MISSION CRITICAL: Explicit Competencies and Professional Development for Infant-Toddler Educators

2016 QRIS National Meeting
July 13, 2016
New Orleans, LA
WELCOME

Introductions & Session Overview
Mission Critical

- Critical Needs & Risks
- Critical Opportunities
- Critical Competencies
- Critical Efforts
Critical Needs & Risks

- More than 11 million infants and toddlers in the US
- Nearly half need daily early care and education (ECE) services
- Vast majority of infant toddler ECE programs are mediocre to poor quality
Babies at Risk: Infants and Toddlers by Family Income Level

Nationally, almost half (48%) of children under age 3 live in low-income families (with an income less than 200% of the Federal Poverty Level (FPL)), including 25% that live in families in poverty (with an income less than 100% of the FPL).

Source: National Center for Children in Poverty (www.nccp.org)
Critical Connections

- Effective educators are the key to creating experiences that optimize infants’ and toddlers’ development.
- High-quality caregiving can be a critical resource for children whose connections in their homes and communities are fragile or broken.

700 New Neural Connections Every Second
Critical Needs & Risks

Educational Attainment of National Early Childhood Workforce

- Center-based workforce serving infants and toddlers (birth-3 years)
- Center-based workforce serving preschoolers (3-5 years, not yet in kindergarten)
- Listed home-based providers

Critical Needs & Risks

125% of FPL = “low income”

82% of FPL = “poor”

Median Income for Center-Based Teachers Serving Babies and Toddlers (0-3)

Sources: Adjusted and adapted from the National Survey of Early Care and Education Project Team. (2013); and ASPE 2015 Federal Poverty Guidelines.
Critical Needs & Risks

Median Income for Center-Based Teachers Serving Babies and Toddlers (0-3)

- All infant-toddler center-based teachers: 125%
- Infant-toddler center-based with Bachelor's degree: 147%
- Low income with family of 2: 82%
- Poor with family of 4: 97%

Sources: Adjusted and adapted by ZERO TO THREE from the National Survey of Early Care and Education Project Team. (2013); and ASPE 2015 Federal Poverty Guidelines.
“In particular, concerted attention is needed to incorporate ... the workforce development needs of those who provide care and education for infants and toddlers. These professionals have historically had the weakest, least explicit and coherent, and least resourced infrastructure for professional learning and workforce supports.” (IOM & NRC, 2015, p. 504)
Demographics of our Infant/Toddler Educators
### Demographics of our Infant/Toddler Educators

#### Gender

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>7,770</td>
<td>70%</td>
</tr>
<tr>
<td>Male</td>
<td>271</td>
<td>2%</td>
</tr>
</tbody>
</table>

#### Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>108</td>
<td>1%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>2,054</td>
<td>19%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>579</td>
<td>5%</td>
</tr>
<tr>
<td>Native American</td>
<td>16</td>
<td>Less than 1%</td>
</tr>
<tr>
<td>White</td>
<td>5,257</td>
<td>48%</td>
</tr>
</tbody>
</table>

****These statistics represent a sample size of 11,039 from the PD Registry. The information is how students identified themselves and is unverified. The invalid/incomplete information was excluded.
## Demographics of our Infant/Toddler Educators

<table>
<thead>
<tr>
<th>Age Ranges</th>
<th>Average age</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 18 years old</td>
<td>16.7 years old</td>
<td>Less than 1%</td>
</tr>
<tr>
<td>18 - 25 years old</td>
<td>22.5 years old</td>
<td>24%</td>
</tr>
<tr>
<td>26 - 35 years old</td>
<td>29.8 years old</td>
<td>25%</td>
</tr>
<tr>
<td>36 - 50 years old</td>
<td>42.8 years old</td>
<td>20%</td>
</tr>
<tr>
<td>Over 50 years old</td>
<td>59.2 years old</td>
<td>18%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 5 years</td>
<td>5,779</td>
<td>52%</td>
</tr>
<tr>
<td>6 - 10 years</td>
<td>2,229</td>
<td>20%</td>
</tr>
<tr>
<td>11 - 20 years</td>
<td>1,873</td>
<td>17%</td>
</tr>
<tr>
<td>21 or more</td>
<td>1,138</td>
<td>10%</td>
</tr>
</tbody>
</table>
Demographics of our Infant/Toddler Educators

<table>
<thead>
<tr>
<th>Education</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than high school</td>
<td>177</td>
<td>2%</td>
</tr>
<tr>
<td>GED/high school diploma</td>
<td>2,917</td>
<td>26%</td>
</tr>
<tr>
<td>Non credit adult education</td>
<td>178</td>
<td>2%</td>
</tr>
<tr>
<td>some college/no degree</td>
<td>2,653</td>
<td>24%</td>
</tr>
<tr>
<td>2 year AA</td>
<td>1,435</td>
<td>13%</td>
</tr>
<tr>
<td>4 year BA/BS</td>
<td>2,812</td>
<td>25%</td>
</tr>
<tr>
<td>MA/MS</td>
<td>805</td>
<td>7%</td>
</tr>
<tr>
<td>Ph. D</td>
<td>44</td>
<td>Less than 1%</td>
</tr>
</tbody>
</table>
Size of the Infant/Toddler Workforce

• 2,200 licensed centers serving infants and toddlers
  • Largest percentage of teachers and assistant teachers work with infant/toddler
  • Over 12,300 licensed center teachers and asst. teachers!

• 6,600 licensed family child care providers with infants and toddlers enrolled
Educational Attainment of Licensed Center Teachers by Age Group Served

- **Infants/Toddlers**
  - No Degree: 32%
  - Associate Degree: 27%
  - Bachelor's Degree: 35%
  - Graduate Degree: 6%

- **Preschool**
  - No Degree: 19%
  - Associate Degree: 21%
  - Bachelor's Degree: 48%
  - Graduate Degree: 12%

Legend:
- No Degree
- Associate Degree
- Bachelor's Degree
- Graduate Degree
Years Experience w/ Infants/Toddlers

- Teacher
- Assistant Teacher
- FCC Provider

- High School/GED
- Some College, No Degree
- Community College Certificate
- Associates Degree
- Bachelor's Degree
- Master's Degree
Challenges to Obtaining PD

- Time
- Cost
- Location
- Quality of Training
- Content of Training
- “I don’t know what I want/need!”
IOM & NRC workforce report recommendations include:

- Assess and revise current professional competencies and guidance
- Develop and sustain foundational AND specific competencies
- Embed in systems
Critical Needs & Opportunities

• How do we advocate for and build partnerships, policies, and systems that respect the differences and also build common ground?

• Workforce capacity building, career progression, and longevity can be supported by the foundation of consistent competency expectations
  • Portable across roles, settings, sectors, states
  • Stackable from one level to the next
Critical Needs & Opportunities

- Child Care and Development Block Grant (CCDBG) Reauthorization and Child Care and Development Fund (CCDF)
- Early Head Start-Child Care Partnership Grants
- Race to the Top—Early Learning Challenge (RTT-ELC) Grants
- Head Start Early Learning Outcomes Framework
- National Consensus Efforts
  ✔ Building on recent and targeted success
POWER TO THE PROFESSION

NAEYC Announces a New National Collaboration to Set Professional Guidelines for All Early Childhood Educators
National Opportunities

ZERO TO THREE Critical Competencies for Infant-Toddler Educators™

National Consensus Focus

Source: IOM & NRC, 2015
There were no detailed national infant-toddler competencies

- Lack of specific pedagogy targeted PD critical to optimize infant-toddler development and learning
- Lack of considerations for working with vulnerable populations and multi-language learners
- Lack of *enough* infant-toddler focused PD and the *capacity* to offer it
Intentionally fills identified gaps and advances the call from the IOM & NRC workforce report to:

1. Support the infant-toddler ECE workforce

2. Develop specific and specialized competencies for this population that build on those for all of the ECE workforce

3. Ensure that competencies address the cross-cultural skills needed to work with diverse populations

www.zerotothree.org/CriticalCompetencies
COLLABORATION

✓ Center for the Study of Social Policy
✓ Collaborative for Understanding the Pedagogy of Infant/Toddler Development’s (CUPID)
✓ Council for Professional Recognition
✓ Division for Early Childhood (DEC)
✓ Irving Harris Foundation
✓ Michigan Association for Infant Mental Health (MI-AIMH)
✓ National Association for the Education of Young Children (NAEYC)
✓ WestEd
Critical Competencies

ZERO TO THREE Critical Competencies for Infant-Toddler Educators™

Critical Competencies Sub-Areas

Supporting Social–Emotional Development
1. Building Warm, Positive, and Nurturing Relationships
2. Providing Consistent and Responsive Caregiving
3. Supporting Emotional Expression and Regulation
4. Promoting Socialization
5. Guiding Behavior
6. Promoting Children’s Sense of Identity and Belonging

Supporting Cognitive Development
7. Facilitating Exploration and Concept Development
8. Building Meaningful Curriculum
9. Promoting Imitation, Symbolic Representation, and Play
10. Supporting Reasoning and Problem Solving

Supporting Language & Literacy Development
11. Promoting Communication Exchange
12. Expanding Expressive and Receptive Language and Vocabulary
13. Promoting Early Literacy

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### Criteria Relationships

#### Related Criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>NAEYC Standards for Early Childhood Professional Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note: criteria relationships apply across all 3 areas of the ZERO TO THREE Critical Competencies</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ZERO TO THREE Critical Competencies for Infant-Toddler Educators™: Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supporting Social–Emotional Development</strong></td>
</tr>
<tr>
<td>Primary relationship to: <strong>Standard 4. Approaches to Teaching and Learning</strong></td>
</tr>
</tbody>
</table>
| • 4a: Understanding positive relationships and supportive interactions as the foundation of their work with children  
• 4b: Knowing and understanding effective strategies and tools for early education  
• 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches  
• 4d: Reflecting on their own practice to promote positive outcomes for each child |
| Additional related criteria: **Standard 1. Promoting Child Development and Learning** |
| • 1a: Knowing and understanding young children’s characteristics and needs  
• 1b: Knowing and understanding the multiple influences on development and learning  
• 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments |
| **Standard 2. Building Family and Community Relationships** |
| • 2a: Knowing about and understanding diverse family and community characteristics  
• 2b: Supporting and engaging families and communities through respectful, reciprocal relationships  
• 2c: Involving families and communities in their children’s development and learning |
| **Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families** |
| • 3a: Understanding the goals, benefits, and uses of assessment  
• 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches  
• 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child |
| **Standard 5. Using Content Knowledge to Build Meaningful Curriculum** |
| • 5a: Understanding content knowledge and resources in academic disciplines  
• 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines  
• 5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child |

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### State Example: Overview Alignment with Pennsylvania Content Areas

<table>
<thead>
<tr>
<th>Knowledge Area</th>
<th>Sample Competency</th>
<th>Supporting Social Emotional Development</th>
<th>Supporting Cognitive Development</th>
<th>Supporting Language and Literacy Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K1.1</td>
<td>Examine how classroom practices support child development through positive interactions with families, caregivers, peers and other community members to further develop reciprocal relationships. (K1.1C3)</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K1.4</td>
<td>Apply knowledge of brain development to facilitate children’s learning, socio-emotional development, and self-regulation. (K1.4C2)</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K1.7</td>
<td>Apply knowledge of growth, development, and learning to establish appropriate expectations for individual children. (K1.7C2)</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K1.8</td>
<td>Provide play environments, experiences and activities that foster communication, problem solving, and creativity. (K1.8C2)</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K1.9</td>
<td>Develop environments that foster competence and self-confidence from birth to middle childhood. (K1.9C2)</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>K2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K2.1</td>
<td>Arrange a responsive learning environment (setting, space, resources, relationships and schedules) based on ages, abilities, home culture, and interests and needs of children that are linked to the PA Learning standards. (K2.1C2)</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K2.3</td>
<td>Describe ways that a prepared physical environment promotes positive behavior and encourages supportive relationships, including room arrangement, visual cues, temperature, acoustics, schedules, resources, and adaptations and accommodations for diverse learners. (K2.3C1)</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K2.4</td>
<td>Plan for appropriate use of indoor and outdoor physical space and materials to support comprehensive, developmentally appropriate learning outcomes. (K2.4C2)</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K2.8</td>
<td>Modify curricular activities to engage children in learning activities which build upon home experiences. (K2.8C2)</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K2.10</td>
<td>Develop curriculum which addresses children’s approaches to learning, social and emotional development, and academic subjects. (K2.10C3)</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K2.11</td>
<td>Modify the environment to support learning and development in all domains (emotional, social, language, cognitive, physical, and creative). (K2.11C2)</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K2.12</td>
<td>Connect and employ curriculum activities, based on family input, that include play experiences and reflect individual children’s levels of development, participation, interest, engagement, and capacity. (K2.12C2)</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K2.13</td>
<td>Identify strategies, involving both adults and children, designed to help children develop social-emotional skills including self-regulation, conflict resolution, social problem solving and mutual respect. (K2.13C2)</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K2.14</td>
<td>Provide opportunities for children to approach learning through play (constructing,</td>
<td>x</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## State Example: Overview Alignment with Illinois Content Areas

<table>
<thead>
<tr>
<th>Gateways to Opportunity Content Areas</th>
<th>ZERO TO THREE Critical Competencies for Infant-Toddler Educators: Areas/Sub Domains</th>
<th>Supporting Language and Literacy Development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Supporting Social-Emotional Development</td>
<td>Supporting Cognitive Development</td>
</tr>
<tr>
<td>Health, Safety, and Well-Being</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Observation and Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum or Program Design</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Interactions, Relationships, and Environments</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Family and Community Relationships***</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal and Professional Development</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Competency would be supported by Critical Competencies Considerations for Supporting Vulnerable Populations
** Competency would be supported by Critical Competencies Considerations for Supporting Dual/Multi-Language Learners
*** Competency would be supported by Critical Competencies Considerations for Supporting Vulnerable Populations and Dual/Multi-Language Learners
Critical Competencies

ZERO TO THREE Critical Competencies for Infant-Toddler Educators™ suite of products and services

• Available now:
  ✓ Professional Criteria Ebook
  ✓ Technical Assistance

• Being developed and piloted through September 2017:
  → Professional Development Modules
  → Training-of-Trainers and Trainer Certification
  → Self-assessment Tool
Infant Toddler Credential Creation

- RTT Grant
- PA History with I/T Credential
- Starting point
  - Credentials for the Infant/Toddler Child Care Workforce: A Technical Assistance Tool for Child Care and Development Fund Administrators
Infant Toddler Credential Creation

- Choosing workgroup members
- Initial decisions
  - Levels
  - Cross-sector
  - Courses
- TA from *Zero to Three*
Infant Toddler Credential Creation

- **ZTT Critical Competencies Pilot**
- Marketing documents
  - Project Overview and Levels
  - Ambassador Toolkits
- Subcommittee work
  - Marketing/Systems/Incentives
  - Coursework/Content
  - Assessment/Documentation
Infant Toddler Credential Creation

- ZTT Gaps Analysis of coursework
- Recommendations Report to OCDEL
  - Revisioning work for QRIS and TA in PA
- Next Steps
  - Work with higher ed and training organizations on courses
  - Work on course/content gaps
  - Pilot Level 1 (January 2017)
The Need
Increase Teachers with Specialized Knowledge, Skills, and Dispositions to Work With Infants/Toddlers
Workforce is Key to Quality!

Key Strategy: Engage training systems to provide specialized training on 0-3

Support ECE Professionals in improving their knowledge, skills, and abilities

Key Strategy: Attain the Gateways Infant Toddler Credential
Drivers for Our Work

- Increased recognition of and attention to the critical role teachers and caregivers play for children 0-3
  - Research
  - Infant/Toddler Competencies
  - *Transforming the Workforce* report

- ExceleRate® Illinois requires teaching staff in infant/toddler classrooms to hold a Gateways Infant Toddler Credential
  - Silver Circle of Quality - 30% at ITC Level 2
  - Gold Circle of Quality - 40% at ITC Level 3
# Gateways to Opportunity® Infant Toddler Credential Framework

<table>
<thead>
<tr>
<th>ECE Levels</th>
<th>Education Requirements</th>
<th>Education and Training in Early Care &amp; Education</th>
<th>Work and Practical Experience in Early Care &amp; Education</th>
<th>Professional Contributions in Early Care &amp; Education</th>
<th>ITC Levels</th>
<th>Education and Training in Infants &amp; Toddlers</th>
<th>Work and Practical Experience in Infants &amp; Toddlers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 6</strong></td>
<td>Graduate Degree</td>
<td>30 points in the ECE Content Areas of which a maximum of 6 points may be from Credential approved training, and 3 of those 6 points may come from assessment of prior learning</td>
<td>Minimum of 200 hours of ECE supervised experience or 1200 total hours of documented ECE work experience</td>
<td>Six professional contributions within the last five years of which two must target infants, toddlers, and their families.</td>
<td>Level 6</td>
<td>18 points in IT specific education of which 6 points must be from graduate level IT coursework, 2 points must be in Infant Mental Health, and a maximum of 6 points may be from IT Credential approved training</td>
<td>3,600 hours of documented experience with Infants, Toddlers, and their families</td>
</tr>
<tr>
<td><strong>Level 5</strong></td>
<td>Bachelor’s Degree</td>
<td>30 points in the ECE Content Areas (of level 3 benchmarks) – of which a maximum of 6 points may be from Credential approved training, and 3 of those 6 points may come from assessment of prior learning</td>
<td>Minimum of 200 hours of ECE supervised experience or 1200 total hours of documented ECE work experience</td>
<td>Required at Renewal</td>
<td>Level 5</td>
<td>12 points in specific Infant and Toddler education and approved training, of which a maximum of 6 points may be from IT Credential approved training</td>
<td>100 hours of supervised experience with Infants, Toddlers, and their families or 1800 hours of documented IT work experience</td>
</tr>
<tr>
<td><strong>Level 4</strong></td>
<td>Associate’s Degree or 60 semester hours (including the 9 semester hours listed at level 3)</td>
<td>24 points in the ECE Content Areas (of level 2-4 benchmarks) – of which a maximum of 3 points may be from Credential approved training, and 1 of those 3 points may come from assessment of prior learning (must include 20 hours of ECE observation)</td>
<td>100 total hours of ECE supervised experience or 600 total hours of documented ECE work experience</td>
<td>Required at Renewal</td>
<td>Level 4</td>
<td>6 points in specific Infant and Toddler education and approved training, of which a maximum of 3 points may be from IT Credential approved training</td>
<td>50 hours of supervised experience with Infants, Toddlers, and their families or 900 hours of documented IT work experience</td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
<td>Three semester hours: Any Math, English and General Education electives (Psychology, Sociology, Science, etc.) (These 9 hours must be credited toward and non-development of 100 level 4)</td>
<td>18 points in the ECE Content Areas (of level 2-4 benchmarks) – of which a maximum of 3 points may be from Credential approved training, and 1 of those 3 points may come from assessment of prior learning (must include 20 hours of ECE observation)</td>
<td>10 hours of ECE supervised experience or 400 total hours of documented ECE work experience</td>
<td>Required at Renewal</td>
<td>Level 3</td>
<td>6 points in specific Infant and Toddler education and approved training, of which a maximum of 3 points may be from IT Credential approved training</td>
<td>10 hours of supervised experience with Infants, Toddlers, and their families or 450 hours of documented IT work experience</td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td>High School Diploma or GED</td>
<td>12 points in the ECE Content Areas (of level 2-4 benchmarks) – 3 points in Human Growth and Development, 3 points in Health Safety and Wellness, and 6 points from ECE electives or 6 points in ECE electives and a CDA, CCP, or Montessori Credential through AMST</td>
<td>10 hours of ECE observation or 200 hours of documented ECE work experience</td>
<td>Required at Renewal</td>
<td>Level 2</td>
<td>3 points in specific Infant and Toddler education and approved training, of which all 3 points may be from IT Credential approved training</td>
<td>5 hours of supervised experience with Infants, Toddlers, and their families or 200 hours of documented IT work experience</td>
</tr>
</tbody>
</table>

*American Montessori Society (AMS) Early Childhood and Infant Toddler Credentials count for a maximum of 6 points of credential approved training for the ECE, Infant Toddler Credential, or Illinois Director Credential.*

Effective July, 2016, 4 additional points required from general or ECE specific education.
3 points in specific Infant and Toddler education and approved training, of which all 3 points may be from IT Credential approved training
Model 1 – Infant Toddler Teacher Cohorts

- Target recruitment of IT teachers with associate or bachelor’s degree
- Offered college coursework tied to attainment of ITC
- Face-to-face, online, and hybrid models
Model 1 Lessons Learned:

- Effective and expensive model
- Unanticipated challenge: participants owed money to the schools
- Cost of textbook was out of reach for some
- Condensed model (6-8 week) preferred
- Liability issues for proposed model to bring faculty on-site to program
- Schedules of public transportation
Infant Toddler Teacher Quality Initiative – Take 2

Model 2

- Provide Trainings to broader audience of IT Teachers that move toward IT Credential attainment

- Follow-up with college courses offered to participants that complete training cluster and express interest
ITTQI Design – Training Clusters

• Partnership with Chicago DFSS

• 3 full days of training
  • Health and Safety
  • Child Development
  • Building Relationships

• Knowledge to practice component after each training

• 1.5 points toward credential (50% of required points at Level 2)
Additional Supports Provided

- Individualized Profiles / Reports
- Webinar to Support Director Knowledge of Credentials
- Credentials Counselor On-Site
- Tools for Site Directors
Lessons Learned:

• Logistic challenges with venue cost – availability and accessibility to participants
• In-depth trainings provided were a cost-effective way to move participants toward an ITC
• Participant-specific “reports” sparked interest
• Involvement of a Credentials Counselor on-site at trainings was greatly valued
• Inclusion of supervisors in trainings with staff beneficial – great conversation
• Additional outreach strategies – need and results
Outcomes – Fall 2015 Training Clusters

• 457 participants in three clusters

• ECE Credential:
  • 41% have attained an ECE Credential
    • 54 “brand new”; 5 “level advance”
  • Another 29 have a pending application
  • On track for nearly 50% to have ECE Credential

• Infant Toddler Credential
  • 25% have attained an Infant Toddler Credential
    • 58 brand new; 4 level advance
  • Additional 44 have a pending application
  • Just over one-third will have the ITC
Advancing the proven power of early connections

For close to 40 years, ZERO TO THREE’s mission has been to transform the science of early childhood development into practical resources and responsive policies for millions of parents, professionals and policymakers.
Strengthening Practice-Based Qualification Requirements

- Critical Competencies for Infant-Toddler Educators
- Reflective Supervision and Relationship-Based Practice
- Leadership Self-Assessment Tool
- Early Educator Central
Supporting Consistent Quality and Coherence of Professional Learning Supports

Last Year: FY 15

- Trained over 17,000 professionals
- Developed over 130 resources
Strengthening Collaboration and Communication

Cross-Sector Core Competencies for the Prenatal to Age Five
Strengthening Policies

- Professional Development Policy Brief
- State Policy Tracker Resource
- Supporting Babies Through QRIS
- PD system TA
• **Hot Topic:** Briefly describe a specific issue or concern

• **Group Rapid-Fire Responses:** Ideas of resources and strategies to help address the issue or concern
Thank you!

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