



Workforce Development Sub-committee Report

Ana I. Berdecia, M.Ed. Chair
Arlene Martin, Ed.D. Co-Chair

Purpose of Workforce Committee

To make recommendations that support an aligned and articulated system of high quality professional development and preparation for those working in early care and education positions from entry level through leadership, including higher education faculty.

Commissioned Reports

NJCYC's workforce committee commissioned three reports that are available on NJCYC's webpage

www.state.nj.us/education/ece/njcytc.

1. *Mapping the Early Care and Education Professional Development and Preparation System in New Jersey* (2012) Center for the Study of Child Care Employment
2. *Assessing the Quality of New Jersey's Professional Preparation and Professional Development Systems for the Learning Workforce* (2013) Center for the Study of Child Care Employment
3. *The State of Early Childhood Higher Education in New Jersey: The New Jersey Early Childhood Higher Education Inventory* (2013) Center for the Study of Child Care Employment

Mapping the EC Professional Development and Preparation System-Highlights

Mapping the Early Care and Education Professional Development and Preparation System in New Jersey (2012)

Center for the Study of Child Care Employment

- Lack of continuity between programs and professional development offerings.
- No accurate means to keep track of the qualifications, expertise and experience of the professional development providers and faculty members.
- Access to PD and financial resources are major factors for the early childhood workforce.

What We Have Learned?

The State of Early Childhood Higher Education in New Jersey: The New Jersey Early Childhood Higher Education Inventory (2013) Center for the Study of Child Care Employment

- Programs provide preparation for teachers of preschool-aged children.
- Fewer program offerings exist for infants and toddlers at 4 year higher education institutions.
- Lack of leadership content.
- Lack of rigorous criteria used to guide field site selections for student teaching and practicums.
- Faculty are mostly over 50 years of age and predominantly white.

Core Knowledge & Competencies Framework



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Partnership between Professional Impact NJ and the
NJ Council for Young Children



professional
IMPACT NJ
advocating growth for
early childhood educators





Framework at a Glance

- **Area 1:** Child Growth and Development
- **Area 2:** Family and Community Relationships
- **Area 3:** Learning Environment and Curriculum
- **Area 4:** Teaching-Learning Interactions and Approaches
- **Area 5:** Child Assessment
- **Area 6:** Child Wellness: Health, Safety and Nutrition
- **Area 7:** Serving Diverse Populations
- **Area 8:** Professionalism and Leadership
- **Area 9:** Program Organization and Management



Competency Levels Align with Revised New Jersey Career Lattice



NJ Registry Career Lattice Levels and Requirements 2014

"A Career Lattice for members of the early childhood workforce."

Developed by the PINJ Clearinghouse Committee and the NJCYC Workforce Committee.

MEMBERSHIP RENEWAL: NJ Registry members will renew membership every three years as follows:

Instructional Staff (including Directors, Head Teachers, Group Teachers, and PINJ-Approved Instructors): 60 hours (20 hours per year for directors and teaching staff in programs licensed by NJ Office of Licensing)

Assistant Teachers and Non-Instructional Staff: 30 hours (10 hours per year for assistant teachers in programs licensed by NJ Office of Licensing)

NJ Registered Family Child Care Providers (must submit copy of registration certificate): 20 hours (6-7 hours per year recommended)

Advanced Degreed Professional Early Childhood or related Masters, EdD or PhD

Bachelors Degreed Professional *Plus* License/Endorsement related to Early Childhood Bachelors PLUS: P-3, Nursery, N-K, K-5, K-6, Elementary School Teacher (with transcript verification), or K-8 DOE Teacher Certification; Social Work; **OR** proposed NJ Infant Mental Health Endorsement

Degreed Professional Associates or Bachelors in Early Childhood, Child Development, Human Services or related fields; **OR** NJ OOL Director approval letter/certificate; **OR** NJ OOL Head Teacher approval; **OR** NJ OOL Group Teacher approval with child-related Associates or Bachelors degree; **OR** Associates or Bachelors degree plus NJ Infant/Toddler Credential or NJ Administrators' Credential; **OR** Bachelors degree with Healthy Families/Parents as Teachers/Nurse-Family Partnership home visitor 30-hour certificate; **OR** Bachelors degree with Clinical Social Work (CSW) Credential (National Association of Social Workers)

Credentialed Professional CDA; CCP; NJ Infant/Toddler Credential; NJ Administrators' Credential; NJ Family Development Credential; US DOL Child Development Specialist; NJ OOL Group Teacher approval; Healthy Families (PCA America)/Parents as Teachers (Parents as Teachers National Center)/Nurse-Family Partnership (Nurse-Family Partnership National Service Office) home visitor 30-hour certificate; proposed NJ Infant Mental Health Endorsement without degree

Experienced Professional Forty-eight (48) hours of professional development taken in the last three (3) years, composed of six (6) hours of professional development in at least eight (8) of the ten (10) Professional Impact NJ Core Knowledge and Competencies Areas/Sub-Areas: Family and Community Relationships; Child Growth and Development; Environment; Child Assessment; Curriculum; Interactions and Approaches; Diversity; Health, Safety, Nutrition and Physical Activities; Developing as a Professional; and Early Childhood Leadership; **AND** three (3) years of experience in a regulated program or setting in the early childhood/afterschool field

Entry Professional Vocational School, High School, Non-Credit Training, College Credit Non-Degreed, Unrelated Degree

NJ Workforce Registry

- **Registry One:** The Registry managed by Professional Impact NJ and funded by NJDHS-DFD can become a cross-sector repository for state workforce data allowing us to plan and respond to particular workforce needs as they arise.
- **Early Efforts to Populate the Registry:** Since the beginning of the quality initiatives (summer early literacy program and QRIS pilot), Registry membership and participation has increased. Imagine if it is required for all . It would give us the data we need to make informed policy decisions and support a prepared and highly skilled workforce.

The NJ Registry for Childhood Professionals: It All About the Data

- **Registry One**, early care and education workforce management system funded in 2003 by DHS-DFD.
- Customized tool designed to collect and maintain data needed for workforce management:
 - **Participants** (People) data (Not just teachers, it includes administrators and HEI faculty as well)
 - **Early Childhood Programs** (Employers) data (Not just child Care Programs)
 - **Approved Instructors Data**
 - **Other data** needed for quality improvement initiatives, including a Quality Rating Improvement System (QRIS)

Goal: Develop A PD Infrastructure for Infant/Toddler Professionals

- Creating pathways from CDA to Associate Degree that articulate to a BA degree with a focus on infant/toddler care,
- There are no BA degrees in NJ Higher Education institutions with a focus on infant/toddler care or study (A market study would need to be conducted to determine the feasibility of this type of degree).
- Articulation and credit transfer between institutions is still a huge issue that needs to be addressed.

Goal: Develop a PD Infrastructure for Infant/Toddler Professionals

- Various committee members have reviewed the University of Cincinnati infant/toddler modules.
- These modules offer an exciting format that can supplement existing infant/toddler/ECE courses with a faculty moderator.

Challenges for Infant/Toddler Continuum

Workforce committee is in consensus:

- Credit-bearing CDA and non-credit CDA are both necessary, viable tracks.
- On-line learning format may not be the best option for a field with literacy, technology, and special accommodations needs.
- Integration of existing credentials with this new proposed AA are needed.
- What are the incentives for the workforce to return to school? What about compensation?

Committee's Future Focus

- Roll-out of CKC Framework
- Engagement of HEI around CKC, and Preschool Standards
- CDA Summit
- Review of the 18 recommendations identified in the 3 commissioned reports (Implementation Plan)

Do You Have Any Questions?



Contact Information

Ana I. Berdecia, M.Ed. & Certified Coach

Chair of Workforce Committee

Thomas Edison State College (609) 777-4351

ext. 4290 aberdecia@tesc.edu

Arlene Martin, Ed.D.

Co-chair of Workforce Committee

Kean University-Professional Impact New Jersey

(908) 737-4228 amartin@kean.edu