PD Connections Spring 2014

March 26, 2014

Welcome!

- Introduction to Webinar

- Asking Questions

- Posting Presentation

Overview

- Welcome/Overview – Debra
- WAGE$ Update – Allison
- T.E.A.C.H. Update – Edith
- Cultural Competence Project Update – Rosemarie
- Foundations Training – Susan
- Early Childhood Directors Leadership Institute – Lisa
- Online Orientation for Providers – Vickie
- EEC and TAE Update – Erin
- TA and PD Survey Highlights – Debra
- TA Training – Susan
- EESLPD Office Update – Anne-Marie
- Questions - Debra

Why is WAGE$ Needed?

- Teacher education and stability are critical to the successful growth and development of young children.

- Teacher education levels are rising (more than 50% have a two- or four-year degree as of 2012) and incentives are needed to support retention of educated teachers in the classroom.

- Because WAGE$ offers higher supplements as higher education levels are reached, there is a constant incentive to pursue additional coursework.

- In 2012, 41% of the early childhood workforce needed to use one or more forms of public assistance to survive on their low wages. WAGE$ increases their compensation and recipients report that it has a significant financial impact on their lives.

Participation

- WAGE$ is currently operating in 65 counties

  - 48 with supplement funding from their Smart Start agency

  - 10 with funding from Smart Start *and* the Race to the Top Early Learning Challenge (RttT-ELC) grant

  - 7 with funding through RttT-ELC grant only

- Supplements are awarded at five tiers (higher tiers offer higher award amounts)

  - 36 Tier One

  - 2 Tier One Higher Education Option

  - 7 Tier Two

  - 19 Tier Two Higher Education Option (10 due to combined funding of Smart Start and RttT-ELC)

  - 1 Tier Three

Participation

❧ More than 3,800 early educators paid so far this year

❧ Approximately 840 new applicants are on the waiting list; many are expected to be paid by June 30th

❧ Not all counties have waiting lists – application is always important

❧ Proposals for FY15 have been sent, but participation for next year is not yet known for most counties

❧ Interested in a proposal? Contact us! (allisonm@childcareservices.org or 919-967-3272)

Eligibility Reminders

- Must work in licensed site at least 10 hours per week with children ages birth to five

- Must have education on the WAGE$ scale (www.childcareservices.org)

- Must earn at or below the income cap chosen by your local partnership

  - $13, $15, $17 per hour

  - $17 per hour for those fully funded by RttT-ELC

- Local partnerships may also *choose* county-level requirements

  - Eligibility of directors

  - Eligibility of level two on the education scale

  - Eligibility of those working in sites with fewer than three stars

Key Results FY13

- 12% turnover rate

- 76% have their AAS ECE or higher

- 53% of those at temporary levels submitted coursework

- 98% said WAGE$ either encourages them to stay in their child care program or to pursue additional education

- 99% satisfaction rate

- 4,402 paid

- Average six-month supplement = $876

We Need Your Help!

❧ Continue to encourage education – WAGE$ has many temporary award levels that require ongoing education.

❧ Remind participants to submit their grades – help keep them eligible and/or increase their awards. (Can use education sent to Early Educator Certification.)

❧ Does your county need more information? Let us know. Outreach sessions and technical assistance are available.

T.E.A.C.H. Early Childhood

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Cultural competence breakthrough series collaborative

Rosemarie Vardell

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Cultural Competence
Breakthrough Series Collaborative

CULTURAL COMPETENCE IN EARLY CHILDHOOD EDUCATION

THE WHY

Collaborative FRAMEWORK Goals

➢ Engage families, children, and communities to accurately learn about, be informed by and respond to the social and cultural backgrounds of children and families.

➢ Commit to ongoing reflection and action about cultural differences that affect attitudes, beliefs, methods and practice in the classroom and administration of the early childhood program.

DOMAINS:
FAMILY AND COMMUNITY ENGAGEMENT
TEACHING AND CLASSROOM PRACTICES
PROFESSIONAL DEVELOPMENT AND TECHNICAL ASSISTANCE
PROGRAM AND SYSTEM POLICIES

Collaborative FRAMEWORK Goals

➢ Demonstrate awareness of how cultural groups and communities nurture a growing child to ensure his/her survival and optimal development by continuously creating responsive classroom and teaching practices that support every child's success.

➢ Develop organizational capacity and commitment to value culture in ways that transform policies, practices, and teaching to ensure the ability to function as cultural and linguistically competent organizations.

DOMAINS:
FAMILY AND COMMUNITY ENGAGEMENT
TEACHING AND CLASSROOM PRACTICES
PROFESSIONAL DEVELOPMENT AND TECHNICAL ASSISTANCE
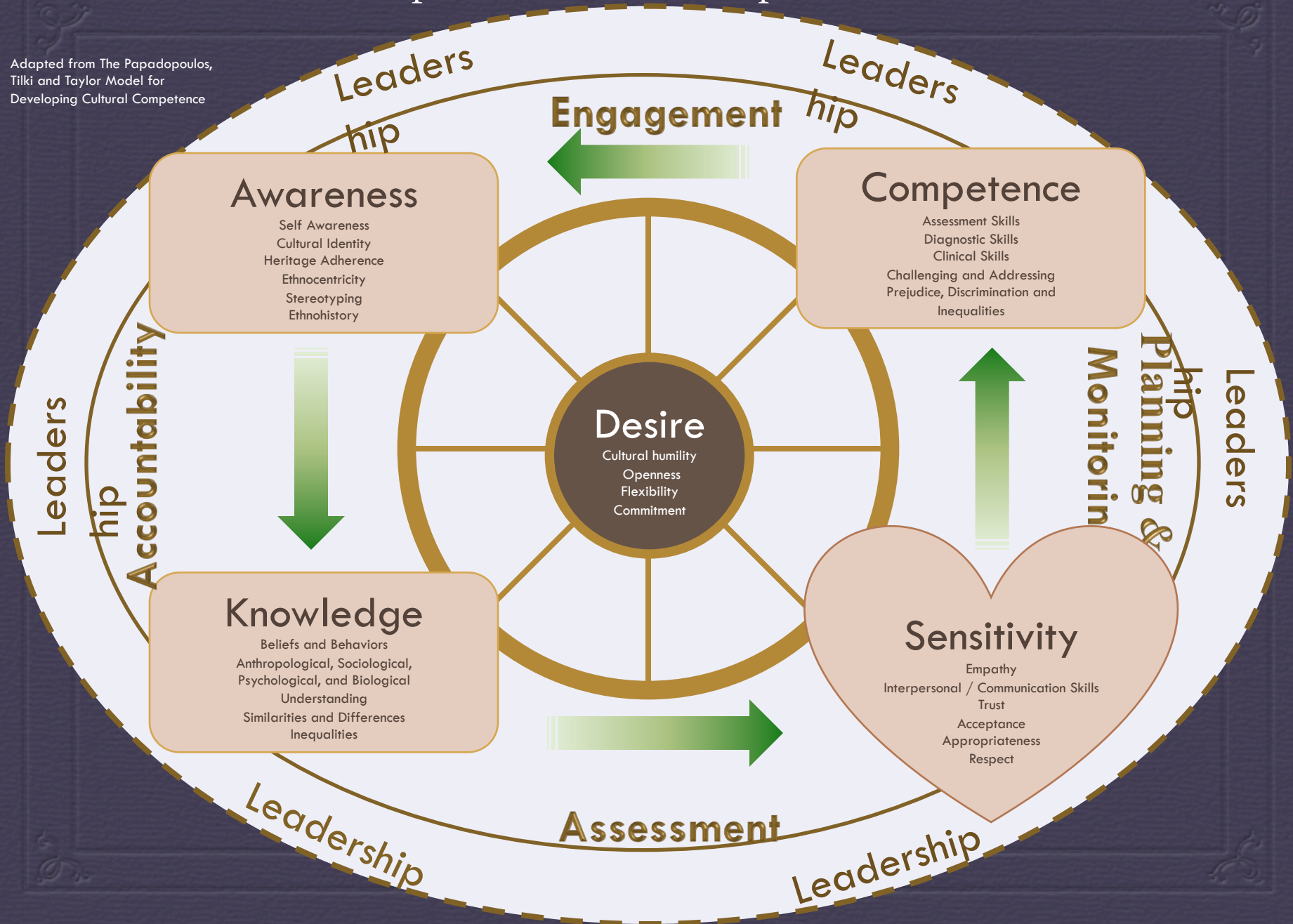**PROGRAM AND SYSTEM POLICIES**

CULTURAL COMPETENCE IN EARLY CHILDHOOD EDUCATION

THE WHAT

Cultural Competence BSC Conceptual Framework

Adapted from The Papadopoulos, Tilki and Taylor Model for Developing Cultural Competence

Leadership

Engagement

Awareness
- Self Awareness
- Cultural Identity
- Heritage Adherence
- Ethnocentricity
- Stereotyping
- Ethnohistory

Competence
- Assessment Skills
- Diagnostic Skills
- Clinical Skills
- Challenging and Addressing Prejudice, Discrimination and Inequalities

Accountability

Planning & Monitoring

Desire
- Cultural humility
- Openness
- Flexibility
- Commitment

Knowledge
- Beliefs and Behaviors
- Anthropological, Sociological, Psychological, and Biological Understanding
- Similarities and Differences
- Inequalities

Sensitivity
- Empathy
- Interpersonal / Communication Skills
- Trust
- Acceptance
- Appropriateness
- Respect

Assessment

Cultural Competence

"The integration and transformation of knowledge, information, and data

about children, families and groups of people into compatible and specific standards, skills, service approaches, techniques, and programs that match child and family's culture and increase the quality and appropriateness of care and outcomes."

Culturally Responsive Teaching

Culturally responsive teaching means we are teaching to and through the strengths of a child's culture. We are validating and affirming the child by using the child's "cultural knowledge, prior experiences, frames of reference, and performance styles" so that the learning experiences are effective and relevant.

(Gay, G. 2000)

CULTURAL COMPETENCE CURRICULUM PROCESS
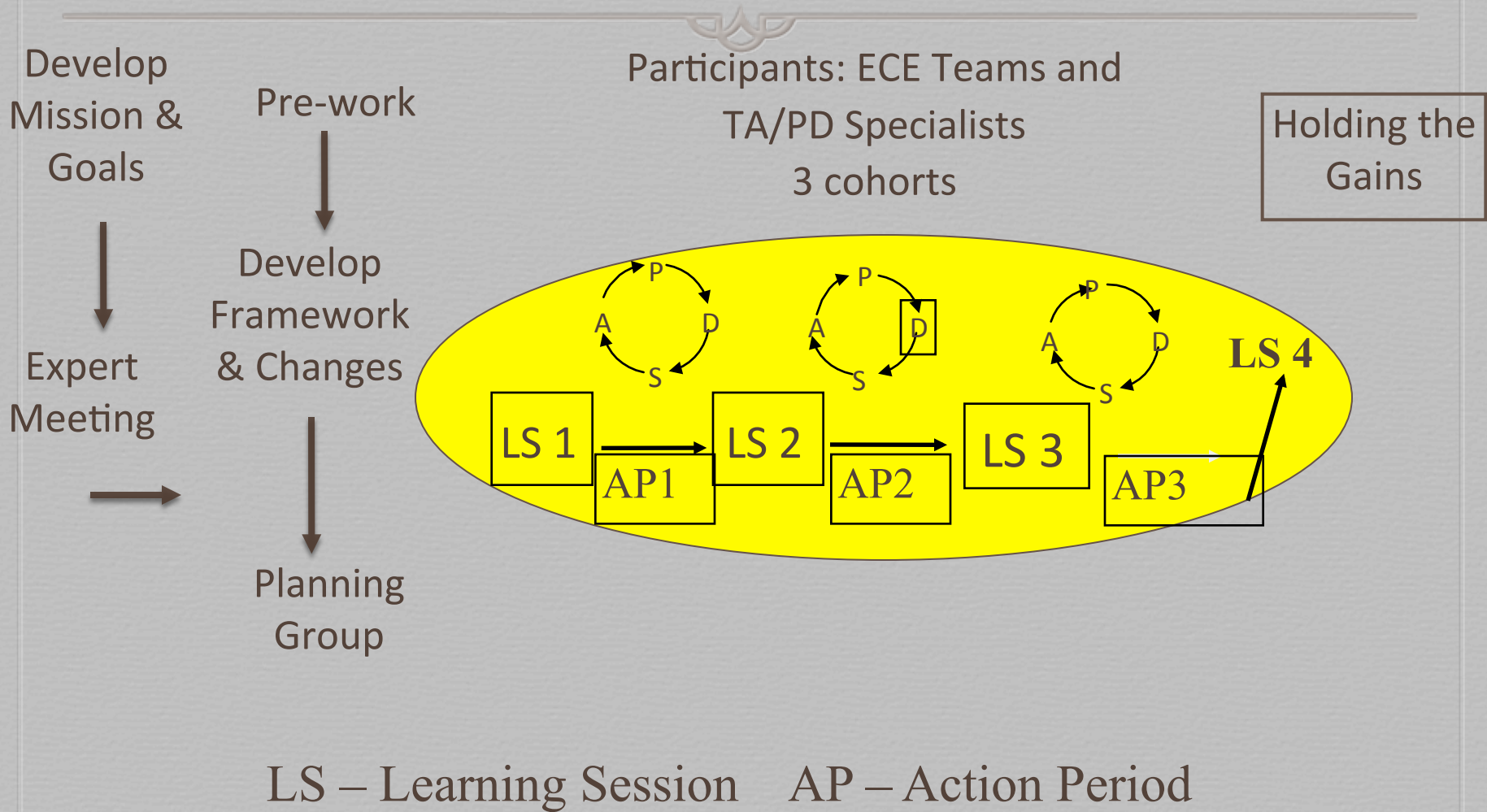## Sample Topics Included to Date

- Socio-Cultural Self-Awareness

- Socialization and World Outlook

- Social Identity and Intersectionality

- Transforming Practice through

- Family Engagement

- Leading for Change

- Culturally Competence Teaching Practices

- Coaching to Cultural Competence

- Dual Language Learners

- BiCulturalism

- Hiring Diverse Staff

- Diverse Family Structures

- Change Management and Coaching

- Supporting Children's Positive Identity Development

CULTURAL COMPETENCE IN EARLY CHILDHOOD EDUCATION

THE HOW

Cultural Competence
Breakthrough Series Collaborative
(12 month time frame)

Develop Mission & Goals

Expert Meeting

Pre-work

Develop Framework & Changes

Planning Group

Participants: ECE Teams and TA/PD Specialists
3 cohorts

Holding the Gains

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LS 4

LS 1

AP1

LS 2

AP2

LS 3

AP3

LS – Learning Session   AP – Action Period

PROJECT OUTCOMES

✧ Center and Family Child Care Teams trained in Cultural Competence and the BSC Improvement Process

✧ TA/PD Specialists trained in Cultural Competence, the BSC Improvement Process, and Delivery of CC Curriculum Process.

✧ Cultural Competence Curriculum Process (includes .5 CEU module)

✧ Recommendations for Policy and Practice at Program, Local, State and National levels.

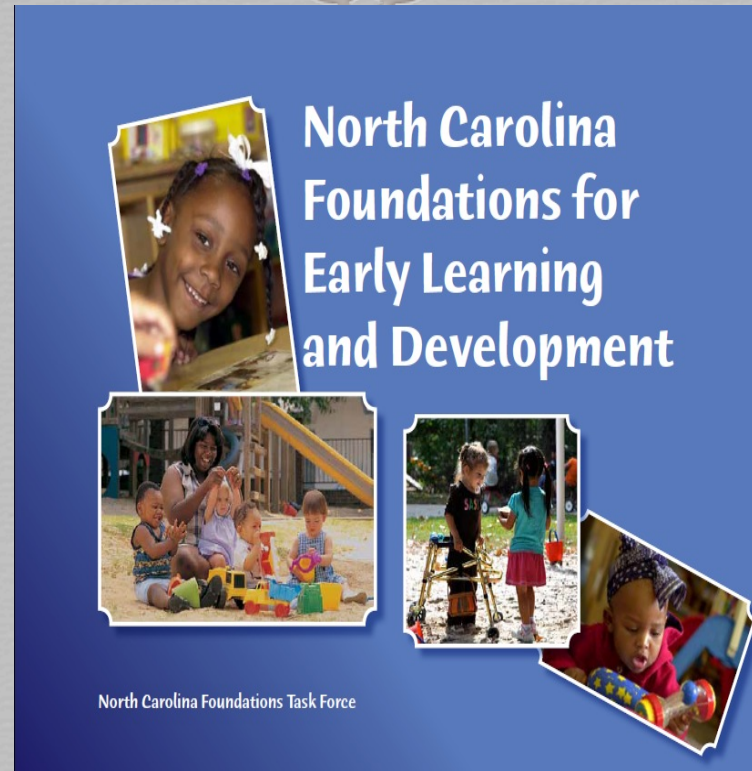# NC Foundations for Early Learning and Development Foundations Training

Susan Butler-Staub

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child care
resources
inc

Where to Find It

North Carolina Foundations for Early Learning and Development is now available
-http://ncchildcare.nc.gov/pdf_forms/NC_foundations.pdf

NC Foundations for Early Learning and Development – Background

❧ Developed by the NC Early Childhood Advisory Committee, the NC Division of Child Development and Early Education, and the Department of Public Instruction.

❧ Outlines goals and indicators for children of all ages (birth – PreK).

❧ Is a resource and guide for teachers, parents, and anyone working with young children and their families.

❧ Is aligned with the North Carolina Standard Course of Study and the Common Core.

Approaches to Play and Learning (APL)

Curiosity, Information-Seeking, and Eagerness

Goal APL-1: Children show curiosity and express interest in the world around them.

Developmental Indicators

Infants	Younger Toddlers	Older Toddlers	Younger Preschoolers	Older Preschoolers
• Show interest in others (smile or gaze at caregiver, make sounds or move body when other person is near). *APL-1a*	• Imitate what others are doing. *APL-1d*	• Discover things that interest and amaze them, and seek to share them with others. *APL-1g*	• Discover things that interest and amaze them, and seek to share them with others. *APL-1j*	• Discover things that interest and amaze them, and seek to share them with others. *APL-1m*
• Show interest in themselves (watch own hands, play with own feet). *APL-1b*	• Show curiosity about their surroundings (with pointing, facial expressions, words). *APL-1e*	• Show pleasure in new skills and in what they have done. *APL-1h*	• Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). *APL-1k*	• Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). *APL-1n*
• React to new sights, sounds, tastes, smells, and touches (stick out tongue at first solid food, turn head quickly when door slams). *APL-1c*	• Show pleasure when exploring and making things happen (clap, smile, repeat action again and again). *APL-1f*	• Watch what others are doing and often try to participate. *APL-1i*	• Show interest in a growing range of topics, ideas, and tasks. *APL-1l*	• Show interest in a growing range of topics, ideas, and tasks. *APL-1o*
				• Demonstrate interest in mastering new skills (e.g., writing name, riding a bike, dance moves, building skills). *APL-1p*

NC Foundations for Early Learning and Development – 0.5 CEU

- 0.5 CEU available

- Funded by Race to the Top Early Learning Challenge Grant Contract with Child Care Resources Inc.

- CEU includes an in-depth examination of the tool and discussion of the many possible ways it can be used in ECE programs.

NC Foundations for Early Learning and Development– Train the Trainer Events

- 54 individuals from all 14 CCR&R Regions and other cross-sector ECE professionals participated in "Train the Trainer" events for the NC FELD.

- Each CCR&R Regional Lead Agency is required to offer the training at least 4 times annually within its region – training opportunities should be available soon!

Early Childhood Directors Leadership Institute

Lisa Shoprer

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child care
resources
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What is ECDLI?

Build
- A cadre of 100 diverse early care administrators in **developing their leadership and management abilities**

Convene
- Leadership Faculty to develop curriculum content of 1.0 CEU and application criteria for coaches and participants

Identify
- Coaching team from diverse geographical areas

Recruit & Select
- A cadre 100 diverse emerging leaders from across NC

Participate
- October 2013- July 2015

Attend all Institutes

Evaluations

ECDLI

**Institute 1
October 2013**

- Orient to ECDLI
- .5 CEU *Introduction to Early Childhood Leadership and Management*
- .5 CEU Introduction and application of the Program Administration Scale (PAS)
- manaba training
- Coaches team meetings/Team building
- DiSC Profile for Leaders
- Networking

**Institute 2

August 2014**

- .5 CEU *Introduction to Early Childhood Leadership and Management*
- Introduction Small Tests of Change (STOC)
- Introduction of Program Management Inventory (PMI)
- DiSC Profile for Leaders
- Self reflection
- Coaching teams meet/Networking

**Institute 3

March/April 2015**

- Review outcomes of contextualized PAS action plans and pre/post assessment scores
- .5 CEU lessons learned from PMI
- Reflect on personal leadership growth
- Evaluate Institute

ECDLI Leadership Curriculum

Becoming a visionary, culturally competent leader

Grounding leadership in values and ethics

Understanding the process of change

Understanding early childhood systems

Evidence-based practice and program assessment

Supporting the professional development of teachers

Systems thinking

Effective family engagement

Advocacy and other leadership topics

ECDLI Evaluation Strategies

PAS

- Human Resources Development
- Personnel Cost and Allocation
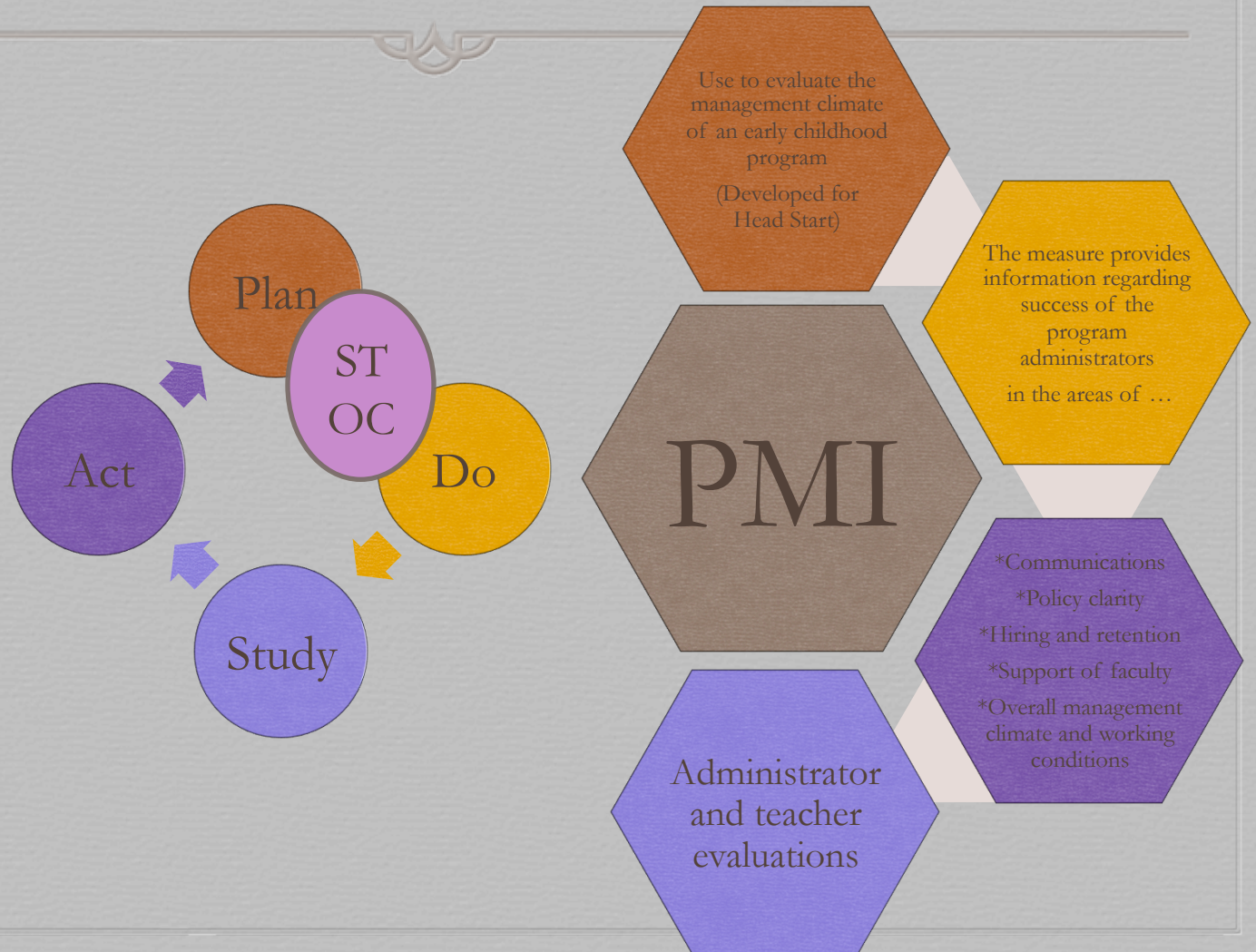- Center Operations
- Child Assessment
- Fiscal Management
- Program Planning and Evaluation
- Family Partnerships
- Marketing and Public Relations
- Technology
- Staff Qualifications

Plan

ST OC

Act

Do

Study

PMI

Use to evaluate the management climate of an early childhood program

(Developed for Head Start)

The measure provides information regarding success of the program administrators

in the areas of …

*Communications
*Policy clarity
*Hiring and retention
*Support of faculty
*Overall management climate and working conditions

Administrator and teacher evaluations

ECDLI Supports

Resources

| Speakers | manaba | Leadership Books | Book Studies | Journals |
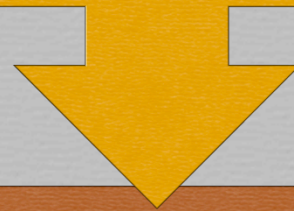
Coaches

| Team Meetings | Program Visits | Action Plan Goals | manaba | Network |

ECDLI Next…

PAS Assessments

Pre Action Plans Post

Institutes

August 4-6, 2014

Evaluations

DiSC STOC PMI

Coaches

Meet Support Book Studies Network

Online Orientation
RttTELC Activity

Vickie Ansley

ansley.vickie@swcdcinc.org

Contact Vickie or Denkler.Betty@swcdcinc.org

Southwestern
CHILD DEVELOPMENT
COMMISSION

Sylva, North Carolina
828.586.5561

What is the intended or hoped for end result?

೬ Currently, newly hired staff must complete 16 hours of orientation in the first six weeks of employment.

೬ In the future, the Child Care Commission will adopt a rule that will require 40 hours of orientation for new employees.

೬ The 40 hours will include 10 hours of online pre-service orientation, 6 hours of center specific work and 24 additional hours of online orientation that can be completed in the first 90 days of employment.

Activities

- Convene a Statewide Advisory Committee

- Develop the content for the first 10 hours (preservice) orientation on an online module

- Field test the 10 hours

- Make changes based on the field test results

- Develop templates for the center specific 6 hours

- Develop the content for the additional 24 hours of online orientation

Where are we now?

- The first 10 hours have been developed and is called *Onward to Orientation* at this time.

- It is in first field test stage. Child care directors and staff are enrolled in the online class and are in the process of completing the module.

- The next step will be to invite other individuals who work on behalf of young children to participate in a separate field test, ie. Consultants, TA providers, Child Care Health Consultants, etc. and provide feedback.

Self Facilitated Course

Set up in 6 modules: includes slides, reading materials, interactive activities, resource materials, quizzes

- The Laws and Rules Governing Child Care

- Creating a Safe and Healthy Environment

- Positive Guidance

- Abuse and Neglect

- Cultural Responsiveness

- NC Wage and Hour Law

Next Steps

- Revise the first 10 hours based on field test
- Reconvene the Advisory Committee
- Develop the content for the additional 24 hours
- Field test the 24 hours
- Make final changes to all content

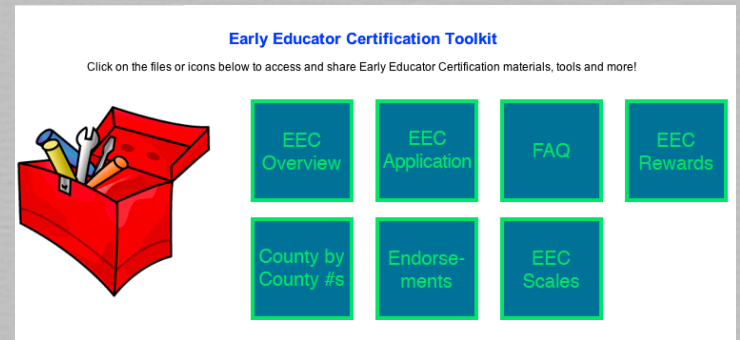# Early Educator Certification

Erin Belford

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EEC Uses and Advances

- Estimated that nearly half the birth to five teaching workforce received EEC level since 2008 – RttTELC goal 80% by end of 2015

- EEC Online Toolkit available

- EEC uses continue to grow

- EEC benefits continue to grow

- CEU Events continue to grow

- New endorsements available for TA Specialists and Administrators

- Alignment with health and outdoor learning partners underway

Early Educator Certification Toolkit

Click on the files or icons below to access and share Early Educator Certification materials, tools and more!

EEC Overview	EEC Application	FAQ	EEC Rewards
County by County #s	Endorse-ments	EEC Scales	

EEC Marketplace

Reduced Fee Continues!

❧ Thanks to continued funding from the Race to the Top Early Learning Challenge grant, the EEC application fee is reduced through June 2014 for qualifying applicants.

❧ The initial and renewal fee for the Early Care and Education (ECE) Scale continues to be $10 for individuals working with or on behalf of children ages birth to five.

❧ Applications, official transcript(s) and payments must be postmarked by June 2014 to guarantee this fee.

Available Endorsements

- Administrator Endorsement - $15 through June 30, 2014

- Professional Development Endorsement (PDE) - $25

- Technical Assistance Endorsement (TAE) - $25

All endorsement materials are available on the NCICDP website in the endorsement section: http://ncicdp.org/certification-licensure/endorsements/

PDE Renewal Requirements Updated

- Professional Development Endorsement was called Adult Educator Endorsement previously, changed with TAE creation

- The PDE renewal requirements were changed in February to better align with TAE renewal requirements.

- At the time of PDE renewal, applicants will only need to send two new reference forms.

- Documentation of trainings is no longer required.

TAE Now Available!

- The TAE was released field-wide in February 2014, funded by RttTELC grant.

- The minimum education requirement is level 11 on the ECE or SA scale, but those at level 8 can receive a temporary endorsement if they apply by June 30, 2014.

- Experience requirement: either 1 year of TA and 2 years direct or 5 years of TA (less than 2 direct)

- TA training requirement: TA Specialist training rolled out, will be shifting to this training as a requirement

Endorsed Early Educators Lists Available Online

- Individuals holding a TAE or PDE are listed on the website in the endorsement section.

- Recognizes those with special endorsements.

- Aids early educators as consumers of services.

Reminder – Please contact EEC staff with employment and contact information updates.

Institute 2014 TA & PD Workforce Survey

Debra Torrence
dtorrence@ncicdp.org

2014 TA & PD Workforce Survey Highlights So Far

- Survey open until 4/15/14 - https://www.surveymonkey.com/s/7S7XBZD

- 202 responses, to date

  - Working in 69 counties, regional or statewide positions

  - Gender - 1.5% male and 98.5% female

  - Ethnicity - 16.6% women and men of color

  - Age – ranges from under 25 to over 66, majority are 36 – 60 yrs

 - Other Languages Spoken – 3 respondent speak Spanish fluently

Place of Employment

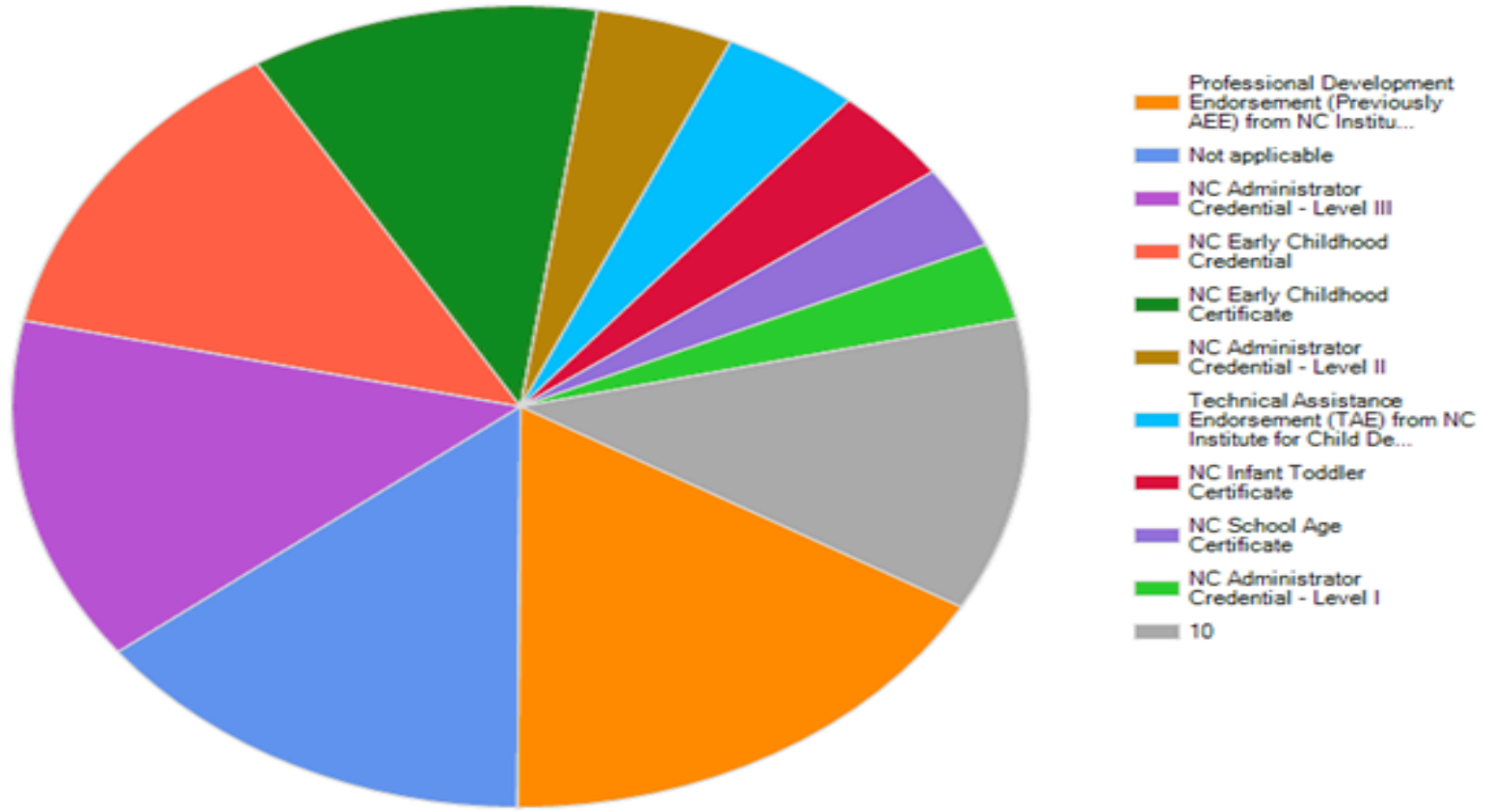Select the best description for your current employer.
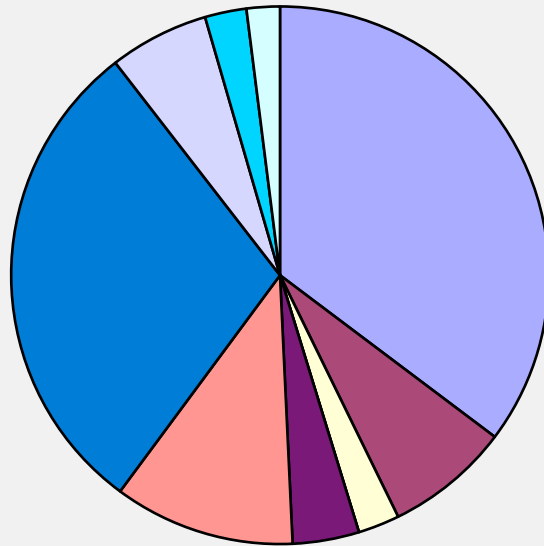
- Child Care Resource and Referral Agency
- Community College
- University
- Cooperative Extension
- Head Start or Early Head Start program
- Federal, state or government agency
- Smart Start partnership
- Early childhood or school age professional association
- Self-employed
- NC Department of Public Instruction
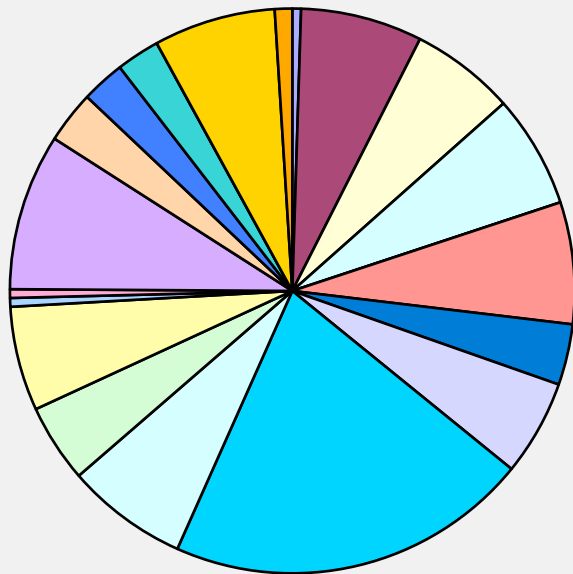
All Degrees Held
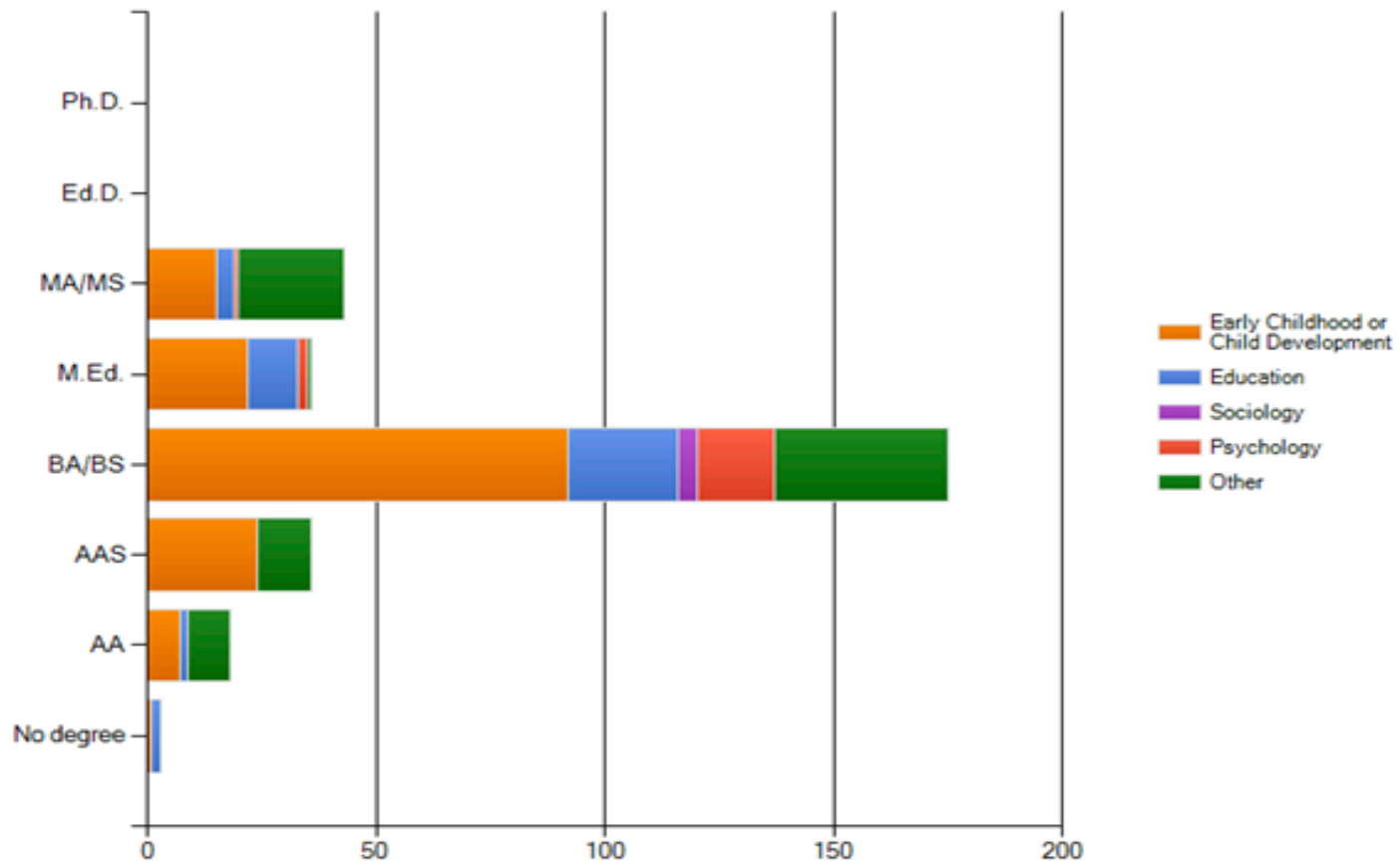
Additional Credentials Held

Select all additional professional credentials you currently hold.

Current Role

Select the best description for your current position.

- SHAPE NC Technical Assistance Provider
- Child Care Health Consultant
- Child Development Specialists
- Director of Child Care or School Age Program
- Family Child Care Provider
- Faculty Member
- Professional Development Provider
- Professional Development Coordinator
- Technical Assistance Provider
- Infant Toddler Specialist
- Healthy Behavior Specialist
- School Age Specialist
- Private Consultant
- Consultant for Government Agency
- Quality Improvement/Maintenance Specialist
- Evaluator/Assessor
- Mentor
- Coach - general
- Coach - literacy
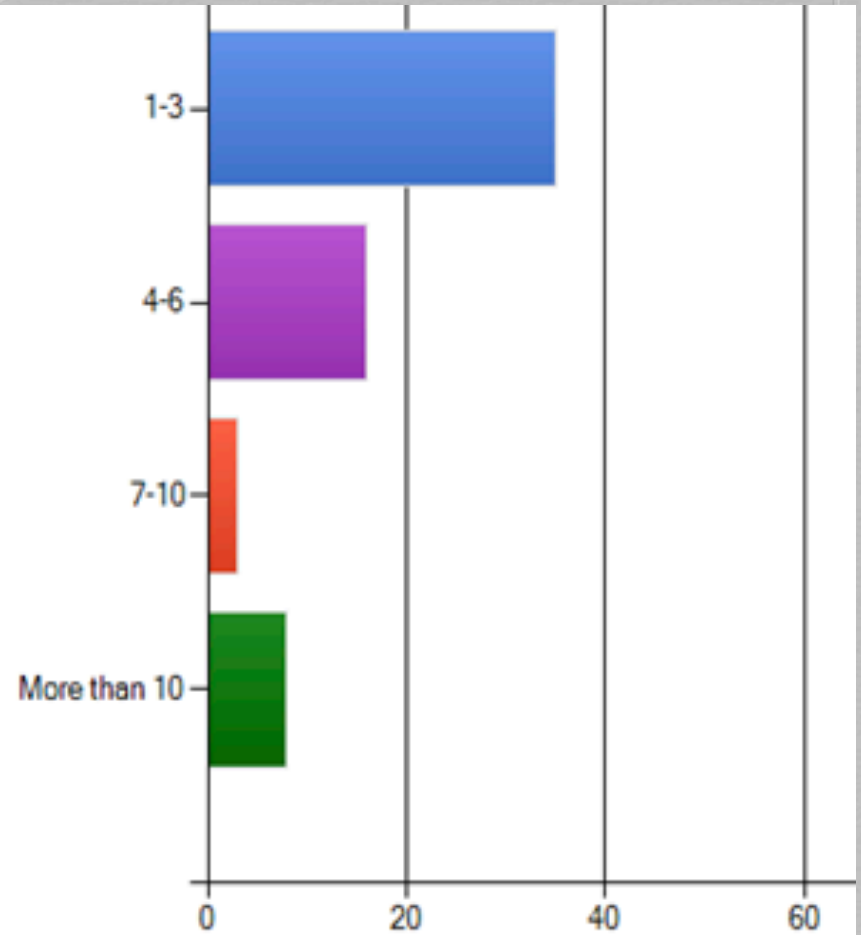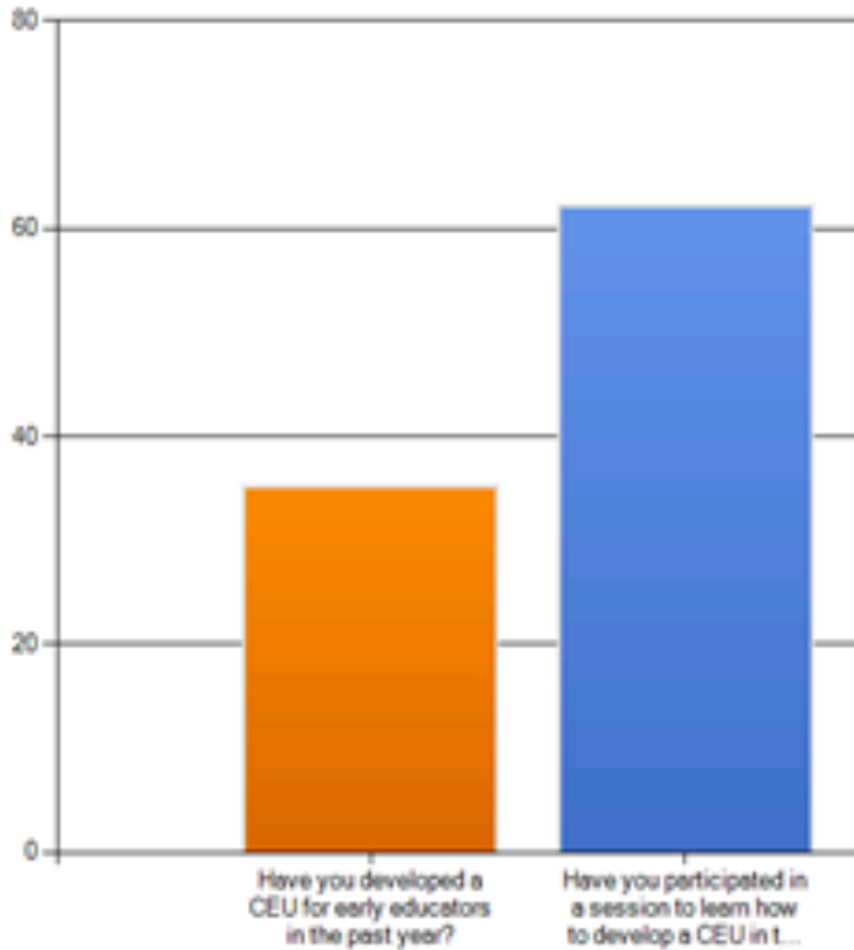- Adult Educator
- Professional Development Advisor

Length of Time in Role

Indicate the length of time you have held your current position.
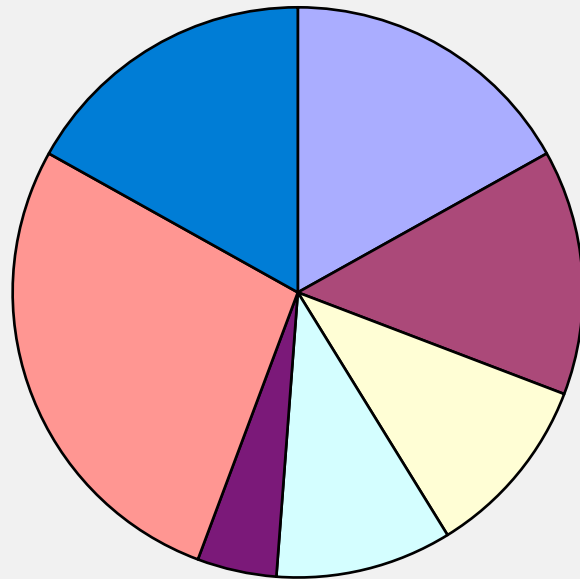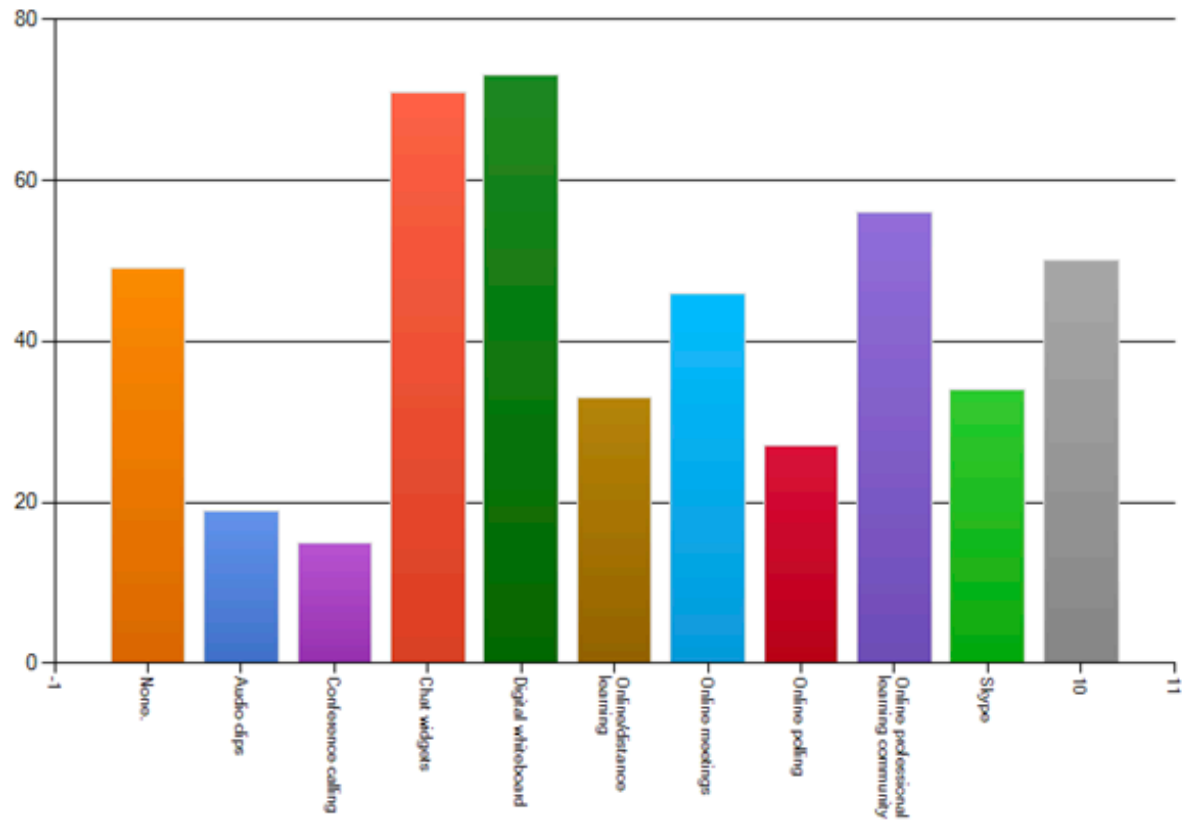

Legend:
- Less than 1 year
- 1 - 2 years
- 2 - 3 years
- 3 - 4 years
- 4 - 5 years
- 5 - 10 years
- More than 10 years

CEUs

Interest in Technology

Check all types of technology you would like to learn more about.

Interested in Systems

Check all topics you would like to learn more about. Add additional topics in the text box below.

- Smart Start
- NC's early childhood and school age professional associations
- NC's early childhood professional development system components & fun...
- Ethical code of conduct for school age professionals
- School age resources
- NC Early Educator Certification, scales, endorsements, use and reward...
- Salary supplements for early educators, including WAGES
- NC Professional Teaching Standards
- Child care resource & referral services
- Child Care Health Consultants

Know About

Know a lot about …

❧ Classroom strategies for TA and PD

❧ Where to find resources and options

Know little to very little about…

❧ Public policy – laws, regulations, civics and social change

❧ NC Community College Common Course Catalog

❧ NC Professional Teaching Standards

TA Specialist Training

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The Art and Science of Technical Assistance

❧ Built upon the Framework for the North Carolina Technical Assistance Practitioner Competencies (available at http://ncchildcare.dhhs.state.nc.us/PDF_forms/TACompetenciesApril232013.pdf)

❧ 2.0 CEU available

❧ Funded through Race to the Top Early Learning Challenge Grant Contract with Child Care Resources Inc.

The Art and Science of Technical Assistance – Intended Outcomes for Participants

- ❧ Recognize and discuss the role of a Technical Assistance Practitioner as a change agent using appropriate models and practices through culturally responsive strategies.

- ❧ Facilitate quality implementation plans to create sustainable change in early childhood programs using assessment strategies and data collected.

- ❧ Apply Technical Assistance approaches while developing relationships through effective communication strategies, while recognizing the cultural diversity of early childhood teachers, administrators, and programs, as well as the children and families they serve.

The Art and Science of Technical Assistance – Intended Outcomes for Participants cont'd

- Understand, develop, and apply effective Technical Assistance processes for the implementation of quality improvement plans and strategies that are culturally responsive for early childhood teachers and programs.

- Create a culturally responsive professional development plan to provide self-assessment, reflection, growth, and leadership in partnering with early childhood teachers, administrators, and other stakeholders.

Figure 2: Conceptual Framework for the Development of TA Practice

TA Strategies	Mentoring, Coaching, Consultation
Professional Recognition	Technical Assistance Endorsement (TAE)
Specialized Content areas	Accreditation support, Children with Special Needs, Child Health, General Early Care and Education, Curriculum, Early Intervention, Healthy Social Behaviors, Infants and Toddlers, Organizational Development, Preschool (ages 3-5), Pre-K, Professional Development, School Aged Children Other: STEM, Literacy, Social-Emotional Development, School Readiness, Outdoor Learning Environments, etc.
Knowledge, Skills, and Dispositions	Knowledge of TA theory and models *Completion of An Introduction to Technical Assistance*
	Knowledge of the early care and education and school age child care systems
	Three to five years experience in early care and education or related setting/field
	Core Knowledge about children and families *BA/BS degree or higher in Child Development or Related Field* *Time Limited Transition equivalency to be developed*

The Art and Science of Technical Assistance – Train the Trainer Events

- 43 individuals from all 14 NC CCR&R Regions participated in 2-day Train the Trainer events.

- Each trainer is required to offer the training at least 4 times annually within their region – training opportunities should be available soon!

Early Educator Support Licensure and Professional Development Office

Anne-Marie de Kort-Young

amdekortyoung@gmail.com

Early Educator Support Licensure and Professional Development Office

❧ Early Education (EE) Unit in DCDEE

❧ EE Unit manages:

- NC Pre-K Program

- EESLPD Office - RttT-ELC BK Project

❧ EESLPD provides services to teachers with, or eligible for, the NC BK teaching license in nonpublic schools (licensure actions, PD, mentor support, formative evaluation)
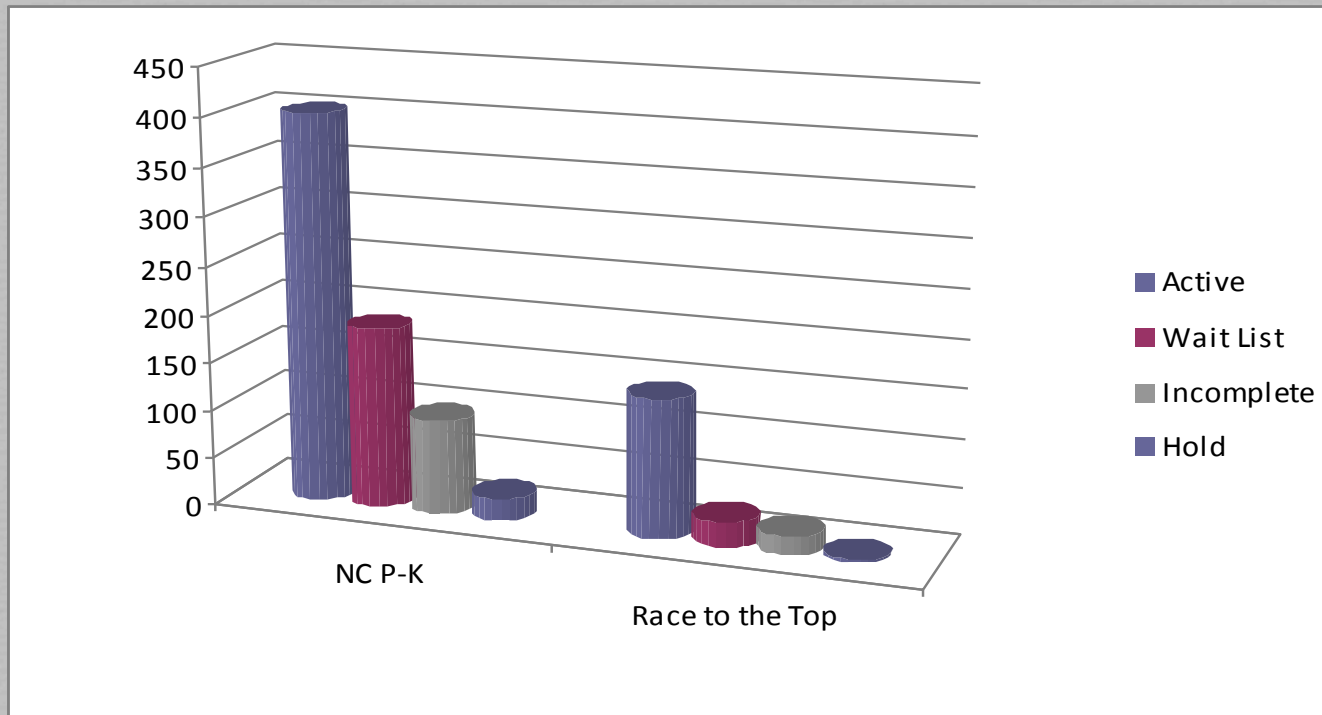
Early Educator Support Licensure and Professional Development Office

❧ EESLPD Framework

- o   NC State Board of Education Policy - Induction

- o   Anchored in the [North Carolina Professional Teaching Standards](#) and [NC BK Teacher Education Standards](#)

- o   [NC Foundations for Early Learning and Development](#)

- o   Adheres to requirements for programs (childcare rules, NC Pre-K, Developmental Day, Head Start), NC approved curricula and formative child assessment

- o   Uses the [NC Educator Evaluation System](#) (teacher self-assessment, observations, Professional Development Plan (PDP), summative evaluation)

Early Educator Support Licensure and Professional Development Office

Total of 902 Teachers Enrolled. NC P-K:710 and RttT:192
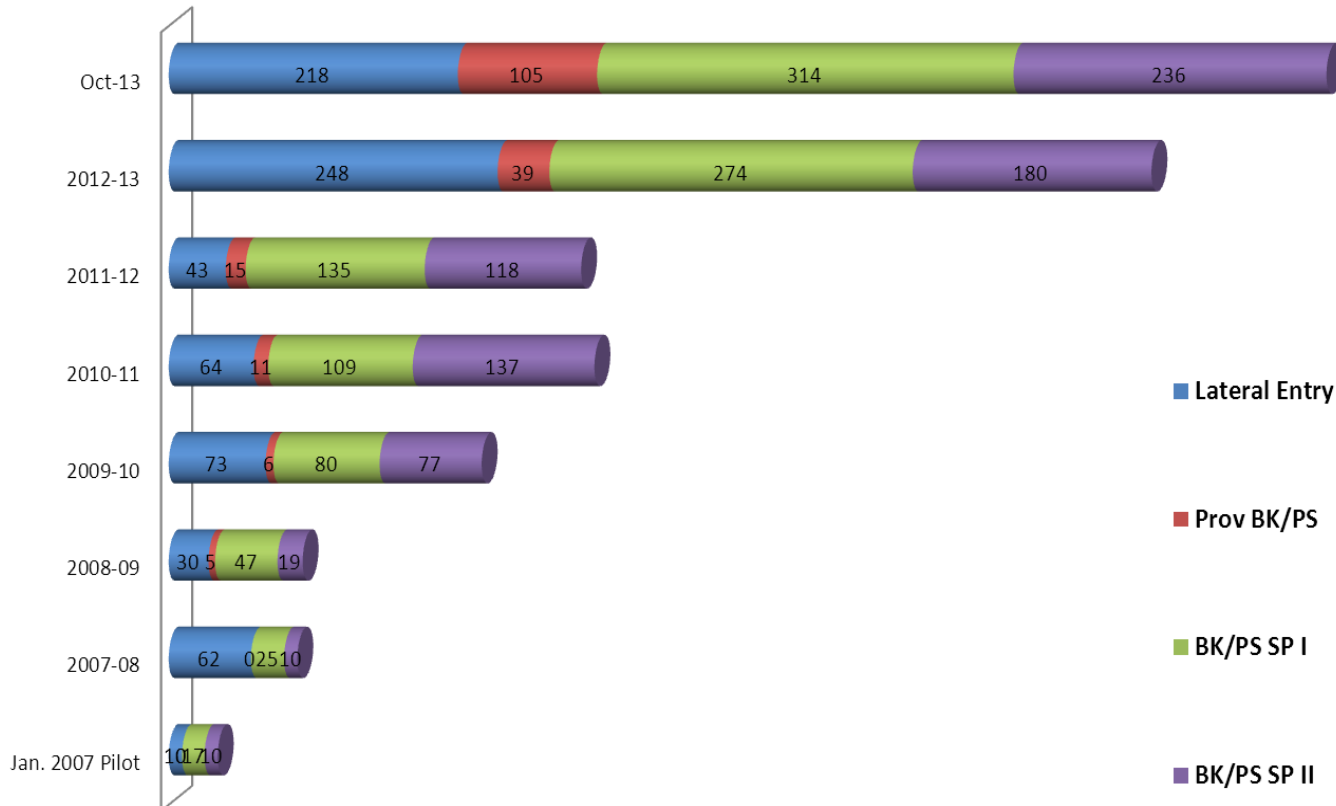
Early Educator Support Licensure and Professional Development Office
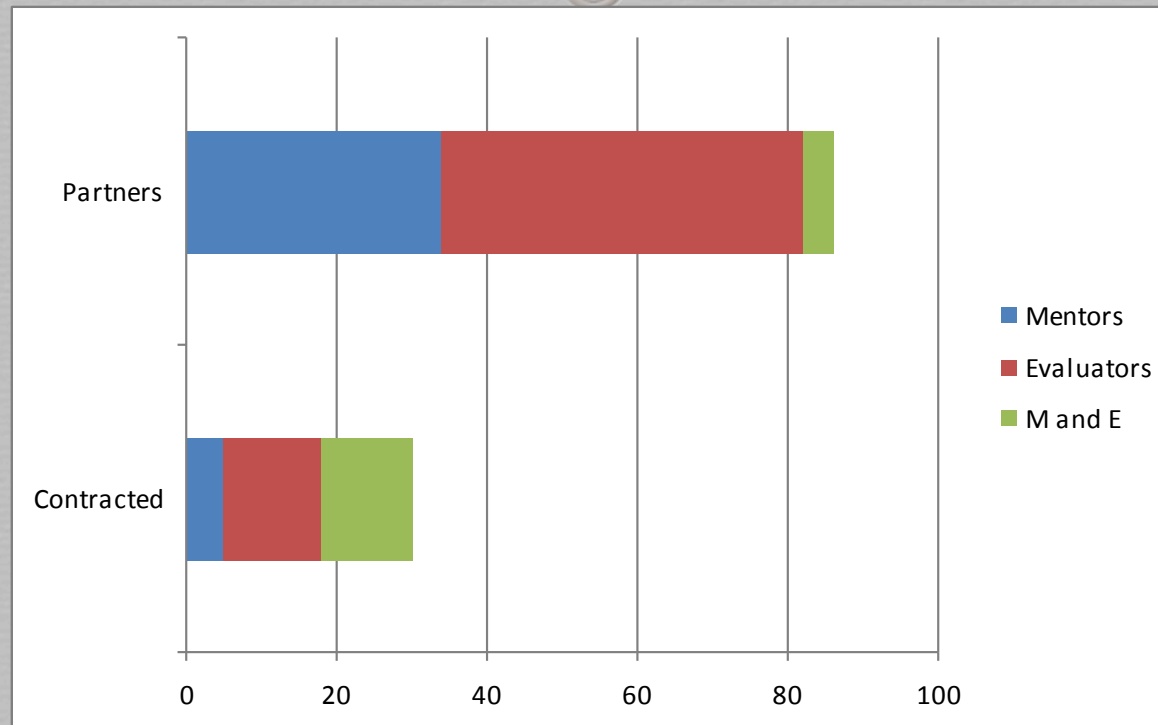
Total of 116 Mentors/Evaluators. Staff: 30 and Partners: 86

NC Pre-K Lead Teachers: Nonpublic Schools (Child Care Centers, Head Start and other Programs)

Summary of NC Pre-K Teacher Licensure Levels
January 2007 - October 2013

	Lateral Entry	Prov BK/PS	BK/PS SP I	BK/PS SP II
Oct-13	218	105	314	236
2012-13	248	39	274	180
2011-12	43	15	135	118
2010-11	64	11	109	137
2009-10	73	6	80	77
2008-09	30	5	47	19
2007-08	62	0	25	10
Jan. 2007 Pilot	10	1	7	10

Early Educator Support Licensure and Professional Development Office

 Cross-Agency Collaborations:

- NC DPI: Licensure, PD, on-line evaluation system, demonstration sites, CLASS training

- CCR&R: Roll-out of TA and Foundations train-the-trainer sessions

- NC Institute for Child Development Professionals: PD Connections, Continuing Education Options

- IHE: BK Higher Ed. Consortium meetings, partnerships for Lateral Entry (LE) teachers

Early Educator Support Licensure and Professional Development Office

Additional Information and Contacts

o   Visit the EESLPD website:

http://ncchildcare.nc.gov/general/mb_eeslpd.asp

o   Contact the EESLPD Regional Lead in your area:

http://ncchildcare.nc.gov/pdf_forms/NCPre-K_EESLPD_Regional_Map.pdf

o   RttT-ELC BK Project:

http://ncchildcare.nc.gov/pdf_forms/NCPre-K_EESLPD_BK_Project.pdf

o   BK Project Contact:

Anne-Marie de Kort-Young, amdekortyoung@gmail.com

Questions and Thank You

Questions?