

Recommendation

TO: Kansas Children's Cabinet and Trust Fund / Early Childhood Advisory Council

FROM: Workforce Development Advisory Group

SUBJECT: Core Competencies

DATE: December 2, 2022

Recommendation Statement: The Kansas Children's Cabinet, in its role as the Early Childhood Advisory Council, recommends:

- **With approval given from the Nebraska Office of Early Childhood, Kansas will adapt the [Nebraska Core Competencies for Early Childhood Professionals](#) for the Kansas Workforce and replace the KS/MO Core Competencies,**
- **Both Kansas and Missouri representatives will develop and distribute a joint statement ending the partnership of the use of the KS/MO Core Competencies,**
- **The Core Competencies Workgroup, led by KCCTO staff, will adapt the Nebraska Core Competencies for Early Childhood Professionals to meet the goals for use by the Kansas workforce and professional development organizations,**
- **Funding will be provided to support the adaptation work,**
- **A separate organization, firm or agency, (potentially Trozzolo or Orange Sparkle Ball pending funding) will develop the marketing focus to raise awareness and provide distribution of printed and pdf copies of the adapted Kansas Core Competencies.**

Background Information

- The Workforce Development Advisory Group initiated the Core Competencies Subgroup in January 2020 to respond to the Strategic Plan, Goal 6: Workforce, Strategy 6.2, and implement a high-quality, competency-based professional development system.
- Specifically, 6.2.2 "Revise, as appropriate, and align core competencies and the development of credentials across all early childhood care and education positions, drawing from national evidence-based practices and standards. Ensure they include knowledge and performance competencies that prepare professionals to support all children at all levels of ability."
- The members of the group invested in a 1½ year-long research of national and state core competencies and standards, which included:
 - National Association for the Education of Young Children:
 - NAEYC Professional Standards and Competencies
 - Unifying Framework for the Early Childhood Education Profession
 - Transforming the Workforce

- Advancing Equity Statement
- Code of Ethical Conduct
- Division of Early Childhood
- Arizona Workforce Knowledge and Competencies
- Competencies for Early Care and Education Practitioners in Teaching Roles in Iowa 2
- Nebraska Core Competencies for Early Childhood Professionals
- Pennsylvania Early Learning Professional Competencies
- Wisconsin Core Competencies for Professionals Working with Young Children and their Families
- Kansas/Missouri Core Competencies

The Core Competencies Subgroup includes the following representatives (As of 8/16/2022)

- Teresa Thompson, Butler Community College, Early Childhood
- Jennifer Pishny KCCTO-KIECER-K-State
- Megan Smith, DCF
- Hannah McGahey, Kansas Children’s Cabinet
- Kim Kennedy, Head Start Collaboration Office
- Michelle Gilbert, Child Care Aware of Eastern Kansas
- Misti Johnson-Olthoff, K-State Applied Sciences-Early Childhood
- Natalie McClane, KSDE
- Amy Gottschamer, Googols of Learning Child Development Center
- Rachel Jury, KCCTO-KITS ITSN
- Berni Howe, K-State Center for Child Development
- April Shuman, Family Child Care Provider
- Eva Green, Family Child Care Provider
- Patty Peschel, Haley Hynek, and Linda Logan Kansas Child Care Training Opportunities

Crosswalks completed in the development of the Nebraska Core Competencies and update in 2019:

- National Association for the Education of Young Children (NAEYC)
- Zero to Three: Critical Competencies for Infant-Toddler Educators
- Head Start Program Performance Standards
- CDA Competency Goals and Functional Areas
- Department of Health and Human Services – Family Child Care Home I. Family Childcare Home II; Regulations governing licensure of Child Care Centers
- Division for Early Childhood - DEC Recommended Practices
- Child Development Association Competency Standards
- Council of Chief State School Officers: Model Core Teaching Standards

These recommendations met the following goals set by the Core Competency Workgroup:

- Create awareness and intentionality for the early care and education workforce to build the connection between professional standards and practice,

- The adaptation based on Bloom's Taxonomy for each provider level would show actionable competencies and a professional progression,
 - Develop a user-friendly tool for all levels of the early childhood workforce and agencies providing professional development,
 - Promote quality care for Kansas children through ongoing professional development opportunities guided by the core competencies,
 - Create an ongoing network and collaboration with Workforce Registry, Career Pathways, Individualized Professional Development Plan and Self-Assessment, Professional Development trainer and training system, and, Equity, Inclusion, and Diversity.
 - a) Connect the Career Pathways and Core Competencies to create a clear association in professional goals, expectations, learning, and skill development. By doing so, it will create a powerful tool for recruitment and retention.
 - b) Support higher education degree credentials but recognize that there are different pathways for everyone and provide support individually in their professional development and growth in early childhood. A professional culture would begin with annual training requirements, progress to higher-level in-service training, Child Development Credential, 2-years, and 4-year coursework. This work creates an alignment with the Career Pathways, Core Competencies, and the Individualized Personal Development Plan.
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