

Early Childhood Workforce Knowledge and Competency Frameworks: A Review of Existing CKC's

State/Source (Year)	Process/Methodology	Audience/Scope (Who is this designed to inform?)	Components (Additional information provided)	Areas/Domains	Levels/Tiers
South Carolina 2009	Four primary authors (professors); advised by an EC PD System Committee; surveyed hundreds of stakeholders; reviewed by Sharon Lynn Kagan and a committee of expert reviewers from South Carolina; relied heavily on Kansas and Missouri core competencies.	Individuals from Florence School District One, University of South Carolina, Trident Technical College, Thorman Strategy Group, Center for Child Care Career Development	Stand Alone: Center for Child Care Career Development	<ol style="list-style-type: none"> 1. Child Development 2. Curriculum 3. Health, Safety & Nutrition 4. Guidance 5. Professional Development 	<p>Level 1 – New/Entry Level</p> <p>Level 2 – At least a year of experience and holds an associates in ECE or Program Management.</p> <p>Level 3 – At least 2 years’ experience & a bachelors or above in ECE or closely related field.</p>
California 2011	Project leaders, an advisory board, project staff and advisors from West Ed Center for Child and Family Studies, California Dept. of Education, First 5 California, ECE stakeholder organizations, 10 focus groups of 152 members statewide and members of the public who also posted comments on the designated website. A 2 yr. dev. Process and outline was dev. Meetings were held in person/teleconferencing. Competencies/contexts were dev.	Document focuses on the term “early childhood educator” that includes everyone responsible for the care and education of young children. This includes parents, teachers, family child care providers, assistant teachers, program directors, educational coordinators, curriculum specialists, higher education faculty, training organizations/consultants, HR dept. of large agencies that provide early care and education.	Integrated: Competency Contexts; Comprehensive areas note key concepts, dispositions, performance areas; glossary, ECE competencies list	Competency Areas <ol style="list-style-type: none"> 1. Child Development and Learning 2. Culture, Diversity, and Equity 3. Relationships, Interactions, and Guidance 4. Family and Community Engagement 5. Dual-Language Development 6. Observation, Screening, Assessment, and Documentation 7. Special Needs and Inclusion 8. Learning Environment and Curriculum 9. Health, Safety, and Nutrition 10. Leadership in Early Childhood Education 11. Professionalism 12. Administration and Supervision 	Competency Contexts <p>Level 1 – Supporting Early Learning and Development</p> <p>Level 2 – Planning and Guiding Early Learning and Development</p> <p>Level 3 – Creating and Maintaining Program Policies and Practices</p> <p>Level 4 – Advancing the Early Childhood Profession</p>
Colorado 2008	Current Core Knowledge evolved from the 1996 three year study. Colorado Office of Prof. Dev. Solicited a broad range of stakeholders to review and revise the Core Knowledge ad Standards.	Higher education, vocational schools, parents, trainers and consultants, teachers, program directors, stakeholders	Stand Alone: Early Childhood Professional Development Credentials passed by the legislature	Table of Content <ol style="list-style-type: none"> 1. Child Growth and Development 2. Health, Nutrition & Safety 3. Developmentally Effective Approaches 4. Guidance 5. Family and Community Relationships 6. Cultural and Individual Diversity 7. Professionalism 8. Administration and Supervision 	Professional Standard The areas of core knowledge are coded to meet the standards of either Professional Level I or Level II for each area.

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Delaware 2009	Delaware DOE in collaboration with Delaware Higher Ed. and the Delaware early childhood community developed the competencies as standards for early care and education.	Individuals who design training and education; those planning for professional dev.; as a tool for career advisement; those who develop job descriptions; job performance and as a piece of the process for issuing credentials, certificates or licensing	<p>Stand Alone: Attributes & characteristics of effective Early Childhood Professionals; each area has content statement & knowledge</p> <p>Integrated: Self - Assessment Check list</p>	<p>Competency Areas</p> <ol style="list-style-type: none"> 1. Child Development and Learning 2. Environment and Curriculum 3. Promoting Social Emotional Development 4. Observation and Assessment 5. Health, Safety and Nutrition 6. Working with Families 7. Management and Administration 	<p>Self-Assessment</p> <p>Level 1 – Assist in the implementation of curriculum</p> <p>Level 2 – Implements curriculum for a group of children</p> <p>Level 3 – Designs and develops curriculum</p> <p>Level 4 – Manages and leads program</p>
Kansas 2 nd 2011	Combined efforts of professionals from both Kansas and Missouri and three initiatives that then created a Bi-State Competency Committee. Combined Competency Committee disseminated review and feedback from approximately 6,000 professionals across both states	Program staff, directors, program administrators, trainers, training organizations, higher education, those interested in pursuing early childhood and youth development, federal, state and local agencies, professional development efforts	<p>Stand Alone: CDA/YDC Crosswalk Glossary</p> <p>Integrated: CEU handbook</p>	<p>Content Areas</p> <ol style="list-style-type: none"> 1. Child and Youth Growth and Development 2. Learning Environment and Curriculum 3. Observation and Assessment 4. Families and Communities 5. Health and Safety 6. Interactions with Children and Youth 7. Program Planning and Development 8. Professional Development and Leadership 	<p>Levels</p> <p>Level 1 – New/Entry Level</p> <p>Level 2 –CDA, YDC, or equivalent training and education.</p> <p>Level 3 –Knowledge and skills expected of a professional with an associate’s degree in ECE, youth development or related fields.</p> <p>Level 4 – Knowledge and skills expected of a professional with a bachelor’s degree in child/ youth development or related fields.</p> <p>Level 5 – Knowledge and skills commensurate with advanced degree in child/ youth development or related fields.</p> <p>Level 6 – M.A. or M.S. in ECE and Education or related field conforming to NAEYC standards.</p>
Minnesota 2004	Relied heavily on Kansas/Missouri, New Mexico; utilized resources such as Work Sampling system for preschool. Methodology is limited. MN. only states’ reviewed by professionals’.	Providers, teachers, directors, program administrators, trainers, training organizations, higher education, federal, state and local agencies; Professional Development Efforts	<p>Stand Alone: Infant/Toddler Comprehensive Guidelines</p>	<p>Content Areas</p> <ol style="list-style-type: none"> 1. Child Growth and Development 2. Learning Environment and Curriculum 3. Assessment and Planning for Individual Needs 4. Interactions with Children 5. Families and Communities 6. Health, Safety, and Nutrition 7. Program Planning and Evaluation 8. Professional Development and Leadership 	<p>Levels of Competency</p> <p>Level 1 – New/ Entry Level</p> <p>Level 2 – Knowledge and skills commensurate with a Child Development Associate’s degree, a certificate or diploma in Child Development or equivalent training, education, and relevant</p>

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Pennsylvania 2006	The Pennsylvania Early Learning Keys to Quality Initiative was created by PA's Dept. of Public Welfare in 2005. This established guidelines related to professional development. From that the Core Body of Knowledge was created. Methodology is limited.	Child care centers, child care homes, Head Start, pre-K programs, schools serving birth through age 12; Higher education faculty and state agencies and parents	Stand Alone: Career Lattice Professional Development Record	Core Body of Knowledge 1. Child Growth & Development 2. The Environment, Curriculum & Content 3. Families In Society 4. Child Assessment 5. Communication 6. Professionalism & Leadership 7. Health, Safety & Nutrition 8. Directors/Admin. Knowledge Area 8: Program Organization and Administration 9. Home-Based Provider's Knowledge Area 8: Program Organization & Administration	Career Lattice 1. Level I-High School Diploma or GED 2. Level II – 45 hours or 3 ECE credits 3. Level III – Credential, Diploma or Certificate 4. Level IV – 30 credits, including 12 ECE 5. Level V – AA/AAs in ECE/Equivalent Degree OR BA/BS/AA/AAS including 18 ECE credits 6. Level VI – BS/BA in ECE/Equivalent or related field including 30 ECE credits 7. Level VII – Master's in ECE/Equivalent or related field including 30 ECE credits 8. Level VIII – Ph.D./Ed.D in ECE/Equivalent OR related field including 30 ECE credits
New Mexico 2002	Methodology is limited. Professionals in ECE; Program Dev. And providers of training; Higher Ed.; State/local agencies;	Program staff, directors, program administrators, trainers, training organizations, higher education, those interested in pursuing early childhood and youth development, federal, state and local agencies, professional development efforts	Integrated: Career Lattice, specializations for administrators and Infant/Toddler professionals	Core Content 1. Child Growth, Development, and Learning 2. Health, Safety, and Nutrition 3. Family and Community Collaboration 4. Assessment of Children and Evaluation of Programs 5. Professionalism 6. Curriculum Development & Implementation	Career Lattice Level 1 – Entry Level/ 45 hours Level 2 – CDA, with work towards a certificate and/ or Associate Degree Level 3 – Certificate earned after completion of approximately 30 credits toward an associate degree program Level 4 – A two year program consisting of approximately 65 credits, including both early childhood content (approximately 30 credits) and general education content (approximately 35 credits). Level 5 – A four-year program consisting of approximately 128 credits. Level 6 – 36 to 42 hours of graduate work in early childhood and related areas.

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Washington State 2010	Outcomes and strategies that were developed by four work groups. Each work group focused on one subject area in the Kids Matter framework. Their efforts built upon the Kids Matter Framework, including outcomes/strategies, to identify what is needed in its subject area in order to develop the early learning system.	Program staff, directors, program administrators, trainers, training organizations, higher education, those interested in pursuing early childhood and youth development, federal, state and local agencies, professional development efforts	Stand Alone: 2011, 2012 Priority Strategic Early Learning Plan Integrated: Background/Context; Need for an Early Learning System; Indicators for measuring progress ; Profile of community; timeline of early learning in the state; current picture; Scope of Plan	Outcomes and strategies 1. Ready and Successful Children 2. Ready and Successful Parents, Families/Caregivers 3. Ready and Successful Early Learning Professionals 4. Ready and Successful Schools 5. Ready and Successful Systems/Communities *In addition, a set of indicators, known as “vital signs” are currently in development.	Career Lattice Level 1 – entry level professional Level 2 – Statewide credential-80 hours of approved training (CDA) or 8 approved ECE or school age college credits.; CSFEL Training- completion of 2 modules for infant/toddler or preschool and short-term State Certificate; CSFEL training- CSFEL training- completion of 3 modules and State Credential ECE Level 3- Associate Degree Level 4- Bachelor’s Degree Level 5 – Graduate Degree *There are steps with in each level of requirements.
Ohio 2008	Ohio Early Care and Education Professional Dev. Network invited professionals across the state to join one of six writing teams (10 per team) to address the core competencies. Relied on Iowa, West Virginia, New York, Kan/Miss.	ECE professionals, Program developers, providers of training, higher education, state and local agencies, early childhood advocates, parents	Integrated: Glossary, Linkages to Primary Program; Alignment to existing EC Ohio documents	Content Areas 1. Child Growth and Development 2. Family & Community Relations 3. Health, Safety, and Nutrition 4. Child Observation and Assessment 5. Professional Development 6. Learning Experience and Environment	Levels To view levels visit: http://www.occerra.org (Career Pathways Worksheet)
Rhode Island 2011	2001-02 a comprehensive grass roots effort began; 2003 a draft of core competencies was created. 2007 revision occurred. A new framework was dev. Constraints on resources stopped it in 2008. 2010 funding came; May 2010 group reconvened. Currently seeking feedback from the public.	RI Dept. of Ed. Members, higher education, DHS, ECE providers both center-based and family child care, DCYF, representatives of Afterschool and Youth Dev. field	Integrated: Rationale; Career Lattice; Bloom’s Taxonomy; Adaptations; Background	Core Competency 1. Health, Safety, and Wellness 2. Family Engagement 3. Development and Learning 4. Curriculum 5. Observation and Assessment 6. Professionalism	Career Lattice Level 1 – Minimum 12 credit hours in ECE Level 2 – Minimum of A.A. in ECE or 24 credit hours in ECE. Level 3 – Has RI Early Childhood certificate (including Bachelor’s degree) or Bachelor’s degree plus 30 credit hours in ECE. Level 4 – Minimum of Master’s degree which included 24 graduate credits in ECE.
Vermont 2008	2005 public feedback on a survey was conducted resulting in a public document of competencies. In 2007, they were reviewed and in 2008, final changes were made on all recommendations.	A committee of state stakeholders, home visiting services, nutrition, DOE, Head Start and consultant agencies. Home visitors, early interventionists, ECE special ed., Para-educators, playgroup leaders, community agencies, professional dev. Agencies, higher ed., teachers, parents	Integrated: Career Ladder; Intro. With Q&A; Definition of Core Knowledge and subheadings; Assessment tool with examples; Glossary; FAQs	Core Competencies 1. Child Development 2. Families & Community 3. Teaching & Learning 4. Healthy & Safe Environment 5. Professionalism & Program Organization	Levels Level 1 – New/Entry Level Level 2 – Knowledge, skills and attitudes associated with the Level II Northern Lights coursework, the Child Development Associate credential or an equivalent. Level 3 – Knowledge, skills and attitudes associated with completion of the Apprenticeship Program, or the Child Care Certificate from Community College of Vermont, or an Associate’s degree in ECE or a related degree, or equivalent. Level 4 – Knowledge, skills and attitudes associated with achieving a Bachelor’s, Master’s or Doctoral degree.

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Virginia 2008	<p>Began in 2006 the Alignment Project spearheaded by the Virginia Dept. of Social Services developed an Alignment Project Team of private and professional members</p> <p>Six focus groups consisting of various relevant constituents worked on the competencies. The Alignment Project Team along with 30 independent reviewers, a focus group of more than 100 parents, directors, teachers, child care resources and referral agencies, state and local agencies and early childhood educators</p>	<p>Providers, practitioners , teachers, directors, program administrators, trainers, training organizations, higher education faculty as well as staff and administration, federal, state and local agencies, professional development staff</p>	<p>Integrated: Guiding Principles</p>	<p>Content Areas</p> <ol style="list-style-type: none"> 1. Health, Safety, and Nutrition Practices 2. Understanding Child Growth and Development 3. Appropriate Classroom Observation and Assessment 4. Partnering with Families and Communities 5. Learning Environment 6. Effective Interactions 7. Program Management 8. Teacher Qualifications and Professional Development 	<p>Competency Levels</p> <p>Level 1 –Implement practices according to program guidelines and policies.</p> <p>Level 2 – Demonstrate the skills present at the previous levels. In addition, they work independently and take initiative in designing environments to facilitate development.</p> <p>Level 3 – Demonstrate the skills present at the previous levels. In addition, they design, assess, and modify the learning environment to meet children’s changing needs. The also model excellent practices and encourage others to develop proficiency skills.</p> <p>Level 4 – Demonstrate the skills present at the previous levels. In addition, they provide leadership for planning, implementing, assessing, and modifying the program to ensure continuous improvement. They conduct inquiry to advance the understanding of best practices for their communities.</p>

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