

**Bi-State Meeting for Development  
of Director Credentials for Kansas and Missouri**  
July 30, 2007

MARC Board Room

*Participants:* Mike Abel, Patty Boresow, Dorothy Browning, Carol Bunch, Faith Carr, Jené Costello, Deb Crowl, Rebecca Curtis, Bonnie Duden, Elaine Edwards, Terri Foulkes, Marian Goodin, Nancy Heathman, Gretchen Herndon, Victorie Hollwell, Diana Hurst, Vickie Kelley, Jerry Kitzi, Beth Ann Lang, Kathy Lorts, Lynn Marotz, Denise Mauzy, Karen McDonald, Nancy Mitchell, Rose Munoz, Janet Newton, Dean Olson, Diane Purcell, Melissa Rock, Jovanna Rohs, Janet Root, Mary Margaret Saxon, Mary Spence, Juanita Springate, Lynda Snuffer, Vicki Stein, Janet Stern, Cindy Van Hooser, Donna Veatch, Vickie Wilks, Becky Woerz

*Facilitator:* Dr. L. Carol Scott

### ***Introduction***

The meeting began with a process to get a sense of who was in attendance. The whole group sorted itself out into stakeholders in these four categories:

- Early learning program directors
- Staff from CCR&R or other community-based training/TA programs
- Higher education faculty or administrators
- Representatives from state government or state system agencies (e.g., AEYC, OPEN)

The four groups were roughly the same size. Each group was asked to identify its top two reasons for being invested in a director credential. Dr. Scott asked, "Why do you care how a credential is designed and administered? One answer was given by all four groups: a director credential supports higher quality in early learning programs. In addition groups identified these reasons for their investment in the process:

- Support for the early learning community's needs for education
- A director credential is an important component of a comprehensive system of early care and education
- Education for a director credential can be connected to existing scholarship initiatives (e.g., T.E.A.C.H.® Missouri and T.E.A.C.H.® Kansas)
- The design of the credential directly affects our jobs (this came from the directors)
- Continuing to support bi-state continuity of early learning system development is desirable

Dr. Scott thanked Mid-America AEYC and the Kauffman Fund for the resources to develop director credentials for KS and MO from a bi-state perspective, and thanked MARC/MCEL for becoming a partner in the work by sponsoring the bi-state meetings. She acknowledged that the meeting space, lunch and other

refreshments were MARC/MCEL's contribution to this effort, and were not covered by the Kauffman Fund grant.

### ***Goal and Purposes***

Dr. Scott clarified that AEYC-MO has made substantial progress on development of a credential for MO and is well-positioned to be the agency that issues that credential. Key government agency stakeholders have been involved, as have faculty from higher education, and leaders from state organizations such as MOCCRRN and OPEN. The draft framework in the research and best practice overview's attachments represents some of their latest agreements.

However, except for the school-age credential model created by the Kansas Enrichment Network, Kansas has no similar development process or product. The "Kansas" framework in the overview's attachments is really the 3<sup>rd</sup> draft from the MARC/MCEL work and should not have been titled as a Kansas framework. Dr. Scott apologized for her mistake in labeling it incorrectly and any confusion that resulted.

This new bi-state initiative's **purposes** are to: 1) build on all that has gone before, and 2) to broaden the stakeholder group to include directors and many other interested parties whose voice have not sufficiently represented.

The **goal** is to have this larger stakeholder group agree upon content areas, competencies, and requirements for issuing credentials in MO and KS. If this process doesn't result in one common credential for both states, as with our common core competencies, then the goal is to develop state credentials that are mutually reciprocal. That is, a director who is credentialed in KS is automatically also credentialed in MO, and vice-versa.

### ***History***

Dr. Scott, Nancy Mitchell and Mike Abel provided a summary of the work done to date, upon which this process is building. That history is supplied in a timeline attached to this summary (see p. 7) and is also available in detail in the overview report online.

### ***Current Status***

Dr. Scott reviewed large wall charts containing the essential elements of three credential models, shown in the context of similar elements in the KS and MO child care licensing laws. The three frameworks she compared were two MARC/MCEL drafts, versions 2 and 3, and the current MO framework.

The elements compared on the charts included:

- General education level
- Education / competencies in early childhood education or child development
- Education / competencies in leadership and management

- Experience
- Professional contributions
- Term before renewal

Tables of these comparative elements are included as attachments to this summary (see pp. 8-9).

Each person present was given three green, three yellow and three red dots to indicate their approval, caution, or concern over any of the elements in the three draft frameworks. Areas of clear approval by many stakeholders included:

- Requirements should include a requirement for professional contributions, especially membership in a child-related organization.
- An initial credential step or level that requires general education at the Associates level, and a second step or level that requires general education at the Baccalaureate (Bachelors) level. There was much discussion about whether directors of larger centers (especially those with 100 or more children) should be required to enter the system at the higher level of Baccalaureate education.
- Renewal of the credential should be required after either three or five years and continuing education should be required for renewal.
- There should be efforts to connect the credential to a salary supplement program to provide an incentive to directors.
- Education specific to early childhood education/child development should be 30 credit hours at the second level and, at both levels, should be competency-based.
- Required education specific to leadership and management should be a block of nine approved credit hours specific to early care and education.
- Required experience should be 3,600 hours (about 90 weeks at 40 hours per week, or about one year and nine months, with no time off)

Areas in which caution and concern were common included:

- Requiring six professional contributions across three areas of achievement (e.g., leadership in a professional organization, presentations at conferences, advocacy, program improvement efforts). There was more agreement for a requirement of four professional contributions across two areas of achievement, with some caution.
- Requiring no experience or too little (i.e., 1,200 hours)
- No identified competencies expected from education in early childhood / child development and leadership / management
- Allowing college/university degrees to be in any field

### ***What's Critical?***

Dr Scott asked the group to review the basic findings in the Executive Summary of the overview of research and best practice (see Mid-America AEYC web site for this document). She asked that these findings be our guide to answer the question: What do you *most* want to see in the credential requirements, based on

what research and best practice tell us? She asked participants to talk with at least one other person for at least 15 minutes over lunch about their thoughts on how these findings should shape our work

After lunch, each person present was given one minute to identify what is *most* important to her/him for the credential to include, based on the research and best practice findings, and why? The items identified during this round of comments included:

*Setting the bar high*

- Meets requirements of federal Head Start mandates, especially Bachelors degree.
- Quality centers need quality leaders and teachers who move into directing often lack the skills they need.
- This should be a system that supports quality, rather than try to accommodate everyone. (2)
- Really should require the BA for everyone; no entry through AA. (2)
- Need a conversation about the expected participation rate; this credential is not expected to be for every director (that would be like licensing). (2)

*Components of the requirements to earn the credential*

- Knowledge, Inquiry, Skill, Supervision, Management and Experience (KISS ME)
- Professional commitment is important to connect directors to others outside their programs. (8)
- Bachelors in EC that includes the appropriate management and leadership knowledge, and testing that knowledge, as other professions do (e.g., certified nurses aide, K-12 teachers). (4)
- Management and business competencies are essential, not just EC. (7)
- Critical to develop content in teamwork, management, supervisory skills, leadership, and mentoring. These competencies will strengthen centers and increase retention. (2)
- Two levels, starting with AA and moving on to BA. (11)
- Continuing education for renewal. (7)
- Experience in the classroom and in supervision is essential for directors. (4)
- Financial management is an essential set of competencies.
- Balance content in adult education, EC, leadership and management of programs and people, with experience and professional contributions. (3)
- Bi-state core competencies and PARS skills are good foundation.
- Professional commitment should include membership in a professional organization (3), demonstrated advocacy experience (2) and community involvement. (2)
- Renewal after a few years is essential (shouldn't be a lifetime credential). (2)
- Include program improvement as a category of professional commitment.
- Ensure that credentialed directors are equipped to cope with HR issues, leadership and supervisory needs.

- The 9 college credits in business and management should be early childhood-related.
- Require the BA as the entry point for centers smaller than 100 children; maybe around 50 or 60. (3)

#### *Issues of administration to consider*

- Ensure that the timeframe to move from the AA to the BA level is sufficient, taking into consideration the long hours that directors work (6 years might not be enough).
- Measurable criteria and methods of assessment. (6)
- Decide whether assessment is peer-led or done by a professional organization. (3)
- How to assess competencies. (2)
- Mentoring is important in a program like this. (6)
- Have the two state AEYC's be the administering agencies. (2)
- Online education ought to be counted because these states are so rural. (2)
- Need some careful planning about how to measure professional commitments.

#### *Changes needed in higher education*

- Importance of articulation agreements from two- to four-year degree programs. (3)
- Increase access to higher education.

#### *Incentives for directors to pursue credential*

- Make increased compensation available to those who earn the credential. (8)
- Standards that lead emerging directors toward competency while they acknowledge and validate the strengths of existing directors.
- Scholarships and other funding for the needed education (e.g., TEACH and Fern Webster). (3)
- Look at how differential subsidy levels can provide resources for higher compensation in centers with credentialed directors.

#### *Other things to think about*

- Involve all staff levels, because they are the next leaders; we need to be sure that we're offering succession training. (3)
- Make the credential accessible to all kinds of programs and directors. (4)
- Must include the workforce in the development process for the credential. Use the credential to address workforce issues like turnover and compensation.
- Credential works with licensing, NAEYC accreditation and QRS initiatives; articulate the "why" to get people excited about it (3)
- CDA model isn't a bad model to look at for assessment of competency. (2)

### ***What's Most Negotiable?***

Dr. Scott ended this planning session by again dividing the group into the small groups that we started with, by stakeholder type. Each group discussed what in

the requirements for the credential was most negotiable for them. Negotiables were as follow, by group:

*Early Learning Program Directors*

- The parameters of the professional contribution (hours, opportunities, timeline)
- 24 vs. 30 credit hours of ECE course work – either is fine

*Higher Education Faculty and Administrators*

- Professional Contribution – but should be quantified in terms of hours spent conducting professional activities. Provide categories of contributions to choose from.

*State Government and EC Systems NPOs*

- 24 vs. 30 credit hours of ECE course work – either is fine
- Experience
- Professional Contribution elements
- Tiered vs. Provisional as language for the two levels of credential
- Time frame for renewal and level of continuing education required

*CCR&R and other Training/TA Organizations*

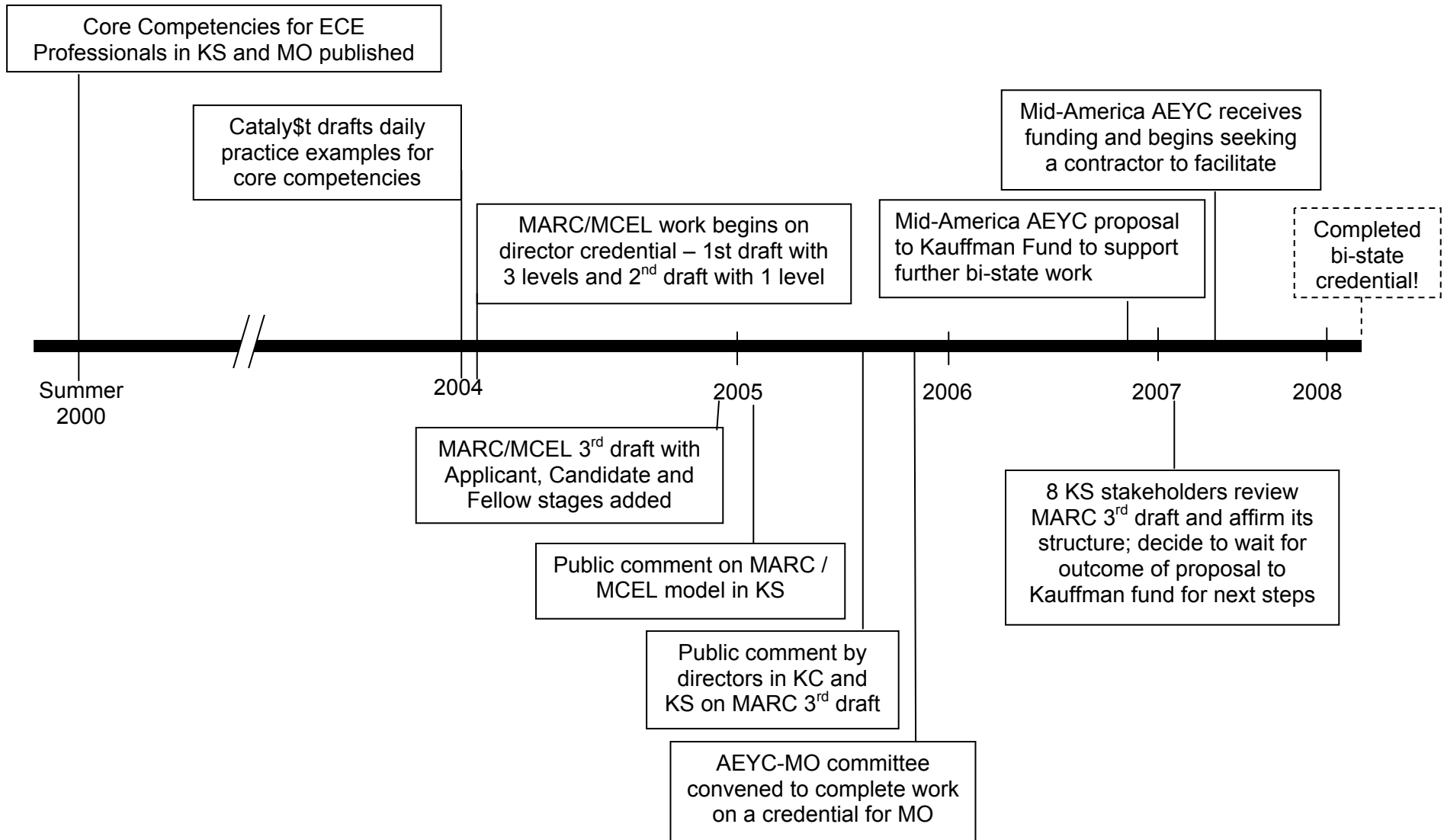
- Professional Contribution – should be tangible, simple and quantifiable
- Number of credit hours in leadership and management
- 24 vs. 30 credit hours of ECE course work – either is fine
- Requirement to reach a Bachelor level for general education is non-negotiable; Associates level option should be phased out by second renewal, with renewals at 5 years. That is, no more than 10 years as the Associates level before a Bachelors required to continued with credentialed status.
- Experience is a non-negotiable – should be 2 years of supervisory experience

***Future Policy Decisions***

Items that are being held for future discussion include:

- Details on how the two states make their credentials reciprocal
- Policies on the status of a credentialed director who leaves the profession for a time and then returns.

### Progress Toward a Director Credential in Missouri and Kansas



**Comparison of three credential framework drafts**

	<b>Missouri</b>	<b>MARC/MCEL 2</b>	<b>MARC/MCEL 3</b>
General Education Level	Associates Degree in ECE/CD	3 levels: <u>Applicant</u> : Any Associates degree <u>Candidate</u> : Any Bachelors degree <u>Fellow</u> : Any Bachelors degree	Any Bachelors degree
Education in ECE	24 credit hours in ECE or CD	<u>Applicant</u> : 10 credit hours or an Associates in ECE or CD <u>Candidate</u> : 20 credit hours or a Bachelors in ECE or CD <u>Fellow</u> : 30 credit hours or a Bachelors in ECE or CD	30 credit hours in ECE or CD
----- Competencies Identified?	----- None required	----- Planned for but not determined	----- Planned for but not determined
Education in Leadership and Management	18 credit hours in general business management and leadership OR approved 9 credit hour block in EC management and leadership	6, 12, and 18 credit hours, respectively for the 3 levels	9 credit hours in management, leadership or administration, 6 specific to early care and education
----- Competencies Identified?	----- General content areas outlined	----- Planned for but not determined	----- Planned for but not determined
Experience	None required	1,200, 1,400, and 3,600 hours, respectively for the 3 levels; <b>also</b> 100 hours of supervised or paid teaching experience	3,600 hours in EC management
Professional Contributions	Membership in a child-related professional organization	2, 4, and 6 professional contributions, respectively, for the 3 levels. In 2 and 3 areas of achievement at the Candidate and Fellow levels, respectively.	6 professional contributions in 3 acheivement areas
Term of credential	3 years, renewable with 18 clock hours per year in ECE or management and leadership BA/BS degree by 2 <sup>nd</sup> renewal	Not determined	

**MO and KS child care licensing requirements for directors**

	MISSOURI				KANSAS			
	Up to 20*	21- 60*	61-99*	100+*	Up to 12*	13-24*	24+	100+
General Education Level	30 cr hours (or exp)	60 cr hours (or exp)	90 cr hours (or exp)	20 cr hrs (or exp)	None	CDA OR	Associates OR 2-yr certificate OR CDA + experience	Bachelors in EC/CD (or related field, plus)
Education in ECE ----- Competencies Identified?	6 cr hours	12 cr hours	19 cr hours	24 cr hours	3 cr hours and supervised observation, instead of experience	7 – 9 cr hours and experience	OR 12 cr hours plus experience	12 cr hours
No competencies required in either state								
Education in Leadership and Management ----- Competencies Identified?	None required			24 EC cr hours <u>may</u> include up to 6 in Bus & Mgmt.	None required			
Experience	12 mos. (or 30 cr hrs or CDA)	24 mos. (or 60 cr hrs)	36 mos. (or 90 cr hrs)	4 years (or 120 cr hrs)	6 mos. (or observation + 10 clock hours, or 3 EC credit hrs + 3 mos. exp. & observation	1 year (+ ~12 hrs of observation) or 3 mos. with 7-9 EC cr hours	6 mos. (+12 cr hours)	1 year
Professional Contribution	None required							
Term	Up to 2 years				1 year			

\*numbers refer to the number of children for which the program is licensed