

Regional Contact: Leslie Moss

Region # 17

Counties included in this region: Franklin, Granville, Vance, Wake

Five-Year Early Childhood Professional Development Regional Action Plan

Vision Statement: ***“By 2015, North Carolina will establish universal standards of education for all early childhood and school-age out-of-school-time programs. It will support these standards by funding accessible, comprehensive professional development opportunities and commensurate salary and benefits plans for all early childhood and school-age professionals.”***

Key Area	Goal	Strategy	Partners	Timeline	Estimated Cost Level
Access	<p>1) A database of all available professional development opportunities statewide will be created (web-based)</p> <p>2) Statewide articulation agreements among and between community colleges, universities, and high schools will be in place by 2012</p>	<p>1) State: Hire a webmaster/establish a website</p> <p>1) State: Develop a streamlined ECE curriculum for that is consistent across universities, community colleges, and high schools</p> <p>2) State: Continue to support the Division of Child Development (DCD) being the lead on policy change to improve the state’s professional development system</p> <p>3) Local: Formalize “informal” articulation agreements between and among NC community colleges and universities</p> <p>4) State: Encourage DCD to work closely with the Division of Public Instruction (DPI)</p>	Team did not complete this portion	Team did not complete this portion	Team did not complete this portion
Continuing Education	1) Every early educator will have a professional development plan with	1) State: A professional development plan template will be made available	Team did not complete	Team did not complete	Team did not complete

	<p>specific core requirements for their particular position – workshop attendance is relevant to the early educator’s position with attendance at other /non-relevant trainings/workshops being secondary</p> <p>2) Current, practical, relevant training and education will be provided/available for all early educators</p> <p>3) Support and resources will be made available to encourage early educators to obtain education/degrees so they will stay in the classroom</p>	<p>1) State & Local: Training and Continuing Education Units (CEUs) will be available to share current, practical and relevant topics</p> <p>2) State: Encourage DCD to develop a consistent, statewide method for determining early educators’ training needs which includes <u>all</u> ECE programs - this method will then be implemented locally</p> <p>3) State: DCD will establish higher standards for in-service trainers/trainings</p> <p>4) State and Local: Expand the availability of technology for early educators and programs, including computers and training to prepare them to take on-line courses and meet course requirements</p> <p>1) State & Local: Tuition assistance, paid time-off, substitutes, mileage reimbursement, etc. will be provided for all early educators</p> <p>2) State: Expand T.E.A.C.H. Early Childhood® funding to support the above benefits and to pay a higher percentage of the licensed program’s expenses</p>	this portion	this portion	this portion
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	4) A universal system for credentialing and continuing education requirements will be developed	<p>3) State: Expand Teaching Fellows program to include early educators</p> <p>1) State: Raise minimum education standards for staff to three points</p> <p>2) State: Include families in the program's professional development assessment process (similar to the National Association for the Education of Young Children (NAEYC) model)</p> <p>3) State: Expand Early Rating Scales assessment tool to evaluate the entire program site and include professional development criteria</p>			
Professional Standards	1) Statewide universal standards of education/ experience will be established and required for employment in licensed early education programs	<p>1) State: DCD will raise educational standards to: college diploma minimum for lead teachers and an Early Childhood Credential or CDA for an assistant teacher</p> <p>2) State: Develop a model program for directors to receive training in communication and leadership skills</p> <p>3) State: Develop a model program to train early educators in diversity issues</p> <p>4) State: Set up universal, high quality early childhood labs and courses in high school co-op programs</p> <p>5) State: Research other state (standards) models already in place</p> <p>6) State: DCD will establish minimum training requirements for individuals interested in opening a family child care home program (i.e. Wake Tech model)</p>	Team did not complete this portion	Team did not complete this portion	Team did not complete this portion
Compensation	1) An umbrella policy for a	1) State: Form a statewide insurance pool	Team did	Team did	Team did

	<p>comprehensive benefits package (health insurance, retirement, sick and vacation leave, leave for professional development) will be available for all early educators</p> <p>2) Additional early childhood funding streams will be identified</p> <p>3) Higher wages are paid to staff who remain in their programs/facilities for a specified amount of time</p> <p>4) A subsidized, uniform pay scale that is tied to educational attainment will be established and available for all early educators</p>	<p>that is accessible to all early educators</p> <p>2) State and Local: Programs will provide umbrella/comprehensive benefits package for staff statewide</p> <p>1) State: Establish a lottery “set-aside” for early childhood education to pay for salaries, benefits, and training</p> <p>2) State: Require ECE students to use Pell Grant funding first, then utilize T.E.A.C.H. Early Childhood® funding as supplementary dollars</p> <p>1) State and Local Establish WAGE\$® as a statewide program</p> <p>2) State: Tie bonus funds/checks to a higher level of education.....beyond receiving EC credential</p> <p>3) State and Local: Establish recognition system for ECE programs that retain teachers and reduce turnover</p> <p>1) State: DCD will establish and fund an annual local market rate that represents the “true cost of care” based on the Star Rating System</p> <p>2) State and Local: Develop universal Pre-K that is supported by the state and the Child Care Commission – like the More at Four model</p> <p>3) State: Develop a universal performance matrix and minimum standards to tie to compensation, along</p>	<p>not complete this portion</p>	<p>not complete this portion</p>	<p>not complete this portion</p>
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<p>Planning & Coordination</p>	<p>1) In 3-5 years, there will be consistency between state and county regulations and eventually between state, county, and federal regulations</p>	<p>with educational attainment</p> <p>1) State: Develop collaborative programs with local community colleges and universities (with ECE/Child Development programs) to provide learning experiences/internships in high quality early education programs</p> <p>2) State: Create an agreement among DCD regulators regarding professional development staff evaluation plans that is consistent and minimizes subjectivity when used/completed</p> <p>3) State and Local: Foster interagency collaboration to enhance and make training and technical assistance more accessible/available – form “Training Network Clusters”</p> <p>4) State & Local: Encourage a committee of early educators to review all regulations related to professional development to determine commonalities (Smart Start, More at Four, Head Start Standards, etc.)</p> <p>5) State and Local: Provide access to a state-level database to determine teacher and staff education levels</p> <p>6) State: Maintain consistent <i>Memorandums of Understanding</i> regarding professional development standards</p> <p>7) State: Develop rules/guidance about what constitutes “best practice” in professional development plans for early educators</p>	<p>Team did not complete this portion</p>	<p>Team did not complete this portion</p>	<p>Team did not complete this portion</p>
<p>Other</p>	<p>N/A</p>				