WISCONSIN EARLY CHILDHOOD HIGHER EDUCATION SCAN

Executive Summary

September 2013

Completed on behalf of the Governor's Early Childhood Advisory Council

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Wisconsin Early Childhood Higher Education Scan

Schools, colleges and departments of education in institutions of higher education are increasingly aware of and responding to the growing needs of Wisconsin's early childhood workforce. Substantial progress has been made over the last few years, including numerous innovative approaches for helping child care and Head Start staff obtain a bachelor's degree.

This report highlights former and current initiatives; describes existing and promising pathways to higher education; identifies support systems for students; and offers recommendations for continuous improvement in the state's early childhood professional development system. The Wisconsin Early Childhood Higher Education Scan was conducted under the auspices of the Governor's Early Childhood Advisory Council to identify and document Wisconsin's early childhood higher education system. The Scan provides a robust snapshot of programs and opportunities within the Wisconsin Technical College System (WTCS), UW System campuses, the Wisconsin Association of Independent Colleges and Universities (WAICU), The College of the Menomonee Nation (CMN), and the Wisconsin Department of Public Instruction Alternative Licensing Programs to promote and assist early childhood professionals in obtaining higher education degrees, teacher licenses from the Wisconsin Department of Public Instruction and other early childhood credentials.

Major Findings

- Statewide, Institutions of Higher Education (IHE) offer a variety of entry points and pathways to higher education degrees in early childhood and related domains. Most IHE programs offer alternatives to in class / face-to-face coursework.

- Within existing IHE, a variety of innovative programs and practices have been or are being developed to address the needs of Wisconsin's early childhood workforce.

- Wisconsin has an excellent Associate of Applied Science (AAS) degree in Early Childhood Education, including supports for a variety of adult learners and pathways to a four-year degree.

- The UW-System, Wisconsin Association of Independent Colleges and Universities (WAICU), College of the Menominee Nation (CMN) and Alternative DPI licensing programs indicate that there are programs with early childhood cohorts, relevant early childhood content and field work placements. In addition, the IHE system offers supports and resources to individual students. A number of UW-System schools offer accelerated licensure programs for students entering with a Wisconsin Technical College System (WTCS) Associates Degree (e.g., UW-Oshkosh, UW-Whitewater).

- The reported use by survey respondents of early childhood curricula (e.g., Model Early Learning Standards, Family Partnerships, Early Identification / Screening, Pyramid Model) suggests that there are opportunities for cross-sector collaboration with IHE for early childhood professional development.

- Numerous resources are available to support to adult learners within the child care and Head Start community to pursue higher education degrees, including articulation agreements, credit for prior learning, professional counseling / support and courses that bridge the WTCS IHE with four-year degree programs.

- Data from the Wisconsin Early Childhood Association (WECA) demonstrates the impact of the T.E.A.C.H. Scholarship Program. The Registry data tracks professional development and degree / licensure status of the child care work force.

- WECA's website has the capacity to be a central point of information for the array of IHE experiences and pathways available to early childhood professionals.

- Committed faculty and staff within Wisconsin's IHE are developing innovative programs to meet the learning needs of the early care and education workforce.

- Recent innovations include new early childhood degree / teacher preparation programs, e.g., offering Registry Credentials for credit, accepting Registry Credential credit-based coursework in degree programs, holding courses on-sight where providers work and increasing one-year diplomas as a port of entry to a higher education degree.

Addressing the Gaps in Early Childhood Higher Education Personnel Preparation

The following recommendations are offered to continue theinnovations and progress that has been made over the last decade to ensure that individuals working with young children and their families have sufficient, easily accessible opportunities for professional development.

Cross-Sector System Development

- ✓ Within the Professional Development Initiative, continue to include IHE priorities and activities to address early childhood higher education.
- ✓ Consider opportunities within the current statewide higher education personnel preparation initiatives (e.g., Teacher Performance Assessment) to focus on outcomes of early childhood personnel preparation programs.
- ✓ Create opportunities to further evaluate and study the contributions of higher education to teacher effectiveness.

Access to Higher Education Programs

- ✓ Increase awareness among the early childhood workforce of all of the IHE opportunities available in Wisconsin.
- ✓ Promote and support innovative approaches for more options to accommodate full time employees, especially related to fieldwork.
- ✓ Reduce barriers to attending classes on campus by offering more on-site course work within community sites (e.g., child care centers).
- ✓ Continue to develop articulation agreements and support the WECA initiative to develop a centralized location to improve access to information for potential adult learners / students.

- ✓ Preserve T.E.A.C.H. funding and explore additional financial resources to assist with higher education tuition (e.g., low interest student loans, loan forgiveness, refinancing of student loans, scholarships) for early childhood professionals.
- ✓ Continue to develop aggregated data from T.E.A.C.H., The Registry, DPI and other sources to use in developing additional programs and pathways.

<u>Early Childhood Content and Fieldwork</u>

- ✓ Increase curriculum content and field work in the following areas:
  - Infant/Toddler (children 3 and under)
  - Special Needs/Disabilities
  - Dual Language Learners
  - Promoting Healthy Social Emotional Development
  - Addressing Behavioral Challenges
- ✓ Increase utilization of early childhood community placements for field work.

<u>Supports to Individual Adult Learners</u>

- ✓ Continue to support and expand funding for IHE degrees, including T.E.A.C.H. Scholarships and professional counseling to support the workforce.
- ✓ Continue to support Credit for Prior Learning Initiatives.
- ✓ Continue to increase linkages between degree and continuing education programs, especially related to the Registry Credentials and other credit-based IHE-sponsored programs.
- ✓ Address literacy and language challenges that present barriers for some adult learners.
- ✓ Help individual adult learners understand the IHE resources available within each campus or program.

Add link to a website where this will be posted and where eventually the full report will be available.

With the space available, you may want to add a quote of one of the innovative practices or one of the quotes from Valora Washington or the the other author.

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SUMMARY REPORT

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Wisconsin Early Childhood Higher Education Scan

Schools, colleges and departments of education in higher education institutions throughout Wisconsin are increasingly aware of and responding to the growing early care and education workforce needs. This includes creating opportunities to increase the number of early childhood professionals in the State who have a bachelor's degree. Driven in part by mandates such as Head Start regulations and Wisconsin's YoungStar Quality Rating System, this goal is also supported by research on the return to the field for an investment in higher education. In a seminal report, *Role, Relevance, Reinvention: Higher Education in the Field of Early Care and Education*, Washington (2008) proposed that "Early childhood higher education programs are facing adaptive pressures and dynamics for which they are unprepared."

> *However, schools, colleges and departments of education are finding that they do not have the capacity to meet growing community needs as they are understaffed and under resources at all levels. While innovations continually emerge from individual institutions and some state governments, much of the dialog is occurring among early educators and the college units that support them.*

> *"Will and how will institutions of higher education address these adaptive challenges in the field of early care and education?"* Valora Washington, 2008

A more recent document, *By Default or By Design? Variations in Higher Education Programs for Early Care and Education Teachers and Their Implications for Research Methodology, Policy, and Practice* (Whitebrook, Autsin, Ryan, Kipnis, Almaraz & Sakai, 2012) further underscored the challenges to early childhood personnel preparation programs and suggested that little is known about the variables that result in effective early childhood professionals. These variables include higher education program content and clinical experiences, faculty characteristics and institutional contexts. The paper calls for increased study of the influence and outcomes of these variables in preparing early childhood professionals so "programs are intentionally designed and based on reliable evidence about effective teacher development (Whitebrook et al, 2012, p. 3)."

Background on Statewide Initiatives

For over 20 years, early childhood professionals in Wisconsin have been striving to improve the higher education personnel preparation of the early childhood workforce. In recent years, there have been numerous innovations and system changes that have directly related to the issues and challenges identified by Washington (2008) and Whitebrook et al (2012) to increase access to and relevance of early childhood higher education preparation programs. Below is a summary of several important Wisconsin initiatives and actions.

Early Childhood Higher Education Mini-Grant Initiative (2003-2008): Collaborative, braided funding from these sponsors supported a mini-grant initiative that resulted in a number of innovations. The goals of this initiative were to:

- Promote articulation across two and four-year institutions of higher education
  Create competency and prior learning assessment systems and maintain high standards in professional development.
- Support non-traditional students efforts to further their education, including offering of alternative delivery systems
- Implement innovative recruitment practices to expand the diversity of qualified workforce
  Increase coursework and experiences for early childhood education and care professionals that include working with children with special needs
- Expand capacity for early childhood special educators, therapists, and other health and social service professionals to work as itinerant providers.

Outcomes included:

- The creation of two new majors in early childhood special education (i.e., UW-River Falls and Cardinal Stritch)
- A collaborative online master's degree in early childhood special education, hosted by UW-Stevens Point,
- Six articulation agreements, some of which resulted in the institutionalization of bridge courses to support learner transitions from a Wisconsin Technical College School to a UW-System school (e.g. Fox Valley Technical College to UW-Oshkosh).

- Increased community collaboration to support interdisciplinary training and the inclusion of young children with disabilities in community child care programs (e.g., Waukesha Technical College and UW-Whitewater-special education and communicative disorders).
- Community-based collaborative IHE initiatives granting credit for professional development and pathways to degrees (e.g., LaCrosse).

State Personnel Development Mini-Grants (2009-2013): This statewide initiative funded by the Wisconsin Department of Public Instruction, State Personnel Development Grant (SPDG), focused on improving the outcomes for children with disabilities through professional development efforts. The initiative invited innovation, system change and partnership activities across higher education disciplines and institution to support the inclusion of children with disabilities in the least restrictive (Part B) and/or natural (Part C) environments. Several projects focused on early childhood (e.g., UW-Whitewater & Waukesha Technical College; Carroll University; Mid-State Technical College and UW-Stevens Point).

The Registry (1991-present): The Registry has been Wisconsin's professional development recognition system for early care and education professionals since 1991. Teacher education is considered one of the most consistent predictors of quality in an early childhood setting. YoungStar criteria for staff related to training and education is verified through the individual's Registry membership. A Registry certificate is required for all lead teachers, directors and administrators in licensed child care programs. From January 1, 2009 -December 31, 2012, there were 13,289 individuals active with The Registry.

The Registry develops professional credentials to meet the unique needs of the early childhood care and education practitioners. The decision to develop a credential is based on the demonstrated need of early childhood professionals and they are developed by a team of experts from Wisconsin and around the United States. Since 1998, The Registry awarded 2402 Credentials. Credentials include: Administrator, Inclusion, Infant Toddler, Leadership and Preschool. See Appendix A for detailed data on the credentials, degrees, licenses and employment categories for members for members of the early childhood workforce who are members of The Registry. www.**the-registry**.org/

Wisconsin Early Childhood Association (WECA): The Wisconsin Early Childhood Association strengthens the capacities of child care professionals through professional development, advocacy, communications and research. Through a number of initiatives, WECA has become a central point of contact for many childcare professionals to obtain information, counseling and resources (support and financial) to pursue a higher education degree. This includes the development of T.E.A.C.H Early Childhood ®Wisconsin/REWARD Program and opportunities for Credit for Prior Learning. The WECA website has many valuable higher education related resources, including a listing of UW-System and WTCS resources so that prospective students have access to options.
http://wisconsinearlychildhood.org/programs/teach/wisconsin-universities-colleges/

Below is a summary of two initiatives: T.E.A.C.H. and credit for prior learning.

T.E.A.C.H. Early Childhood® Wisconsin (1999-present): T.E.A.C.H. Early Childhood® Wisconsin provides higher education scholarships to professionals who work in regulated early childhood and school age care settings. Since its inception in 1999, T.E.A.CH. has provided more than 10,000 scholarships to over 5,800 early childhood teachers and administrators to attend credit-based courses.

There were 36 institutions of higher education with T.E.A.C.H. recipients in the fall of 2012. Sixteen were WTCS campuses, 11 were part of the UW System and 9 were private colleges.

T.E.A.C.H. is part of the Wisconsin Early Childhood Association (WECA). In addition to the scholarship program, WECA provides Professional Development Counseling to child care professionals, giving them vital information about available degree pathways, credit for prior learning opportunities and extensive information on all Wisconsin colleges and universities offering early childhood related programs including costs.

T.E.A.C.H. currently has a grant to document all existing articulation agreements within the state between colleges and universities, both public and private. This information is critical

to developing viable degree completion pathways for early childhood professionals. See Appendix B for data on scholarship recipients by college or university and scholarship type.

Credit for Prior Learning: WECA and key partners are working to make credit for prior learning clear and uniform throughout Wisconsin." A system of **credit for prior learning** is an opportunity to recognize the current skill and knowledge level of Wisconsin's early childhood teachers, improve child care quality in the state, and meet expectations in the YoungStar program. Colleges that offer credit for prior learning award credit(s) to individuals who can demonstrate relevant skills and knowledge previously acquired through non-traditional schooling, non-credit-based training, work or other life experiences. See Appendix B for a summary of options available through IHEs in Wisconsin. More information about the WECA Credit for Prior Learning is available at this site:
http://wisconsinearlychildhood.org/programs/teach/CPL/

See Appendix B for data on TEACH scholarship recipients who received credit for prior learning.

Moe information on WECA Workforce Efforts is available at these sits

- Pathways to Early Childhood Higher Education: Credit for Prior Learning
  http://wisconsinearlychildhood.org/assets/Documents/Pathway-1.pdf
- Pathways to Early Childhood Higher Education: The Current Status of Wisconsin's Child Care Workforce
  http://wisconsinearlychildhood.org/assets/Documents/Pathway-2.pdf
- Pathways to Early Childhood Higher Education: Attracting, Supporting and Retaining a Qualified Workforce
  http://wisconsinearlychildhood.org/assets/Documents/Pathway-6.pdf

Professional Development Initiative/ Intersecting Interests (1990s-present): The Professional Development Initiative (PDI) is comprised of diverse organizations, agencies and people who are dedicated to strengthening high quality, aligned professional development for the early childhood workforce, which includes cross sector training and technical assistance as well as strong linkages with higher education. Goals include:

- Develop, align and utilize core competencies across the variety of early childhood systems
- Enhance linkages with higher education

- Strive for high quality aligned professional development opportunities for the early childhood workforce, which include cross sector training and technical assistance

In recent years, the training and technical assistance network and annual events have merged with the Intersecting Interests event that primarily focused on higher education collaboration. The PDI training and technical assistance network encompasses the full range of early childhood programs in Wisconsin (e.g., child care, Early Head Start/Head Start, 4k & 5K, early childhood special education, Birth to 3 and home visiting).

Dual Language Learners (2010-2011): A series of focus groups was held to identify the growing needs for early childhood personnel preparation programs to address the increases in Dual Language Learners in early childhood settings. See Appendix C for a summary of key focus group findings.

System and Campus Initiatives: Concurrently, within systems and individual IHEs innovations continue. Some of these initiatives will be highlighted within this report.

Wisconsin ECAC Early Childhood Higher Education Scan (EC IHE Scan)

The Early Childhood Advisory Council requested that a Wisconsin Early Childhood Higher Education (EC IHE) Scan be conducted. Through the Wisconsin Department of Public Instruction, Office of Early Learning, Linda Tuchman-Ginsberg, PhD (UW-Madison, Waisman Center) and Pam Boulton, EdD (UW-Milwaukee School of Continuing Education) were contracted to complete the Wisconsin EC IHE Scan.

The intention of the Wisconsin Early Childhood Higher Education Scan is to identify, discover, and learn more about the early childhood higher education landscape in the State. The includes a snapshot of what the UW System campuses, Independent Colleges and Universities and the Wisconsin Technical College System offer and are poised to offer to meet the growing needs for early childhood professionals to earn higher education degrees, a DPI teacher license and/or other related credentials.

Input and guidance into the development of the EC IH Scan and survey was provided by staff of: Wisconsin Department of Public Instruction, Teacher Licensing, Wisconsin Technical College

System, Early Childhood Associate Degree Program, WECA, THE REGISTRY, Wisconsin Association of Independent Colleges and Universities and UW-System.

Table 1 below is a summary of the participants in the IHE Scan Survey.

Table 1: Wisconsin EC IHE Scan Survey Respondents			
WTCS 25 Respondents from these 15 IHEs	UW System N=9	WAICU N=7	Other N=2
• Blackhawk • Fox Valley • Gateway Technical Lakeshore • Madison College • Milwaukee Area • Moraine Park • Nicolet College • Northeast Wisconsin • Mid-State • Fox Valley Southwest • Waukesha County • Wisconsin Indianhead • Western Wisconsin	• UW Eau Claire • UW La Crosse • UW Madison • UW Milwaukee • UW Oshkosh • UW Platteville • UW River Falls • UW Stevens Point • UW Stout	• Alverno College • Cardinal Stritch University • Carthage College • Edgewood College • Marian University • Ripon College • Viterbo University	• College of the Menomine e Nation • CESA 6 RITE Alternative Pathway to DPI License

Background Information on Wisconsin's Colleges and Universities:

Pathways to Higher Education in Wisconsin

There are multiple pathways for early childhood professionals in Wisconsin to obtain higher education degrees, including the Wisconsin Technical College System, University of Wisconsin System, Wisconsin Association of Independent Colleges and Universities, and the College of Menominee Nation. In addition there are alternative teacher licensing programs through the Wisconsin Department of Public Instruction that lead to DPI licensure for those who have already earned a bachelor's degree. Following is a brief summary of these options. There are also higher education pathways through for-profit online or hybrid (online and face-to-face)

and out of state IHE programs that operate in Wisconsin. Information about these IHEs is not included in the IHE Scan.

The Wisconsin Technical College System (WTCS): WTCS offers the Associate of Applied Science Degree (AAS) in Early Childhood Education (ECE) at all of the 16 colleges in the system. The WTCS description of the common program adopted in 2006 states that **"**The Early Childhood Education program prepares students to work as teacher-caregivers in early childhood settings. It combines hands-on fieldwork in area centers with related academic work at the college. Graduates become responsible for the care and education of children in the birth-to-six-years age range. They create and maintain safe and healthy play environments, guide behavior, plan and implement learning activities, and work cooperatively with staff and parents." www.witechcolleges.org/explore_careers/career_program_details.php?program=10-307-1

There were 404 ECE AAS degrees conferred in 2012, a 26% increase from 321 in 2011. All WTCS schools reported ECE graduates for 2012. The three schools with the highest graduate count were along the eastern corridor of the state -- Milwaukee, Fox Valley and Northeastern Wisconsin – and accounted for 37% of the degrees. Survey respondents from the WTCS reported that it takes a student an average of 5 semesters to complete the AAS degree. The range is 3 to 8 semesters, with 2 of the 19 IHE respondents indicating the availability of a 3 semester accelerated program.

Table 2: Number of WTCS IHE Respondents Reporting These Types of Programs N=25 (Not an unduplicated count)

Program Type/Number	Number	Under Development
AAS Degree in Early Childhood Education	25	0
1-yr Diploma in Early Childhood Education	6	3
Registry Credentials	24	1

Table 3: Program Graduations for AAS Early Childhood Education Degree In Wisconsin					
District/Fiscal Year	**2008**	**2009**	**2010**	**2011**	**2012**
Blackhawk	27	23	27	29	28
Chippewa Valley	19	18	19	20	16
Fox Valley	44	18	30	20	47
Gateway	17	20	12	21	13
Lakeshore	10	14	8	4	11
Madison Area	21	15	23	24	25
Mid-State	11	12	12	8	11
Milwaukee Area	46	57	62	61	58
Moraine Park	19	16	14	16	15
Nicolet Area	5	9	9	3	8
Northcentral	10	14	14	9	26
Northeast Wisconsin	26	26	36	39	44
Southwest Wisconsin	17	3	4	7	15
Waukesha County	22	22	19	17	34
Western	13	11	4	12	14
Wisconsin Indianhead	24	25	22	31	39
Grand Total	**331**	**303**	**315**	**321**	**404**

University of Wisconsin System (UW-System): The UW-System is one of the largest systems of public higher education in the country, serving more than 181,000 students each year and employing more than 32,000 faculty and staff statewide. The UW System is made up of 13 four-year universities, 13 freshman-sophomore UW Colleges campuses, and the statewide UW-Extension.

Together, these institutions contribute to the preparation of teachers, administrators and other related educational professionals (e.g., English as a Second Language) who will serve the young children and their families in Wisconsin. Table 2 (page X) summarizes the location of early childhood related teacher and administrative preparation programs within the UW-System campuses. In addition, there are Human Development and Family Studies Departments at these IHEs: UW-Eau Claire, UW-Green Bay, UW-Madison, UW-Stevens Point, UW-Stout, and UW-Superior. There is a Community Education and Engagement degree with a sub-major in Child

Care at UW-Milwaukee and UW-Platteville offers all of the Registry Credentials for credit through Continuing Education.

Wisconsin Association of Independent Colleges and Universities (WAICU): The Wisconsin Association of Independent Colleges and Universities (WAICU) is the official organization of Wisconsin's private, nonprofit (or independent) colleges and universities and their 61,000 students. The WAICU website states that "Each WAICU member is a nonprofit, fully accredited, degree-granting institution, but each is unique, with its own mission and culture. All are open to people of every race, religion, and economic circumstance. All are student-centered, offering small class sizes, individual attention from professors, opportunities for involvement and leadership, and generous financial aid that makes a private higher education affordable for all qualified students." Nineteen of the twenty-three WAICU members have programs that prepare early childhood educators, administrators and other related educational professionals who will serve young children in Wisconsin and their families. See Table 2 for a summary of early childhood programs. www.waicu.org/

Public Tribal College: American Indian culture is at the heart of the College of Menominee Nation (CMN). The CMN website states that "CMN degree programs, research, and student activities are committed to addressing contemporary problems through modern science and methodologies that are informed by ancient knowledge. This is most evident in sustainable development programs at CMN that draw on resource management philosophies tested over centuries in the great Menominee forest." CMN offers an A.A.S. and B.S. degree in early childhood/elementary education. http://www.menominee.edu/About_CMN.aspx?id=533

"We have begun to more effectively incorporate Native American ways of learning in our courses, modeling practice expectations in our courses."

Table 4: Summary of Higher Education Programs By DPI License			
	UW-System	**WAICU**	**Public Tribal**
DPI Early Childhood Teacher Licenses			
Early Childhood Regular Education (Birth through age 8: #70,777)	UW-Green Bay, UW-Milwaukee, UW-Oshkosh, UW-Platteville, UW-Parkside, UW-River Falls, UW-Stevens Point, UW-Stout, UW-Whitewater	Cardinal Stritch, Carroll, Concordia, Edgewood, Maranatha, Silver Lake, Viterbo	
Early Childhood- Middle Childhood Regular Education (Birth through age 8: #71,777)	UW-LaCrosse, UW-Madison, UW-Oshkosh, UW-Platteville, UW-River Falls, UW-Stout (concentration only), UW-Superior, UW-Whitewater	Alverno, Cardinal Stritch, Carroll, Edgewood, Lakeland, Maranatha, Marian, Mount Mary, Ripon, St. Norbert, Silver Lake, Viterbo, Wisconsin Lutheran College	College of the Menominee Nation
Early Childhood Special Education (Birth to 8: #70, 809)	UW-Eau Claire, UW-Milwaukee, UW-Oshkosh, UW-Stevens Point, UW-Stout (Concentration only), and UW-Whitewater	Concordia, Edgewood, Silver Lake	
DPI ESL and Bilingual/Bicultural			
English As A Second Language (#395)	UW-Eau Claire, UW-LaCrosse, UW-Madison, UW-Milwaukee, UW-Oshkosh, UW-Platteville, UW-River Falls, UW-Stevens Point, UW-Whitewater	Beloit, Cardinal Stritch, Concordia, Edgewood, Lakeland, Lawrence, St. Norbert	
Bilingual/Bicultural Education (#023)	UW- Eau Claire, UW-Madison, UW-Milwaukee, UW-Oshkosh, UW-Stevens Point, UW-Platteville, UW-Whitewater	Beloit, Cardinal Stritch, Edgewood, Lawrence, Marquette, Mount Mary	
DPI Administrative Licenses			
Principal (#51)	UW-Madison, UW-Milwaukee, UW-Oshkosh, UW-Platteville, UW-River Falls, UW-Superior	Alverno, Cardinal Stritch, Carthage, Concordia, Edgewood, Marian, Marquette, Silver Lake, Viterbo	
Director of Special Education & Pupil Services (#80)	UW-Eau Claire, UW-Madison, UW-Milwaukee, UW-Superior	Cardinal Stritch, Edgewood, Marian, Silver Lake, Viterbo	

Table 5: DPI Teacher Licensing Programs Represented by IHE Scan Survey Respondents						
	UW System	WAICU	College of the Menominee Nation	Alternative Pathways to DPI	Cumulative	Under Development by System
DPI 70/777 Birth to 8	6	3	1		10	1
71/777 Birth to 11	5	6	1		12	0
70/809 Birth to 8 (ECSE)	5	1		1	7	0

Alternative Pathways to Teacher/Administrator Licensure in Wisconsin: The Wisconsin Department of Public Instruction offers two additional alternatives for achieving a teacher license for those who have earned a bachelor's degree. One is the ***Alternative Route Program*** that leads to a Wisconsin educator licensure as approved by Wisconsin Department of Public Instruction in areas of critical content shortages. For example, special education, ESL, and Bilingual/Bicultural education programs are offered in these early childhood related areas. One of the programs reported they are preparing a brochure to distribute to child care facilities and pre-school programs in area schools to increase awareness of the Alternative Route Program.
http://tepdl.dpi.wi.gov/licensing/alternative-route-pathway

The other is the ***License Based on Equivalency,*** a relatively new option in Wisconsin for obtaining a teaching license. This option is for those seeking a Teaching License who have already completed a bachelor's degree, and have teaching experience. Three years of teaching experience and a performance-based assessment process will be used to determine competency in the Wisconsin educator standards. http://tepdl.dpi.wi.gov/licensing/license-based-on-equivalency-pathway
Both of these alternative programs are for **licensure only** and do not lead to a degree.

Online Degrees: There are numerous online and hybrid (online and face-to-face) degree granting programs that early childhood professionals in Wisconsin may be accessing. However, we do not have data on utilization of these programs.

Table (A)(1)-10 and A(1)-11 from the original Race to the Top Application for a summary of programs and graduates. http://www2.ed.gov/programs/racetothetop/phase1-applications/wisconsin.pdf

Summary of Survey Results and Implications

ACCESS TO HIGHER EDUCATION PROGRAMS

Table 6: Percentage of IHEs Respondents Reporting These Delivery Formats by IHE Program Type							
Degree or DPI License/ Format	**Face to Face**	**Blended Face to Face & Online**	**Fully Online**	**Part Time**	**Evenings**	**By Weekends**	**By Cohorts**
WTCS N=19							
AAS Degree N=	92%	88%	28%	84%	84%	40%	32%
1 Year Diploma N=8	88%	75%	25%	88%	88%	50%	38%
Registry Credentials N=21	71%	95%	43%	67%	48%	67%	29%
UW System, WAICU, College of the Menominee Nation & Alt. DPI							
B-8 EC N-10	100%	36%	0	55%	64%	18%	18%
B-11 ECMC N=10	100%	73%	0	64%	72%	27%	27%
B-8 ECSE N=6	100%	67%	0	57%	71%	29%	14%
Implications: Wisconsin offers a variety of diverse options for accessing higher education degree granting programs. All programs offer face to face, plus something else. The WTCS system offers a fully online degree, with the others (UW-System, WAICU, CMN & Alt. DPI Programs) not reporting fully online options. Wisconsin has rich Higher Education Resources							

Table 7: Percentage of IHEs Respondents Reporting Strongly *Agree or Agree These Components are In Place to Increase EC Relevance*		
Components/System	***WTCS N-19***	***UW System/WAICU N=18***
Credit for Prior Learning	84%	50%
Cohorts of EC Students	79%	89%
Placements in EC Community Settings	95%	94%
Projects/Assignments with EC Content	100%	100%
Bridge Course between WTCS and 4 year IHE	37%	47%
Implications: All IHE respondents indicated that they have projects and assignments with early childhood relevant content and use early childhood community settings for fieldwork. Both the WTCS and the other IHE systems reported promising practices of early childhood cohorts, which suggest that the focus of the curriculum will be on early childhood settings, not just school settings. The WTCS system responses indicated that there are more opportunities to assess Credit for Prior Learning than the other systems. Both systems are reporting progress in having bridges courses.		

Examples of Innovation:

WTCS:

- *We are in the process of adding a certificate program for those who would like to get right to work in the EC field.*
- *We have also added the Preschool Capstone class so students can earn both the Preschool Credential and the ECE associate degree within a 2 year period.*
- *Program includes traditional and synchronous online instruction, optional open lab time, technology support, and customized learning kits.*
- *Currently launching a blended, accelerated, ECE cohort program for Fall 2013.*
- *We have an articulation between our Instructional Assistant Associate Degree program and our Early Childhood Education Associate Degree program. Students can take coursework between both programs and graduate in 3 years with both degrees. This allows students the knowledge to work with students from Birth- High School.*
- *We have begun to offer courses in the evening and at regional learning centers to reach the current workforce. We also have implemented a credit for prior learning process.*
- *The ECE Program Lead is looking into offering a 1 year Technical Diploma as well as collaborating our Program with Education Instructional Assistant.*
- *We offered courses throughout the semester with various start dates to increase enrollment. We have 5 faculty and 17 adjunct instructors. We have 2 new classrooms and a lab with state-of-the-art equipment to assist in teaching.*

UW-System, WICU, CMN & ALT. DPI:

- *We opened additional sections, hired more faculty and modified schedules switching some to evenings to provide more opportunities for students.*
- *We also increased class sizes in our sections of B to11 courses form 15 to 22.*
- *Utilizing community classroom placements for Birth to 3, Head Start and special education experiences.*
- *We are preparing a brochure to distribute to child care facilities and pre-school programs in area schools.*
- *Our early childhood bachelor's completion program is a relatively new program that is designed for students who have already completed an associate's degree. These students are currently employed in early childhood settings and are able to complete their early childhood degree while working.*
- *We are currently putting through major program changes so that the ECE program can better and more efficiently accommodate students who wish to complete a degree in ECE, but not attain state certification, students who would like to add-on the ESL certification, students who would like to add-on the bilingual certification, or student who would like to add on both ESL/bilingual.*
- *We strongly believe that all candidates preparing to be educators in any ECE setting should develop a common set of knowledge, skills, and dispositions for teaching and learning. The new program will also include the addition of more content and skills development specifically related to language development, dual language acquisition, and biliteracy. Additionally recruitment and retention of a more diverse population of teacher candidates will continue to be a central focus of the new program. We will continue to run a post bac certification program.*
- *A new Montessori master's program has been added as well as our transition to degree program which bridges courses from tech schools and makes it possible for students to achieve a bachelor's degree.*
- *Our program is purposely NOT structured in cohorts in order support maximum scheduling flexibility and accessibility for students. The program provides orientations and regular meeting times in order for students to bond as a learning community. We are able to accommodate students who require on-the-job field placements and student teaching placements. Several scholarships and internships are available to assist students who may have financial difficulties during the student teaching semester.*

EARLY CHILDHOOD RELEVANT CURRICULUM CONTENT AND FIELDWORK

Table 8: Percentage of IHEs Respondents Reporting Extreme Amount or Quite a Bit of Curriculum in EC Content

Early Childhood Content Area/ IHE Type	***WTCS N=19***	***UW System, WAICU, CMN & Alt. DPI N=18***
Wisconsin Model Early Learning Standards (WMELS)	89%	88%
Pyramid Model	42%	55%
Behavioral Assessment	32%	78%
DEC Recommended Practices-For Children with Disabilities and Families	37%	61%
Dual Language Learners	12%	39%
RTI/Balanced Assessment	42%	78%
Family Partnerships	89%	94%
Early Identification/Screening	79%	78%
WI EC Core Competencies	47%	78%

Implications: These results demonstrate progress in integrating these early childhood relevant content areas into curriculum in Wisconsin IHE programs. The patterns are similar across systems.

Highest rated content areas are:

- WMELS
- Family Partnerships

Lowest rated content areas:

- Dual Language Learners
- Behavioral Assessment
- DEC Recommended Practices

These areas reflect areas of greatest challenges faced by many early childhood educators in supporting children who are Dual Language Learners, have challenging behaviors or special needs/disabilities.

Examples of Innovation

WTCS:

- *Currently developing a 6 credit Autism Certificate to help students, line therapists, paraprofessionals, and the community-at-large increase their understanding of autism spectrum disorder.*
- *We went through the NAEYC accrediting process and are now fully accredited. The process is extensive and very self-reflective. We are currently working on promoting better writing skills across our curriculum.*

UW-System, WAICU, CMN & ALT. DPI:

- *We just implemented an Early Childhood/English as a Second Language (EC/ESL) certification program.*
- *Program revised to reduce it to 120 credits. Redesigned to make Early Childhood Special Education an option within the Early Childhood Education Program as an optional track.*
- *We revised our program last year so students can complete it in 4 years, with 15 to 16 credits/semester. We added content related RtI, PLCs, dual language learners and PBIS. We started our first Early Childhood Professional Development School this year.*
- *We are in the process of developing a unified early childhood major that will prepare teachers for general and special education licenses that address inclusive settings and self-contained methods for students with more significant or medically fragile conditions, collaboration, consultation, and the program is heavily field-based.*

Table 9: Percentage of IHE Respondents Reporting These Registry Credentials

	WTCS N=25	**UW-System, WAICU, CMN & ALT. DPI N=18**
Infant/Toddler	67%	5%
Preschool	86%	5%
Inclusion	38%	6%
Child Care Administrator	81%	6%
Leadership	10%	6%

Implications: Many of the WTCS IHEs reported offering a number of registry credentials. The percentage reporting infant toddler offerings shows promise in increasing focus specifically on infant/toddler development. Fewer credentials are offered through the UW-System, ICU, CMN and Alternative DPI Programs. CMN is only IHE that reported offering the Infant Toddler and Preschool Credentials. There may be others, but the data was not reported in the survey.

Table 10: Percentage of IHEs Respondents Reporting Fieldwork in These EC Settings		
Fieldwork Settings/IHE Type	**WTCS N=19**	**UW-System, WA ICU, CMN & Alt. DPI N=18**
Early Childhood Program/ Center	100%	100%
Head Start	100%	83%
Early Head Start	63%	22%
ECSE 3-5	68%	50%
4K-Public School	89%	67%
5K-Public School	58%	89%
4K-Community Setting	79%	83%
4K or 4K Private/Parochial School	68%	83%
B-3 Early Intervention	32%	44%
Other: Campus Center/Hospital	32%	22%
Implications: A variety of appropriate early childhood settings are utilized. All reports indicated use of early childhood programs or centers. Those serving infants and toddlers are least utilized (e.g., Early Head Start, Birth to 3 Programs).		

- *We use every available resource for placement of our students in preschool practicum.*
- *We use 4K & 5K placements extensively. We use daycare placements.*

Table 11 : Average Number of Hours of Clinical/Fieldwork by Age Range by IHE Type				
	UW System, WAICU, CMN & ALT DPI			***WTCS***
Type of License by Age Range of Children	*DPI 70/777 Birth -8 (EC) N=10*	*71/777 Birth – 11 (ECMC) N=12*	*70/809 Birth -8 (ECSE) N=7*	*AAS Degree N=16*
Birth to 3	70 (20-405)	57(2 0-405)	110 (50-360)	117(0-288)
3 to 6	235 (20-810)	76 (0-405)	225 (20-600)	238 (50-450)
6 to 8	130 (20-450)	75(20-405)	119 (20-448)	44 (0-189)
8 to 11	NA	42 (17-100)	NA	NA
Implications: These numbers suggest that the numbers reported by some IHE programs may not represent the full amount of clinical/field work required for teacher licensure, potentially due to the way the question was asked. Clinical/field work may have been differentiated from full time student teaching by some respondents. However, these results show that students spend time in settings with children of a variety of ages as indicated for the license or degree. There is an emerging pattern that shows across all reports, a greater amount of field work being completed with children in the 3 to 6 age range, regardless of the license.				

INDIVIDUAL STUDENT/ADULT LEARNER SUPPORTS

Table 12: Most Frequently Reported Perceived Barriers to Timely Graduation (Rank Ordered)
Students attend college while working full time.
Students lack financial support.
Students have challenges in taking time away from work for student teaching/clinical experiences.
Classes are full.
Access to licensed, onsite supervisors isn't available in the student's community.
Classes are cancelled due to low enrollment.
Others: • Taking classes part time because of work obligations. • Students often have small children at home and are single moms • Centers don't encourage staff to complete degree - they encourage them to quit school and take more work hours. • Personal issues, (pregnancy, poverty, transportation, disability, inability to access text books in a timely manner, support of family • Poor reading and writing skills cause repeating certain classes. • Transportation to high quality clinical experiences • Students not able to complete PPST or Praxis exams or other qualifying assessments in a timely manner. It might take them additional semesters to pass. • Students are working full time and trying to take coursework and complete field placements.
Implications: These barriers may be keeping individuals from graduating, but may also be the same barriers that keep them from enrolling. Issues such as poor literacy skills and access to transportation to attend courses suggest that despite the ample resources, they are not attainable to all members of the early childhood workforce.

Examples of Supports for IHE Students, including Non-Traditional Students

<u>Advising/Counseling</u>

WTCS:

- *We are a small campus with a family atmosphere. People know each other by name and students are encouraged to take advantage of these services. I have a close relationship with the counselors/advisors and we communicate often to promote the success of the students.*
- *On a frequent basis the early childhood students benefit from these services. They are introduced to the services in an all-day orientation.*
- *Offer tutoring services, open-labs for students who are struggling. Implemented an Early Alert system to be more proactive than reactive in order to ensure that students are successful.*

- *There is a class pretention on scholarships. Students meet at least three times a semester with a program instructor to discuss advising related concerns. Referrals to other campus resources are made at that time, including counseling services.*
- *Students meet frequently with advisor.*
- *We implemented a full-time advisor for the Early Childhood program.*
- *Career services come into the classroom to do a presentation.*
- *A Credit for Prior Learning Class allows student who are currently employed in the field to gain credit for experience.*
- *We work with the displaced worker, non-traditional occupation, and disability support staff to identify students and work with students.*

UW System, WAICU, CMN & DPI ALT:

- *There is a new connected advising process that prepares faculty and advisers to advise students from a wide array of non-traditional and cultural backgrounds. There are specific strategies for veterans, parents, older and returning students in addition to those from under-represented cultures.*
- *We have a clear process for assessment of program outcomes based on prior learning and experience, extensive services for students with academic challenges, a child care center on campus, support services for first generation college students, and professional and faculty advisors.*

Learning Supports and Accommodations

WTCS:

- *Many students use Instructional Support before entering our program to increase skills in math and language.*
- *Students use a writing lab and campus, tutoring and drop in labs*
- *We refer students to our academic success center for time management, note taking. We have an online writing lab. We encourage study groups between students.*
- *Our campus has a Teaching & Learning (TLC) that is designed to assist students in several areas of study including math, science, and writing. There are peer tutors and help with test taking, writing and reading labs, academic support, career advising, technology support.*
- *We have a wonderful Academic Resource Center which offers many of these services. We have a Career Services Office which provides excellent services to all students. We place students with writing deficiencies on "writing contracts" so that they are required to get tutoring in writing.*
- *Students with accommodations meet with Disability Support Services. These students work closely with Student Success Dept. and Disability Resource Center.*
- *Student are referred to the Disability Resource Center to work with a counselor and may then have a note taker in class and/or have testing accommodations.*
- *We have a center for special needs which helps students with diagnosed special needs get accommodation for a range of needs, from large print text books, quiz/test taking, and note takers within MATC classrooms. Within our EC program we have a Bilingual track that focuses*

on providing courses either in Spanish only, or mixed English Spanish so Spanish speakers can graduate from our program, even if they speak little English.

- *Faculty is notified of students with special needs via Accommodations Services Department so they are able to accommodate through services such as: Note Taker, IT Help Line, Tutors, Assessment Center, Math/Writing Lab, Academic Advisor, Blackboard Orientation and Faculty Advising.*
- *They may also be encouraged to work with the Writing Center, or meet with a Counselor depending on areas of need,*
- *We have an array of student support services available to all students that are both stand alone and integrated into associate degree programs. We also have Educational Technology Centers (ETC's) at each campus location that assist with all forms of educational technology. Counseling services, community resource & referral, special grants and scholarships and other services are made readily available to students.*
- *Admissions assessments are required (compass and other entry/transfer tests). Remedial courses are required depending on test results. A required meeting with program advisor is in place for all new full time students. The learning labs and peer tutoring services are also available.*

UW System, WAICU, CMN & DPI ALT:

- *We have numerous students in our program that have used the services provided by our Academic Support Division- test taking services, note takers, tutoring, etc... We now have tutoring services for all students- not just the ones that have a documented disability.*
- *The office for multicultural affairs has assisted in the transition of students from 2-year colleges to the program; financial aid is willing to waive registration deposits as needed.*
- *We have an array of courses for students that are dual language learners that need to become more proficient in English and there is free tutoring, counseling, and writing assistance.*
- *Our Testing and Counseling Office is excellent. We are referring more students each semester for counseling, particularly extreme stress and depression or bi-polar struggles. While it is alarming to see these numbers increase, we are very grateful for our highly skilled counselors.*

Summary of Major Findings-Strengths

- Wisconsin has IHE programs statewide that offer a variety of entry points and pathways to higher education degrees in early childhood related areas. Most IHEs across systems offer alternatives to face-to-face only coursework.

- Within existing IHEs in Wisconsin, a variety of innovative programs and practices have been or are being developed to address relevancy and access of personnel preparation programs to address needs of the early childhood workforce.

- Wisconsin has an excellent AAS degree in Early Childhood Education that offers many supports to a variety of adult learners and pathways to a four year degree.

- The UW-System, WAICU, CMN & Alternative DPI licensing programs indicated that there are programs with early childhood cohorts, relevant early childhood content and field work placements. In addition, the IHE systems offer supports and resources to individual students. A number of UW-System schools offer accelerated licensure programs for students entering with a WTCS Associates Degree (e.g. UW-Oshkosh, UW-Whitewater).

- The reported use by survey respondents of early childhood relevant curriculum content (e.g. Model Early Learning Standards, Family Partnerships, Early Identification/ Screening, Pyramid Model) suggests that there is growing opportunity for cross sector collaboration with IHEs for early childhood professional development.

- Numerous resources are available to support to adult learners within the child care community to pursue a higher education degree. Practices such as articulation agreements, credit for prior learning, professional counseling/support, and courses that bridge the WTCS IHEs with four year/ degree granting programs support the child care workforce.

- WECA has data that demonstrates the impact of the T.E.A.C.H. Scholarship Program and The Registry has useful data to track the professional development and degree/ licensure status of the child care work force. Together, the data gives a snapshot of changes occurring within the professional development of the child care workforce.

- The WECA website demonstrates growing capacity to be a central point of information for the array of IHE experiences and pathways available to early childhood professionals in Wisconsin.

- There are committed faculty and staff partners at Wisconsin IHEs who are developing new programs and innovations to meet the learning needs of the early care and education workforce.

- Recent innovations have included the addition of new early childhood degree/teacher preparation programs (e.g., offering Registry Credentials for credit, accepting Registry Credential credit-based coursework in degree programs, holding courses on sight in the community where the providers work, increasing 1 year diplomas as a port of entry to a higher education degree).

Next Steps to Address Gaps in Early Childhood Higher Education Personnel Preparation

CROSS SECTOR SYSTEM DEVELOPMENT

- ✓ Within the Professional Development Initiative, continue to include IHE priorities and activities to address early childhood higher education priorities and needs.
- ✓ Consider the opportunities within current statewide higher education personnel preparation initiatives (e.g., Teacher Performance Assessment) to focus on outcomes of early childhood personnel preparation programs.
- ✓ Create opportunities to further evaluate and study the contributions of higher education to teacher effectiveness as recommended by Whitebrook et al (2012).

ACCESS TO HIGHER EDUCATION PROGRAMS

- ✓ Increase awareness of all of the IHE opportunities available in Wisconsin.
- ✓ Promote and support innovations that lead to more options to accommodate full time employees, especially related to fieldwork.
- ✓ Reduce barriers to attending classes on campus by offering more onsite course work options within community sites (e.g. child care centers).
- ✓ Continue to develop articulation agreements and support the WECA initiative to develop a centralized location for potential adult learners/students to access.
- ✓ Preserve T.E.A.C.H. funding and explore additional financial resources and options to assist with higher education tuition (e.g., low interest student loans, loan forgiveness, refinancing of student loans, scholarships) for early childhood professionals

- ✓ Continue to develop aggregated data from T.E.A.C.H., The Registry, DPI and other sources to use in developing additional programs and pathways.

EARLY CHILDHOOD CONTENT AND FIELDWORK

- ✓ Increase curriculum content and field work in these areas:
  - Infant/Toddler (children 3 and under)
  - Special Needs/Disabilities
  - Dual Language Learners
  - Promoting Healthy Social Emotional Development
  - Addressing Behavioral Challenges
- ✓ Increase utilization of early childhood community placements for field work.

SUPPORTS TO INDIVIDUAL/ADULT LEARNERS

- ✓ Continue to support and expand funding for IHE degrees, including T.E.A.C.H. Scholarship Program. This includes professional counseling to support the workforce.
- ✓ Continue to support Credit for Prior Learning Initiatives.
- ✓ Continue to increase linkages between degree granting and continuing education programs, especially related to the Registry Credentials and other credit-based IHE sponsored continuing education.
- ✓ Address literacy and language challenges that present barriers to some adult learners.
- ✓ Help individual adult learners understand the IHE resources available within each campus or program to support learning.

Wisconsin Early Childhood Higher Education Scan

Appendix

Appendix A: The Registry

Appendix B: T.E.A.C.H. Early Childhood® Wisconsin

Appendix C: Dual Language Learners Higher Education Focus Groups Summary

Appendix A: The Registry

The Registry has been Wisconsin's professional development recognition system for early care and education professionals since 1991. Teacher education is considered one of the most consistent predictors of quality in an early childhood setting. YoungStar criteria for staff related to training and education is verified through the individual's Registry membership. A Registry certificate is required for all lead teachers, directors and administrators in licensed child care programs.

The data provided below was provided by The Registry, http://www.the-registry.org/

The following information is for those active in The Registry from 1/12009 through 12/31/2012.

Individuals on The Registry

Employment Type	
Center Director 50 or less	578
Center Director 51 or more	762
Administrator	498
Teacher	7,859
Assistant Teacher	1,347
School-Age Group Leader	889
School-Age Assistant Group Leader	94
School-Age Director 50 or less	84
School-Age Director 51 or more	72
Licensed Family Provider	932
Certified Family Provider	174
Grand Total	13,289

Of those actively in The Registry between 1/12009 and 12/31/2012 and identifying themselves as "teachers," 4,569 had a bachelor's degree or higher and 2,342 had an AA degree. (The total number of teachers in this period was 10,233.) There were 2,143 individuals holding one or more teaching licenses with 9 being from out-of-state and 2,134 from DPI. There were 1,479 teachers holding teaching licenses, with 1,472 from DPI.

The Registry develops professional credentials to meet the unique needs of the early childhood care and education practitioners. The decision to develop a credential is based on the

demonstrated need of early childhood professionals and they are developed by a team of experts from Wisconsin and around the United States.

The credentials available as part of this scan are:

- Administrator (one course recommended to be embedded in the WTCS AAS curriculum)
- Inclusion
- Infant Toddler (two courses embedded in the WTCS AAS curriculum)
- Leadership
- Preschool (embedded in the WTCS AAS curriculum with the exception of the capstone course)

Each Registry credential has the following common elements:

- Is credit based
- Is a sequence of specific courses
- Is 12-18 credits
- Includes a Capstone Course to implement knowledge gained
- Culminates in the development of a portfolio or project
- Has a commission process

The following is a count by position of credentials and degrees held by Registry members who were active between 1/1/2009 and 12/31/2012. Individuals may have earned more than one item. Facilities included were open prior to 12/31/2012 and individuals were employed between 1/1/2009 and 1/1/2012.

Facilities open prior to : 12/31/2012		Administrator	Agency Staff	Assistant Teacher	Center Director (50 or fewer children)	Center Director (51 or more children)	Childhood Professional	Consultant	Licensed Family Child Care	Manager	Non-Teaching Staff	Not Selected	Regular Certified Family Child Care Provider	School-Age Assistant Group Leader/Teacher	School-Age Director (50 or fewer children)	School-Age Director (51 or more children)	School-Age Group Leader/Teacher	Student Teacher	Teacher	Total
CDA Credential	CDA - Family Child Care	0	0	1	3	2	1	0	48	0	0	1	0	0	0	0	0	0	15	71
	CDA - Family Child Care - Bilingual	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
	CDA - Infant Toddler	5	0	11	3	16	1	0	3	1	1	0	5	0	0	0	4	0	256	306
	CDA - Infant Toddler - Bilingual	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	4
	CDA - Pre-School	32	0	93	48	82	5	0	45	19	4	0	6	1	1	1	18	0	814	1169
	CDA - Pre-School - Bilingual	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2	5
	Distinct Individuals	37	0	106	51	97	7	0	90	20	4	1	9	1	1	1	22	0	1046	1493
Higher Education	Associate	99	0	276	156	237	15	0	253	23	25	0	44	9	8	14	117	0	2342	3618
	Bachelor's	313	1	441	357	603	32	1	223	54	48	4	36	28	55	60	447	3	4274	6980
	Doctorate	4	0	2	1	2	0	0	1	0	0	0	0	0	0	0	1	0	5	16
	Master's	85	0	41	62	116	6	1	38	16	11	0	7	2	9	13	62	0	290	759
	NWTC Child Care Technical Diploma	3	0	0	2	4	0	0	3	0	0	0	0	0	0	0	0	0	25	37
	One Year Diploma	18	0	58	44	44	0	0	52	2	2	0	8	0	4	0	23	0	476	731
	Some College	255	0	754	374	593	13	0	508	49	47	0	95	40	18	36	582	15	4625	8004
	Distinct Individuals	529	1	1411	705	1060	50	1	855	99	102	4	157	72	76	92	1042	17	10233	###
Registry Credential	Registry Administrator Credential	110	0	7	89	333	2	0	89	8	7	0	3	1	3	5	5	0	184	846
	Registry Inclusion Credential	4	0	0	2	9	0	0	17	0	0	0	3	0	0	0	0	1	24	60
	Registry Infant Toddler Credential	12	0	35	16	28	6	0	118	3	4	0	6	0	0	2	5	0	358	593
	Registry Leadership Credential	3	0	0	5	7	0	0	7	0	0	0	0	0	0	0	0	0	1	23
	Registry Preschool Credential	1	0	17	3	5	0	0	40	0	1	0	2	0	0	0	4	1	63	137
	Distinct Individuals	117	0	58	103	353	8	0	205	11	12	0	13	1	3	7	14	1	595	1501

The following is a count by facility type of credentials, degrees and DPI licenses held by Registry members who were active between 1/1/2009 and 12/31/2012. Individuals may have earned more than one item.

Facilities included were open prior to 12/31/2012. Employees include those that were employed between 1/1/2009 and 1/1/2012.

Facilities open as of: 12/31/2012

		Family Child Care Program	Group Child Care Program	Out of School Time Program	Public School - Exempt Program	Unidentified	Total
CDA Credential	CDA - Family Child Care	44	27	0	0	0	71
	CDA - Family Child Care - Bilingual	0	1	0	0	0	1
	CDA - Infant Toddler	7	195	0	1	0	203
	CDA - Infant Toddler - Bilingual	0	3	0	0	0	3
	CDA - Pre-School	51	620	0	2	0	673
	CDA - Pre-School - Bilingual	0	5	0	0	0	5
	Distinct Facilities	93	683	0	3	0	779
Higher Education	NWTC Child Care Technical Diploma	3	40	0	0	0	43
	One Year Diploma	63	509	0	6	0	578
	Associate	294	1297	1	36	1	1629
	Bachelor's	242	1636	3	74	1	1956
	Master's	43	502	1	36	1	583
	Doctorate	1	15	0	1	0	17
	Some College	565	1748	2	86	0	2401
	Distinct Facilities	924	2081	3	101	1	3110
Registry Credential	Registry Administrator Credential	92	540	0	5	0	637
	Registry Inclusion Credential	21	32	0	0	0	53
	Registry Infant Toddler Credential	119	286	0	1	0	406
	Registry Leadership Credential	7	14	0	0	0	21
	Registry Preschool Credential	42	72	0	1	0	115
	Distinct Facilities	213	705	0	7	0	925

Facilities open as of: 12/31/2012

		Family Child Care Program	Group Child Care Program	Out of School Time Program	Public School - Exempt Program	Unidentified	Total
State Teaching License	DPI 70 - Early Childhood (birth - 8)	2	153	0	2	0	157
	DPI 71 - Early Childhood-Middle Childhood (Birth-age 11)	4	235	0	2	0	241
	DPI 72 - Middle Childhood-Early Adolescence (age 6-approx. 12-13)	1	199	1	5	0	206
	DPI 73 - Early Adolescence-Adolescence (age 10-21)	1	31	0	5	0	37
	DPI 74 - Early Childhood-Adolescence (Birth-age 21)	2	36	0	1	0	39
	DPI 080 Prekindergarten	0	30	0	0	0	30
	DPI 083 Prekindergarten-Grade 3	3	88	0	2	0	93
	DPI 086 Prekindergarten-Grade 6	2	111	0	1	0	114
	DPI 088 Prekindergarten-Grade 8	1	15	0	1	0	17
	DPI 090 Prekindergarten-Kindergarten	0	32	0	0	0	32
	DPI 100 Kindergarten	0	7	0	0	0	7
	DPI 103 Grades Kindergarten-3	0	16	0	2	0	18
	DPI 106 Grades Kindergarten-6	0	35	0	2	0	37
	DPI 108 Grades Kindergarten-8	1	37	0	1	0	39
	DPI - 808 Early Childhood-EEN (Grades PreK-K)	1	16	0	1	0	18
	DPI - 809 Early Childhood Special Education (Grades Prek-3)	2	75	0	1	0	78
	DPI - Other License	24	672	1	27	1	725
	Out of State Teaching License	0	13	0	0	0	13
	Distinct Facilities	41	973	2	33	1	1050

Registry Credentials to Date by Type

	Administrator Credential	Inclusion Credential	Infant Toddler Credential	Leadership Credential	Preschool Credential	Total
1998	40	0	0	0	0	40
1999	22	0	0	0	0	22
2000	48	0	5	0	0	53
2001	67	0	103	0	0	170
2002	86	0	134	0	0	220
2003	96	0	135	0	0	231
2004	88	0	117	0	0	205
2005	67	0	26	0	0	93
2006	79	0	56	0	1	136
2007	57	0	41	0	19	117
2008	55	0	36	0	17	108
2009	68	9	18	0	15	110
2010	100	16	54	0	26	196
2011	135	8	68	17	25	253
2012	109	27	49	8	29	222
2013	76	11	89	13	37	226
Total	1193	71	931	38	169	2402

Appendix B: T.E.A.C.H. Early Childhood® Wisconsin

T.E.A.C.H. Early Childhood® Wisconsin provides higher education scholarships to professionals who work in regulated early childhood and school age care settings. Since its inception in 1999, T.E.A.CH. has provided more than 10,000 scholarships to over 5,800 early childhood teachers and administrators to attend credit-based courses.

There were 36 institutions of higher education with T.E.A.C.H. recipients in the fall of 2012. Sixteen were WTCS campuses, 11 were part of the UW System and 9 were private colleges.

T.E.A.C.H. is part of the Wisconsin Early Childhood Association (WECA.) In addition to the scholarship program, WECA provides Professional Development Counseling to child care professionals, giving them vital information about available degree pathways, credit for prior learning opportunities and *extensive information on all Wisconsin colleges and universities offering early childhood related programs* including costs.

T.E.A.C.H. currently has a grant to document all existing articulation agreements within the state between colleges and universities, both public and private. This information is critical to developing viable degree completion pathways for early childhood professionals.

The data provided below was provided by WECA, with some available on the WECA website: http://wisconsinearlychildhood.org/

Recipients by School of Attendance Table

759 TEACH Recipients

Spring 2013

School Name	T.E.A.C.H. Recipients
Blackhawk Technical College	7
Cardinal Stritch University	13
Carroll University	2
Chippewa Valley Technical College	4
Concordia University - AA program	1
Edgewood College	1
Fox Valley Technical College	41
Gateway Technical College	5
Lakeland College	10
Lakeshore Technical College	10
Madison Area Technical College	20
Mid-State Technical College	7
Milwaukee Area Technical College	111
Moraine Park Technical College	11
Mount Mary College	1
Nicolet Area Technical College	4
Northcentral Technical College	8
Northeast Wisconsin Technical College	210
Rasmussen College Associate Degree	2
Silver Lake College	1
Southwest Wisconsin Technical College	4
University of Wisconsin - Green Bay	2
University of Wisconsin - Oshkosh	5
University of Wisconsin - Platteville	1
University of Wisconsin - River Falls	9
University of Wisconsin - Stevens Point	1
University of Wisconsin - Stout	2
University of Wisconsin - Superior	4
University of Wisconsin - Waukesha	1
University of Wisconsin - Whitewater	3
University of Wisconsin Milwaukee	89
UW - Platteville Cont Ed	107
UW Colleges Online	1
Viterbo University	5
Waukesha Technical College	28
Western Technical College	5

WITC - New Richmond	13
WITC - Rice Lake	7
WITC - Superior	3
Grand Total	**759**

Contracts awarded to T.EA.C.H. recipients include the following models: 3-8 credits, Associate Degree, Bachelor's degree or Credential.

Courses Taken by T.E.A.C.H. Recipients: Spring 2013
(numbers represent courses, not individuals)

School Name	3-8	AA	BA	CRED	Total
Blackhawk Technical College	2	10		1	13
Cardinal Stritch University		1	33		34
Carroll University			3		3
Chippewa Valley Technical College				4	4
Concordia University - AA program		2			2
Edgewood College			1		1
Fox Valley Technical College	9	43		28	80
Gateway Technical College		10			10
Lakeland College			15		15
Lakeshore Technical College	6	6		6	18
Madison Area Technical College	5	15		10	30
Mid-State Technical College	6	5		1	12
Milwaukee Area Technical College	19	99	1	80	199
Moraine Park Technical College	6	2	2	5	15
Mount Mary College			3		3
Nicolet Area Technical College		4	1	3	8
Northcentral Technical College	3	9		2	14
Northeast Wisconsin Technical College	58	115		143	316
Rasmussen College Associate Degree		4			4
Silver Lake College			5		5
Southwest Wisconsin Technical College		10			10
University of Wisconsin - Eau Claire			1		1
University of Wisconsin - Fox Valley		1			1
University of Wisconsin - Green Bay	1		3		4
University of Wisconsin - Oshkosh			12		12
University of Wisconsin - Platteville			5		5
University of Wisconsin - River Falls			19		19
University of Wisconsin - Stevens Point			8		8

University of Wisconsin - Stout			3		3
University of Wisconsin - Superior			10		10
University of Wisconsin - Waukesha		2			2
University of Wisconsin - Whitewater			5		5
University of Wisconsin Milwaukee	8		52	77	137
UW - Platteville Cont Ed	7			143	150
UW Colleges Online			1		1
Viterbo University	7		8		15
Waukesha County Technical College	2	14		27	43
Western Technical College				6	6
WITC - Ashland		1			1
WITC - New Richmond		20		5	25
WITC - Rice Lake	2			8	10

In 2012 there were 13 scholarship recipients that completed a Bachelors degree. The contract number is how many T.E.A.C.H. contracts they used to reach their degree varying from 1 to 9. In addition to the 13 T.E.A.C.H. participants graduating with a BA degree while on a T.E.A.C.H. BA contract, a small number of graduates are not represented who reached graduation while on a 3-8 Credit Model Scholarship as their final T.E.A.C.H. activity.

Contract End Date	Contract Status	Model	School Name	Contract Number
2/28/2012	GraduatedCompleted2	BACE2-9-18	University of Wisconsin Milwaukee	3
4/20/2012	GraduatedCompleted2	BACE2-9-18	University of Wisconsin - Stevens Point	2
6/1/2012	GraduatedCompleted2	BAC1	University of Wisconsin - Whitewater	3
8/10/2012	GraduatedCompleted2	BAC2	University of Wisconsin - Whitewater	1
3/16/2012	GraduatedCompleted2	BAO	Lakeland College	8
6/21/2012	GraduatedCompleted1	BAC2	Cardinal Stritch University	7
6/20/2012	GraduatedCompleted1	BAC1	Cardinal Stritch University	8
6/6/2012	GraduatedCompleted1	BAC3	Cardinal Stritch University	9
3/6/2012	GraduatedCompleted1	BAC3	University of Wisconsin - River Falls	7
2/28/2012	GraduatedCompleted2	BAF-19+-04	Cardinal Stritch University	5
3/14/2012	GraduatedCompleted2	BAF	University of Wisconsin - Oshkosh	6
6/21/2012	GraduatedCompleted1	BAO	University of Wisconsin - River Falls	4
3/7/2012	GraduatedCompleted2	BACE2-19+	University of Wisconsin - Whitewater	5

Aggregate information on T.E.A.C.H. recipients indicates that they use all three types of institutions of higher education in Wisconsin.

Type of Institution of Higher Education Attended

Type of College	Number of TEACH Recipients	Number of Colleges
Technical College	502	20
Public University	310	11
Private College/University	41	7

Most Common Colleges Attended

Top 5 Colleges Attended	Number of Attendees	Percent of Total
Northeast Wisconsin Technical College	158	19%
University of Wisconsin Milwaukee	154	18%
Milwaukee Area Technical College	134	16%
UW - Platteville Cont Ed	96	11%
Fox Valley Technical College	38	4%
TOTAL For Top Five	580	68%
Total	**853**	**100%**

Advanced Standing Credits From TEACH data base.

- Advanced Standing credit was given for 294 out of 36,521 courses taken as part of T.E.A.C.H. Early Childhood ® Wisconsin scholarships.
- 143 students received Advanced Standing Credits during their tenure as T.E.A.C.H. scholarship recipients.
- These students received a total of 759.65 Advanced Standing Credits, and received Advanced Standing credit for 69 different courses.
- Classes in which the most Advanced Standing Credit was given:

Basic Skills courses – 35 students

Practicum 1 – 62 students

Practicum 2 – 52 students

Practicum 3 – 15 students

Introduction to Early Childhood Education – 9 students

WTCS Credit for Prior Learning Opportunities

Technical College	Credit for Prior Learning (CPL) 3-credit course available?	Are there other opportunities to earn credit for prior learning (CPL)?	Learn more
Blackhawk Technical College	Yes, Spring 2013	Yes, online independent study, Spring 2013	Contact Michelle Riley at 608-743-4505 or mriley@blackhawk.edu
Chippewa Valley Technical College	No	Yes, can be awarded on an individual basis	Contact Julia Lorenz at jlorenz5@cvtc.edu
Fox Valley Technical College	Yes, Spring 2013	Check with contact person	Contact Amy Werba at Werba@fvtc.edu
Gateway Technical College	No	Check with contact person	Contact Terry Simmons at simmons@gtc.edu
Lakeshore Technical College	Yes, Spring 2013	Check with contact person	Contact Leigh Ann Kramer 920-693-1348 leighann.kramer@gotoltc.edu or Kristi Irving 920-693-1663 kristi.irving@gotoltc.edu
Madison College	Yes, Spring 2013	Check with contact person	Contact Sandy Garski or Karen Natoli at sgarski@matcmadison.edu knatoli@matcmadison.edu
Mid-State Technical College	Yes, Spring 2013	Check with contact person	Contact Barb Jascor at 715-422-5512 or barb.jascor@mstc.edu
Milwaukee Area Technical College	Yes, Spring 2013	Check with contact person	Contact Patti Kielpinski or Lamonte Blades kiepinp@matc.edu bladesl@matc.edu
Moraine Park Technical College	No	Yes, can be awarded on an individual basis	Contact Kristin Finnel at 262-306-5313 or kfinnel@morainepark.edu
Nicolet Area Technical College	No	Yes, can be awarded on an individual basis	Contact Diana Rickert at drickert@nicoletcollege.edu
Northcentral Technical College	No	Yes, can be awarded on an individual basis	Contact Sandy Suprak at suprak@ntc.edu
Northeast Wisconsin Technical College	Yes, Spring 2013 Online	Check with contact person	Contact Stacey Felton at 920-498-6255 stacey.felton@nwtc.edu or Mary Beth Boettcher 920-498-5410 marybeth.boettcher@nwtc.edu
Southwest Wisconsin Technical College	No	Check with contact person	Contact Beth Whitish at 608-822-2459 or 800-362-3322, ext. 2459
Waukesha County Technical College	No	Yes, can be awarded on an individual basis	Contact Kara Hoffman at 262-691-5104 or khoffman@wctc.edu
Western Technical College	No	Yes, can be awarded on an individual basis	Contact Tracy Craker at 608-789-6144 or crakert@westerntc.edu
Wisconsin Indianhead Technical College	No	Yes, can be awarded on an individual basis	Contact Laura Wassenaar at 715-394-6677, ext. 6217