

# *Policy Domain Framework*

*Policy Domain Framework*  
*Domain II: ECE Professional and Workforce Development*

**A Product of the Policy Matters Project  
National Center for Children and Families  
Teachers College, Columbia University**

**Developed by: Sharon Lynn Kagan, Elizabeth Rigby,  
and Kristie Kauerz**

**Revised: June 2009**

*POLICY FEATURES AND LEVELS FOR DOMAIN II:  
ECE PROFESSIONAL & WORKFORCE DEVELOPMENT*

**SUB-DOMAIN IIA: QUALIFIED ECE PROFESSIONALS**

NATIONAL RECOMMENDATIONS		STATE POLICY PLANNING			
Policy Feature	Policy Levels	Evidence	Source of Policy	Current Policy Level	Desired Policy Level
<p><b>II.A.1 Professional Standards:</b> State has established high standards for what ECE providers should know and be able to do</p>	<ol style="list-style-type: none"> <li>1. State has: (1) conducted an updated review of teacher preservice and inservice curriculum; (2) developed standards/core competencies; (3) conducted a review of standards/core competencies; and (4) aligned professional development with these standards/core competencies</li> <li>2. State has completed three of the above</li> <li>3. State has completed two of the above</li> <li>4. State has completed one of the above</li> <li>5. State has not completed any of the above</li> </ol>	<p><b>*** Delaware is committed to having a cross sector professional development system including individual working licenced programs (child care centers, homes, Head Start, preschool, and ECAP), all early childhood teachers working in the public schools, and early interventionists. We have tried to include all sectors in our responses. We have rated based on the system for those who work directly in early care and education.</b></p> <p><u>For staff in licensed programs includes child care, preschools, Head Start and ECAP:</u></p> <ol style="list-style-type: none"> <li>1. TECE 1 and 2 were updated in 2007</li> <li>2. Core competencies exist for all positions (both early childhood and school age) and include administrative competencies.</li> <li>3. Core competencies were updated in 2009 including review by focus groups; being printed</li> <li>4. Alignment part of Early Childhood PD Framework; Institute developing process for review and approval</li> </ol> <p><u>For staff in public school programs:</u></p> <p>The Delaware Performance Appraisal System (DPAS) as the universal evaluation system for all teachers working in public schools. DPAS does evaluate teacher competence.</p> <p><u>For early interventionists:</u> no core competencies; exist as drafts only in the areas of literacy and assessment</p>	<p>Licensed programs:</p> <ol style="list-style-type: none"> <li>1. TECE curriculum documents - see website for course descriptions <a href="http://www.doe.k12.de.us/infosuites/students_family/delfirst/default.shtml">http://www.doe.k12.de.us/infosuites/students_family/delfirst/default.shtml</a></li> <li>2. DOE website for early childhood competencies <a href="http://www.doe.k12.de.us/infosuites/students_family/delfirst/corecompetencies.shtml">http://www.doe.k12.de.us/infosuites/students_family/delfirst/corecompetencies.shtml</a></li> </ol> <p>DOE website for DPAS <a href="http://www.doe.k12.de.us/csa/dpasii/default.shtml">http://www.doe.k12.de.us/csa/dpasii/default.shtml</a></p> <ol style="list-style-type: none"> <li>3. Early childhood being printed now (8/19/19); School-age just printed on Delaware SchoolAge Alliance Website <a href="http://www.deasa.org/">http://www.deasa.org/</a> (bottom left corner of front page; under the scolling banner)</li> <li>4. Institute for Excellence in Early Childhood website: <a href="http://www.dieec.udel.edu">www.dieec.udel.edu</a></li> </ol>	<p># 1</p> <p>Notes: All the elements are in place for early care and education.</p>	<p># 1</p>

<p><b>II.A.2 Pre-service Requirements:</b> In order to be credentialed, ECE providers are required to meet pre-service education standards, which are defined for each of five levels of responsibility.</p> <p>This is the #3 priority for the work group.</p>	<ol style="list-style-type: none"> <li>1. State requires the following pre-service education standards for early care and education providers in all programs: (1) Center directors (MA/MS in ECE, CD, EC Admin); (2) Lead teachers (MA/MS in ECE/CD); (3) Teachers (BA/BS in ECE/CD); (4) Assistant teachers (AAS in ECE/CD); (5) Family child care providers (AAS in ECE/CD)</li> <li>2. State requires the above standards for at least three of the five levels of responsibility for all ECE programs in the state</li> <li>3. State requires the above standards for all five levels of responsibility, but only for some programs</li> <li>4. State requires the above standards for at least three of the</li> </ol>	<p><u>Delacare: Rules for Center and Family Child Care, Large Family Child Care Home:</u>          #153 Center administrators: AA in early childhood          #157 Lead teachers/Curriculum Coordinator: High School plus 15 college credits in ECE          #160 Teachers: TECE 1 and 2          #161 Assist teachers: TECE 1          #65 Family Child Care Providers pre-service orientation          #127 Family Child Care Provider: High School graduate          # 131 Level II Family Child Care Provider: 60 hours or equivalent with minimum of 3 hours in each core topic area.          #158 Large Family Child Care Provider: high school +TECE 1 &amp; 2 or CDA, or DDOL Apprenticeship, or 9 college credits (3 in each of the following core topic areas of ECE, child development, positive behavior management), or diploma from vo/tech high school in early childhood education, early childhood diploma from 2 year college, Associate degree + 6 credits in child development or ECE or meets qualifications of Early Childhood Teacher under Delacare Rules for ECESAC.          #159 If LFCCH Provider is caring for infants/toddlers 6 hours of infant/toddler specific training          #161 LFCC Assistant: high school</p> <p><u>EACP (state pre-K)</u> follows Head Start Act and Performance Standards and Licensng rules:          Site administrators: No degree but expertise in management          Curriculum Specialists: By 9/30/13 all must have BA and coursework by 9/30/13          Teachers: by 9/30/11 all have to have a miniumun of a CDA; 9/30/13 50% must have BA and coursework equivalent to a major in ECE          Assistant Teacher: By 9/30/13 all must have CDA (or enrolled to complete by 9/30/15) or enrolled in AA or BA program in ECE</p>	<p>Office of Child Care Licensing website:  <a href="http://kids.delaware.gov/occl/occl_resources.shtml#occlregs">http://kids.delaware.gov/occl/occl_resources.shtml#occlregs</a></p> <p>Head Start Performance Standards and IM memos.</p> <p>Early Iinterventionists: Certification required, pre-service required(OT: 24 <i>Del. C.</i>, Chapter 20; SLP: 24 <i>Del. C.</i>, PT: Chapter 37, 24 <i>Del. C.</i>, Chapter 26)          Early Childhood Special Ed.: certification required, pre-service required (14 Delaware Code, Section 122(d))</p>	<p><b># 5</b> Notes: While we greatly increased the pre-service requirements for all positions with the 1/1/07 center rule revision; none of the pre-service requirements are at this level.</p>	<p><b>#4</b> <b>Implementation would be longer than 3 to 5 years since the pre-service requirements were recently increased</b></p>
---	--	--	--	--	---

	<p>five levels of responsibility, but only for some programs</p> <p>5. State requires the above standards for less than three of the five levels of responsibility, in any program</p>				
--	--	--	--	--	--

NATIONAL RECOMMENDATIONS					
Policy Feature	Policy Levels	Evidence	Source of Policy	Current Policy Level	Desired Policy Level

<p><b>II.A.3 General In-service Requirements:</b> In order to be credentialed, ECE providers are required to meet in-service professional development standards tied to their levels of responsibility</p> <p>This is the #2</p>	<p>1. State requires at least 25 clock hrs/CEUs per year of ongoing professional development for center directors, lead teachers, teachers, assistant teachers, and family child care providers</p> <p>2. State requires the above standard for</p>	<p><u>Delacare Rules for Centers and Homes:</u></p> <p>#177 Centers: 18 clocks hours per year for all FTE staff <b>in core topic areas.</b></p> <p>#134 Family Child Care Homes: 12 clock hours per year <b>in core topic areas.</b></p> <p>#165 Large Family Child Care: 15 hours per year <b>in core topic areas.</b></p> <p>For ECAP (state pre-K):</p> <p>Meet Licensing standards that are higher than Head Start Performance Standards</p>	<p>Office of Child Care Licensing website  <a href="http://kids.delaware.gov/occl/occl_resources.shtml">http://kids.delaware.gov/occl/occl_resources.shtml</a>  <a href="#">#occlregs</a></p> <p>Public School:  <a href="http://www.doe.k12.de.us/csa/profstds/default.shtml">http://www.doe.k12.de.us/csa/profstds/default.shtml</a></p> <p>EI: Certification required, pre-service required(OT: 24 <i>Del. C.</i>, Chapter 20; SLP: 24 <i>Del. C.</i>, PT: Chapter 37, 24 <i>Del. C.</i>, Chapter 26)</p> <p>Early Childhood Special Ed.: certification required, pre-service required (14 Delaware Code, Section 122(d))</p>	<p><b># 6</b></p> <p>Notes: No programs are required to have 25 clock hours of annual training.</p>	<p><b>#5</b></p> <p><b>The increase to 25 hours of annual PD should first target Administrators and Curriculum Coordinators</b></p>
--	---	--	--	---	---

<p>priority for the work group.</p>	<p>some (at least 3) of the five levels of responsibility for all the ECE programs in the state</p> <ol style="list-style-type: none"> <li>3. State requires the above standard for all five levels of responsibility, but only for some programs</li> <li>4. State requires the above standard for some (at least 3) of the five levels of responsibility, but only for some programs</li> <li>5. State requires the above standards for less than 3 of the five levels of responsibility, in any program</li> <li>6. State does not require the above standard for any level of responsibility in any program</li> </ol>	<p><u>For Public School:</u> 90 clock hours every 5 years, at least 45 hrs. related to work with staff or students</p> <p><u>Early Interventionists:</u> Occupational Therapists - 20 contact hours; Physical Therapists - 3 CEUs every 2 years; Speech Language Pathologists - CEUs every 2 years</p>	<p>Notes:</p>		
-------------------------------------	--	--	---------------	--	--

NATIONAL RECOMMENDATIONS		STATE POLICY PLANNING			
Policy Feature	Policy Levels	Evidence	Source of Policy	Current Policy Level	Desired Policy Level

<b>II.A.4 In-service Requirements for those who do not meet Pre-service Requirements:</b> ECE providers who do not meet pre-service requirements are required to participate in additional inservice	<ol style="list-style-type: none"> <li>State requires 6 credit hours toward pre-service degree requirement for center directors, lead teachers, teachers, assistant teachers, and family child care providers who do not meet the pre-service degree requirement upon hire</li> <li>State requires the above standard for some (at least 3) of the five levels of responsibility for all the ECE programs in the state</li> <li>State requires the above standard for all five levels of responsibility, but only for some</li> </ol>	<b>Licensed programs:</b> Centers/ Rule #149 The grandmothering period for assistant teachers has already passed; all existing and new assistant teachers are required to be fully qualified upon hire.  The grandmothering period for program administrator, curriculum coordinator, and teacher expires on 1/1/11. Centers are required to have written professional development plans on how each individual will meet the requirement by 1/1/11.	Licensing website <a href="http://kids.delaware.gov/occl/occl_resources.shtml#occlregs">http://kids.delaware.gov/occl/occl_resources.shtml#occlregs</a>	# 6 N/A Notes: Delaware allowed a window of 2 years for asst. teachers to be fully qualified, that dated has passed. Teachers, curriculum coordinators and administators have until 1/1/11 to fully meet the pre-service requirements. Delaware's structure doesn't fit this policy matrix.	N/A
		<b>Family Child Care:</b> FCCH Providers are required to participate in both Inforfmational and Orientaion Sessions (5 Hours) prior to licensure and be a high school graduated or possess a GED.(No pre-service requirements;) During first year of being licensed 12 clock hours of specific training including a minimum of three (3) hours in Child Development, Educational Activities for Children, Positive Behavior Management and Families/Communities. To become a Level 2 provider must have 60 clock hours of training in core topic areas with three (3) hours in Child Development, Educational Activities for	Notes:		

	<p>programs</p> <p>4. State requires the above standard for some (at least 3) of the five levels of responsibility, but only for some programs</p> <p>5. State requires the above standard for less than 3 of the five levels of responsibility, in any program</p> <p>6. State does not require the above standard for any level of responsibility in any program</p>	<p>Children, Positive Behavior Management and Families/Communities, Health, Safety, Nutrition, Professionalism/business Practices/Administration related to operating a FCCCH or child care facility. Three (3) college credits in any of the above core topic areas can be substituted.</p> <p>Large Family Child Care Homes:  LFCCH Providers are required to be a high school graduated or possess a GED. +TECE 1 &amp; 2 or CDA, or DDOL Apprenticeship, or 9 college credits (3 in each of the following core topic areas of ECE, child development, positive behavior management), or diploma from vo/tech high school in early childhood education, early childhood diploma from 2 year college, Associate degree + 6 credits in child development or ECE or meets qualifications of Early Childhood Teacher under Delaware Rules for ECESAC.  #159 If LFCCH Provider is caring for infants/toddlers 6 hours of infant/toddler specific training  #161 LFCC Assistant: high school</p> <p>ECAP: See above; same as other licensed programs</p> <p>Public Schools and E.I. see above, not applicable</p>			
--	--	--	--	--	--

**Discussion:**

**SUB-DOMAIN II.B: ADEQUATE COMPENSATION**

NATIONAL RECOMMENDATIONS		STATE POLICY PLANNING			
Policy Feature	Policy Levels	Evidence	Source of Policy	Current Policy Level	Desired Policy Level
<p><b>II.B.1 Level of Compensation:</b> Teachers working in all early childhood education programs will be compensated with appropriate salaries given their level of education and experience</p> <p>This is the #1 priority for the work group.</p>	<ol style="list-style-type: none"> <li>For all state-funded programs, compensation (hourly rate) for ECE personnel are comparable to those of public school teachers, given comparable education and experience</li> <li>For some (not all) state-funded programs, compensation for ECE personnel are comparable to those of public school teachers, given comparable education and experience</li> <li>For all state-funded programs, compensation for ECE personnel are at least 75% of those of public school teachers, given comparable</li> </ol>	<p>*** State funded is defined as those programs that are fully funded by the state. State funded programs include ECAP, 619 and 21st Century programs. Those programs that participate in the child care subsidy program are not included because they are expected to have other funding sources including private pay families.</p> <p><u>ECAP (Head Start Performance Standard):</u> Annually compare salary with other ECAP programs. For ECAP programs operated by school districts or community college (4 of 19 districts), those staff are paid according to the district pay scale. If certified via K-12 system paid as a certified teacher. If less than certified, paid on the para-educator scale. Preschool Special Education Teachers (619): Paid based on the school district scale because they are teachers certified via the K-12 certification process.</p> <p><b><u>Early Interventionists:</u> market driven compensation</b></p> <p><b>ECE and SA (including 21st CCLC) program staff: no required compensation</b></p>	<p>#</p> <p>Head Start Fiscal Management Standards: 2 CFR Part 230 and 2 CFR Part 225</p>	<p>#</p> <p><b>#2</b></p> <p>Notes: For Those programs operated by the school districts, employees are paid on the district scale - same as teachers in the K12. This represents only a small percentage of the total number of ECE teachers.</p> <p>School</p>	<p># 2</p> <p>Before increasing this population's compensation; we must address compensation issues for non-state funded programs</p>

	<p><i>education and experience</i></p> <p>4. <i>For some (not all) state-funded programs, compensation for ECE personnel are at least 75% of those of public school teachers, given comparable education and experience</i></p> <p>5. <i>For all state-funded programs, compensation for ECE personnel are less than 75% of those of public school teachers, given comparable education and experience</i></p>			District operated: 4 of 19 ECAPs and all 619 programs Notes:	
--	--	--	--	--	--

NATIONAL RECOMMENDATIONS		STATE POLICY PLANNING			
Policy Feature	Policy Levels	Evidence	Source of Policy	Current Policy Level	Desired Policy Level
<b>II.B.2 Provision of Benefits:</b> Teachers working in all early childhood education programs will be compensated with appropriate benefits  This is the #6 priority for the work group.	<ol style="list-style-type: none"> <li>For all state-funded programs, benefits for ECE personnel are comparable to those of public school teachers, given comparable education and experience</li> <li>For some (not all) state-funded programs, benefits for ECE personnel are comparable to those of public school teachers, given comparable education and experience</li> <li>For all state-funded programs, benefits for ECE personnel are at least 75% of those of public school teachers, given comparable education and experience</li> <li>For some (not all) state-funded</li> </ol>	<u>ECAP:</u> The ECAP programs operated by school districts and Delaware Tech have the same benefits because ECAP staff are district employees or state employees. Some of the community based programs offer benefit packages. Delaware does not mandate salary or benefit requirements for ECAP programs.  <u>Purchase of Care does not have policy requirements in this area. Those programs receive state funds but are not 100% state funded.</u>	ECAP monitoring reports and funding applications. Early Childhood Assistance Program (ECAP) outlined in Title 14 Section 30 Delaware Code and allocation of page 56 of the FY10 budget act.	<b>#2</b> Notes: For those programs operated by the school districts, employees are paid on the district scale - same as teachers in the K12. This represents only a small percentage of the total number of ECE teachers.	<b># 2</b> Must address the needs of all programs not just state funded.
		<u>Early Childhood Preschool Special Ed.:</u> state benefits	School District operated: 4 of 19 ECAPs and all 619 programs		

	<p>programs, benefits for ECE personnel are at least 75% of those of public school teachers, given comparable education and experience</p> <p>5. For all state-funded programs, benefits for ECE personnel are less than 75% of those of public school teachers, given comparable education and experience</p>				
<p><b>Discussion:</b></p>					

**SUB-DOMAIN ILC: ECE Professional Development SYSTEM**

NATIONAL RECOMMENDATIONS		STATE POLICY PLANNING			
Policy Feature	Policy Levels	Evidence	Source of Policy	Current Policy Level	Desired Policy Level
<b>II.C.1 Governance of Professional Development System:</b> The ECE professional development system is coordinated in order to meet the needs of teachers, directors, and family child care providers working in ECE settings	<ol style="list-style-type: none"> <li>1. State mandates, funds, and provides legal or administrative authority to a statewide consortium of key early childhood stakeholders charged with developing and implementing a coordinated, and effective system of early childhood professional development</li> <li>2. State mandates AND funds a statewide consortium, without legal or administrative authority</li> <li>3. State mandates OR funds a statewide consortium, without legal or administrative authority</li> </ol>	<p>The Delaware Early Childhood Council has a standing Professional Development Committee. The Committee advises the Department of Education, which has responsibility for early childhood professional development, and the Institute for Excellence in Early Childhood (IEEC). IEEC is a collaborative partnership lead by the University of Delaware under contract to DOE to provide comprehensive cross sector professional development for early childhood.</p>	<p>IEEC RFP and contract. - Will send as an attachment.</p> <p>EC professional development framework will be sent as an email attachment.</p>	<p>#3 or 2</p> <p>Notes: The mandate and authority for the professional development system is not in Delaware Code.</p>	<p># 1</p>
		<p>Professional Boards register and approve PD for OT, PT and SLP</p>	<p>Notes: The Delaware Professional Development system is referenced in Early Success, Child care rules, and the State's CCDF plan, but is not specifically created in Delaware Code.</p>	<p>A contract is instantiated and may meet the standard of evidence. Does the contract outline the responsibility of the IEEC? I think this would give you a #2. Is the contract durable, etc.</p>	

	4. The state has no statewide consortium				
<p><b>II.C.2 Funding for Professional Development System:</b> State funds professional development at an adequate level</p> <p>This is the #4 priority for the work group.</p>	<p>1. State's annual professional development funding is at least \$800 for each ECE individual working in a state-funded program or regulated child care center/family home</p> <p>2. State's annual professional development funding is \$500 to \$799 for each ECE individual working in a state-funded program or regulated child care center/family home</p> <p>3. State's annual professional development funding is \$200 to \$499 for each ECE individual working in a state-funded program or regulated child care</p>	<p><u>Annual investment:</u>  CCDF used for PD = \$1,100,000  Other federal PD funding: (619 = \$50,000 &amp; Spec Ed Improve. Grant = \$85,000) +  State PD funding = \$300,000  TOTAL = \$1,535,000</p> <p><u>Total # of providers:</u>  6000 in centers  1410 in child care homes  190 in public schools  TOTAL - 7,600  \$1,535,000/7,600 = \$202 per individual working in ECE</p>	<p># Delaware Workforce Study  <a href="http://www.doe.k12.de.us/info/suities/students_family_earlychildhood/research.shtml">http://www.doe.k12.de.us/info/suities/students_family_earlychildhood/research.shtml</a></p> <p>Notes:  Through Apprenticeship Training and Stand Alone classes, TECE courses were offered in FY 09 at:  Polytech - \$ 95,000  Sussex Tech - \$  New Castle Vo/Tech - \$</p>	<p>#3 Notes: With an average of \$202 per individual, we just make the cut-off for level 3.</p>	<p># 2</p>

	<p>center/family home</p> <p>4. State's annual professional development funding is less than \$200 for each ECE individual working in a state-funded program or regulated child care center/family home</p> <p>5. State does not fund any professional development for ECE personnel</p>				
--	--	--	--	--	--

NATIONAL RECOMMENDATIONS		STATE POLICY PLANNING			
Policy Feature	Policy Levels	Evidence	Source of Policy	Current Policy Level	Desired Policy Level
<b>II.C.3 Cumulative Educational Opportunities:</b> The state has established coordination strategies that allow for well-articulated and effective professional development services between 2- & 4-year	1. State has established a training registry and articulation between 2- & 4-year institutions of higher education	Delaware has only one two- year college system that offers early childhood, Delaware Technical and Community College. It is fully articulated with University of Delaware, Delaware State University and Wilmington College. These are the only 4 year early childhood programs.	Copies of the articulation agreements will be sent as email attachments. Copy of the specifications for DE PEC will be sent as an attachment.	#1 Notes: Delaware has moved beyond the traditional	#1
	2. State has established either a training registry or articulation between 2- & 4-year institutions of higher education	Delaware's training registry is in transition. Pre-service qualifications are in the DOE qualification data base. Effective 10/1/09 the preservice qualification process will mirror the K12 teacher certification process (DEEDS). The Delaware Practitioners in Early Childhood database (DE-PEC) is built on the same framework as DEEDS. Individuals will be able to move between the 2 systems, for example a teacher in K12 could request that her credentials be reviewed for early childhood and DOE staff could do an early childhood certification based on what is in DEEDS. This will also	Notes:	EC registry system to a system fully integrated with the K12 certification system.	
	3. State has				

institutions of higher education	established neither a training registry nor articulation	<p>work for early childhood folks requesting K12 certification. In January 2010, the web interface for DE-PEC will be complete.</p> <p>IIEEC is developing a new registry that will be cross sector and will serve both PD course registration and individual PD registry purposes. Will be up online in September 2009. Eventually, the IIEEC registry will feed data to DE-PEC to advance individuals as they move up the career ladder.</p>			
<p><b>II.C.4 Higher Education Availability and Accessibility:</b> State-funded institutions of higher education offer appropriate degree programs (A.A., B.A., and/or M.A.) to allow ECE providers to meet every level of the state's professional development requirements</p>	<ol style="list-style-type: none"> <li>1. State-funded institutions of higher education offer all appropriate degree programs that are accessible to all providers in the state (via main campus, satellite campus, and distance learning programs)</li> <li>2. State-funded institutions of higher education offer some, but not all, appropriate degree programs that are accessible to all providers in the state (via main campus, satellite campus, and distance learning programs)</li> <li>3. State-funded institutions of</li> </ol>	<p>AA degrees in Early Childhood are offered by Delaware Technical and Community College in each county.</p> <p>Both University of Delaware (northern county) and Delaware State University (center county) offer BA in Early Childhood. U of D offers advanced degrees, both MA and Ph.D. programs in Early Childhood.</p> <p>All IHE offer some distance learning courses. The Director Credential at Del Tech is offered in a distance learning format.</p> <p>No Speech Language programs offered by Delaware IHE</p>	<p>IHE websites:  Del Tech  <a href="http://www.dtcc.edu/programs/">http://www.dtcc.edu/programs/</a>  U of Delaware  <a href="http://www.hdfs.udel.edu/">http://www.hdfs.udel.edu/</a>  Delaware State University  <a href="http://www.desu.edu/colleges/cess/education/">http://www.desu.edu/colleges/cess/education/</a></p> <p>Notes:  Distance learning has not been a focus because of Delaware's small size. No one is more than 25 miles from a Del Tech campus.</p>	<p><b># 1</b>  Notes: We need to improve access for adult learners; distance learning options need to increase.</p> <p>Why not a #1?</p>	<p><b># 1</b>  Need to address the need for a speech and language therapy degree program</p>

	<p>higher education offer all appropriate degree programs through main campus programs only, therefore not making them accessible to all providers in the state</p> <p>4. State-funded institutions of higher education offer some, but not all, appropriate degree programs through main campus programs only, therefore not making them accessible to all providers in the state</p>				
--	--	--	--	--	--

NATIONAL RECOMMENDATIONS		STATE POLICY PLANNING			
Policy Feature	Policy Levels	Evidence	Source of Policy	Current Policy Level	Desired Policy Level
<p><b>II.C.5</b>  <b>Mechanisms for Advancement:</b>  The state utilizes multiple comprehensive mechanisms for</p>	<p>1. State funds for all ECE professionals at least three of the following mechanisms: scholarships, loan</p>	<p>Early Childhood Preschool Special Ed.: Reimbursement through UD for courses taken after certified and</p> <p>ECE/SA: Delaware has a T.E.A.C.H. Early Childhood Program; Our model is only available to individuals who work in the field 30 hours per week and for those working on AA degrees.</p>	<p># T.E.A.C.H. website  <a href="http://www.familyandworkplace.org/providers/provider.TEACH.asp">http://www.familyandworkplace.org/providers/provider.TEACH.asp</a>  Apprenticeship link  <a href="http://www.doe.k12.de.us/inf">http://www.doe.k12.de.us/inf</a></p>	<p>#4  Notes: Because of the requirements for TEACH and</p>	<p># 2  We need to increase the mechanisms available; need a combination</p>

<p>helping those working in ECE settings achieve the educational levels needed for each position and for advancement</p> <p>This is the #5 priority for the work group.</p>	<p>forgiveness programs, release time, direct payments/stipends to ECE professional, granting course credit for experience and/or informal professional development at no cost to ECE professional</p> <ol style="list-style-type: none"> <li>2. State funds two of the above mechanisms</li> <li>3. State funds only one of the above mechanisms</li> <li>4. State funds none of the above mechanism</li> </ol>	<p>Delaware has an active Dept. of Labor Apprenticeship Program. It is a two-year program with the first year at the Vo-Tech night programs for TECE I and II and the second year at Del Tech for 9 credits. The program is about 5 years old and averages 90 to 100 apprentices at any point in time.</p>	<p><a href="http://osuites/students_family/delfirst/inforesources.shtml">osuites/students_family/delfirst/inforesources.shtml</a></p> <p>Notes:</p>	<p>Apprenticeship, the scholarships are not available to all ECE professionals</p>	<p>of mechanisms</p>
<p><b>Discussion:</b></p>					