



National Workforce Registry Alliance

Supporting the Nation's Early Childhood and Afterschool Workforce

**Annual Conference
September 2016**

Welcome!



About Us

- The Alliance is a membership organization comprised of those states and regions that operate professional development registries and/or support the goals of the Alliance
- The Alliance was officially formed in 2009. Conferences were held prior to that time to share ideas and network since 2003.
- The Alliance supports the field providing policy guidance and best practice guidelines to support networking, data integrity, and research to help inform the ECE field



A Year in Review

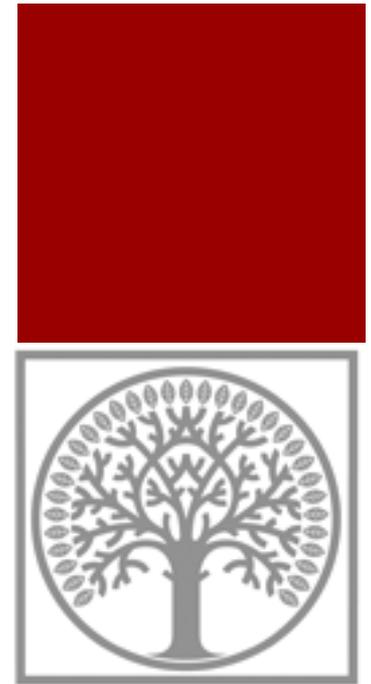
- Executive Director – Rose Kor
- ShareFile – Board resources
- Digital Badging – Three papers published
- Implemented Training Organization Recognition (5)
- 2015 Dataset Published
- Presentations at BUILD in New Orleans and PDI in Baltimore
- Registry member profile section upgraded and posted to website
- 12 PER Registries – 1 in process and 3 more in the queue for the spring.



Jill Soto, Secretary Board of Directors Oklahoma CECPD

Thank you sponsors!

- Childcare Education Institute – Registry One
- New World
- SimplyDigi
- TCC



Plenary Session

- **National Dataset** – Joellyn Whitehead, Chair
 - Standards and Data Committee
- **Training Organization Recognition** – Erin Clancy, President-elect
- **Digital Badging** – Phyllis Kalifeh, President
- **Q&A**





National Workforce Registry Alliance

Supporting the Nation's Early Childhood and Afterschool Workforce

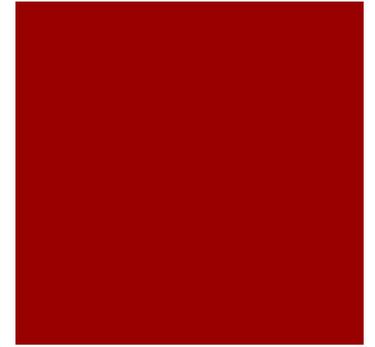
Digital Badging

Digital Badging

- Received a grant from the Packard Foundation in December 2014 of \$75,000 to engage national partners in conversations around digital badging.
- The Problem



Questions



- Is digital badging relevant for our field?
- Can it fill a gap in existing PD systems?
- If so, what would that look like?
- What are the considerations?

Partners Engaged

- Core partners were NAEYC and the Council for Professional Recognition.
- Workgroup partners were:
 - Child Care Aware of America
 - National Afterschool Association
 - National Association for FCC
 - National Head Start Association
 - National Assn for Regulatory Administration
 - Zero to Three



Three Papers

Badging: Considerations and Potential Ahead for the Early Childhood Workforce

PAPER 3 of 3

Exploring the Possibilities of Badges for the Early Childhood Workforce CCDBG: A practical case study example

PAPER 2 of 3

Bridging Gaps to Advance the Early Childhood Workforce of Today, and the Future

PAPER 1 of 3

The importance of the early years is widely understood, and how to recruit, retain and support the best and most qualified caregivers and teachers is of critical importance. Despite the clarity of urgency, "those who provide for the care and education of children birth through age 8 are not acknowledged as a cohesive workforce, unified by the shared knowledge and competencies needed to do their jobs well."

Opportunities and Challenges

Initial qualifications and ongoing requirements for training and professional development vary by state, by type of setting, funding stream, regulatory agency, and employer in the early education field. The quality, availability and content of professional development also varies widely. Some states are taking action to integrate professional development or workforce systems, and federal policy opportunities could drive this further too, including the Elementary and Secondary Education Act and the Higher Education Act. The Child Care and Development Block Grant reauthorization of 2014 also seeks to raise the bar, while maintaining state discretion on many details. Thanks to the Race to the Top Early Learning Challenge grants, more states are building and integrating their early childhood systems overall, especially through Quality Rating and Improvement Systems (QRIS). Unfortunately, the advances in expectations and investments in early childhood education still occur in the context of a fragmented workforce earning poverty wages with high turnover.

The Institute of Medicine/National Research Council recently released recommendations for "phased, multiyear pathways to transition to a minimum bachelor's degree requirement with specialized knowledge and competencies for all lead educators." This is a tremendous long-term goal – one that will require significant policy change and significant funding.

The National Workforce Registry Alliance (Alliance) truly appreciates the pursuit of higher education, its value in the workplace, and the importance of supporting practitioners who are on that pathway. But, working with the early childhood workforce currently in place and in the pipeline, it is clear that knowledge and skills are needed that can be used in their practice now. The workforce needs to be acknowledged for the competencies gained and the skills and experience applied. They are required to document, demonstrate and prove these things to employers, funders and regulatory agencies at the local, state, and federal level. Recognition

Registry Alliance (Alliance) seeks to improve training, education, and early childhood professionals. Association for the Education of Young Children, the Council for Professional Recognition, and others, the Alliance is exploring the potential to contribute to career development.

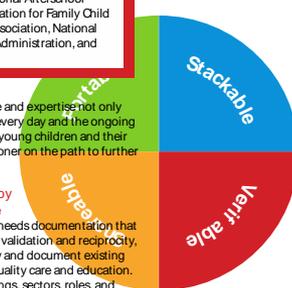
Acknowledgements

The National Workforce Registry Alliance thanks the David and Lucile Packard Foundation for the opportunity to explore badging for the early childhood workforce.

The Alliance thanks the National Association for the Education of Young Children and the Council for Professional Recognition for their partnership, and the expert work group members who added so much value to these discussions: Child Care Aware of America, National Afterschool Association, National Association for Family Child Care, National Head Start Association, National Association for Regulatory Administration, and ZERO TO THREE.

is not merely a graphic that has been embedded shareable, and tracking participation in training of achievements and badges can share valuable information with agencies, educators, and the workforce for future professional development

Characteristics of Badges



of practitioners' current knowledge and expertise, not only validates the work they are doing every day and the ongoing quality services being provided to young children and their families, but also starts the practitioner on the path to further professional validation.

Advancing the ECE Workforce by Meeting Them Where They Are

The early care and education field needs documentation that allows for data sharing, portability, validation, and reciprocity, connected to strategies to quantify and document existing workforce competencies in high-quality care and education. These needs apply across ECE settings, sectors, roles, and individual practitioner pathways—whether the practitioner is on a path to a CDA or a formal credential or degree, or a pathway of intentional, sequential training. Current systems fall short.

The Alliance seeks to promote a framework that improves training, education, and ultimately the competency of early childhood professionals. Together with the National Association for the Education of Young Children, the Council for Professional Recognition, and a work group of expert advisors, the Alliance is exploring the role of badging and its potential to contribute to career development.

Acknowledgements

The National Workforce Registry Alliance thanks the David and Lucile Packard Foundation for the opportunity to explore badging for the early childhood workforce.

The Alliance thanks the National Association for the Education of Young Children and the Council for Professional Recognition for their partnership, and the expert work group members who added so much value to these discussions: Child Care Aware of America, National Afterschool Association, National Association for Family Child Care, National Head Start Association, National Association for Regulatory Administration, and ZERO TO THREE.

group of expert advisors, the Alliance is exploring the role of badging and its potential to contribute to career development.

According to the Mozilla Foundation, anyone can create and issue a badge. The process involves bringing together the disparate technical and conceptual criteria for creating a badge that currently texture meaningful criteria for badge creation. But that doesn't mean "anything goes." Process-oriented, quality assurance and endorsement are also critical for the early childhood workforce, this verification and quality assurance are what would give a badge currency about the process of exploring badges for the early childhood workforce, the work group discussions focused on questions such as:

Three Main Roles in the Process of Badging!

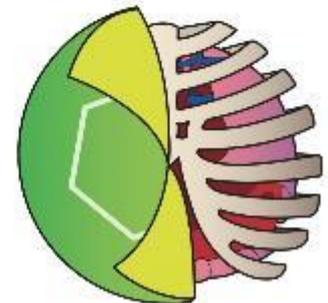


- Who would issue badges? What standards/criteria would be used to determine if badges were needed?
- How would badges be earned in the absence of an annual review body, where the criteria is "Standards met?"
- How would practitioners be encouraged to participate in this? How would the state agencies? How would the employer be encouraged to participate in this? How would the state agencies?
- How would the state agencies be encouraged to participate in this? How would the employer be encouraged to participate in this? How would the state agencies?
- How would the state agencies be encouraged to participate in this? How would the employer be encouraged to participate in this? How would the state agencies?

Overarching Principles

As the questions and ideas were explained, the Alliance and the work group identified basic principles as a framework for making badging meaningful for the early childhood workforce:

- There is value in three types of badges: competency-based, competency-demonstrated, and participation/experience badges.
- A badge should have currency to practitioners and to employers.
- A badge should be a building block; it can be stacked, stacked, and include encouragement for the practitioner to earn the next level.
- A badge can refer (electronically) a practitioner to related badges based on topic, professional development plan, or regulatory compliance of practitioners, or highlighting a professional pathway.
- ECE badges would need shared data points.
- ECE badges would have criteria for quality that has to be met, that would be inclusive of large and small individual providers of training.

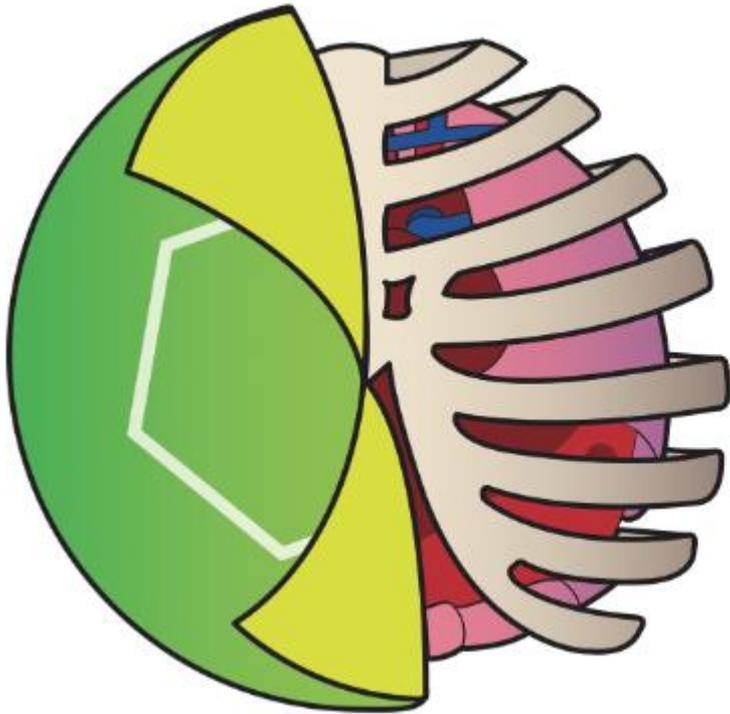
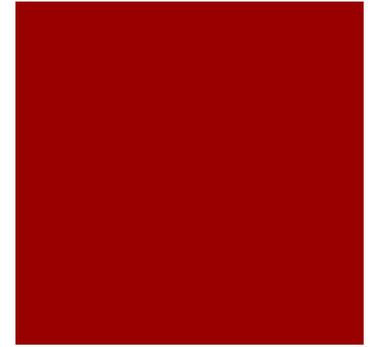


Paper 1: Setting the Stage

- Describes the challenges and the system fragmentation
- Explains Badging and Characteristics
 - Portable
 - Stackable
 - Shareable
 - Verifiable
- Defines Roles
 - Issuer (institution or program)
 - Earner (the learner)
 - Consumer (employer or others reviewing quals)
- Questions Raised



Paper 2: Exploring Possibilities – A Case Study



- Topic Area
- Badge Name
- Badge Description
- Criteria
- Name of Badge Issuer
- Learning Outcomes Accomplished to Attain the Badge
- Competency Base Required to Demonstrate Acquisition of Knowledge
- Recipient
- Verification
- Date Issued

A Case Study Approach

- Compared State A and State B using the CCDBG required Health and Safety professional development.
- Using the architecture of the badge, how does this play out in various scenarios.



Considerations

- Potential to weave together the disparate threads of education and training
 - Could add value to state systems
- Common language and data points could help address reciprocity between states and systems



Paper 3: Potential for the Workforce

- Overarching Principles
 - Value in three types of badges, e.g. competency-based, competency-demonstrated, and participation/experience badges
 - A badge should have currency
 - A badge could refer (electronically) a practitioner to related badges based on topics
 - A badge would need shared data points
 - Criteria for quality to be met



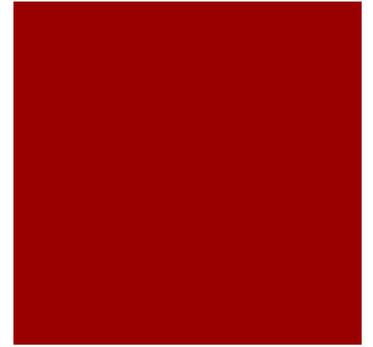
Workgroup Explorations

- Training and Trainer Approval – criteria for badge issuer
- Competencies that align with CDA Competency Areas and NAEYC Standards
- Portability
- Career Advisement
- Compensation
- A National Authority
- Connection to State Systems



In Summary

- More work is needed to grapple with the operational issues of digital badging
- Pilots in states
- Marketing strategies for the field
- End user must see and appreciate the value





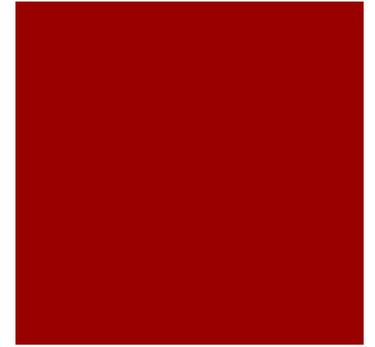
National Workforce Registry Alliance

Supporting the Nation's Early Childhood and Afterschool Workforce

Workforce Data

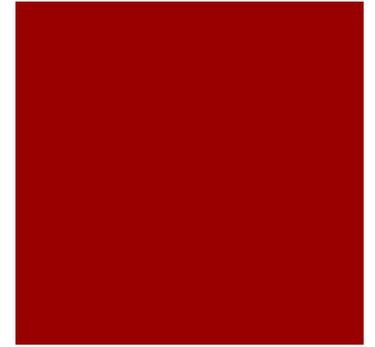
September 7, 2016

Partnership Eligibility Review



- PER Cohort Support
 - New cohort starting in early 2017
- 12 PER-approved registries
 - More on the way!
- Introducing Annual Report Process
 - Provides vehicle for annual review of policies, as well as avenue to respond to future additions and opportunities

Alliance National Data Set



- 2015 Data Set
 - Introduced longitudinal identifier
 - Several “test” items – QRIS, accreditation, subsidy, training data elements
 - Comparisons to NSECE / National Data
 - Results shared at multiple conferences
 - Printed copy now available!
- Plans for 2017 data set in progress

Child Trends Infant/Toddler Project

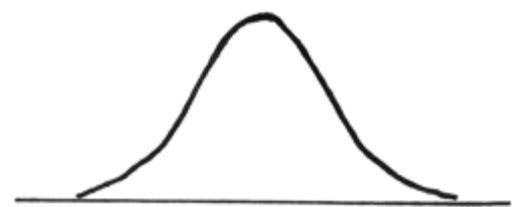


- Recognition of availability and quality of data available through registries
- Opportunity for PER-approved registries
- Complement and enhance Child Trends project re: infant/toddler workforce and credentials
- Phase 1 recommendations in September

ANYTHING ELSE YOU WANT IN THAT REPORT,



PRINCESS?

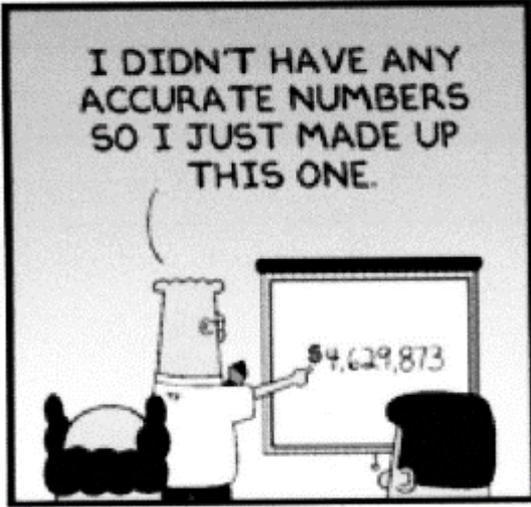


NORMAL DISTRIBUTION

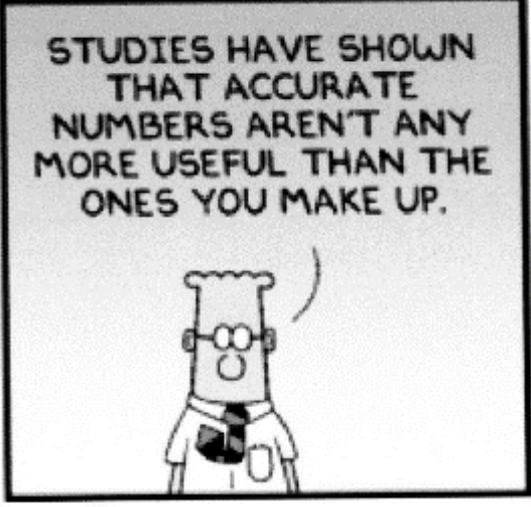


PARANORMAL DISTRIBUTION

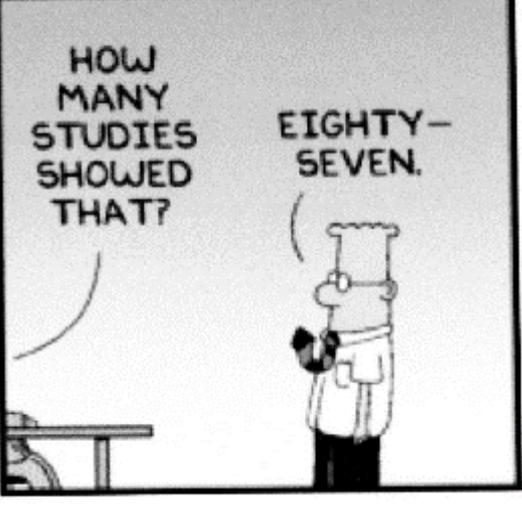
Fraum.



www.dilbert.com scottadams@aol.com



5.8e9 © 2008 Scott Adams, Inc./Dist. by UFS, Inc.





National Workforce Registry Alliance

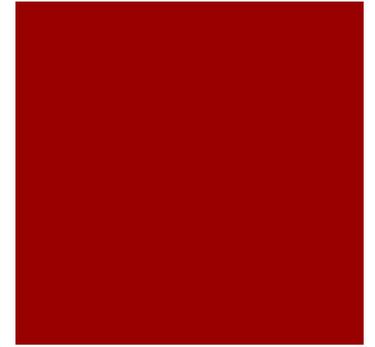
Supporting the Nation's Early Childhood and Afterschool Workforce

Training Organization Recognition

September 7, 2016

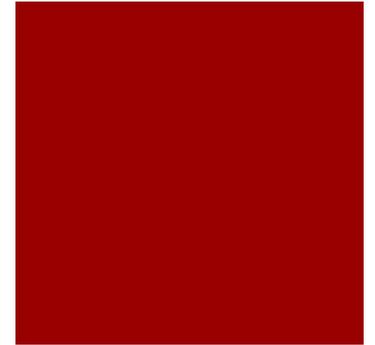
What is the Training Organization Recognition List?

- The National Workforce Registry Alliance understands that organizations providing training to early care and education and afterschool professionals in multiple states are faced with time consuming registry approval processes in each of the states in which they provide that training.



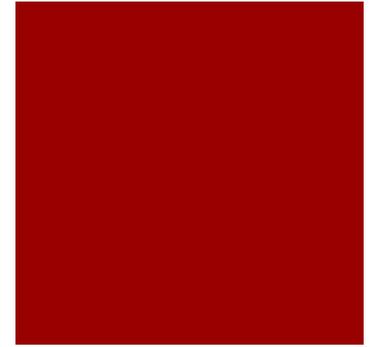
What is the Training Organization Recognition List?

- A process with criteria based on best practices to create a list of recognized training organizations. The list may be used by individual workforce registries to expedite the approval process for organizations recognized by the Alliance.



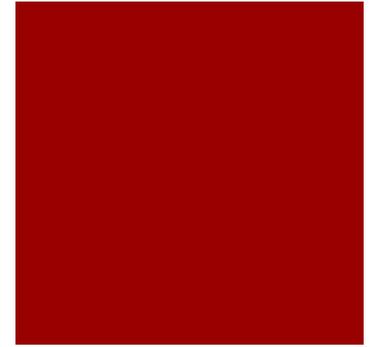
What is the Training Organization Recognition List?

- The criteria for the list address the organization's design and structure of training. The criteria do not focus on an individual course, training or the individual instructor.



What is the Training Organization Recognition List?

- Implementing the Alliance criteria is optional with each member registry. Individual workforce registries may choose to approve organizations that have gone through the Alliance vetting process or continue to require organizations to utilize some portion, or all, of the review/approval process specific to their state or region.

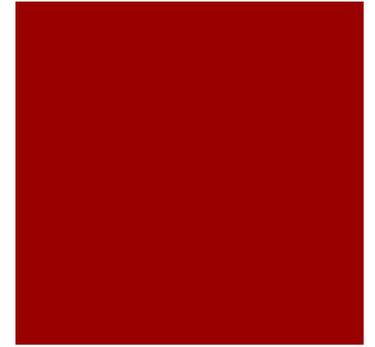


Training Organization Recognition Criteria

The intention of this method is to recognize organizations that have demonstrated the following:

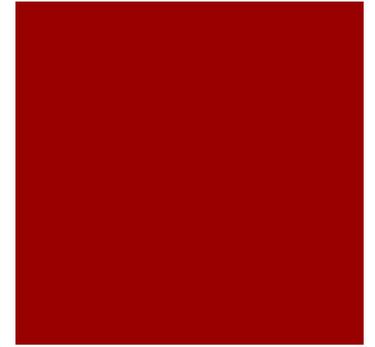
- Instructors have knowledge of adult learning principles.
- Instructors have professional knowledge and qualifications to teach in the content area of the training.

Training Organization Recognition Criteria



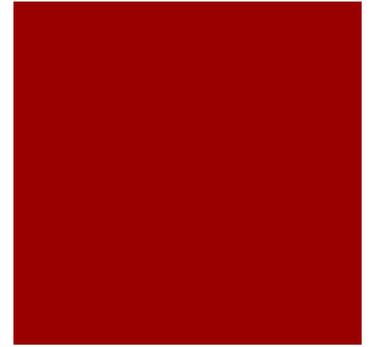
- Training provided has clearly stated learning outcomes for the participants.
- Training content is appropriate to and designed for early care and education or afterschool workers.

Training Organization Recognition Criteria



- The hour or CEU value of training is consistently and properly calculated.
- Training completion is properly documented and stored.

Process for List Inclusion Application



The organization providing training will submit an application form and the required review fee to the Alliance.

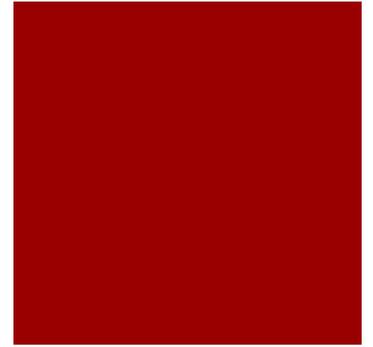
Process for List Inclusion

Accreditation

Current accreditation processes encompass the criteria for this program. Organizations with either of the below designations will be considered for application:

- IACET accredited, demonstrating that it has in place a universal model for learning process that is continuously strengthened and refined, or
- Is an institution of higher education accredited by a member of the Council for Higher Education Accreditation (CHEA), and

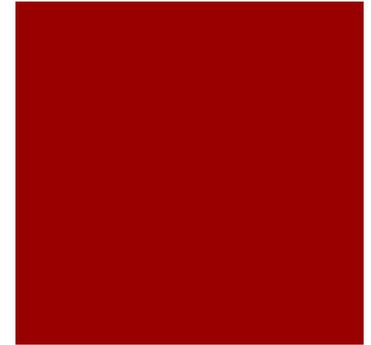
Process for List Inclusion Annual Renewal



All organizations must annually confirm that their accreditation status is active and renew their status with the list.

Where do I go to access the information?

- Reach the on-line form here <http://goo.gl/forms/39kmm5BEbc>
- Statement of Assurance form, [pdf Statement of Assurance Form \(318 KB\)](#)
- www.registryalliance.org → Our Work → Training Organization Recognition



Questions?

National Workforce Registry Alliance

Rose Kor (rkor@registryalliance.org),

Executive Director

