Rebuilding and Reinvigorating Early Childhood Leadership: Three State Action Plans

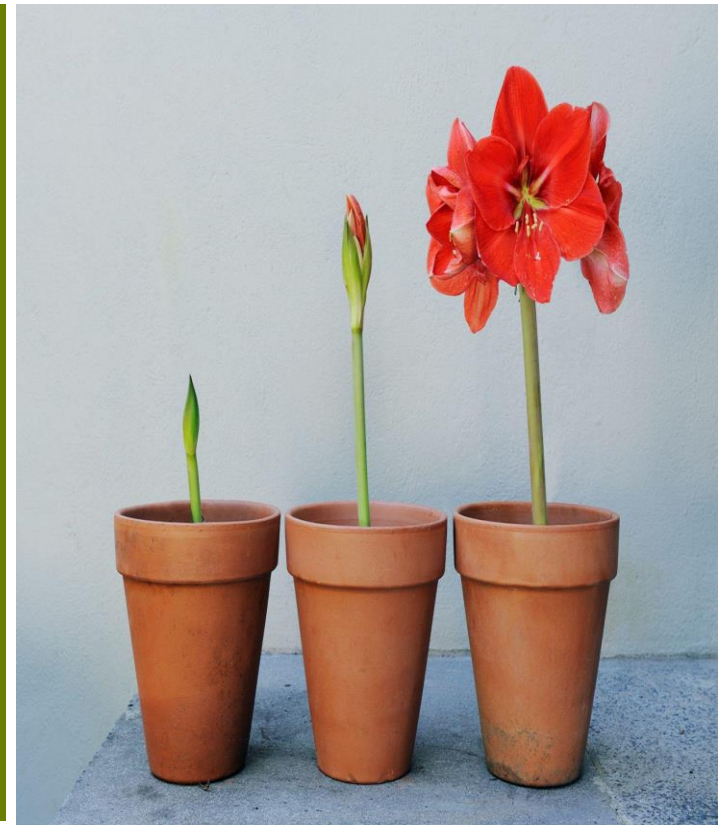South Carolina, Pennsylvania, North Dakota

June 28, 2023

Welcome & Introductions

Who is in our audience today?

Global State Overviews

Each State's Pandemic Response

South Carolina

- Early childhood leadership challenges before, during, and after the pandemic

- Trends and changes

- State decision-making and strategy

Pennsylvania

- Early childhood leadership challenges before, during, and after the pandemic

- Trends and changes

- State decision-making and strategy

Rebuilding and Reinvigorating Early Childhood Leadership: Three State Action Plans

North Dakota

- Early childhood leadership challenges before, during, and after the pandemic

- Trends and changes

- State decision-making and strategy

Rebuilding and Reinvigorating Early Childhood Leadership: Three State Action Plans

Growing Futures

Partnering to Support Rebuilding

Aim4Excellence and New World Now

Aim4Excellence™ National Director Credential

Jane Humphries-Aim4Excellence Specialist

- **Developed in 2010 and revised in 2020:**
  - Consists of nine modules, each are 16 hours of professional development.
  - Modules and materials are all online and provided in a very engaging and interactive professional learning experience.
  - Focused on the core leadership and management competencies, better known as the *Whole Leadership Framework*.

Aim4Excellence™ National Director Credential

McCormick Center
FOR EARLY CHILDHOOD LEADERSHIP

AT NATIONAL LOUIS UNIVERSITY

- **Nine self-paced modules support the *Whole Leadership Framework* and include:**
  - Leading the Way
  - Recruiting, Selecting, & Orienting Staff
  - Promoting Peak Performance
  - Managing Program Operations
  - Building a Sound Business Strategy
  - Designing Indoor & Outdoor Environments
  - Supporting Children's Development & Learning
  - Facilitating Responsive Family Engagement
  - Evaluating Program Quality for Continuous Improvement

Aim4Excellence™ National Director Credential

McCormick Center
FOR EARLY CHILDHOOD LEADERSHIP

AT NATIONAL LOUIS UNIVERSITY

- **Other Linkages:**
  - Eligible for college credit either at National Louis University or partnering institutions
  - Assists with meeting administrator criteria for NAEYC accreditation
  - Aligns with 25 state professional development systems and is recognized in certain states to meet director credential requirements
    - South Carolina
    - North Dakota
    - Pennsylvania

Aim4Excellence™ National Director Credential

McCormick Center

FOR EARLY CHILDHOOD LEADERSHIP

AT NATIONAL LOUIS UNIVERSITY

Rebuilding and Reinvigorating Early Childhood Leadership: Three State Action Plans

- **Unique Learning Experience Opportunities:**
  - Facilitated Cohorts
    - Creates and builds networks of leaders in regions and areas
    - Establishes a long-term "community of practice"
    - Engages and empowers programs to work collectively together to support one another
- **Facilitated Cohorts:**
  - Hosted by:
    - Child Care Resource & Referral System Staff
    - Coaching, Mentoring, & Technical Assistance Staff
    - State Early Childhood Agency and System Network Providers
      - South Carolina First Steps

Aim4Excellence™ National Director Credential

McCormick Center

FOR EARLY CHILDHOOD LEADERSHIP

AT NATIONAL LOUIS UNIVERSITY

New World Now

Pam Palmer-
Client Success Manager

MORE THAN JUST SOFTWARE
INSIGHT is about collaborating with a
CONSORTIUM of your peers

Rebuilding and Reinvigorating Early Childhood Leadership: Three State Action Plans

Checklist:

☑ Integrated Professional Development

☑ Integrated Learning Management System

☑ Integrated Quality Rating and Improvement System

☑ Integrated Resource and Referral

☑ Canned and Ad-Hoc Reporting

☑ Cloud based

☑ Single sign-on

☑ Secured with Microsoft Defender for Cloud

☑ Mobile friendly

☑ WCAG Level A Compliant

⊛ **INSIGHT**

With all your data in one place, you can finally tell a comprehensive story about child care in your state.

Inclusive. Secure. Integrated.

⊛ **INSIGHT**

Atop Insight's secure and inclusive foundation, sits an industry leading suite of integrated solutions, collecting the most complete workforce data set within the Early Childhood Care and Education industry.

Bringing Aim4Excellence into Insight

- Registry Approved

- Consortium of Peers

- Flexibility to create State specific requirements

- Shared functionality from Consortium Partners

Bringing Aim4Excellence into Insight
Easy Registration - Accessible to ECE professionals

Bringing Aim4Excellence into Insight
Searchable training calendar - with many filters

Easy Access to View Your Professional Development

At a glance training completions

Formal training and education reports

Fully Translatable Registries

New World's Insight software has always had the option to translate text but just recently, using the latest technology, our clients can choose their preferred languages and at the click of a button the system is translated into that language.
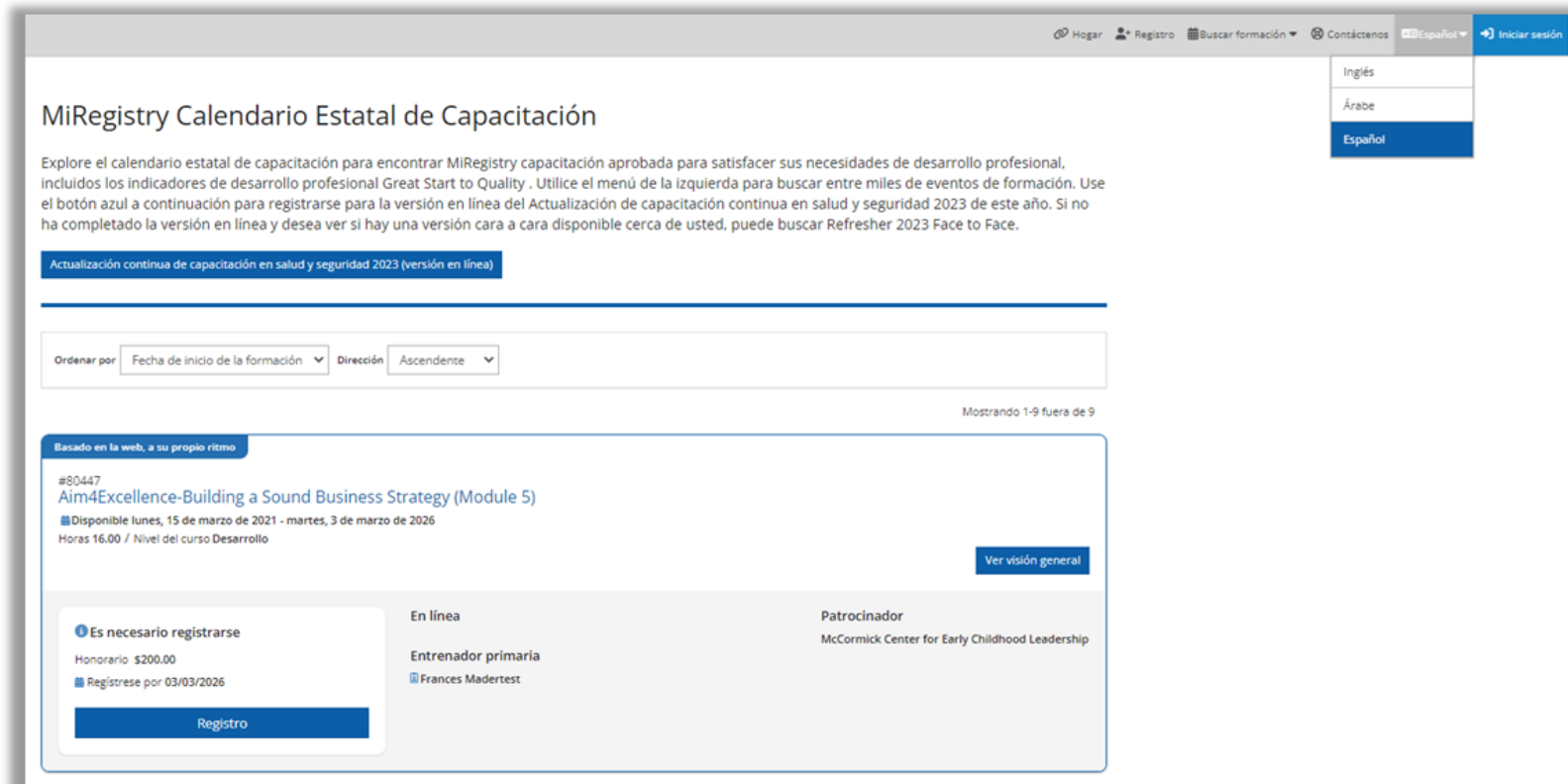
South Carolina

South Carolina First Steps

South Carolina First Steps 4K

Kristine Jenkins-Manager, Leadership Development

Quality Building in SC begins with Leadership

In 2017-2018 SC First Steps 4K was tasked with assisting child care providers in **building the quality of their programs**. The **AIM4X** program was one initiative implemented to **strengthen leadership**, and improve opportunities for higher education.

Strengthening leadership, strengthened 4K instruction and implementation and strengthened quality.

The Aim4Excellence program is growing in South Carolina through partnerships between First Steps 4K and SC First Steps Local Partnerships

Cohort 1 (Oct 2017 - Dec 2018)	Cohort 2 (Jan 2019 - Sep 2019)	Cohort 3 (May 2020 - April 2021)	Cohort 4 (Oct 2021 - July 2022)	Cohort 5 (Sep 2022 - June 2023)
15	13	9	19	33

Rebuilding and Reinvigorating Early Childhood Leadership: Three State Action Plans
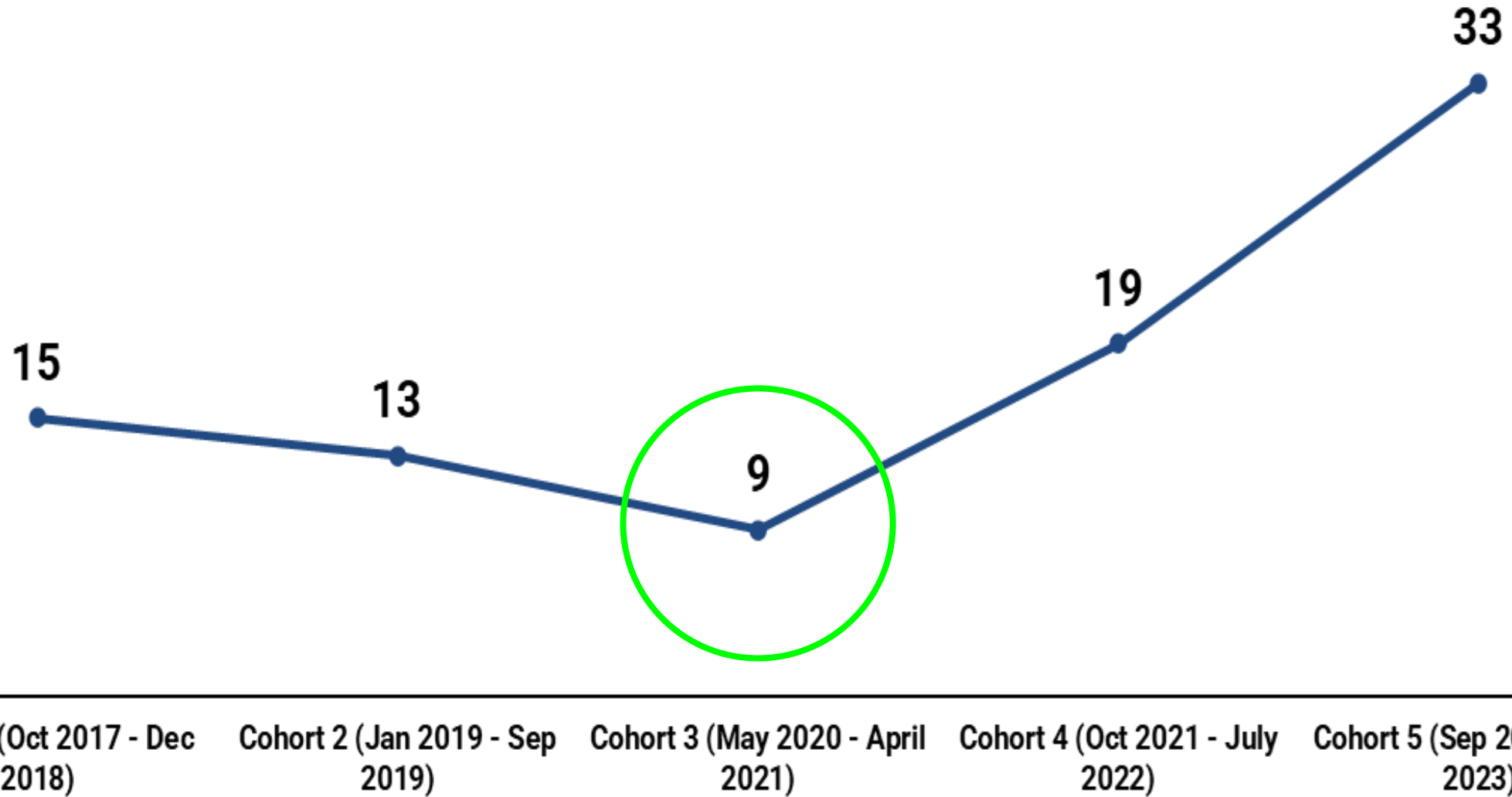
Changes, Adjustments & Barriers

- AIM4X offered outside of SC Technical colleges / TEACH program
- Modules had to be approved for child care PD credit hours
- Requires a year long commitment to receive scholarship
- Expansion of AIM4X to include QE partners with Local Partnership programs
- Attrition rate, turnover

The Aim4X program is providing equitable access to leadership opportunities among First Steps 4K providers
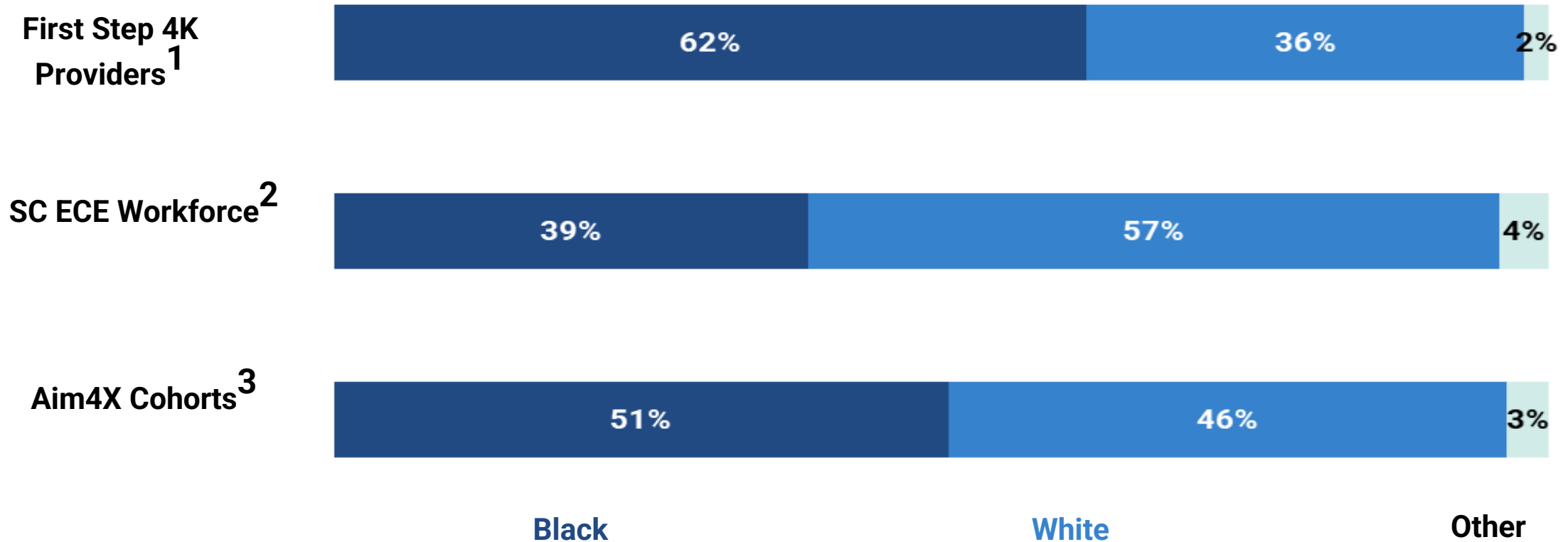
	Black	White	Other
First Step 4K Providers[1]	62%	36%	2%
SC ECE Workforce[2]	39%	57%	4%
Aim4X Cohorts[3]	51%	46%	3%

Black　　　　**White**　　　　**Other**

[1]Data provided from the Fall 2022 First Steps 4K Teacher and Director Engagement Survey (n=136)
[2]Data provided from the 2018 South Carolina Early Care and Education Workforce Study (n=3974)
[3]Data provided from the Aim4XCohorts (n=89)

The Aim4X program supports pathways to higher education

Over half of Aim4X participants had less than a four-year degree
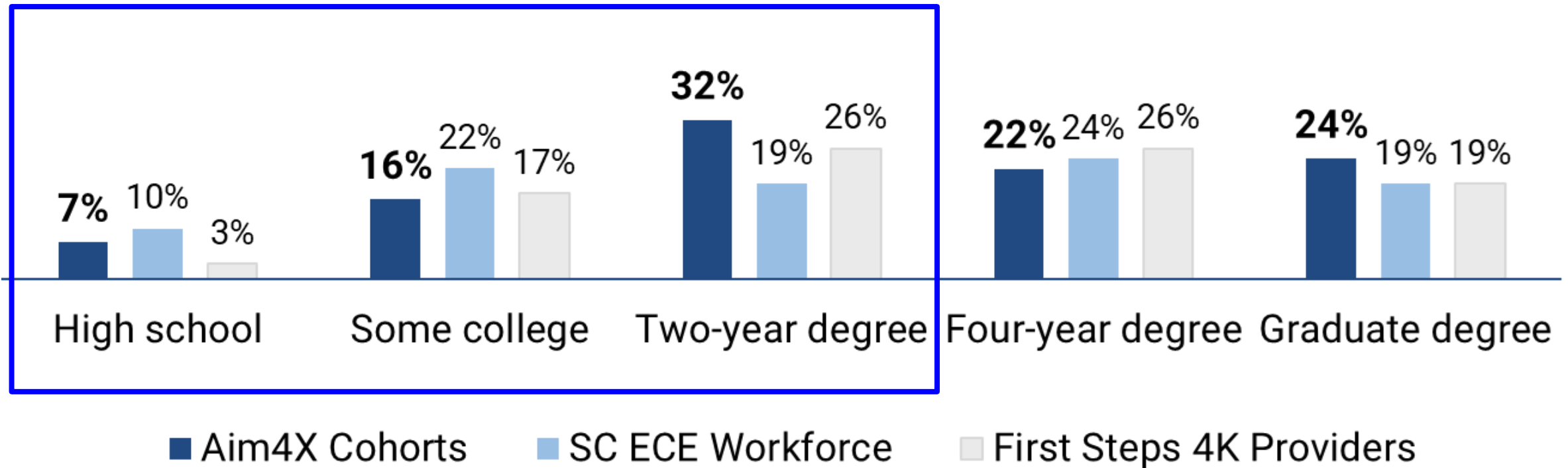
Bar chart with legend: ■ Aim4X Cohorts ■ SC ECE Workforce □ First Steps 4K Providers

Category	Aim4X Cohorts	SC ECE Workforce	First Steps 4K Providers
High school	7%	10%	3%
Some college	16%	22%	17%
Two-year degree	32%	19%	26%
Four-year degree	22%	24%	26%
Graduate degree	24%	19%	19%

[1] Data provided from the Fall 2022 First Steps 4K Teacher and Director Engagement Survey (n=136)
[2] Data provided from the 2018 South Carolina Early Care and Education Workforce Study (n=4002)

Opportunities & Strengths

- Fully online program, including cohort support monthly meetings
- Blended funding streams allows for expansion
- Each leader has the dedicated support of a coach or TA
- Support scholarships for higher education
- Recognized within the existing Quality Rating system & NAEYC accreditation
- Bonus available for those who complete NDC

Next steps:

Pre & Post PAS evaluations, continued / blended funding, fully integrated system, translation into Spanish

Testimonials

"I have been applying lots of this so far to what is actually going on within our center. It has been all lining up to the problems within the center. From hiring and interviewing to also a lot of gossip and negativity within the center. This course has helped me step out of my comfort zone and desire more. I have goals and dreams for this center like it was me who owned it. I am grateful for a boss who is supportive of where I want to take our center. With all that being said, I can't wait to see what the next few modules look like and THANK YOU so much for being behind the scenes and helping people reach goals and dreams they never thought were possible."

Mary C. - 1st year director (non-owner) My Sunshine CDC, Myrtle Beach, SC, High School education

Email communication in Jan. 2023, after completing ECE 311 (Modules 1, 2 & 3), Cohort 5

Testimonials

"The process of completing the credential is very manageable. It was fully online. You are giving ample amount of time to complete each course at you own pace, with access and support from 4K Manager, peers and the McCormick Center. This certification helped me to identify and enhance my leadership skills and improve operations of the business on many levels such as: staff, students, parent engagement, community involvement, finances and more.

If you are a Director that is very busy and may think that time does not permit, but would like to gain some additional credentials in your profession. I would recommend this program."

Stephanie L. Webster, Director (non-owner), Jehovah Missionary Baptist Church Christian & Academic School, Sumter, SC, Master degree level education

email communication after completing the National Directors Credential, Jan. 2021, Cohort 2

Rebuilding and Reinvigorating Early Childhood Leadership: Three State Action Plans

Testimonials

"Participating in the SC First Steps Cohort earning my National Director's Credential was quite a refreshing, yet challenging experience. *As a Director of this Early Childhood Center for 18 years, the modules were a perfect refresher for the staleness that can come with a long-term experience. And at a time in all of our lives that was filled with closures, financial losses, reopening in the midst of a pandemic and the personal losses for many, I found my studies to be a stabilizing force which helped me take each day one step at a time.*

The subject matter of all nine modules followed a precise pattern of guidance in building strong administrative backgrounds for Directors. Beginning with Module 1 and the focus on looking inward at one's own temperaments, strengths, and ideals began the process of defining those same aspects for the ideals, goals and mission statement for the program itself. A detailed look into staffing established a wide range of identifying and understanding the importance of relationships. Building professionalism within our staff and learning about "Goodness of Fit" has served us well in finding those characteristics in potential employees through proper advertising and hiring practices.

As each module progressed there was always a defining moment which supported with clarity the Whole Leadership Framework. Identifying the program's stakeholders and looking at the shared impact both on our program and stakeholder connections brought recognition to the need for continual rebuilding and reorganizing.

I strongly recommend the Aim4Excellence National Director's Credential for both new and senior directors who are committed to the quality care and education for children, families, staff and community. Thank you for this GREAT opportunity!"

Jean Knowlton

Director of Trinity Learning Center, Columbia, SC, Cohort 3

(during the pandemic)

Cohort 3 Celebration Luncheon

Pennsylvania

The Pennsylvania Key

The Pennsylvania Key

Kris Madden-Assistant Director of Workforce Initiatives
Rebecca Lamar-Manager, Higher Ed Initiatives

Pennsylvania Key works on the behalf of The Office of Child Development and Early Learning (OCDEL). One of the many initiatives is offering the Director Credential through partnering with Higher Education Institutions and McCormick Aim for Excellence to ensure Professional Leadership in our Quality Childcare Programs in PA.

Director Credential Placement on Career Pathway

Pennsylvania's Early Childhood Education Career Pathway Levels and Qualifying Achievements

Entry Level

- High School Diploma or GED
- Documentation to verify high school enrollment
- Documentation to verify DHS certification aide status

Level A

- Holds a current CDA certificate from the Council for Professional Recognition
- Current School Age Credential
- 9 Early Childhood Education (ECE) credits

Level B

- ECE focused ASB or AST
- AA/AS in ECE
- AA/AS/BA/BS in related field with 18 ECE credits
- AA/AS/BA/BS in an unrelated field with 30 ECE credits
- Elementary Ed Degree with 12 ECE credits

Level C

- BA/BS in ECE
- BA/BS related field with 30 ECE credits
- Elementary Ed with 18 ECE credits
- Any field with Prek-4 Certification

Level D

- Master's in ECE

Meets Level C AND:
- Achieved a Master's Degree in a related field,
- Master's Degree in Elementary Education with 18 ECE credits
- Master's Degree in any field & PreK-4 certification

Rising Level A

- Verified Child Development Associate (CDA) ready Career and Technology (CTE) graduate OR Enrolled CDA coursework
- Enrolled School-Age Professional Credential (SAPC)
- Enrolled in an OCDEL-Approved Certificate or Credential
- Enrolled ECE Program OR 6 Early Childhood Credits (ECE) credits

Level A Plus

Meets Level A and has completed:
- 12 or more ECE credits towards an AA/AAS degree in ECE

OR is a Level A AND currently has a one of the following:
- Director's Credential
- Infant Toddler Mental Health Endorsement
- Infant Toddler Credential
- Apprenticeship Completion Certificate

Level B Plus

Meets Level B AND has completed:
- 12 or more ECE credits towards a BA/BS degree in ECE

OR currently has one of the following:
- Director's Credential
- Infant Toddler Mental Health Endorsement
- Infant Toddler Credential
- Current School Age Credential
- Apprenticeship Completion Certificate

Level C Plus

Meets Level C AND has completed:
- 12 or more ECE credits towards a Master's degree in ECE

OR currently has one of the following:
- Director's Credential
- Infant Toddler Mental Health Endorsement
- Infant Toddler Credential
- Current School Age Credential
- Apprenticeship Completion Certificate

Level E

- Ph.D/Ed. D in an ECE related area
- Doctorate in related field and meets Level C or Level D

Rebuilding and Reinvigorating Early Childhood Leadership: Three State Action Plans

Role	Percent
Center Administrator	10.55%
Center Lead Teacher	33.00%
Center Assistant Teacher	51.39%
Center Other Role	1.16%
Family Child Care Owner	0.81%
Family Child Care Lead Teacher	0.10%
Family Child Care Assistant Teacher	0.07%
Family Child Care Other Role	0.00%
Other Program Administrator	0.25%
Other Program Lead Teacher	1.33%
Other Program Assistant Teacher	1.22%
Other Program Other Role	0.12%

PA pennsylvania
OFFICE OF CHILD DEVELOPMENT AND EARLY LEARNING

Highest Level of Education				
	Center Administrator	Center Lead Teacher	Center Assistant Teacher	Family Child Care Owner
Less than Associate's degree	4.3% (78)	18.9% (808)	67.3% (4,081)	46.7% (63)
CDA	2.2% (39)	12.9% (550)	16.6% (1,006)	20.0% (27)
Associate's degree (not ECE)	4.3% (77)	4.1% (175)	2.4% (145)	4.4% (6)
ECE Associate's degree	13.5% (242)	12.1% (516)	2.9% (177)	11.1% (15)
Bachelor's degree (not ECE)	16.6% (298)	16.2% (692)	6.8% (412)	3.0% (4)
ECE Bachelor's degree	33.6% (602)	25.7% (1,097)	2.9% (175)	8.1% (11)
Master's degree or higher (not ECE)	16.9% (302)	7.0% (299)	1.0% (61)	4.4% (6)
ECE Master's/ Doctoral degree	8.6% (154)	3.0% (129)	0.1% (6)	2.2% (3)
Total	100.0% (1,792)	100.0% (4,266)	100.0% (6,063)	100.0% (135)

*Data collected from PER (Partners in Employment Reporting from January 1, 2019 to January 1, 2021

Pennsylvania Director Credential

- Designed to measure and validate the abilities and competencies of directors and administrators to manage high quality early childhood and school-age programs.
- Represents the level of personal and professional accomplishments
- Represents professional contributions through demonstrated leadership, and active engagement in professional endeavors beyond the scope of the daily operation of a program.
- A Director can earn additional points through Keystone STARS Quality Initiative to be awarded a STAR 3 or 4.

What Had to Be Adjusted to Support Early Childhood Leadership?

- Traditional versions of Credential recognition
  - Does it have to be within a PA State Higher Education Institute?
  - Does it have to be the traditional face to face version?
  - Can Directors take it for Professional Development?

- Barriers
  - How do we support Family Childcare Leaders?
  - How can we fund out of state credentials?
  - How can we make it convenient?

Rebuilding and Reinvigorating Early Childhood Leadership: Three State Action Plans

What Existing Resources and Systems Were in Place?

- PD Registry search options
- Having a state credential option through PA IHE in addition to Aim for Excellence
- Website resources available
- A streamlined DC application on the PD Registry
- Trained team members to provide support for students
- Continued conversations with McCormick on marketing/messaging/next steps
- Collaborating with other states

How is Data Managed to Support the Initiative?

- McCormick and Pennsylvania Key captured data
  - How can we use data to reach more providers?
- View reports in the PD Registry
  - Can view completions
  - offer support
  - determine the STAR level or type of program the participants are employed.
  - Can view regions of completions for future initiatives
  - Could help determine future cohorts

Barriers and Feedback

- Messaging and Advertising about Aim for Excellence Modules was difficult during COVID
  - Teachers, Directors, Admin were overwhelmed with Health and Safety Measures
  - It wasn't the right time to share out this information
- Intentional about advertising State Higher Education Director Credential courses versus Aim for Excellence Modules
  - It's a delicate balance of offering PA funded coursework versus online out of state, asynchronous modules that are not funded but offer flexibility

Potential Opportunities for Next Steps

- Funding options with financial assistance would create more participation.
- Create cohorts for Directors/Admin
- Promote a Spanish speaking cohort
- Collaborate with Higher Ed on delivering the Aim for Excellence Curriculum
- Articulation Agreements

Testimonial

"I have the privilege of being in the role of Director of an Infant and Toddler Center for 8 years and have both learned and grown while in the role. My background includes experience and education in Special Education, Communication Disorders, and Early Childhood Education with Teaching Certification as well as years of experience in direct instruction and administration. While in my current role, I continue to pursue educational opportunities as I want to develop the skills necessary to best run and grow my early childhood program. I chose to continue my education online with the McCormick Center for Early Childhood Leadership at National University, as I work full time and it was the best opportunity for me to obtain my Aim 4 Excellence National Directorship Credential.I found the modules to be extremely informative and enjoyed that they were taught using multiple modalities. I also appreciated that my essays and assignments were graded by the University and felt like the resources given for supplemental reading were timely and full of pertinent and helpful information. The portal was user friendly and I was able to start and stop when needed. I downloaded and printed many of the resources and keep them on hand as they are helpful in my day to day needs at my center. I also have been able to incorporate some of the information that I learned into my program such as building upon my staff performance evaluation system, improving staff meetings and supervision, and ensuring the use of ethical practices in child care.

The Covid Pandemic added an additional layer of difficulty to the field of Child Care and it was wonderful to build upon my Administrative Leadership skills to improve my programs overall quality and control as well as recruit a viable and passionate staff. The program modules helped me develop a vision for quality improvement, ideas on how to implement a supplemental social emotional competent to my curriculum, and balance the global needs of my program. I find myself continuing to brainstorm ideas and share them with our families to provide the best care possible to the little ones entrusted to us each day. It is an honor to work as a leader in such a wonderful field and I am hopeful for the future of child care and early childhood education. "

Kelly Anne Rupprecht- Twin Spring Farm Infant and Toddler Center

North Dakota

Growing Futures

North Dakota Growing Futures

Pam Palmer-Program Representative for ND, Former ND A4X Facilitator

North Dakota Demographics

Growing Futures

Workforce Demographics
1st Quarter 2023

7672 Growing Futures Members

Demographic data shows all individuals who held a current Growing Futures membership account during the reporting quarter. Age reflects age at the start of the quarter. The total number of accounts reported in this data is 7672 .

Key Findings: The Early Childhood workforce in North Dakota is comprised of mostly women who are Caucasian, English-speaking and between 20 and 40 years of age.

Age Range	No. of Members
20-29	2885
30-39	1357
40-49	834
50-59	621
60-69	360
70-79	82
80 and above	3
under 20	1530
Total	**7672**

Growing Futures Members by Gender
Female Male Unspecified

138 (2%)
436 (6%)
7098 (93%)

Position	Aim4Excellence National Center Director Credential	CDA - Family and Group	CDA - Infant Toddler	CDA - Preschool	Montessori Teacher Certificate	One Year Early Childhood Certificate
Aide/Float	1	0	0	2	0	0
Assistant Teacher	0	0	0	13	0	0
Family/Group Assistant Caregiver	0	0	0	2	0	0
Family/Group Lead Caregiver	0	46	4	6	1	0
Non-direct care professional staff	0	0	4	0	0	0
Program Administrator	4	3	6	1	0	0
Program Director	34	13	46	50	4	0
School-Age Director	5	0	2	4	0	0
Substitute/Occasional Backup	0	0	0	1	0	0
Teacher	7	4	49	57	5	2
Total Positions	**51**	**66**	**111**	**136**	**10**	**2**

Degree Type by Employment Position

Education Name	Director	Teacher	Family Child Care Provider	Other
EC Associate's Degree	18	59	11	1
EC Bachelor's Degree	54	53	11	3
EC Doctorate	0	0	0	0
EC Master's Degree	7	2	1	0
EC Some College	7	26	4	1
EC Technical/Vocational School Certificate Of Proficiency	1	2	0	0
Not Related Associate's Degree	19	32	8	1
Not Related Bachelor's Degree	30	39	19	3
Not Related Doctorate	1	0	0	0
Not Related Master's Degree	5	5	2	1
Not Related Some College	7	16	5	1
Not Related Technical/Vocational School Certificate Of Proficiency	0	2	0	0
Related Associate's Degree	0	1	0	0
Related Bachelor's Degree	47	73	13	3
Related Doctorate	2	0	0	0
Related Master's Degree	7	4	1	0
Related Some College	4	25	6	0
Related Technical/Vocational School Certificate Of Proficiency	0	0	0	0
Total	**209**	**339**	**81**	**14**

Aim4Excellence and North Dakota
The First 10 years

- Aim4Excellence was offered as a scholarship option through a cohort model beginning in 2011.

- Funding was limited

- Individual had to be employed at an Early Education program that was part of a state funded improvement project (Pre QRIS)

- Less than 20 scholarships offered every year

Aim4Excellence and North Dakota The First 10 years

- Aim4Excellence was typically approved to meet Licensing training hour requirements right away but it was up to the individual to manually submit certificates to the Growing Futures Registry

- McCormick had a partnership with the University of North Dakota to allow modules to be completed for graduate credits.

- North Dakota used a cohort model with State facilitators guiding the cohorts

Aim4Excellence and North Dakota
The First 10 years - Using Cohorts for Facilitation

Aim4Excellence and North Dakota
The First 10 years - Center Director Credential

In 2016 North Dakota adopted Aim4Excellence as the State's defined Center Director Credential; it was also added to the ND Career Pathways and remains there today.

Career Category	Preparation Level		Career Opportunities	
	Basic	Enhanced		
A	• 15-hours of required basic child care • Minimum of a High School diploma or GED • Current CPR/1st Aid • At least 18 years of age • Annual Level 1 training completion as required by licensing		• Family or Group Child Care - DHS licensed • Center Lead Teacher - DHS licensed • School age Program Aide	
B	All of Category A PLUS completion of at least 25 additional hours of Growing Futures Approved Level 2 training to include at least 10 clock hours in each of the following ND Core Competency Areas: Area II: Learning Environments and Curriculum and Area VI: Health, Safety and Nutrition –OR– Documentation of 25 hours of equivalent professional preparation to include at least 10 clock hours of training in each ND Core Competency Area II and VI delivered by an organization with expertise in early childhood workforce preparation (e.g. US Military, Head Start, vocational training programs) –OR– a 3-credit semester college course directly applicable to the Category B Core Competency Areas		• Center Aide • School age Program Teacher/Caregiver	
C	All Categories A and B PLUS completion of at least 40 additional hours of Growing Futures Approved Level 2 training to include at least 10 clock hours in each of the following ND Core Competency Areas: Area I: Child Growth and Development; Area III: Assessment and Planning for Individual Needs; and Area IV: Interactions with Children –OR– Documentation of 40 hours of equivalent professional preparation to include at least 10 clock hours of training in each ND Core Competency Area I, III, and IV delivered by an organization with expertise in early childhood workforce preparation (US Military, Head Start, vocational training programs) –OR– 3-credit semester college course directly applicable to Category C Core Competency Areas		• Family or Group Child Care	
D	All Categories A, B, and C PLUS completion of at least 40 additional hours of Growing Futures Approved Level 2 training to include at least 10 clock hours in each of the following ND Core Competency Areas: Area V: Families and Communities; Area VII: Program Planning and Evaluation; and Area VIII: Professional Development and Leadership –OR– Documentation of 40 hours of equivalent professional preparation to include at least 10 clock hours of training in each ND Core Competency Area V, VII, and VIII delivered by an organization with expertise in early childhood workforce preparation (US Military, Head Start, vocational training programs) –– OR –– a 1-year Early Childhood Certificate from a vocational or technical school –OR– a Montessori Teacher Certificate –OR– 3-credit semester college course directly applicable to Category D Core Competency Areas		• Family or Group Child Care • Center Assistant Teacher • Montessori Teacher • School age Program Group Leader	
E	All of Category A PLUS a current CDA Credential –OR– Associate degree or higher in any field with at least 8 semester credits of Early Childhood Education or Child Development		• Family or Group Child Care • Center Lead Teacher • Preschool Lead Teacher • Center Director - DHS licensed	• Preschool Director - DHS licensed • School Age Director - DHS licensed • Teacher Assistant in Accredited Program
F	All of Categories A, B, C, and D –OR– Placement in Category E PLUS a current Center Director Credential (national Aim4Excellence or ND state specific)		• Center Director - DHS licensed	
H	Bachelors degree in Early Childhood Education or Child Development –OR– Bachelors degree in related field with at least 24 semester credits of Early Childhood Education –OR– Bachelors degree or higher non-related field with at least 24 semester credits of Early Childhood Education PLUS a valid ND ESBP Teaching License Pre-K or K-3		• Center Director, Accredited Center • Head Start Education Coordinator • Head Start Curriculum Specialist • Head Start Director (qualifications vary) • Child Care Aware Consultant or Coordinator	• Lead Teacher in an accredited center • Mentor or Journey Teacher • Early Intervention Specialist • Growing Futures Quality Assured Trainer, Level 2 • Pre-K / Kindergarten Teacher (requires teaching license)
I	Masters degree in Early Childhood Education or Child Development –OR– Masters degree in related field with at least 24 semester credits of Early Childhood Education or Child Development		• School Psychologist • College or University Instructor	
J	Doctorate degree in Early Childhood Education or Child Development –OR– Doctorate degree in related field with at least 24 semester credits of Early Childhood Education or Child Development		• Clinical Practice • College or University Professor • Researcher	

Aim4Excellence and North Dakota
2021 to Present - Individual Stipends & Incentives

Using funds from the American Rescue Plan Act of 2021, North Dakota worked with New World to integrate 3 types of incentives available to ND ECE professionals designed to reward them for completing specific education and professional development and aid in retaining them in the ECE field.

1. **Workforce Training Incentive**- current members are eligible if they are working towards an EC credential or degree

2. **Career Pathways Incentive** - focused on successful completion of an Early Childhood professional credential or an Early Childhood degree.

3. **Workforce Retention Incentive** - aimed at stabilizing the workforce. Individuals are eligible to receive quarterly stipends for up to 18 months.

Growing Futures

Aim4Excellence and North Dakota 2021 to Present - Individual Stipends & Incentives

Aim4Excellence is integrated into 2 of the 3 Stipends

- **Workforce Training Stipend**- current members are eligible if they are working towards an EC credential or degree

- Individuals can apply for a $300 incentive after each Aim4Excellence module they successfully complete

- **Career Pathways Stipend** - focused on successful completion of an Early Childhood professional credential or an Early Childhood degree.

- If an individual successfully completes all 9 Aim4Excellence modules and earns their Center Director Credential they are eligible for a $1000 incentive

Aim4Excellence and North Dakota
2021 to Present - Individual Stipends & Incentives

Emphasis was placed during development on a seamless application to payment process.

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Aim4Excellence and North Dakota
2021 to Present - McCormick Data Share

- McCormick became an approved training sponsor

- McCormick successfully submitted all modules for approval

- An overnight datashare was created

- Due to the datashare, North Dakota received all past completions - their data was so much cleaner because they were no longer relying on manual submissions.

Next Steps for North Dakota

- North Dakota is excited to use their PDG funds to expand on incentives
  - The vision driving the grant activities is that every direct care provider in every setting in every area of the state is well prepared to support every child in their care.
  - Expand professional development opportunities and support for the ECCE workforce, to include evidence-based training and training specific to supporting children's health and well-being, and to work with North Dakota higher education institutions to develop badges and stackable credentials leading to degrees in Early Childhood

National & State Approvals

Where is Aim4Excellence recognized ?

Aim4Excellence State Recognition:

Alabama
Alaska
Colorado
Delaware
Florida
Georgia
Idaho
Illinois
Indiana
Iowa
Kansas
Maryland

Michigan
North Carolina
North Dakota
Ohio
Oklahoma
Pennsylvania
South Carolina
Tennessee
Texas
Utah
Vermont
Wisconsin
Wyoming

National Workforce Registry Alliance
Recognized Training Organization

McCormick Center
FOR EARLY CHILDHOOD LEADERSHIP
AT NATIONAL LOUIS UNIVERSITY

Rebuilding and Reinvigorating Early Childhood Leadership: Three State Action Plans

Aim4Excellence-National Registry Alliance Training Organization Certification

- The McCormick Center for Early Childhood Leadership is a recognized training organization by the **National Workforce Registry Alliance**. Several states have used or rely on this recognition for determining whether or not to approve a training organization in addition to information necessary to satisfy regulatory requirements in their state/licensing system.

Why Is This So Important?

"Thank you so much for the opportunity to participate in this amazing program! The knowledge, guidance, and camaraderie gained are invaluable! I am so grateful for you and everything you do to support us!

As a person with physical challenges, this credential helps me show what I am capable of, and that I can do this job well, despite physical limitations."

Jenn Davis, Oxford Children's Academy, Myrtle Beach, SC , Cohort 4

Panel Member & Audience Questions

Let's Ask the Experts!

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Rebuilding and Reinvigorating Early Childhood Leadership: Three State Action Plans

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