



Learning About The Learners

*An Examination of Training for
Early Care and Education Workers
in New York City*

A Needs Assessment

Conducted by the

NYC Early Childhood

Professional

Development Institute

LEARNING ABOUT THE LEARNERS:

**AN EXAMINATION OF TRAINING
FOR EARLY CARE AND
EDUCATION WORKERS
IN NEW YORK CITY**

**A NEEDS ASSESSMENT CONDUCTED BY
THE NYC EARLY CHILDHOOD PROFESSIONAL
DEVELOPMENT INSTITUTE**

PREPARED BY:

**SUSAN BLANK
CYNTHIA CENTENO
BARBARA COCCODRILLI CARLSON
MARIA GARCIA**

**SHERRY M. CLEARY
*EXECUTIVE DIRECTOR***

Acknowledgements

The NYC Early Childhood Professional Development Institute staff extend their sincerest appreciation to the early childhood educators, professional development trainers and organizations, as well as the city and state agencies who took part in this study. Their contributions form the basis for this report, and we are grateful for their willingness to share their experiences and expertise in the field.

Particularly, we would like to thank home based and center based providers, individual trainers and agency representatives for their participation in the focus groups, the two Trainer Information Days offered in 2005 and for completing the needs assessment surveys.

We would especially like to acknowledge the assistance provided by the following city and state agencies in making accessible important data for this report: the Office of Children & Family Services (OCFS) under the leadership of Suzanne Sennett and the Educational Incentive Program at SUNY Training Strategies Group, as well as the Office of Early Childhood at the NYC Department of Education. We also recognize the extraordinary efforts made by the Administration for Children Services for the distribution of the needs assessment surveys during the 2005 Annual Teacher Conference and the Interagency Conference of 2006.

We are continually grateful to the NYC Early Childhood Professional Development Institute Oversight Committee: Eleanor Greig Ukoli- Office of Early Childhood Education; John Mogulescu- City University of New York; Kay Hendon- Administration for Children Services; Julie Ibanez- Human Resources Administration; Seth Diamond- Human Resources Administration; Laura Wolff- Robert Sterling Clark Foundation/ The Child Care and Early Education Fund; Patti Lieberman- the Child Care and Early Education Fund; Norma Rollins- the Child Care and Early Education Fund; Ajay Chaudry- Administration for Children Services; Maria Benejan- Bank Street College; as well as our Advisory Panel members listed in Appendix A for their guidance and contributions.

Table of Contents

<u>ACKNOWLEDGEMENTS</u>	2 -
<u>EXECUTIVE SUMMARY</u>	5 -
<i>MAJOR FINDINGS</i>	6 -
<u>RECOMMENDATIONS</u>	8 -
<i>EXPANDING ACCESS TO TRAINING</i>	8 -
<i>DEVELOPING A MORE COHERENT SYSTEM OF TRAINING</i>	9 -
<i>The Role of Center Directors</i>	9 -
<u>INTRODUCTION</u>	11 -
<u>THE LANDSCAPE OF ECE TRAINING</u>	13 -
<i>WHAT IS REQUIRED</i>	13 -
<i>SOURCES OF TRAINING</i>	15 -
<i>THE EDUCATIONAL INCENTIVE PROGRAM – THE MAJOR SOURCE OF SCHOLARSHIPS FOR ECE TRAINING</i> .	16 -
<u>HOW MUCH AND WHAT KIND OF TRAINING IS AVAILABLE EVIDENCE FROM INFORMATION ON THE PDI WEBSITE</u>	17 -
<i>WHAT THE RESULTS SHOW</i>	19 -
<u>SURVEY RESULTS: ONE WINDOW ONTO TRAINING NEEDS</u>	20 -
<i>METHODOLOGY USED FOR ANALYZING RESULTS</i>	20 -
<i>WHO WERE THE RESPONDENTS?</i>	21 -
<i>TRAINING NEEDS</i>	21 -
<i>ONSITE TRAINING AND TRAINING FROM OUTSIDE THE WORKPLACE</i>	23 -
<i>HOW MUCH DOES TRAINING MATTER FOR JOB SATISFACTION?</i>	23 -
<u>OTHER EVIDENCE FROM THE FIELD</u>	24 -
<i>FOCUS GROUPS</i>	24 -
<i>INSIGHTS AND INFORMATION FROM THE DISCUSSIONS</i>	26 -
<i>RELEVANCE OF THE CHALLENGES CITED TO TRAINING NEEDS</i>	27 -
<i>CONFERENCES ON ECE TRAINING</i>	27 -
<i>GETTING TRAINEES IN THE DOOR</i>	28 -
<i>WHAT TRAINING TOPICS AND AREAS DESERVE MORE COVERAGE?</i>	30 -
<i>Feedback from the Home-Based Meeting</i>	30 -
<i>Feedback from the Center-Based Meeting</i>	31 -
<i>THE CHALLENGES OF BEING A CENTER-BASED TRAINER IN NEW YORK CITY</i>	31 -
<i>HOW CENTER DIRECTORS CAN HELP TRAINERS</i>	32 -
<i>A BROADER VIEW OF TRAINING</i>	34 -

<u>WHAT SHOULD TRAINING COVER? TWO SETS OF PRIORITIES</u>	- 35 -
<u>THE EIP SCHOLARSHIP PROGRAM</u>	- 38 -
<i>TYPES OF TRAINING</i>	- 39 -
<i>TRAINING TOPICS</i>	- 40 -
<i>EIP'S INDIVIDUALIZED TRAINING PROGRAM (ITP)</i>	- 43 -
<u>QUALITY CONTROL OF TRAINERS</u>	- 43 -
<i>MAT TRAINERS</i>	- 43 -
<i>HEALTH AND SAFETY TRAINERS</i>	- 44 -
<i>DOES EIP EXERCISE QUALITY CONTROL OVER TRAINING PROVIDED TO AWARDEES?</i>	- 44 -
<u>STANDARDS FOR ECE TRAINERS IN THREE OTHER STATES</u>	- 45 -
<u>CONCLUSIONS</u>	- 49 -
<i>MAJOR THEMES</i>	- 49 -
<i>ACCESSIBILITY OF TRAINING</i>	- 49 -
<i>COHERENCE AND QUALITY OF TRAINING</i>	- 50 -
<i>THE EIP PROGRAM</i>	- 51 -
<u>RECOMMENDATIONS</u>	- 52 -
<i>EXPANDING ACCESS TO TRAINING</i>	- 52 -
<i>DEVELOPING A MORE COHERENT SYSTEM OF TRAINING</i>	- 53 -
<i>The Role of Center Directors</i>	- 53 -
<u>REFERENCES:</u>	- 55 -
<u>APPENDIXES:</u>	- 56 -
APPENDIX A: LIST OF ADVISORY PANEL MEMBERS.....	- 56 -
APPENDIX B- SURVEY INSTRUMENTS UTILIZED	- 57 -
<i>Survey Utilized During the 2006 Interagency Conference</i>	- 57 -
<i>Survey Distributed at the ACS Annual Conference for ECE Teachers- November 2005</i>	- 59 -
APPENDIX C- FOCUS GROUP PARTICIPANTS	- 61 -
APPENDIX D-TRAINER INFORMATION EXCHANGE DAY- FEBRUARY 17, 2005	- 62 -
<i>Agenda</i>	- 62 -
<i>Participants</i>	- 64 -
APPENDIX E-EARLY CHILDHOOD TRAINER INFORMATION DAY- NOVEMBER 17, 2005.....	- 66 -
<i>Agenda</i>	- 66 -
<i>Participants</i>	- 68 -

Executive Summary

High-quality early childhood education (ECE), an important key to healthy child development and school readiness, starts with ECE providers who are well trained for their work and who have ready access to useful professional development opportunities. In keeping with the scale of New York City's workforce of regulated ECE providers (estimated to be almost 39,000), ECE training in the city consists of a wide variety of courses and workshops at different levels offered under diverse auspices. Partly due to this diversity of ECE professional development activities and partly because no one entity oversees all of the activities, it has been difficult for the ECE community to understand what they consist of. This report aims to sharpen the picture of ECE training focusing on both professional development needs and gaps in how training is conducted and what it covers.

The report grows out of the work of the New York City Early Childhood Professional Development Institute (PDI), a public/private partnership that serves as a clearinghouse for ECE professional development opportunities and that also works to improve policies and practices to strengthen the city's infrastructure for ECE training. In compiling the report, PDI drew on:

- Surveys about the training experiences of over 400 center-based teaching staff and administrators
- Information about over 100 training providers listed on PDI's web-based informational service
- Discussions held at two focus groups of over 30 ECE providers
- Discussions at two meetings of over 175 ECE trainers and professionals
- Information gathered from documents, websites, and telephone interviews about training practices in both New York City and three other localities selected for comparison purposes

In addition, the study is informed by themes that were repeatedly stressed at meetings of PDI's Advisory Panel, the members of which include ECE experts and leaders from public and private agencies and academia.

Major Findings

The following lessons and insights are culled from all the sources used in the study. Unless otherwise noted, the summary uses the terms “providers,” “trainers,” and “study informants” to refer to people who shared their views and experiences in the focus groups, meetings, and surveys that served as the main information sources for this study.

- Training matters to study informants. Providers were eager to reflect on training issues and defined training as an important part of their professional identities and work. And even though the center-based staff who responded to PDI’s training survey belong to a sector of the labor market in which jobs are poorly compensated and short on benefits, they considered good training opportunities almost as strong a reason to stay in the field as better salaries, benefits, and incentives.
- While New York City’s training landscape is marked by an active and diverse set of professional development opportunities reaching large numbers of regulated providers, these training options do not form a coherent system. For example:
 - ❖ Although the state requires regulated providers to undergo a minimum number of training hours, this mandate is not associated with any provision for providers ascending a ladder of sequential learning experiences leading to a defined credential. The 9 mandatory areas of training are not well-defined and are open to a lot of interpretation.
 - ❖ Two state entities, the Office of Child and Family Services and the state Permanent Interagency Committee on Early Childhood Programs (that no longer exists) have offered providers two meaningful but very disparate sets of priorities for what their training should cover.

The lack of coherence in providers’ training experiences makes it likely that resources invested in professional development are inefficiently deployed.

- Although it is difficult to pinpoint the fit between the demand for and supply of training in the absence of a coherent training system, findings from this study point to gaps in the supply of accessible training. Problems include shortages of training in important areas, possible imbalances in its geographical availability (less in the outer boroughs), few training options in languages other than English and Spanish, and other sources of inconvenience that limit accessibility.
- Although training from organizations or individuals from outside trainees’ workplaces can broaden providers’ professional horizons, almost 40 percent of center-based staff who responded to PDI surveys said they do not receive training from groups or individual trainers who are not associated with their programs.
- Study informants identified many diverse areas in which they would welcome more training. Strong interest was expressed in 11 different training areas including: how to work with families; how to work with children with special needs, and training on discipline/behavior

management. One frequently cited need -- preparation for standardized tests required to become a certified teacher -- was the least prevalent offering according to the data gathered for the PDI website. Other areas of need that merit attention are training on working with infants and toddlers and -- especially for home-based providers -- business-management training.

- Most center-based providers are given some “release-time” days for training, with the number of days dependent on which system they work for – for example, Head Start programs, non-Head Start centers supported by the Administration for Children’s Services (ACS), or state-funded prekindergarten. Although providers in Head Start and non-Head Start programs that are funded by ACS serve the same kinds of children, the Head Start programs have many more days of release training available to them than non-Head Start programs (12 vs. 3 per year). Use of the three days of training available in non-Head Start ACS-funded centers is gradually increasing, but significant numbers of centers do not avail themselves of this option or do not use it fully.
- The state-funded Educational Incentive (EIP) Program is an important and well-used source of financial support for training in New York City. Over time, the proportion of EIP scholarship awards that pay for non-credit training (which often consists of stand-alone sessions) has diminished, while the share of EIP resources devoted to college-credit (and thus continuous) training has risen.
- Virtually no use is being made of scholarships available for a potentially valuable training approach, EIP’s Individualized Training Program (ITP). This professional development experience consists of one-on-one training at the trainees’ worksites with self-assessments, pre- and post-observations, and program evaluation. One likely barrier to using ITP is its extensive pre-approval process.
- A number of trainers see the need for center directors to be more actively involved in the professional development of their programs – for example, by doing more to assess the training needs of their staff and articulating what they would like a particular workshop or class to accomplish.
- Compared to some other states, New York’s quality control of trainers and training is minimal. With the exception of certain mandated areas of training, the state has set virtually no standards to govern the content of training offered to providers, how it is delivered, or who is qualified to deliver it. This laissez-faire approach extends to EIP-supported training, which is paid for by state dollars.
- The Department of Education’s approach to training of prekindergarten teachers – each region collectively expresses its training needs, and after approval from the central office teachers receive 10 days of tailored training--reflects some emphasis on quality control that could serve as model to other entities overseeing ECE training in the city.

Recommendations

The following recommendations, which are grounded in information and insights that have emerged from this extensive learning process, are presented as guidelines that state and city officials and other decision makers can consult as they work to construct a sturdier framework for the professional development of New York City's ECE providers.

Expanding Access to Training

- State funding to support ECE training should be increased beyond the current amounts available through the EIP program.
- City and state agencies and training provider organizations should make concerted efforts to ensure that more non-English training, including training in both Spanish and in other languages, is available to providers. Likewise, efforts should be made to expand the use of translation services for English-language training.
- As new training opportunities develop, efforts should be made to ensure that the outer boroughs are as well served as Manhattan.
- Because staff of the ACS-managed Head Start and non-Head Start child care programs, which serve virtually identical populations, are likely to need the same or very similar amounts of training, ACS should try to reduce the disparity between the number of released training days available to the two sets of programs (12 for Head Start vs. 3 for other programs).
- As part of the examination of how to get greater parity of released training days, ACS should consider reimbursing non-Head Start programs for costs of paying substitutes during training days – a step that might both increase usage rates for the three days now available and make it easier for programs to use any additional days they are granted.
- Further study should be undertaken to establish the replicability of findings reported here indicating that many providers do not get training from groups and individuals unaffiliated with their workplaces (training that is inherently more likely than training from colleagues and supervisors to expose workers to new ideas and approaches). If such findings are replicated, state and city agencies responsible for ECE training should try to get a clearer picture of the obstacles to this external training and should take steps to reduce them.
- Special efforts should be made to expand the availability of training areas cited by early childhood providers, especially areas with EIP and website data point to a low number of training opportunities: infant/toddler care; training focused on preparing for tests required for becoming a certified teacher; and business issues which cover: how to comply with insurance laws, employee benefits, tax information, and business management (for home-based providers) and management/professional development assessment/operation issues (for center-based directors).

Developing a More Coherent System of Training

- New York State and City should develop a training system that gives ECE providers clear guidance about how to move along well-defined pathways of knowledge acquisition and professional development. Key steps in developing such a system include:
 - ❖ Clarifying the relationship between the OCFS nine priority areas for the 15-30 hour training requirement and the 6 Core Areas of Knowledge articulated by the state's Permanent Interagency Committee on Early Childhood Programs – and if necessary, adjusting one or both of these sets of priorities to get a better fit between them.
 - ❖ Developing a system that codes all workshops or trainings by the priority area(s) of interest to the state that the training reflects.
 - ❖ Establishing clear guidelines that stipulate that all or some specified proportion of training areas designated as priorities must be covered during the course of the 15-30 hours of training.
 - ❖ Considering the idea of establishing a credential that providers could earn by following defined patterns of training to meet the 15-30 hour mandate.
 - ❖ Making it clear that the 15-30 hour mandate applies to center-based as well as home-based providers.
 - ❖ Developing a quality control system for EIP that set standards for the content and pedagogy of training experiences subsidized by EIP awards and for the background and qualifications of providers who deliver the training.
 - ❖ Making ITP training more accessible to potential users by simplifying pre-approval procedures.
 - ❖ As a more long-range goal, developing a quality control system for all trainers of staff of subsidized programs and – following the model of the Department of Education for prekindergarten training – for the topics that trainers offer.

The Role of Center Directors

- Because directors are key to the process of shaping training to the needs of their programs, they should:
 - ❖ Have a good grasp of the training regulations and state training priorities that apply to their staff
 - ❖ Develop, in close consultation with staff, a strategic training plan that reflects priorities for the areas and topics of the training that staff are engaged in

- ❖ Take the initiative to arrange trainings at the center that speak to needs identified in the plan and to see that staff members are independently pursuing training outside the center that fits the plan
 - ❖ Using an assessment instrument specially designed for this purpose, evaluate the quality of any training received
 - ❖ Work with staff to ensure that what they learn in their training is put to good use in the classroom
- Since many directors themselves need training before they can meet the demands of being professional development leaders at their centers, funding should be made available to ensure that directors who would benefit from this kind of preparation have ready access to it.
 - As the state and city set aside funds to support training, they should develop mechanisms to distribute a significant share of resources directly to child care centers to help them carry out the strategic training plans developed by directors.
 - To help decide whether to grant a scholarship award to an employee of a child care program, EIP should examine whether the provider's proposed training fits the center's strategic training plan.

Introduction

One of the key ingredients of the kind of high-quality early care and education (ECE) that helps prepare young children ready for success in schools is ECE providers who are well trained. In New York City, where it is estimated that almost 39,000¹ regulated center and home-based ECE providers care for young children, numerous ECE training sessions and courses are offered under different auspices and at different levels, and ECE training can lead to several different kinds of credentials. Nevertheless, many experts and groups that focus on child care issues in the city see a need for its ECE training to be shaped into a more coherent system offering clearer pathways to growth and learning. The New York City Early Childhood Professional Development Institute (PDI), which has been operating since 2004, was created to respond to that need. PDI both serves as a clearinghouse for ECE professional development opportunities, and works to improve policies and practices to strengthen the city's infrastructure for ECE training.

Over the past two years, some of PDI's work has focused on providing immediate help to the field, notably through the development of a web-based informational service on ECE training and professional development opportunities in New York City. PDI has also convened an important new working group of representatives from CUNY two- and four-year institutions who are developing plans for ECE articulation agreements – agreements that will make it easier for ECE majors in CUNY community colleges to transfer ECE credits to CUNY four-year institutions.

But the agencies and funders who came together to establish the PDI recognized that besides moving ahead in these specific areas, it would be valuable to simultaneously gather information to sharpen the picture of ECE training in New York City. Thus, this report presents a synthesis of what PDI has learned about the current state of professional development options available to the city's ECE providers. In particular, the report aims to add to knowledge about key professional development needs and about gaps in how training is conducted and what it covers. In another facet of its overall program, PDI is currently developing a workforce study of center-based ECE providers in New York City, which, among other topics, considers several

About PDI

PDI is a unique public/private partnership that brings together a range of city agencies, a consortium of private funders, and the nation's largest urban university to create a center that coordinates training and career development services for individuals who work with young children in New York City. PDI's founding partners are the New York City Child Care and Early Education Fund, the Administration for Children's Services (ACS), the Department of Education, the Human Resources Administration (HRA), and the City University of New York (CUNY).

¹ For an estimate of the number of regulated New York City providers serving young children, see Child Care, Inc. *Investing in New York City: An Economic Analysis of the Early Care and Education Sector*. New York, 2004. Companion to New York State report: Cornell University Department of City and Regional Planning. *Investing in New York: An Economic Analysis of the Early Care and Education Sector*. Albany: New York State Child Care Coordinating Council, 2004. The estimate of 44,915 child care employees in New York City in the Child Care, Inc. report includes 8,033 center administrative and support staff, some of whom have responsibilities other than providing or supervising care and education and who are hence not relevant to this discussion of ECE training. With some 2,000 centers – and hence center directors in New York City – the nearly 39,000 estimate given in this PDI Needs Assessment report subtracts 6,033 from the total of 44,915 provided by Child Care, Inc.

training-related issues. PDI views the information that will be provided in this forthcoming report, in combination with the findings presented here, as a resource to policymakers and practitioners in New York City and State who have an interest in maintaining and strengthening the quality of New York City's ECE programs.

Because most of PDI's contacts are with regulated home-based providers and providers who work in subsidized settings and because generally more data is available on this group than on other providers, this report concentrates on them.² While they are a subset of all ECE providers in New York, they account for a large and very significant share of education and care for New York City's young children.

This report did not have access to exhaustive and scientifically rigorous studies of ECE training and trainers. Instead, it draws on surveys, focus groups and meetings that involved representatives of the city's ECE training and provider communities. As shown by the following list of the report's information sources, collectively they cover a substantial number of responses and observations on an aspect of early care and education in New York City that has thus far been subject to very little systematic study. The information sources are:

- Two surveys eliciting information about training experiences from over 400 center-based teaching staff and administrators – one that sought information from attendees of a June 2005 conference sponsored by the New York City Administration for Children's Services (ACS), the other from providers who attended a January 2006 conference on child care co-sponsored by a broad group of city and state public and private organizations, including ACS, the NYC Department of Education, Bank Street College of Education, the New York City Council of Supervisors and Administrators, and the United Federation of Teachers.
- Information collected by PDI from its web-based informational service, www.earlychildhoodnyc.org on ECE training offered by 107 training providers – mainly institutions -- in the five boroughs of New York City.
- Reports from two focus groups of child care providers convened by PDI (approximately 33 participants in all) – one group consisting of home-based and the other of center-based providers.
- Reports on discussions at two meetings of trainers and ECE professionals that were convened by PDI – one of trainers who primarily work with home-based providers and the other of trainers who concentrate on centers. In all, approximately 179 people attended the two meetings.

² While information, including training-related information, on the city's informal child care providers – providers who receive subsidies but who serve too few children to be subject to regulation -- is scarce, a forthcoming report, *An Assessment of the Needs of Informal Providers Who Serve Low-Income Families in New York City*, has culled and presents evidence and recommendations on the training needs and interests of this segment of the ECE workforce. The report was produced by the CUNY/HRA New York City Informal Family Child Care Training Project, which is co-located and shares some staff with PDI.

- Selected information gathered from websites, publications and documents, and telephone interviews about training practices in New York City and other localities.

In addition to these sources, the study -- and particularly its discussion of the role that center directors can play as professional development leaders -- is informed by themes that were repeatedly stressed at meetings of PDI's Advisory Panel, whose members include ECE experts and leaders from public and private agencies and academia. (See Appendix A for a list of members.)

The Landscape of ECE Training

To set this needs assessment in context, this section of the report presents some basic facts about ECE training for New York City's regulated providers:

What Is Required

In New York State -- and hence in New York City -- all city providers in child care centers and providers who care for more than two unrelated children in home settings are required to undergo a minimum of 30 hours of training every two years.³ Fifteen hours of such training must be taken during the first six months of a program's first year of licensure or during a person's first six months of employment. (PDI has observed that trainers and training organizations that submit information to its www.earlychildhoodnyc.org website on training packaged to help providers meet these requirements almost always describe it as targeted to home-based and family providers, not to center-based providers.)

According to the New York State Office of Children and Family Services (OCFS), training to meet the 15-30 hour requirements must address the following topics:

1. Principles of early childhood development, including the appropriate supervision of children, meeting the needs of children enrolled in the program with physical or emotional challenges and behavior management and discipline
2. Nutrition and health needs of infants and children
3. Child day care program development
4. Safety and security procedures, including communication between parents & staff
5. Business record maintenance and management
6. Child abuse and maltreatment identification and prevention
7. Statutes and regulations pertaining to child care
8. Statutes and regulation pertaining to child abuse and maltreatment
9. Education and information on the identification, diagnosis, and prevention of Shaken Baby Syndrome

However, sometimes training does not reflect these priorities. Thus, it is possible that providers could fulfill the 15-30 hour requirement by taking courses and workshops that reflect only one or a few of the priority areas.

³ There are plans to establish a minimum number of training hours -- probably fewer than 15-30 hours -- for the state's informal providers.

Besides the 15-30 hour regulation, another requirement for all home-based child care providers in New York State, and hence in New York City, is that they must complete OCFS-approved health and safety training. Two approved training courses are available, one developed by the American Red Cross in collaboration with OCFS, and the other a course jointly developed by OCFS and the Early Childhood Education and Training Program of the State University of New York (SUNY).

OCFS regulations require all child day care programs that choose to administer medication other than over-the-counter topical ointments, sunscreen, and topically applied insect repellent to have staff who are certified to administer medication in a child care setting. The main route to certification is to take an eight-hour Medication Administration Training (MAT) course, which is open to virtually all providers and prospective providers.

Regarding center-based child care providers, requirements for assistant teachers and teachers vary according to their work setting; Head Start, Early Head Start, Universal Pre-Kindergarten and other public or private programs. In most cases, assistant teachers have general early childhood knowledge and if they work for the New York City Department of Education, an Assistant Teacher Certificate. Teachers working in all settings must hold a New York State Teacher Certificate and a four-year degree with the exception of infant-toddler teachers who can work with a two-year degree.

As of early 2004, candidates for New York State teaching certificates must pass the following tests:

Table 1- Tests Required of Candidates for New York State Teaching Certificates

<p>Liberal Arts and Sciences Test (LAST)</p>	<p>The LAST consists of multiple-choice questions and a written assignment. Examinees are asked to demonstrate conceptual and analytical skills, critical-thinking and communication skills, and multicultural awareness. The test covers scientific, mathematical, and technological processes; historical and social scientific awareness; artistic expression and the humanities; communication and research skills; and written analysis and expression.</p>
<p>Content Specialty Tests (CSTs)</p>	<p>CSTs measure knowledge and skills in the content area of the candidate’s field of certification (except for tests in languages other than English), they consist of multiple-choice questions and a written assignment. CSTs for languages other than English include recorded listening and speaking and writing components.</p>
<p>Elementary Assessment of Teaching Skills—Written (ATS–W)</p>	<p>The Elementary ATS–W consists of multiple-choice questions and a written assignment measuring professional and pedagogical knowledge at the early childhood (birth–grade 2) and childhood (grades 1–6) levels.</p>

Source: New York State Department of Education website

Sources of Training

For center-based providers, some training is available on site and there are some mechanisms in place to facilitate its provision. For example, Head Start programs are allowed to suspend operations for up to nine days a year to offer training to staff, while non-Head Start preschool programs that receive government subsidies through ACS can provide up to three days of training in lieu of caregiving. Universal Prekindergarten (UPK) programs funded through the State Department of Education must use at least four days for training. In addition, all of these kinds of programs are offered some amount of on-site technical assistance.

As noted, training for the city's providers occurs under many different auspices. The major sources of training are:

- *Three city agencies with major child care responsibilities:* ACS, which manages most of the city's Head Start programs and other child care subsidies for low-income families; the Bureau of Day Care within the Department of Health and Mental Health, which regulates public and private child care services operating in New York City, and the Department of Education's Office of Early Childhood Education that coordinates prekindergarten services citywide including school-based and center based universal prekindergarten programs.
- *Family child care networks:* the purpose of these networks -- approximately 90-100 in New York City -- is to support their member family child care providers by offering them training, access to materials, and assistance in meeting health and safety regulations. The city's networks vary considerably in the type and extent of services they offer.
- *Child care resource and referral agencies (CCR&Rs):* the five CCR&Rs in New York City give families referrals to child care providers and offer training on safety, health, and curriculum to center staff, family child care providers, and coordinators of family child care networks.
- *Four-year and two-year colleges:* approximately 30 public and private colleges and universities in the New York City area offer Associates, Bachelors, and Masters Programs in early childhood education.
- *The New York State and City Associations for the Education of Young Children (AEYC).*
- *Community-based organizations.*

In addition to Associate, Bachelor, and Master degrees in early childhood education, the main credentials available to providers are:

- *The Child Development Associate (CDA)*, which is issued by the Council for Professional Recognition. Earning a CDA with a specialization (called "endorsement") in either the Infant/Toddler or Preschool area, usually takes one year of preparation and assessment.
- *The New York State Infant Toddler Child Care Credential*, which is issued by the New York State Association for the Education of Young Children (NYSAEYC). Requirements for the

credential are a mix of 1.) College credits in ECE coursework (a total of 12, 3 of which must have been earned in the last 5 years) from a nationally accredited college that meets standards articulated by NYSAEYC, and 2.) Experience – for example, one year of caring for infants and/or toddlers in a New York State licensed center.

- *The Children’s Program Administrator Credential of New York State*, which is also issued by NYSAEYC. Requirements encompass an Associates degree or 60 credits towards a Bachelors degree, 18 credits in child development or related fields, 18 credits in Children’s Program Administration. The guidelines for the credential also state that, “Total college credits routinely needed is 78 credits. On a rare occasion a candidate may have a combination of courses that would reduce that number”.

The Educational Incentive Program – the Major Source of Scholarships for ECE Training

Established several years ago, New York State’s Educational Incentive Program (EIP) awards scholarships to child care providers for training and education. It has played an important role in shaping professional development in New York City. To be eligible for EIP scholarships, providers must be caring for children in a facility regulated by OCFS or the city’s Department of Health. EIP compensates providers for all or a portion of the costs of a course up to a maximum of \$2,000 annually, with the amount of the scholarship contingent on the size of the trainee’s income. (EIP specifies the range of income levels that qualify someone for an award of 100 percent, 75 percent, 50 percent, or 25 percent of course costs.)

The next section of the report discusses evidence on training from the PDI website. The report then turns to “evidence from the field” – results from PDI surveys, focus groups, and meetings for trainers. These reviews are followed by three sections that present information and analysis about three topics that are relevant to ECE training in the city – first, the fit between the nine priority training topics articulated by OCFS and another set of priorities set forth by a group of ECE leaders from around the state; next, a review of information about the EIP program; and finally, an examination of the degree to which New York State sets standards for the quality of ECE training given to providers and for the backgrounds and qualifications of trainers. The report concludes with a summary of its major findings and recommendations that are based on what has been learned.

How Much and What Kind of Training is Available
Evidence from Information on the PDI Website

Because ECE training in New York City is varied and dispersed, it has been difficult to get a clear picture of what it consists of. Besides giving providers a search mechanism that allows them to find training throughout the city by topic (including 22 topics that PDI has identified as the most commonly offered), the PDI website, which has been operating since 2005, has created a valuable new information source on what kinds and amounts of training are available in the city.

To construct a list of training providers and compile information on their services for the website, PDI first conducted extensive web research, and next made phone calls to agencies and individuals around the city that were known to PDI as training providers. The list was supplemented with additional suggestions from ECE experts on the PDI Advisory Panel and from participants in PDI focus groups and meetings. All groups and individuals on the list were sent questionnaires soliciting information on, among other items, topics of courses and workshops offered, any languages other than English that the training is conducted in, whether the training is available to ECE programs on site, and on how long the provider has been offering this training. To date, 107 training providers, mainly organizations and a few individuals, have responded to the survey. Results are summarized in the tables below.

Table 2A- Information about the Early Childhood Training Providers Listed on www.earlychildhoodnyc.org as of February, 2006

Borough	# of EC Training Providers Per Borough	# of Training Providers that Offer On-site Training in that Borough	# of providers offering non-English training
Bronx	23	23	9= Spanish
Brooklyn	24	18	10= Spanish
			1=Chinese
			1=Creole
Manhattan	49	51	13=Spanish
			2=Chinese
Queens	8	19	3=Spanish
			1=Russian
Staten Island	3	13	2=Spanish
			1=Russian
Total	107	124	37=Spanish
			3=Chinese
			1=Creole
			2=Russian

Table 2B- Breakdown of Early Childhood Training Topic Offerings per Borough

EC Training Topics Offered	Borough					Total # of Training Offerings Per topic
	Bronx	Brooklyn	Manhattan	Queens	Staten Island	
Observation and Assessment	6	8	18	2	N/A	34
Business Operation, Management and Program Development	9	12	19	6	N/A	46
CDA- Child Development Associate- Coursework	4	9	14	1	1	29
CDA- Child Development Associate- Fieldwork	4	8	8	1	N/A	21
Child Abuse and Maltreatment (non mandated)	8	10	18	3	1	40
Child Development	9	14	27	7	2	59
Curriculum Development	3	9	13	3	N/A	28
Director/ Supervisor Issues	3	7	17	4	N/A	31
Discipline and Behavior Management	9	9	26	6	2	52
First Aid & CPR	4	8	10	3	1	26
Health, Safety, and Nutrition (non-mandated) (includes: Shaken Baby Syndrome, Sudden Infant Death Syndrome (SIDS))	15	14	25	8	1	63
Infant/Toddler specific	7	11	22	5	2	47
Language and Literacy	8	9	25	4	1	47
New York State Mandated Child Abuse Identification & Reporting	14	14	22	5	1	56
New York State Mandated Health & Safety	13	14	15	4	1	47
New York State Mandated Medication Administration Training (MAT)	5	5	10	3	N/A	23
New York State Mandated School Violence Prevention & Intervention	2	8	16	1	N/A	27
Special Education/Special Needs	6	2	22	2	1	33
Test Prep (includes; LAST, ATS-W, CST)	2	1	5	1	N/A	9
Working with Families	8	8	20	6	2	44
Total Number of Providers that Offer the Training Topics Per Borough	147	187	372	77	16	

What the Results Show

While undoubtedly some organizations that conduct ECE training did not respond to the survey, the scope of PDI's outreach and the knowledge of local training organizations on which it was based make it likely that the 107 respondents to the survey that are listed on the website represent a sizeable proportion of all groups that offer ECE professional development in New York – with one important exception being that it is unlikely that the website has captured all of the trainers of staff of prekindergarten programs funded by the Department of Education, since, as noted earlier, these programs operate a professional development system that is quite distinct from the services provided to other types of programs in the city.

Since it is more difficult to reach out to a majority of nonaffiliated ECE consultant trainers, the survey missed a significant number of individuals who offer this training independently. (The above table and the following discussion characterize the 107 respondents to the survey as “training providers” with the understanding that almost all of them are organizations, not individuals.)

Assuming that the survey does capture a good proportion of ECE trainer organizations for all but prekindergarten programs and some share of the city's individual trainers, its results can be examined to understand more about the extent to which the supply of training offered by respondents meets training needs in particular boroughs. One limitation on using the data to answer this question is the lack of information on *the number of programs and providers that need training by borough*. Because, for example, it is conceivable that Manhattan has more providers per resident who need training than Brooklyn, the fact that almost triple the number of organizations are available to provide onsite training in Manhattan than in Brooklyn (51 vs. 18) does not necessarily mean that Brooklyn is only a third as well served as Manhattan. And leaving aside the availability of onsite training, the gap between the number of Manhattan- and Brooklyn-based groups that do ECE training (49 vs. 24) does not necessarily mean that it is nearly twice as difficult to get access to training in Brooklyn than in Manhattan, because a provider who works in Brooklyn may live in Manhattan and for that reason or others, may find it just as convenient to use Manhattan-based as Brooklyn-based training. Finally, the PDI database does not specify sizes of training organizations that responded to the survey -- and it could be, for example, that the Manhattan-based groups are on average considerably smaller and offer fewer courses than the ones in Brooklyn, thus narrowing the apparent gap between the supply of training available to meet needs of providers in each borough.

Despite these limitations, the data do raise questions about whether providers in the outer boroughs are as well served as Manhattan providers. Two factors add weight to that possibility: First, while the capacity of the 107 training organizations varies, there is no reason to believe that smaller organizations are concentrated in Manhattan, rather than distributed more broadly throughout the city. Second, while the number of providers in a borough who need training is not known, Brooklyn and Queens are both more populous than Manhattan⁴, making it plausible that each of these larger boroughs would have at least as many providers who need training as Manhattan.

⁴ New York City Department of City Planning website, summary of information from 2000 U.S. Census: <http://www.nyc.gov/html/dcp/html/census/pop2000.shtml> Accessed 3/19/06.

Of the 107 training providers, 37, or just over one-third, provide training in Spanish. Otherwise, very small proportions of the total number of groups report training in each of three other languages – Chinese, Russian, and Creole. There is no systematic information on primary languages spoken by the city’s ECE providers, nor is there information on the prevalence of training in either Spanish or in the other three languages for any particular subject. But what can be inferred is that more than a minimal effort is being made to offer Spanish-language training in New York and that providers whose primary language is neither English nor Spanish may well have a difficult time finding training that they can understand.

With training on First Aid and CPR, mandated and non-mandated health and safety training, and MAT courses accounting for 159 out of 804 (almost 20 percent) of the training events listed on the website, the biggest share of training focuses on health and safety. Besides the training mandates, one explanation for this pattern is that the city’s Department of Health and Mental Hygiene’s (DOHMH) Bureau of Day Care, which regulates city child care programs, has a natural primary focus on “ensuring a safe and healthy environment for children in child care.”⁵

The topic on which the least training is offered (a total of only 9 out of 804 training events) is test preparation for teacher certification. PDI’s contacts with numerous providers suggests that many of them find it difficult to pass these tests, and thus, the low prevalence of available coaching manifested on the website suggests that there is a strong need for more training in this area.

Survey Results: One Window onto Training Needs

PDI asked attendees of two recent meetings for New York City ECE providers to fill out surveys designed to elicit information and observations on training and training needs.⁶ One survey, fielded at an annual three-day conference held in June 2005 and sponsored by ACS for the agency’s ECE teachers, elicited 50 responses. The second survey was filled out by 370 ECE providers who attended the yearly Interagency Early Childhood Professional Development Institute conference, held in January 2006. As noted, this meeting was co-sponsored by a broad group of public and private agencies.

Methodology Used for Analyzing Results

Since the professional backgrounds of participants at the two meetings were similar and the questions the surveys asked them were almost all identical, the analysis combines results from the two surveys.

As indicated on the surveys (see Appendix B for copies of the instruments), the questions asked were a mixture of 1.) Queries that could be answered either by indicating “yes” or “no,” or checking off items on a list, and 2.) Open-ended queries. Responses to open-ended queries were grouped into categories, with the analysis reporting on proportions of answers that fit these categories.

⁵ New York City Department of Health and Mental Hygiene’s Bureau of Day Care website- Accessed 5/12/06

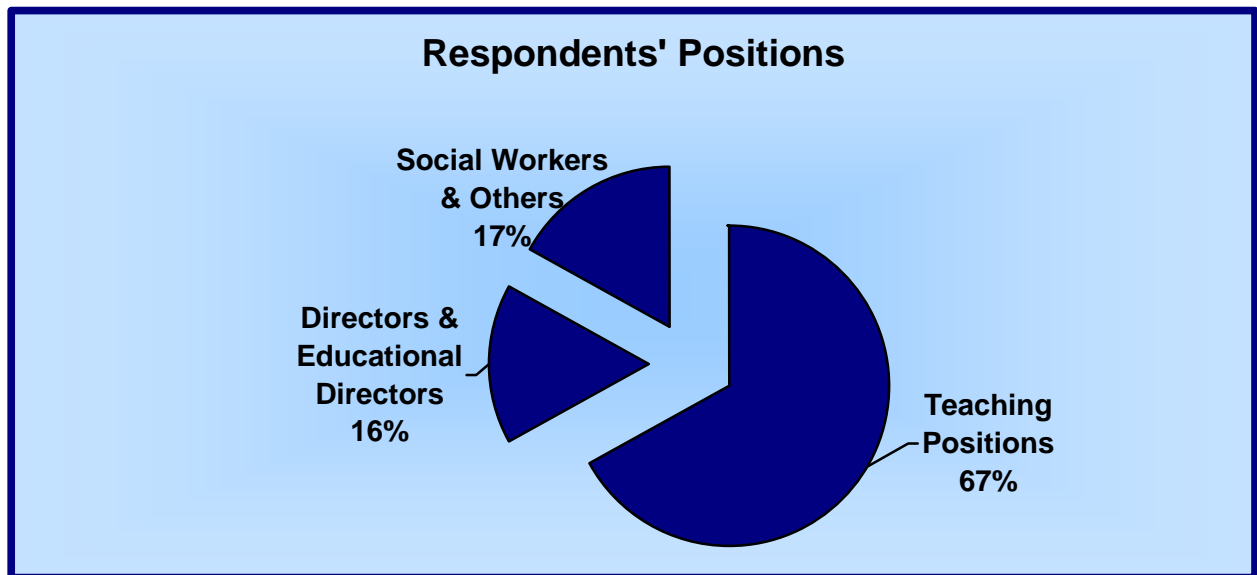
⁶ The survey also covered another topic – job retention – which is not discussed in this report.

Not all members of the survey samples responded to all questions on the instruments. Thus, the total number of respondents used to calculate the prevalence of responses varied from question to question. The following discussion refers to the *full sample* (420 people) to indicate the total number of people, including some who left some questions unanswered, who turned in surveys.

Who Were the Respondents?

Overall, members of the full sample were experienced ECE providers. On average they had worked for almost 11 years (10.8) in the field. Half had worked in the field for more and half for less than nine years. Almost two-thirds of the full sample held some form of teaching position: 26 percent were teachers; 19 percent were group teachers; 14 percent were assistant teachers; and 8 percent were teachers' aides. 16 percent were either directors or educational directors. The remaining sample members were either family or social workers or provided other support to classrooms. While only a very small proportion of the full sample (2 percent) worked in Staten Island, workplaces were fairly evenly distributed among the other four boroughs: 38 percent of the full sample worked in Brooklyn, 21 percent in Queens, 20 percent in Manhattan, and 18 percent in the Bronx.

Chart 1



Training Needs

A solid majority (71 percent) of providers who responded to the question, *Should training be offered more frequently or at more locations?* answered affirmatively. Responses to another question add information about which areas of training were considered deserving of more emphasis. Providers were given a list of 20 common areas of training and asked to check off all areas in which “you would like to receive more training to help you do your job.” While it is possible that some providers may have selected some training topics simply because they were interested in them, the request to focus on training that would “help you do your job” increases the likelihood that the answers indicated *need*, not just preference, for certain types of training.

As shown in the following table, providers pointed to a diverse set of important areas in which they thought more training would help them carry out their work.

Table 3-Training Topics of Most Interest to Survey Respondents⁷

Question	Responses	Percentage of Respondents Selecting the Area
In which areas would you like to receive more training to help you do your job?	Creative Arts	41%
	Discipline and Behavior Management	40%
	Working with Families	39%
	Children with Special Needs	32%
	Curriculum Development	31%
	Observation and Assessment	31%

Respondents were also asked to list the top challenges they face in their work, and their answers offer some further clues about training needs:

Table 3A- Top Three Challenges

Question	Responses
What are the 3 biggest challenges that you face in the work you do?	Working with Families
	Working Conditions (for example, insufficient staff or lack of space, materials and tools for all children and particularly for English language learners)
	Lack of Support from Administration

It is unlikely that more training could do much to help providers address the second set of challenges. But it is quite likely that providers could be offered more training that would give them insight and guidance on how to work with families – a challenge that, strikingly, they found more pressing than working conditions.

The relationship between training and perceived lack of support from the administration is probably less direct than the one between training and working with families. However, more training opportunities might give some staff a stronger message that managers respect their skills and professionalism, thus alleviating concerns about being undervalued. In addition, as will be discussed

⁷ “Of Most Interest” defined as: selected by at least 30 percent of respondents. Respondents were allowed to check one option.

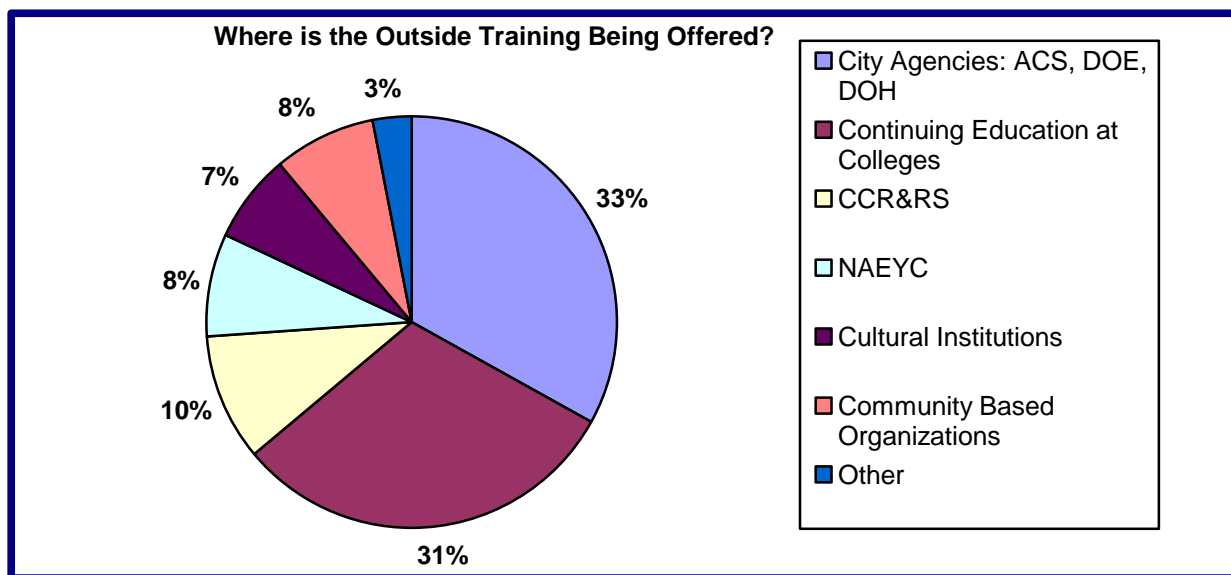
in a later section that reports on a meeting of trainers, some observers believe that many center directors should exercise more leadership to ensure that their staffs are well trained. This change might, in turn, help staff feel more supported by their administrations.

Onsite Training and Training from Outside the Workplace

Training provided by either individual trainers or organizations not connected with trainees’ workplaces has the potential to broaden the trainees’ professional horizons beyond what they can learn from their supervisors and colleagues. Survey respondents were asked if they received on-site training from individuals who were not part of their organizations. 57 percent of the full sample answered affirmatively, but the remaining 43 percent said they had not. In a very similar pattern, a majority of the full sample (57 percent) said they received training off-site, but almost two out of five (38 percent) had not. (5 percent of the full sample did not respond to the question.) See Chart 2 for where off-site training is taking place.

Providers who did seek training from organizations outside the workplace were asked to list the groups that gave it to them. As shown in the pie chart, the most frequently mentioned groups were city agencies and colleges offering continuing education. Other outside training providers included CCR&Rs, the National Association for the Education of Young Children (NAEYC), and cultural and community-based organizations.

Chart 2



How Much Does Training Matter for Job Satisfaction?

Respondents were asked to list “three things that can encourage teachers to stay in early childhood education.” Perhaps not surprisingly, the most prevalent answers – cited by a third of all providers who responded to the question – can be grouped under the category of *better salaries, benefits and incentives*. But access to professional development opportunities was also cited as an important retention strategy.

Table 3B- Three Things That Can Encourage Teachers to Stay in Early Childhood Education⁸

Question	Responses	Percentage of Respondents Selecting the Area
What 3 things can be done to encourage teachers to stay in early childhood education?	Better Salaries, Benefits and Incentives	33%
	More Acknowledgement and Resources in Different Areas- – for example, acknowledgment and resources for work in the classroom and for work with children with special needs, as well as acknowledgment from administrators and colleagues.	28%
	Accessible or free professional development opportunities, mentorship programs, workshops and specialized training.	25%

Other Evidence from the Field

This section of the report uses results from surveys, focus groups, and discussions at meetings to shed more light on the nature and prevalence of ECE training in New York City and on the opinions of ECE trainers and providers about what steps should be taken to expand the supply of particular kinds of training or otherwise to improve its quality and accessibility.

Focus Groups

In late 2004 PDI convened two focus groups of New York City child care providers. Participants were asked to advise PDI on what information to include on its www.earlychildhoodnyc.org website, then under development, and more generally, to discuss their work-related needs and experiences.

The groups were designed to differ in the primary language of participants, with one holding discussions in English and the other in Spanish. It also turned out that everyone in the English-speaking group (16 providers) worked in centers, and all members of the Spanish-speaking group (17 providers) worked in home-based settings. (This report primarily refers to the Spanish-speakers as *the home-based group* and to the English speakers as *the center-based group*.) Eight of the home-based discussants said they were part of family day networks; the rest were unaffiliated.

⁸ They were not asked to rank order this list.

Discussants, who were offered a modest stipend for participating, were recruited from a variety of sources. These included recommendations from the PDI Advisory Panel, from centers that employ students attending CUNY two-year colleges, and from family day care networks. Participants also invited colleagues to the focus groups.⁹

Training for Staff of Prekindergarten Programs Funded by the State Department of Education

The New York City prekindergarten programs funded by the State Department of Education operate a distinctive staff training system, which appears to operate quite separately from training offered to other city providers. As noted, prekindergarten teachers based in schools must receive four days of training per year. Other key elements of the system are:

- *The Department of Education has compiled a list of approved professional development providers for prekindergarten staff. As will be discussed later in this report, other public agencies and organizations in New York that have responsibility for training do not require this kind of approval for trainers. The list is circulated to Early Childhood Directors in each of the Department's regions, including New York City, and these Directors then determine which trainers teachers in the region will use. The list consists of a mix of trainers from nonprofit and for-profit organizations, with a heavy emphasis on trainers from institutions of higher education and some representation from cultural institutions.*
- *In addition to approving other trainers, the regional Early Childhood Directors can themselves offer professional development to prekindergarten teachers in the region.*
- *Each region offers ten days of professional development for staff. The training can take a wide variety of forms and fill a wide variety of needs. For example, trainees can form study groups, share knowledge of crafts, visit model sites, collaborate with community-based organizations or institutions of higher learning, and improve their repertoires as teachers and reflect on teacher practices. Training topics are determined by needs expressed collectively by each region. For example, last year one region offered training on: *Social/emotional Issues in a Prekindergarten Class, Transitioning to Kindergarten, KLP for the Reluctant Writer, and Best Practice in Math.* Another region focused on *Conflict Resolution, Together in Dance, and Integrating Art into Content Areas.**

⁹ Participants were also recruited from lists of informal providers known to the networks, but no informal providers attended the sessions.

Insights and Information from the Discussions

Following is a summary of the main responses to training and training-related questions that emerged from the focus groups.¹⁰

- *What would you most like to learn about to help you do your job? What topics would you most like covered by any training that you are offered?*

Members of both groups (and an overwhelming number of discussants in the center-based group) said they wanted to learn more about how to work with children with special needs. Participants gave a number of examples of what that training should cover – for example, information and help on how to: identify special needs, work with children with hyperactivity, communicate with parents of children with special needs, and provide referrals for children who need them. In addition to citing interest in learning about how to work with children with special needs, both groups said they wanted training on how to work with parents.

Home-based discussants expressed interest in training topics that would give them general information on how to care for children – specifically, child-development information, information on age-appropriate activities, training on how to organize the first day for children in their care, and activities to keep children entertained. A related topic mentioned was information on discipline. All of these discussants agreed that they needed more information on three business-related topics -- health and liability insurance, benefits, and retirement plans.

In comparison to the home-based group, center-based discussants did not ask for as much basic general information on caring for children – possibly because these providers are more likely to feel they get guidance from their centers on basic caregiving. However, a suggestion was given for a somewhat more specialized kind of training on caregiving approaches -- on how to understand cultural differences. Other suggestions were for literacy information, and for mentoring. An additional suggestion, which is not exactly related to training but is worth noting, was for a checklist to help providers track their career paths.

- *Where do you go for the training that you now receive?*

Responses included a variety of auspices. Home-based providers mentioned nine different community organizations, including three larger nonprofits – the Red Cross, Hispanic Federation, and the Salvation Army (video conferences), three CUNY institutions, and CCR&Rs. They also said they turned to public television for training on specific topics and used health care trainers.

¹⁰ Except for views that are described as prevalent, all reports of responses from the groups indicate that at least one – and sometimes several -- members expressed that opinion.

Center-based providers mentioned receiving training at onsite workshops, at Bank Street College of Education, in sessions sponsored by NYSAEYC, and at Department of Education sessions for prekindergarten teachers. Online workshops sponsored by public television were also mentioned.

- *What are the biggest challenges you face in your work?*

A few of the challenges that were cited in the groups concern the day-to-day work of ECE: helping children through transitions, dealing with sick children – and (returning to a theme raised in responses to the question on training priorities) communicating with parents.

Another challenge noted in the center-based group was that ECE work is not given the respect it deserves. (One participant said that it is viewed as “babysitting”; another observed that the public does not see ECE providers as “trained professionals.”)

The challenges most often mentioned in both groups were institutional – related to the way that ECE services are structured and compensated. Institutional challenges alluded to were low salaries, lack of benefits, long working hours, difficulties in collecting fees from agencies, the constant need to meet new regulations, and excessive paperwork from the Child and Adult Care Food Program.

Another challenge cited in the home-based (and also Spanish-speaking) group was that the written work-related material that providers receive from OCFS is usually not translated into Spanish.

Relevance of the Challenges Cited to Training Needs

Clearly, increasing availability of training on topics like communicating with parents, working with children with special needs, and business-related items for home based providers could help address challenges connected to the daily work of ECE. And the fact that untranslated written material was cited as a challenge in the Spanish-speaking group points to the need to offer as much native-language training as possible for providers with limited English proficiency.

Training cannot be the primary solution to either the institutional problems that participants raised, nor to the problem of providers feeling undervalued. But the institutional challenges do underscore the importance of devising training that minimizes inconvenience to providers who already feel under-compensated and overburdened. Some of the lack of respect that providers say they experience undoubtedly comes from the public at large, rather than from the ECE community. But training may help address the problem by conveying to providers that they are part of a field that places a high premium on their contributions.

Conferences on ECE Training

PDI has sponsored two Trainer Information Exchange Days: The first one, held in February 2005, focused on professionals who provide training to New York City family child care and informal care

providers.¹¹ At a second meeting, which took place in November 2005, participants were primarily trainers who work with the city's child care centers. (See Appendixes D and E for agendas of these meetings.) At both meetings, members of the city's ECE community and its trainers (for example, staff from institutions of higher education and CCRR&Rs) were well represented in panel and individual presentations, and participants engaged in lively exchanges with panelists and speakers.

In addition, both meetings featured breakout sessions, typically consisting of 20-30 participants, which gave attendees additional chances to share information, views, and opinions about the state of ECE training in New York City. This summary presents highlights of the breakout discussions. In some instances, the summary indicates that the insights reported came from one of the two meetings (which for the sake of simplicity are called the *home-based meeting* and the *center-based meeting*). In other cases, when it was less important to specify whether remarks were made by trainers who work with home-based providers or with centers, the summary consolidates observations from both meetings.¹²

Getting Trainees in the Door

A basic question discussed in one breakout session (of the center-based meeting) is whether enough providers use training. The sense of the discussion group was that despite the 30-hour rule, many providers are not getting as much professional development as they should.

When discussants were asked why providers do not avail themselves of training, they cited a number of reasons related to inconvenience -- for example, language barriers, lack of money, EIP paperwork delays, training scheduled at inconvenient times, and the problem of finding substitute classroom coverage for providers when training occurs during caregiving hours.

A second theme was that providers do not always see the relevance of training to their work. (For example -- "People think they don't need it because they already know the topic, and that is not always the case.") Another related view was that not enough priority is given to training, either by providers themselves ("People are not taking the initiative to get training") or by managers and other leaders ("There's a lack of support for training.")

In an observation that touches on the two themes of convenience and prioritizing that were just discussed, it was noted that many ACS-funded centers do not take full advantage of the ACS policy that allows ACS-managed non-Head Start centers¹³ to offer their staff three days' worth of on-site training per year during time normally devoted to caregiving. (See box.)

¹¹ As noted, informal providers receive government subsidies to care for children in their homes but are exempt from licensing because the number of children they serve -- typically fewer than two -- falls below the number of children that triggers regulation.

¹² Reports of responses from groups indicate that at least one person -- and sometimes more than one -- made the observation.

¹³ As noted in the Introduction to this report, ACS-managed Head Start centers can suspend programming for up to nine training days a year.

To What Extent Do Centers Use Their Three Training Days?

The policy of allowing centers to suspend caregiving for three days a year and to use that time for professional development offers staff one convenient way to get training: They can avail themselves of professional development where they work, and they and their directors need not arrange classroom coverage for time spent on training.

But as noted, some discussants expressed the opinion that many centers do not use the full three-day option. Confirmation of that impression comes from ACS/Agency for Child Development Fiscal Year 2004-05 data on requests made by ACS-subsidized non-Head Start centers to close for training purposes. Of the 248 centers that made such requests, half did not propose to close their centers for the full three days, and almost one quarter of them (24 percent) requested only one day's closure to provide training. The remaining 153 centers (38 percent of the total number of ACS non-Head Start programs) did not request any training days.

The Director of Training and Resource Development for ACS's Division of Child Care and Head Start observes that as of April 1, 2006 the number of requests for one or more training days for the current 2005-06 fiscal year had already exceeded last year's total of 248. She adds that over the years that the training-day policy has been in effect, ACS has seen a gradual upswing in requests for days.

No definitive information is available on why centers do not fully use their days. One possibility is that the convenience to staff comes into conflict with the concerns about inconvenience to families, who must make other arrangements for care on training days. There are no funds available to pay for hiring substitute teachers in ACS-managed non-Head Start classrooms to cover classes during the training days. (Presumably, even though ACS Head Start programs can use three times as many training days as the non-Head Start programs, coverage in these programs is less of a concern because of the Head Start system of using parent volunteers.)

According to the ACS Director of Training and Resource Development, families are notified of the training days well in advance, centers offer to help them arrange alternative care for those days, and anecdotally it appears that most families do not take advantage of the offer because they are able to arrange care on their own. Still, some centers may anticipate more inconvenience to families than these reports indicate and thus refrain from planning training days.

Besides concerns about inconvenience, another possible reason for less-than-full use of training days is that the extra effort it takes to arrange them may discourage some directors from scheduling them.

What Training Topics and Areas Deserve More Coverage?

Feedback from the Home-Based Meeting

Participants were told that ECE providers who had taken part in two earlier PDI-sponsored focus groups had identified *working with children with special needs, communication with parents, and business-related issues* as areas in which more training is particularly needed. Next the participants were invited to add to that list. Their responses fell into the following categories:

- **Caregiving issues**
 - ❖ Infant and toddler care.
 - ❖ Discipline/behavior management.

- **Language/literacy skills**
 - ❖ Enhancing adult literacy. For example, training to help providers understand written information on regulations and how to fill out paperwork.
 - ❖ Working with English Language Learners.

- **Navigating the system**
 - ❖ Completing self-assessments.
 - ❖ How to access a family day care network if a provider does not belong to one.
 - ❖ Learning how to help interested families access subsidies.

Agreeing with the providers in the earlier PDI focus groups that there should be more training on working with children with special needs, participants in the breakout sessions elaborated on what that training should cover. One theme of the discussion was the need for training on early identification and intervention. It was noted that it is important for providers to know how to identify all special needs, not just physical disabilities. Another theme was the value of training to help providers reach out to and communicate with parents of children with special needs. Three other recommendations were for training on HIV issues, to inform providers about available services for children with special needs, and to educate providers about how to foster communication between agencies working with the same children with special needs.

Discussants also endorsed the conclusion of the earlier focus groups about the need for business-related training. They specifically cited needs for training on:

- **How to comply with insurance laws:** trainings could help providers understand the laws and consequences of non-compliance. Trainers could get information from insurance companies and agents to providers' FAQs.

- **Employee benefit issues:** information on health and disability insurance, unemployment compensation, and social security.

- **Tax information:** besides a suggestion for training in this area, there was also a recommendation to create a website with links to relevant tax and insurance information.
- **Business management.**

Feedback from the Center-Based Meeting

Like the participants in the home-based meetings, center-based discussants cited a variety of training needs and gaps including some of the same concerns such as budgeting, administration, strategic planning, board development, managing multiple programs, and fostering staff unity. Besides managerial skills for directors, center-based discussants thought that more training is needed on:

- **Content or programmatic topics**
 - ❖ The arts
 - ❖ Language arts (for example, Early Literacy skills)
 - ❖ Science (with an emphasis on exploration)
- **Pedagogical issues**
 - ❖ Dealing with children’s emotions/behavioral issues
 - ❖ Diversity training and creating culturally competent classrooms
 - ❖ Proactive vs. reactive approaches to classroom problems

In the course of these discussions, participants also referred to ways in which trainers themselves could improve – by learning how to better engage their audiences, honing their presentation skills, and becoming more up-to-date in the information they offer.

Finally, there was a general observation about how trainers should approach training: It was recommended that rather than seeing one or two staffers as their clients, trainers view themselves as serving *the whole program* – directors, teachers, and children.

The Challenges of Being a Center-Based Trainer in New York City

Center-based participants in one breakout session were asked about the main challenges they face. Many of their responses centered on the generic challenges of training adults. For example, they said they felt called upon to: keep up with trends in the field, be non-judgmental, address language and literacy challenges, be sensitive to cultural differences, and strike the right balance in their teaching when trainees bring varying levels of knowledge and experience to a class. Participants also cited funding challenges (“Quality training requires quality resources and this requires money.”)

How Center Directors Can Help Trainers

As the discussion in the previous section indicates, when center-based trainers were asked directly about the key challenges they face, they did not specifically mention their relationships with center directors (suggesting that these relationships do not top the list of what these trainers see as difficulties in their work). But answers to two other questions, “*What could directors do differently to address the challenges you face?*” and “*What kinds of information do you want from a director?*” show that trainers do view directors as playing an important role in the training process (and by implication, the observations suggest that directors who are not interested in how training proceeds can make trainers’ work more difficult).

Particularly, trainers look to directors for clear assessments of the trainees and their needs, and of what the training is intended to accomplish. For example, participants said that they wanted directors to: identify staff needs and competencies; offer a “training needs assessment”; and provide information on “what kind of issue/problems the staff is having,” on the “meaning/purpose of the training,” and on the “nature of the population that is going to be served by the training.” There were calls for better assessment of staff “... to decide who will attend which trainings” and for directors to share accurate, current information about their staff with trainers. Pointing to a precondition of any good training experience, one observation was that the director should offer “confirmation that the training is wanted and that the trainer is welcomed.”

Trainers were also asked about how to get feedback from the directors about the value of the training. Suggested strategies included a follow-up letter and a request that the director look to staff meetings and classroom practice to gauge if the training has led to behavior changes. One suggestion was that the director be asked a specific set of questions along the lines of: *What do you think the training accomplished? What do you think worked best? What did not work? Do the expectations you had for the training match the results?* Another recommendation was to include directors in the training sessions as participant/observers.

Center Directors in the Lead: Views on What Has to Happen for Directors to Guide Training for Their Staff

Observations made both during the meetings for trainers and at the meetings of the PDI Advisory Panel point to steps that center directors should take to ensure that their staff are undergoing high-quality training that meets their centers' needs and that is translated into good practice. According to these observations, directors should:

- Have a good grasp of the training regulations and state training priorities that apply to their staff
- Develop, in consultation with staff, a strategic training plan that reflects priorities for the areas and topics of training that staff should undergo
- Take the initiative to arrange trainings at the center that speak to needs identified in the plan and to see that staff members are independently pursuing training outside the center that fits the plan
- Work with staff to evaluate the quality of any training received with the help of an assessment instrument specially designed for this purpose
- Work with staff to ensure that what they learn in their training is put to good use in the classroom.

Discussions also pointed to the current lack of resources available to prepare directors to take on this leadership role.

Echoing the Panel members' interest in having directors work with their staffs to tailor professional development to the needs of their programs, the new standards for NAEYC national accreditation call on programs to use the goals they set for continuous improvement and innovation to plan professional development activities.

A Broader View of Training

One observation that was made in the center-based meeting – that there is a need for a clearer and more uniform system of training in New York City – resonates with a number of observations that were made in both meetings for trainers. For example, it was noted that the education that providers receive through training is too often a random collection of courses and workshops. To meet the 15/30-hour training requirements, some providers (understandably) select courses or workshops for reasons of convenience, rather than seeking out training that would do the most to fill gaps in their knowledge. Another point made was that providers sometimes end up relearning similar content in several successive courses, rather than focusing on the full spectrum of topics that are part of a good ECE education.

Several remarks pointed to possible root causes of these problems. One theme was that the institutions that articulate key areas for providers to cover do not convey a common message and are sometimes not specific enough about their priorities. For example, one observation was that providers are simply not given enough information about what their 30 hours of training in the 9 priority topics should cover. At the same time, there were references to providers being exposed to two somewhat different presentations of what training should consist of from two different authoritative sources: 1.) the 9 priority topics for the 30 hours of training set forth by the OCFS; and 2.) 6 areas encompassed by the Core Body of Knowledge for the state’s early childhood field that were articulated by a subcommittee of the New York State Permanent Interagency Committee on Early Childhood Programs. (See the next section report for a discussion of this issue.)

Another related problem mentioned is that providers are not told how a particular course or workshop fits into the framework of either set of core topics. One of the breakout groups recommended that trainers in New York State use a system like Wisconsin’s that codes workshops by category (and also by level). For example, if providers in New York were considering signing up for a particular class, the listings they would consult would show which one -- or more -- of the nine training areas the course falls under. They also might be able to find out which elements of the Core Body of Knowledge are covered in the course.

It was not always clear to discussants why certain kinds of training do not count toward the mandated hours. For example, one group questioned why continuing education credits are not counted. There were also concerns about lack of consistency within particular courses or curriculums – for instance, different topics covered in health and safety trainings (without a sharp focus on exactly what is needed to pass the required test); and varying curricula used to prepare students to qualify for a CDA.

More fundamentally, in one breakout group, concern was expressed about the 15/30 hour training; they believed that the number of hours spent and the training contents should be equally important. The group described the CDA as the ideal training for providers and that it should be mandated.

Another general observation about training, expressed in one of the home-based breakout sessions, was that it is important to foster interchange between trainers by giving them more opportunities to get together and otherwise communicate with one another.

What Should Training Cover? Two Sets of Priorities

As just noted, ECE providers in New York State have been offered two authoritative statements on what their training should cover.

One statement, which comes from OCFS and which was described in the Introduction to this report, consists of the nine priority topics that providers are expected to learn about during the 15/30 hours of training that is mandated for licensing. The topics – repeated here from the Introduction, for easy reference -- are:

1. Principles of childhood development, including the appropriate supervision of children, meeting the needs of children enrolled in the program with physical or emotional challenges and behavior management and discipline
2. Nutrition and health needs of children
3. Child day care program development
4. Safety and security procedures, including communication between parents and staff
5. Business-record maintenance and management
6. Child abuse and maltreatment identification and prevention
7. Statutes and regulations pertaining to child care
8. Statutes and regulations pertaining to child abuse and maltreatment
9. Education and information on the identification, diagnosis, and prevention of Shaken Baby Syndrome

Most of the items on this list are self-explanatory, but two are more open to interpretation. For the first item, “principles of child development,” it is unclear whether the topics following the word “including” (“appropriate supervision of children, meeting the needs of children ...” etc.) are meant to be 1.) only *some* of the priority topics to be covered in training in this area, or are considered 2.) *the* key aspects of child development principles to be emphasized in this training. This item contains too many and not clearly related topics. Also, it is not entirely clear what topics are covered by the third item on the list, “child day care program development.” Perhaps it is referring to early childhood curriculum design, which is absent in the other topics but is a primary responsibility of the early childhood teacher.

Anecdotally, PDI has observed that most of the center-based staff – as opposed to home-based staff -- who have attended PDI forums or otherwise interacted with PDI do not seem to be aware of the nine training priorities.

The second statement that can be used to guide trainers and trainees comes from the statewide Career Development Initiative, a project sponsored by the Career Development Workgroup of the state’s Permanent Interagency Committee on Early Childhood Programs. The Committee, which was formed in 1993, brought together a broadly representative group of early childhood professionals from around the state to work on coordinating and improving the state’s ECE system. In a 2001 publication, *The New York State Early Care and Education Core Body of Knowledge Framework*, the initiative articulates six areas of knowledge intended to guide the professional development of ECE

staff (as well as to guide ECE policy and practice) in New York State.¹⁴ The report provides detailed definitions of each area and articulates standards for how workers in the field at three different competency levels should be able to apply knowledge in the area. While the full discussion is too long to reproduce for this report, the following list of the six areas includes brief overviews of the kinds of knowledge each area encompasses.

1. Child growth and development. **Some key topics covered:** different aspects of human development, their interdependence and sequential nature, variation in rates of progression from stage to stage, the nature of play, families as teachers, importance of positive regard for children by nurturing adults, effective language and communication among children and between children and adults and importance of consistency.
2. Environment, Curriculum and Content. **Some key topics covered:** elements of a responsive environment, need for environment to maximize each child's potential to learn, importance of developmentally and age-appropriate environments, range of content areas covered by knowledge, variation in rates and methods of acquiring knowledge.
3. Families in Society. **Some key topics covered:** families as primary context for children's development; variation in family structures; support and assistance of others, including ECE providers, in raising children; principles to guide relationships between ECE providers and families.
4. Child Assessment. **Some key topics covered:** varied sources of information available for child assessment (for example, running records, observational checklists, review of samples of work) and value of using diverse sources, importance of drawing on all people involved with child to interpret assessments, value of periodic reviews of child's progress, confidentiality of records.
5. Communication. **Some key topics covered:** principles of effective communication, experiences and approaches that enhance children's language and communication skills (for example, adult models of oral language, and active programs with opportunities for conversation).
6. Professionalism and Leadership. **Some key topics covered:** varied sources of professional standards and information (for example, legal and regulatory guidelines, requirements, and standards; guidelines of professional organizations; formal education); key elements of professionalism (includes avoiding any harmful behavior to children); ways in which ECE professionalism and leadership can be manifested.

Clearly, both lists offer important and thoughtful conceptions of what topics should head the list of workshops and classes that ECE professionals attend. But it is also clear that trainers and prospective trainees who consult them are likely to come away with two different pictures of priority areas for professional development. With the exception of Principles of Early Childhood Development and possibly Child Day Care Program Development (which, as noted, is not defined or explained in detail), the nine priority OCFS topics appear to be narrower in scope than the six areas

¹⁴ The Framework is a revision of an earlier statement on the topic which the Committee issued in 1997.

that comprise the Core Body of Knowledge. The following table offers a more in-depth picture of how the two sets of priorities relate to one another.

Table 4 -Coverage of Six Elements of Core Body of Knowledge by Nine Training Areas

6 Elements of Core Body of Knowledge	Strong Similarity with One of OCFS 9 Training Areas	Possible Partial Overlap with One or More of Nine Areas
Child Growth and Development	Principles of Child Development	
Environment, Curriculum and Content		Child Day Care Program Development
Families in Society		Principles of Child Development
Child Assessment		Child Day Care Program Development
Communication		Child Day Care Program Development
Professionalism and Leadership		Statutes and Regulations Pertaining to Child Day Care, Statutes and Regulations Pertaining to Child Abuse and Maltreatment, Safety and Security Procedures, including Communications between Parents and Staff

The table suggests that in only one instance is an OCFS priority training topic equivalent to one of the Core Body of Knowledge areas. And while there is overlap between the other five OCFS and Core Body of Knowledge areas, the amount of that overlap is likely to be slight. For example, someone who takes a course focusing on statutes and regulations pertaining to child abuse and maltreatment (one of nine training topics) might encounter a very small portion of all the issues connected with the Professionalism and Leadership area of the Core Body of Knowledge. Similarly, someone who took a course on Child Assessment (a Core Body of Knowledge priority – See row 4 of above table) would study assessment in depth, but a course on Child Day Care Program Development (See row 4 of table) would presumably touch on assessment fairly lightly because it would be one of many topics taught in connection with training on how to develop a child day care program.

The EIP Scholarship Program

One important question about training in New York City is whether the EIP program is being used well to support training costs. The following table provides information on the scope and particulars of EIP's work in New York City.

Table 7 - EIP Award Data by Course and Type of Training for New York City Residents

Year	Awards	College Credit	Credential Preparation	Non-Credit	Distance Learning	Individualized Training Program (ITP)	Credential Fee ¹⁵	All Course Types/year
2002	# of Awards	1650	983	2867	0	0	92	5592
	Total \$ Awarded	\$951,286.00	\$1,271,486.00	\$797,513.00	\$0.00	\$0.00	\$29,840.00	\$3,050,125.00
	Avg. Award Size	\$577.00	\$1,293.48	\$278.17	\$0.00	\$0.00	\$324.35	\$716.21
2003	# of Awards	2533	860	3105	0	0	192	6690
	Total \$ Awarded	\$1,903,443.00	\$1,226,205.00	\$1,134,370.00	\$0.00	\$0.00	\$62,520.00	\$4,264,018.00
	Avg. Award Size	\$751.00	\$1,425.82	\$365.34	\$0.00	\$0.00	\$325.63	\$847.39
2004	# of Awards	2410	748	3201	0	0	184	6543
	Total \$ Awarded	\$2,021,651.00	\$955,822.00	\$1,189,772.00	\$0.00	\$0.00	\$72,435.00	\$4,239,680.00
	Avg. Award Size	\$839.00	\$1,277.84	\$371.69	\$0.00	\$0.00	\$393.67	\$647.97
2005	# of Awards	3051	930	2915	60	1	126	7083
	Total \$ Awarded	\$2,626,140.00	\$1,242,642.00	\$934,164.00	\$3,430.00	\$900.00	\$52,034.00	\$4,859,310.00
	Avg. Award Size	\$861.00	\$1,336.17	\$320.47	\$57.17	\$900.00	\$412.97	\$839.21
2002-2005	# of Awards	9644	3521	12088	60	1	594	25908
	Total \$ Awarded	\$7,502,520.00	\$4,696,155.00	\$4,055,819.00	\$3,430.00	\$900.00	\$216,829.00	\$16,475,653.00
	Avg. Award Size	\$778.00	\$1,333.76	\$335.52	\$57.17	\$900.00	\$365.03	\$628.25

¹⁵ Fees associated with processing documentation submitted to receive credentials such as a Child Development Associate (CDA) certificate. **Source:** Research Foundation of State University of New York, Training Strategies Group

Scope of Funding

As shown in the table, between 2002 and 2005, EIP made close to 26,000 awards in New York City, with a steady rise in the number of scholarships awarded annually. Last year, the total amount awarded to city providers was over \$4.8 million. In all years, the total amount actually paid out was less than the amount awarded, but the proportion of the total dollars awarded to dollars used has consistently stayed above 80 percent. This suggests that the less-than-full use of the amounts awarded stems primarily not from lack of interest in the subsidies for training but from the churning that affects any large system (for example, awardees who decide to leave the field or move out of state after they receive scholarships) or from courses that turn out to be less expensive than the award amounts.

What proportion of EIP awards around the state go to New York City? In 2005, all EIP awards totaled approximately \$9 million, and New York City accounted for approximately 57 percent of those dollars. This is an increase over the proportions in 2003 and 2004 when 50 percent of EIP funds were awarded to New York City residents and in 2002 when New York City residents were given 45 percent of total EIP awards.¹⁶

Is the proportion of funds used in the city commensurate with the proportion of ECE providers who work there? The 2004 *Investing in New York* report produced by the Cornell University Department of City and Regional Planning and the New York State Child Care Coordinating Council estimates that there are 119,564 employees covered by the regulated child care system throughout the state.¹⁷ Of these, 18,515 are estimated to be administrative and support staff and 17,000 to be school-age care providers, leaving an estimated 84,049 workers responsible for education and care of young children and thus potentially eligible for EIP awards. While the estimated number of regulated ECE workers with similar responsibilities in New York City – 39,000 -- has not been calculated on exactly the same basis as the state estimate¹⁸, New York City probably accounts for slightly less than half the state's total of regulated ECE workers who care for and educate young children, suggesting that the city's engagement in the EIP system is robust.

Types of Training

As will be discussed in more detail in a later section, with the exception of ITP, the EIP system does little to stipulate characteristics of the training that its scholarships support. Thus, the information on the types and topics of training used by EIP awardees that is presented in this section and the next one likely reflects some mixture of 1.) the preferences and interests of awardees and 2.) the availability or convenience of different kinds of training in New York City.

As Table 7 indicates, the proportion of EIP scholarships awarded for non-credit and college-credit courses has shifted in the years since the program began. In the years between 2002 and 2004, most EIP awards were made for non-credit training. However, in 2005 more awards were made for college-credit than non-credit courses. Overall, between 2002 and 2005, the number of awards for

¹⁶ Data provided to PDI by SUNY Educational Incentives Program.

¹⁷ *Investing in New York City: An Economic Analysis of the Early Care and Education Sector*. Albany: New York State Child Care Coordinating Council, 2004.

¹⁸ For example, unlike the state estimate, the city estimate includes an estimate of the number of center directors.

college-credit courses greatly increased, while the number made for non-credit courses rose only slightly. These patterns are significant because college-credit courses offer continuous learning, while non-credit training events are more likely to be single sessions, which can be valuable but obviously have less capacity to instill knowledge and understanding than courses that last a semester or a year.

EIP staff speculate that one reason why the shift to college-credit courses has occurred is that as EIP scholarships have been more aggressively promoted, college students and people taking college-level courses as well as college and university administrators have become more aware of what the program has to offer. Also it may be that college students are gradually recognizing that EIP can be used for any education needed to fulfill requirements for ECE credentialing – for example, a liberal arts course that helps an ECE provider or prospective provider meet a general education requirement. EIP staff view the rise in scholarships awarded for college-credit courses as a possible sign that college students preparing for ECE careers are coming to recognize that EIP is a viable source of support for college tuition.¹⁹

Training Topics

While Table 7 provides information on the *types* of training supported by EIP in New York City, Table 8 focuses on *training topics*.

Table 8- EIP Award Data by Topic of Training Events²⁰ for New York City Residents from 2002 to 2005

Training Topic	# of Training Events Supported by EIP Resources
15/30 Hour Training for Family Child care & Group Family Child Care Providers	5093
Child Development Associate Credential (CDA)	4728
CPR & First Aid	2456
Health, Safety & Nutrition	2329
Child Development	1889
Adult Psychology/ Psychosocial Issues	1736
Education	1714
Literacy (children) and Corrective Reading	1512
Special Needs/Disabilities	1404
Working with Families/ Community	1369

¹⁹ Personal communication with Elliott Creswell, Training Strategies Group, SUNY, 3/29/06.

²⁰ To construct the table, PDI used a listing compiled by the Training Strategies Group consisting of all courses, workshops, and other trainings (collectively characterized here as *training events*) that were supported by EIP scholarships during 2002-2005. In some cases, titles of individual training events were grouped into categories that were developed by PDI.

Training Topic	# of Training Events Supported by EIP Resources
Abuse, Maltreatment and Violence (Identification and Prevention)	1255
Conferences/Colloquium, Seminars	1196
Business Operations, Management, Classroom Management, Program Administration	1190
Behavioral Science & Management, Discipline, Emotions, Feelings & Self Esteem	793
Fees	785
Activities for Children, Arts & Crafts, Toys and Play	743
Adult Study of English, Literature, Reading and Writing	664
Assessment (testing) and Observation	626
Curriculum Planning & Grading	570
Adult Sociology/ Anthropology/Criminology	515
Test Prep towards Teacher Certification	496
Online Courses	431
Professional and Career Development	422
Administration, Supervision, Director Issues	409
Technology/Computers	384
Adult Science	330
Math for Young Children	310
Research/Master's Project/ Independent Study	271
Adult Math (includes statistics)	242
Adult Art, Performing Arts, Physical Activities	231
Foreign Languages (includes sign language)	217
Child Care Training and Advocacy	209
Infant/Toddler Specific Courses	201

Training Topic	# of Training Events Supported by EIP Resources
Adult History/Government/ Classics/Law/Economics	197
Cultural Perspective Courses/Diversity	191
Speech/Phonetics	132
Adult Philosophy/Ethics/Religion	87
Adult Educational Advisement	64
Other Adult Specific Courses	14
Adult ESL	12
Accreditation	5
Total	37422

Spanish specific courses (already in categories)

581

Source: Research Foundation of the State University of New York, Straining Strategies Group.

Although the data on which the table is based -- topics of training events -- can give only a very general picture of what kind of training has been supported by EIP dollars in New York City, three patterns are worth noting. First, a relatively high proportion of resources used during this period supported training focused on health and safety. Of the 37,422 training events, almost 13 percent (2,456 for CPR and First Aid courses and 2,329 for courses on health, safety, and nutrition) were in this area. The abundance of health and safety-related courses reflects the same pattern as the offerings reported for the PDI website: Since health and safety is the primary concern of the city agency charged with regulating health care in New York City, it is a primary training topic for early childhood providers.

Second, much smaller proportions of EIP funds were devoted to courses focused on working with families/community (4 percent) and on courses focused on infants/toddlers (less than 1 percent). As noted, some discussants at PDI focus groups and meetings suggested that working with families and caring for infants and toddlers are two areas in which more training would be welcome. Of course, the low use of EIP dollars for training on these topics could mostly mean that EIP awardees were not drawn to them, but it also could be that training in these areas is hard to find. To the extent that the latter is true, efforts to expand the supply of training on these topics may be warranted.

The third pattern that emerges from the information in Table 8 as noteworthy is that according to EIP records, some 14 percent of all training events (5093 of the total) were labeled as “15/30 hour training for family day care and group family day care providers.” (Strictly speaking, this is not a “training topic,” but presumably represents a combination of the nine priority topics specified by

OCFS to meet its 15/30 hour requirements.) The terminology helps to confirm PDI's anecdotal observation that in New York City, the 15/30 hour training requirement- and hence the nine priority areas for this training- are viewed as applying primarily to family and group family providers, and thus may be seen as less relevant to center workers.

EIP's Individualized Training Program (ITP)

ITP is a special non-credit training experience that has been established by EIP. The experience has a structure that indicates it will be much more individualized, intensive, and long-lasting than typical non-credit training. ITP includes self-assessment by the provider and pre-and post-observations by the trainer, using a validated assessment tool (such as the Early Childhood Environmental Rating Scale or the Harms and Clifford Scale); one-on-one training at the provider's child care worksite; and program evaluation. Before 2005, EIP did not analyze use of ITP as a separate category, which accounts for the "zero" usage on of the program that Table 7 shows for those years. However, for 2005, when EIP did calculate separate use of the training, there was only one award to support ITP in New York City.

Because ITP has strong potential for offering in-depth professional development to providers, it seems important to determine why it is virtually not being used. One possibility is simply lack of knowledge of the program. Another reason may be that providers are deterred by ITP's pre-approval requirements. To secure pre-approval for ITP training, trainers must present that that they have received instruction in at least one of the rating scales that will be used, a statement of goals and objectives, a training schedule, and a full description of plans for program evaluation

Quality Control of Trainers

States and localities that make stipulations about training for ECE caregivers can decide to exercise some degree of quality control over the training and the trainers who provide it. With some exceptions, which are discussed here, this kind of quality control is minimal in New York State. Trainers who focus on many of the nine areas of training that OCFS has designated as priorities for meeting the training hours required for registered providers need not submit any documentation of their background, experience, or course content to the state. However, the state does demand very specific credentialing for two kinds of trainers. They are:

MAT Trainers

These trainers must have a valid New York State license as a physician, physician's assistant, nurse practitioner, or registered nurse. They must take and pass a three-day train-the-trainers course, and they also must pass a separate written test, an observation of skills demonstration, and a teach-back component. Once trainers are approved, they receive a two-year certificate, and they must have completed a minimum of three trainings to be able to renew it when it expires. MAT-approved trainers are listed on a web-based registry.

Health and Safety Trainers

OCFS spells out a number of criteria for prospective trainers in this area. To start, they must demonstrate that they have certain combinations of education and experience. Some examples of the criteria are: 1.) at least an Associates degree in early childhood, *and* a current American Red Cross Instructor Certificate, or 2.) at least an Associates degree *and* two or more years working with children in a New York State OCFS-licensed or registered child care setting.

In addition, applicants for certification must take a seven-module train-the- trainers course and must demonstrate their competence -- through passing written exams or skill observations -- in all modules (safety, supervision, special infant issues, child abuse and maltreatment, food safety, infection control, and health). As is the case for MAT trainers, certified health and safety trainers must renew their certificates every two years, and the state maintains a web-based registry of trainers who are certified in this area.

Does EIP Exercise Quality Control Over Training Provided to Awardees?

Especially because EIP provides special state money to scholarship awardees, the program could be structured to exercise quality control over the training that the scholarships support. With one exception, which is discussed below, EIP quality control requirements mainly focus on legal, consumer protection, and other related issues, but they do not include any but very general stipulations about the content of the training, or about how it should be delivered, and there are no requirements for trainers to have particular backgrounds or educational experiences. A brief review of some of the main requirements for EIP trainers illustrates these orientations.

To be eligible to receive payments for services provided to an EIP awardee, training vendors must:

- Be a legal entity able to do business with the Research Foundation of the State University of New York (SUNY);
- Provide the training/education indicated on the award notification by complying with all local, state and federal laws and regulations;
- Provide a completed original W-9 form; and
- Agree to the terms and conditions set forth in the EIP notification.

Vendors are also given a series of guidelines on payment and other management and business issues. For instance, an organization that charges a higher amount to someone using an EIP scholarship than other non-EIP trainees is to be suspended from providing EIP-sponsored training immediately. And trainers' cancellation policies for someone using an EIP scholarship must be the same as for people using other forms of payment.

EIP requirements for ITP trainers, which focus on both the content trainers offer and their pedagogy, are much more demanding. ITP trainers must, for example, use a validated assessment tool and they must document that they have provided training on how to use it. They must also submit a

statement of the goals and behavioral objectives for the ITP process they are training on, along with a general outline of the program schedule, and a full description of plans for program evaluation. As noted, last year there was almost no use of EIP scholarships to support ITP activity in New York City. However, that situation could well change, and if it does, it is important to know that EIP has a system in place to ensure the quality of both ITP trainers and training.

Standards for ECE Trainers in Three Other States

Responding to the lack of quality control for the content and pedagogy of ECE training in New York State, PDI and NYSAEYC are currently working together to develop a voluntary trainer credential to be administered by NYSAEYC. The exploration of how to move ahead has been informed by experience in other states, some of which have gone considerably further than New York in developing both voluntary and mandatory quality control systems. According to the National Child Care Information Center, at least 22 states have implemented some type of trainer and/or training approval process or a trainer registry.²¹ For purposes of comparison, this section provides brief descriptions of quality control systems for ECE trainers in three Eastern Seaboard states close to New York.

Connecticut's statewide early childhood education professional development system, called Connecticut Charts-A-Course (CCAC), is supported by the state's Departments of Social Services and Education and Connecticut Community Colleges.²² CCAC's Training Approval Board (TAB) has established a Core Areas of Knowledge, which define what CCAC believes all child care providers working with young children need to know. The Core Areas of Knowledge are the basis of CCAC standardized credit-free early childhood education curriculum and CCAC training. CCAC training must be delivered by CCAC-approved trainers and is open to all child care providers, regardless of setting. The TAB also has developed a system of approving trainers, and any training that uses the CCAC curriculum must be delivered by these approved trainers.²³

While the state does not currently require that *all* training for subsidized child care providers be CCAC-approved or delivered by approved CCAC trainers, there is widespread interest in the state in taking this step. Meanwhile, for several reasons, CCAC-approved training is already a significant part of the state's ECE training landscape. To start, over 6,000 providers in the state have taken part in the *Training Program in Child Development*, which uses the CCAC curriculum and is delivered by CCAC-approved trainers. In addition, a significant number of both center-based and family day care providers attend other single workshops or series of workshops that use all or parts of the CCAC curriculum and are delivered by CCAC-approved trainers.

CCAC's website says that it seeks prospective trainers who are "passionate" about their profession. To become approved, all prospective trainers must submit an application documenting that they

²¹ http://nccic.acf.hhs.gov/poptopics/ece_trainapsys.html Accessed 3/17/06.

²² Sources of information for this summary: <http://www.ctcharts-a-course.org/approved.htm#> Accessed 3/19/06; personal communications with Colleen Brower, Curriculum Development Specialist, Connecticut Charts a Course.

²³ CCAC has also developed systems for approving trainers in fields related to ECE such as nursing and social work.

have one of a number of different combinations of education and experience - for example, an Associate's degree in either early childhood education, child development, or home economics plus two years of experience working directly with children as a child care provider and two years of responsibility for professional growth of another adult. (CCAC is now considering raising some of these standards.)

Once applications are approved, trainers are obligated to read the TAB Policies and Procedures, which includes a Code of Ethics that they must sign. When CCAC receives this material, applicants are sent and asked to fill out a Workshop Request Form, which describes their proposed training.

This fiscal year, CCAC is piloting a Quality Assurance System (QAS), which is designed to further ensure and document the credibility and reliability of training based on the Core Areas of Knowledge and to provide an ongoing professional development experience for CCAC-approved trainers. Teams of two expert observers (who are selected using criteria defined by TAB) are conducting random unannounced observations of CCAC-approved trainers. The observers complete observation instruments and in combination with self-evaluation forms submitted by the observed trainees, these documents become the basis for a post-observation meeting. When observers identify problems (for example, an ineffective teaching style or an incomplete grasp of content associated with one or more of the Core Areas), an Action Plan with a timeline is implemented. Building on the QAS, CCAC has requested significant funding to offer Train the Trainers sessions for CCAC-approved trainers that will support their professional development on topics such as theories of adult learning.

In **Maryland**, the Credentialing Branch of the State Department of Education's Office of Child Care must approve trainers and training for all licensed and regulated child care providers.²⁴ To be approved, trainers and prospective trainers fill out applications that document their education and experience in the field.

Requirements to teach providers in the state's *preservice* and *core of knowledge* (career ladder) training track are more numerous than the ones for trainers in the *continuing training* track. For the first two tracks, trainers must have at least an associate's degree in specified fields; they must have completed at least one course in child development and one in curriculum development, *and* have at least four years of experience working in a child care setting with children of the age group to be discussed in the course. The less demanding but still rigorous requirements for continued education training specify that someone must have *either* 1.) an associate's degree or higher in a specified field, *or* 2.) a valid early childhood education or care-of-children credential, *or* 3.) at minimum, four year's experience working in a child care setting with children of the age group to be discussed in the course, *or* 4.) a combination of education and experience that substantiate the person has expertise in the training area.

²⁴ Source of information in this paragraph and the next : <http://63.236.98.116/cca/creden/pdfs/trainer.pdf>. Accessed 3/19/06.

Trainers and prospective trainers submit applications documenting their educational and experience levels.²⁵ They also must submit a business plan for their training, which covers such procedural issues as the processes and responsibilities of registration and cancellation, along with a detailed lesson plan for each specific training topic to be covered, with a bibliography and sample handouts. The Credentialing Branch only occasionally rejects a curriculum plan entirely, but more often does recommend that someone who has applied for preservice or core of knowledge training reapply for continuing training.

Training approval lasts for two years, and approval is course-specific, not across the board: Approved trainers must submit plans for any new courses in their repertoire to the Credentialing Branch before the courses can be offered. Currently, the process for quality control of approved training consists of the Branch receiving and reviewing evaluation forms on a random sample of trainers, with discussions held with trainers if the forms reveal patterns of unfavorable comments. Plans are to expand this system by having evaluation forms submitted and reviewed for all trainings.

New Jersey operates a registry system designed to help ECE practitioners find well qualified trainers.²⁶ The system, which covers trainers in the early childhood area along with trainers who focus on after-school services and primary education, is managed by the New Jersey Professional Development Center for Early Care and Education (NJPCD), a broad public-private partnership that is based at Kean University and funded by diverse sources, including the state's Department of Human Services. NJPCD has established a listing of approved ECE instructors in the state. Although NJPCD stresses that it does not endorse or recommend the instructors that are listed in the registry or guarantee their quality, all instructors have provided documentation of their qualifications and areas of expertise to NJPCD.

To apply for approval, trainers must both complete an application and become members of the state's separate registry of providers serving children birth through age 13. Depending on their educational levels and work experience, instructors are approved at one of three levels – as Associate Instructors, Instructors, or Master Instructors. Besides the inherent advantage of publicizing their services through the listing, approved instructors are the only ones that the state permits to rate the content of their courses according to the core knowledge areas and levels of competencies (basic, intermediate, and advanced) that the state has developed to help practitioners follow defined ECE career paths.

In addition to individual trainers, New Jersey approves entire agencies for inclusion on the registry. Approved sponsoring agencies must ensure that all instructors are used on a regular basis (six or more hours per year) and that the instructors have completed their individual applications for approval.

²⁵ Information in this paragraph and the next from personal communication with Credentialing Branch, 316//06.

²⁶ Source of information on the New Jersey system: http://www.njpcd.org/1/IAS_become_approved.htm Accessed 3/19/06.

Table 9- Instructor Approval Systems in Three States

State	Source of Funding	Approval Criteria	Instructor Career Levels/ Training Levels
CT	Department of Social Services, Department of Education and the Connecticut Community College	<ul style="list-style-type: none"> • CDA and/or 12 early childhood Ed./Child Dev. Credits PLUS 4 years of experience working with children. • Associate’s Degree either in Early Childhood Education, Child Development, or Home Economics PLUS 2 years of experience working with children. • Bachelor’s, Master’s or Doctorate Degree either in Early Childhood Education, Child Development, or Home Economics PLUS 1 year of experience working as EC and 1 year of training with adults. 	<p>GENERAL GUIDELINES TO HIGH QUALITY TRAINING:</p> <ul style="list-style-type: none"> • Professional atmosphere/professional ethics • Curriculum Content • Knowledge of the workshop content • Meeting of workshop objectives • Curriculum Organization • Class size • Room arrangement/furnishings • Adult learning styles • Teaching Techniques • Cultural sensitivity • Start/end time • Preparedness
Maryland	Maryland State Department of Education	<ul style="list-style-type: none"> • Associate’s Bachelor’s, Master’s or doctoral degree from accredited college or university in related field. • Completed at least one course in: Child development and Curriculum development. • At least 4 years of experience working in a child care setting directly with children. 	N/A
NJ	New Jersey Department of Human Services and other sources	<ul style="list-style-type: none"> • Based on instructor career levels. 	<p><u>Associate Instructor:</u> Education: Associate degree or 60 EC credits. Work experience with children: 3 years Work experience as instructor: 40 training hours in the past 5 years.</p> <p><u>Instructor:</u> Education: Bachelor’s degree in EC or equivalent with 12 EC credits. Work experience with children: 3 years Work experience as instructor: 100 training hours in the past 5 years.</p> <p><u>Master Instructor:</u> Education: Master’s in Education with some EC Work experience with children: 3 years Work experience as instructor: 300 hours in the past 5 years.</p>

Conclusions

In producing a study that aims to bring the picture of ECE training in New York City in sharper focus, PDI was fortunate to be able to draw on information and ideas from a substantial number of providers and trainers, along with members of the PDI Advisory Panel and other experts. Following is a summary of key points that emerged from discussions with and surveys of these informants supplemented with facts from documents relevant to ECE training in New York City. Unless otherwise noted, the summary uses the terms “providers,” “trainers,” and “study informants” to refer to people who shared their views and experiences in the focus groups, meetings, and surveys that served as the main information sources for this study.

Major Themes

- Training mattered to the study informants. Both home- and center-based providers who took part in meetings and focus groups were eager to reflect on training issues and defined training as an important part of their professional identities and work. And even though the center-based staff who responded to the survey belong to a sector of the labor market in which jobs are often poorly compensated and short on benefits, they considered good training opportunities almost as strong a reason to stay in the field as better salaries, benefits, and incentives. Likewise, they rated these opportunities almost as important for job retention as professional recognition and resources.
- New York City’s ECE training landscape is marked by an active and diverse set of professional development opportunities that reach large numbers of regulated providers.
- Confirming perceptions that were part of the rationale for the establishment of PDI, New York City’s ECE workshops, courses and other training events do not form a coherent system. Because providers’ training experiences are often scattered and lack clear rationales, the resources invested in training are inefficiently deployed.
- While it is difficult to pinpoint the fit between demand for and supply of training in the absence of a coherent training system, findings from this study point to gaps in the supply of accessible training. Problems include shortages of training in important areas, possible imbalances in its geographical availability, and other sources of inconvenience that limit its accessibility.

Accessibility of Training

- According to a number of focus group and meeting participants (spanning both home- and center-based staff), many providers are not getting all the professional development they need. Echoing this view, over 70 percent of survey respondents said they agreed with the statement that training should be offered more frequently or at more locations.
- Although training from organizations or individuals from outside trainees’ workplaces has the potential to broaden their professional horizons, a significant share of the center-based staff who responded to surveys – almost two out of five – said they do not seek training from

organizations or people not connected to their workplaces.

- Training may be less accessible to providers in the outer boroughs than in Manhattan.
- Collectively the city's trainers and training organizations appear to offer a reasonably large share of their training in Spanish. Providers whose primary language is neither English nor Spanish may have a difficult time finding training that they can understand.
- Despite a gradual rise in the number of ACS-funded child care (non-Head Start) centers that take advantage of a policy that allows them to replace programming with training days three times per year, significant numbers of centers do not avail themselves of this option or do not use it fully.
- Study informants identified many diverse areas in which they would welcome more training. While interest in no one area predominated, topics that were mentioned with particular frequency and/or by more than one set of informants included:
 - ❖ Working with families
 - ❖ Working with children with special needs
 - ❖ Discipline/behavior management
 - ❖ Literacy and language instruction- including resources for working with English Language Learners, and for home-based providers, adult language and literacy instruction
 - ❖ Curriculum development
 - ❖ Observation and assessment
 - ❖ Caring for infants and toddlers
 - ❖ Cultural competency
 - ❖ Test preparation (center-based providers)
 - ❖ General child development information (home based providers)
 - ❖ Business issues such as how to comply with insurance laws, employee benefits, tax information, and business management (home-based providers)

Coherence and Quality of Training

- Five major reasons why study informants think people in the field lack clarity about what training they need and should get are:
 - ❖ Many of the nine training topics articulated by OCFS are not well defined.
 - ❖ Although there is some overlap between the nine training priorities and the six areas covered by the Core Body of Knowledge, the two lists convey different messages about what is most important for training to cover.
 - ❖ There is sometimes inconsistency between different courses or curriculums designed to offer training on the same topic.
 - ❖ Many training organizations do not clearly state which of the nine training topics their courses and workshops cover, increasing the likelihood that a trainee will not be exposed to all topics.

- ❖ Most providers engaged in training that meets the 15-30 hour mandate do not ascend a ladder of sequential learning experiences leading to a defined credential.
- A number of trainers see the need for center directors to do more to assess the training needs of their staff and to articulate what they would like a particular workshop or class to accomplish.
- Approximately 40 percent of center-based providers who responded to PDI surveys reported that they received no training from organizations or individuals from outside the workplace, (off-site training).
- Anecdotal evidence suggests that the minimum requirements of 15-30 hours of training – and hence the nine priority areas OCFS has articulated for that training – are construed as applying primarily to home-based providers.
- Compared to some other states, New York’s quality control of trainers and training is minimal. With the exception of certain mandated areas of training, the state has set virtually no standards to govern the content of training offered to subsidized providers, how it is delivered, or who is qualified to deliver it. This laissez-faire approach extends to EIP-supported training, which is paid for by state dollars.
- Compared to some other states, New York’s quality control of trainers and training is minimal. With the exception of certain mandated areas of training, the state has set virtually no standards to govern the content of training offered to subsidized providers, how it is delivered, or who is qualified to deliver it. This laissez-faire approach extends to EIP-supported training, which is paid for by state dollars.
- The Department of Education’s approach to training of prekindergarten teachers – with approval of training topics and the expectation that each region will tailor topics of the Department’s two-day training topics to regional needs – reflects some emphasis on quality control that could serve as model to other entities overseeing ECE training in the city.

The EIP Program

- EIP is an important and well-used source of financial support for training in New York City.
- Over time, the proportion of EIP scholarship awards that pay for non-credit training (which often consists of stand-alone sessions) has diminished, while the share of EIP resources devoted to college-credit (and thus continuous) training has risen.
- Virtually no EIP resources are used to support trainees in Individualized Training Programs.
- Relatively small amounts of EIP resources have been used to support training on working with families and on caring for infants and toddlers – topics that were identified in PDI focus groups and meetings as ones on which more training would be beneficial.

Recommendations

As noted in the introduction to the previous section, this report is based on diverse sources of information. They include not only specific data on training trends and patterns but input gathered over a period of almost two years from a wide range of knowledgeable individuals and groups involved in New York City's ECE community. The following recommendations, which are grounded in information and insights that have emerged from this extensive learning process, are presented as guidelines that state and city officials and other decision makers can consult as they work to construct a sturdier framework for the professional development of New York City's ECE providers.

Expanding Access to Training

- State funding to support ECE training should be increased beyond the current amounts available through the EIP program.
- City and state agencies and training provider organizations should make concerted efforts to ensure that more non-English training, including training in both Spanish and in other languages, is available to providers. Likewise, efforts should be made to expand the use of translation services for English-language training.
- As new training opportunities develop, efforts should be made to ensure that the outer boroughs are as well served as Manhattan.
- Because staff of the ACS-managed Head Start and non-Head Start child care programs, which serve virtually identical populations, are likely to need the same or very similar amounts of training, ACS should try to reduce the disparity between the number of released training days available to the two sets of programs (12 for Head Start vs. 3 for other programs).
- As part of the examination of how to get greater parity of released training days, ACS should consider reimbursing non-Head Start programs for costs of paying substitutes during training days – a step that might both increase usage rates for the three days now available and make it easier for programs to use any additional days they are granted.
- Further study should be undertaken to establish the replicability of findings reported here indicating that many providers do not get training from groups and individuals unaffiliated with their workplaces (training that is inherently more likely than training from colleagues and supervisors to expose workers to new ideas and approaches). If such findings are replicated, state and city agencies responsible for ECE training should try to get a clearer picture of the obstacles to this external training and should take steps to reduce them.
- Special efforts should be made to expand the availability of training areas cited by early childhood providers, especially areas in which EIP and website data point to a low number of training opportunities: infant/toddler care; training focused on preparing for tests required for becoming a certified teacher; and business issues which cover: how to comply with insurance laws, employee benefits, tax information, and business management (for home-

based providers) and management/professional development assessment/operation issues (for center-based directors).

Developing a More Coherent System of Training

- New York State and City should develop a training system that gives ECE providers clear guidance about how to move along well-defined pathways of knowledge acquisition and professional development. Key steps in developing such a system include:
 - ❖ Clarifying the relationship between the OCFS nine priority areas for the 15-30 hour training requirement and the 6 Core Areas of Knowledge articulated by the state's Permanent Interagency Committee on Early Childhood Programs – and if necessary, adjusting one or both of these sets of priorities to get a better fit between them.
 - ❖ Developing a system that codes all workshops or trainings by the priority area(s) of interest to the state that the training reflects.
 - ❖ Establishing clear guidelines that stipulate that all or some specified proportion of training areas designated as priorities must be covered during the course of the 15-30 hours of training.
 - ❖ Considering the idea of establishing a credential that providers could earn by following defined patterns of training to meet the 15-30 hour mandate.
 - ❖ Making it clear that the 15-30 hour mandate applies to center-based as well as home-based providers.
 - ❖ Developing a quality control system for EIP that set standards for the content and pedagogy of training experiences subsidized by EIP awards and for the background and qualifications of providers who deliver the training.
 - ❖ Making ITP training more accessible to potential users by simplifying pre-approval procedures.
 - ❖ As a more long-range goal, developing a quality control system for all trainers of staff of subsidized programs and – following the model of the Department of Education for prekindergarten training – for the topics that trainers offer.

The Role of Center Directors

- Because directors are key to the process of shaping training to the needs of their programs, they should:
 - ❖ Have a good grasp of the training regulations and state training priorities that apply to their staff

- ❖ Develop, in close consultation with staff, a strategic training plan that reflects priorities for the areas and topics of the training that staff are engaged in
 - ❖ Take the initiative to arrange trainings at the center that speak to needs identified in the plan and to see that staff members are independently pursuing training outside the center that fits the plan
 - ❖ Using an assessment instrument specially designed for this purpose, evaluate the quality of any training received
 - ❖ Work with staff to ensure that what they learn in their training is put to good use in the classroom
- Since many directors themselves need training before they can meet the demands of being professional development leaders at their centers, funding should be made available to ensure that directors who would benefit from this kind of preparation have ready access to it.
 - As the state and city set aside funds to support training, they should develop mechanisms to distribute a significant share of resources directly to child care centers to help them carry out the strategic training plans developed by directors.
 - To help decide whether to grant a scholarship award to an employee of a child care program, EIP should examine whether the provider's proposed training fits the center's strategic training plan.

References

Child Care Inc. (2004) *“Investing in New York City: An Economic Analysis of the Early Care and Education Sector”*. Prepared as companion to the New York State Report “Investing in New York. An Economic Analysis of the Early Care and Education Sector” prepared by Cornell the Cornell University Department of City and Regional Planning for the New York State Child Care Coordinating Council.

HRA/CUNY Informal Family Child Care Training Project (2005) *“An Assessment of the Needs of Informal Providers Who Serve Low-Income Families in New York City”*.

New York State Department of Education website at www.earlychildhoodnyc.org Accessed 03/06

Research Foundation of State University of New York, Training Strategies Group.

SUNY Educational Incentives Program

National Child Care Information Center at www.nccic.org

New Jersey Trainer Approval System: http://www.njpsc.org/1/IAS_become_approved.htm Accessed 3/19/06.

Maryland Trainer Approval System: <http://63.236.98.116/cca/creden/pdfs/trainer.pdf>. Accessed 3/19/06.

Appendixes

Appendix A: List of Advisory Panel Members

Andrea Anthony Day Care Council of New York	Laurel Fraser New York City Department of Education, Office of Early Childhood Education	Gloria Maranion ACS/ACD
Althea Barnes HRA/CUNY IFCC Training Project	Bob Frawley NYS Council on Children and Families	Anne Mitchell Early Childhood Policy Research, Inc.
Marilyn Barlett ACS/Head Start	Early Childhood Initiatives and NYS Head Start Collaboration Project	Alison Pepper Quality New York Early Childhood Accreditation Facilitation Project
Maria Benejan Bank Street College of Education	Cindy Gallagher Universal Pre-Kindergarten Program	Federation of Protestant Welfare Agencies
Joyce Cochran Department of Health & Mental Hygiene Bureau of Day Care	NYS Education Department	Sheila Smith NYU Child & Family Policy Center
Sherry Copeland NYC Board of Education Region 5	Raglan George District Council 1707	Steinhardt School of Education
	Ervine Kimerling James Satterwhite Academy	Sam Stephens Center for Assessment and Policy Development
Jeannette Corey Phipps Community Development Corporation	Nancy Kolben Child Care Inc.	Christina Taharally Hunter College Department of Curriculum & Teaching
Marian Detelj Lenox Hill Neighborhood House	Carol Kom-Burstyn Brooklyn College School of Education	School of Education
Suzanne Dohm NYS-AEYC	Kate Liebman Altman Foundation	Rachel Theilheimer Borough of Manhattan College
Ben Esner Independence Community Foundation	Nina Lublin Resources for Children with Special Needs, Inc.	Joyce Wallace Human Resources Administration Office of Child Care
	Bonnie Lou Mallonga 1199/Employer Child Care Corporation	Naomi Wallace Executive Leadership Council



Appendix B- Survey Instruments Utilized

Survey Utilized During the 2006 Interagency Conference NYC Early Childhood Professional Development Institute Needs Assessment Survey

Please take a few minutes to complete the following questions. The answers you provide are confidential and anonymous and will help us complete our Needs Assessment. Please hand them to your workshop facilitator or at the registration desk. Thank You!

TRAINING:

1. Please check off any of the areas below in which you would like to receive more training to help you do your job.

- Assessment & Observation
- Business Operations, Management, and Program Development
- CDA – Child Development Associate - Coursework
- CDA – Child Development Associate - Fieldwork
- Child Abuse and Maltreatment
- Child Development
- Creative Arts (Includes: music, movement, arts & crafts, dance)
- Curriculum Development
- Director/Supervisor Issues
- Discipline and Behavior Management
- First Aid & CPR
- Health, Safety, and Nutrition (includes: Shaken Baby Syndrome, Sudden Infant Death Syndrome (SIDS))
- Infant/Toddler specific courses
- Language and Literacy
- New York State Mandated Child Abuse Identification & Reporting
- New York State Mandated School Violence Prevention & Intervention
- New York State Mandated Medication Administration Training (MAT)
- Children with Special Needs
- Test Prep (includes: NYSTCE, LAST, ATS-W, CST)
- Working with Families

2. Do you receive any early childhood training outside your workplace? ____ Yes ____ No

2a. If Yes, for the training you receive outside your workplace, where do you go?

(List training organizations)

3. Are there any training subjects/topics from the list above that should be offered more frequently or at more locations? ____ Yes ____ No

3b. If so – what are they? _____

4. Does your program/classroom receive any training by individuals that are not part of the program's staff? _____ Yes _____ No

4a. If yes, what specifically does the center receive training in?

4b. Who provides this training?

RETENTION:

5. What 3 things can be done to encourage teachers to stay in early childhood education?

1. _____

2. _____

3. _____

6. Does your program have difficulty finding staff? _____ Yes _____ No

6b. If yes, does your program have difficulty finding: (check all those that apply)

Directors _____ Group teachers _____ Assistant teachers _____ Other (please specify) _____

6c. If yes, why do you think it's difficult to find staff?

7. Put an 'X' by your position:

Director _____ Education Director _____ School Based Teacher _____

Assistant Teacher _____ Teacher's Aide _____ Group Teacher _____ Other _____

8. Borough your center/school is located in: _____

9. How long you have been working in the early child care field? _____ year/s

10. What are the 3 biggest challenges you face in the work you do? (From biggest to smallest)

1. _____

2. _____

3. _____

Survey Distributed at the ACS Annual Conference for ECE Teachers- November 2005

NYC Early Childhood Professional Development Institute- Needs Assessment Survey

Please take a few minutes to complete the following questions. The answers you provide are confidential and anonymous and will help us complete our Needs Assessment. Please turn them in to your workshop facilitator or to the registration desk. Thank You!

TRAINING:

1) Is there anything you would like to learn more about or receive training on to help you do your job?

1a) If yes, what would that be?

2) For the training you receive outside your workplace, where do you? (list training organizations).

3) Are there any training subjects/topics from the list above that should be offered more frequently or at more locations?

3b) If so – what are they?

4) Does your child care program receive technical assistance?

4a) If yes, what kind of assistance do you get?

4b) If yes, who provides the technical assistance?

RETENTION:

5) What can be done to encourage teachers to stay in early childhood education?

6) Does your program have difficulty finding staff?

6b) If yes, does your program have difficulty finding: (check all those that apply)

Directors _____

Group teachers _____

Assistant teachers _____

Other (please specify) _____

6c) If yes, why do you think it's difficult to find staff?

Put an 'X' by your position:

Director _____

Education Director _____

Group Teacher _____

Assistant Teacher _____

Teacher's Aide _____

Other (please specify) _____

Borough your center/school is located in: _____

How long you have been working in the early child care field? _____ year/s

What are the 3 biggest challenges you face in the work you do? (from biggest to smallest)

1. _____

2. _____

3. _____

Appendix C- Focus Group Participants

Beatriz Alesandro
FDC Provider

Carmen Correa
FDC Provider

Kimberly Cosme
BCC Student

Marilyn Diaz
FDC Provider

Ivory Fields
Imagine Early Learning
Center

Rosalba Ferbol
FDC Provider

Carmen Fuentes
GDC Provider

Candida Gonzalez
FDC Provider

Ismael Gonzalez, Jr.
FDC Provider

Rosalyn Gonzalez
BCC Student

Ayleen Guzman
Brooklyn Kindergarten
Society

Jacqueline Hector
Children's First

Velina Jules
Early Childhood Center

Paula Lopez
FDC Provider

Lorena E. López
FDC Provider

Wendy Mendez
FDC Provider

Ginger I. Mero
FDC Provider

Janice Rivera
FDC Provider

Ruth Rodriguez
FDC Provider

Stephanie Rodriguez
Phipps Head Start

Gisella de la Rosa
FDC Provider

Teresa Ruiz
BCC Student

Patricia Russell
BCC Student

Susan Samuel
Brevoort Children Center

Bievenida Santiago
FDC Provider

Lydia Soto
Phipps Head Start

Maria Soto
FDC Provider

Nellis Soto
FDC Provider

Sandra Taveras
FDC Provider

Cynthia Vega
BCC Student

Minerva Villanueva
FDC Provider

Appendix D-Trainer Information Exchange Day- February 17, 2005

Agenda

- 9:00 – 9:30 **Arrival/Sign-In**
Continental Breakfast
- 9:30 – 9:45 **Welcome Address**
Brian Peterson
Associate Dean
School of Professional Studies
- Patricia Lieberman**
Chair, A. L. Mailman Family Foundation
- 9:45-11:00 **Panel: Direct Service Matters**
Althea Barnes: Moderator
- Pat Amanna, Ed.D**
Director, The Children’s Center at SUNY Purchase
- Doris Woo**
Program Director
Chinese American Planning Council
- Leslie Oppenheim**
City University of New York
Director of Curriculum and Instruction
Adult and Continuing Education
- 11:00-11:20 **Creative Arts Team Interactive Presentation**
- 11:30-12:20 **First Breakout session**
- 12:20-1:30 **Lunch**
Keynote Address: Importance of Professional Development
Andrea Anthony
Executive Director
Day Care Council of New York Inc.

1:40 – 2:30 **Second Breakout session**

2:40 – 3:30 **Third Breakout Session**

3:40 – 5:00 **Panel: New York City Agencies**
Cynthia Centeno: Moderator

Department of Health-Invited Speaker

Kay Hendon

Executive Director

Human Resources Administration

Office of Child Care

Administration for Children’s Services – Invited Speaker

Open Mic Q&A/Salutation

Trainer Information Exchange Day- February 17, 2005

Participants

Panelists:

Doris Woo
CAPC

Pat Amanna
SUNY Purchase

Andrea Anthony
DCC NY

Kay Hendon
HRA

Leslee Oppenheim
OAA/CUNY

Attendees:

Lenora Moses
196 Albany Day Care

Maria Benejan
Bank Street College

Merlyn Lynch
CDSC

Dolores E. Jones
2nd Mom FDC Network

Arlene Uss
Bank Street College

Miriam El-Amin
Child Care Inc

Gloria Maranion
ACS/CCHS

Margaret Creavalle
BBCS FDC Network

Renee Greene
CDSC

Paulette E. Berry
Afro-American Day Care

Diane Facey
BBCS FDC Network

Sharon DiSilva
CDSC

Deborah Rubien
Agenda for Children
Tomorrow

Marie Souter
Bedford Avenue FDC

Yvelisse Jimenez
CDSC

Jennifer Woo
Agenda for Children
Tomorrow

Jorge Saenz De Viteri
Bronx Community College

Nilda Estrada
Child Support, Inc.

Amy Griffin
Agenda for Children
Tomorrow

Judy Joseph
Brooklyn College

Norma Gabriel
FDC Association

Vikki Rivera
Aquinas Housing
Corporation

Sam Stephens
CACD

Staci Weile
College of Staten Island

Margie Fuentes
Aquinas Housing
Corporation

Wilfred A. Boodhu
CACFP FIA

Isadora Evora
CHC&F

Grace Davis Dunbar
Cardinal McCloskey

Wendy Crispo
Community Life FDC

Indra R. Moore DCC - FDC Network	Jenifer Barriteau Graham FDC	Bernice Boothe-Alcindor OCC Inc.
Jon Pinkos DCC NY	Gail Jean Graham FDC	Kathy Degyansky Queens Library
Keisha Hornsby DCC NY	Kathy Faust Hartley House FDC	Sarah Dranoff SBLS
May Roline Charles DCC NY	Esther Jaime HRA/ CACFP	Maribel Moralez St. Peter's CCN
Nadine Cowen DCC NY	Essence James Inwood House	Donna Mabourie St. Peter's CCN
Lynda Nicolas DOE - NYCELL Project	Yelena Dolihasky JCCA FDC	Miriam Martinez T.O.P.S FOR YOU, Inc.
Joyce Cochran DOH Bureau of Day Care	Carolyn Ysidron KHCC	Sulaiman Haqq United Family Services, Inc.
Linda Gomez East Harlem Council for Human Services	Michelle Washington Lehman College	Diana Perez WHEDCO
D. Cooper Emmanuel FDC	Stephanie Jackson Malcolm X DCC	Gloria Rivera Wings of the Ark
Denise Grayson ENTRENET Inc.	Karen Golembeski NCLD	Wanda Middleton Wings of the Ark
Teresa Moreano FHCH	Susan Petroff NCLD Rebecca Stevenson	Doreen Lane Women of Colors FCC Network
Shirley E. Rye Fulton DCC	NMIC Anita Ruiz	Marcia Hall-Belton Women of Colors FCC Network
Kathryn Bernard Graham FDC	NMIC Gwendolyn McNeil	Elizabeth Wynn Wynn Independent Network
	North Bronx NCNW CDC	

Appendix E-Early Childhood Trainer Information Day- November 17, 2005

Agenda

- 8:45 – 9:30 **Breakfast/Registration & Resource Room**
Continental Breakfast
- 9:30 – 10:00 **Welcome**
John Mogulescu
Senior University Dean for Academic Affairs
Dean of School of Professional Studies
City University of New York
- Laura Wolff*
Program Officer, Robert Sterling Clark Foundation
- 10:00 – 10:30 **Keynote Address**
**Professional Development that Works: An Essential Element of an Effective
Early Childhood System**
Anne W. Mitchell
President, Early Childhood Policy Research
President- Elect, National Association for the Education of Young Children
- 10:30-11:40 **Panel: Instructor Approval System**
Facilitator: Anne W. Mitchell
President, Early Childhood Policy Research
President- Elect, National Association for the Education of Young Children
- Panelists: *Jon Pinkos*
 Program Director, Day Care Council of New York
- Patricia A. Myers*
 Executive Director, New York State Associate for the Education of
 Young Children
- Mary Manning-Falzarano*
 Clearinghouse Manager, Kean University
 New Jersey Professional Development Center
- 11:40-12:40 **Breakout Session**

12:40 – 1:40

Lunch & Resource Room

1:40 – 2:50

Panel: A Vision for Comprehensive Staff Development in NYC’s Early Childhood Programs

Facilitator: ***Ben Esner***

Deputy Director, Independence Community Foundation

Panelists: ***Eleanor Greig Ukoli***

Director, Office of Early Childhood Education
Department of Education

Ajay Chaudry

Deputy Commissioner for Child Care and Head Start
Administration for Children’s Services

Nancy Kolben

Executive Director, Child Care Inc.

Fern Khan

Dean, Division of Continuing Education
Bank Street College of Education

Colleen O’Grady

Program Manager, Scholarship and Grant Administration
State University of New York Training Strategies Group

2:50 – 3:00

**Trainer Appreciation Raffle
Final Remarks/Closing**

Early Childhood Trainer Information Day- November 17, 2005

Participants

Panelists and Facilitators

Jeannette Corey
PCDC

Nancy Kolben
Child Care Inc.

Jon Pinkos
DCC NY

Ajay Chaudry
ACS

Mary Manning
Kean University

Linda Rosenthal
Leake and Watts

Annette Digby
Lehman College

Cheryl Meskin
BJE GNY

Jorge Saenz Di Viteri
Bronx CC CDC

Ben Esner
Independence Community
Foundation

Anne Mitchell
Early Childhood Policy
Research

Sandra Sandy
Center for Social and
Emotional Education

Ayleen Guzman
BKS

John Mogulescu
CUNY

Eleanor Ukoli
DOE

Fern Khan
Bank Street College

Pat Myers
NYS AEYC

Laura Wolff
Robert Sterling Clark
Foundation

Colleen O'Grady
SUNY Training Strategies

Attendees

Hilary P. Abel
Bank Street College

Marian Borenstein
ACS

Joyce Culpepper
ACS Consultant
Odessa Davis
NJ PDC for EC

Sonia Aguila
ACS Consultant

George Bradley

Mary Debey
Brooklyn College

Delores Alexander
ACS Consultant

Jack Breland
ACS Consultant

Virginia Dowd
ACS Consultant

Louise Ammentorp
BMCC

Francine Brotherson
ACS Consultant

Candice Dumerlin
YWCA of NYC

Bernice Boothe-Alcindor
Our Children Connection

Ming Chen
CAPC

Judy Ennes
Child Care, Inc.

Deborah Erskine
Infinite Day Care

Nora Espiritu
ACS Consultant

Isadora Evora
CHC&F

Susanne Kaplan
Special Education Inc.

Stephanie Kirnon
ACS Consultant

Jessyca Feliciano
CHC&F

Beverly Fisher
ACS Consultant

Jacqueline Fluker
ACS Consultant

Eddie Gonzalez-Novoa
Bank Street College

Alan Goodwin
Goodwin Associates

Anne Gray Kaback
ACS Consultant

Renee Green
CDSC

Ayleen Guzman
Brooklyn Kindergarten
Society

Jacqueline Hayes
ACS

Dorothy Henderson
JBFC

Virginia Heyward
ACS

Juanita Hollingsworth-
Johnson
ACS Consultant

Fei Huang
CAPC

Annette Jennings-Bradley
The Learning Laboratory

Yvelisse Jimenez
CDSC

Anthony Laverpool
Bronx Community College

Helene Leny
Seaman's Society

Candace Letts
Seaman's Society

Meredith Lewis
Bank Street College

Patricia Lieberman
Child Care and Early
Education Fund

Sofia Lopez
CHC&F

Bonnie Lou Mallonga
1199/Employer Child Care
Corporation

Gloria Maranion
ACS/ACD

H. Roman Matthews
A Forum for Life

Caroline McKay
ACS

Sherry McGrath
Ramapo for Children

Andrew McNalty
Genius Genius of New York

Meg Meehan
SUNY Training Strategies

Constance Melville
HRA

Theresa Moreano
FHCH

Johan Nesbitt
Trainer

Yadira Nieves
NMIC

Leslee Oppenheim
OAA/CUNY

Elizabeth Ortiz
CDSC

Lillian Oxtoby
ACS Consultant

Sugeni Perez-Sadler
Agenda for Children
Tomorrow

Christine Ravenell
ACS Consultant

Suzanne Reisman
NY CSF of LIF

Leila Reyes
YWCA Family Resource
Center

Bernice Robinson
ACS Consultant

Linda Rosenthal
Leake and Watts

Stacy Roth
ACS Consultant

Deborah Rubein
Agenda for Children
Tomorrow

Sheryl Rubenstein
YWCA of NYC

Sherone Smith-Sanchez
ACS Consultant

Sam Stephens
Center for Assessment and
Policy Development

Debra Sulner
Step By Step

Deborah Taylor
Mayor's Office on Citywide
Education and Youth
Services

Vera Toong
CAPC

Charity Ukasoanya
ACS Consultant

Imelda Villaruel
ACS Consultant

Michele Washington
Lehman College

Anika Warner
Enterprise Foundation

Lois Whichard
ACS Consultant

Juanita L. Wilson
DOH

Susan Wilson
District Council 1707

Laura Wolff
Robert Sterling Clark
Foundation



**NYC Early Childhood
Professional
Development Institute**

101 West 31st Street, 7th Floor

New York, NY, 10001

646-344-7293

info@earlychildhoodnyc.org

www.earlychildhoodnyc.org

