

(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

The extent to which the State has a High-Quality Plan to improve the effectiveness and retention of Early Childhood Educators who work with Children with High Needs, with the goal of improving child outcomes by--

(a) Providing and expanding access to effective professional development opportunities that are aligned with the State's Workforce Knowledge and Competency Framework;

(b) Implementing policies and incentives (*e.g.*, scholarships, compensation and wage supplements, tiered reimbursement rates, other financial incentives, management opportunities) that promote professional improvement and career advancement along an articulated career pathway that is aligned with the Workforce Knowledge and Competency Framework, and that are designed to increase retention;

(c) Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention; and

(d) Setting ambitious yet achievable targets for--

(1) Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework; and

(2) Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Additionally, the State must provide baseline data and set targets for the performance measure under (D)(2)(c)(1) and (D)(2)(c)(2).

(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

Minnesota is committed to investing in the human capital development of its Early Childhood Educators as a strategy for increasing program quality, one of two key focal points of our State Plan. This section builds on the professional development system elements—Core Competencies and Career Lattice—presented in D1 and adds a High-Quality Plan for improving the knowledge, skills, and retention of Early Childhood Educators working with Children with High Needs. This is accomplished by promoting access to effective professional development, supporting Early Childhood Educators’ progression on the Career Lattice, and bolstering the capacity of the state to track and monitor Workforce outcomes. The section also details a plan for increasing the number of postsecondary institutions and professional development providers aligning training, course, and program content with the Core Competencies. Implementation of this High-Quality plan will result in substantial increases in the numbers of Early Childhood Educators who have completed credentials that are aligned with the Core Competencies and will more than double the number of postsecondary institutions with programs that are aligned, resulting in a more than 30% increase in the number of Early Childhood Educators credentialed by an aligned institution or professional development provider.

Minnesota’s Early Childhood Workforce

Before describing the High-Quality Plan, it is important to provide context for the goals and activities being proposed. Minnesota estimates that its early childhood workforce includes over 36,000 individuals working in Early Learning and Development Programs, including child care settings, public school pre-kindergarten programs, Head Start, Early Childhood Special Education programs, and our parent education program, Early Childhood Family Education. While demographic and trend data is not available on Early Childhood Educators working in all of these settings, Minnesota has invested in periodic surveys of its Early Educator workforce that provide important insights (Chase, 2001; Pierce & Chase, 2007; Chase, et al., in press). The 2006 Child Care Workforce in Minnesota survey revealed that Minnesota Early Childhood Educators have a range of qualifications, credentials, and training experiences that indicate both strengths and areas of improvement in the Workforce.

Of the 36,000 practitioners working across Minnesota, approximately 24% of family child care providers have Bachelor’s degrees (10% in child-related fields), compared to 45% of

center-based teachers (34% in child-related fields) and 67% of center directors (45% in child-related fields) (Pierce & Chase, 2007). Among family child care providers, 20% report that they have taken continuing education college classes for a median of 8.5 hours in the past 12 months. In contrast, 50% of center-based teachers participated in continuing education college classes for a median of 30 hours in the past 12 months. Family child care providers report taking an average of 28 hours of training over the past two years, while teachers in center-based settings report taking an average of 62 hours of training.

Focusing on content areas as defined by the Core Competencies, data from the 2006 survey demonstrate that nearly 100% of family child care providers complete training in Health, Safety, and Nutrition, but only 35% take training in Assessment and Planning for Individual Needs. In contrast, 81% of teachers in center-based settings complete training in Health, Safety, and Nutrition, while 59% take training in Assessment and Planning for Individual Needs. Notably, family child care providers caring for Children with High Needs or children receiving child care subsidies are more likely than those not serving those populations to report a problem finding appropriate professional development opportunities. Cost and scheduling were the major barriers to participating in professional development opportunities for family child care providers and teachers in center-based settings. Over 40% of family child care providers and nearly three-quarters of teachers in center-based settings report that they have experience serving Children with High Needs, highlighting the importance of ensuring that these educators have access to high-quality training and continuing education opportunities.

Looking across these data points, we see the need to focus on support for Early Childhood Educators in the Core Competencies content area of Assessment and Planning for Individual Needs. Additionally, there is room for improvement and support for teachers and family child care providers in completing continuing education for college credits and for the professional development needs of practitioners who are culturally and linguistically diverse. Early Childhood Educators who serve Children with High Needs will be particularly impacted by progress in these areas.

Minnesota's Professional Development Infrastructure

Since these data were collected in 2006, Minnesota has invested in the central infrastructure of the state's professional development system. In addition to the elements described in Section D1—the Core Competencies and Career Lattice—Minnesota has

established a Professional Development Registry (Appendices 34-35) that allows Early Childhood Educators to develop and monitor personal professional development goals as they progress through Minnesota's Career Lattice (D1). The Registry tracks information on demographics, compensation, educational attainment, and career advancement for Early Childhood Educators. In addition, with American Recovery and Reinvestment Act funds, Minnesota launched the Centers of Excellence, a major cross-sector professional development initiative, in 2010 (Appendix 36). The Centers of Excellence project is a regionalized system of professional development that incorporates input from the field through a statewide system of Professional Development Cross-Sector Councils. Each regional council includes representatives from all early childhood sectors, local Child Care Resource and Referral (CCR&R) agencies (Appendix 37), and those Institutions of Higher Education located within the region. The Centers of Excellence will ultimately provide early childhood professionals with technical assistance, support, mentorship, and coaching sufficient to improve practice.

GOALS AND ACTIVITIES

Goal 1: Increase the number and percentage of Early Childhood Educators who advance on Minnesota's Career Lattice by achieving higher competencies and/or degree status.

Activity 1.1: Target supports for accessing training and education to Early Childhood Educators working in ELD Programs serving Children with High Needs.

A significant proportion of Early Childhood Educators earns low wages and cannot afford to access training and education. Data from the 2006 Child Care Workforce Survey (Pierce & Chase, 2007) indicates that over 40% of family child care providers and over 60% of teachers in center-based settings have a household income under \$50,000, making it difficult for them to pay for training out-of-pocket. As noted above, cost and scheduling are reported to be significant barriers to accessing professional development. Minnesota will target existing resources and grant funds to Early Childhood Educators working with Children with High Needs in order to increase access to five types of high-priority training and education opportunities, including:

1. Training in content areas required to achieve higher ratings in Parent Aware, Minnesota's Tiered Quality Rating and Improvement System (D2a,b). These content areas include physical health and well-being, teaching and relationships, and assessment of child progress, and are aligned with Minnesota's Core Competencies. RTT grant funding will

be used to provide no-cost training in these content areas to Early Childhood Educators who work in ELD Programs that participate in Building Quality (an intensive quality support initiative to prepare Programs for entry in to Parent Aware, see B2) or that are enrolled in Parent Aware. Training delivery systems are statewide, reaching all Early Childhood Educators through both the Child Care Resource & Referral (CCR&R) system and the regional Centers of Excellence.

2. Minnesota Reading Corps Training in Early Learning Challenge Target Communities (D2a,b). As described in more detail in Priority 5, an evidence-based approach to training Early Childhood Educators on intentional instruction in literacy skills will be implemented in partnership with the Minnesota Reading Corps (Appendix 38) in the four Early Learning Challenge Target Communities. Minnesota Reading Corp Members will provide tutoring to Children with High Needs in high-quality ELD Programs, while at the same time providing expert coaches to build literacy instruction skills in the Early Childhood Educators in their classrooms. This targeted training includes intensive focus on use of child assessment using Individual Growth and Development Indicators (Early Childhood Research Institute on Measuring Growth and Development, 1998), aligned with Parent Aware Program Standards focused on Assessment of Child Progress (see B1 and related Appendices). Early Childhood Educators participating in this effort also have access to AmeriCorps scholarship funds, in order to further their higher education aligned with the Career Lattice.
3. Coaching, consultation, and mentoring on child and program assessment and services to children with special needs (D2a). Minnesota's early childhood workforce is less likely to access training and support in these critical areas. This activity links to efforts described in Section C2 in which the University of Minnesota's Assessment and Training Center in the Center for Early Education and Development (Appendix 28) will develop a cadre of consultants, coaches, and mentors (housed in the regional Centers of Excellence) to support the selection and appropriate use of early childhood assessments across ELD Programs. This individualized support for ELD Programs would focus on the use of child and program assessments to promote ongoing program improvement, decision-making, and instructional support for children. Cross-sector coordination on assessment will be promoted through these collaborations. In addition, Early Learning Challenge grant funds

will be used to increase the coaching capacity of the Center for Inclusive Child Care (CICC) (Appendix 39), housed at Concordia University. CICC coordinates onsite and web- and phone-based consultation, training, and support services with the Departments of Health, Education, and Human Services; the CCR&R system; and the Centers of Excellence; and in alignment with the MNCPD training approval processes and web-based tools. CICC training on Children with High Needs will be promoted to providers who elect to meet the lead teacher training requirements under the Parent Aware Teaching and Relationships standard. The training includes progressive, web-based sessions with the option of earning Continuing Education Units. Early Childhood Educators participating in the Building Quality or Parent Aware who serve higher numbers of Children with High Needs will have access to free coaching and consultation, provided through these regional and statewide projects.

4. Access to the Minnesota Child Care Credential (D2a,b). Early Childhood Educators whose qualifications are in the lower level of the Career Lattice can benefit from the foundational, standards-based, sequenced training offered through the Minnesota Child Care Credential (MNCCC) (Appendix 40). Developed by the MNCPD, this training provides 123 hours of coursework that is aligned with Minnesota's Core Competencies, the National Child Development Associate (CDA) Credential, and the content areas in Parent Aware. Completion of the Minnesota Child Care Credential will place individuals on the fifth step of the Career Lattice, where meeting the training requirements will also meet the national CDA Credential. The Minnesota Child Care Credential is currently being piloted. By 2013, it will be adapted for delivery and piloted to providers who speak Somali, Spanish, and Hmong. Access to the MNCCC will be provided as a free or low-cost training to cohorts of Early Childhood Educators working in Parent Aware rated settings and serving a population with 25% or greater Children with High Needs. Enrollment and Registry data will be used to identify these Parent Aware programs, and outreach will be conducted to identify Early Childhood Educators who could enroll in the MNCCC. An external evaluator is evaluating the MNCCC pilot, and information about implementation challenges will be available to refine and improve the MNCCC as it is rolled out to additional cohorts of practitioners.

5. Early childhood certificates or degrees from Minnesota Higher Education institutions (D2b). The final priority in this activity is to provide access to early childhood certificates or degrees through a redesigned higher education scholarship program (replacing T.E.A.C.H.[®] Early Childhood Minnesota by 2013-14) that prioritizes scholarship recipients who work in ELD Programs that are enrolled in Parent Aware. Since its inception in 2002, T.E.A.C.H.[®] (Appendix 41) Early Childhood Minnesota has awarded 621 scholarships that have resulted in providers earning 227 degrees/credentials from over 40 institutions of higher education statewide. T.E.A.C.H.[®] scholarships have also been shown to help teacher retention (Kerlin, 2003). Expansion of the higher education scholarship for Early Childhood Educators can help defray the cost of enrolling and completing a degree in higher education, and are also designed to increase retention. Outreach will be conducted in Parent Aware programs serving over 25% of Children with High Needs to identify eligible scholarship applicants and to connect them with application materials.

Activity 1.2: Expand Early Childhood Educator's use of the Minnesota Professional Development Registry and link the Registry to the STAR Board of Teaching licensure system. (D2c)

As of June 30, 2011, the Registry has 1,436 participants enrolled and assigned a step level on the Minnesota Career Lattice. The number of total participants on the Registry more than doubled in the past state fiscal year (up from 538 participants at the end of SFY2010). A key activity for meeting Goal 1 is to continue expanding the number of Early Childhood Educators who use the Registry to document their training and education and track their step on the Career Lattice. To build capacity for increased Registry participation over the next four years, the MNCPD will implement program changes during 2011-2012 to facilitate easier use of the Registry, to provide technical assistance to those needing help to enroll, and to promote participation. Though the Registry is voluntary, participation will be enhanced by tying Registry participation to programs such as Parent Aware and by developing agreements with organizations to encourage enrollment. A similar agreement with Head Start was put in place in SFY2011 and resulted in a 10% increase in Registry participants.

In addition to enrolling in the Registry and being assigned a step on the Career Lattice, Early Childhood Educators can access career advising services to assist them with finding

training that is appropriate for their level of need and that can help them better serve Children with High Needs. Early Childhood Educators who are on the Lattice at the lower levels (Foundational to Step 5) are encouraged to complete the Individual Training Needs Assessment (ITNA) (Appendix 42) to help them identify gaps in their knowledge of the Core Competencies and to take training that can address the gaps. For licensed Early Childhood Educators interested in accessing approved training through the Registry, enrollment will provide verification of training completion for submission to the Minnesota Board of Teaching to meet annual in-service requirements. Career Advisers (currently located in the CCR&R agencies and the Centers of Excellence) assist the practitioner in creating a Professional Development Plan (Appendix 43) that helps them identify their career and professional goals and map a path to obtain the training or college coursework necessary to meet their goals. The MNCPD also encourages Early Childhood Educators who access the Registry and other tools on the website to engage in self-assessment as a first step in launching a meaningful process of personal growth and change. In SFY2010, there were over 10,000 hits to the MNCPD website to access Professional Development Plans. Early Learning Challenge funding will be used to develop a virtual career guidance website that would be available to Early Childhood Educators across the state and will facilitate easy access to career advising statewide.

A critical connection that will be made using Early Learning Challenge grant funding is a linkage between the Registry and the Department of Education's STAR system (Appendix 44). The Registry captures credentials of primarily child care and Head Start practitioners, and the STAR system tracks the professional development of Early Childhood Educators holding a teaching license. Linking the two data systems will enable us to know how many early childhood educators hold credentials and their career development progress towards higher or additional credentials. To move toward a system where data on career progress for the entire population of Early Childhood Educators is available, the Departments of Education and Human Services will explore policy options for requiring participation in either the STAR system or the Registry. Early Learning Challenge grant funds will support hiring a consultant to create a plan for the linkage and for making the needed technical changes to link data from these two systems. This linkage will allow Minnesota to capture and track data about the entire Early Childhood Workforce over time.

Goal 2: Increase the number of professional development providers aligning training, course, and program content with the Core Competencies. (D1c and D2d)

As documented in Tables A1-10 and A1-11, a significant number of professional development providers are aligning training, course, and program content with the Core Competencies. However, more progress is needed. The activities associated with this goal, taken together with Goal 1 of Section D1, are designed to continue to actively promote the use of the Core Competencies with all major Higher Education institutions and organizations representing faculty in those institutions over the four-year grant period. Our performance measure regarding the number of “aligned” institutions and providers in Table D2d1 describes Minnesota’s intent to engage all 51 professional development providers in aligning training and education programs with the Minnesota Core Competencies by the end of 2015.

Activity 2.1: Conduct outreach to learn more about the barriers that are preventing postsecondary institutions and other professional development providers from aligning their training with the Core Competencies.

Activity 2.2: Address barriers and facilitate alignment where possible.

Activity 2.3: Monitor and report progress on alignment of professional development providers’ programs with the Minnesota Core Competencies and the Career Lattice.

Realistic Timeline

	2012				2013				2014				2015			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Goals/Activities D2. Supporting Early Childhood Educators																
Goal 1: Increase # and % of Early Childhood Educators Advancing on Career Lattice																
Activity 1: Target supports for accessing education and training																
1.1.1 QRIS training																
1.1.2 Minnesota Reading Corps in Target Communities																
1.1.3 Coaching/mentoring																
1.1.4 MN Child Care Credential																

1.1.5 Higher ed. scholarships																			
Activity 2: Expand use of the Registry																			
1.2.1 Increase Registry capacity																			
1.2.2 Link Registry to STAR system																			
Goal 2: Increase # of aligned PD Providers																			
2.1 Conduct outreach																			
2.2 Facilitate alignment																			
2.3 Monitor progress																			

Responsible Parties

The Departments of Education and Human Services will oversee the activities described in Goal 1. Several partner organizations will also participate. These include the MNCPD (responsible for the Registry and the Career Lattice), the CCR&R system (responsible for outreach to enroll ELD Programs in Parent Aware and for the Minnesota Child Care Credential), the Assessment and Training Center (responsible for developing the cadre of coaches and consultants to support high-quality assessment practices), the Centers of Excellence (responsible for providing a regional hub for coaches and training on assessment), the Center for Inclusive Child Care (responsible for training and coaching on practices for children with special needs), and the Board of Teaching (responsible for overseeing the applications for licensure in the STAR system).

The activities in Goal 2 will be overseen by the Department of Education’s Office of Early Learning, in coordination with the Departments of Health and Human Services and in consultation with Minnesota’s Early Learning Council. Outreach and education efforts in Activity 2.1 will be supported initially by the contractor facilitating the Core Competencies revision process with Higher Education stakeholders, and will be continued on an ongoing basis by key staff from the Departments of Education and Human Services. Monitoring and communicating progress on alignment in Activity 2.2 will be carried out by the MNCPD through its grant contract with the Department of Human Services.

Appropriate Financial Resources

\$ 10,620,000 Public Funds (CCDF and Part C/Centers of Excellence)

\$ 1,080,000 Minnesota Reading Corps

\$ 5,415,200 ELC Grant Funds**\$17,115,200 TOTAL 4 Year Project Cost**

For more detail on this budget, please see A4 and related budget spreadsheets.

Supporting Evidence

- Appendix 34: Minnesota Professional Development Registry webpage
- Appendix 35: MPDR Learning Record
- Appendix 36: Centers of Excellence
- Appendix 37: Child Care Resource and Referral System
- Appendix 38: Minnesota Reading Corps
- Appendix 28: Assessment and Training Center
- Appendix 39: Center for Inclusive Child Care
- Appendix 40: Minnesota Child Care Credential
- Appendix 41: T.E.A.C.H.[®] Early Childhood Minnesota
- Appendix 42: Individual Training Needs Assessment
- Appendix 43: Professional Development Plan
- Appendix 44: STAR Data System
- Letters of support: Center for Inclusive Child Care, Minnesota Board of Teaching/STAR, Minnesota’s Private Colleges, Minnesota Reading Corps, Minnesota State Colleges and Universities

Performance Measures

Performance Measures for (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework					
	Baseline (Today)	Target—end of calendar year 2012	Target—end of calendar year 2013	Target—end of calendar year 2014	Target—end of calendar year 2015
Total number of “aligned” institutions and providers*	16	25	35	45	51
Total number of Early Childhood Educators credentialed by an “aligned” institution or provider*	7,273	7,797	8,375	8,975	9,607

**The aligned institutions or providers aligned classes with the Minnesota Core Competencies.*

The baseline figures provided for the MNAEYC Director's Credential and the National CDA are cumulative numbers of all Early Childhood Educators in Minnesota holding these Credentials. All of the other baseline figures in the table are the number of Early Childhood Educators in Minnesota who were awarded the credential or degree "last year". For higher education data, we are using data on graduation numbers from postsecondary institutions in Minnesota, using CIP or "classification of instructional program" codes that relate to child development or early childhood education.

We project that the number of early childhood educators credentialed through certificate/diploma and degree programs and the National CDA Credential will increase by 7% because of the additional supports: mentoring, financial incentives, professional development and career advising, credit for prior learning, Head Start education requirements and QRIS rating contingency. The increases in number of additional educators completing the Minnesota Child Care Credential and MNAEYC Director Credential each year are based on program projections. For the Minnesota Child Care Credential, the projections are based on the availability of funds from the Race to the Top grant to help subsidize the participant cost.

Performance Measures for (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>									
	Baseline (Today)		Target- end of calendar year 2012		Target- end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
	#	%	#	%	#	%	#	%	#	%
Minnesota Child Care Credential	0	-	120	-	260	-	400	-	540	-
MNAEYC Director's Credential ¹	43	-	57	-	82	-	102	-	127	-
National Child Development Associate Credential (CDA)	4,429	-	4,739	-	5,071	-	5,426	-	5,806	-
Certificate in Child Development or Early Childhood from a Minnesota Community or Technical College	76	-	81	-	87	-	93	-	100	-
Diploma in Child Development or Early Childhood from a Minnesota Community or										

Performance Measures for (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>									
	Baseline (Today)		Target- end of calendar year 2012		Target- end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
	#	%	#	%	#	%	#	%	#	%
Technical College										
Associate degree in early childhood education or child development	133	-	142	-	152	-	163	-	174	-
Teacher licenses of staff working in ECSE, School Readiness, and Early Childhood Family Education	2,592	-	2,657	-	2,723	-	2,791	-	2,861	-
<p>¹The baseline figures provided for the MNAEYC Director's Credential and the National CDA represent the cumulative numbers of all Early Childhood Educators in Minnesota holding these credentials, the other baseline figures in the table are the number of Early Childhood Educators in Minnesota who were awarded the credential or degree "last year".</p> <p>The National Child Development Associate (CDA) credential is offered by the Council for Professional Recognition, which is not in Minnesota. However, Minnesota invests significant resources targeted to support and advise individuals seeking to obtain a CDA. The CDA competencies described in the 13 functional areas align with Levels 1 and 2 across the eight content areas in the Minnesota Core Competencies. Minnesota intentionally aligned the Core Competences and the National CDA goals in development of the MNCCC.</p> <p>The projected increase in the number of early childhood educators credentialed through certificate/diploma, degree programs, and the National CDA Credential will increase is 7%. This is based on the additional supports that will be offered: mentoring, financial incentives, professional development and career advising, credit for prior learning, Head Start education requirements and QRIS rating contingency.</p> <p>Increases in the number of additional educators completing the Minnesota Child Care Credential and MNAEYC Director Credential each year are based on program projections. For the Minnesota Child Care Credential, the projections are based on the availability of funds from the Race to the Top grant to help subsidize the participant cost. The target for the increased number of teacher licenses of staff working in ECSE, School Readiness and Early Childhood Family Education are based on Minnesota Department of Education projections.</p> <p>We are not able to calculate percentages because we do not have data available for the entire population of early childhood educators. Through the 2006 "Child Care Workforce in Minnesota" study we have the</p>										

Performance Measures for (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>									
	Baseline (Today)		Target- end of calendar year 2012		Target- end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
	#	%	#	%	#	%	#	%	#	%
<p><i>means to estimate the number of child care staff holding degrees, certificates or diplomas in early childhood or child development. The study does not break out degrees at aligned institutions, where the curriculum is aligned with the Minnesota Core Competencies. Additionally child care practitioners only make up part of the workforce, data would also need to be pulled on the number of ECFE, ECSE, Head Start and School Readiness staff who hold aligned degrees, certificates or diplomas in early childhood or child development. Currently data is not readily available from the STAR system on aligned vs. non-aligned degrees.</i></p> <p><i>To obtain actual data on an ongoing basis, we would want to have data systems which track the entire population of early childhood educators, not just estimates from a workforce study that takes place every 5 years. Linking the STAR system and Registry as explained in our High-Quality Plan will be the first step towards providing population data. The Registry would capture credentials of primarily child care and Head Start practitioners and the STAR would track credentials primarily for licensed teachers. A final step would be for all early childhood educators to be tracked in either the Registry or STAR systems.</i></p>										

Addressing Needs of Different Types of ELD Programs

The High-Quality Plan to implement the activities described in this section relies on the coordination and collaboration of agencies and organizations across early childhood sectors. The portfolio of opportunities offered will draw on the professional development infrastructure elements already in place and strengthen new opportunities by developing cross-sectors linkages (e.g., by housing new assessment coaches in the regional Centers of Excellence).

The purpose of increasing the number of professional development providers who programs with the Minnesota Core Competencies is to ensure that the state has clear, agreed-upon standards that are consistently at the foundation of training and education development available to all Early Childhood Educators working with children and families in ELD Programs of all types across the state.

Meeting Needs of Children with High Needs (Including Special Populations)

While the opportunities described in this section will be open to all practitioners, the provision of free or low-cost training and coaching and/or access to scholarships will be targeted to Early Childhood Educators serving Children with High Needs. Independent evaluation will be conducted to assess the effectiveness of the coordination of these efforts and the degree to which outreach efforts are identifying and recruiting Early Childhood Educators who are serving Children with High Needs. Increasing the number of professional development providers aligning programs with the Core Competencies will result in education and training based on a research-based framework and aligned with Minnesota Board of Teachings standards that will reflect changes in child, family, and practitioner populations; cultural proficiency and dual language learners; and Children with High Needs.