Career Readiness Indicator Questionnaire

This questionnaire is designed to help guide the process for review of a Career Readiness Indicator (CRI). It is the responsibility of the local education agency proposing the addition of the CRI to gather the information and submit it to Josh Laney, Assistant Director for Workforce Development. Answers should be as concise as possible. Information should be submitted as a completed packet, not piecemeal. Additional information may be included at the discretion of the applying agency if it might be pertinent to the evaluation process.

Contact information for person filling out questionnaire

Full Name of the Proposed Career Readiness Indicator: Child Development Association (CDA)
Submitting Agency: SDE
Email: ehicks2@alsde.edu
Phone number: 334-242-9113
Date of submittal: 06/07/2016

Why do we want this CRI?

1. What school system(s) are partnering with industry to request the CRI? Many of our school systems are partnering with Alabama First Class Pre-K Classrooms as they convert current existing programs to Early Childhood Education Programs and opening new Early Childhood Education Programs across the state.
2. What industry is asking for the CRI? (List multiple if applicable.) Child Care

3. What companies within the in industry are requesting this CRI? (Attach letters of request on company letterhead.)
   Alabama Department of Early Childhood Education
   - Office of School Readiness
   - Head Start Collaboration Office
   - Office of Early Learning

4. What entity, company, or testing agency is the “owner” of the CRI? (Who determines what it takes to earn the CRI?) Provide contact numbers, names, websites, or other info for inquiries.
   Child Development Association (CDA)
   Shakir Mohammed
   Team Leader, Domestic & International Partnerships
   Council for Professional Recognition
   2460 16th Street NW
   Washington, DC 20009
   Phone: 800-424-4310 Ext. 1238
   Fax: 202-265-3755
   shakirm@cdacouncil.org
   http://www.cdacouncil.org/
   CDA Blog - http://www.cdacouncil.org/council-blog

5. For what career technical program(s) is the CRI being requested? Early Childhood Education

Rev: 5/9/16
6. Provide any Alabama specific employment data available which directly relates to this CRI. According to the Alabama Department of Labor, Alabama is looking to hire 3200 child care workers by 2022.

How does one actually get the CRI?

7. How long does it take for a student to earn this CRI? (Answer in approximate hours of instruction, not school years or terms. Give an average or best estimate.)
   120 hours of instruction plus 480 hours of hands on laboratory experience

8. How does the student earn the CRI? (Does the student have to take a written exam, log a certain number of hours, complete a skills demonstration, some combination of these, etc?)

To earn the CDA, students will need:

120 clock hours of instruction

- 10 or more hours in each of the eight CDA Subject Areas
  1. Planning a safe and healthy learning environment
  2. Advancing children’s physical and intellectual development
  3. Supporting children’s social and emotional development
  4. Building productive relationships with families
  5. Managing an effective program
  6. Maintaining a commitment to professionalism
  7. Observing and recording children’s behavior
  8. Understanding principles of child development and learning

480 clock hours of hands on experience

- Complete the following for the Professional Portfolio (may be completed online):
  - CDA Professional Portfolio cover sheet
  - Summary of CDA Education cover sheet
  - Gathered training transcripts, certificates, and/or letters
  - Distributed and collected Family Questionnaires
  - Completed Family Questionnaires Summary sheet
  - Reflected on feedback received from the family questionnaires
    - Written areas of strength and areas for professional growth in boxes A and B on the reflective dialogue worksheet
  - Written six reflective statements of competence
  - Gathered all items for the resource collection
  - Written Professional Philosophy Statement

Applying

- Select a CDA Professional Development Specialist from the community [Link]
- Professional Development Specialist Identification Number
- Center/Program Director complete the directors permission statement for the Verification Visit
- Verification visits will only take place in a center/program that is licensed or meets state requirements
- Submit the CDA application online at http://www.cdacouncil.org/yourcda to the Council and pay the assessment fee of $425.00
- Received ready to schedule notification from the council
- If applying online, the notification will come from cdaready@cdacouncil.org
- Address should be added to your Email address book

Demonstrate Competence
- Schedule the verification visit
- Provide professional portfolio and competency standards book for verification visit
- Provide original First Aid/Pediatric CPR
- Schedule CDA Exam
- Provide address of the Pearson VUE testing center
- Scheduling with Pearson VUE
  - Online: Go to http://www.pearsonvue.com/cdaexam/
  - By phone: 866-507-5627 (8:00 a.m. to 8:00 p.m. EST M-F)
- Day of exam student must provide a valid photo ID that includes their signature

Earning the CDA Credential
- Pass CDA verification visit and exam
- Scores are electronically submitted to the Council by the CDA PD Specialist and Pearson VUE testing center.
- The Council reviews the results of the assessment and renders a decision to award or not to award a CDA Credential. If awarded, the CDA Credential is mailed to recipient. If committee decides more training is needed, the Council will inform recipient of the next steps to earn the CDA Credential.

9. Is there a minimum age requirement for gaining the CRI?
   A student must earn a high school diploma, GED, or be enrolled as a Junior or Senior in a high school career and technical program in Early Childhood Education

10. Are students required to be graduates before earning the CRI? No

11. Are there minimum pre-requisite course requirements for earning the CRI? Yes - Preschool CDA I-V

12. What equipment is required to train for this CRI? (Only list items which are different than what would be found on the standard equipment list for the program.) No additional equipment would be required

13. Does the earning of the CRI require the student to have computer access for the testing? Yes

How much does it cost and what resources are required?
14. What is the cost of the exam for earning this CRI? $425.00

15. Is there a practice test available from the CRI issuer or from other parties? No test, but resource materials may be purchased
   a. If yes, does the practice test have a cost in addition to the actual exam and if so, how much?
b. Can rights to the practice material be purchased once or is there a recurring fee?

16. Who can administer the exam? (Some CRIIs prohibit the person who trained the student from administering the exam.) The Exam is taken online through Pearson VUE testing center

17. Is special certification or licensure required for a teacher to administer the CRI? No
   a. If yes, what is the cost for gaining the appropriate licensure?
   b. Is this a one-time or recurring fee?

18. Is site, facility, or equipment certification required for administering the CRI? No. Test must be taken at the assigned test site at registration.
   a. If yes, what costs are included?
   b. Is this a one-time or recurring fee?
Inside this issue

- New First Class Pre-K classrooms announced!
- Alabama's First Class Pre-K named nation's best state pre-k program for tenth year in a row
- Forum for prospective First Class Pre-K providers to be held June 14 in Birmingham

New First Class Pre-K classrooms announced!

First Class Pre-K is Coming to a Classroom Near You

On May 17, 2016, Alabama Governor Robert Bentley announced 155 new First Class Pre-K grants for the upcoming school year. This will bring the total number of high-quality, voluntary First Class pre-kindergarten classrooms to more than 800 statewide. Approximately 25 percent of the state's four-year-olds will have access to a classroom in their community in the next school year.

The Alabama School Readiness Alliance and its business-led Pre-K Task Force are leading an advocacy campaign to encourage the State Legislature to fully fund the First Class Pre-K program by the 2022-2023 school year. ASRA estimates that a level of funding of $144 million is needed for the First Class Pre-K program to serve every family in Alabama that wants to enroll their child. Funding for the program in the 2016-2017 school year will be $64.5 million, a $16 million increase over the 2015-2016
"We are grateful that state leaders once again prioritized some of the growth in the Education Trust Fund budget to expand Alabama's high-quality, voluntary First Class Pre-K program," said Pre-K advocate Allison Muhlendorf, executive director of the Alabama School Readiness Alliance. "As a result, more families than ever before will be able to find a First Class Pre-K classroom in their community."

First Class Pre-K is administered by the Office of School Readiness in the Alabama Department of Early Childhood Education.

- Click here to thank state lawmakers for expanding pre-k!
- Click here for a list of New First Class Pre-K Grants
- Click here for a map & list of Existing First Class Pre-K Classrooms.
Forum for prospective First Class Pre-K providers to be held June 14 in Birmingham

Do you want to be a part of Alabama’s First Class Pre-K program? Alabama’s Department of Early Childhood Education, which administers the program, welcomes a diverse delivery system including for-profit and non-profit child care providers, church daycares, public and private schools, Head Starts and all types of providers. It’s not too early to begin preparing for next spring’s First Class Pre-K grant process.

The Early Learning Action Network of Bold Goals Education is hosting a First Class Pre-K forum designed to give prospective providers the information, tools and support they need to become part of Alabama’s nationally-recognized state pre-k program.

Mark your calendars and register today!

What: Bold Goals First Class Pre-K Forum

Who: Child care and other prospective First Class Pre-K providers

Where: United Way of Central Alabama, 3600 8th Avenue South, Birmingham

When: June 14, 10am-Noon

RSVP: Click here to RSVP

Speakers will include:

- Jeana Ross, Secretary of the Alabama Department of Early Childhood Education
- Allison Muhlendorf, Executive Director of the Alabama School Readiness Alliance
- Jeanetta Green, Director of the Office of Child Subsidy, Child Care Services Division of the Alabama Department of Human Resources
- Drew Langloh, President and CEO of United Way of Central Alabama

Topics will include: future of pre-k in Alabama, the current landscape of pre-k and benefits of providing high quality First Class Pre-K programming.

ASRA is proud to be part of the Bold Goals Coalition of Central Alabama.
Alabama School Readiness Alliance

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May 24, 2016

Mrs. Collie M. Wells, Education Administrator
Career and Technical Education Section
Alabama Department of Education
P. O. Box 302101
Montgomery, AL 36130-2101

Dear Ms. Wells,

This letter is written in support of the Child Development Associate (CDA) Credential being adopted as a Career Readiness Indicator for the Child Development course of study to ensure students are college and career ready. The CDA credentialing system is based on the knowledge of the nation's leading scholars in early care and learning. Utilizing multiple sources of evidence, the CDA national credentialing system is the only comprehensive system of its kind that recognizes the essential competencies needed by entry-level and all early childhood professionals.

The CDA is the only nationally recognized, competency based credential available to candidates pursuing a career in early childhood. The nationwide need for high quality early childhood teachers has placed a focus on attaining the credential at the high school level, so students may enter the workforce with experience and knowledge to make them a valuable asset to the early childhood classroom.

As Director of the Office of School Readiness, I oversee the implementation of the Alabama Voluntary First Class Pre-K Program. The high level of quality and expectations for our teachers extends to the auxiliary in the classroom who must have at a minimum a preschool CDA. Candidates who have completed the CDA credentialing process are in high demand and at times hard to find. This program would help to bring more highly qualified auxiliary teachers into the OSR First Class Pre-K Programs. With the rapid growth that we have experienced over the last few years, these students would be in high demand.

The Office of School Readiness fully supports the CDA as a Career Readiness Indicator and believes that the CDA is not only a high quality standard of measure for students in the field of early childhood, but also a much needed credential in which students could build their future academic careers. We have collaborated with the Department of Education to ensure the OSR First Class Pre-K classrooms are available for students to have high quality experiences in the classroom and see refined teachers model best practices.

Creating Possibilities in the Lives of Alabama's Children
The justification for this credential to be available to students who wish to pursue this path is not only to prepare students with a strong foundation for a solid career but also to impact the youngest learners in the state.

Thank you,

Laura Baker
Director
Office of School Readiness

Creating Possibilities in the Lives of Alabama's Children
May 20, 2016

Mrs. Colle Wells, Education Administrator
Alabama State Department of Education
Division of Career and Technical Education and Workforce Development
P.O. Box 302101
Montgomery, AL 36130-2101

Dear Mrs. Wells,

I am writing to support the Child Development Associate (CDA) certification as a measure of readiness for Alabama students who are enrolled in an early childhood education program in high school. I feel that this certification is a great indicator of students participating in intensive instruction that has been augmented with numerous observation hours. It is essential for students to gain a clear understanding of the roles and responsibilities of working in a child care setting so that they have realistic expectations of the child and of the workplace.

One of the greatest challenges I have experienced as a private daycare owner for 23 years has been to find qualified employees who were adequately trained and prepared for working with children. I have found that candidates who hold CDA certification were much more knowledgeable about child growth and development, and understood the importance of milestones of children. Individuals with CDA certification are also more equipped to work with parents in meeting and nurturing the child’s physical, social, emotional, and intellectual growth. The CDA certification is definitely an important credential in that it establishes the foundational knowledge needed, provides sound understanding of developmentally appropriate practices, and is nationally recognized by the childcare industry.

In closing, I applaud your efforts in offering this certification opportunity to students. There are few occupations more important than taking care of someone else’s child. Parents are seeking a child care professional who genuinely cares for and is capable of teaching their child. I am optimistic that with this focus on training and certification of young people, the employees in child care will be better prepared and more effective.

Sincerely,

Debbie Clark
Owner
May 24, 2016

Mrs. Collie M. Wells, Education Administrator
Career and Technical Education Section
Alabama Department of Education
P. O. Box 302101
Montgomery, AL 36130-2101

Dear Ms. Wells,

This letter is written in support of the Child Development Associate (CDA) Credential being adopted as a Career Readiness Indicator for the Child Development course of study to ensure students are college and career ready. A Child Development Associate is an individual that has successfully completed a CDA assessment and has been awarded the CDA credential. The assessment involves providing documentation of training and experience in the early childhood care profession. This individual can meet the specific needs of children and work with parents and other adults to nurture children's physical, social, emotional and intellectual growth. As Director of the Head Start Collaboration Office, I support the numerous Head Start agencies in the state. One need that is prevalent statewide is the need for high quality teachers. The addition of the CDA credential would produce graduates ready to work in Head Start classrooms statewide. Head Start values high quality early childhood education and teachers are a vital piece in the puzzle.

The Head Start Collaboration Office fully supports the CDA as a Career Readiness Indicator and believes that the CDA is not only a high quality standard of measure for students in the field of early childhood, but also a much needed credential in which students could build their future academic careers. The justification for this credential to be available to students who wish to pursue this path is not only to prepare students with a strong foundation for a solid career but also to impact the youngest learners in the state.

Thank you,

Trellis Smith, Ph.D.
Director
Head Start Collaboration Office

Working Together to Improve the Lives of Alabama's Children