Stackable Credits in Washington State

February 2020 Highlight Webinar with Juliet Taylor, Director of Strategy and Partnerships
Host: Katie Emerson-Hoss, Outreach and Implementation Manager
Welcome

Today’s highlight
Chat
Q+A
Introductions
History of the Stackable Certificates

• WA landscape prior to 2011 was fragmented
• RTT-ELC funding allowed WA to leverage the Community and Technical College System
  • Knowledge and appreciation of current workforce and unique communities and cultures to be served
• Partners included the Early Childhood Teacher Preparation Council, Department of Early Learning and State Board for Community and Technical Colleges
• Intent was to build up to a “tipping point” moving providers toward completion of AA degrees and beyond
• Steps in building the Stackable Certificates:
  • Adopted by 29 colleges over time
  • Updated after 6 years of implementation

• The certificates were built to align with standards and eventually became adopted as a way to meet licensing requirements.
Coursework in the Stackable Certificates was designed to align with WA state competencies.
2019 Standards Alignment requires all licensed child care providers serving families supported by subsidies to participate in the state QRIS, Early Achievers.

The stackable certificates are named in licensing standards as requirements for assistant teachers, lead teachers and directors.
Embedding the Certificates into the WA State System

The demand for the certificates was bolstered by both funding and inclusion in the early learning system.

- Earn points in QRIS
- Inclusion in Licensing
- Alternate pathways
- Grant dollars
2019 Data on Student Degree Intent

Current Intent

- 40E  State Initial Early Childhood Education Certificate
- 41E  State Short ECE Certificate — General
- 42E  State Short ECE Certificate — Infant Toddler Care
- 43E  State Short ECE Certificate — School-Age Care
- 44E  State Short ECE Certificate — Family Child Care
- 45E  State Short ECE Certificate — Administration
- 46E  State Early Childhood Education Certificate
- 402  Associates in Early Childhood Education
- Unreported

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<tr>
<th>Current Intent</th>
<th>Total</th>
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<tr>
<td>40E  State Initial Early Childhood Education Certificate</td>
<td>93</td>
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<tr>
<td>41E  State Short Early Childhood Education Certificate — General</td>
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<td>42E  State Short Early Childhood Education Certificate — Infant Toddler Care</td>
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<td>46E  State Early Childhood Education Certificate</td>
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<td>402  Associates in Early Childhood Education</td>
<td>437</td>
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Grand Total 1002
Challenges Along the Way

• Articulation to academic BA programs of study with requirements for more General Education courses at the 100/200 level

• Maintaining consistency across colleges

• Access to stackable certificates
  o Not enough scholarship dollars
  o Small programs with limited faculty
  o Variety of teaching modes, not always available
Every year about 1,100 members of the early learning workforce become Early Childhood Education scholars; supported with tuition, textbooks, and student support services as they work toward their professional development goals of certificates or ECE AA degrees.

- The colleges continue to remove barriers for students
- The framework allows for continued adaptation and course expansion
- Sustainability of the certificates through policy and continued state funding
Join us next month

Deep Dive into New Course: Supporting Children who are Dual Language Learners

Thank You

March 5, 2020
10am Pacific/1pm Eastern