Regional Contact: Pat Morrow and Kate Thegen   Region 2

Counties included in this region: Beaufort, Craven, Hyde, Pamlico Tyrrell, Washington

Vision Statement: By 2015, Region 2 will have an aligned, collaborative early childhood professional development system that supports all early care providers, including new and veteran, so that they

- Can support children with special needs and inclusion
- Are confident and motivated
- Stay in the field with enthusiasm
- Feel like professionals
- Have a supportive work environment, including increased pay and benefits
- Can reach out to families
- Have leadership in their directors that "light the spark"

This system will value collaboration, respectful sharing of ideas and opinions, and seek out and include effectively existing resources in the community.

Goal	Strategy: Policy, Program or Practice	Partners	Timeline	Resources/Cost
Key Area: Higher Education				
1. Region 2 will have support and continuity for those early educators who are navigating the higher education sector of the professional development system.	*Region strategy*: provide support and information that ensures equitable student access to higher education by convening local/county stakeholders to work on the professional development system and to identify issues, concerns and ideas at least twice a year.

Region strategy: create an **ECPD Team**, composed of and informed by the local stakeholders which will meet at the Region 2 CCR&R meetings at least 3 times a year to further develop solutions to ensure equitable access to the higher education resources in the Region. | CCR&R/Smart Start Community Colleges Private colleges ECU-BK Directors Teachers and family child care providers Recent graduates Early intervention | 2011- on going | Existing Regional Meeting attendees will reach out to others

Low funding need |

Goal	Strategy: Policy, Program or Practice	Partners	Timeline	Resources/Cost
2. Region 2 will have a comprehensive listing of professional development resources (*The ECPD Resource List*) for Early Childhood Educators which will be available for all technical assistance and advising personnel who are guiding child care providers in Region 2 about their professional development.	*Region strategy*: develop, keep updated and disseminate an *ECPD Resource List* which will be created by the ECPD Team for all ECE TA and advisors to use when guiding Early Childhood providers • The ECPD Resource List will include contact information for all higher education opportunities, financial aid and access information • Contacts will be listed by name when possible, by position and with phone, email and website contact information • Will be posted on Region 2 CCR&Rs websites • The Region 2 ECPD Team will regularly contribute to and check information • Will also be accessible by students to encourage them to assume appropriate responsibility for their education.	• CCR&R staff • Higher Ed in Region 2 and all other institutions who offer distance learning • Advisory Committee of community colleges • High school counselors	2011-12 and on-going	CCSA survey of community colleges CCSA survey of 4 year institutions is underway CCR&R and Smart Start resources **Some funding need**

Goal	Strategy: Policy, Program or Practice	Partners	Timeline	Resources/Cost
Key Area: Continuing Education				
3. All Early Educators in all six counties of Region 2 will have access to continuing education (trainings that include both contact hours and CEUs) that is based on individual needs, convenient times and locations so that the Early Educator Certificate system will be adequately supported.	*Region strategy*: Continue collaboration among the ECPD members and stakeholders in the comprehensive listing of and distribution of a Training Calendar in print, and electronically through email and on the CCR&R's websites with links to each other.	CCR&R Private trainers Community colleges Professional associations/networks	2010-2011	**Some funding need**
4. Region 2 early educators will have increased access to more information about and support from specialists in specific content areas to address identified needs • Infant/Toddler specialists • Healthy Behavior specialists • School Age specialists • Family child care specialist (create) • Children with special needs/inclusion	*State strategy*: Increase funds available to create more (or provide access to) content-area specialists across the state.		2010-2011	**High funding need**

Goal	Strategy: Policy, Program or Practice	Partners	Timeline	Resources/Cost
	Region strategy: Create more opportunities (e.g. training and coaching) to disseminate the knowledge of specialists, as appropriate, to general TA providers while understanding that the specialists themselves are the most effective intensive intervention.	CCR&R specialists Community partners Smart Start Higher education Program administrators/ directors, teachers family child care providers community colleges Head Start Licensing consultants Professional associations/networks	2010-2011	• Existing trainings offered by specialists • Coursework in higher education that addresses the content areas **Some funding need**
5. Region 2 early educators will have more opportunities for receiving coaching and mentoring services	*State strategy:* Increase funding to create more effective TA providers, mentors and coaches.		2012-2013	**Some funding need**

Goal	Strategy: Policy, Program or Practice	Partners	Timeline	Resources/Cost
	Regional strategy: Prioritize the support of peer-to-peer mentoring in formal and informal ways through existing and emerging professional networks/associations, leaders and activities.	• Smart Start • CCR&R • Professional associations/networks • Licensing consultants		ECU mentoring on line program Cohorts Wachovia Program BlackBoard discussion boards **Low funding need**
Key Area: Professional Standards				
6. NC will have provide comprehensive information describing and aligning high quality teaching standards for early educators in both private and public facilities.	*State strategy*: Align the standards for practices across sectors including More at Four, Foundations, Head Start, Environmental Rating Scales and Teacher Licensing Standards.		2014	**No funding need**

Goal	Strategy: Policy, Program or Practice	Partners	Timeline	Resources/Cost
7. At least 75% of entry level teachers and family child care providers will have EE Credential Level <u>I pre-service/prior to employment.</u>	*Regional strategy*: A public awareness campaign will be conducted to prepare program administrators/directors about the new goal.	Program administrators/ directors, teachers family child care providers community colleges CCR&R Smart Start Head Start	2012-13 to 2014-15	**Low funding need**
Key Area: Compensation				
8. Child care teachers' and family child care providers' salaries will be commensurate with public school teachers based on education and experience	*State strategy:* Fully fund a salary supplement program statewide		2014-15	**High funding**
	Region strategy: Create a task force to address study current status of, and strategies to improve sick leave and vacation benefits.	Program administrators /director teachers family child care providers community colleges CCR&R Smart Start Head Start	2011-2012	Model Work Standards Program Administration Scale Local data Workforce study data **Low funding need**

Goal	Strategy: Policy, Program or Practice	Partners	Timeline	Resources/Cost
	Region strategy: Introduce a voluntary regional salary scale for child care professionals in licensed facilities based upon EE Certification levels and experience. *Region strategy*: Collect region-wide and county-specific workforce data	Program administrators/ directors, teachers family child care providers community colleges CCR&R Smart Start Head Start	2012-2013	Existing recommended Institute salary schedule ECU graduate student **Low funding need**
Key Area: Planning & Coordination				
9. *State goal*: There will be active articulation agreements between the community college system and universities, private and public, by July 1, 2012.	*State strategy*: Mandate articulation agreements between and among two- and four-year institutions of higher education.		2012	