

Child Development Associate: A Successful Tool to Develop Philadelphia's Existing Early Childhood Teachers

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THE CDA

For more than a year, institutions of higher education, training organizations, and early childhood teachers and directors in the Philadelphia region have been engaged in conversation and collaboration around the topic of early childhood teacher preparation. This paper, an outgrowth of this collaboration, focuses on a national credential called the [Child Development Associate® \(CDA\) Credential](#). It presents information on how local CDA programs differ and suggests how the CDA relates to current and potential educational opportunities as early childhood teachers pursue higher education degrees.

The [Child Development Associate® \(CDA\) Credential](#), commonly known as the CDA, is a national credential awarded by the national [Council for Professional Recognition](#) to teachers working with young children. The CDA may be earned after completing requirements set by the Council. These are comprised of 480 hours of work experience and 120 hours of training in eight CDA subject areas, which include introductory elements of the [National Association for the Education of Young Children \(NAEYC\) standards for professional preparation](#). These subject areas cover: learning environment; physical and intellectual competence; social and emotional development; relationships with families; program management; and professionalism.

The training requirement can be completed through credit-bearing coursework provided by high schools or colleges, or noncredit-bearing coursework provided by colleges or training organizations not affiliated with any secondary or postsecondary education institution. Noncredit-bearing coursework may be recognized as credit-bearing if the CDA candidate chooses to enroll in a college program, depending on the design and alignment of the training and college courses. While some teachers working in roles that do not require college degrees or college-level credentials may choose to complete a CDA as their highest-level credential, CDA training programs offer all completers an entry ramp into the profession of early childhood education, guiding them toward a next level professional degree.

Each CDA candidate must prepare a professional portfolio according to the CDA requirements. The CDA credentialing process includes candidate assessment using multiple sources of evidence, including an exam, observation, and review of a professional portfolio.

CDA TRAINING THAT SUPPORTS THE EARLY CHILDHOOD EDUCATION WORKFORCE

Challenges

Professional credentials and related competencies are generally defined by state policy. In Pennsylvania, there is no consistent education requirement for teachers of young children birth through age 8. Rather, various licensing regulations, public funding program guidelines (e.g. Head Start, PA PreK Counts, Philadelphia PHLpreK), quality rating and improvement system standards (Keystone STARS), and accreditation requirements may specify different education requirements for classroom teachers, assistant teachers, and program directors. The minimum education requirement for assistant teachers according to PA licensing requirements is a high school diploma while lead teachers in a state-funded PreK Counts classroom are required to have a bachelor's degree and an ECE teaching certificate. The generally low education requirements for early childhood education (ECE) teachers working in child care and Head Start settings create a scenario in which a large percentage of the workforce has work experience but limited educational degree attainment. The lack of compensation parity for early childhood teachers across regulatory/funding settings and across the birth through age 8 period of early childhood development exacerbates this problem.

The CDA can be used as a means to introduce high school students to the ECE profession, prepare them for the workforce, and jumpstart their college careers.

Supports for college entry and degree completion

The CDA can be used as a means to introduce high school students and others to the ECE profession, prepare them for the workforce, and jumpstart their college careers. In Philadelphia, the CDA is available for high school students participating in Career and Technical Education programs in the Philadelphia School District.

While the CDA is used to introduce people to the ECE field and to increase the background knowledge of existing ECE teachers, it is designed to be a steppingstone toward degree attainment. College-based CDA programs are typically designed to correspond to a block of introductory college courses, thereby allowing the CDA to serve as a stand-alone credential and a strategy for initiating progress toward an associate degree, and eventually other degrees.

The CDA is a critical first step in helping many ECE teachers to enter a degree program with an introduction to early childhood education professional content and perspectives. If CDA training offered outside a college setting is designed to be comparable to introductory college coursework with an articulation agreement, or if it is offered by a college and designed as a block of introductory coursework in the college degree, teachers can begin their college careers with early confidence in their ability to succeed in college. College-level coursework is extensive and can be challenging to adults whose high school experience was not positive or who are returning to a school environment after many years. ECE teachers find much of the ECE coursework content familiar through their professional roles and responsibilities. The basic familiarity that they have with the ECE-specific content assists

participants to build confidence in meeting the academic rigor required for successfully completing reading and writing assignments, and for creating a comprehensive capstone portfolio project. Regardless of the training provider or academic level of the training, CDA training that is designed to integrate new content knowledge with assignments that apply this knowledge to observation and practice with young children exemplifies the type of contextualized learning considered to be best practice in adult education.

Costs and incentives

In Pennsylvania, the cost of the CDA coursework, textbook, and CDA assessment are

minimized for the participant through public subsidy via Pennsylvania's quality rating and improvement system, [Keystone STARS](#), and through scholarship programs such as [Teacher Education And Compensation Help \(T.E.A.C.H.\)](#) scholarships that are specifically designed to support degree attainment and are linked to required compensation increases. Only CDA coursework that is credit bearing, therefore, is eligible for T.E.A.C.H. Keystone STARS, also incentivizes CDA (and other certification and degree) attainment through Education and Retention Awards that are available for staff working at centers that meet higher quality standards.

LANDSCAPE OF CDA PROGRAMS IN THE PHILADELPHIA REGION AND OPTIONS FOR COLLEGE CREDIT

In the Philadelphia region, there are a myriad of CDA training programs available, which vary on almost all metrics: type of learning format (onsite, distance or hybrid), cost, and number of credits earned. The most basic distinction is if the CDA program is offered by a community, state or national training organization, or by an accredited institution of higher education (IHE) that has authority to provide college credits.

Several Philadelphia area training organizations and nonprofit organizations offer CDA training programs and work with IHEs to create articulation agreements. The IHEs review the CDA course content, instructor credentials, and other materials to determine alignment between training and college course content and assignments. The number of credits that students who complete these training programs can earn varies based on the training program and the college, but ranges from 0 to 9 credits. Some colleges may use Prior Learning Assessment processes to award limited credit to

those holding current CDA credentials, aligning the national CDA credential assessment with competencies recognized in introductory college ECE or child development courses.

Locally, many IHEs offer CDA training programs, embedding the CDA credential requirements into introductory ECE courses. Generally, students can complete just the CDA course block and earn a certificate from the college or can continue to take additional courses required for higher level certificates and degrees, such as an Early Childhood Certificate. In some cases, the CDA courses can be taken without a commitment to enroll in the degree program but college credit is not earned until the student applies and is accepted - "matriculated" - into the degree program. The number of credits that students earn through college-based CDA training programs differs across local IHEs based on the design of the CDA course block, ranging from 6 to 10 credits or 2 to 3 courses.

Matriculation into a degree program can be a challenge but is important for several reasons. First, the largest pool of scholarship funds, which is available through T.E.A.C.H., is limited to credit bearing coursework. T.E.A.C.H. only supports CDA coursework and assessment for matriculated students. Second, matriculation signifies entry into and potential completion of a degree program. College credits themselves are not of much value unless they are for courses that are required for degree completion, in a program that will transfer into a higher level degree, providing the opportunity for meaningful progression in a career pathway.

Matriculation into college requires application and admission into a specific degree program. Selective colleges and universities include test scores and high school grades as part of their admission process. Open admission colleges, such as community colleges, typically admit all applicants and use placement testing to determine whether the student needs some remedial/developmental English or math courses to learn or refresh high school level content before attempting college-level coursework. However, successful completion even of developmental courses and the added time to graduation can be a challenge for adult students who have long been out of school, English Language Learner (ELL) students, and students who did not experience success in high school.

T.E.A.C.H. scholarships are available for remedial/developmental coursework, but the time associated with passing remedial courses before beginning CDA coursework outweighs the long-term benefits of the CDA credential and any associated college credits. This is true because certification and educational attainment are not typically tied to career advancement and concomitant compensation increases for early educators working with infants, toddlers and

preschoolers. And while these ECE teachers could enroll in a non-credit bearing CDA program to avoid college placement tests and the possible need for developmental coursework, they would have to pay for these programs themselves since T.E.A.C.H. scholarships are available only for credit-bearing CDA programs. ECE compensation is low and teachers cannot afford to cover tuition costs themselves. Therefore, the choice between completing developmental coursework in addition to CDA courses or paying the cost of non-credit CDA training can become a significant barrier for infant, toddler and preschool teachers that want to pursue a CDA.

A number of local IHEs are engaged in local and national efforts to develop more effective ways to support employed students. These include Achieving the Dream and Guided Pathways. Achieving the Dream, which began in 2004 as an initiative of the Lumina Foundation, now leads a comprehensive non-governmental reform movement for student success in higher education. With a network of over 220 IHEs, 100 coaches and advisors, and numerous investors and partners working throughout 39 states and the District of Columbia, the initiative is helping more than 4 million community college students. Guided Pathways, created by the Community College Research Center of Teachers College at Columbia University in 2015, provides rationale and tools to support IHEs in presenting courses in the context of highly structured program maps that align with students' goals for careers and further education. This approach simplifies student decision-making and allows colleges to provide predictable schedules and frequent feedback so students can complete programs more efficiently.

Primary Philadelphia Region CDA Training Programs

The following chart provides information on the primary CDA programs serving Philadelphia and its surrounding counties. The data contained in the table were accurate as of September 2017. Information was gathered from agency websites, other public locations, and follow-up phone calls when required. Not all IHEs have agreements with T.E.A.C.H. for their CDA program. Please check [PACCA's website](#) for a list of IHE degrees and credentials that are covered by T.E.A.C.H. at this time. Given the rapid pace of change, readers are advised to contact agencies directly for up-to-date information.

INSTITUTIONS OF HIGHER EDUCATION

CDA Provider	# of Credits	Eligible for T.E.A.C.H. Scholarship	Format	Other
Bucks County Community College (BCCC)	6	No	Hybrid	www.bucks.edu Offered through the Continuing & Workforce Education program. College credits are awarded if student presents completed CDA Certificate upon enrollment into A.A., ECE.
Community College of Philadelphia (CCP)	9	No	Hybrid and onsite	www.ccp.edu Enrollment does not require matriculation into CCP; however, credits are awarded upon matriculation to CCP's A.A., Early Childhood (Birth to 4th Grade).
Delaware County Community College (DCCC)	10	Yes	Onsite and distance learning	www.dccc.edu Enrollment does not require matriculation into DCCC; however, credits are awarded upon matriculation into the A.A., ECE Program at DCCC. DCCC also offers 10 additional credits as an option that results in a certificate of competency for those who need to complete the 480 hours of experience.
Esperanza College of Eastern University	9	No	Onsite	www.eastern.edu Enrollment does not require matriculation into Esperanza College; however, credits are awarded upon matriculation to Esperanza College or Eastern University's A.A., Liberal Arts, Early Childhood Education Concentration. CDA is offered in English and Spanish; however credit bearing coursework is offered in English only.
Manor College	6	Yes	Onsite	www.manor.edu Offered through the Adult & Continuing Education program. Enrollment does not require matriculation into Manor College; however, credits are awarded upon matriculation to Manor College's A.A., Early Childhood Education.
Northampton Community College (NCC)	9	Yes	Distance learning and onsite	www.northampton.edu/early-childhood-education/program-options/child-development-associate.htm Three courses from the AA are offered online for students working on a CDA. When completed, the student receives a specialized diploma and 9 credits. Enrollment does not require matriculation into NCC; however, credits are awarded upon matriculation to NCC's ECE: Infant to Grade 4 AAS program.
Penn Literacy Network/University of Pennsylvania	9	Yes	Hybrid and onsite	www.gse.upenn.edu/sites/gse.upenn.edu/pln/files/TEACH_CDA.pdf Credits can be transferred into CCP's A.A., Early Childhood (Birth to 4 th Grade) and may be accepted at other 2-year AA and BA programs.
Penn State Better Kid Care On Demand	9 Updated 11.2.17	No	Distance learning	extension.psu.edu/youth/betterkidcare/cda 120 hours and 10 mentoring tutorials; 80 hours of core/required online lessons (10 hours from each subject area); 40 hours of elective online lessons; assignments related to the development of the professional CDA portfolio.

Primary Philadelphia Region CDA Training Programs

TRAINING ORGANIZATIONS

CDA Provider	# of Credits	Eligible for T.E.A.C.H. Scholarship	Format	Other
Child Care Professional Network	6-10	No	Onsite	ccpnpa.webs.com/ Credits are awarded upon matriculation to Neumann University's B.A., Early Elementary (PK-4) and Special Education (PK-8) (9 credits) or Delaware County Community College A.A., Early Childhood Education (6 credits).
District 1199C Training and Upgrading Fund	9	No	Onsite	1199ctraining.org/cda Includes developmental coursework; credits are awarded upon matriculation into CCP's A.A., Early Childhood (Birth to 4th Grade).
From Theory to Practice	6	No	Onsite	Credits are awarded upon matriculation to Eastern University's A.A., Liberal Arts, Early Childhood Education Concentration.
Singleton Education Services	6	No	Onsite and distance learning	Credits are awarded upon matriculation to Harcum College's A.A., Early Childhood Education.
Training Resources Unlimited	None	No	Onsite	Training Resources Unlimited offers the CDA in the following areas: Infant-Toddler, Preschool, and Family Childcare.
YMCA	6-9	No	Onsite	philaymca.org/programs/child-development/ Credits are awarded upon matriculation to CCP's A.A., Early Childhood (Birth to 4th Grade), DCCC's A.A., Early Childhood Education, Harcum College's A.A., Early Childhood Education, Neumann University's A.A., Early Childhood Education.



CDA PROGRAM DESCRIPTIONS

In order to provide a more detailed understanding of the two broad categories of CDA programs, those that are offered as part of an IHE vs. community based settings, we have provided descriptions of two programs, below. These models are shared with the understanding that while some aspects of successful approaches may be replicated across the southeastern Pennsylvania region and state, there is more than “one right way” or one model that will work best in all contexts. Strong early childhood teacher training and education programs take advantage of local opportunities and address local challenges in ways that best meet the needs of their own students, children and families.

Delaware County Community College (DCCC)

Delaware County Community College (DCCC)

offers an example of a college-based CDA training program that is designed to support students in earning the credential as a step along an educational degree pathway. The DCCC model supports the southeastern Pennsylvania Gold Standards for early childhood teacher education programs and is part of DCCC’s larger associate degree program, which holds national accreditation from the National Association for the Education of Young Children (NAEYC) Commission on the Accreditation of Early Childhood Higher Education Programs.

Strengths of the DCCC CDA program

Clear and transparent information: The DCCC CDA training program provides transparent information for prospective students on the college website. Students can compare the learning outcomes for the CDA courses against the learning outcomes for the full associate degree to better understand what will be required and accomplished for each and how the CDA coursework is embedded in but does not complete the NAEYC standards for professional preparation. The entire program description and course list is available on the public website.

Program structure: Students must enroll at DCCC and will receive the training required to earn the CDA while completing introductory

early childhood courses. These courses provide the training required by the National Council for Professional Recognition and more - students will complete college-level courses that go beyond CDA requirements. Students seeking a CDA are not segregated into separate course sections. A strength of this approach is that students who are not yet sure that they want a degree or not yet confident that they can successfully complete a degree have many opportunities to become comfortable with degree-seeking peers and with the same faculty who teach in the full degree program.

Special supports for CDA students: Students seeking a CDA must assemble training portfolios that are submitted to the national Council for Professional Recognition for review. The DCCC course ECE 112 Developing a Professional Portfolio is required in both the CDA and associate degree programs. Students seeking a CDA will receive support to work on their CDA portfolio in this course. The Council for Professional Recognition also requires evidence of at least 480 hours of work experience. Internship courses are available to students who seek a CDA and do not yet have 480 hours of work experience, although these courses do not apply to the associate degree. They can also take an optional course, ECE 120 ECE Lab I (4 credits), which is a field placement course in the associate degree program. Students can earn up to 460 hours toward the 480 hours through

the internship and field placement courses. For students already employed in an early learning program, the CDA coursework can be completed at their current worksite. Students who complete the associate degree program will need additional field experience in multiple settings and with multiple age groups.

Employment and career pathways: As cited below, the DCCC website clearly states what students can expect when they earn a CDA, the additional opportunities available to those who continue their studies and earn an associate degree, and the opportunity for associate degree completers to transfer and complete a BA program and Grades Pre-Kindergarten - 4 teacher certification.

- “Earning the national credential will prepare the student for entry-level positions in early care and education programs.”
- The ECE associate degree “prepares students to work with young children in a variety of early care and education settings. Graduates will be able to provide high quality educational environments that are inclusive of all children ages birth to 9. They will gain the necessary knowledge and skills to provide a developmentally appropriate, culturally responsive and inclusive early learning experience. At the completion of this degree, students are prepared to enter the early care and education workforce. Opportunities include working in child care, young school age child care, nursery schools and as teachers’ aides in public schools. This program of study also serves as a transfer pathway to earn teacher certification, pre-kindergarten through 4th grade. Students wishing to earn teacher certification must transfer to a 4-year institution to earn a bachelor’s degree, prekindergarten through 4th grade.”

DCCC has designed their ECE programs as a set of stackable credentials.

CDA

- Students who already have a CDA when they begin the DCCC associate degree program receive 7 credits and do not need to take ECE 100 Principles of Early Childhood Education or ECE 120 Early Childhood Education Lab 1.
- Students who choose to complete the 10-credit CDA course series (three 3-credit introductory college courses plus the 1-credit course to prepare their portfolio for assessment, without 480 hours of work experience) are prepared to apply to the Council for Professional Recognition for the national CDA credential. All of these courses are part of the DCCC Certificate of Competency.

Certificate of Competency

The certificate of competency is awarded after successful completion of 10 credits of coursework. Students who need the 480 hours of experience can choose to complete the optional internship and field placement courses to earn another 10 credits (20 total). Students who choose to complete the certificate with the optional internships earn an additional 4 credits (14 credits total) that is applied to the associate degree, accumulating 24 of the 64 credits required for the associate degree.

Early Childhood Education, Associate in Arts

Students who choose to complete the full Associate of Arts in Early Childhood Education (63-65 credits total) earn an associate degree and have the option to transfer on to complete a baccalaureate degree in one of multiple universities that have articulation agreements with DCCC.

District 1199C Training & Upgrading Fund (Training Fund)

The [Training Fund's CDA Training Program](#), which has been in operation since 1995, is an example of a CDA program that is not offered by an IHE. The Training Fund is a nationally recognized trainer in healthcare and human services, and offers a variety of courses and apprenticeships designed to support educational and vocational advancement. While the Training Fund's CDA program graduates may choose to matriculate into Community College of Philadelphia (CCP) and articulate the 9 credits available for the CDA, others may choose not to pursue further education.

Strengths of the Training Fund CDA program

Program structure: Classes are held two times per week, three hours per session on weekday evenings. Classes are held in Center City Philadelphia and are taught by faculty members who possess master's degrees and have decades of experience working in Early Childhood Education. It takes approximately 20 weeks for the cohort to complete the CDA curriculum.

Special supports for CDA students: Support of CDA candidates begins with an intake process that identifies the academic needs of the potential candidate. Admission to the CDA program requires applicants to possess a 7th to 8th grade reading level on the TABE (Test of Adult Basic Education) or the CASAS literacy reading assessment for English as a Second Language (ESL) learners. Applicants testing below a 7th grade reading level are referred to the Training Fund's free adult education or ESL classes to work on upgrading their reading and writing skills.

Those applicants testing within range are accepted into the Training Fund's CDA Bridge Program, a 40-hour course that provides

instruction in reading, writing, mathematics, study skills, and presentation skills contextualized with early childhood education content. Bridge Program students engage in a curriculum that prepares them to be successful in the CDA Program with an instructional program that includes summarizing and synthesizing information, critical thinking skills in applying knowledge, team building by participating in a group project, and use of digital literacy skills for the workplace and college. The Bridge Program is a pre-requisite for admission to the CDA Preparation Program.

Students attending the CDA program are supported in developing an individualized education and career plan to assist them in defining their next steps. Students also receive career coaching and counseling to support barrier removal and access of resources to address personal or academic problems that they are confronting.

Employment and career pathways: The Training Fund offers free pre-college classes to prepare those students that completed the CDA program for the college placement examination in reading, writing, and mathematics. The CDA can articulate to 9 credits at CCP, thereby incentivizing matriculation, and in 2017 the Training Fund implemented an Early Childhood Education Apprenticeship Program that specifically results in an associate degree from CCP.

The Apprenticeship Program is a partnership of the Training Fund, CCP, the Southeast Regional Key at PHMC, the Delaware Valley Association for the Education of Young Children (DVAEYC), the Mayor's Office of Education, and the Pennsylvania Office of Child Development and Early Learning. CCP awards 18 credits – 9 credits as a result of successful attainment of

the CDA credential and 9 credits for competencies attained from on-the-job learning – as a result of the Apprenticeship Program. A robust coaching system is implemented at the worksite with trained coaches employed by the participating employer partners who are then mentored by DVAEYC. Up to 4,000 hours (two years) of on the job competencies are assessed on a weekly basis by the worksite coaches. A record of competency attainment is uploaded into the student electronic portfolio. Apprentices receive comprehensive counseling support and tutoring. T.E.A.C.H. provides tuition, books, and transportation as well as release time from work to attend study groups and/or tutoring and counseling support. Apprentices also receive four wage increases over the two-year program, recognizing educational attainment with increased compensation.

KEY POINT OF COMPARISON BETWEEN THE TWO MODELS: COLLEGE MATRICULATION

The two programs described above vary in critical areas – including the enrollment process. DCCC students already meet college admissions criteria. Training Fund students receive supports to meet CDA program admissions criteria and, thereby, are supported in meeting the academic requirements of the CDA coursework. Even prepared with high school diplomas, the content of the CDA preparation program, and the CDA credential itself, not all Training Fund CDA program graduates are necessarily able to meet college admissions requirements without developmental coursework.

POLICY IMPLICATIONS AND RECOMMENDATIONS

While there is an ongoing, robust national conversation regarding the educational degree level that all ECE teachers should minimally attain, several factors diminish the impact of the outcome of this debate. First, the stark reality of poor compensation in the ECE profession limits the financial incentives for ECE teachers to pursue educational degree attainment. Second, the very structure of ECE, which requires two adults in the classroom at all times, allows for differentiated teacher roles. Teacher aides or assistant teachers, for instance, are an integral part of the ECE landscape – particularly traditional child care. Given the scope of practice for this role, in combination with a high school diploma, the CDA credential may be adequate to prepare competent teacher aides/assistant teachers.

Regardless of the outcome of the current debate, for the immediate and near term, the CDA will continue to play a critical role in:

1) introducing high school students and others to the ECE workforce; 2) elevating the credentials of the current workforce; and, 3) jump starting the educational degree attainment of the current workforce. Therefore, **policy makers should continue to prioritize funding to support CDA program participation for each of these audiences.** This requires scholarship programs and other supports that are available to **participants that both are and are not matriculated** into college.

1. **Funding:** Policy makers could help by **ensuring adequate funding for design, research, and implementation of new and promising models for successful completion of developmental work;** such as contextualized developmental coursework that uses content from the major of interest to prepare students to complete college-level courses. Funding, research, and replication of best practices are needed to ensure that

all students, especially those with the greatest academic challenges, are fully supported at each juncture along the educational pathway. Mastery of high school level English and math is essential for college success and implementation of current research and best practice can encourage rather than discourage students, increase successful completion of developmental coursework, reduce time to graduation, and reduce timelines for meeting regional and state early education workforce goals. Best practice models of contextualized developmental coursework for ECE majors should be documented and replication should be funded.

2. **Modifying existing CDA programs:** Locally, there are relatively few CDA programs that are eligible for T.E.A.C.H. funding. Yet T.E.A.C.H. funds are the largest pool of scholarship funding available. **Modification of existing CDA programs offered by education organizations to meet T.E.A.C.H. participation criteria is needed**, perhaps using the DCCC model as one to replicate and/or adapt. More funding to support non-traditional and/or more extensive CDA programs is also required to fully meet the local and varied demand for low-cost CDA programs. And for each CDA program offered by training organizations, participants need to understand how many credits they can earn upon matriculation into

which local institutions of higher education. CDA program information is currently not uniformly organized, nor centralized, nor readily available. Prospective CDA program participants require easy-to-access and easy-to-understand information regarding their choices and the implications of those choices for future educational goals.

3. **Aligning high school content with college-level coursework:** Finally, a high school diploma, by definition, should: 1) result in students' ability to read at an 8th grade level or higher; 2) prepare students to pass college entrance exams; and, 3) prepare students to succeed in college-level coursework. **Efforts to improve and to better align high school course content with college-level coursework are needed.** Data that speak to the reading level of applicants to community based CDA training programs, entrance exam scores of those that apply to community colleges, and the sources of high school diplomas among these two groups of students, would be helpful as part of this process. Increased high school alignment with CDA and AA programs and stronger partnerships between early childhood instructors in high schools, training agencies and higher education programs could significantly improve career pathways and increase educational opportunities, including degree completion, for our region's early childhood teachers.



NOTES

Information about the DCCC CDA program comes from this website <https://www.dccc.edu/academics/programs/certificates/child-development-associate-certificate>

Information about the DCCC ECE AA program comes from this website <https://www.dccc.edu/academics/programs/transfer-degrees/early-childhood-education-associate-arts>

Information about the Child Development Associate® (CDA) Credential comes from these websites <http://www.cdacouncil.org>
<https://www.cdacouncil.org/council-blog/723-5-steps-to-obtain-a-cda-credential->

Information about the NAEYC Commission on the Accreditation of Early Childhood Higher Education Programs comes from this website and related accreditation materials <http://www.naeyc.org/highered>

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The **Early Childhood Action Collective (ECAC)** is an initiative of Public Health Management Corporation, sponsored by the William Penn Foundation. ECAC is a multi-disciplinary consortium connecting researchers, policy experts, and practitioners who share a commitment to creating a better future for Philadelphia's children by informing policy and practice decisions to help move Philadelphia's early childhood education sector forward.



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