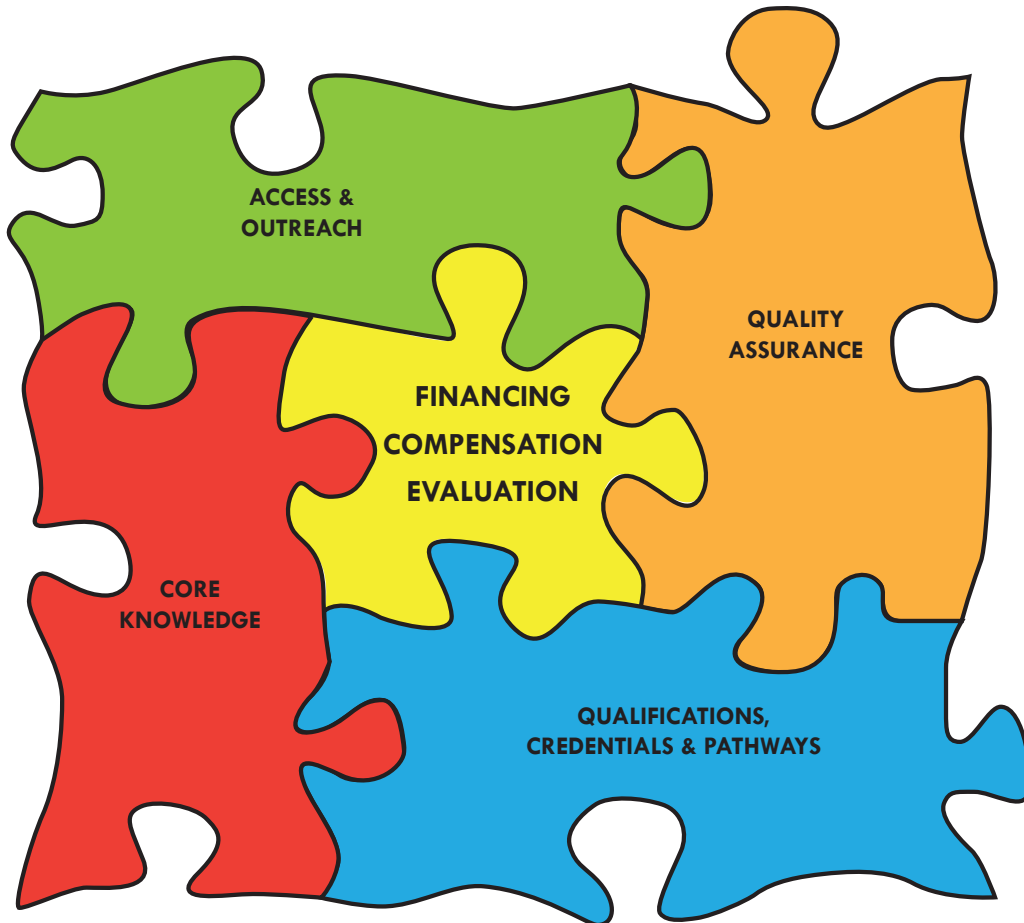# MISSOURI'S PROFESSIONAL DEVELOPMENT SYSTEM
for the EARLY CHILDHOOD and YOUTH WORKFORCE

The system will be driven by a common Vision, Mission and Outcomes
and will be held together with Financing, Compensation and Evaluation.

	Core Knowledge	Access & Outreach	Quality Assurance	Qualifications, Credentials & Pathways
State Functions	• Core competencies • Program standards • Early learning guidelines	• Coordinated communication • Cultural competence • Online courses • PD Calendar • Public engagement	• PD for adult educators • QRS measurement • Licensing monitoring • Registry of PD providers • Approval of PD providers • Non-credit class approval • Standards for PD	• T.E.A.C.H. MISSOURI • Other financial aid • Articulation agreements • PARS registry • Education matrix • Career lattice • Specialized credentials

Regional Functions	• Knowledge into practice:
	  Coaching
	  Consultation
	  Credit-bearing classes
	  Mentoring
	  Non-credit classes
	  Technical assistance
		• Public engagement
		• Continuum of supports
		• Career advising
		• Relationships
			• Measurement of participant outcomes	• Credit bearing courses
				• Career center CDA classes

**Missouri's Professional Development System for the
Early Childhood and Youth Development Workforce**

This graphic image represents a structure for a new professional development system for those who work in child care (early childhood and school age) and other early learning programs. This model depicts an infrastructure to support these early childhood and youth development professionals as they grow in knowledge, skills and dispositions.[i]

This system will be founded on a **vision** statement, a defined **mission** and expected results or **outcomes** for the system. This language will be created by the organization or collaboration of organizations that administers the system at its state level. The system is divided into four inter-connected segments, represented here by puzzle pieces, which indicate the **essential functions** of the system. They are:

❖ Core knowledge
❖ Degrees, credentials and pathways to achieve them
❖ Access and outreach
❖ Quality assurance

Each of these segments contains **state-level** components of that function and components that are delivered by **regional** professional development centers. Each functional segment is more fully defined below.

At the center of these essential system functions are three aspects of the system that affect all four functions: **Financing** mechanisms that enable the system (e.g., direct funding of the system and mechanisms such as tiered reimbursement that support programs' advancing quality), provider **compensation** and **evaluation** of the system's components.

Essential Function: Core knowledge
State level components:

❖ *Core Competencies for Professionals in Early Care and Education*
❖ Core *Competencies for Professionals in Youth Development*
❖ Standards for programs for infants / toddlers, preschoolers, and school-agers
❖ Early learning guidelines for infants, toddlers and preschoolers

Regional level components:

❖ Non-credit classes (i.e., workshops and series) designed to systematically scaffold knowledge needed for the competencies
❖ Continuing Education Unit (CEU) and college/university credit-bearing classes designed to systematically scaffold knowledge needed for the competencies
❖ Technical assistance that supports professionals as they use new knowledge and skills to shape their professional practice

Essential Function: Credentials, Degrees and Pathways
State level components:

❖ T.E.A.C.H. MISSOURI[ii] and assistance in locating other sources of financial aid
❖ Articulation of two- and four-year degree programs in colleges and universities
❖ Professional Achievement and Recognition System (PARS)
❖ OPEN Initiative[iii] Education Matrix
❖ Career lattice
❖ Specialization credentials (e.g., Director Credential, Infant/Toddler Credential, Youth Development Credential

Credentials, Degrees and Pathways (cont.)
Regional level components:
- ❖ College/university credit-bearing classes in degree programs
- ❖ Credit-bearing classes from degree programs, modularized into workshop series
- ❖ Credit-bearing and Career Center classes that lead to a Child Development Associate (CDA) credential

Essential Function: Access and Outreach
State level components:
- ❖ Communications planning and tool development
- ❖ Assurance of cultural competence throughout the system
- ❖ Online classes (non-credit bearing and credit bearing)
- ❖ Calendar of non-credit classes
- ❖ Planning of public engagement initiatives

Regional level components:
- ❖ Activities for public engagement
- ❖ Communications activities
- ❖ Development of relationships with professionals
- ❖ Career advising
- ❖ Continuum of other supports for access by individuals and groups (e.g., non-credit class, "From Clock Hours to Credit Hours," implementation of tools from the *Building Bridges* report completed during the Missouri Access to Early Childhood Higher Education initiative)

Essential Function: Quality Assurance
State level components:
- ❖ Department of Health and Senior Services (DHSS) approval of non-credit classes
- ❖ DHSS approval of instructors for non-credit classes
- ❖ OPEN registry of professional development providers
- ❖ Monitoring of licensing rules related to professional development
- ❖ Professional development for adult educators (instructors, faculty, and TA providers)
- ❖ Missouri Quality Rating System ratings process

No regional level components

Endnotes

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[i] The workforce in school age/youth development is included in this professional development system recommendation by the Coordinating Board for Early Childhood because many children in kindergarten through middle school receive before and after school services from child care programs that also serve the birth-to-five population. Staff members in these programs benefit from being with staff from early childhood programs in many professional development experiences. In addition, personnel that serve school-age youth are not fully integrated into the professional development system for youth development/recreation workers and should not be excluded from professional development system development while the national- and state-level philosophical debates continue about whether these programs are child care or youth development.

[ii] T.E.A.C.H. Early Childhood® MISSOURI is an educational scholarship opportunity for early childhood providers in licensed centers and family or group child care homes. Based on the belief that Teacher Education And Compensation Helps, T.E.A.C.H. MISSOURI is part of a nationwide effort to increase quality in early childhood programs by increasing the educational qualifications of the teachers in the field.

[iii] The OPEN Initiative's primary focus is the development and implementation of a career development system for early childhood and school age/afterschool professionals.

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