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Region 6

Counties included in this region: Anson, Hoke, Montgomery, Moore and Richmond

Vision Statement: Professional Development can empower and transform the early care and education workforce. We envision an ECE PD system that: is flexible and offers multiple options and points of access; creates new partnerships and works with existing partners to ensure a seamless system; respects and supports the individual needs of early care and education professionals; and, is supported by clearly articulated standards.

Key Area	Goal	Strategy (Policy, Program or Practice which can be measured - list in priority order by levels)	Partners (note Lead(s) and partner(s) responsible for supporting goal and strategies)	Timeline	Estimated Cost Level (choose one per strategy)
Access	<i>There will be a seamless educational path from high school level through the B-K degree (or post-secondary) at the community colleges in the area of Early Childhood Education.</i>	<p>State: <i>No strategies identified for state level for this goal.</i></p> <p>Local:</p> <ol style="list-style-type: none"> 1. <i>Develop and implement an educational needs assessment survey to early childhood educators to determine how best to deliver education in each county.</i> 2. <i>Provide access to a 4-year degree (B-K, Preschool, add-on coursework) through a number of options (online, face-to-face, hybrid courses) at each community college as</i> 	<p>Lead(s):</p> <p><i>Community College and Four Year Universities</i></p> <p>Supporting Partner(s):</p> <p><i>Child Care Resource and Referral</i></p>	<p>Target Date(s):</p> <ol style="list-style-type: none"> 1. <i>6/2011</i> 2. <i>9/2014</i> 	<ol style="list-style-type: none"> 1. <i>Low Cost</i> 2. <i>High Cost</i>

		<i>an off-site option.</i>			
	<i>An active substitute pool will be available to support the ability of early educators to attend continuing education courses, workshops, and complete their practicum (day or night options).</i>	<p>State:</p> <ol style="list-style-type: none"> <i>Revise DCD rules concerning criminal record checks so that substitutes could be approved to work across counties/regions.</i> <i>Expand T.E.A.C.H. to pay for more substitute time.</i> <p>Local:</p> <ol style="list-style-type: none"> <i>CCR&R will collaborate with local ECE community college departments to create a training program for substitutes.</i> <i>Offer training to qualify individuals for a substitute pool through CCR&R</i> <i>Create a substitute pool from individuals who have completed the training program.</i> 	<p>Lead(s):</p> <p><i>Community Colleges</i></p> <p>Supporting Partner(s):</p> <p><i>CCR&Rs</i></p>	<p>Target Dates:</p> <ol style="list-style-type: none"> <i>12/2012</i> <i>–</i> <i>9/2013</i> <i>9/2014</i> <i>12/2014</i> 	<i>Low to High Cost (3,4 and 5)</i>
	<i>Every ECE student will have access to a laptop, high speed internet, and have the skills to navigate online courses and training using technology.</i>	<p>State:</p> <ol style="list-style-type: none"> <i>Student loans will allow that a portion of the loan be used to purchase a laptop with wireless internet access.</i> <p>Local:</p> <ol style="list-style-type: none"> <i>CCR&R and community colleges will develop a</i> 	<p>Lead(s):</p> <p><i>Community College and CCR&R</i></p> <p>Supporting Partner(s):</p> <p><i>Local: community college technology instrerctors</i></p>	<p>Target Dates:</p> <ol style="list-style-type: none"> <i>–</i> <i>9/2012</i> <i>9/2012</i> <i>12/2013</i> 	<i>Low to High Cost (2,3,4)</i>

		<p><i>lending library program of laptops for ECE Students.</i></p> <p>3. <i>Require a community college placement test for computer skills and technology.</i></p> <p>4. <i>Require a technology course in first semester for those who do not place out.</i></p>			
Continuing Education	<p><i>A wide offering of professional development opportunities, including "inclusive practices", will be available and accessible locally to address the needs of credential level through master's level teachers and administrators.</i></p>	<p>State:</p> <p>1. <i>Develop a regional database of trainers and presenters by topic and by level (e.g. beginner, expert, etc.). State should certify higher level trainers.</i></p> <p>2. <i>Host more web-based technology (webinars) to offer higher level courses to local venues.</i></p> <p>Local:</p> <p>3. <i>CCR&R will develop training calendars with courses listed at different levels.</i></p> <p>4. <i>All early educator will have access to training about inclusive practices:</i></p>	<p>Lead(s):</p> <p><i>Division of Child Development</i></p> <p>Supporting Partner(s):</p> <p><i>Local CCR&Rs</i></p> <p><i>Cooperative Extension</i></p> <p><i>Child Care Health Consultant</i></p> <p><i>Red Cross</i></p>	<p>Target Date:</p> <p>1. <i>6/2011</i></p> <p>2. <i>6/2011</i></p> <p>3. <i>12/2010</i></p> <p>4. <i>12/2011</i></p>	<p><i>Low cost</i></p> <p><i>High cost</i></p>

		<ul style="list-style-type: none"> a. <i>Provide training to all facilities on inclusive practices (serving child with special needs, adapting an environment, differentiating instruction) with access to ongoing consultation and support.</i> b. <i>Offer more local/regional trainings and workshops on specific special needs topics utilizing resources from partner organizations (e.g. CDSA, Partnership for Inclusion, local school systems, etc.).</i> c. <i>Provide regional inclusion specialists for hands-on, in-classroom mentoring and support.</i> d. <i>Early childhood programs will</i> 			
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		<p><i>include special needs training as part of an orientation and will encourage it as part of employees' professional growth plans.</i></p>			
	<p><i>Every ECE student will have academic support to meet their individual needs.</i></p>	<p>State: <i>No strategies identified for state level for this goal.</i></p> <p>Local: <ol style="list-style-type: none"> 1. <i>Offer a developmental course prep training: <ol style="list-style-type: none"> a. <i>Offer timely "refresher" workshops through CCR&R and/or continuing education to help prepare providers to enter classes each semester.</i> b. <i>Utilize the existing online tutorials/sample tests prior to providers taking asset tests.</i> c. <i>Develop a learning community at each community college</i> </i> </p>	<p>Leads: <i>Local CCR&R Professional Development Staff</i></p> <p>Supporting Partners: <i>Local Community Colleges</i></p>	<p>Target Dates: <i>8/2011</i></p>	<p><i>Low to High Cost</i></p>

		<p><i>for entering students to support them as they proceed through the program (for those enrolled in developmental courses) with content geared to ECE.</i></p> <ol style="list-style-type: none"> <i>2. Identify, screen, and connect available tutors (e.g. successful 2nd year students) with students who need them.</i> <i>3. Establish student support centers at local CCR&Rs with access to the internet, textbooks, and staff members with EC education.</i> 			
	<p><i>A mentor program will be available to all providers regardless of education level where on-going, on-site consultation will promote quality care and education.</i></p>	<p>State:</p> <ol style="list-style-type: none"> <i>1. NCAEYC will develop a list of members willing to serve as master mentors for a list of specific skills (administrative, special needs, continuing education programs, classroom teachers).</i> <i>2. Develop a statewide Directors Leadership Certificate (similar to</i> 	<p>Leads:</p> <p><i>Local CCR&R</i></p>	<p>Target Dates:</p> <ol style="list-style-type: none"> <i>1. --</i> <i>2. --</i> <i>3. --</i> <i>4. 6/2013</i> 	<p><i>High Cost</i></p>

		<p><i>Duke Non-Profit Certification).</i></p> <p>3. <i>Expand teacher licensure unit of Office of Early Learning to non-More-at-Four teachers working in early care and education facilities.</i></p> <p>Local:</p> <p>4. <i>Local professional child care associations will provide a stipend for exemplary members to support/mentors other member once associations are established (see Professional Standards—Goal 1).</i></p>			
Professional Standards	<i>Establish county-level early childhood educators association to address the professional development needs and concerns of the ECE community.</i>	<p>State:</p> <p><i>No strategies identified for state level for this goal.</i></p> <p>Local:</p> <p>1. <i>Establish county-based association with options such as face-to-face meetings and social media meetings (e.g. Facebook, Skype, etc.)</i></p> <p>2. <i>A representative from this group will bring concerns of local early educators to the ECPD</i></p>	<p>Lead(s):</p> <p>Regional AEYC</p> <p>Supporting Partners:</p> <p>Local Early educators</p>	<p>Target Dates:</p> <p>1. 12/2011</p> <p>2. 4/2012</p>	

		<i>stakeholder and planning committee (see Planning and Coordination, Goal 2).</i>			
	<i>All early educators will have an individualized professional development plan (PDP) to address personal and professional goals encompassing educational leadership and general skill development that will be reviewed and updated annually.</i>	State: <ol style="list-style-type: none"> 1. <i>Propose legislation and/or DCD rule change that a PDP become a requirement for DCD licensure.</i> 2. <i>DCD will develop a PDP template and post it on the Institute's website.</i> 3. <i>A PDP will be a required part of the new hire process.</i> Local: <ol style="list-style-type: none"> 4. <i>CCR&Rs will provide training and TA to all child care facilities to customize forms and the process.</i> 5. <i>Annual in-service training requirement will be part of the PDP.</i> 6. <i>PDP review and planning will be part of the annual evaluation/performance review.</i> 	Lead(s): <i>DCD and Regional CCR&Rs</i> Supporting Partners: <i>Local CCR&Rs</i>	Target Dates: <ol style="list-style-type: none"> 1. – 2. – 3. – 4. <i>6/2011</i> 5. <i>6/2011</i> 6. <i>6/2011</i> 	<i>Low to High Cost</i>
	<i>All full-time lead teachers will have a</i>	State:	Lead(s):	Target Dates:	

	<i>minimum of an AA degree in ECE; teachers will have 18 hours in ECE coursework plus credential; directors will have AA in ECE plus 9 hours in business; part-time and substitute employees must have a minimum of 18 credit hours in ECE.</i>	<ol style="list-style-type: none"> <i>1. Assess current status of the workforce to identify barriers to education (see Planning and Coordination—Goal 1).</i> <i>2. Create legislation to expand WAGES and TEACH using data from the new workforce study.</i> <p>Local: <i>No local strategies identified for this goal.</i></p>	<p><i>Division of Child Development</i></p> <p>Supporting Partners: <i>Local CCR&Rs</i></p>	<ol style="list-style-type: none"> <i>1. ASAP</i> 	<i>Low to High</i>
Compensation	<i>All early childhood educators will have access to a benefits package including vacation, insurance, retirement, etc. at an affordable cost.</i>	<p>State: No state strategies were developed for this goal.</p> <p>Local:</p> <ol style="list-style-type: none"> <i>1. Conduct a needs survey of ECE professionals to identify needs and barriers around accessing benefits.</i> <i>2. Develop a cooperative with community and business support to allow the offering of affordable and personalized (cafeteria style) benefits packages.</i> <i>3. The cooperative will work with child care</i> 	<p>Lead(s): <i>ECPD Key Stakeholders Group (See Planning and Coordination, Go)</i></p> <p>Supporting Partner(s): <i>CCR&Rs</i></p>	<p>Target Date:</p> <ol style="list-style-type: none"> <i>1. 12/2011</i> <i>2. 6/2012</i> <i>3. 12/2012</i> 	<i>Low cost</i>

		<i>directors to develop individualized benefits plan.</i>			
	<i>Early childhood education employers will provide additional compensation to staff for successful completion of coursework.</i>	<p>State:</p> <ol style="list-style-type: none"> <i>Expand TEACH.</i> <p>Local:</p> <ol style="list-style-type: none"> <i>Provide training to local child care directors on developing a business plan that incorporates provider compensation based on education.</i> <i>Update a salary scale tied to EE Certification (using local workforce study data to establish scale).</i> 	<p>Lead(s):</p> <p><i>Legislature and Child Care Services Association (state strategy)</i></p> <p><i>CCR&R (local strategy)</i></p> <p>Supporting Partners:</p> <p><i>ECPD Key Stakeholders Committee (see Planning and Coordination, Goal 2)</i></p>	<p>Target Dates:</p> <ol style="list-style-type: none"> <i>–</i> <i>6/2012</i> <i>1/2014</i> 	<p>Low Cost (2)</p> <p>High Cost (3)</p>
Planning & Coordination	<i>We will have a state plan in place to easily compile bi-annual early childhood professional workforce data using standard collection procedures.</i>	<p>State:</p> <ol style="list-style-type: none"> <i>Establish categories of data to be collected from all ECE stakeholders.</i> <i>State includes biannual workforce study in its budget.</i> <i>Data is collected by one agency or contractor from all early educators with support from local R&Rs.</i> <i>Data is presented as</i> 	<p>Lead(s):</p> <p><i>Division of Child Development</i></p> <p>Supporting Partner(s):</p> <p><i>Local CCR&Rs</i></p>	<p>Target Date:</p> <ol style="list-style-type: none"> <i>–</i> <i>–</i> <i>–</i> <i>--</i> 	<i>Low to High Cost</i>

		<p><i>statewide, regional, and local data and distributed to the community through Smart Start partnerships and made available on DCD website.</i></p> <p>Local:</p> <p><i>No local strategies developed for this goal</i></p>			
	<p><i>Key stakeholders will engage in regular early childhood professional development planning/coordination meetings.</i></p>	<p>State:</p> <p><i>No state strategies were developed to support this goal.</i></p> <p>Local:</p> <ol style="list-style-type: none"> <i>1. Establish a collaborative planning committee involving key stakeholders regarding early childhood professional development (directors, early educators, local partnerships, cooperative extension, DSS, community college, school system, four year institutions of high learning).</i> <i>2. Convene key stakeholders meeting to revisit, refine, and begin implementation of the</i> 	<p>Lead(s):</p> <p><i>Local and regional CCR&Rs</i></p> <p>Supporting Partners:</p> <p><i>ECPD Key Stakeholders Committee (to be established)</i></p>	<p>Target Dates:</p> <ol style="list-style-type: none"> <i>1. 11/2010</i> <i>2. 1/2011</i> <i>3. 1/2012</i> 	<p>Low Cost</p>

		<p><i>action plan developed during ECPD planning process.</i></p> <p><i>3. Develop a plan to actively involve child care professionals in business and community planning groups (town council, chamber of commerce, small business associations, etc.).</i></p>			
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