



Careers in Early Childhood Education

A Maryland Guide





Do you love working with children?

If you have a love for children, a desire to care and teach, and a knack for working and communicating with others as a team, then take the next step and choose a career in early childhood education! Whether you want to work directly with children, or to support those who do, there are career choices to meet your interests.

This guide provides an overview of careers in early childhood education in Maryland. The Direct Services and Supportive Services sections of this document describe specific jobs, including lists of job responsibilities, recommended or required educational requirements, and potential job settings. In the Education Options section, you will find information about two- and four-year degrees, training, and other preparation programs and options. Finally, the Grants and Scholarships section explains some of the financial assistance that is available in Maryland to support your career in early childhood education.

Join the early childhood profession and help Maryland prepare world-class students with bright futures! This guide will help get you on your way.

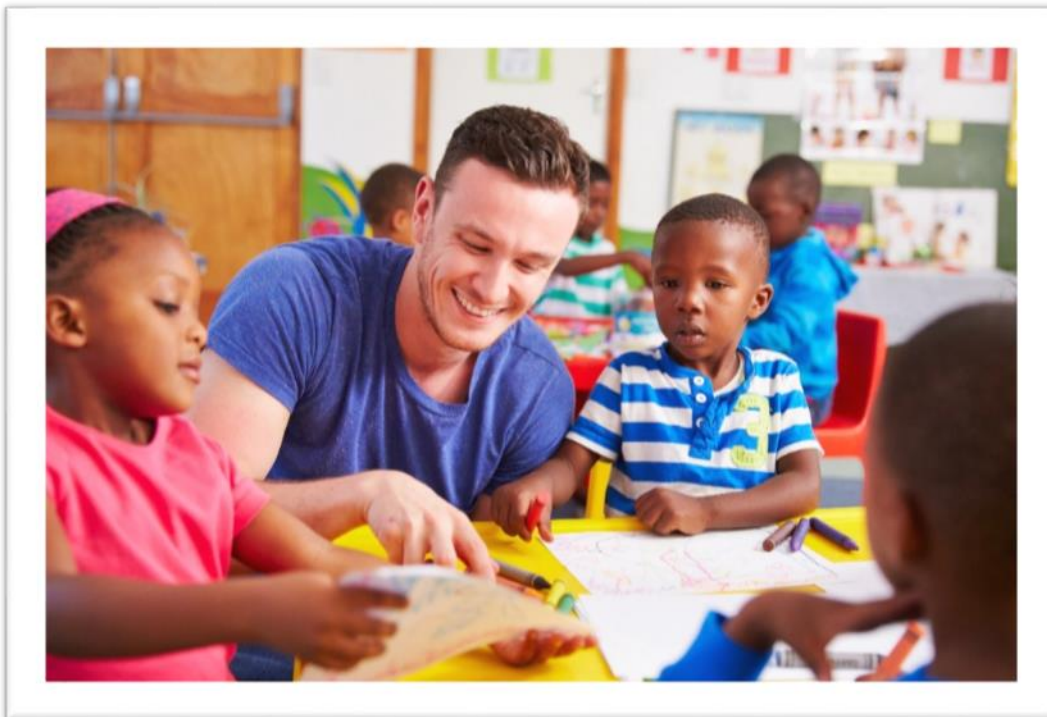
Start planning YOUR CAREER in early childhood education TODAY!

Careers in Early Childhood Education

A MARYLAND GUIDE

Table of Contents

Introduction.....	1
Direct Service Careers.....	3
Supportive Service Careers.....	16
Education Options.....	24
Associate and Bachelor’s Degree Programs.....	24
MAAPP.....	25
Community-Based Training.....	25
Grants, Scholarships, and Incentives.....	26
Maryland Child Care Credential Program.....	27
Glossary.....	30
Useful Websites and Resources.....	31



INTRODUCTION

The Maryland system of early childhood education preparation and credentialing is built on the knowledge that the early years are learning years, a critical time in which children are growing not just physically, but intellectually, socially, and emotionally. In order to build on this period of potential, caregivers and teachers must understand how to meet children’s needs and to stimulate their development. Maryland’s professional development system supports potential and current early childhood professionals in acquiring the training and experiences they need to be effective.

Pathways to Careers in Early Childhood Education

The job descriptions in this document include a brief overview of the required education and/or experience for various positions. There are a number of different paths of education and experience that can be taken to arrive at a career in early childhood education. These paths include meeting the minimum training and other requirements required by law for a particular position, or obtaining an early childhood education degree. The following charts illustrate the pathways college students and current or prospective child care workers can take to build a career in early childhood education.

Child Care Credentialing Pathway

Preparation	Professional Opportunities
<ul style="list-style-type: none">Maryland Child Care Credential – Level 1 or 2 (see p. 27)	<ul style="list-style-type: none">Child Care AideFamily Child Care Provider
<ul style="list-style-type: none">Maryland Child Care Credential – Level 3 or 4Career Technology Education (CTE) High School Diploma with 90 clock hours of approved courseworkChild Development Associate (CDA) Credential™	<ul style="list-style-type: none">Child Care TeacherFamily Child Care Provider
<ul style="list-style-type: none">Maryland Child Care Credential – Level 4+	<ul style="list-style-type: none">Child Care Center Director (20 children or less)Family Child Care Provider
<ul style="list-style-type: none">Maryland Child Care Credential – Level 5 - 6	<ul style="list-style-type: none">Child Care Center Director (21 children or more)Nursery School TeacherFamily Child Care Provider

College Pathway

Preparation	Professional Opportunities
<ul style="list-style-type: none">• Two-year degree:<ul style="list-style-type: none">○ Associate of Arts in Science○ Associate of Arts in Teaching○ Early Childhood Education	<ul style="list-style-type: none">• Child Care Center Director• Family Child Care Provider• Public School Paraprofessional
<ul style="list-style-type: none">• Four-year degree:<ul style="list-style-type: none">○ Early Childhood Education	<ul style="list-style-type: none">• Child Care Center Director• Family Child Care Provider• Nursery School Administrator• Public School PreK or Elementary Grade Teacher

For more information about career options or preparation, visit the Division of Early Childhood Development of the Maryland State Department of Education at <http://earlychildhood.marylandpublicschools.org/>

Acknowledgements

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DIRECT SERVICE CAREERS

Family Child Care Provider

- Understands the concepts, principles, theories, and research related to the development of children, infants through thirteen years old, that enable family child care providers to construct learning opportunities that support a child's development, acquisition of knowledge, and motivation
- Understands the major concepts of curriculum planning for children birth to age 13. Applies the principles of child growth and development in early childhood education settings
- Knows the components of a safe and healthy family child care environment for children, including healthy meal planning and knowing how to respond to emergency situations, accidents, and illness
- Knows how to meet the requirements of the Americans with Disabilities Act (ADA), establish an inclusive child care environment, and meet the needs of all children in care
- Is familiar with professional aspects of establishing a family child care home business, including licensing
- Collaborates with parents and is aware of the resources available to support family child care home providers, children, and families

- Understands the responsibilities of identifying and reporting incidents of child abuse and neglect

Minimum Age Requirement

18 years of age or older

Minimum Required Education

- Basic first-aid and CPR training
- Sudden Infant Death Syndrome (SIDS) training
- Emergency and disaster planning training
- 24 clock hours of approved training as detailed in the Code of Maryland (COMAR). Examples of training that would fulfill this requirement include:
 - Child Development Associate (CDA) Credential issued by the Council for Professional Recognition,
 - Or Family Child Care Preservice Modules
 - Or 90 clock hours preservice training
 - Or associate degree that includes at least 15 semester hours of early childhood education or elementary education course work,
 - Or bachelor's or higher degree in an approved program of early childhood education, elementary education, or other discipline
- Approved training in supporting breastfeeding practices
- Three clock hours of approved training in complying with the ADA



- Approved training in medication administration

Setting

- Family child care (in a home residence)

Note: A person who provides child care in the child's home is generally referred to as a nanny and only receives payment through parent fees. It is important to note that the Maryland State Department of Education does not regulate nanny care.

Child Care Center Administrator or Director

- Understands the roles and responsibilities of a program administrator
- Exhibits knowledge and understanding of MSDE-Office of Child Care: Child Care Licensing Regulations
- Demonstrates an understanding of curriculum and curriculum planning that promote best practices in their child care programs

- Knows how to meet the requirements of the ADA, establish an inclusive child care environment, and meet the needs of all children in care
- Knows how to purchase developmentally appropriate materials and equipment
- Uses appropriate design when creating an environment (shared or permanent) that meets Child Care Regulations and the needs of staff, children, and families
- Possesses effective and professional communication skills
- Understands staff supervision, scheduling, evaluation, and ongoing professional development requirements
- Is aware of available early care and education-related resources
- Exhibits understanding of budget planning, responsibility, and sound business practices
- Understands the responsibilities of identifying and reporting incidents of child abuse and neglect

Minimum Age Requirement

21 years of age or older

Minimum Required Education for All Administrators/Directors

- High school diploma or certificate of high school equivalence, or have successfully completed at least two courses for credit from an accredited college or university
- Six semester hours or 90 clock hours of approved pre-service training, or hold the Child Development Associate (CDA) Credential that is issued by the Council for Professional Recognition
- Three semester hours of approved training, or the equivalent, related exclusively to the care of infants and toddlers
- Nine clock hours of approved pre-service training in communicating with staff, parents, and the public
- Three semester hours of approved administrative training
- Three clock hours of approved training in complying with the ADA

Additional Minimum Required Education and Experience for a Preschool Center with Fewer than 20 Children

- Either 1 year of experience working under supervision primarily with preschoolers in a licensed child care center, nursery school, church-operated school, recreation and parks program, or similar setting
- Or 2 years' experience caring for preschoolers as a registered family day care provider

Additional Minimum Required Education and Experience for a Preschool Center with 21 to 40 Children

- Either 30 semester hours of coursework (20 hours specifically in early childhood education)
- Or 60 semester hours from an accredited college/university plus 2 years' experience working with preschool age children

Additional Minimum Required Education and Experience for a Preschool Center with More Than 40 Children

- Hold an associate degree (at least 15 semester hours of early childhood coursework), or a bachelor's degree in any field and have completed 2 years' experience working with preschool age children
- Or hold State certification for early childhood education

Additional Minimum Required Education and Experience for a School Age Center with 60 or Fewer Children

- 400 hours of experience working with school age children in a licensed center, school, or similar setting
- Or 1 year of experience caring for school age children as a registered family child care provider

Additional Minimum Required Education and Experience for a School Age Center with 61 or More Children

- 800 hours of experience working under supervision primarily with school age children in a licensed center, school, or similar setting



- Or 2 years of experience caring for school age children as a registered family child care provider

Existing Certification

An individual is considered qualified as a director of a school age center if the individual is State certified for kindergarten, nursery school through third grade, or grades 1 through 8.

Settings

- After school program
- Business supported/operated child care program
- Child care center
- *Head Start and *Early Head Start
- PreKindergarten program
- *Private preschool

*Different programs may have different minimum requirements.

Child Care Teacher

- Understand developmental stages and milestones from infancy through age twelve, major theories of child development, and how children learn
- Understand methods of assessment and observation techniques used to observe and evaluate children
- Understand inclusionary practices based on national standards and best practices in early childhood education and school age programs
- Knows how to meet the requirements of the ADA, establish an inclusive child care environment, and meet the needs of all children in care
- Develop and use strategies for positive child guidance and discipline based on theory and best practices

- Understand the impact of health, nutrition, family, and parenting styles on child growth and development
- Understand the influence of culture and community on child development
- Understand the responsibilities of identifying and reporting incidents of child abuse and neglect

Minimum Age Requirement

19 years of age or older

Minimum Required Education

Option 1

- A high school diploma, a certificate of high school equivalence, or courses for credit from an accredited college or university
- Six semester hours or 90 clock hours or their equivalent of approved pre-service training, or hold the CDA
- Nine clock hours of approved pre-service training in communicating with staff, parents, and the public
- At least one of the following:
 - One year of experience working under supervision primarily with preschoolers in a licensed child care center, nursery school, church-operated school, or similar setting, or as a registered family child care provider caring for preschoolers; or
 - One year at an accredited college, or a combination of experience and college that together are equivalent to one year

Option 2

Hold an associate or higher degree with approved courses in early childhood education

Option 3

Have been qualified before July 1, 2008, as a child care teacher in a preschool center and have been continuously employed since that time at the same or another preschool center

Option 4

Have been approved as a teacher by the Department for early childhood in nursery school through third grade; or have been certified by the Department or by any other state for early childhood in nursery school through third grade

Additional Training

Nine clock hours of approved pre-service training in ADA compliance and communicating with staff, parents, and the community





Settings

- Business supported/operated child care program
- Child care center
- *Head Start and *Early Head Start
- PreKindergarten program
- *Private preschool

*Different programs may have different minimum requirements.

Child Care Teacher Infant/Toddler Option

- Understand the stages of and milestones in the areas of social and emotional, language, cognitive, and physical development from birth through age three
- Work effectively with infants and toddlers with a diagnosed disability including: program planning, individualization, environment and equipment modifications
- Understand major theories of child development

- Knows how to meet the requirements of the ADA, establish an inclusive child care environment, and meet the needs of all children in care
- Understand appropriate interaction, supervision, and health and safety needs of children birth through age three
- Understand how to support nutritional and feeding needs of children birth through age three, including how to develop schedules and appropriate care routines to support development
- Understand the use of appropriate equipment, materials, and room design for an optimal infant/toddler environment
- Develop, plan, and implement appropriate activities for children birth through age three
- Understand how culture and diversity affect infant/toddler development and caregiving
- Work effectively with parents and families of infants and toddlers

- Implement IFSP (Individualized Family Services Plan) for infants/toddlers with diagnosed disabilities
- Understand the responsibilities of identifying and reporting incidents of child abuse and neglect

Minimum Age Requirement

19 years of age or older

Minimum Required Education

- Meet the requirements of the Child Care Teacher and complete 3 semester hours of approved training, or the equivalent, related to the care of infants and toddlers
- Or high school diploma or certificate, 90 clock hours, plus have completed 6 semester hours of approved training, or the equivalent, related exclusively to the care of infants and toddlers; and have completed approved training in supporting breastfeeding practices and 9 clock hours of ADA compliance and communication skills

Settings

- Business supported/operated child care program
- *Early Head Start

*Different programs may have different minimum requirements.

Nursery School Teacher

- Demonstrate developmentally appropriate practices
- Understand the role of play in the early childhood environment
- Use strategies to promote children's learning and development

- Build positive relationships and use supportive interactions in working with young children
- Identify key components to designing the learning environment.
- Understand curriculum and create lesson plans that will enhance emergent learning and skill development
- Effectively work with children with a diagnosed disability including: program planning, individualization, environment and equipment modifications
- Implement Extended IFSP (Individualized Family Services Program) or IEP (Individualized Education Program) for children with diagnosed disabilities
- Identify how observation and assessment can be applied to short and long-term planning for groups and individual children
- Develop appropriate learning experiences across curriculum content areas
- Understand school readiness and the teacher's role facilitating the development of readiness skills
- Understand the responsibilities of identifying and reporting incidents of child abuse and neglect

Minimum Required Education

- A bachelor's degree, 120 semester hours of college credit from an accredited institute of higher education, or a foreign credential that is determined by the Maryland State Department of Education to be equivalent to a bachelor's degree
- If degree/credit/foreign credential does not include at least 6 semester hours of



approved early childhood coursework, additional requirements must be met

- Hold or have completed: (i) The CDA; or (ii) 6 semester hours, 90 clock hours or their equivalent of approved pre-service training; or be certified by the Department as a teacher for early childhood in nursery through third grade

Minimum Required Education for a Montessori Program

- Montessori diploma or credential awarded by an approved organization or program

Settings

- Maryland State Department of Education approved nursery school program

Child Care Teachers (School Age Option)

- Understand developmental stages and milestones from infancy through age

twelve, major theories of child development, and how children learn

- Understand methods of assessment and observation techniques used to observe and evaluate children
- Understand inclusionary practices based on national standards and best practices in early childhood education and school age programs
- Knows how to meet the requirements of the ADA, establish an inclusive child care environment, and meet the needs of all children in care
- Develop and use strategies for positive child guidance and discipline based on theory and best practices
- Understand the impact of health, nutrition, family, and parenting styles on child growth and development
- Understand the influence of culture and community on child development

- Understand the responsibilities of identifying and reporting incidents of child abuse and neglect

Minimum Age Requirement

19 years of age or older

Minimum Required Education

- Hold a high school diploma or a certificate of high school equivalence or have successfully completed courses for credit from an accredited college or university
- One of the following:
 - 6 semester hours or 90 clock hours or equivalent of approved pre-service training
 - 9 clock hours of approved pre-service training in communicating with staff, parents, and the public, or at least one academic, for-credit course from an accredited college or university

- 3 clock hours of training in ADA compliance
- One of the following:
 - 400 hours of experience working under supervision primarily with school age children in a licensed child care center, public or private school, or similar setting, or 400 hours of experience caring for school age children as a registered family child care provider
 - One year of coursework at an accredited college
 - Combination of experience and coursework at an accredited college that together are equivalent to 1 year

Settings

- Child care centers
- School age only child care centers





Child Care Assistant

- Use effective communication (listening, reading, writing) skills for the early care and education environment
- Understand and use a variety of tools used to record and communicate critical child information
- Understand inclusionary practices based on national standards and best practices in early childhood education and school age programs
- Understand the responsibilities of identifying and reporting incidents of child abuse and neglect

Minimum Age Requirement

18 years of age or older

Minimum Required Education

- High school diploma or certificate of high school equivalence, or have successfully completed courses for credit from an accredited college or university

- Nine clock hours of approved pre-service training in communicating with staff, parents, and the public, or have completed at least one academic, for-credit course from an accredited college or university
- One of the following:
 - 800 hours of recent paid or documented volunteer experience supervising groups of school-age children in educational, recreational, social, or guidance contexts
 - 600 hours of approved experience and 15 clock hours of approved college coursework from an accredited institution
 - 400 hours of approved experience and 3 semester hours or 45 clock hours of approved college coursework from an accredited institution
- Note: One full year of undergraduate education at an accredited college or

university may be substituted for up to 400 hours of approved experience.

Settings

- Child care centers
- School age only child care centers

Child Care Aide

- Use effective communication (listening, reading, writing) skills for the early care and education environment
- Understand and use a variety of tools used to record and communicate critical child information
- Understand inclusionary practices based on national standards and best practices in early childhood education and school age programs
- Understand the responsibilities of identifying and reporting incidents of child abuse and neglect

Minimum Requirements

16 years of age or older; receive orientation upon hire

Public School PreK Teacher

- Understand developmental stages and milestones from infancy through age twelve, major theories of child development, and how children learn
- Understand methods of assessment and observation techniques used to observe and evaluate children
- Understand inclusionary practices based on national standards and best practices in early childhood education and school age programs

- Knows how to meet the requirements of the ADA, establish an inclusive child care environment, and meet the needs of all children in care
- Develop and use strategies for positive child guidance and discipline based on theory and best practices
- Understand the impact of health, nutrition, family, and parenting styles on child growth and development
- Understand the influence of culture and community on child development
- Understand the responsibilities of identifying and reporting incidents of child abuse and neglect

Minimum Required Education

- Complete an approved teacher preparation program which leads to certification in Early Childhood Education, PreK through grade 3,
- Or complete one of the following options:
 - Earn a bachelor's or higher degree from an institution of higher learning with a major in interdisciplinary studies or a major in an academic field taught in early childhood education including a minimum of 12 semester hours of course work in both mathematics and science and 9 semester hours of course work in both English and social studies
 - Earn a bachelor's or higher degree from an institution of higher learning and complete not less than 48 semester hours of content course work including a minimum of 12 semester hours of course work in both

mathematics and science and 9 semester hours of course work in both English and social studies;

- Complete 27 semester hours of professional education course work taken at an institution of higher education, including a course in each of the following at the appropriate age or grade level: child development, human learning, teaching methodology, inclusion of special needs student populations, assessment of students, processes and acquisition of reading skills, best practices in reading instruction that include the cuing systems of graphophonics, semantics, and syntax, use of reading assessment data to improve instruction, and materials for teaching reading to gain literary experience, to perform a task, and to read for information
- Complete a teaching experience in one of the following ways:
 - Supervised experience in a public or accredited nonpublic school setting at the prekindergarten or kindergarten and primary age/grade level
 - 1 year of successful full-time teaching experience in a public or accredited nonpublic school setting at the prekindergarten, kindergarten, or primary age/grade level

Settings

- Maryland public school prekindergarten

Early Childhood Special Educator (Supports and Services in the Natural Environment)

An early childhood special educator may be employed by a local lead agency or local school system which operates a local infants and toddlers program to provide supports and services in the natural environment to infants, toddlers, and preschoolers with disabilities through five) and their families through an extended Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).

- Knowledgeable of services including: speech, occupational and physical therapies, audiology, specialized instruction, and family training
- Knowledgeable about environments and learning experiences that value, affirm, and respect each child's diverse needs and abilities

Required Education

- Bachelor's degree or higher and meet all requirements for a generic special education certification for Infant/Primary (birth – grade 3)
- Suitable qualifications (a minimum of 120



contact hours of documented pre-service and/or in-service training in nine competency areas) for personnel providing early intervention services to eligible children and their families in excess of 15 percent of employment hours

Settings

- Home-based
- Center-based
- Public school
- Private school



Early Intervention Special Educator (Preschool Special Education in the Least Restrictive Environment)

An early childhood special educator may be employed by a local school system or public agency to provide preschool special education in the least restrictive environment to preschoolers with disabilities (ages three through five) and their families through an Individualized Education Program (IEP).

- Knowledgeable of services including: speech, occupational and physical therapies, audiology, specialized instruction, and family training
- Knowledgeable about environments and learning experiences that value, affirm, and respect each child's diverse needs and abilities

Required Education

- Bachelor's degree or higher and meet all requirements for a generic special education certification for Infant/Primary (birth–grade 3) education certification for Infant/Primary (birth–grade 3)

Settings

- Home-based
- Center-based
- Public school
- Private school

SUPPORTIVE SERVICE CAREERS

Home Visitor

Home visiting programs are voluntary, locally managed programs that support the physical and emotional development of children (prenatally through age five) and also support the family. A home visitor would provide information on child development, parenting strategies, counseling resources, continuing education, employment, and quality child care to expectant and new mothers. The home visitor builds a relationship with the family and works in partnership with parents to improve maternal and child health, prevent child abuse and neglect, encourage positive parenting, and promote child development and school readiness.

Job descriptions and qualifications vary for home visiting careers. Some home visitors are social workers, some are nurses, community health workers, or family support workers. Each home visiting program lists specific criteria/skills necessary for the program, and training by the program is required. For example, the Nurse-Family Partnership model of home visiting only hires bachelor's degree prepared nurses.

For more information, contact your local health department or local community organizations that support mothers with young children.

Setting

- *Head Start and *Early Head Start
- Health departments
- Healthy Families America
- Nurse-Family Partnership

- Non-profit organization
- Parents As Teachers
- Home Instruction Program for Preschool Youngsters (HIPPY)

Early Childhood Coordinator

- Promotes continuous, collaborative learning
- Advocates for children and the profession
- Provides resources to child care professionals for professional growth
- Builds collaborative relationships with community partners and early education programs
- References best practices to help child care professionals
- Recruits prospective child care professionals
- Participates in a professional association

Minimum Required Education

Skilled Level:

- Bachelor's degree in an early childhood related field with 2 to 5 years' experience

Professional Level:

- Master's degree in an early childhood related field with 5 or more years' experience
- Additional advanced coursework

Settings

- Child care resource and referral agency
- Government agency
- *Head Start/Early Head Start
- Non-profit organization
- Parents As Teachers
- Professional association

*Different programs may have different minimum requirements.



Child Care Referral Consultant

- Educates families on the elements of quality child care
- Helps families learn about the various types of child care
- Shares information with families about the impact of learning activities on development
- Assists families in locating child care services to meet family needs, including enhanced services for families with children with disabilities
- Develops partnerships with families to support children's learning, development and well-being

Minimum Required Education

Entry Level:

- Bachelor's degree in an early childhood related field with 1 years' experience

Professional Level:

- Bachelor's degree in an early childhood related field with 2 or more years' experience
- Additional advanced coursework, including training in children with special needs, adult education, and communication

Settings

- Child Care Resource Centers such as the Maryland Family Network (www.marylandfamilynetwork.org)
- Nonprofit organizations

Professional Development Trainer/Coordinator

- Encourages and empowers others to engage in and continue their knowledge in early childhood education
- Utilizes techniques to promote transfer of learning for classroom staff

- Understands adult learning and effective instructional strategies
- Serves as an expert in subjects taught
- Integrates information on growth, development, learning patterns, diverse abilities, multiple intelligences and shows how to apply it to early childhood
- Promotes continuous, collaborative learning
- Advocates for programs and policies that impact the overall quality of services for children and families

Minimum Required Education for Providing Pre-service or Core of Knowledge Training

- Bachelor's, master's, or doctoral degree from an accredited college or university in early childhood education, elementary education, child development, home economics, nursing, social work, special education, or a related field
- At least one course in both child development and curriculum development
- Additional course work requirements as they apply to the age group covered in the core of knowledge or pre-service training
- At least 4 years' experience working in a child care setting directly with children of the age group to be discussed in the course

Minimum Required Education for Providing Continued Training

- Associate, bachelor's, master's, or doctoral degree from an accredited college or university in early childhood education, elementary education, child development,

home economics, nursing, social work, special education, or a related field

- Valid credential or certification in early childhood education, elementary education, or care of children
- At least 4 years' experience working in a child care setting directly with children of the age group to be discussed in the course, or a combination of education and experience sufficient to substantiate the applicant's special skills or expertise in the training area

Settings

- Child Care Resource Centers such as the Maryland Family Network (www.marylandfamilynetwork.org)
- Community agency
- Private Consultant
- Corporations or for-profit companies
- County/State department of social services or education
- Government agency
- Health care agency
- Mental health agency
- Non-profit organization
- Professional association

Technical Assistance Specialist/Coach

- Supports early childhood programs in the development of goals
- Provides support to early childhood professionals that encourages ongoing self-reflection, self-assessment, and problem-solving strategies

- Provides support to early childhood programs to integrate information on growth and development, learning patterns, diverse abilities, and multiple intelligences and applies to practice
- References best practices to encourage early childhood programs in shaping actions and interventions
- Identifies successes and strengths of programs to help promote best practice

Minimum Required Education

Requirement will vary according to the organization. To learn more information, contact the hiring organization.

Settings

- Child Care Resource Centers such as the Maryland Family Network (www.marylandfamilynetwork.org)
- Non-profit organizations
- Private organizations

Maryland EXCELS Technical Assistance/Coach

About the Maryland EXCELS Program

Maryland EXCELS (EXcellence Counts in Early Learning and School-Age Care) is a quality rating and improvement system for early care and education programs that employs Quality Assurance Specialists. The program awards ratings to participating Child Care Centers, School-Age Child Care Programs, Family Child Care Homes, and Public PreKindergarten programs based upon nationally recognized quality standards and best practices. Maryland EXCELS is designed to increase awareness of

the elements of high quality care and education, to recognize and support those who are meeting those standards, and to educate families and the community about the importance of high quality child care and early childhood programs. The work of the Quality Assurance Specialists includes:

- Knowledge of trends, regulations, policies, and issues affecting education program improvement and school readiness gaps
- Knowledge of procedures and practices which ensure safe and sanitary conditions at child care facilities
- Skill in implementing and monitoring program evaluations
- Develop and initiate policies and procedures and the ability to present recommendations clearly and concisely
- Interpret and apply child care laws, regulations, and standards in their work with early childhood programs

Minimum Required Education and Experience

- Bachelor's degree in education, educational administration, or a closely related field
- Two (2) years professional administrative or teaching experience in an education program
- Experience monitoring child care programs

Settings

- Maryland EXCELS



Licensing Specialist

The Child Care Licensing Specialist is an entry level position at the Maryland State Department of Education responsible for performing the duties and responsibilities of inspecting, licensing and monitoring child care centers, family child care homes, and non-public nursery schools to ensure compliance with child care regulations and the provision of quality child education development programs.:

- Process prospective provider applications for child care centers, family child care homes and nonpublic nursery schools to determine eligibility for licensure and/or nonpublic nursery school approval by following established office policies and procedures
- Manage caseload, including use of automated technology systems, to

determine provider compliance with applicable Code of Maryland Regulations by following OCC (Office of Child Care) policies and procedures

- Investigate complaints lodged against licensed, registered and illegal child care providers, and nonpublic nursery schools to determine the validity of allegations by following established office policies and procedures
- Complete background checks consistent with other professionals working one-on-one with young children

Minimum Required Education

- Bachelor's degree in child development, education, social work, or psychology from an accredited four-year college or university.

Desired or Preferred Qualifications

- Knowledge of procedures and practices which ensures safe and sanitary conditions

at child care facilities, child care centers and family care homes

- Skill in implementing and monitoring programs
- Develop and initiate policies and procedures and to present recommendations clearly and concisely
- Exercise good judgment and direction in the interpretation and application of division policies and procedures

Settings

- Maryland State Department of Education

Managers of Child Care Resource Centers, Local Agencies, and Nonprofit Organizations

- Recruits, screens, trains, supervises, and evaluates staff and volunteers
- Demonstrates the ability to strengthen the program's team
- Advocates for programs and policies that impact the overall quality of services for young children and their families
- Develops a fiscal business plan to reflect the program's mission, philosophy, and financial position
- Applies, evaluates, and shares knowledge and resources to further promote program planning, evaluation, and marketing

Recommended Education and Experience

- Master's degree in an early childhood related field with at least two years' relevant experience in a licensed/registered child care setting

Settings

- Child Care Resource Centers such as the Maryland Family Network (www.marylandfamilynetwork.org)
- Local agency
- Government agency
- Non-profit organization

Mental Health Consultant

The job description and requirements for a mental health consultant in early childhood education would vary according to the program with which the position is associated. Learn more about early childhood mental health and the professionals who support it at the Early Childhood Mental Health Consultation Project website,

www.marylandpublicschools.org/msde/divisions/child_care/program/ECMH.htm

- Have knowledge and experience in core issues related to early childhood, such as typical and atypical child development, emotional and behavioral health, family systems, cultural competence, and knowledge of evidence-based approaches to managing problematic behavior
- Have specialized knowledge of how young children function in group settings
- Have knowledge and qualifications that are aligned with core competencies in the state of Maryland for mental health and early childhood professionals
- Complete background checks consistent with other professionals working one-on-one with young children

Recommended Education and Experience

- Bachelor's degree, preferably in a human services related field (such as psychology, special education, social work, or counseling)
- If degree is not in a human-services related field, must have accumulated credits at the undergraduate, graduate, or professional development level in a human-services related discipline or field

Settings

- Local agency
- Government agency
- Private practice
- Private consultant

Family Specialist/Counselor

- Develops partnerships with families to support children's learning, development, and well-being
- Shares information with families about the impact of learning activities on development
- Provides early childhood information and resources to families
- Advocates for the families as they seek counseling and/or services
- Connects families with parenting materials, websites, support groups, and community resources specific to their needs
- Collaborates with service providers and other family specialists/counselors in the community to ensure that families get needed services

Recommended Education

Entry Level:

- Associate degree in an early childhood related field with 1 to 2 years' experience

Professional Level:

- Bachelor's or master's degree in an early childhood related field with 5 or more years' experience

Settings

- Corporation
- Government Agency
- *Head Start or *Early Head Start
- Healthy Families
- Non-profit organization
- Parents as Teachers

*Different programs may have different minimum requirements.

Community College Instructor— Non-Credit Adjunct

- Familiar with online instructional strategies and best practices
- Able to initiate and develop a project/program from beginning to end with minimal supervision
- Have strong documentation and organizational skills related to data collection, analysis, and use
- Able to use college standard computerized data systems and a variety of data and word processing software
- Excellent written, oral, and interpersonal communication skills

Minimum Required Education and Experience

- Associate's degree in Early Childhood with 5 to 10 years' experience
- Bachelor's degree preferred with 3 to 5 years' experience
- Some experience in teaching adults

Settings

Community college

Community College Instructor— Instructional Specialist in Child Care Training

- Responsibilities include teaching non-credit child care classes, designing and developing curriculum in child care training, and advising and supporting students
- Knowledge of assessment, curriculum development, and/or curriculum design in child care

- Ability to deliver instruction in non-traditional setting using various delivery methods
- Intermediate computer skills in Microsoft Office and Internet required.

Minimum Required Education and Experience

- Master's degree in education required (early childhood education preferred)
- Three years' experience in teaching child care training courses
- Experience in assessment, curriculum development, and/or curriculum design in child care
- Experience in delivering instruction in non-traditional setting using various delivery modes

Settings

- Community college



EDUCATION OPTIONS

Associate and Bachelor's Degree Programs

When pursuing a degree, make sure the institution of higher learning is recognized as an accredited college or university by the U.S. Department of Education.

Institutions with an asterisk* participate in the Child Care Career and Professional Development Fund (CCCPDF). For child care providers and staff who are participating in the Maryland Child Care Credentialing Program, scholarship funding is available through the CCCPDF to pursue a college degree in early childhood education, education for children, child development, family studies, or related disciplines. This list of participating schools is current as of publication. Verify the list on the [CCCPDF web page](#).

Associate Degree Programs

Anne Arundel Community College*

Baltimore City Community College

Carroll Community College*

Cecil College

Chesapeake College*

College of Southern Maryland*

Community College of Baltimore County*

Frederick Community College*

Garrett College

Hagerstown Community College*

Harford Community College*

Howard Community College*

Montgomery College-All Campuses*

Prince George's Community College*

Wor-Wic Community College

Bachelor's Degree Program

Bowie State University

Coppin State University

Frostburg State University

Hood College

Notre Dame of Maryland University*

Salisbury University*

Stevenson University

Towson University*

University of Maryland, Baltimore County*

University of Maryland, Eastern Shore*

University of Maryland, College Park

Washington Adventist University*



Maryland Approved Alternative Preparation Programs (MAAPP)

The MAAPP Excellence in Early Childhood Education (ECE) program is an alternative program through which already-employed teachers in selected licensed child care centers and registered family child care homes utilizing a State recommended and/or approved curriculum can obtain a Professional Eligibility Certificate (PEC) in ECE.

Qualified MAAPP-ECE applicants must hold a current position in a licensed early childhood setting and a bachelor's degree in education or a related field from an accredited college or university. Applicants must also be committed to stay in a licensed or registered child care program for two years after completing MAAPP-ECE.

Participants in MAAPP-ECE will receive:

- State-approved coursework, completed outside of school hours, which builds on pedagogical skills and prepares teachers to meet the needs of children in PreK through 3rd grade.
- Supported classroom development through internship experiences and ongoing feedback from mentors.
- Maryland's Professional Eligibility Certificate in Early Childhood Education upon successful program completion.

Community-Based Training

Often individuals seeking to become early childhood professionals, and those currently in the industry need a specific knowledge and skill to supplement their professional child

care knowledge. Local communities can help those seeking additional training opportunities.

Examples of where trainings can be found:

- Child Care Resource Centers such as the Maryland Family Network (www.marylandfamilynetwork.org)
- Community colleges
- Four-year colleges/universities
- Local health departments
- Career Technology Education (CTE) High School Programs



GRANTS, SCHOLARSHIPS, AND INCENTIVES

When planning to attend college courses check with the financial aid office at the college or university. They will know what grants and scholarships are available to you.

Find grants and scholarships:

- Through local civic clubs and community service organizations
- Search the internet to find what's available in your local community
- Check with your employer
- Visit the Maryland Higher Education Commission, <http://www.mhec.state.md.us/>

Child Care Career and Professional Development Fund (CCCPDF)

The Child Care Career and Professional Development Fund is a tuition assistance program for child care professionals to obtain or continue their pursuit of a college education at participating colleges/universities in Maryland. The Fund is available to individuals participating in the Maryland Child Care Credential program at Level Two and pays the cost of tuition, fees, and course



related textbooks, as funding allows.

Child care center staff and family child care providers can earn a college degree in:

- Early Childhood Education
- Child Development
- Elementary Education
- Special Education

For more information, visit

<http://earlychildhood.marylandpublicschools.org/child-care-providers/office-child-care/credentialing-branch/child-care-career-and-professional>.

Free Application for Federal Student Aid (FAFSA)

The application process opens on January 1 of each year. Apply as soon as possible! You and your family's federal income tax for the prior year must have been computed.

- Cost of Attendance – Expected Family Contribution = Financial Need
- The EFC (Expected Family Contribution) is used to calculate your need and eligibility.
- The FAFSA results will determine if you are eligible for additional scholarships, Pell Grants or other grants and student loans.

For more information on FAFSA or to complete the application, go to www.fafsa.ed.gov or speak with a financial aid officer at the college you are attending or plan to attend. The process can be overwhelming so be sure to use the college as a resource!

MARYLAND CHILD CARE CREDENTIAL PROGRAM (MCCCP)

All children deserve excellent child care and education. The Maryland system of early childhood education preparation and credentialing supports child care professionals so they can work with families to deliver the best possible futures for Maryland children.

Credentialing is a voluntary program overseen by the Maryland State Department of Education for early care and education professionals going above and beyond minimum requirements. In addition to strengthening knowledge and increasing job effectiveness, the credentialing process provides benefits that include monetary bonuses and tuition reimbursement from the State.

There are seven staff credential levels (1,2,3,4, 4+,5, and 6) and four administrator levels (1,2,3, and 4), 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. Levels one through four are noncredit levels and can be achieved with continuing education units (CEU) and MSDE-

approved trainings. Levels five and higher of staff credentialing and levels three and four of administrator credentialing require college degrees from an accredited institution. There is some overlap between the requirements for staff and administrator requirements.

Child care providers participating in the program 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. Although the Maryland Child Care Credential is a voluntary program, all regulated family child care providers and child care center staff are eligible and encouraged to participate.

Goals of the MCCCP

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 the compensation for child care providers;
- Recognize for-credit and non-credit career preparation; and
- Provide a structure for professional growth through professional competencies.

See the chart on the next page for an overview of the staff credentialing requirements in Maryland and how it relates to a career in Early Childhood Education.



Overview of MCCCCP Credential Levels

Coursework/Training/Degree/Experience	Maryland Child Care Credential		Professional Opportunity (Other Requirements May Apply)
	Staff Level	Admin Level	All professional opportunities would be appropriate for the Admin Level Credential
None	1		Family Child Care Provider Child Care Aide
45 clock hours Core of Knowledge Training	2		Family Child Care Provider Child Care Aide
90 clock hours Core of Knowledge Training One year of experience or one year of college, or a mixture of both adding up to one year	3		Family Child Care Provider Child Care Aide Child Care Teacher
135 clock hours Core of Knowledge Training <ul style="list-style-type: none"> Career Technology Education High School Diploma Child Development Association (CDA) Credential Two years' experience	4*		Family Child Care Provider Child Care Aide Child Care Teacher Child Care Center Director (20 children or less)
240 clock hours Core of Knowledge Training Two years' experience	---	1 & 2	All professional opportunities would be appropriate at the Admin Level Credential
Associate of Arts in Science or Associate of Arts in Teaching Early Childhood Education or related field with 15 hours of approved coursework <u>or</u> 30 credit hours of approved college coursework <u>or</u> 15 college credit hours of approved coursework and current enrollment in approved course of study Two years' experience	5	3	Family Child Care Provider Child Care Aide Child Care Teacher Child Care Center Director Nursery School Teacher Public School Paraprofessional
Bachelor's degree in Early Childhood Education or related field plus specific courses <u>or</u> bachelor's, master's, or doctoral degree in unrelated field plus 15 approved credits <u>or</u> associate or higher degree with 15 approved credits <u>and</u> enrollment in approved course of study toward a higher degree Two years' experience	6	4	Family Child Care Provider Child Care Aide Child Care Teacher Child Care Center Director Nursery School Teacher Nursery School Administrator Public School PreK

*Please Note!

This chart is only an **overview** of MCCCCP requirements. To see full requirements, and the Level 4+ staff credential not represented in this overview, please visit <http://earlychildhood.marylandpublicschools.org/child-care-providers/office-child-care/credentialing-branch/child-care-credential-program>

Career Technology Education

Students graduating from a Maryland high school Career Technology Education (CTE) program in early childhood education have the opportunity to meet the requirements for the Child Development Association (CDA) Credential, which is a pathway to an early childhood career. The CTE program only counts toward credentialing requirements if courses are accepted for college credit.

Achievement Bonuses

Upon successful completion of the requirements, staff will be awarded a one-time only achievement bonus for credential levels two through four and administrator level one. Bonuses are awarded 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 [COMAR13A.14.09.05](#).
- 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.

Training Vouchers and Reimbursement

Depending upon 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. During each 12 months of participation, up to \$400 is available to eligible participants to pay for the cost of additional training needed to complete the training plan. Vouchers may only be issued for conferences and college coursework.

For more information on the Maryland Child Care Credential Program, visit

<http://earlychildhood.marylandpublicschools.org/child-care-providers/office-child-care/credentialing-branch/child-care-credential-program>



GLOSSARY

Maryland EXCELS

The Maryland Quality Rating and Improvement System employs technical assistance specialists. The ratings awarded to participating Child Care Centers, School-Age Child Care Programs, Family Child Care Homes, and Public PreKindergarten programs are based upon nationally recognized quality standards and best practices.

Career Technology Education (CTE)

Career and Technology Education (CTE) is a program of study that prepares high school students for a wide range of careers. These careers require varying levels of education — from high school and postsecondary certificates to apprenticeships, or two- and four-year college degrees. Students can add value to their overall education by completing CTE programs of study that offer industry-recognized credentials and college credit while in high school. CTE evolved from vocational education's original and sole focus of preparing students for work immediately after high school. Today's CTE programs incorporate rigorous and challenging academic content standards and provide a sequence of courses leading to an industry-recognized credential or certificate, an associate or bachelor's degree, or entry into apprenticeship programs.

Child Development Associate Credential (CDA)

A nationally recognized credential from the Council for Professional Recognition. According to the Council's website, the CDA is the most widely recognized credential in early childhood education. The CDA is based on a core set of competency standards, which guide early care professionals as they work toward becoming qualified teachers of young children.

Maryland Approved Alternative Preparation Programs (MAAPP)

The MAAPP Excellence in Early Childhood Education (ECE) program is an alternative program through which already-employed teachers in selected licensed child care centers and registered family child care homes utilizing a State recommended and/or approved curriculum can obtain a Professional Eligibility Certificate (PEC) in ECE.

Maryland Child Care Credentialing Program

Credentialing is a voluntary program overseen by the Maryland State Department of Education for early care and education professionals going above and beyond minimum licensing requirements. In addition to strengthening knowledge and increasing job effectiveness, the credentialing process provides benefits that include monetary bonuses and tuition reimbursement from the State.

College or University

This document has references to training, credits, degrees, etc. earned from colleges, universities, or other institutions of higher learning. In all instances, these institutions must be recognized as accredited colleges or universities by the U.S. Department of Education.

USEFUL WEBSITES AND RESOURCES

Maryland State Department of Education, Division of Early Childhood Development

<http://earlychildhood.marylandpublicschools.org/>

Maryland State Department of Education, Division of Special Education/Early Intervention Services

http://www.marylandpublicschools.org/msde/divisions/earlyinterv/infant_toddlers/doc/SuitableQualifications/MDsPersonnelStandardsGuide.pdf

Maryland State Department of Education, Division of Career and Technology Education (CTE)

http://www.marylandpublicschools.org/MSDe/divisions/careertech/career_technology/index.html

Maryland State Department of Education, Credentialing Program

<http://earlychildhood.marylandpublicschools.org/child-care-providers/office-child-care/credentialing-branch/child-care-credential-program>

The Maryland Child Care Credential Program (Brochure)

<http://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/msdeiichildcare090215.pdf>

Maryland Approved Alternative Preparation Programs (MAAPP)

http://earlychildhood.marylandpublicschools.org/prek-grade-2/professional-development_d

Maryland EXCELS

www.MarylandEXCELS.org

Maryland's Knowledge and Competency Framework for Child and Youth Care Professionals

http://earlychildhood.marylandpublicschools.org/system/files/filedepot/20/md-kcf_03262015.pdf

Maryland Head Start Association

www.md-hsa.org/

Maryland Family Network

www.marylandfamilynetwork.org

Maryland Child Care Resource Center Locations (links to 11)

www.marylandfamilynetwork.org/programs-services/maryland-child-care-resource-network/maryland-child-care-resource-center-locations/

Child Development Associate Credential from the Council for Professional Recognition

www.cdacouncil.org/about/cda-credential



NOTES

Careers in Early Childhood: A Maryland Guide

The Maryland State Department of Education does not discriminate on the basis of race, color, sex, age, national origin, religion, disability, or sexual orientation in matters affecting employment or in providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For inquiries related to Department policy, please contact:

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Careers in Early Childhood Education A Maryland Guide

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Dr. Jack Smith, Interim State Superintendent of Schools
Larry Hogan, Governor
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