

THE MARYLAND CHILD CARE CREDENTIAL PROGRAM



MARYLAND STATE DEPARTMENT OF EDUCATION
Division of Early Childhood Development
Office of Child Care - Credentialing Branch
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OVERVIEW

The Maryland Child Care Credential recognizes child care providers who go beyond the requirements of State licensing and registration regulations. There are six credential levels and four administrator levels, each one recognizing a child care provider's achievement of a specified number of training hours, years of experience and professional activities which lead to quality child care. Child care providers participating in the program will complete training in topic areas in order to develop the knowledge and skills they need to provide the highest quality care for the children and families they serve. Though the Maryland Child Care Credential is a **voluntary** program, all regulated family child care providers and child care center staffs are eligible and encouraged to participate.

PROGRAM GOALS



The major goals of the credential program are to:

- Produce a well-qualified workforce.
- Increase the overall quality of child care programs ensuring that all children enter school ready to succeed.
- Improve the status and increase compensation for child care providers.
- Recognize for-credit and non-credit career preparation.
- Provide a structure for professional growth through professional competencies.

IMPORTANT PROGRAM INFORMATION

- Before considering any training course you must decide on your long-term career goals. Your options may include:
 - ▶ The Maryland Child Care Credential
 - ▶ The Child Development Associate (CDA)
 - ▶ A college degree
 - ▶ Certified public school teacher
- Once you have decided on your goals, you can then map out your training plan.
- You will need to take training from the appropriate organizations to meet your long-term goals.
 - ▶ The Maryland Child Care Credential – you may take training from an Office of Child Care (OCC) approved trainer or an accredited college or university.
 - ▶ The CDA – take courses that are approved as meeting the training requirements set by the National Council for Early Childhood Professional Recognition.
 - ▶ A college degree – take courses for credit from an accredited college or university.
 - ▶ MSDE teaching certification – check with the Maryland State Department of Education Teacher Certification Branch for further information.
- **DO NOT** assume that any training you complete will automatically be accepted for college credit or meet the standards set by a national organization. You **MUST** check *before* taking any training to ensure that the training fits into your training plan and long-term goals.
- Training that has been completed within the past five years of application to participate in the credentialing program **may** be accepted as meeting the requirements of the core of knowledge as determined by the Office of Child Care. However, college coursework, whether for credit or non-credit, will be accepted regardless of when completed.
- Family child care providers or staff at centers applying for program accreditation should check with the accrediting organization on additional training criteria for the accreditation.



CREDENTIAL REQUIREMENTS Eligibility for Participation

- In order to participate in the credential program you *must* be:
 - ▶ A registered family child care provider,
 - ▶ An operator, director, or staff member (senior staff, group leader, assistant group leader or aide) in a licensed child care center.
- When you apply to participate in the credential program, you agree to:
 - ▶ Continue working in a child care setting for no less than one year from the date you are accepted into the credential program;
 - ▶ Complete continued training for the applicable credential level; and
 - ▶ Participate in professional activities related to the child care profession.
- A credential is issued for a 12-month period and may be renewed each year.
- Participants in the credential program may not be the subject of any sanction imposed by the OCC.
- Substitutes or volunteers, whether working in a registered family child care home or licensed child care center, are not eligible to participate.
- Child Care Center employees who do not work directly with children on a daily basis (regional/district manager, administrative, maintenance, food service) are not eligible to participate.



INCENTIVES

There are incentives available to child care providers who choose to participate in the Maryland Child Care Credential program. They are available to providers participating in the credential program at Level Two and higher and include achievement bonuses and training vouchers.

Achievement Bonuses

- Upon successful completion of the requirements, an achievement bonus is awarded once at staff credential levels two through four and administrator level one. Annually at staff levels four plus five and six and administrator credential levels two three and four.
- To receive an achievement bonus, a participant shall:
 - ▶ Meet the requirements for level two or higher pursuant to regulation .04 of this chapter;
 - ▶ Submit a completed application for renewal and submit documentation of continued training, professional activities and one year of continued employment in a child care facility.
- A bonus will be paid directly to the participating provider in the following amounts:

One Time Only:

- Staff Level Two - \$200
- Staff Level Three - \$300
- Staff Level Four - \$500
- Administrator Level One - \$600

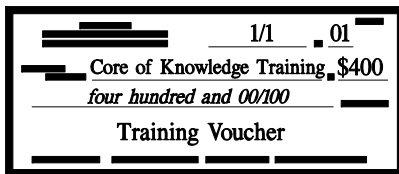
Annually:

- Staff Level Four plus - \$600
- Staff Level Five - \$750
- Staff Level Six - \$1,000
- Administrator Level Two - \$750
- Administrator Level Three - \$1,000
- Administrator Level Four - \$1,500

NOTICE

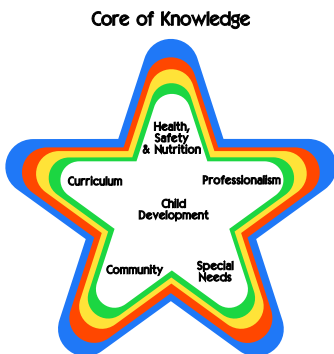
Beginning August 15, 2005, bonuses are paid in two parts:
 - One half upon achievement of level, and
 - After completion of all maintenance requirements, one half at time of renewal.

Training Vouchers and Reimbursement



Dependent on available funding, child care providers participating in the credential program at Level Two or higher are eligible for training vouchers or reimbursement for approved training within the Core of Knowledge. During each year of participation, up to \$400 is available to credential program participants to pay for the cost of additional training needed to complete the training plan. A training voucher is issued for a specific workshop, course or training session.

THE CORE OF KNOWLEDGE



The Core of Knowledge is defined as theories and practices that are essential for individuals working with children in family child care homes and child care centers. The core of knowledge is divided into six major areas;

- Child Development
- Health, Safety & Nutrition
- Special Needs
- Curriculum
- Professionalism
- Community

Training may be taken from an Office of Child Care approved trainer or an accredited college or university. The six Core of Knowledge areas are listed in chart that follows. Each bulleted item under the core of knowledge area identifies the *content* of a workshop or a component of a college class. The hours in parenthesis indicates the number of clock hours required to complete each Core of Knowledge area.

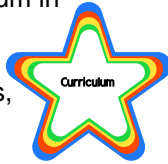
CHILD DEVELOPMENT (45 clock hours)

- Child growth and development theories, methods of research and effects on child care and education
- Domains (social, emotional, physical, cognitive and aesthetic) and stages of development
- Links between development and learning
- Methods of observing child behavior and progress
- Theories of guidance and discipline
- Positive child guidance strategies that promote pro-social behavior
- Research in early brain development
- Character development as it relates to behavior and management
- Appropriate supervision for age/level of development
- Documentation of growth and learning



CURRICULUM (30 clock hours)

- Significance of play, emergent curriculum in learning and development
- Developmentally appropriate practices that focus on children’s needs/interests, and consider culturally valued content and home experiences
- Learning experiences that help children develop emerging intellectual curiosity, problem solving and decision making skills, and critical thinking
- Integrating learning experiences with curriculum theories & current research
- Design, implementation & evaluation of child care and education programs
- Use of informal and formal assessments to plan activities, individualize programs, and improve program quality
- Planning and implementation of appropriate environments for children which facilitate development in all domains
- Design of new environments or modification of existing ones that nurture and educate children and meet state regulatory requirements
- Appropriate equipment and materials for outdoor and indoor learning spaces
- Appropriate supervision for all children’s activities



HEALTH, SAFETY AND NUTRITION (20 clock hours)

- Health issues and nutrition for children
- Implementation of safety management practices
- Issues affecting the health & safety of children
- Illness prevention
- Health record keeping and policy considerations
- Abuse, neglect and injurious treatment
- Practices and procedures for sanitation

NOTE - First Aid/CPR may **not** be counted toward this Core of Knowledge area

PROFESSIONALISM (15 clock hours)

- Historical and philosophical foundations of early care and education
- Diversity of child care programs
- Current issues, trends, research, and opportunities in the child care field
- Self-awareness and assessment
- Personal philosophical perspective as a basis for making professional decisions
- Ethics and professional behavior
- Mentorship
- Collaborative process
- Advocacy for children and child care programs
- Awareness of professional organizations, licensing and credentialing processes, education, community resources
- Child care facility and daily operations
- Financial planning and management
- Staff/program development, supervision, and evaluation
- Leadership, team building, and conflict resolution
- Child care policies, licensing regulations, legal and advocacy issues
- Determining community child care needs, marketing, public relations
- The value of developing policies



SPECIAL NEEDS (15 clock hours)

- Developmentally appropriate practices for children with varying developmental, emotional, cognitive, language and/or physical needs
- Understanding the special needs of all children
- Effective partnerships w/parents, families, and others
- Inclusionary practices
- Design of accessible learning environments
- Theoretical and legal foundations for special programs
- Special populations and medical implications




COMMUNITY (10 clock hours)

- Supportive and effective communication skills
- Dynamics, roles and relationships among children, families, and child care professionals
- Community resources that support children & families
- Sociology of children and families
- Parent participation in child care/education programs
- Recognition of diversity in society
- Benefits and process of collaborations



PROFESSIONAL ACTIVITY UNITS








Professional Activity Units – are earned for participating in activities related to the child care profession. The chart below lists *examples* of professional activities and the number of units they earn. Professional activity participation is required to meet credential levels two and higher and must have been earned in the previous twelve month period and maintained for continued participation in the program. Providers may choose from the listing below according to their interests and may submit information on activities not listed for consideration.

| ACTIVITY – Each bulleted item earns the number of professional activity units indicated. | |
|---|---|
| 1 Unit Each | <ul style="list-style-type: none"> • Member of a local, state, or national child care professional organization (may count only 1 membership) • Active committee member of a local, state, regional or national child care professional organization • Child care conference committee member (may be considered for more than one unit based on documentation submitted) • Community child care event (festivals, community days, etc.) • Responsible for the Child Care Food Program for the child care home or center • Presenter of in-service training or workshop for staff or support group (1 clock hour or more – may not include staff meetings or social hours) • Informal mentor/advisor for high school students, child care center staff, or family child care provider • Serve on an accreditation committee. (center staff) • Hold a current teaching certificate for Nursery, Kindergarten or Grades 1-5 • Child care resource and referral volunteer (6 clock hours) • Attend and participate in a statewide child care conference • 10 years of experience working with children in a child care program  |
| 2 Units Each | <ul style="list-style-type: none"> • Active officer or board member of a local, state, regional or national child care professional organization • Member of task force or advisory group • Author or contributor of professional level material to a child care newsletter • Child care resource and referral volunteer (12 hrs per year) • Successful completion of 3 college credits (limit – 2 units per year) • Judy Center participant/partner • Attend and participate in a national child care conference • Achieve and maintain national accreditation (family child care & child care center direct) • 20 years of experience working with children in a child care program (may be counted only one time for 2 units each subsequent year counts as 1 unit)  |
| 3 Units Each | <ul style="list-style-type: none"> • Presenter at local, state, or national child care conference • Approved instructor of infant/toddler, early childhood, or school-age training • Author or contributor of material to an early childhood or school-age publication distributed nationally • Editor of local, state, or regional child care newsletter • Developer of infant/toddler, early childhood, or school-age curriculum for use by other trainers • Child Development Associate Advisor or Representative • State and/or National Accreditation observer, validator or verifier • CCA approved mentor to more than one family child care provider or child care center • Administered an Infant/Toddler, Early Childhood, School-Age, or Family Day Care Environment Rating Scale for a program other than own (must be approved by CCA) • Supervisor of student teachers officially placed by a college or university • 30 years of experience working with children in a child care program (may be counted only one time for 3 units each subsequent year counts as 1 unit)  |





CREDENTIAL LEVELS

Credential Levels – there are two types of credentials: the Staff Credential consisting of seven levels and the Administrator’s Credential consisting of four levels. Each credential recognizes the completion of training, experience working with children and participation in professional activities. All criteria must be met in order to qualify for a credential level.

Staff Credential:

| Level | Education | Experience | PAU | Cont Trng Clock Hrs per year | Bonus | |
|---|---|---|-------------------|------------------------------|------------------|------------------|
|  1 | Meet CCA Licensing or Registration Requirements | NA | NA | NA | NA | |
|  2 | <ul style="list-style-type: none"> • 45 clock hours Core of Knowledge training that includes: <ul style="list-style-type: none"> ▶ A minimum of 20 clock hours in child development. | NA | 1 | 12 | \$200 (one time) | |
|  3 | <ul style="list-style-type: none"> • 90 clock hours Core of Knowledge training that includes: <ul style="list-style-type: none"> ▶ A minimum of 20 clock hours in child development and 20 clock hours in curriculum methods. | <ul style="list-style-type: none"> • 1 yr experience, • 1 yr of college, or • Exper/college = 1 year | 2 | 18 | \$300 (one time) | |
|  4 | <ul style="list-style-type: none"> • 135 clock hours Core of Knowledge training consisting of: <ul style="list-style-type: none"> <li style="width: 50%;">▶ 45 hrs child development <li style="width: 50%;">▶ 15 hrs special needs <li style="width: 50%;">▶ 30 hrs curriculum <li style="width: 50%;">▶ 15 hrs professionalism <li style="width: 50%;">▶ 20 hrs health, safety & nutrition <li style="width: 50%;">▶ 10 hrs community | 2 years | 3 | 24 | \$500 (one time) | |
| Level | Option | | | | | |
|  4+ | 1 | <ul style="list-style-type: none"> • 135 clock hours of core of knowledge training, and • Program Accreditation (family child care only) | 2+ years | 4 | 24 | \$600 (yearly) |
| | 2 | <ul style="list-style-type: none"> • 135 clock hours of core of knowledge training, and • 15 semester hours of approved coursework that includes courses in child development and curriculum planning | 9 years | | | |
| | 3 | <ul style="list-style-type: none"> • 135 clock hours of core of knowledge training, • Enrollment in an approved college course of study toward a degree, and • Accumulate 55 points by earning 5 points for each additional early childhood college course and/or each year of experience | 2 years (minimum) | | | |
| Level | Option | | | | | |
|  5 | 1 | <ul style="list-style-type: none"> • Associate with 15 semester hours of approved coursework and • Course work in Child Development and Curriculum Methods | 2+ years | 4 | 24 | \$750 (yearly) |
| | 2 | <ul style="list-style-type: none"> • 30 semester hours of approved college coursework that includes: <ul style="list-style-type: none"> <li style="width: 50%;">▶ Child Development <li style="width: 50%;">▶ School Age <li style="width: 50%;">▶ Curriculum Planning <li style="width: 50%;">▶ Infant Toddler <li style="width: 50%;">▶ Health and Safety <li style="width: 50%;">▶ Language and Literacy <li style="width: 50%;">▶ Special Needs <li style="width: 50%;">▶ Child Care Administration | 2+ years | | | |
| | 3 | <ul style="list-style-type: none"> • 15 semester hours of approved college coursework, • Enrollment in an approved college course of study toward a degree, and • Accumulate 45 points by earning 5 points for each additional early childhood college course and/or each year of experience | 2 years (minimum) | | | |
| Level | Option | | | | | |
|  6 | 1 | <ul style="list-style-type: none"> • Bachelor’s, Masters, Doctorate in ECE, Elem Ed, Spec Ed, Child Psych, related field, and • Courses in Child Development & Curriculum Methods | 2+ years | 5 | 24 | \$1,000 (yearly) |
| | 2 | <ul style="list-style-type: none"> • Bachelor’s, Masters, Doctorate (non-related field), and • 30 semester hours of approved college coursework that includes Child Development & Curriculum Methods | 2+ years | | | |
| | 3 | <ul style="list-style-type: none"> • Associate or higher degree with 15 semester hours of approved coursework, • Enrollment in an approved college course of study toward a higher degree, and • Accumulate 45 points by earning 5 points for each additional early childhood college course and/or each year of experience | 2 years (minimum) | | | |

Administrator's Credential:

| Level | Education | Experience | PAU | Continued Training Clock Hours per year | Bonus |
|---|--|--|-----|---|---------------------|
|  1 | <ul style="list-style-type: none"> • 240 clock hours of core of knowledge training, consisting of: <ul style="list-style-type: none"> ▶ 45 clock hours in child development; ▶ 45 clock hours in curriculum development; ▶ 45 clock hours in health, safety, and nutrition; ▶ 45 clock hours in special needs; ▶ 45 clock hours in professionalism; and ▶ 15 clock hours in community issues | 2 years working directly with children in an approved setting | 4 | 24 | \$600 (one time) |
|  2 | <ul style="list-style-type: none"> • Successful completion of 240 clock hours of core of knowledge training consisting of: <ul style="list-style-type: none"> ▶ 45 clock hours in child development; ▶ 45 clock hours in curriculum development; ▶ 45 clock hours in health, safety, and nutrition; ▶ 45 clock hours in special needs; ▶ 45 clock hours in professionalism; and ▶ 15 clock hours in community issues; • Achievement of at least one of the following: <ul style="list-style-type: none"> ▶ Completion of the National Administrator's Credential; or ▶ Successful completion of at least 30 semester hours of college coursework in an approved course of study; | 2 years working directly with children in an approved setting | 5 | 30 | \$750 (yearly) |
|  3 | <ul style="list-style-type: none"> • An associate degree from an accredited college, that includes: <ol style="list-style-type: none"> (a) A minimum of 15 semester hours of course work related to business management, administration, and (b) Completion of at least one college course in each of the following areas: <ul style="list-style-type: none"> ▶ Child development; ▶ Curriculum development; and ▶ Administration of Child Care Programs | At least 4 years working directly with children in an approved setting | 5 | 30 | \$1,000 (yearly) |
|  4 | <ul style="list-style-type: none"> • A bachelor's, master's, or doctoral degree from an accredited college or university in: <ul style="list-style-type: none"> ▶ Business Administration; ▶ Public Administration and Management; ▶ Public School Administration; or ▶ A related discipline; • Completion of at least one college course in each of the following: <ul style="list-style-type: none"> ▶ Child development; ▶ Curriculum development; and ▶ Administration of Child Care Programs • Completion of 45 clock hours of training in the area of mentoring and coaching staff. | At least 5 years working directly with children in an approved setting | 6 | 30 | \$1,500 (yearly) |

