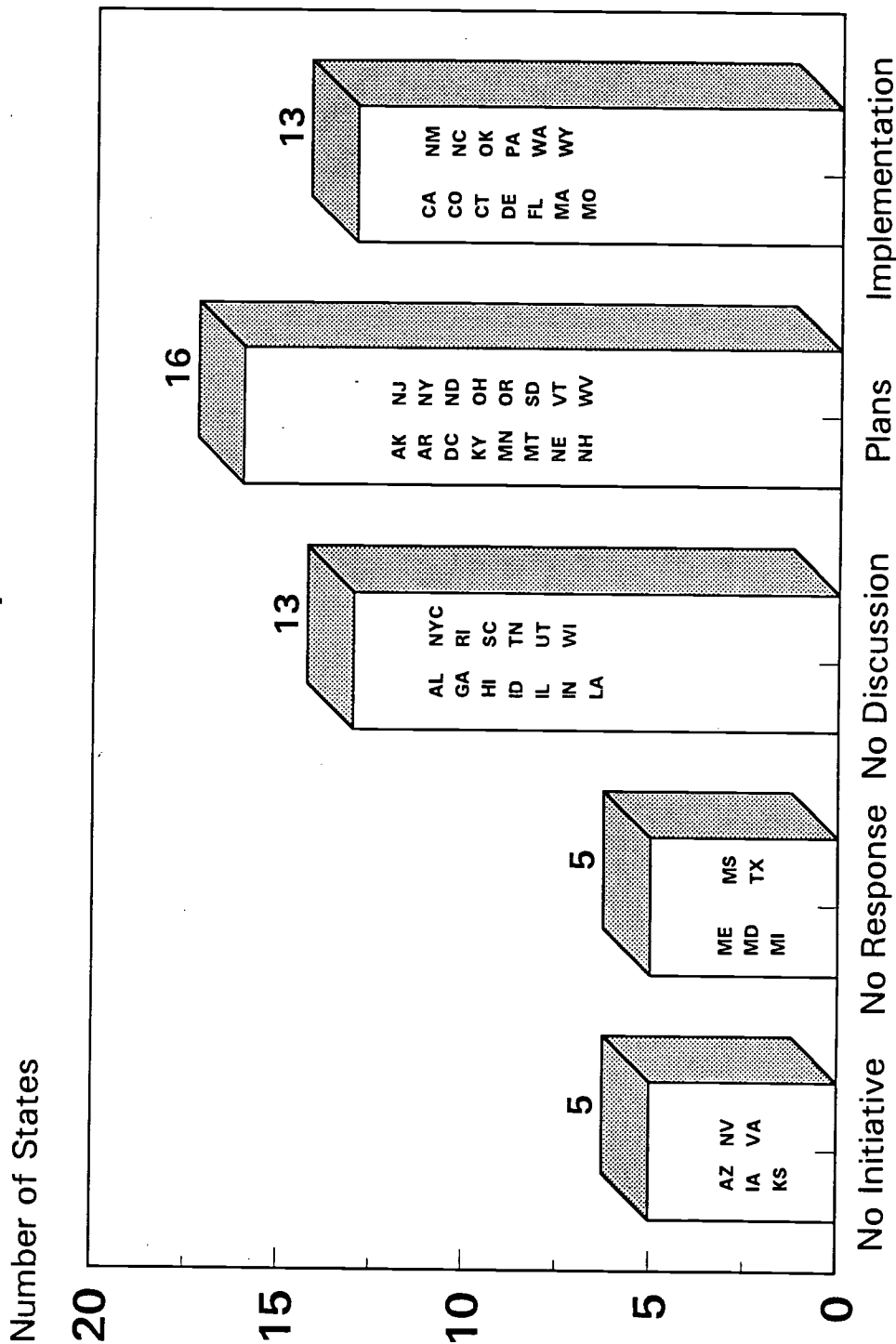


*Nebraska: The state reports plans to revise child care center licensing regulation and implementation of revised family child care licensing regulations.

Chart F

Revised Early Childhood Teacher Certification

Status of Work Reported in 1996





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