

Regional Contact: Leslie Moss

Region #5

Counties included in this region: Cumberland, Duplin, Robeson, Sampson, Scotland

Five-Year Early Childhood Professional Development Regional Action Plan

Vision Statement: ***“By 2015, high quality learning environments for all children will be realized as the result of a professional early childhood workforce that consistently implements evidenced based, developmentally appropriate practices.”***

Key Area	Goal	Strategy	Partners	Timeline	Estimated Cost Level
Access	1) Access to college courses will be improved for early childhood educators		Team did not complete this portion		Team did not totally complete this portion
		1) State: Offer computer training workshops (i.e. Blackboard, Word, Excel, Power Point, Moodle, Angel, etc.) through community colleges or local Smart Start (SS) Partnerships		1) 2011	1) Low
		2) Local: Offer more on-line courses through community colleges – some offer complete degree programs on-line		2) 2011	2) Low
		3) Local: Provide community college courses in-county by having central locations that are accessible for webinar classes – libraries, recreation centers, churches, schools, etc.		3) 2012	3) Low/High
		4) Local: Develop a list of free, available sources of internet access and hours of available usage		4) 2011	4) Low
		5) Local: Develop a resource list of available on-line classes including information about where (which institution) and when they are offered		5) 2011	5) Low

Access (con't)			Team did not complete this portion	Team did not completely address this portion	Team did not completely address this portion
	2) A state-level standard articulation agreement between NC community colleges and 4 yr. colleges and universities will be developed for use statewide	1) State: Work with 4 yr. institutions to consistently accept the transfer of the maximum number of credits for core ECE courses from community colleges		1) 2012	1) Low
	3) The availability of developmental coursework at the community college level will increase by 20%	1) State: Contact community college administration and request that they add developmental coursework at convenient times for ECE students (i.e. nights, weekends, etc.) 2) Local: Offer classes at sites off campus 3) Local: Develop a list of courses on-line or within a reasonable walking distance		1) 2011 2) 2011 3) 2011	1) Low 2) Low 3) Low
	4) The availability of resources beyond financial aid to help early educators further their education will increase	1) Local: Develop a resource list of low cost/used textbook vendors/sources 2) Local: Inform students of child care subsidy options (Department of Social Services, community college child care facilities) 3) Local: Pursue grant opportunities to purchase computers for use by ECE students 4) Local: Make tutoring services available to help early educators with their coursework to increase their scores/grades		1) 2011 2) 2011 3) 2011 4) 2012	1) Low

		5) Local: Provide assistance to students re: effective management of their financial aid		5) 2011	
Continuing Education	<p>1) Professional development plans will be written and used by all early educators, school-age professionals and administrators</p> <p>2) All early educators and school-age professionals will be provided a well-rounded, inclusive college education and on-going continuing education</p>	<p>1) State: Professional Development Coordinators will design and use a common tool/template with common elements for use by all early educators</p> <p>2) State: The Division of Child Development (DCD) will fund a system to employ Professional Development Coordinators similar to the statewide model for Infant – Toddler, Healthy Behaviors, and School-Age Specialists</p> <p>3) State: Professional development plans will be to be in place for all staff members in all licensed facilities</p> <p>4) Local: Increase the availability of continuing education opportunities for intermediate and advanced practicing early educators (evolving)</p> <p>1) Local: Provide training/education on working with special needs populations, children with behavioral needs, infants and toddlers, and diverse cultures on a quarterly basis</p> <p>2) State: Create and provide standard guidelines for all Professional Development Coordinators to follow</p>	Team did not complete this portion	<p>Team did not completely address this portion</p> <p>4) 2012</p>	Team did not complete this portion

		3) Local: Recruit and utilize model sites that demonstrate developmentally appropriate environments and interactions that early educators and school-age professionals can visit to support their understanding of high quality, developmentally appropriate practices			
Professional Standards	<p>1) All early educators and school-age professionals will have knowledge, understanding, and the skills needed to implement best practices in their classrooms</p> <p>2) All Lead Teachers will have at least an AAS degree in early childhood education</p>	<p>1) Local: Facilitate trainings/workshops that provide guidance and support for the purpose of ensuring sustainable, developmentally appropriate, diverse classroom environments and interactions</p> <p>2) Local: Provide on-site technical support to facilitate coaching, mentoring, and modeling of developmentally appropriate practice and/or effective management skills</p> <p>3) Local: Provide additional trainings on diversity</p> <p>1) Local: Explore implementing recruitment activities for early educators and school-age professionals (i.e. through high schools)</p> <p>2) State and Local: Advocate that the Child Care Commission require higher education requirements for early educators and school-age professionals</p> <p>3) State: Identify and utilize funds for teaching fellowships for early educators and school-age professionals</p>	Team did not complete this portion	Team did not complete this portion	Team did not complete this portion

	3) All mentors, coaches, technical assistance providers, etc. will meet established education and experience standards	1) State and Local: Provide additional training for professional development staff on Environmental Rating Scales (ERS), licensing changes, trends in the early childhood field 2) State: Establish standards for training professional development staff/Professional Development Coordinators			
Compensation	1) Opportunities for all early educators and school-age professionals to access affordable benefits and salary enhancements will be provided by their employers and or state funding 2) DCD will pay the true cost of care (market rates/subsidies) 3) Substantial and consistent tax breaks for early educator's small businesses will be provided so benefits can be paid to all staff	1) State and Local: Eliminate waiting list for WAGE\$ through additional funding 2) State and Local: Research "group benefits" options and barriers 1) State: Request current information from DCD for the most recent market rate survey 2) State and Local: Use current market rate data to set for child care tuition 1) State and Local: Review/investigate what other states have in place 2) State and Local: Meet with legislators and legal counsel to explore ways tax breaks can be provided	Team did not complete this portion	Team did not completely address this portion 1) 2012 2) 2012 1) 2011 2) 2011	Team did not complete this portion
Planning and			Team did	Team did	Team did not

<p>Coordination</p>	<p>1) Effective communication among early educators, school-age professionals, and the Division of Public Instruction (DPI) related to professional development will be facilitated quarterly</p>	<p>1) State: Require state level professional development stakeholders to hold follow-up planning sessions regarding the statewide NC Early Childhood Professional Development Plan</p> <p>2) State and Local: Establish a regional position to act as a liaison between early educators and DPI</p> <p>3) Local: Establish a networking system of early education and school-age staff for collaboration (i.e. establish "Early Educator/School-Age Professional Associations" in counties/regions - for both classroom staff and professional development staff</p> <p>4) State and Local: Create a central directory of local, regional, and/or state training and certification opportunities</p> <p>5) State: The NC Institute for Child Development Professionals (NCICDP) establish a central directory website based on certification level (via NCICDP to tie it consistently into professional development and certification system for B-K professionals)</p>	<p>not complete this portion</p>	<p>not completely address this portion</p> <p>2) 2012</p> <p>3) 2011</p>	<p>completely address this portion</p> <p>2) High</p>
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