

IOWA’s POLICY AUDIT TO IMPROVE THE EARLY CARE AND EDUCATION WORKFORCE
Identified Policies that Inhibit the Early Childhood Care and Education Workforce Growth and Support

Purpose: Leveraging Workforce Investment Strategies to Improve the Early Care and Education Workforce

Outcome: Improve workforce recruitment, retention and advancement strategies and increase the quality of the early care and education workforce.

Desired Result/Potential Impact on the Early Childhood Workforce	Identified Issue, Barrier, And/or Need	Identified Iowa Code/Policy	Identified Agency/Workgroup
<p style="text-align: center;">Component Area 1</p> <p>Create a more robust Child Care Assistance (CCA) tiered reimbursement system.</p> <p>Reevaluate Department of Human Services policy on tiered reimbursement so more programs have opportunities to receive higher reimbursement</p> <p>CCA tiered reimbursements could provide a requirement to link to staff compensation thus paying a living wage while increasing quality</p>	<p>CCA regulations have an identified barrier in which some programs are unable to accept their level 5 reimbursement because they may have to increase rates for private pay families and they can't charge CCA more than the current parent fees</p> <p>CCA reimbursement rates do not cover the cost of providing quality care or paying a living wage</p> <p>CCA reimbursement for Child Development Home (CDH) C providers is less than CDH B providers despite more education and qualifications</p> <p>Sites accepting CCA are among those paying the lowest salaries</p> <p>Current systems do not connect CCA to programs that support staff in continuing education and coaching specifically focused on supporting young children with at-risk factors</p>	<p>Federal law 237A</p> <p>IAC 170</p> <p>Iowa’s Child Care Development Fund (CCDF) plan 98.53 Final Rule</p> <p>CCA Reimbursement for CDH C versus B is a direct result of the Market Rate Survey (MRS) utilized with incremental increases. DHS will begin conducting a MRS based on the requirements of final rule in late fall 2017</p>	<p>Department of Human Services (DHS), State Child Care Advisory Committee (SCCAC)</p> <p>Reference SCCAC White Paper on this topic</p> <p>Potential staff development regarding policy</p> <p>Iowa Association for the Education of Young Children (Iowa AEYC) Compensation workgroup</p> <p>Every Child Counts/Child and Family Policy Center</p> <p>United Way of Central Iowa Cliff Effect Workgroup</p>

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	Low staff compensation leads to high turnover, inability to recruit and retain staff and is not correlated with increased quality		
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<p style="text-align: center;">Component Area 2</p> <p>All Preschool and Center Directors must attain minimum educational requirements aligned with the program administrator pathway</p>	<p>All Preschool and Center Directors do not have the desired experience or qualifications to provide high quality leadership</p> <p>DHS rules do not require sufficient educational requirements for Preschool and Center Directors</p>	<p>441 IAC 109 currently requires center directors to meet a number of points in certain categories, degree is not required</p>	<p>Early Learning (EL) Leadership Team— provided a recommendation to DHS regarding a degree aligned with the program administrator pathway</p> <p>Early Childhood Iowa (ECI) Professional Development (PD), DHS, Iowa AEYC, SCCAC</p> <p>Iowa AEYC Governing Board</p> <p>Iowa AEYC Teacher Education and Compensation Helps (T.E.A.C.H.)</p>

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<p style="text-align: center;">Component Area 3</p> <p>Increased strategies to assist high school faculty (Family Consumer Sciences) in meeting the adjunct professor requirements (National Association for the Education of Young Children (NAEYC) Higher Education Accreditation) and in achieving early childhood field experience</p> <p>Entering workforce have applicable early childhood coursework and field experience in early childhood</p> <p>High school students have better access to community college course credits (align syllabi)</p> <p>More high school students follow the identified teaching roles career pathway into the early care and education workforce</p> <p>Explore and implement a child care pre-apprenticeship and apprenticeship programs</p>	<p>Family & Consumer Science faculty need to meet community college adjunct requirements to ensure high school child development classes earn dual credit at the community college level</p> <p>Community college faculty need to meet the requirements of the NAEYC Accreditation for Higher Education</p> <p>Perkins Grants used to obtain needed knowledge and skills Post-Secondary Act (supporting high school students to obtain college credit hours (possibly 12 credits to apply towards the CDA)</p> <p>Shortage of awareness and staff regarding work based opportunities/practicums/work experiences</p>	<p>Career & Technical Education –Human Services Sector, Colleges requirements for adjunct instructors</p> <p>NAEYC requirements for Higher Education Accreditation</p> <p>WIOA--Local boards required to provide -work based learning</p>	<p>Department of Education (DE) Bureau of Career and Technical Education</p> <p>DE Bureau of Educator Quality</p> <p>ECI Workforce Advisory Committee</p> <p>Iowa Area Education Agency (AEA) PD Online</p> <p>ECI PD EL</p> <p>Board of Educational Examiners</p> <p>Iowa Workforce Development (IWD)</p> <p>Regional Planning Partnerships</p>

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<p style="text-align: center;">Component Area 4</p> <p>Child Development Home providers (Categories B and C) receive credit for years experience in other ECE settings</p> <p>Reconsider how experience and degrees factor into credit for the required years experience related to CD home providers</p> <p>Recognize the variance between CDH counting toward the Director points but center experience not counting for homes</p>	<p>Child Development Home providers (Categories B and C) do not receive credit for years experience in other ECE settings towards the total required experience</p>	<p>Child Development Homes 441-110.14 and 110.15, B and C experience must be as registered or non registered provider, if degree, must be in child care related field</p> <p>Center Directors may receive experience points for full or part time experience in centers or preschools, full or part time child development home related experiences or non-registered experiences</p> <p>At least 10 points must be obtained in required experience category</p>	<p>SCCAC, DHS</p>

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<p style="text-align: center;">Component Area 5</p> <p>Create alignment between the personnel qualifications for teaching assistants (including para-educators) in Head Start, NAEYC Program Accreditation, Child Development Associate (CDA) and Statewide Voluntary Preschool Program (SWVPP) requirements</p> <p>Create alignment between the personnel qualifications for teachers in Head Start, NAEYC Accreditation, CDA and SWVPP requirements</p> <p>Develop coursework that addresses the required competencies for each of the above mentioned</p>	<p>Teacher Assistant, para-educator and teacher requirements for NAEYC accredited center, Head Start, and SWVPP are not aligned</p>	<p>Head Start personnel requirements, NAEYC Ch 16, CDA, Title I</p>	<p>ECI PD, DE (Child Care, Family and Consumer Sciences, DHS, Iowa AEYC, Workforce Advisory Committee, Health and Human Services, Iowa Association for the Education of Young Children (more about awareness), NAEYC</p> <p>Iowa Head Start Association</p> <p>Educator Quality Bureau (DE)</p> <p>Institutes of Higher Education Accreditation (DE)</p>

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<p style="text-align: center;">Component Area 6</p> <p>Increased quality in child care centers, CDH and PK-3 teaching staff and administrators</p> <p>Develop a 10-15 year plan to increase the educational requirements for center, home and PK-3 teachers.</p> <p>Develop a 10-15 year plan to increase the educational requirements for child care center staff, CDH home staff and center administrators.</p> <p>Consider requiring PK-12 administrators to achieve the Essentials and hours of EC during the first 2 administrator license renewal periods</p>	<p>Lack of regulation to ensure EC teachers and administrators with educational background and knowledge in EC</p> <p>Staff need additional professional development and support to implement strategies addressing the needs young children with risk factors</p>	<p>(DHS)—Child Care Regulations</p> <p>Requirements for providers:</p> <p>Child Care Homes that are not registered: 18 years of age</p> <p>Child Development Homes:</p> <p>A: 18 years of age; 3 written references</p> <p>B: 20 years of age; 2 years experiences as registered or non registered</p> <p>OR 1 year experience plus CDA or degree in child care related field</p> <p>C: 21 years of age; HS diploma, FED, or other enrollment in post secondary</p> <p>AND 5 years experience as registered or non registered provider</p> <p>OR 4 years experiences and a CDA, degree in child care related field</p> <p>C can have two providers: co provider must meet “B”</p>	<p>DHS, ECI state office, ECI PD, ECI, ECI Steering Committee, Workforce Advisory Committee, SCCAC, Iowa AEYC</p>

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		<p>qualifications</p> <p>CDH need 24 hours each 2-year registration period plus MCART, 1st Aid, CPR. Must take essentials prior to registration or at renewal (12 hours)</p> <p>Requirements for child care center directors and on site supervisors:</p> <p>Director: 21 years of age; HS diploma or GED at least 1 course in bus ad or 12 contact hours in admin field</p> <p>CPR, First Aid, MCART</p> <p>100 points combined education, experience, and training (chart 109.6(1))</p> <p>Supervisors: all requirements plus 75 points</p> <p>Professional Development</p> <p>Staff: Directors and all staff must take 10 contact hours plus UP, 1st Aid, CPR, and MCART in first year.</p> <p>Directors and subs must have 8 hours annually thereafter and Staff must take 6 hours each year thereafter</p> <p>Iowa Standards for School Leaders https://www.educateiowa.gov/documents/educator-quality/2013/03/iowa-standards-school-leaders</p>	
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<p style="text-align: center;">Component Area 7</p> <p>Child Care staff attain higher qualifications and education by following the career pathway and completing their degree</p> <p>Child Development Home staff are supported in student teaching through release of time to complete student teaching</p>	<p>Child development home providers cannot get time off to student teach and complete their degrees</p> <p>Quality improvements are not as effective without additional staff holding a bachelor’s degree</p>	<p>237A.3A (3)</p> <p>The law is not written in a way to allow for an exception to policy to permit full-time substitute care. Unable to authorize another person not on the registration certificate to operate another person's child development home, full-time, as this would be outside of the definition of substitute care.</p>	<p>DHS, DE, IWD, ECI State Board</p>
<p style="text-align: center;">Component Area 8</p> <p>Education requirements in QRIS are aligned to WAGE\$ dollar levels</p>	<p>QRIS is voluntary</p> <p>QRIS education requirements are not aligned with WAGE\$ Iowa</p>	<p>237A.30</p> <p>Voluntary child care quality rating system</p> <p>ECI</p>	<p>QRIS Oversight, DHS, Iowa AEYC</p> <p>SCCAC</p> <p>Iowa AEYC Workforce Advisory</p> <p>ECI PD</p>