

## Updates to the Personnel Qualifications Standards from Ad Hoc and Community Feedback

### **Suggestion: Include Support Staff at each tier.**

Things to consider:

- Support Staff are often entry level workers just beginning their career in early learning and often do not have formal education.
- Support Staff may have barriers to accessing trainings.
- Increasing the professional development of Support Staff is important.
- Not all programs have Support Staff.

Changes made:

- Renamed the domain to Personnel Qualifications to reflect that all staff working with children are included at each star level.
- Qualifications for the supporting staff are looked at differently than for Educators:
  - At the 3 and 4-star levels:
    - Programs are awarded points for the experience, language ability, and professional development planning and progress of support staff.
  - At the 5-star levels:
    - Programs are awarded points for the educational attainment of Support Staff as well as the above qualifications.

### **Suggestion: Requiring Set 2 and Set 3 is problematic.**

Changes made:

- Point system awards points based on assets, by taking away an asset means that personnel working on a professional development plan will not get credit for progress.
- It takes more time for linguistically diverse and individuals with other barriers to achieve and we want to give credit for effort.
- Licensing is already requiring training, no point in double dipping.

Response:

- Criteria for Professional Development Planning and Ongoing Professional Development have been combined into:
  - Professional Development Planning (PDP) and Progress.
  - Points will still be given for having a PDP and for making progress on that PDP which can be documented in a variety of ways including:
    - Taking upper level classes and college classes documented in ORO.
    - Other training documented in ORO.
    - Enrollment in a degree program.
    - Enrollment in a CDA, certificate or other training program.

