



Professional Development System Cost Analysis Tool Guide and Case Studies

2015

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About the Professional Development System Cost Analysis Tool

The Professional Development System Cost Analysis Tool is designed to help leaders responsible for the development and oversight of professional development systems and services understand current investments and target resources for professional development systems and initiatives that result in a well-qualified early childhood and school age workforce.

With this tool, planning for professional development can be informed by:

- Data analyses related to workforce qualifications and professional development investments
- Workforce investments estimates at the individual, employer, and system levels
- Cost estimates to move the workforce from one educational milestone to the next

The Professional Development System Cost Analysis Tool can be used to:

- Record estimates of workforce qualifications and compare to national data
- Set workforce educational milestone goals and generate the costs to achieve them
- Generate data reports and graphs that describe workforce investments
- Analyze reports to adjust public investments to best achieve workforce goals

Introduction

Purpose and Structure

This guide is designed to help leaders responsible for the development and oversight of professional development systems and services use the [Professional Development System Cost Analysis Tool](#) (Professional Development Tool). Written to align with the four-step process of the online Professional Development Tool, this guide has two parts: (1) an outline and discussion of the four-step process followed by (2) case studies that may be helpful to early childhood leaders at a local, regional, and/or statewide level.

The Professional Development Tool has been conceived and developed to support leaders at every point of the early childhood realm—program, community, state, tribal and federal—to build a systemic approach to the very important work of increasing the competence and skills of early childhood professionals serving children and families.

Context

Teachers, caregivers and home visitors provide the cornerstone of quality in early childhood programs. Ensuring quality early learning experiences rests in part on the ability of early educators

to access a continuum of professional learning and support activities, including the acquisition of credentials and degrees in early childhood. Early educators who have access to additional educational and professional opportunities are better equipped to incorporate new research findings into their work and to achieve career satisfaction.

Because of this, early childhood leaders responsible for professional development systems—state and local—are focused on efforts to advance the credentials of the field in a coordinated and strategic manner. It is essential that there are tools and resources to help these system leaders determine the current status of their workforce as well as the investments needed to improve their professional development. The Professional Development System Cost Analysis Tool is designed to support system leaders in this work.

Getting Started: Helpful Tips

Preparation of Materials and Suggested Data Sources

Prior to using the Professional Development Tool gather as much data about your workforce as possible. At a minimum you should have the total number of the workforce you will be using to develop your estimates. You may also wish to have that number defined by:

Sectors—e.g., child care, Head Start/Early Head Start, early intervention, pre-K

Settings—e.g., center based, home based, or school based

Roles—e.g., caregivers, home visitors, teachers, technical assistance staff, providers

Ages served—e.g., infant/toddler, preschool, school age

Educational milestones—e.g., state or national credential, associate or baccalaureate degree

You may also want to have data available on the state-level workforce positions that currently lead and support professional development in your state or program, as that information can be included in Step 4 to fully represent current systems investments if appropriate.

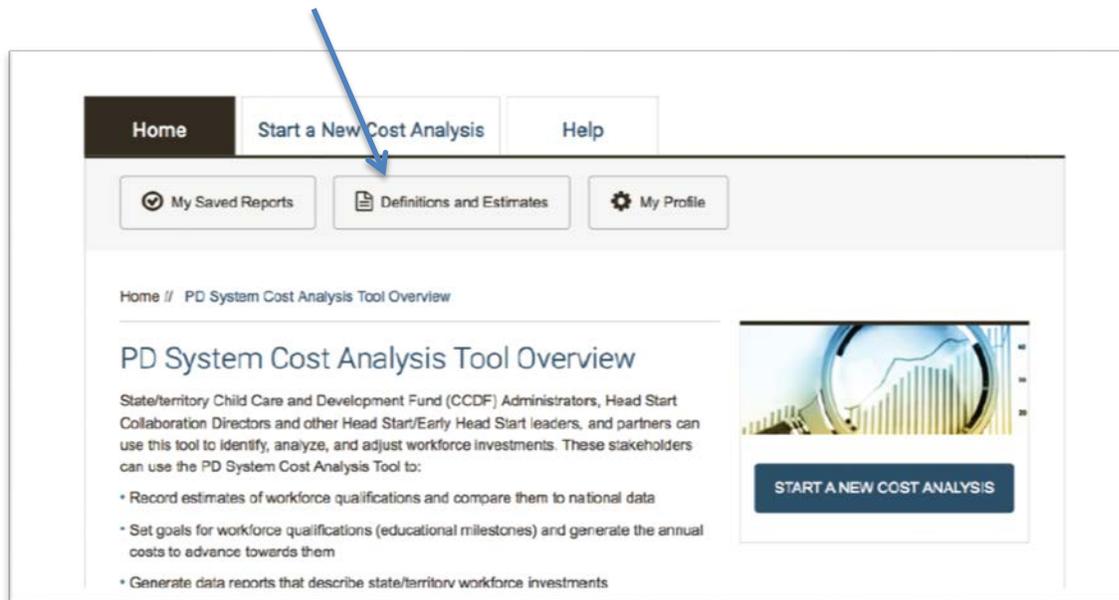
Data Sources

There are several potential data sources to assist you in completing the tool.

State/territory workforce registry, licensing systems, teacher certification, training delivery/attendance databases, or a recent market rate survey may all provide essential information.

If data is not available to provide at least an overall number of the workforce for use in the Professional Development Tool, you can use projected or estimated numbers based on a state/territory sample, national sample, or related data source. Additional resources are available at *Strengthening the Early Childhood and School-Age Workforce: A Tool to Improve Workplace Conditions, Compensation, and Access to Professional Development*.

The tool includes definitions, estimates, and categorizations of professional development and workforce investments at three cost levels—Individual, Employer and Professional Development System. For more information on definitions used in the Professional Development Tool, please log into the Professional Development Tool itself and use the Definitions and Estimates tab on the home page, as shown below.



Description of Online Process

There are four major process steps for using the Professional Development Tool:

1. Enter baseline estimates of workforce qualifications and additional demographics

This step helps your state/territory/program answer: What qualifications does our workforce currently have?

2. Identify state/territory goals for workforce qualifications (educational milestones)

This step helps your state/territory/program answer: What qualifications do we need or want the workforce to have? What is the gap between the current workforce qualifications and our goal for workforce qualifications?

3. Enter and categorize details of current professional development initiatives and professional development system investments

This step helps your state/territory/program answer: What professional development and workforce supports are we currently funding and how effective are they at closing the gap between the current workforce qualifications and our goal for workforce qualifications?

4. Review and explore different estimates of public and private shares of annual costs to advance towards your goals for each workforce educational milestone

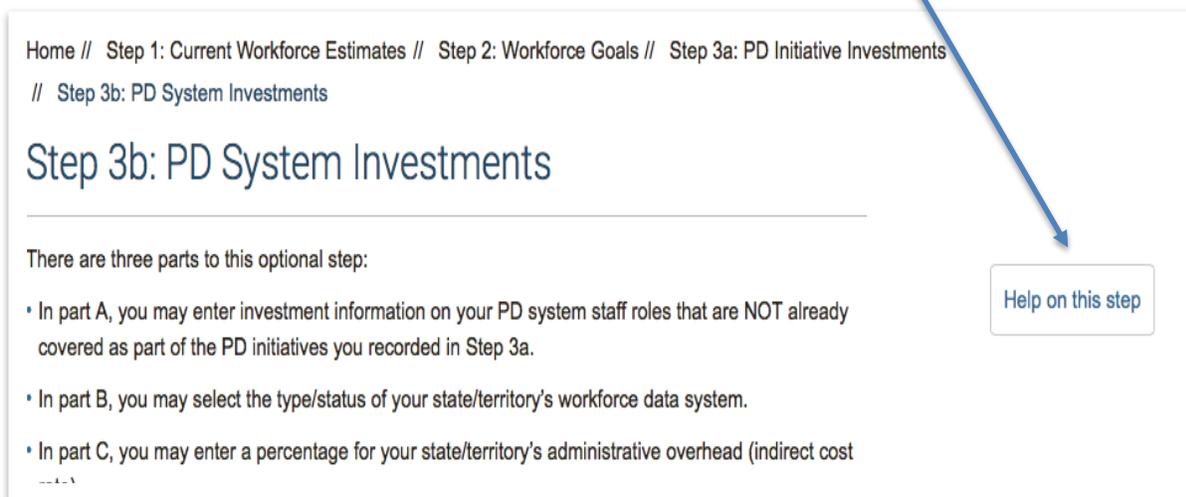
This step helps your state/territory/program answer: What do we need to target to help meet our goals to build and retain a qualified workforce?

As you move through the four steps, remember to save your work each time you move to the next step. At each step of the process, you will have the opportunity to download your entered data as an Excel Workbook or a PDF. **Downloading the Excel workbook will provide you with the opportunity to change the scenario or add specific state or program level costs that differ from those used by the Professional Development Tool.** You can make adjustments in the Professional Development Tool itself—i.e. change the administrative overhead or workforce data system assumptions. However, it is helpful to use the spreadsheet if your actual state or program costs are significantly different from those used by the Professional Development Tool, found in definitions and estimates.

As you move through each step of the tool, you can return to previously entered data and make changes such as the number of providers you target or any of the delivery options, or your workforce goals.

The reports generated by this tool can be produced in both Excel and PDF format. The PDF format will list your program/initiative as the state where you are located. If you wish to have reports that identify your program/initiative name in the comparison charts, it is recommended that you download the Excel workbook and use the chart functions in the worksheet to create your charts.

At each step, there is a button on the right hand side for additional information and help in understanding the process and rationale behind each step.



Home // Step 1: Current Workforce Estimates // Step 2: Workforce Goals // Step 3a: PD Initiative Investments
// Step 3b: PD System Investments

Step 3b: PD System Investments

There are three parts to this optional step:

- In part A, you may enter investment information on your PD system staff roles that are NOT already covered as part of the PD initiatives you recorded in Step 3a.
- In part B, you may select the type/status of your state/territory's workforce data system.
- In part C, you may enter a percentage for your state/territory's administrative overhead (indirect cost

Help on this step

Step 1: Current Workforce Estimates—Establishing the Baseline

In this step, you will enter baseline data about your workforce. This step helps answer: What qualifications does our workforce currently have? It is important that you gather your current workforce data prior to starting a cost analysis.

After gathering and entering the basic workforce data, you will have several options for entering the data by sector, setting, role, ages served, and educational milestone achieved. Although it is not required to enter your workforce data in each of these categories, doing so will provide you with more detailed results and additional reports. You may want to have this information within the final reports you generate as a tool for communicating the initiative to state or local policy makers, early childhood stakeholders, or colleagues.

In this step, you can also enter the total number of credit and/or clock hours (non-credit) hours needed to achieve the educational milestone for each option you enter. This may be necessary if your state has developed a professional development system and career lattice that rewards additional required competencies/trainings in addition to a particular educational milestone (i.e. core competency training for working with infants-toddlers in addition to a required high school degree for an assistant teacher).

At a minimum, you must enter the total number of your workforce to be used for the analysis. You will not be able to progress to the next steps if you fail to provide a total workforce number. You must also enter a name for the report, select the location of your program or professional development network and the desired year for the report. See the example below.

Required Field

Name of Report:

EHS-CC Partnerships

1 Use this tool to collect/establish and enter baseline estimates of workforce qualifications.

Select your State/Territory: New York

Select a Year: 2014

Total number of your state/territory EC/SA workforce included in this tool. ⓘ 108

In this step you can also produce charts that compare your data to the data collected in the [National Survey of Early Care and Education](#) (NSECE).

The NSECE documents the nation's current utilization and availability of early care and education (including school-age care), and was created to deepen the understanding of the extent to which families' needs and preferences coordinate well with provider's offerings and constraints. The NSECE collected data from a nationally representative sample including interviews in all fifty states and Washington, D.C. Early Care and Education (ECE) workforce data developed in the NSECE focuses on individuals providing direct care and education for children birth through five years and not yet in kindergarten. Findings are based on over 10,000 questionnaires completed in 2012 by a sample of individuals representing about one million center-based classroom staff, as well as about one million paid and about 2.7 million unpaid individuals regularly providing home-based ECE to children other than their own.

Additional information on the NSECE data collection and sampling methodology is available at: http://www.acf.hhs.gov/sites/default/files/opre/nsece_summarymethodology_toopre_102913.pdf.

Prior to creating charts, you are encouraged to consider whether the data you entered is similar enough to compare with the NSECE data. In the NSECE, center-and home-based child care providers were selected from administrative lists from child care licensing, other regulation, and license-exempt lists, as well as lists of providers in specific programs such as those offering Head Start or public pre-K. In the NSECE, home-based providers are a mix of licensed and license-exempt family child care providers. The screen shot shows the prompt asking if you want to compare your data to the NSECE data.

Please be sure to save your data above before generating the report.

Do you want to compare your state/territory data with the data from the National Survey of Early Care and Education for any of the following? (check the categories of data that you want to compare)

Setting Ages Served Educational Milestone

GENERATE REPORT

Help on this step

NEXT STEP

Once you have completed entering the data you need for Step 1, you can move on to Step 2. It is important to save your data from this step prior to moving on. Otherwise, you will have to repeat the data entry.

Step 2: Workforce Goals—Identifying the Gap between the Baseline and the Desired Outcome

Step 2 is designed for you to identify workforce qualification goals, known as educational milestones in the Professional Development Tool. This step helps you answer: What qualifications do we need or want the workforce to have? What is the gap between the current workforce qualifications and our goal for workforce qualifications?

Necessary Data Points

At this step in the process, you will need data on:

- Current credential status of workforce
- Goals for increasing credential status of workforce

Qualification goals may come from a variety of state/territory or local sources, such as Child Care and Development Fund (CCDF) plans; Head Start/Early Head Start standards; Head Start Collaboration Plans; licensing regulations; Race to the Top-Early Learning Challenge program proposals or plans; State Advisory Council reports or plans; and/or strategic plans.

The task in Step 2 is to enter workforce details regarding how many of your workforce already have achieved the desired credential status and how many need supports to advance to a higher credential level. In order to generate cost estimates, you **MUST** enter the details requested in the table as it applies to your situation. This is necessary to ensure appropriate estimates for the costs of supporting your target workforce towards educational milestones during this report year, number of credit/clock hours, and professional development delivery methods.

These fields will be pre-populated based on the data you have entered in Step 1. For example, if you entered the number of the workforce with a CDA in Step 1, the tool will automatically generate the percentage of your total workforce already having met that goal. You can then choose what percentage or number you wish to target, and the professional development delivery method preferred. This step is important because it will affect the cost modeling—credit based professional development is estimated at a higher cost than clock hours, for example.

Educational Milestones	Percentage of Current Workforce that Meets Educational Milestone	Target Individuals to Help Advance towards Educational Milestone During this Report Year ⁱ		Number of Credit/Clock Hours Required to Advance to State/Territory Specific Milestone ⁱ	PD Delivery ⁱ	
		Percentage	Number		Options	Percentage
⊕ Minimum health and safety training only						
⊕ Specific state/territory credential or career pathway level						
⊕ Additional specific state/territory credential or career pathway level						
⊕ Additional specific state/territory credential or career pathway level						
⊕ Additional specific state/territory credential or career pathway level						
⊕ Additional specific state/territory credential or career pathway level						
⊕ CDA Credential™ or state/territory equivalent						
⊕ State/Territory credential or career pathway level equivalent to or exceeding the CDA Credential™						
⊕ Additional state/territory credential or career pathway level equivalent to or exceeding the CDA Credential™						
⊕ Additional state/territory credential or career pathway level equivalent to or exceeding the CDA Credential™						
⊕ Additional state/territory credential or career pathway level equivalent to or exceeding the CDA Credential™						
⊕ Additional state/territory credential or career pathway level equivalent to or exceeding the CDA Credential™						
⊕ Associate's degree						
⊕ Specific amount of college credits in addition to an associate's degree (state/territory credential or career pathway)						
⊕ Bachelor's degree						

Step 3: Determining Professional Development Initiative and Systems Investments

Step 3 is divided into two parts: A and B. Step 3B is further separated into two more segments. You are not required to complete Step 3 to generate annual cost estimates for the goals you have entered in the tool. You can choose to skip directly to Step 4 to view the annual cost estimates. If you skip those sections, defaults will be used to represent your state/territory/local workforce data system and the indirect cost rates that contribute to your annual cost estimates in Step 4.

Step 3A and Step 3B are essential if you want to take into account existing investments you have made in your state or local professional development system. By entering these data you will be able to take advantage of the tool's option to reallocate existing funding to better align with your workforce goals. This reallocation function is a tool option in Step 4. You may come back to these steps at any time to add this data and then use the reallocation options in Step 4. Examples of when you would likely want to be certain to enter the data in these steps are if you are trying integrate a new professional development initiative within your existing system, or if you are exploring the opportunities for redirecting current investments in addition to adding new resources to your professional development initiatives.

Necessary Data Points

At this step in the process, you may need data on:

- Current professional development investments, separated by specific initiative (i.e. school-age, quality rating and improvement system, infant-toddler)
- Professional development system staff data
- System indirect costs
- Information on your workforce data system

If you are trying to estimate the costs for an initiative separate from existing professional development system level efforts, you can simply move to Step 4. Situations in which that might apply would be if a local Early Head Start grantee wanted to estimate the costs and budget accordingly for supporting child care partnership staff to achieve the required credentials for infant-toddler teachers. Another example might be if a local city early childhood department was trying to determine the costs of ensuring local child care providers have the required credentials for a community-based public pre-K model.

Step 3A: Initiatives Investments

This step is intended to help you categorize details of current professional development initiatives and professional development system investments. This is an opportunity to scan and collect information on professional development and workforce supports for each of the sectors, settings, and roles. Collect as much detail as is possible and available about your professional development initiative's goal, type, target, participation, results, funding sources and levels. This process can be very useful to generate reports and information when presenting the initiative to key stakeholders (e.g., providers, legislators, philanthropy, etc.). You will be asked questions about the goals and design of your initiative, including the target workforce population (infant-toddler teachers, school-age care providers, etc.), and the percentage of the workforce who have achieved the goal of the initiative. Screen shots from the Professional Development Tool are shown below.

1. What are the primary goals of this initiative? Select all that apply.

- Improve competencies and qualifications
- Improve workplace conditions
- Improve compensation and benefits
- Improve access to PD
- Other (please specify)

2. What type of PD (if applicable) does this initiative provide?

Please select one Other PD Type

3. Does this initiative provide PD for credit, continuing education units (CEUs), or not-for-credit clock hours?

- Credits
- CEUs
- Not-For-Credit
- None
- Other (please specify)

4. Please enter information about the educational qualifications and levels that this initiative supports.

4.1.a. Does/can this initiative support Minimum health and safety training only?

Multiple initiatives can be entered and saved. You can access each one by clicking on the blue highlighted button on the right hand side of the page. It is important to save the data for each initiative you enter. See the screenshot below.

The screenshot shows a web interface for 'Step 3a: PD Initiative Investments'. The title is in blue. Below the title, there is a paragraph explaining the step's purpose: 'In this step you will enter and categorize details of current PD initiatives and PD system investments. Scan and collect information on your state/territory's PD and workforce supports for all EC/SA sectors, settings, and roles.' To the right of this text is a button labeled 'Help on this step'. Below the paragraph is a bulleted list: 'Collect as much detail as possible and available about each PD initiative's goal, type, target, participation, results, funding sources and levels.' This is followed by another paragraph: 'This step helps your state/territory answer: What PD and workforce supports are we currently funding and how effective are they at closing the gap between the current workforce qualifications and our goal for workforce qualifications?'. A 'PLEASE NOTE' section follows, stating that Step 3a is not required to generate annual cost estimates and that users can skip to Step 4. On the right side of the screenshot, there is a light blue box titled 'My Saved Initiatives' containing a list of four items: 'General Quality Investments', 'Quality Expansion', 'Infant/Toddler', and 'School-Age', each preceded by a blue dot.

Step 3B: Professional Development System Investments

There are three parts to this optional step:

- First, you may enter investment information on your professional development system staff roles that are NOT already covered as part of the costs for the professional development initiatives you recorded in Step 3a.
- Second, you may select the type/status of your workforce data system.
- Third, you may enter a percentage for your administrative overhead (indirect cost rate).

By entering these data you will be able to take advantage of the tool's option to reallocate existing funding to better align with your workforce goals. This reallocation function is a tool option in Step 4. You may come back to these steps at any time to add this data and then use the reallocation options in Step 4.

If you skip the second and third steps of Step 3B, defaults will be used to represent your workforce data system (default is "No workforce data system"; \$0 estimate) and your indirect cost rates (default is 10%) that contribute to your annual cost estimates in Step 4. You may return to Step 3b at any time to change these defaults.

Step 4: Cost Estimates

In this final step you can review the cost estimates developed by the Professional Development Tool, which are based on the data you entered about your workforce, educational milestone targets, and delivery details. This step helps your organization answer: What do we need in order to meet our goals to build and retain a qualified workforce?

You can also explore different estimates of public and private shares of costs to achieve your goals for each educational milestone. You can go back to Steps 2 and 3 and change your goals or any of the specific professional development delivery options. Doing so will recalculate the estimated annual costs to advance towards the revised goals.

If you have entered investments data in Part 3, you can explore different estimates of public and private shares of annual costs to advance toward your goals. Do this by redistributing funding from your total public share of costs to any educational milestone in this column. Your total public share of costs entered in this tool is displayed in the last row of this table, labeled "Total." See the screenshot below.

Number of Early Childhood/School Age Professionals included in this Tool: 2,778

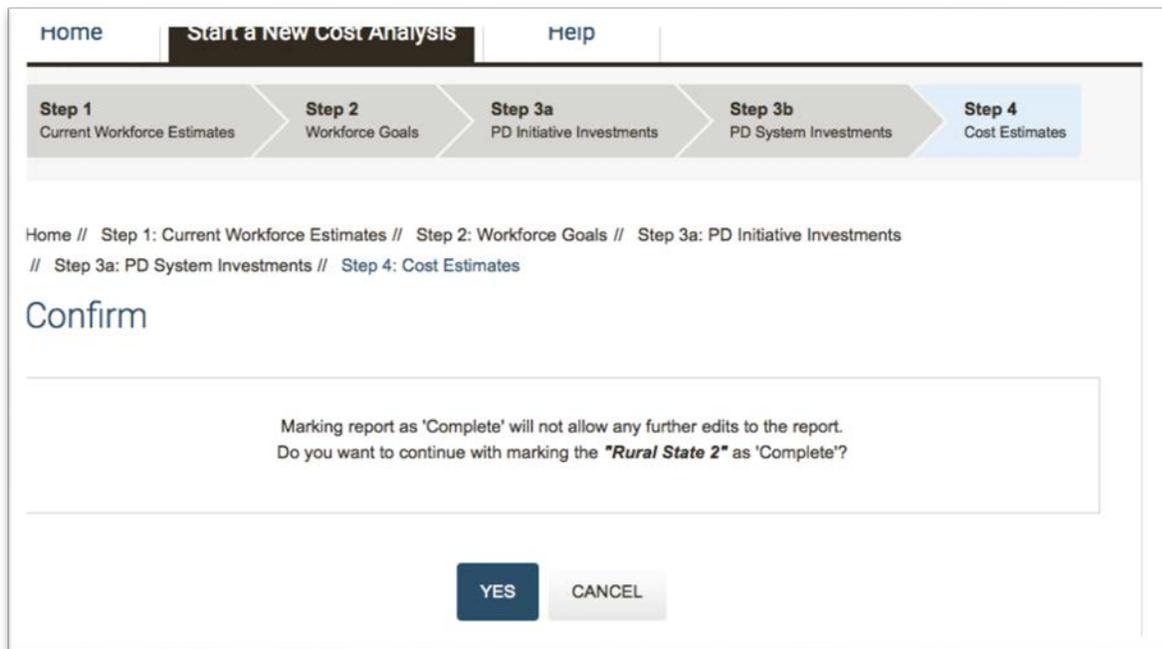
Total Cost Estimate

Educational Milestone	% of Current Workforce that Meets Educational Milestone	Target Number of Individuals to Help Advance towards Educational Milestone During this Report Year	PDW Center Estimate for Target Individuals	Current Public Funding <i>i</i>	Current Private Funding <i>i</i>	Surplus/Gap <i>i</i>	Redistribute Public Funding <i>i</i>	Private Funding Needed <i>i</i>
CDA Credential or State/Territory Equivalent	13.68%	769	\$2,237,841	\$249,066	No Data	\$-1,988,775	\$ 249,066	\$1,988,775
Associate's	41.07%	380	\$3,843,240	No Data	No Data	\$-3,843,240	\$	N/A

You can revise the goals and other details you entered that contribute to the cost estimate by clicking on the "Edit Goals" button; changing goals and related details will generate a revised cost estimate.

At this point in the process, it is advised that you download the cost estimates and then click the button to complete the report. See the screenshot below.

When you click on the “Complete Report” button, you will be directed to this screen:



Once the report is completed, it cannot be edited. However, if you copy your report, whether completed or in progress, you can rename it as a new report to use and edit the existing data as part of your new analysis. Be mindful that if you click on "delete report" it will completely remove the report and all of its associated data.

Case Studies

To demonstrate the varied uses for this tool, four case studies show how the Professional Development Tool can be used. These case studies range from local to state examples, and span rural as well as urban communities.

Rural State: Professional Development Credential Alignment of Licensing and Quality Rating and Improvement System

The State's Early Childhood Advisory Council (ECAC) recently reviewed the State's professional development network and made a series of recommendations for reallocating the CCDF quality expenditures in a more structured way, aligned with the State's Quality Rating and Improvement System (QRIS). The state wants to take advantage of new opportunities created by the Child Care and Development Block Grant Act of 2014. The ECAC wants to determine the amount of funding needed for the increased percentages required for spending on quality activities. The state currently spends 6.5% of the total CCDF funds on quality, and barely 1% on infant/toddler quality activities.

At the same time, the State Child Care Administrator (State Administrator) has been approached by a group of early childhood funders with an invitation to consider developing a public-private partnership focused on bringing the baseline credentials of the early childhood workforce in alignment with the credential requirements of the state's QRIS Step 2, which requires a Child Development Associate™ credential for family child care providers, as well as at least one assistant teacher in each center based infant-toddler and preschool classroom. Depending on the total implementation costs, the early childhood funders group and the State Administrator might determine there would be sufficient combined resources to fully implement the initiative statewide to coincide with the submission of a new CCDF plan, or there may need to be a smaller scale effort first. The training and supports required for such an initiative in this rural state will need to include online training and coursework as well as more traditional face-to-face training and coursework.

The State Administrator would like to provide the early childhood funders group with two implementation cost scenarios. The first would lift the workforce baseline credential status to meet the requirements of QRIS Step 2, while the second scenario would include raising a percentage of providers to the credential requirements for the highest level of the QRIS for centers, which requires all preschool teachers to have a Bachelor's degree, and assistant teachers to have an Associate's degree. The second scenario would target those programs that consistently serve a significant number of families enrolled in the child care assistance (subsidy) program with at least 30% of annual enrollment. Based on the internal analysis she has done, that would represent about 10% of the total child care workforce.

The State Administrator has gathered information on her current workforce from the state's professional development system registry. She will enter this data in Step 1 of the Professional Development Cost Calculator. In this situation, every part of the Professional Development Cost Calculator will be used. In Step 1, in addition to entering the basic numbers for her workforce, she enters the information by sector, ages served, and setting. This will allow her to provide a comprehensive picture for the ECAC of the state's childcare workforce, including a national comparison using the [National Survey of Early Care and Education](#) (NSECE), in addition to the projected costs for the recommended changes. The information she will enter is shown below.

Rural State Example: Current Estimated ECE Workforce by Role and Credential					
Current Workforce Status	#	HS Diploma	CDA	AA	BA
Family Child Care Providers	208	83	62	30	32
Directors/Lead Teachers	590		0	354	236
Lead Teachers	1000		200	600	200
Assistant Teachers	980	686	118	157	20
TOTAL	2778	769	380	1141	488
% Workforce Total		28%	14%	41%	18%

Rural State Example: Current Estimated ECE Workforce by Ages Served		
Ages Served	#	%
Infant	56	2%
Toddler	56	2%
Preschool	1389	50%
School Age	1278	46%
TOTAL	2778	100%

The State Administrator has established the workforce development goals in Step 2, and will provide the ECAC with information on the gap between the current workforce qualifications and the goal for increasing the credential status for family child care providers and classroom teachers in center based programs, as shown next.

Rural State Example: Workforce Development Goals						
Educational Milestones	% Current State Workforce that Meets Educational Milestone	Goal for % of Workforce to Advance Towards This Educational Milestone	Target Number of Individuals to Advance Towards This Educational Milestone	Number of Credit Hours for the Specific "Some College"	Delivery Type Options	Estimate Desired Percentage by Delivery Type
State's Total Targeted Workforce			2290			
CDA Credential or State/Territory Equivalent	14%	27.68%	769	N/A	Online clock hours	100%
Associate's	41%	13.68%	380	N/A	N/A	N/A
Bachelor's	18%	41.07%	1141	N/A	In-state public institution of higher education	100%

She also copies the first report, and changes the workforce goals to provide the ECAC and the early childhood funders group with a variety of different cost scenarios:

Rural State Example: Alternative Workforce Development Goals						
Educational Milestones	% Current State Workforce that Meets Educational Milestone	Goal for % of Workforce to Advance Towards This Educational Milestone	Target Number of Individuals to Advance Towards This Educational Milestone	Number of Credit Hours for the Specific "Some College"	Delivery Type Options	Estimate Desired Percentage by Delivery Type
State's Total Targeted Workforce			973			
CDA Credential or State/Territory Equivalent	14%	15.01%	417	N/A	Online clock hours	100%
Associate's	41%	10.01%	278	N/A	N/A	N/A
Bachelor's	18%	10.01%	278	N/A	In-state public Institution of Higher Education	100%

She completes both parts of Step 3, so that she can test out different scenarios for redistributing current quality investments toward this new goal. She can also identify the amount needed for a public-private partnership investment in this goal. At Step 4, she can revise the workforce goals, as well as the distribution of current resources to present a variety of scenarios for ECAC members and the philanthropic community to review. The table below demonstrates the results using the first version.

Rural State Example: Cost Summary	
Results	Costs
Estimate for 2014	\$8,144,578
Inflation for 2015	\$244,337
Estimate for 2015	\$8,388,915
Estimate of current PUBLIC share	\$590,562
Estimate of current private share	\$22,766
Differential	-\$7,775,587
Potential retargeted PUBLIC share	\$782,894
Potential private share needed (if PUBLIC share is retargeted)	\$7,606,021

Targeted Urban Professional Development Initiative

The State recently contracted for an analysis of access to quality programs for low-income families in urban communities. The analysis showed that there is a significant lack of quality programs where the majority of the families enrolled in the state’s child care assistance/subsidy program reside. There is a movement taking hold in the legislature to direct child care subsidy only to programs at the higher end of the State’s Quality Rating and Improvement System (QRIS). The significant lack of quality programs where families in the subsidy program work and live is of great concern to the State Child Care Advisory Council (SCCAC). That group has reviewed the analysis, and recommends that current professional development resources be reallocated to target vulnerable neighborhoods.

Based on the analysis data, the State Child Care Administrator (State Administrator) plans to pilot a project in the State’s largest city, which also has the greatest density of low-income neighborhoods. The pilot would provide professional development, coaching and mentoring to providers in three target neighborhoods to support their advancement in the QRIS. The highest level of the QRIS is closely aligned with both Early Head Start and Head Start credentialing and other standards and extra bonus points are awarded if the provider delivers case management services similar to those provided by family services advocates in Head Start programs. Therefore, this pilot includes adding family support workers employed by the regional child care resource and referral agency, which is also the local Head Start/Early Head Start provider/grantee. A family support worker credential was recently developed by the State in partnership with the land-grant

university. This would be a good opportunity to implement the credential training on a small scale prior to launching it statewide. Sixteen new positions would be developed to serve the families enrolled in the participating child care programs. The pool of candidates for these positions will be drawn from parents enrolled in the Head Start/Early Head Start program who have completed a job training program provided by the resource and referral agency. The table below illustrates the staffing approach.

Targeted Urban Professional Development Example: Workforce by Role and Credential						
Current Workforce Status	Total #	HS Diploma	CDA	AA	BA	TOTAL
Family Child Care Providers	1051	399	315	168	168	1051
Family Services Advocates	16	16				16
Lead Teachers	3800		760	2280	760	3800
Assistant Teachers	15000	10500	1800	2400	300	15000
TOTAL	19867	10915	2875	4848	1228	19867

At the same time, a local foundation with a mission to address issues of poverty in the city has recently decided to shift their investment priorities to include early childhood professional development, and has invited the State Administrator to provide recommendations for their investments. There is also a recommendation from the State Child Care Advisory Council to redirect the \$856,000 currently attached to a quality initiative that has not had desired results despite a 10-year investment. The foundation staffer needs to develop a cost estimate for such a pilot. He uses the same data table (shown above) for the current workforce in the targeted region.

In this situation, the State Administrator does not enter all the details possible in Step 1, as she only needs information based on the basic workforce numbers.

Targeted Urban Professional Development Example: Baseline Workforce Data Entered in Step 1									
Total		High School or Less		CDA Credential or State/Territory Equivalent		AA		BA	
Number	%	Number	%	Number	%	Number	%	Number	%
19867	100	10,915	55	2,875	14	4,848	24	1,229	6

She establishes the workforce goals in Step 2:

Targeted Urban Professional Development Example: Workforce Development Goals						
Educational Milestones	% Current State Workforce that Meets Educational Milestone	Goal for % of Workforce to Advance Towards This Educational Milestone	Target Number of Individuals to Advance Towards This Educational Milestone	Number of Credit Hours for the Specific "Some College"	Delivery Type Options	Estimate Desired Percentage by Delivery Type
Total Targeted Workforce			16070			
Career Pathway Level	0%	0.08%	16	200	Credit hours: from in-state public Institution of Higher Education	100%
CDA Credential or State/Territory Equivalent	14%	54.86%	10899	N/A	Online credit hours	50%
					Face-to-face credit hour	50%
Associate's	24%	14.47%	2875	N/A	N/A	N/A
Bachelor's	6%	11.48%	2280	N/A	In-state public Institution of Higher Education	100%

She only completes the first part of Step 3 that asks her to enter information about participation and completion rates. She wants to show that their current investments in professional development have not yielded a high completion rate, despite State efforts to publicize these professional development supports. She can download a spreadsheet of the information on the specific initiative from the online tool and show the low degree of participation and completion rates for how this effort is currently structured. There is much more detail in the spreadsheet, but she has decided to keep this very simple, as it will be part of a report that is a public document.

Targeted Urban Professional Development Example: Step 3 Data on Completion Rates			
What EC/SA role(s) is this PD designed for?	What age group(s) does this PD focus on?	Unduplicated Counts of Participants	Completion Rates
Assistant Teacher/Provider, Teacher/Provider, Other direct service professionals	Infant, Toddler, Preschool, School-Age	250	12%

In Step 4, the State Administrator downloaded the spreadsheet of cost estimates, and used the individual costs for budgeting purposes, as this initiative will not need to plan for new costs at the employer or system levels. Instead, the initiative will be woven in with existing infrastructure investments. So this portion of the cost estimates are presented to the State Child Care Advisory Council and the partner foundation:

Targeted Urban Professional Development Example: Step 4 Cost Estimates				
Projected Costs	FA Credential	CDA	AA	BA
\$52,533,716	\$785,944	\$18,769,909	\$17,218,467	\$16,545,340

City-based Community Partnership Pre-K Initiative

The new Mayor and the City Council have agreed to launch a Pre-K initiative similar to the one in another city in the state. They are committed to implementing this new initiative within the existing mixed delivery system, using both family child care and center-based settings. The challenge is not the total number of available licensed child care slots in the City, but rather the credentialing and compensation levels for the child care workforce. There are state resources that will fund the pre-K slots, but there needs to be a minimum of one teacher with a B.A. in every child care classroom or family child care setting.

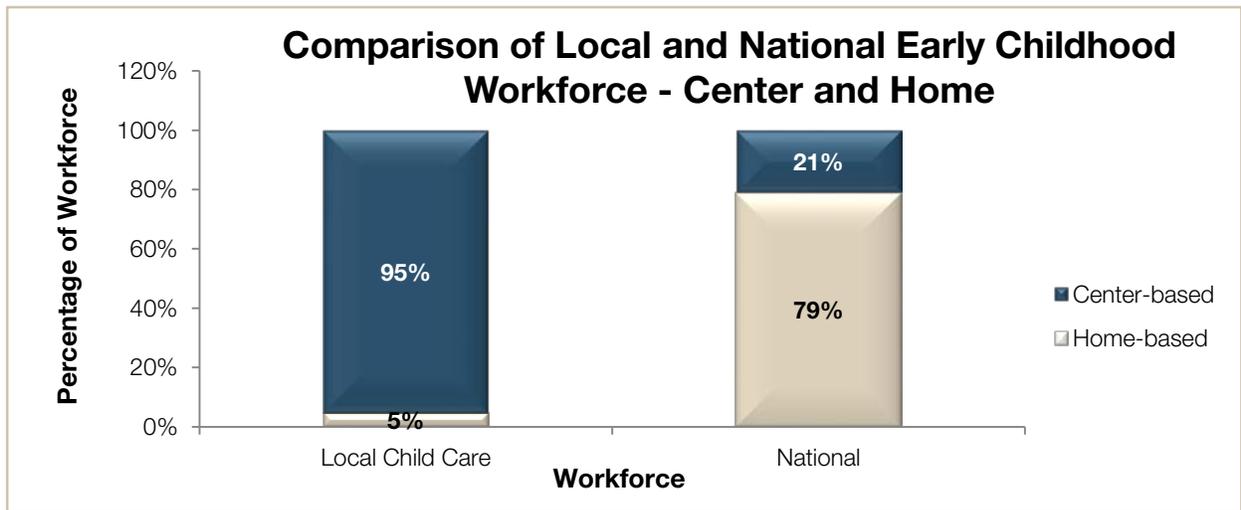
The Mayor met with early care and education advocates and agreed to launch a campaign to raise funds for addressing this issue with an education levy on business and individuals. City residents will need to approve such a levy in the next election. Prior to starting the campaign, his staff needs to determine the total amount required to bring the child care workforce in alignment with the credential and compensation levels of public school teachers. Such an undertaking will take a significant amount of time, and so the staff will provide a three-year estimate for gradually increasing the credential status of the childcare workforce and align it with a compensation scale.

Data on the City’s workforce is available from the local child care resource and referral agency.

**City-based Community Partnership Pre-K Initiative Example:
Current Estimated Workforce by Role and Credential**

City	HS Diploma	CDA	AA	BA	Total
Family Child Care Providers	364	287	153	153	958
Lead Teachers		744	2232	744	3720
Assistant Teachers	10416	1786	2381	298	14880
TOTAL	10780	2817	5324	1567	20488

The staff will enter the basic information for Step 1, and also want to categorize the data by setting. They will compare the City data to the data collected in the [National Survey of Early Care and Education](#) (NSECE). They believe this information might be useful for their communications staff when it is time to promote the initiative. The comparison is shown below.



In Step 2, the workforce goal is for family child care providers and preschool classroom teachers to attain a Bachelor’s degree. Based on the number of family child care providers who have formal credentials, they decide to develop a series of cost projections with different workforce goals, from most ambitious to most pragmatic. The table below shows one of these projections models which estimates the cost for targeting various percentages of the workforce at each educational milestone. The first projection developed on the tool advances the workforce with a baseline of Bachelor’s degrees for all family child care providers and lead teachers and at least a CDA for assistant teachers. They then create different cost projections based on various percentages of the workforce in each role, as shown next.

City-based Community Partnership Pre-K Initiative Example: Workforce Development Goals						
Educational Milestones	% Current State Workforce that Meets Educational Milestone	Goal for % of Workforce to Advance Towards This Educational Milestone	Target Number of Individuals to Advance Towards This Educational Milestone	Number of Credit Hours for the Specific "Some College"	Delivery Type Options	Estimate Desired Percentage by Delivery Type
Total Targeted Workforce			16592			
CDA Credential	14%	1.78%	364	N/A	Face-to-face credit hours	100%
Associate's	26%	60.3%	12355	N/A	N/A	N/A
Bachelor's	8%	18.9%	3873	N/A	In-state public Institution of Higher Education	100%

In this situation, they do not need to complete Step 3, but rather move directly to Step 4 upon completing Step 2. They can copy their first cost projections report, and revise the goals in Step 2 to provide new reports for each different cost projection. For the immediate discussion, the staff preferred to take a screen shot of the online tools results of the costs for each year to give the Mayor a quick overview:

City-based Community Partnership Pre-K Initiative Example: Step 4 Costs Estimates					
Educational Milestone	Cost for Year 1 (2014)	Inflation (2015)	Cost for Year 2 (2015)	Inflation (2016)	Cost for Year 3 (2016)
CDA Credential or State/Territory Equivalent	\$1,079,361	\$32,381	\$1,111,742	\$33,352	\$1,145,094
Associate's	\$126,553,417	\$3,796,603	\$130,350,020	\$3,910,501	\$134,260,521
Bachelor's	\$57,385,663	\$1,721,569	\$59,107,232	\$1,773,217	\$60,880,449

Local Early Head Start-Child Care Partnership

The local Early Head Start grantee recently was awarded a new federal grant to partner with five child care centers in three different communities. This will increase the capacity in the region by 12 infant and 15 toddler classrooms. The grantee needs to determine the costs of providing the training and supports to ensure all teachers in the classrooms meet the staff credential standards.

In addition to needing to ensure all partnership staff are appropriately credentialed, this is an opportunity to redesign the existing coaching and mentoring systems within the program. Up to this point, the grantee had been using training and technical assistance dollars to contract with master’s level early childhood professionals to provide coaching and mentoring support for the education staff. The grantee hopes to bring that capacity in-house, and create an additional career opportunity for the experienced teaching staff. The first year would be to support 10 lead teachers to move from a B.A. to a Master’s degree in anticipation of securing coaching and mentoring roles within the program.

Local Early Head Start-Child Care Partnership Example: Current Workforce by Role and Credential					
Current Workforce Status	Total	HS Diploma	CDA	Associates	Bachelors
Teachers	96	56	41	6	3
Master Teachers	10	0	0	0	10
TOTAL	106	56	87	6	13

In this situation, the program’s fiscal analyst enters the data for Step 1 at only the basic level. She will not enter any additional data beyond the numbers presented above. She will then complete the workforce goals in Step 2 as defined by the grantee—the Early Head Start Director. These goals include getting all teachers the required CDA within the first 18 months of the grant period, and moving those with the CDA along a career pathway to build the program’s coaching and mentoring capacity.

Local Early Head Start-Child Care Partnership Example: Workforce Development Goals

Educational Milestones	%Current Workforce that Meets Educational Milestone	Goal for % of Workforce to Advance Towards This Educational Milestone	Target Number of Individuals to Advance Towards This Educational Milestone	Delivery Type Options	Estimate Desired Percentage by Delivery Type
Total Targeted Workforce			89		
CDA Credential or State/Territory Equivalent	39%	100.00%	56	Online clock hours	100%
Associate's	6%	5.56%	6	N/A	N/A
Bachelor's	12%	15.74%	17	In-state public Institution of Higher Education	100%
Masters	0%	9.26%	10	In-state public Institution of Higher Education	100%

She can then proceed directly to Step 4, and provide the Policy Council, the Director, program managers, and the child care partner organizations with the projected costs for the professional development goals of the partnerships. They will then use these cost projections in their grant writing and resource development plans. For the purposes of an initial report to the Policy Council, the above chart will be included, as well as the overall cost estimate, which is \$815,499.

About the Author

Judy Reidt-Parker has worked in the early childhood field for over 30 years. Over the years she has gained experience in direct service, program leadership, systems development and analysis and advocacy at the local, state and national level. As the principal owner of Elmwood Consulting, she uses her education and practical experience to help improve early childhood systems and increase positive outcomes for children and families. Judy received her Bachelor's Degree in Early Childhood and Elementary Education and a Master's Degree in Leadership and Policy, both from Wheelock College.