



STEPS FORWARD

*What Michigan Can Do to Support Higher Education
Opportunity for the Early Care and Education Workforce*



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WHY DOES IT MATTER?

In order to do our jobs, virtually all of us rely on child care that is provided to our own children or to the children of our colleagues, clients, buyers, or suppliers. It is now commonplace for a Michigan child under age five to participate in an early care and education setting. A multibillion dollar industry in Michigan,ⁱ there is no doubt that early care and education is an essential element of the Michigan economy today.

Michigan's future prosperity is also tightly woven with issues of early care and education. Evidence about the importance of the early years to children's future productivity and social progress has moved well beyond the scientific literature to the popular press.ⁱⁱ Notwithstanding the large number of approaches to the care and education of young children, all effective models share an important characteristic: *A well-educated provider with appropriate expertise is a key ingredient in programs that achieve lifelong academic, economic, and social success for both children and society.*

Given the well-established benefits to individuals, families, and communities, Michigan should be able to count on an early care and education workforce that has been prepared to deliver these demonstrated and exceptional returns. We find, however, that, even as many national organizations have named a bachelor's degree with specialized training as a minimal qualification for this workforce, much of the workforce does not have access to the higher education opportunities that enable them to attain it.ⁱⁱⁱ

As the ideal of credentialing is promoted, Michigan, like other states, needs to increase the number of providers who enter into higher education and who subsequently earn associate's and baccalaureate degrees. Many in the early childhood workforce begin their educational journey as "adult learners" in community-based programs or community colleges, often encountering barriers as they attempt to "articulate" those experiences across various educational settings. This report suggests "steps forward" from this dilemma

"Making sure that children are cared for, stimulated, and exploring their full potential is among the greatest economic developments this state will ever do."

**Jennifer M. Granholm
Governor of Michigan**



in efforts to support opportunity for both the workforce as well as for our children and fellow citizens.

WHAT IS THE CURRENT SITUATION?

Although data from several sources shed light on Michigan's early care and education (ECE) workforce, Michigan has been identified as one of 22 states with no appropriate data for estimating the size of the early child care workforce.^{iv} It is, however, clear that the entry requirements for the field are very minimal in Michigan,^v and that actual qualifications may vary by setting. For example, the federally funded Head Start program, serving 36,921 children in Michigan, has much higher minimal qualifications and these workforce requirements are mandated to increase to a bachelor's degree by 2013.^{vi}

Key leaders in the Institutions of Higher Education (IHE) Advisory Group,^{vii} convened in 2009,^{viii} report that it is very difficult for a Michigan provider to earn a bachelor's degree when articulation between two-year community colleges, four-year institutions of higher education, and community-based training is involved. Access is a significant issue: Indeed, these leaders rate Michigan's effectiveness as "3" on a 10-point scale for ECE staff who need professional development. The current situation, they state, is impacted negatively by four major challenges: the status of the field of early care and education in higher education and in society, ECE training and state certification requirements, governance patterns of Michigan IHEs, and barriers at the institutions of higher education.

THE STATUS OF THE ECE FIELD IN HIGHER EDUCATION AND SOCIETY

Without question, ECE holds a less prestigious place among occupations, given its salary and low entry requirements.^{ix} This low status is clearly reflected in IHEs which are more likely to staff these programs with part-time faculty and to lack support for the continuing education of the workforce.

For example, many teacher preparation programs across the United States report that one of their biggest challenges is responding to "the competing work and family responsibilities" of their students. This is not surprising when one considers that they are "non-traditional students." The typical early care and education teacher is female, approximately 39 years of age, and may only be starting her studies toward a bachelor's degree. Many college faculty in ECE and other fields have limited information about how to



work with working adult learners. Also not helpful is the culture within higher education, particularly among full-time faculty, that resists offering courses other than during the academic year and daytime. Further, adjunct and part-time faculty are not well positioned within the IHE to champion innovations. College administrative barriers and the belief that administrators “do not understand our field” are also cited challenges.

Often, these new college students have considerable experience working with young children as well as an extensive portfolio of workshops and other postsecondary learning experiences. Translating these ECE experiences into college credit (receiving credit for prior learning) is often a challenge that is redressed, often unsatisfactorily to the student, on a case-by-case basis. In addition, early educators often lack academic preparation and may require support in basic college study skills.

All of these factors combine to suggest that, without additional support, experienced staff in ECE settings may either avoid college enrollment or become much more likely to leave college without a degree. Even if they enroll in community college, they often do not envision themselves as transferring to the university level, so they may not have the necessary coursework.

If students do wish to articulate, they may encounter barriers related to the academic “hierarchy” and “status differentials” between faculty at two- and four-year institutions as well as between two-year colleges and community-based training – hierarchies that can inhibit collegial collaboration. One faculty member stated that frankly “there is a lack of cooperation” among the various levels of formal and informal education settings, adding that “I don’t get the respect for my knowledge” as evidenced by “tension between the child care and the education” communities.

In some Michigan colleges, there has been discussion about whether community colleges should continue to offer ECE programs, due to the failure of graduates to earn a “living wage.” Michigan could strengthen its capacity in this regard by adapting models from other states that have demonstrated how to increase the quality of ECE programs while raising staff compensation through Quality Rating and Improvement Systems (QRIS) and projects like T.E.A.C.H. and WAGE\$. Michigan is currently exploring how best to achieve the potential of these models locally.

✚ ECE TRAINING AND STATE CERTIFICATION REQUIREMENTS

As previously indicated, the entry requirements for the field are very minimal in Michigan,^x and there is a lack of training requirements in licensed programs. Consequently, many Michigan providers engage in informal or community-based training, without ever seeking more formal training in a college setting.

Nevertheless, the educational opportunity landscape in Michigan is quite varied and broad. There are innumerable community-based trainings that are available to those who wish to teach young children in addition to 27 two-year colleges and 12 four-year colleges that offer degrees in ECE. Therefore, issues of articulation and recognition of learning experiences occur at several levels: with licensing; between four-year and two-year institutions; between multiple two-year institutions; and between all institutions and community-based training options. In addition to discordant articulation and transfer policies, a lack of infant/toddler professional development is often an issue in all settings throughout the system.

With respect to four-year colleges and universities, many faculty have believed for a long time that ECE students are inappropriately embedded in Michigan kindergarten through eighth-grade teacher certification programs. Early childhood is a “content area endorsement” to elementary certification. It was just one year ago that approval was granted for an actual major in early childhood at the college level. These new elementary certification standards will allow a student to select from two options: “*content*” (math, science, social studies, language arts, reading) or “*student centered*” (early childhood, special education, or English as a second language). The implementation of these new options is anticipated in 2010.

✚ GOVERNANCE PATTERNS OF IHEs IN MICHIGAN

Unlike other states, such as North Carolina, that have strong articulation among institutions of higher education, Michigan lacks a centralized higher education board. The 15 state colleges all have independent college governance boards with no coordinating body. The universities of Michigan, Michigan State, and Wayne State all have elected boards; the others are appointed to their posts. This governance pattern is viewed as a

“People don’t want to say it out loud...but you’ve got to look out for your program if you want to stay employed and keep your people employed....(that’s why) articulation is something we talk about for a long time (but) the discussion doesn’t go very far.”



barrier to statewide problem solving and planning. Adding to the challenge are the facts that community colleges are not uniformly accessible throughout the state and that, for the most part, they are locally funded. All of these factors can lead to “turf issues.”

It is important to note that where some see “turf issues,” others may interpret the situation as support for academic and programmatic freedom as each institution designs its programs according to the elements of quality it feels are important. The downside of articulation in this scenario is that if students transfer in with a lot of courses, there can be a financial impact on the receiving institution (new students would pay for fewer courses) that, when magnified, can reduce the viability of the institution’s own program. In order to address these concerns, there must be **open and authentic** communication between the various types of educational experiences.

BARRIERS AT INSTITUTIONS OF HIGHER EDUCATION

Barriers at IHEs typically fall into five categories:

1. Value: As in other states, the field of ECE occupies a relatively low status in institutions of higher education. We have seen, however, that when policy changes in states like North Carolina and New Jersey created large “markets” for ECE courses, the colleges responded immediately.
2. Staffing: Small numbers of full-time faculty limit an institution’s capacity to focus on critical issues such as transfer credits and credit for prior learning; to respond quickly to individual needs in the articulation process; or to engage in the dialogue that must occur between institutions related to articulation, program changes, program requirements, or student advising.
3. Communication gaps at both the individual and institutional levels occur in several ways. For example, in a “system” like Michigan where change often results from personal relationships, communication gaps occur when critical players have difficulty meeting face-to-face. Communication gaps also occur when institutions cannot “talk to” each other due to the lack of alignment in course numbering systems.
4. Gaps in technology and innovation, such as the provision of on-line learning opportunities, are prevalent in Michigan. Offering classes and services on-line and at nontraditional hours would make coursework accessible in remote geographical regions.

5. Transfer and credit for prior learning policies often do not reflect procedures based on the Council for Adult and Experiential Learning standards and national best practices. Acceptance of prior learning in more uniform ways would better recognize the alternative routes to learning that characterize the ECE workforce. Easing the transferability of credits across institutions would remove obstacles for student success.

These factors combine to make the college experience both more expensive and more time consuming for the student.

PROGRESS AND ACHIEVEMENTS

In view of these challenges, many faculty, colleges, and organizations have worked persistently to facilitate change. Individual relationships, primarily among institutions in close geographic proximity, are credited with the growth of new articulation agreements. At the policy level, two key achievements are noted:

- ✚ The approval of an early childhood major in the state of Michigan, to be implemented in 2010 at colleges that are the earliest adopters.
- ✚ A master transfer agreement called “MACRAO” which articulates a core of 30 general education credits to any four-year institution in Michigan.

“It has been a frustrating conversation in Michigan because it is so local, but that doesn’t mean that people haven’t been trying.”

A “current atmosphere of opportunities” seems evident with the convergence of several factors including external drivers, active networks, quality enhancements, policy change, new funding opportunities, and institutional initiatives:

- ✚ External drivers promote increased demand for courses in the field. Examples include the increase in Head Start staffing requirements and the “No Child Left Behind” paraprofessional qualifications/requirements.
- ✚ There are active networks of groups that are meeting more regularly, such as ACCESS (American Associate Degree Early Childhood Educators). The IHE Advisory Group provides a venue for people to meet and create a comfort level to be able to share information to see where articulation can work.



- ✚ Individual IHEs are adopting quality enhancements such as accreditation of both two- and four-year institutions of higher education by national organizations.

- ✚ There are many changes in Michigan's policy, including
 - a) An increase in training requirements for *child day care licensing* that has resulted in additional trainees and additional articulation agreements;
 - b) *Core Knowledge and Core Competencies* for Early Childhood Care and Education Professionals that were adopted by the state's Children's Cabinet and are embedded in many programs' central core (although some partners wonder whether this core information has actually been used in systemic analysis of curriculums);
 - c) Increased funding for *Great Start Readiness Program* that pushed the need for curriculum approval sessions at the Michigan Department of Education for IHE Early Childhood and Child Development degree programs; and
 - d) *Great Start Readiness Program* that allows the "competitive teachers" to have a bachelor's degree in child development with a focus on preschool teaching without the teaching certificate.

- ✚ New Funding Opportunities are emerging:
 - a) *T.E.A.C.H. Scholarships* (Teacher Education and Compensation Helps) facilitates articulation and has played an important role in advancing the field in other states.
 - b) *Telamon Migrant Head Start Proyecto Escalon*, a professional development initiative between Michigan State University and the Office of Head Start to support migrant and seasonal Head Start early childhood professionals.
 - c) *Head Start quality improvement* and professional development funds are available in Michigan.
 - d) *Alternative funding sources*, such as the Wayne County teacher quality funds, are emerging.
 - e) *American Recovery and Reinvestment Act (ARRA)* funding opportunities are available for Michigan's ECE community.

- ✚ Institutional Initiatives, such as
 - a) *Western Michigan University* offering a majority of BA courses on-line and *Bay Mills Community College* offering an on-line Child Development Associate (CDA) and associate degree option;
 - b) New programs such as the Bachelor of Arts ECE degree at *Baker College*;

- c) *Bay Mills CDA/two-year on-line degrees from Sault Ste. Marie;*
- d) *Demonstration program agreements at the University of Michigan Dearborn and Schoolcraft College for Head Start staff based on both Head Start requirements and Michigan core competencies;*
- e) *The President of Central Michigan University mandated agreements; and*
- f) *Wayne State University using dedicated staff to manage articulations.*

All of the above factors push to strengthen articulation in Michigan. It is important to note that much of this work is rooted in person-to-person relationships, rather than policy. Further, the proximity of two- and four-year IHEs has played a strong role, thereby limiting benefits to someone who moves from Detroit to Kalamazoo, for example.

Many ECE faculty sense a current “atmosphere of opportunities.”

STEPS FORWARD: CHANGE IS NOT OPTIONAL

The provider is at the core of early care and education quality, and therefore is the epicenter of the educational, economic, and social benefits that will accrue to both the individuals and the state. For this reason, it is important to look dispassionately at the status of the collective workforce, to establish a vision of the opportunities that could be available to them, and to create pathways through which Michigan can step forward. We begin with six findings:

- ✚ **The immediate need is for Michigan to establish a shared vision for the early care and education workforce.** Most importantly, this vision must extend beyond the committed faculty who are working tirelessly at their individual organizations to counsel and create opportunity for students. *In the year*

Knowing the impact of the early care and education workforce on the prosperity of Michigan families and communities,

Every college President and State legislator Must ask The question:

What can we do now to build an effective early care and education workforce?

2020, what should the collective workforce know, have, and be able to do?

✚ **Establishing leadership for the shared vision in Michigan** will be challenging given the diffuse governance structure of higher education in the state. Unlike other states, there is not a state department, commission of higher education, or an identified “person” or “agency” who is assuming responsibility for leadership. This has inevitably led to a very local focus for change. Barring constitutional change, *how can the governor, legislature, and college presidents give visibility and offer incentives for issues of articulation?*

✚ Michigan has in place a number of “pieces” such as T.E.A.C.H. Scholarships, local models that can lead to an emergent statewide Quality Rating and Improvement System (QRIS), and individualized articulation agreements. **What is lacking is an integrated professional development system and framework that focuses on common needs**, as each of these emerges as a “project” for the field. *What will it take to “pull the pieces” together into a viable and formalized professional development system?*

✚ An important part of creating the system is a **routine collection and analysis of data**. A state “request for proposals” for a database was recently issued. *How can Michigan create reliable and useful data sources?*

✚ **The field of early care and education can play a role in building leadership, supporting a systems approach, and advocating with both higher education and legislative decision makers**. Many pieces are emergent, but have not been fully realized in Michigan, including QRIS, accreditation, and T.E.A.C.H. A professional development system must have public infrastructure components that support an articulation system, such as registry and other databases. *How can the field frame all of*

We encourage readers of this brochure to take action on the following recommendations for change:

Six Action Items:

- Inspire key political, college, and field leadership to establish **a shared vision** for the early care and education workforce in 2020.
- Promote a stronger state role in **financing and supporting the work of staff** in the field of early care and education.
- Members of the field of early care and education are urged **to better organize themselves** to articulate the field’s values, knowledge base, and needs in a **statewide system**.
- Establish a stronger strategic role from the state in **data collection and analysis**
- Individual colleges are encouraged to undertake specific efforts to **improve both access to and quality of teacher education** for early care and education staff.
- Stronger links between **staff compensation and their credentials** is essential.

We now have unprecedented historic opportunities to impact the lives of children through quality care and education! The qualifications and skill of the provider is the key to quality!

these efforts to advance dialogue and action about “quality,” “transferability, “core competencies,” and a “living wage” for a career ladder?

- ✚ All of the individual efforts in which faculty and administrators now engage should be continued – working with high schools and college counselors, creating inter-institutional agreements, and developing partnerships. In the interim, we urge cautions for those institutions who deem this career choice as one in which students are “unable to earn a living wage,”^{xi} thus cancelling programs. Instead, **institutions of higher education must be strongly urged to develop their capacity to offer their programs in ways which build upon technology and other innovations.** For example, on–line coursework is a highly demanded option which must become more accessible to accommodate articulation for both traditional and nontraditional students, as well as for students who do not have a community college in close proximity to their homes. Also useful would be cross-institutional analysis of course quality in relation to the core competencies, student needs, and consistency across instructors. *How can colleges and universities more strategically advance the field?*

Immediate steps forward for Michigan consist of three recommendations. While it would be helpful for the governor to mandate articulation or for an official coordinating body to take charge, as has happened in other states, Michigan has no constitutional authority to accomplish this. Therefore, we recommend three forward steps.

Step One: Organize the data and organize the willing.

Data. We recommend a more systemic collection of data about the early care and education workforce in Michigan. Reliable estimates of the numbers of providers in various settings, with various age groupings of children, and with various levels of qualifications are essential for program planning and strategy. In Michigan, data could be strengthened in ways that (1) enhance the voluntary computer-based professional registry system so that it will be a more inclusive and comprehensive record of annual training, degrees, and certificates and that (2) modify existing market rate studies.

The willing. Perhaps a State Advisory Council as directed from the Head Start Act of 2007 could be part of the driving force to organize the willing. Through whatever means, to get started in Michigan we recommend an initial focus on the community colleges. With the blessing of college presidents and deans, convene the community



colleges as an initial base of articulation using the Michigan core knowledge and competency standards. Working with community colleges might be easier as courses may be more similar among them. A yearlong community college articulation summit, including select four-year colleges, may be a good place to achieve collective action, removing the current burden of individual initiative.

A summit among community colleges could achieve specific outcomes. For example, it could support the creation of professional agreement about credit for prior learning policy based on the Council for Adult and Experiential Learning Standards. This agreement would facilitate student success and assure IHEs of their academic quality and institutional integrity. This agreement would also effectively recognize alternative routes to learning.

Other goals of the summit could include:

- Building a directory of statewide early care and education course-to-course equivalencies;
- Working toward common course names and numbers for lower level early childhood education courses;
- Designing a statewide transfer website geared to various audiences including students and academic advisors;
- Establishing overarching agreement about the early childhood courses; and
- Accepting the Child Development Associate credential for a minimum number of college credits

Step Two: Create messages, champions, and public will.

Through media, advocacy, and education at local and state levels, focused attention must be given to building the knowledge and concern of both the public and decision makers about the ECE workforce. The advantages of statewide leadership and action must be stressed to build coherence and clarity for the future of the state.

A very clear message from the group convened to discuss articulation is as follows: The need to create shared vision, and establish leadership, cannot be overemphasized. A major barrier in Michigan is “how” to accomplish this with collectively agreed upon strategies. For example, leaders can use this report as a basis to:

- Establish initial talking points
- Implement a systemic dissemination process for the report
- Convene, within a strategic time span, local or regional forums including business leaders, university presidents, government officials,



- and the local education agencies who often have leadership roles with community colleges
- Organize a series of newspaper opinion pieces and letters to the editors across the state
 - Participate in a series of local and Lansing-based visits with state legislators
 - Seek pro bono support for a statewide advertising campaign
 - Offer public recognition to colleges that already use recommended approaches

Step Three: Enhance program quality and increase student demand, with both linked to compensation.

Enhance program quality. High quality will help ensure articulation agreements. While Michigan has core knowledge and competencies established, the field reports that their use in analyzing curricula is uncertain. Michigan IHE must take care to ensure that the programs are of the highest quality, with alignment of competencies as well as expectations for practicum experiences.

Increase student demand. Models like T.E.A.C.H. Scholarships^{xii} have been effective in the over 20 states in which they operate. Providers, typically very low income, flock to institutions of higher education if they have the financial resources to do so. As they become the most educated members of the profession, their retention in the field exceeds that of other workers when they have compensation incentives and can earn a living wage. Although T.E.A.C.H. Scholarships in Michigan have paid for bachelor's degrees since 2004, the effort has been limited because it only pays for ECE degrees and not elementary endorsed degrees. The growth of T.E.A.C.H. is an important part of system building because T.E.A.C.H. becomes a large buyer of courses throughout the states where it operates and thus it effectively serves as an incentive for articulation.



Three Steps Forward

STEP 1: ORGANIZE

- increase demand
- enhance quality

STEP 3: ENHANCE AND INCREASE

- create public will
- create public will
- create champions
- create messages

STEP 2: CREATE,

- organize community college summit
- organize data



A FINAL WORD

Early care and education experiences support the development of young children, facilitate parent employment, and promote the attainment of important social goals. Yet, the people who provide this public service are too often the “invisible” engine of the economy – the “taken for granted” workforce who, by their low wages and limited opportunities, subsidize the economic value that others enjoy. This has been an uphill battle in Michigan thus far.

The thoughtful Michigan citizen, however, awakens to the evidence that it would be wise to invest in the quality of this workforce – a quality tied to its enhanced capacity, earned credentials, and sustainable skill. In this regard, colleges and universities play a critical role in facilitating access to an appropriate and relevant educational experience. Wisdom further recognizes the need to build a statewide vision of that educational experience – a vision that has at its root a coherent career lattice, a viable system of professional growth, and a profession where one can earn a living wage.

Michigan must take steps forward. These steps directly benefit the early care and education workforce. And, without a doubt, every Michigander is a beneficiary of the investment in this workforce.

Step forward!



RESOURCES

American Associate Degree Early Childhood Educators

<http://www.accessece.org/>

Core Knowledge and Core Competencies for Early Childhood Care and Education Professionals

http://web.grcc.edu/FreyPDS/pdf_msdocs/CoreKnowledge_0103.pdf

Head Start Act of 2007 - pdf version

http://eclkc.ohs.acf.hhs.gov/hslc/Program%20Design%20and%20Management/Head%20Start%20Requirements/Head%20Start%20Act/HS_Act_2007.pdf

Section 648A referenced on page 110.

MACRAO Agreements defined

<http://www.macrao.org/Publications/MACRAOAgreement.asp>

Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO)

<http://www.macrao.org/>

Michigan Association for Early Childhood Teacher Educators

Michigan Child Care Licensing

http://www.michigan.gov/dhs/0,1607,7-124-5455_49572---,00.html

Michigan Great Start Readiness Program

http://www.michigan.gov/mde/0,1607,7-140-6530_6809_50451---,00.html

Michigan Licensing Rules for Child Care Centers BCAL PUB-08

http://www.michigan.gov/documents/dhs/BCAL-PUB-0008_241660_7.pdf

Staff training referenced on page 4.

Michigan Licensing Rules for Family and Group Child Care Homes OCAL PUB-724

http://www.michigan.gov/documents/dhs/OCAL-PUB-0724_205079_7.pdf

Training referenced on page 4.

National Association for Early Childhood Teacher Educators

<http://www.naecte.org/>

National Association for the Education of Young Children: Standards for Professional Preparation

<http://www.naeyc.org/faculty/college.asp>



No Child Left Behind

<http://www.ed.gov/admins/tchrqual/qual/paraprofessional.html>

Staff Qualifications and Development – Sec 648A

<http://eclkc.ohs.acf.hhs.gov/hslc/Program%20Design%20and%20Management/Head%20Start%20Requirements/Head%20Start%20Act/headstartact.html#648A>

Teacher Education and Compensation Helps (T.E.A.C.H. Early Childhood Michigan)

<http://www.mi4c.org/teach/>

Program outcomes referenced:

<http://www.mi4c.org/teach/outcomes/default.aspx>

ENDNOTES

ⁱ Tableman, B., Kirk, R., & Onaga, E. *Early childhood education and child care in Michigan*. Retrieved June 5, 2009 from www.familyimpactseminars.org/s_mifis10c02.pdf retrieved

ⁱⁱ For a review of the evidence, see National Research Council and Institute of Medicine. (2000). *From neurons to neighborhoods: The science of early child development*. Committee on Integrating the Science of Early Childhood Development. J. P. Shonkoff & D. A. Phillips (Eds.). Board on Children, Youth, and Families, Commission on Behavioral and Social Sciences and Education. Washington, DC: National Research Academy Press; National Research Council and Institute of Medicine. (2001).

ⁱⁱⁱ Washington, V. (2008). *Role, relevance, reinvention: Higher education in the field of early care and education*. Boston: Wheelock College.

^{iv} Breunig, G.S., Brandon, R., & Maher, E.J. (2003, November). *Counting the child care workforce: A catalog of state data sources to quantify and describe child caregivers in the fifty states and the District of Columbia*. University of Washington: The Human Services Policy Center.

^v In Michigan, caregivers (those providing direct care, supervision, and guidance) must be aged 17 and have completed at least one year of a vocational-occupational child care training program approved by the state Department of Education, or aged 18 or older (no pre-service or in-service training required).

^{vi} In 1998, federal lawmakers mandated that at least 50 percent of all Head Start teachers nationwide in center-based programs have a minimum of an associate's degree in early childhood education or in a related field with preschool teaching experience by September 30, 2003. Federal lawmakers also required that each classroom in center-based programs without such a degreed teacher have a teacher with a Child Development Associate (CDA) credential, a state-awarded certificate for preschool teachers that meets or exceeds the CDA credential requirements, or a degree in a field related to early childhood education with experience in teaching preschool and a state-awarded certificate to teach in a preschool program. By 2002, Head Start met this 1998 mandate with a 14 percentage point increase in teachers with such degrees since 1999. In December 2007, federal lawmakers required that by September 30, 2013, at least 50 percent of Head Start teachers nationwide in center-based programs have a baccalaureate or advanced degree in early childhood education or a baccalaureate or advanced degree and coursework relating to early childhood education and experience teaching preschool-aged children.

^{vii} The Institutions of Higher Education Early Childhood Advisory Committee is an ad hoc committee co-chaired by the Michigan Department of Education Office of Early Childhood Education and Family Services and the Head Start State Collaboration Office. This committee is open to professional

development providers in the early childhood community, including participants from community-based training, two- and four-year college faculty and administrators, Great Start Readiness Program administrators/trainers, Head Start administrators/trainers, and other interested early childhood professional development providers. This committee commenced their work in 2005 and has focused primarily on approval of state baccalaureate early childhood program quality (particularly programs in child development that focus on preschool teaching, but are not teacher certification programs) and enhancement of early childhood program articulation statewide.

^{viii} The group was convened by the Institutions of Higher Education (co-chaired) by the Department of Education and the Head Start State Collaboration Office.

^{ix} Goffin, S., & Washington, V. (2007). *Ready or not: Leadership choices in early care and Education*. New York: Teachers College Press.

^x In Michigan, caregivers (those providing direct care, supervision, and guidance) must be aged 17 and have completed at least one year of a vocational-occupational child care training program approved by the state Department of Education, or aged 18 or older (no pre-service or in-service training required).

^{xi} At least three institutions come to mind; they will not be identified in this document.

^{xii} For information about the T.E.A.C.H. program in Michigan, see <http://www.mi4c.org/teach/>, retrieved June 5, 2009. For national information about T.E.A.C.H. and WAGE\$, see The Child Care Services Association at www.childcareservices.org