FLORIDA DEPARTMENT OF EDUCATION
— fldoe.org

Program

Guidelines

Early Childhood Education

Secondary (8405100)

PSAV (E300100)

CareerClusters™
PATHWAYS TO COLLEGE & CAREER READINESS
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Table of Contents

I.   Introduction

The Early Childhood Education (ECE) program (8405100/ E300100) provides the knowledge and skills necessary for employment in the child care industry.   Students who complete all occupational completion points of the program and pass the required exams, will have completed the Department of Children and Families' (DCF) mandated 40 hour Introductory Child Care Training and five (5) clock hours of DCF-approved literacy training.

Students who complete the entire program and meet all requirements as outlined in the Requirement Checklist for Students can be awarded the Early Childhood Professional Certificate (ECPC). The ECPC is a preschool specialization approved by the DCF as meeting the Staff Credential requirement. Per Section 402.305(3), F.S. licensed child care facilities must have one credentialed staff member for every 20 children.

The ECPC is also one of the acceptable minimum credentials for employment as a Voluntary Prekindergarten (VPK) instructor during the school year. Additional requirements and information can be found at http://www.floridaearlylearning.com/voluntary_pre_k.aspx.

Additionally, the ECPC is aligned with the National Child Development Associate (CDA). Students who earn the ECPC may earn the National CDA, if they choose to do so, by completing additional requirements and fee payment (http://www.cdacouncil.org).

II.   Program Structure

The Florida Department of Education (FDOE) ECPC is based upon the eight content areas listed below. They are an integral part of the Early Childhood Education program.

1. Planning a safe, healthy, supportive, and respectful learning environment.
2. Steps to advance children's physical and intellectual development (including literacy).
3. Positive ways to support and promote children's social and emotional development.
4. Strategies to establish productive, positive relationships with families.
5. Strategies to manage effective program operations.
6. Maintaining a commitment to professionalism.
7. Observing and recording children's behavior including an understanding of screening and assessment.
8. Principles of child growth and development.

The program is divided into four (4) occupational completion points (OCPs), which represent occupations within the child care industry. It is comprised of classroom instruction, which includes the DCF mandated 40 hour Introductory Child Care Training, and 480 hours of direct work experience with children ages five (5) or younger.

OCP	Course Number	Course Title	Length	SOC Code
A	8405110/ HEV0870	Early Childhood Education 1/ Child Care Worker 1	1 credit/ 150 hours	39-9011
		This course includes competencies on child care rules and regulations, safe learning environments, stages of child development, developmentally appropriate practices, and communication skills, principles of child nutrition and technology use; as well as competencies from the DCF 40-hour Introductory Child Care Training coursework.		
B	8405120/ HEV0871	Early Childhood Education 2/ Child Care Worker 2	1 credit/ 150 hours	39-9011
		This course includes competencies on professionalism, community resources, the importance of relationship skills and communicating with children's families, use of technology in the child care profession, and observing and recording methods; as well as competencies from the DCF 40-hour Introductory Child Care Training coursework.		
C	8405130/ HEV0872	Early Childhood Education 3/ Teacher Aide (Preschool)	1 credit/ 150 hours	25-2011
		This course includes competencies in developing lesson plans, child development theories, factors that affect the development of a child, and developmentally appropriate practices and activities for infants/toddlers, preschoolers, and school-age children. Also covered are components on working with students with special needs, classroom management techniques and creating optimum environments for all children; as well as competencies from the DCF 40-hour Introductory Child Care Training coursework.		
D	8405140/ HEV0873	Early Childhood Education 4/ Preschool Teacher	1 credit/ 150 hours	25-2011
		In this course students will acquire competence in the areas of creating a successful developmentally appropriate curriculum, mentoring, developing the ability to motivate children, recognizing cultural differences when planning activities, including children with special needs, recent trends and issues in early childhood education, and professionalism; as well as competencies from the DCF 40-hour Introductory Child Care Training coursework.		
Total Credits/ Clock Hours:			**4 credits/ 600 hours**	

Important Note: Before exiting program, students must pass all competency exams in the DCF training. Florida Administrative Code 65C-22.003(2)(a) and 65C-22.008(4)(c) requires "successful completion of the 40 hour training as evidenced by passage of competency based examinations with a score of seventy (70) or better." Students who pass the exams will be able to download official certificates and a transcript from the DCF web site http://www.myflfamilies.com/service-programs/child-care/competency-exams. Arrangements for student testing and teacher proctoring should be coordinated through the local Training Coordinating Agency.

Therefore, it is mandatory for students to take the required exams at the appointed time and place, arranged by the classroom instructor and the training coordinating agency.

**It is acceptable for a student to begin this program in high school and then continue/complete the program at a technical center.

III. Program Implementation

A. <u>*School Districts*</u>

Regulatory Compliance

- Programs <u>must be approved</u> by the local DCF Training Coordinating Agency to offer the DCF 40 hour Introductory Child Care Training and 5 clock hour literacy training.

- Instructors <u>must meet the trainer requirements</u> established by DCF (Chapter 65C-22.003(5) F.A.C. http://ccrain.fl-dcf.org/documents/2/470.pdf) to teach the DCF Introductory Child Care Training.   Requirements and guidelines can be obtained through the local Training Coordinating Agency, www.myflorida.com/childcare/training.

- Programs <u>are required</u> to use DCF materials and will be subject to monitoring by DCF Training Coordinating Agencies.

Teacher Certification

- School districts should ensure that instructors hold the appropriate teacher certification as specified in the curriculum framework <u>and</u> meet the DCF trainer requirements. See section B, "Instructors", for more information.

ECPC Issuance and Record Maintenance

- Once a student has completed the <u>ECPC Requirement Checklist for Students</u>, they must present it to the instructor along with the <u>Application for ECPC</u> and all supporting documentation for review.

  o Districts/schools are responsible for maintaining files of the supporting documents to the training requirement's checklist (i.e. portfolio, professional resource file, etc.).

- Students who have successfully met **all** requirements must be presented with the ECPC. It is recommended that the ECPC be printed on quality paper.

- Districts/schools should document the issuing of the ECPC by numbering each certificate and by keeping copies of them in a secure location. The numbering system for the certificates is determined locally. Access to certificates should be limited to school/district personnel only.

Staff Credential Submission

- After a student has been awarded the ECPC, they are eligible to receive the DCF Staff Credential. The tool used to process students for the credential is the [ECPC/CCAC/SAPC Recipient Online Submission](#) database.

- Designated district personnel **must contact** Anne Nyman ([Anne. Nyman@fldoe.org](#)) to gain access to the database.

- The ECPC/CCAC/SAPC Recipient Online Submission database requires specific student information to be submitted to the DOE. Given all information is valid, the DOE will approve the entries submitted and DCF will be notified that those entries are ready to be processed for the Staff Credential.

- The standard processing time for the Staff Credential is two (2) weeks from the date an entry is submitted to the online database. Thereafter, students can print a hard copy of the Staff Credential directly from their DCF online training transcript. The DCF's Child Care Regulation and Background Screening Office will only issue a Staff Credential, CF-FSP Form 5206, through a student's DCF online training transcript.

B. <u>*Instructors*</u>

DCF Trainer Requirements

Before teaching the DCF mandated training, instructors must:

1. **Review training/trainer requirements** as outlined in Florida Administrative Code (FAC) 65C-22.003 and 65C-22.008(4). (Information can be viewed at http://ccrain.fl-dcf.org/documents/2/470.pdf)

2. **Meet with local Training Coordinating Agency** (contracted with the Department of Children and Families); training coordinators list may be viewed at http://www.myflfamilies.com/service-programs/child-care/contacts.

3. **Complete the six hour train-the-trainer course** and must meet additional qualifications outlined in Florida Administrative Code (FAC) 65C-22.003(5).

4. Be a qualified observer to validate students' 480 hours of direct work with children and conduct at least one formal observation of the student. The observations must occur in a child care setting. The observer must meet the following qualifications and be able to document that a person is competent in the eight competencies.

a. Minimum of a Bachelor's degree in Early Childhood Education/Child Development, Elementary Education, Family and Consumer Sciences (formerly Home Economics) or related field

OR

b. Bachelor's degree with a teaching certificate and employed by a school district in the state of Florida to teach the Early Childhood Education program

OR

c. An active National Early Childhood Credential or Birth Through Five FCCPC, four years of experience* working with children ages birth through eight, and two years of responsibility for the professional growth of another adult**

OR

d. Associate's level degree in Early Childhood Education, Child Development or related field***, two years of experience* working with children ages birth through eight, and two years of responsibility for the professional growth of another adult**.

- *Year(s) of experience shall be verified and shall be defined as follows: one year is equivalent to a minimum of 1040 hours, two years are equivalent to a minimum of 2080 hours, and four years are equivalent to a minimum of 4160 hours.
- ** Professional growth shall be defined as professional development activities (i.e. career advising, mentoring and job coaching sessions, and other training activities) that enhance the knowledge and professional skills of another adult.
- ***Related field shall be defined as an associate's or bachelor's level degree with a minimum of six college credits in Early Childhood Education/Child Development.

Instruction

- Instruction for the DCF courses should be **instructor-based.** It is recommended that the online DCF training courses be used as a supplement to instructor-based instruction, if needed.

Verification of Student Completion

- Instructors should provide students with copies of the ECPC Requirement Checklist for Students, Practical Experience Documentation form, and the Application for ECPC. These documents can be found on the DOE website at: http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/edu-training.stml.

- Instructors should verify student completion of **all** of the ECPC requirements and sign/date the student's requirement checklist as items are completed. At program

completion, the student should submit a completed requirements checklist along with Application for ECPC and all supporting documentation to the instructor.

C. *Students*

ECPC Requirements

- The 40 hour Introductory Child Care Training and 5 clock hours of literacy training is covered throughout the four courses in this program and consists of the training modules listed below.

Child Care Facility Rules and Regulations	6 hours
Health, Safety, and Nutrition	8 hours
Identifying and Reporting Child Abuse and Neglect	4 hours
Child Growth and Development	6 hours
Behavioral Observation & Screening	6 hours
Understanding Developmentally Appropriate Practices	5 hours
Preschool Appropriate Practices	5 hours
DCF-approved Literacy Training	5 hours
Total	45 hours

- A student must successfully complete the *Emergent Literacy for VPK Instructors* course *to be eligible as a VPK instructor*, unless he/she has successfully completed a DCF

approved literacy training course prior to November 28, 2005 (http://www.floridaearlylearning.com/voluntary_pre_k.aspx).

It is recommended that students obtain certification in infant/child CPR and first aid for initial employment.

Provided below are all the requirements students must meet before the ECPC can be issued:

1. Complete and pass all courses of the Early Childhood Education Program (includes DCF 40 hour introductory training coursework)

Early Childhood Education 1/ Child Care Worker 1

Early Childhood Education 2/ Child Care Worker 2

Early Childhood Education 3/ Teacher Aide (Preschool)

Early Childhood Education 4/ Preschool Teacher

2. Pass all required DCF competency exams:

a. Child Care Facility Rules and Regulations

b. Health, Safety, and Nutrition

c. Identifying and Reporting Child Abuse and Neglect

d. Child Growth and Development

e. Behavioral Observation and Screening

f. Understanding Developmentally Appropriate Practices

g. Preschool Appropriate Practices

3. Meet the DCF 5-hour Early Literacy requirement through one of the following options:

- **In-Service** - Students may complete either Early Literacy Children Age Birth to Three, or Emergent Literacy for VPK Instructors by registering for the courses through the DCF training portal (No exam required).
- **DCF approved Early Literacy courses** - Students may complete any of the DCF approved Early Literacy courses, for more information, visit www.myflorida.com/childcare/training.

4. Completion of a Professional Resource File
(including autobiography, statement of competence, and resource collection)

5. Documentation of 480 hours of direct work with children 5 years of age or younger
(use Practical Experience Summary Documentation Form for each experience)

6. Documented observation by a qualified observer
(If children are napping or "free-playing" during the majority of a class period, this does not meet observation requirements)

7. Demonstration of competency in the eight child care content areas

8. Earn a high school diploma or GED (NOTE: A Certificate of Completion is not a diploma)

9. Provide documentation verifying 18 years of age or older

10. Submit a completed Application for ECPC and ECPC Requirement Checklist for Students to the program instructor.

APPLICATION FOR EARLY CHILDHOOD PROFESSIONAL CERTIFICATE (ECPC)

*Completed requirement checklist and all required documentation must be submitted with this application.

SECTION A (to be completed by applicant)

Department of Children & Families I.D. #: _____

Name: _____

First   Middle   Last

Address: _____

_____

Telephone (H): _____

Telephone (Work or Cell): _____

Birth Date: _____

(* = voluntary information)

*Race: White ____   Black ____   Asian ____   American Native ____   Hawaiian Pacific Islander ____

*Ethnicity: Hispanic ____   Non-Hispanic ____

*Gender: Female ____   Male ____

Employer (if applicable): _____

Position: _____

SECTION B - Education Summary (to be completed by school)

Name of School/Address: _____

School Address: _____

Program Successfully Completed	Program Number	Date Completed
◦ Early Childhood Education (all courses)	8405100	_____
◦ Early Childhood Education (PSAV) (all courses)	E300100	_____
◦ Other		_____
◦ Supplementary Early Childhood Education/Child Development coursework		_____

ECPC PRACTICAL EXPERIENCE
SUMMARY DOCUMENTATION FORM

Directions: Submit one document for <u>each</u> center where direct work experience took place. All documents must be submitted with ECPC Requirement Checklist for Students and the Application for ECPC.

I have worked directly with children five years of age or younger in the following capacity:

Student Name: _____

Name of Center/Facility: _____

Center/Facility Address: _____

Center/Facility Phone number: _____

Number of Hours: _____ **Dates:** From _____ To _____

Center Director: _____
<center>*Print name*</center>

Signature of Center/Facility Director: _____

I certify that I have completed the above experiential hours with children five years of age or younger.

_____
Student Signature   **Date**

PROFESSIONAL RESOURCE FILE GUIDELINES
Early Childhood Professional Certificate (ECPC)

The professional resource file is a collection of materials that early childhood professionals use in their work with young children and families. The file has two purposes:

- It provides a picture of what information candidates find valuable in their work (as a basis for assessing competence).

- It provides Candidates an important experience in locating resources and articulating their own view of the work in early childhood programs.

I.   Arrangement of Professional Resource File

The material in the resource file should be bound in a notebook with dividers. It should be professional looking, manageable in size, legible, and portable (designed to be carried to/from a work site, home visit, or meeting).

II.   Contents

The Professional Resource File has 3 major sections; (1) Autobiography; (2) Statements of Competence; and (3) Resource Collection.

A.   *Autobiography*

1. Write a statement about yourself (approximately 300 words). In the first part tell who you are and in the second part, what in your life influenced your decision to work with young children.
2. Include a formal resume' of education and work.

B.   *Statements of Competence*

Write 6 statements of competence based on the following goals:
- To establish and maintain a safe and healthy learning environment.
- To advance physical and intellectual competence.
- To support social and emotional development and to provide positive guidance.
- To establish positive and productive relationships with families.
- To ensure a well-run, purposeful program responsive to   participant needs.

- To maintain a commitment to professionalism.

Begin each statement of competence by writing out the Competency Goal Statement. Then in your own words, describe the things you do with children and families. Each statement of competence should be 200 - 500 words in length, should state your goals/objectives for children and should address the "13 Functional Areas" (see Appendix A at the end of this document). Give specific examples of what you do with the children (activities) to achieve these goals.

C. *Resource Collection*

There are 17 specific items that go in this section of the Professional Resource File. Make sure they are labeled (by goal) and numbered according to the following list:

Competency Goal I:

1. Provide **a summary of the legal requirements Florida has regarding child abuse and neglect**. Be sure to include contact information for the appropriate agency and your program's policy regarding your responsibility to report child abuse and neglect.

2. Provide a current certificate of completion of a certified First-Aid training course that includes treatment for blocked airway and providing rescue breathing for infants and young children and a current certificate of completion of certified CPR training. Certification must be active at the time ECPC certificate is issued.

3. Use the school or public library to obtain the **name and contact information for an agency** that supplies information **on nutrition for children** and/or nutrition education for families.

Competency Goal II:

4. Provide a **sample of a weekly lesson plan** that includes goals for children's learning and development, a brief description of planned learning experiences and accommodations for children with special needs.

5. Select **4 songs, fingerplays, word games, or poems** that promote phonological awareness. Describe strategies that promote phonological awareness among children whose home language is other than English.

6. Describe nine learning experiences for three, four and five year old children in the areas of physical, cognitive, and creative development; 3 for three-year olds (one in each domain of development); 3 for four-year olds (one in each domain of development); and 3 for five-year olds (one in each domain of development). Describe the goals, materials, and teaching strategies used. Learning experiences should reflect the current approved early learning standards and/or VPK learning standards.

Competency Goal III:

7. Make a **list of 10 age-appropriate children's books** that can be used to support development of children's self-concept and self-esteem and to help children deal with life's challenges. These books may support development of cultural and linguistic group identity; gender identity; children with disabilities or special needs; separation; divorce; remarriage or blended families; everyday activities and routines; and/or the cycle of life from human reproduction to death. **Provide the title, author, publisher, copyright date and a short summary for each book.**

8. Using the internet, public or school library, obtain at least **two resources designed to assist teachers** in constructively dealing with challenging behaviors, such as bullying, hitting or biting.

9. **Provide the name and telephone number** of an agency in your community for making referrals to family counseling.

Competency Goal IV:

10. Find out where to obtain resources, materials and translation services for families whose home language is other than English. **Provide the agency's name and contact information**.

11. Document your program's policies that specify what parent's responsibilities are and what the program does for the parents.

Competency Goal V:

12. **Provide 3 samples of record-keeping forms** used in Early Childhood programs. Include an accident report form, an emergency form and a third form of your choice.

Competency Goal VI:

13. Use the internet to **obtain the name, address and phone number of your state's agency that regulates child care centers and homes**. These regulations are available at the website of the National Resource Center for Health and Safety in Child Care; http://nrc.uchsc.edu/STATES/states.htm.   Make a copy of the section(s) that **describe qualification requirements for personnel** (teachers, directors, and assistants) in a child care center.

14. Review the websites of two national early childhood associations (one with a local affiliate). Obtain information about membership, their resources and how to order. Download and include at least two resources from each association that will enhance your work with children.

15. Obtain **four pamphlets or articles** (may be downloaded from the internet) **designed to help parents understand how young children develop and learn**. Articles must help parents understand development of children from 3 to 5 years of age. At least one article must relate to guidance.

16. Locate an **observation tool to use in recording information about children's behavior**. One copy should be blank; the other one should be filled out to use as a sample of your observation of an individual child (child's name should not be included).

17. Obtain contact information for at least two agencies in the community that provide resources and services for children with disabilities. (In many communities the local school district provides these services).

Appendix A

Functional Area 1:
Provides a safe environment to prevent and reduce injuries.

Functional Area 2:
Promotes good health and nutrition and provides an environment that contributes to the prevention of illness.

Functional Area 3:
Uses space, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, and learning.

Functional Area 4:
Provides a variety of equipment, activities, and opportunities to promote the physical development of children.

Functional Area 5:
Provides activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of children.

Functional Area 6:
Actively communicates with children and provides opportunities and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.

Functional Area 7:
Provides opportunities that stimulate children to play with sound, rhythm, language, materials, space, and ideas in individual ways and to express their creative abilities.

Functional Area 8:
Provides physical and emotional security for each child and helps each child to know, accept, and take pride in himself or herself and to develop a sense of independence.

Functional Area 9:
Helps each child feel accepted in the group, helps children learn to communicate and get along with others, and encourages feelings of empathy and mutual respect among children and adults.

Functional Area 10:
Provides a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as a group.

Functional Area 11:
Maintains an open, friendly, and cooperative relationship with each child's family, encourages their involvement in the program, and supports the child's relationship with his or her family.

Functional Area 12:
Is a manager who uses all available resources to ensure an effective program operation; is a competent organizer, planner, record keeper, communicator, and a cooperative co-worker.

Functional Area 13:
Makes decisions based on knowledge of early childhood theories and practices, promotes quality in child care services, and takes advantage of opportunities to improve competence, both for personal and professional growth and for the benefit of children and families.

CDA Competency Goals	Functional Areas
I. To establish and maintain a safe, healthy learning environment	1. Safe 2. Healthy 3. Learning Environment
II. To advance physical and intellectual competence	4. Physical 5. Cognitive 6. Communication 7. Creative
III. To support social and emotional development and to provide positive guidance	8. Self 9. Social 10. Guidance
IV. To establish positive and productive relationships with families	11. Families
V. To ensure a well-run, purposeful program responsive to participant needs	12. Program Management
VI. To maintain a commitment to professionalism	13. Professionalism
VII. Observing and recording children's behavior	13. Professionalism
VIII. Understanding principles of child development and learning	All

ECPC Sample Observation Form

Student's Name: _____

Observer's Name: _____

Name of Center: _____

Using the scale at the bottom of the page, please rank the student and provide specific examples of student behavior in regards to each statement.

— The interactions with children show evidence of skill in providing a safe environment and strategies to prevent and reduce injuries.

— The interactions with children show evidence of skill in promoting good health and nutrition and in preventing illness.

— The interactions with children show evidence of skill in using space and materials to encourage play and exploration.

— The interactions with children show evidence of skill in promoting physical development.

— The interactions with children show evidence of skill in encouraging curiosity and problem solving.

— The interactions with children show evidence of skill in supporting growth of language and communication.

— The interactions with children show evidence of skill in stimulating individual expression of creative abilities.

— The interactions with children show evidence of skill in providing emotional security and fostering children's growing sense of independence.

— The interactions with children show evidence of skill in making children feel accepted as individuals and as members of a family or cultural group.

— The interactions with children show evidence of skill in using age-appropriate guidance strategies.

— The interactions with children show evidence the student is aware of the principles of child growth and development as well as demonstrates developmentally appropriate practice.

— The interactions with children, parents, and staff are professional.

— The student was reliable, punctual and maintained confidentiality appropriately

Identify areas of strength(s) in the classroom.

Identify areas of concern or improvement.

Rating Key: 1 = Not acceptable   2 = Needs improvement   3 = Acceptable (satisfactory)
                     4 = Very good   5 = Excellent   NO = Not observed

ECPC Requirement Checklist for Students

The Early Childhood Education Program (8405100/ E300100) provides the knowledge and skills necessary for employment in the child care industry. Students who complete the entire program and meet all other requirements as outlined in this checklist can be awarded the Early Childhood Professional Certificate (ECPC). The ECPC is a preschool specialization approved by the DCF as meeting the Staff Credential requirement (402.305(3), F.S.). Students seeking to obtain the ECPC should complete the checklist below and obtain the instructor's signature upon completion of each requirement.

Student Name: _____   DCF ID Number: _____

Requirement	Instructor Signature	Date Completed
1. Complete Early Childhood Education Program		
ECE 1		
ECE 2		
ECE 3		
ECE 4		
2. DCF Competency Exam Completion (attach DCF Child Care Training Transcript):		
a. Child Care Facility Rules and Regulations (6 hours)		
b. Health, Safety, and Nutrition (8 hours)		
c. Identifying and Reporting Child Abuse and Neglect (4 hours)		

Requirement	Instructor Signature	Date Completed
d. Child Growth and Development (6 hours)		
e. Behavioral Observation and Screening (6 hours)		
f. Understanding Developmentally Appropriate Practices (5 hours)		
g. Preschool Appropriate Practices (5 hours)		
h. DCF-approved literacy training (5 hours)		
3. Completion of Professional Resource File (including autobiography, statements of competence, and resource collection)		
4. Documentation of 480 hours of direct work with children 5 years old or younger (attach Practical Experience Summary Documentation Form for each experience)		
5. Documented observation by a qualified observer. (NOTE: If children are napping or (free) playing during the majority of a class period, this does not meet observation requirements)		
6. Demonstration of competency in the eight child care content areas (see ECPC Program Guidelines for content areas)		
7. Earn a high school diploma or GED (NOTE: A Certificate of Completion is <u>not</u> a diploma)		
8. Documentation verifying 18 years of age or older		
9. Submit a completed application for ECPC, a completed checklist, and all required supporting documentation to the program instructor		