

CTE Education, General: CDA and MI-YDA Program Self-Assessment



Introduction. Beginning in the 2021-2022 school year, the Michigan Department of Education (MDE) Office of Career and Technical Education (OCTE) has expanded secondary learning opportunities in the Education & Training career cluster, enabling students to work toward the Child Development Associate (CDA) Credential or the Michigan Youth Development Associate (MI-YDA) Credential. The initiative is an exciting one for schools, students, and teachers which will require considerable effort in the coming years to achieve full implementation. As Career and Technical Education (CTE) programs and instructors initiate, develop, and adapt these new pathways to meet their students' needs, it is important to have a common vision of high-quality implementation to guide local practice.

This self-assessment tool is designed to paint a picture of high-quality implementation by providing a set of indicators that are aspirational. MDE-OCTE staff and the developers of the self-assessment tool recognize that it may take several years for programs to achieve desired levels of quality as represented in the indicators. Over time, as new CTE programs are implemented statewide, additional topics for indicators of quality may emerge along with better descriptions of quality indicators. Please view the self-assessment as a work-in-progress.

By undertaking periodic reviews of progress, program staff can discuss priority areas and develop meaningful improvement plans. In some cases, program staff may want to use the results of a self-assessment to seek support from MDE-OCTE or peers to strengthen some areas.

Organization of the Tool. The self-assessment is organized in four sections:

- I. **Program of Study** – addressing curriculum content, program structure, student expectations, instructional strategies, field/clinical placements/work-based learning, student feedback
- II. **Administration of CTE** – recruitment, student supports, postsecondary credit agreements, college pipeline options, advisory committee
- III. **Staffing** – qualifications and experiences, professional connections, perspectives, professional development
- IV. **Relationships** – with students, families of students, placement site mentors, school counselors, postsecondary institutions, local community

Each topical subsection (e.g., curriculum content, recruitment) includes one or more statements of indicators designed to describe strong or ideal implementation. Reviewers are encouraged to make a judgement about how descriptive the indicator is of current CTE program circumstances. Each topic also includes some “red flag” indicators that typically suggest some changes/improvements may be necessary.

As indicators for each topic are reviewed and discussed, the reviewer is encouraged to make notes and develop action steps. If red flags are noted, those serve as priorities for improvements.

Sources of Information for Indicators. As indicated above, the self-assessment is a work-in-progress. To begin work on the development of indicators, Candace Vinson, MDE-OCTE education consultant, assembled a team of CTE teachers with experience in the Education General pathway (13.0000), including CDA experience, to identify indicators of quality. We are grateful for the input provided by these Michigan educators: Julie Barnes, Cathy Hengesbaugh, Kathy Dardas, Melissa Findlay, and Connie Griffore.

The initial work was augmented by the advice about quality implementation provided by the Council for Professional Recognition's guidance for high school CDA programs in *Child Development Associate® (CDA) Handbook for High School: A Guide to Advocacy and Implementation* and *Michigan's Office of Career and Technical Education's CTE Teacher Technical Tool Kit*.

Additional ideas and feedback were provided by MDE staff: Lorraine Thoresen, 21st Century Community Learning Centers, Office of Great Start; Candace Vinson, CTE Education Consultant; and Robin Zeiter, Professional Development Specialist, Office of Great Start, Child Development and Care. Members of the Region 8 Comprehensive Center Team organized and augmented the information on indicators.

SECTION I: PROGRAM OF STUDY

To what extent does your program embody these quality considerations? <i>(5=Not at all Descriptive, 1=Very Descriptive)</i>	5	4	3	2	1
A. Program of Study: Curriculum Content					
1. CTE instructor uses CDA/MI-YDA handbooks and information on respective credential websites to guide instruction and expectations.					
2. CTE instructor has access to a library of relevant resources, including classroom materials and online resources, for use with students.					
3. Students have individual copies of materials for the credential they are pursuing, e.g., CDA text, workbook, and set of competency standards or MI-YDA competencies.					
4. CTE instructor prepares a syllabus for each course that includes topics to be covered and competencies addressed along with expectations, list of resources, and any special features.					
5. The program provides Spanish CDA option if student has interest/need.					
RED FLAGS: <i>Program does not use official handbooks. Students do not have their own copies of competencies.</i>					
Notes about Curriculum Content					
Next Steps/Recommendations					
To what extent does your program embody these quality considerations? <i>(5=Not at all Descriptive, 1=Very Descriptive)</i>	5	4	3	2	1
B. Program of Study: Student Expectations					
1. All students are expected to work toward a credential even if they may not complete a credential by graduation (or in the summer following graduation).					
2. All students have created an account in MiRegistry and have connected to their classroom organization.					
3. CTE instructor uses a system for tracking and recording student hours and competencies attained and shares with students.					
4. CTE instructor creates opportunities for students to participate in professional activities, e.g., conference attendance.					
RED FLAGS: <i>CTE instructor focuses attention only on students who are likely to meet all credentialing requirements. Students with various types of special needs do not have a viable pathway.</i>					
Notes about Student Expectations					
Next Steps/Recommendations					

To what extent does your program embody these quality considerations? <i>(5=Not at all Descriptive, 1=Very Descriptive)</i>	5	4	3	2	1
C. Program of Study: Practical Field/Clinical Placements (Work-based Learning)					
1. Program is able to arrange several placement options for each student.					
2. Program provides bilingual placement opportunities if student has interest/need.					
3. Placements are in licensed facilities with Great Start to Quality rating of 3 or higher for Early Childhood Education (ECE) program placements. NOTE: TBD definition of high-quality placements for MI-YDA.					
4. For CDA placements, each site includes at least two educators/caregivers and at least 10 children.					
5. Program arranges for attendance log/tracking at sites to record student presence. Program follows all pupil accounting requirements when students leave school site.					
6. Student attendance at field placements is consistent.					
7. All students complete confidentiality agreement related to their work on site, e.g., agreement about not sharing information about children in the site.					
8. CTE instructor maintains record of visits/observations of students in field placements.					
9. CTE instructor is aware of Program Quality Indicators for ECE and Out of School Time (OST) programs and uses these indicators when observing potential site placements.					
RED FLAGS: <i>There are few high-quality field placements. Program has not made effort to cultivate diverse placements sites. CTE instructor is not familiar with Great Start to Quality rating system.</i>					
Notes about Field Placement					
Next Steps/Recommendations					

To what extent does your program embody these quality considerations? (5=Not At All Descriptive, 1=Very Descriptive)	5	4	3	2	1						
D. Program of Study: Instructional Strategies											
1. CTE instructor encourages students to collaborate and discuss/work together on credentialing steps.											
2. CTE instructor encourages students to undertake daily/weekly reflection sessions about their progress.											
3. CTE instructor facilitates sharing by students of experiences and stories from their work based learning placements, encouraging students to identify which competencies are being addressed.											
4. CTE instructor helps students reflect on field placement experiences through the lens of developmentally appropriate practices to build deeper understanding. If observed practices were not developmentally appropriate, instructor facilitates discussion of what should be done differently.											
RED FLAGS: <i>Students do all work toward competencies on their own with limited interaction with their peers. CTE instructor does not highlight developmentally appropriate practice. Students do not have the opportunity to reflect with peers and CTE instructor on their field experiences.</i>											
Notes about Instructional Strategies											
Next Steps/Recommendations											
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E. Program of Study: Student Feedback											
1. CTE instructor provides ongoing feedback on coursework and documentation of competencies with weekly check-ins.											
2. CTE instructor provides opportunities for students to re-work and re-submit their work.											
RED FLAGS: <i>Teachers do not provide timely and helpful feedback.</i>											
Notes about Student Feedback											
Next Steps/Recommendations											

SECTION II: ADMINISTRATION OF CTE

To what extent does your program embody these quality considerations? <i>(5=Not at all Descriptive, 1=Very Descriptive)</i>	5	4	3	2	1
F. Administration: Recruitment					
1. Program leaders engage graduates to provide testimonials and share their experiences with prospective and current students.					
2. Program leaders encourage multiple ways to engage in the CDA and MI-YDA credential pathways, including through dual enrollment and early middle college (EMC) where available.					
3. Program cooperates with exploration efforts designed to introduce younger students to early childhood and youth-serving careers, including K-12 teaching.					
4. Recruitment strategies address non-traditional students (e.g., male students in early childhood).					
5. School has made effort to publicize credential opportunities in the community.					
6. School identifies pathway options by reviewing students' Education Development Plans.					
RED FLAGS: <i>Students are placed in the pathway without an attempt to learn about their interests and plans. Programs are under-enrolled.</i>					
Notes about Recruitment					
Next Steps/Recommendations					

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G. Administration: Student Supports (includes dual enrollment and EMC students)																																															
1. Any credential-related fees are paid by program.																																															
2. Program provides travel stipend/support to students to travel to placement sites.																																															
3. All students have opportunity to participate in a student leadership organization that offers them opportunities to develop communications and managerial skills along with leadership and personal development.																																															
4. Program has hired staff in support roles, e.g., field monitors and work-based learning coordinators to ensure students and teachers have quality experiences.																																															
5. Extra support is available onsite to help EMC and dual enrollment students experience success in college-level classes.																																															
RED FLAGS: No special support is provided for EMC or dual enrollment students. No specific roles are designated for student support. Students are unable to complete programs.																																															
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To what extent does your program embody these quality considerations? (5=Not at all Descriptive, 1=Very Descriptive)	5	4	3	2	1
I. Administration: Pipeline Options					
1. School has articulated in written form the career and continuing education options that the CDA and MI-YDA pathways offer and provided the information to students and families. The options include various “on” and “off” ramps.					
2. School arranges visits for students to a variety of postsecondary institutions to encourage continuing education.					
RED FLAGS: <i>Students do not receive any guidance about postsecondary options to build on CTE progress or extend education.</i>					
Notes about Pipeline Options					
Next Steps/Recommendations					
To what extent does your program embody these quality considerations? (5=Not at all Descriptive, 1=Very Descriptive)	5	4	3	2	1
J. Administration: Advisory Committee					
1. The advisory committee includes members from feeder school districts and community-based programs who can help to secure high-quality placements.					
2. Program has advisory committee of 7-10 members who are currently active in early care and education and youth-serving roles.					
3. Program has engaged postsecondary members on the advisory committee.					
4. Advisory committee represents the diversity of students and communities.					
RED FLAGS: <i>Advisory committee members are primarily staff members of the CTE center or high school. Advisory committee meets only once a year. Advisory committee members do not understand roles.</i>					
Notes about Advisory Committee					
Next Steps/Recommendations					

SECTION III: STAFFING

To what extent does your program embody these quality considerations? (5=Not at all Descriptive, 1=Very Descriptive)	5	4	3	2	1
K. Staff: Qualifications and Experiences					
1. CTE instructor has minimum of 5 years classroom teaching experience.					
2. CTE instructor is certified.					
3. CTE instructor has specific training for the credential pathway they are teaching.					
4. CTE instructor has spent time working, volunteering, and/or consulting in with the age groups represented in the credential pathways they are teaching, e.g., infant/toddler, pre-K, and/or school-age youth.					
5. CTE instructor has adjunct status at postsecondary level (to facilitate students receiving college credit). This is a requirement for dual enrollment and EMC credits.					
6. CTE instructor has become Professional Development Specialist (PDS) to assess CDA attainment and/or qualified to assess MI-YDA attainment.					
RED FLAGS: <i>CTE instructor has no direct experience with early childhood and OST programs.</i>					
Notes about Qualifications and Experiences					
Next Steps/Recommendations					

To what extent does your program embody these quality considerations? (5=Not at all Descriptive, 1=Very Descriptive)	5	4	3	2	1
L. Staff: Professional Connections					
1. CTE instructor is member of professional associations, such as Michigan Educational Careers Association (MECA), Michigan Association for the Education of Young Children (miaeyc), and/or Michigan After School Partnership (MASP).					
2. CTE instructor has regular attendance at professional meetings and is active participant in professional organizations, receiving program support to participate.					
3. CTE instructor attends annual MECA conference for professional development.					
4. CTE instructor is knowledgeable about employment options in local area/region for early childhood and youth-serving jobs.					
5. CTE instructor has developed connections with colleagues in CTE program.					
6. CTE instructor is familiar with broad goals of CTE.					
RED FLAGS: CTE instructor has no professional affiliations. CTE instructor is not connected within school district; teacher is isolated from other teachers in the district. CTE instructor is not aware of connections between local program and state and federal CTE programs. CTE instructor has information needs but does not take advantage of MDE-OCTE technical assistance.					
Notes about Professional Connections					
Next Steps/Recommendations					
To what extent does your program embody these quality considerations? (5=Not at all Descriptive, 1=Very Descriptive)	5	4	3	2	1
M. CTE Staff: Perspectives					
1. CTE instructor and other program staff display a “growth mindset,” eager to continue learning.					
2. CTE instructor is sensitive to issues related to equity and creates a safe space for all students to be successful.					
3. CTE instructor asks for support, as needed.					
RED FLAGS: Staff exhibit fixed mindsets.					
Notes about Perspectives					
Next Steps/Recommendations					

**To what extent does your program embody these quality considerations?
(5=Not at all Descriptive, 1=Very Descriptive)**

5 4 3 2 1

N. CTE Staff: Professional Development

1. CTE staff have had specific professional development related to CDA and MI-YDA competencies as well as professional development connected to individual needs and growth goals.					
2. CTE staff have a variety of professional development options available and support from administration to participate.					
3. CTE instructor has earned degree beyond bachelor's' or is working toward advancement.					
4. CTE instructor has access to a mentor for the credential they are teaching.					

RED FLAGS: *CTE staff have not participated in professional development specific to CDA and MI-YDA.*

Notes about Professional Development

Next Steps/Recommendations

SECTION IV: RELATIONSHIPS

To what extent does your program embody these quality considerations? <i>(5=Not at all Descriptive, 1=Very Descriptive)</i>	5	4	3	2	1
O. Relationships: Students					
1. CTE instructor surveys students at the beginning of the year and then occasionally throughout the year to guide and direct experiences.					
2. Each student has an individualized plan based on assessment of student interests and student's unique circumstances.					
3. CTE instructor acknowledges and celebrates students' achievements.					
RED FLAGS: <i>Teacher makes field placements for students without checking their interests.</i>					
Notes about Relationships with Students					
Next Steps/Recommendations					
To what extent does your program embody these quality considerations? <i>(5=Not at all Descriptive, 1=Very Descriptive)</i>					
5 4 3 2 1					
P. Relationships: Families of Students					
1. CTE instructor prepares written syllabus that includes specific expectations about curriculum, placement expectations, etc. that is provided to families as well as students.					
2. CTE instructor regularly communicates with families about student progress.					
3. CTE instructor has knowledge of and actively employs family engagement strategies, including connecting with families in culturally appropriate ways.					
RED FLAGS: <i>CTE instructor does not connect with families.</i>					
Notes about Relationships with Families of Students					
Next Steps/Recommendations					

To what extent does your program embody these quality considerations? (5=Not at all Descriptive, 1=Very Descriptive)	5	4	3	2	1
Q. Relationships: Placement Site Mentors					
1. CTE staff visit and observe early childhood and youth-serving programs in the community to build relationships and forge new opportunities for work-based learning placements.					
2. CTE instructor is knowledgeable about wide range of placement options, including creative alternatives (e.g., faith-based preschools, physical/occupational/speech therapy, ministry, nature centers, recreation facilities, high-quality coaching programs).					
3. CTE staff make regular visits to placement sites—at least once for every 45 hours of student time on site.					
4. CTE staff have paid time to observe students in the field and meet with the students' mentor teachers, and this is considered part of the CTE teacher's role. Travel to sites is reimbursed.					
5. CTE staff provide information to mentor teacher about the expectations for student experiences in placement site.					
6. Program provides incentives to mentor teachers, e.g., professional development with recertification credits.					
RED FLAGS: CTE instructor has not visited sites prior to placement. Site leaders/mentors have no or limited information about expectations of their role.					
Notes about Relationships with Field Placement Site Mentors					
Next Steps/Recommendations					

To what extent does your program embody these quality considerations? (5=Not at all Descriptive, 1=Very Descriptive)	5	4	3	2	1
R. Relationships: School Counselors					
1. Program has provided school counselors with information and materials about credentials, requirements, career opportunities, credit agreements, etc.					
2. CTE instructor has regular meetings with school counselors, especially to track progress of struggling students.					
3. CTE instructor/program administrators disseminate information to school counselors, including information about career and extended education options.					
4. School counselors are champions of the CTE educator pathways and encourage students to consider education or youth-serving careers.					
RED FLAGS: School counselors do not know about career opportunities for students with CDA and MI-YDA credentials. CTE instructor does not engage with school counselors.					
Notes about Relationships with School Counselors					
Next Steps/Recommendations					
To what extent does your program embody these quality considerations? (5=Not at all Descriptive, 1=Very Descriptive)	5	4	3	2	1
S. Relationships: Postsecondary Institutions					
1. Program has engaged active representation from colleges and universities on advisory board.					
2. Colleges and universities provide varied supports to the CTE program, including hosting events on campus for prospective students, providing campus tours, arranging for speakers.					
RED FLAGS: Program administrators/CTE instructor have not developed relationships with postsecondary institutions.					
Notes about Relationships with Postsecondary Institutions					
Next Steps/Recommendations					

To what extent does your program embody these quality considerations? (5=Not at all Descriptive, 1=Very Descriptive)	5	4	3	2	1
T. Relationships: Local Community					
1. CTE instructor is familiar with community(ies) in which students live and recognizes the diversity of backgrounds, experiences, and opportunities within different communities.					
2. CTE instructor is familiar with early care and education and youth-serving programs and sites in local communities.					
3. Program has established relevant relationships with community organizations and businesses.					
RED FLAGS: <i>CTE staff do not have connections to the larger community or receive support from local community organizations.</i>					
Notes about Relationships with Local Community					
Next Steps/Recommendations					



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