

An Overview of North Carolina's Early Childhood Workforce Education Options

Debra Torrence
North Carolina Institute for Child Development Professionals

dtorrence@ncicdp.org

www.ncicdp.org



NORTH CAROLINA INSTITUTE FOR CHILD DEVELOPMENT PROFESSIONALS (INSTITUTE)

- Non-profit organization
- Started in 1993
 - Mission to develop a comprehensive early childhood professional development system
 - Creates tools and strategies to support system development
 - Provides trainings and creates resources about professional development
 - Gathers and disseminates data about professional development providers
 - Serves as a hub for professional development information
 - Certifies Early Educators working directly with or on the behalf of children ages birth to twelve
 - Endorses Adult Educators as CEU providers

WORKFORCE

- Nationally: 5 million +/- work with young children
- North Carolina: 50,000 work in the field
 - 35,000 +/- work directly with children
 - Majority are women
 - Represent a diverse population
 - Range of education levels
 - Earn low wages
 - Have few benefits
 - Are parents themselves

Impact of the Recession on Child Care Centers in NC (2009)

<http://www.childcareservices.org/downloads/Provider%20Econ%20Impact%20Report.pdf>

ADDRESSING CHILDREN'S NEEDS

- Professional workforce
 - Educated
 - Respected
 - Compensated
 - Stable
 - Healthy

PROFESSIONAL COMPETENCIES, STANDARDS & GUIDELINES

National Guidelines

- NAEYC standards for personnel prep, position statements & accreditation standards
- Child Development Associate Credential competencies

NC Higher Education Competencies

- Early childhood two- and four-year degree program competencies

NC Agency/Funder-Specific Standards & Guidelines

For Early Care and Education Services

- Regulated facilities staff education requirements
- Head Start staff qualifications & professional dev guidelines
- PreK staff education requirements (NCPreK)
- Inclusion and early intervention staff education requirements

For Professional Development & Technical Assistance Services

- NC Child Care Resource & Referral agency guidelines
- NCPC (Smart Start) Technical Assistance guidelines

EDUCATION BENCHMARKS

- Course
- Credential
- Certificate
- Diploma
- Associate Degree
- Bachelor Degree
- Graduate Degree

TWO-YEAR DEGREE...PLUS

NC Community College System

- http://www.nccommunitycolleges.edu/colleges_map.aspx
- 58 community colleges
- Optional national accreditation

NATIONALLY ACCREDITED TWO-YEAR DEGREE PROGRAMS

1. Asheville-Buncombe Technical College
2. Blue Ridge Community College
3. Central Piedmont Community College
4. Davidson County Community College
5. Forsyth Technical Community College
6. Gaston College
7. Guilford Technical Community College
8. Mitchell Community College
9. Rockingham Community College
10. Sandhills Community College
11. Southwestern Community College
12. Surry Community College
13. Vance-Granville Community College
14. Western Piedmont Community College

TWO-YEAR OPTIONS

Community Colleges

- Offerings vary by college
- Applied Science Early Childhood
- Applied Science School-Age
- Early Childhood Education Diploma
- Early Childhood Certificate
- Infant/Toddler Care Certificate
- Lead Teacher Certificate
- Early Childhood Education Administrative Certificate
- Early Childhood School-age Certificate

Sample College Program

<http://www.johnstoncc.edu/earlychildhoodeducation.aspx>

COURSE CONTENT

- EDU 119 – Intro to EC Education... the foundations of the education profession, the diverse educational settings for young children, professionalism and planning developmentally appropriate programs for all children. Topics include historical foundations, program types, career options, professionalism and creating inclusive environments and curriculum responsive to the needs of all children and families. Upon completion, students should be able to design career plans and develop schedules, environments and activity plans appropriate for all children.

COURSE CONTENT CONT.

- EDU 154 – Social Emotional Behaviors...
covers the emotional/social development of children and the causes, expressions, prevention and management of challenging behaviors in all children. Emphasis is placed on caregiver/family/child relationships, positive emotional/social environments, developmental concerns, risk factors, and intervention strategies. Upon completion, students should be able to identify factors influencing emotional/social development, utilizing screening measures, and designing positive behavioral supports.

COURSE CONTENT CONT.

- EDU 221 – Children with Exceptionalities... introduces children with exceptionalities, their families, support services, inclusive/diverse settings, and educational/family plans based on the foundations of child development. Emphasis is placed on the characteristics of exceptionalities, observation and assessment of children, strategies for adapting the learning environment, and identification of community resources. Upon completion, students should be able to recognize diverse abilities, describe the referral process, and depict collaboration with families/professionals to plan/implement, and promote best practice.

COMMUNITY COLLEGE ENROLLMENT

- Demographics
 - Mirror workforce statistics
 - 2003 Working in Child Care in NC :
 - <http://www.childcareservices.org/downloads/NC2003wfreport.pdf>
 - 2008 Who's Caring for Our Babies Now?:
 - http://www.childcareservices.org/downloads/Infant_ToddlerExecSummary08.pdf
 - 2010/11 workforce study
 - *to be released in January 2012*
- Steady increase at community college level
 - Estimated at 17,000 in 2008-09
 - Leveling off/decreasing in 2010 & 2011
 - Pre-requisites imposed
 - Recession

COMMUNITY COLLEGE COMPLETION

- Degree completions
 - Many barriers and challenges
 - System
 - Personal
 - Employment
 - Financial
 - 2010 – 2011
 - Graduated 1,070 with Degree (A5520)
 - 5 – 7 years to complete two-year degree not uncommon
 - Graduated 116 with Diplomas (A55220)

FOUR-YEAR OPTIONS

Universities

- Public & Private
 - Four-year degree
 - Teacher Licensure Track
 - Sample:
<http://web.uncg.edu/reg/Bulletin/1112VA/HDF/BirthToK.aspx>
- Statewide access
- Many offer articulation agreements with two-year degree programs
 - <http://www.childcareservices.org/schools/index.php>

DEGREE CONTENT

Undergraduate degree ...to assist in providing an appropriate education of young children (birth through kindergarten) through the preparation of teachers who are well educated and professionally competent.

http://www.uncw.edu/ed/deglicenpdfs/ps_eyc.pdf

BK TEACHER LICENSURE DEGREE

Birth to Kindergarten Teacher Licensure...prepares early educators to work with young children, from birth through age 5 years, with and without disabilities, including those at-risk, and their families. The pre-service process requires coursework and student teaching/internships to qualify for a NC Educator's Standard Professional I license issued by the NC State Board of Education, while the in-service process requires a three-year induction or beginning teacher support, coupled with formal teacher evaluations, resulting in a professional development plan, leading to a North Carolina Birth-through-Kindergarten Standard Professional II

http://ncchildcare.dhhs.state.nc.us/general/mb_ncprek.asp

COURSE CONTENT

Sample course descriptor...

HDF 341 Social Emotional Competence in Inclusive Settings ...Social, emotional, and physical environments of inclusive early childhood settings (birth to kindergarten) and their role in promoting optimal development and successful learning

[http://web.uncg.edu/reg/Bulletin/1112VA/HDF/
BirthToK.aspx](http://web.uncg.edu/reg/Bulletin/1112VA/HDF/BirthToK.aspx)

NC BK TEACHER SPECIALTY STANDARDS

- B-K teacher candidates address the growth, development, and learning of the whole child, with particular emphasis on promoting positive approaches to learning. They provide a comprehensive and effective curriculum across developmental domains and academic content. They adapt environments and curriculum for children with disabilities or other special needs. BK teacher candidates:
 - use play and active learning processes as a foundation for ALL young children's learning.
 - plan a suitable balance between child-initiated and adult-initiated activities.
 - create and adapt integrated, meaningful, challenging, and engaging and developmentally supportive learning experiences.
 - embed IFSP/IEP goals and objectives into curriculum activities.
 - implement and adapt developmental and functional curricula across all domains (including cognitive,

http://ncchildcare.dhhs.state.nc.us/pdf_forms/NCPre-K_NC_BK_Speciality_Standards.pdf

NC BK TEACHER SPECIALTY STANDARDS CONT.

- BK teacher candidates provide an integrated curriculum derived from Infant-Toddler Guidelines, Foundations for Early Learning, and the Kindergarten Standard Course of Study which includes the following areas:

Emotional/Social Development: To support the emotional/social growth and development of children, BK teacher candidates

- promote children's awareness of personal uniqueness, including cultural and racial identity.
- provide opportunities for the development of self-confidence and social skills.
- promote positive interpersonal interaction between children and adults as well as among children.
- foster children's increasing competence in regulating, recognizing, and expressing emotions, verbally and non-verbally.
- support children's ability to form and maintain relationships.

http://ncchildcare.dhhs.state.nc.us/pdf_forms/NCPre-K_NC_BK_Specialty_Standards.pdf

NC BK TEACHER SPECIALTY STANDARDS CONT.

- Physical Development, Health, Nutrition and Safety: BK teacher candidates embed opportunities for large and small motor development and promote health, nutrition, and safety within daily outdoor and indoor activities. They
 - teach and model hygienic practices.
 - encourage development and opportunities to practice personal care and self-help skills.
 - have knowledge of creating a safe environment that supports self care and hygiene.
 - develop classroom safety rules and model safe practices.
 - create an environment and schedule that provides materials and daily opportunities for a variety of gross and fine motor activities.
 - model and discuss healthy eating habits and frequent exercise.

http://ncchildcare.dhhs.state.nc.us/pdf_forms/NCPre-K_NC_BK_Specialty_Standards.pdf

CONTINUING EDUCATION

- Continued education
 - CEUs
 - Training
 - Conferences

www.ncicdp.org
Calendar of Events

INCREASING EDUCATION LEVELS

- Slow but steady progress
- Requirements & Advances
- Supports & Incentives

REQUIREMENTS & ADVANCES

- Regulations for child care facilities and subsidy rates tied to star ratings
 - http://ncchildcare.dhhs.state.nc.us/providers/pv_providres.asp
- NCPreK
 - http://ncchildcare.dhhs.state.nc.us/pdf_forms/NCPre-KProgramRequirements_08_15_2011.pdf
- Head Start
 - <http://eclkc.ohs.acf.hhs.gov/hslc/Head%20Start%20Program/Head%20Start%20Program%20Factsheets/fHeadStartProgr.htm> (2010 fact sheet)
- National Accreditation of Program
 - <http://www.naeyc.org/academy/pursuing/edquals/candidacy>

SUPPORTS & INCENTIVES

- Smart Start funding
- T.E.A.C.H. Early Childhood® scholarships
- Child Care WAGE\$® salary supplements
- Local education bonuses
- Early Educator Certification (www.ncicdp.org)
 - EEC WeSave Rewards
<http://www.wesave.com/eeclogin.aspx>
- Professional Development & Education Specialists