

### **Team 3 Professional Development and Higher Education Meeting 1 Summary**

Team 3: Professional Development & Higher Education. The first meeting was held on May 17<sup>th</sup>. The upcoming meetings will be held on June 2, June 7 and June 14 from 1:00-4:00pm at SC First Steps (1300 Sumter Street, Columbia, SC 29201). The meetings will also be accessible by conference call at 800-270-1153, Participant Code 178216#.

At the first meeting the team decided to divide their work into 3 small working groups. All of the small working groups will conduct their meetings by telephone conference call. Listed below are the working groups meeting dates and times:

#### **Group 1: Core Competencies for High Quality Care and Education**

**Team Leader: Ann Pfeiffer**

Date: June 1

Time: 1:00 – 3:00PM

Telephone Number: 1-800-270-1153 Participant Code: 178216#

Focus questions to be discussed are listed below:

1. Based upon research, what are the core competencies needed for high-quality care and education of children birth through transition to kindergarten?
2. Is the training/education based on these core competencies readily accessible for all early childhood personnel?

#### **Group 2: Training & Education of the Early Childhood Workforce**

**Team Leader: Melissa Starker**

Date: June 1

Time: 10:00AM – 12:00PM

Telephone Number: 1-800-270-1153 Participant Code: 178216#

Focus questions to be discussed are listed below:

1. Are training opportunities and training delivery methods appropriate for all early childhood personnel including family, friend and neighbor caregivers?
2. How are we developing and implementing on-going mentoring/coaching that enhances the understanding and implementation of assessment for individualized instruction?

3. What are strategies to retain the highest performing early childhood personnel, which may include incentive programs and improved compensation?
4. What are strategies for increasing the number of well-prepared people entering the early childhood field?
5. What are strategies for increasing the diversity of early childhood personnel: bilingual and home language speakers, staff from communities of color and immigrant communities, etc?

### **Group 3: Higher Education**

**Team Leader: Pam Dinkins**

Date: May 24

Time: 1:00 –4:00PM

Telephone Number: 1-800-270-1153 Participant Code: 178216#

Focus questions to be discussed are listed below:

1. What are the roles of the various types of Institutions of Higher Education in fully preparing early childhood personnel for the field focusing on best practice based on current research and including intentional teacher-child interactions, working with special populations and children demonstrating behavior challenges?
2. Do the 2- and 4- year programs provide adequate number of student slots within a reasonable travel range?
3. Do the 2- and 4- year programs offer courses that meet the needs of non-traditional as well as traditional students?
4. How affordable are 2- and 4- year early childhood preparation programs and what are methods to make programs more affordable to students with a financial need?
5. What are the opportunities and barriers for articulation throughout the entire higher education system?
6. What are barriers to effectiveness of student teaching especially while needing to be employed and how might these barriers be addressed?

SCETV has established a website to follow the work of the Early Childhood Advisory Council. You can create a moodle account to access the team website at:

<http://moodle.scetv.org/course/category.php?id=3>

All team and working group meetings will be posted on the moodle website.

Mark your calendars for the above meetings.

Krista Kustra



<b>TEAM 3</b>	<b>Professional Development and Higher Education</b>
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**AGENDA - MEETING #3**  
**June 7, 2010**  
**1:00 - 4:00**

- 1. Welcome and Introductions**
- 2. Review of Agenda**
- 3. Discussion of Team 3 Template Report**
- 4. Next Steps**
- 5. Calendar for Future Meeting**
  - June 14, 2010 Time: 1:00 – 4:00**

### Team 3 Notes from the 6/7/10 ECAC Meeting at First Steps' State Office

Attendees: John Hestor (chair); Krista Kustra (organizer); Bernadette Houghton (scribe); Lee D'Amico; Melissa Starker; Wendy Liberator; Robby Hall; Deborah Nodine; Kimberly Ingram; Ann Pfeiffer; Mary Anne Mathews; Sherry Osborne; Beverly Hunter; Debbie Robertson (recommendation recorder); Pam Dinkins; Vickie Cooper; Kelli Boniecki; Baron Holmes; Becky Dixon; Lorraine DeYoung; Kelly Rembert; Noelle McInerney; Leigh Bolick; Sandra Hackley (Phoenix, AZ)

The chair opened the session by asking all the attendees to introduce themselves. He then suggested that we focus on questions 5 and 6 from the template compilation, which was sent to all the team participants prior to the meeting (template compilation attached for reference). Krista noted that the compilation was prepared by cutting and pasting comments the participants submitted to her over the weekend and that she hoped she had captured all of the suggestions.

The chair suggested we cover the short-term recommendations first and then proceed to the long-term ones. A question was raised as to what was short-term. The group agreed that short-term meant in the next one-three years or less, and long-term was five years or longer.

Concern was also raised that some of our findings overlapped with the work the other teams were charged with. The group decided to go forward with their recommendations regardless, but that we would send our findings to the other teams for their review and inclusion as they saw fit.

Some members indicated that our charge was training of early childhood providers and that we ought to focus specifically on this. The chair reminded the group of the two main questions we were asked to consider: 1) provide guidance for policy makers; and 2) assess the capacity of two- and four-year colleges to provide appropriate education and training for the early childhood community.

A participant felt there were several "big things" emerging from the compilation of recommendations: a) accessibility of professional development training and education; b) early childhood courses at the high school career cluster level; and c) wages. The group considered this and discussed the observation, then began to identify the key factors they wished to include in the team recommendations.

**Awareness** was the first item to be added to the short-term goals list. Participants felt the core competencies needed to be disseminated at the earliest across a broad spectrum of stakeholders, and especially to the faculty at the colleges. A suggestion was made to provide technical assistance to those using the core competency document so that misperceptions and misinterpretations of the document could be avoided. If technical assistance would prove too difficult, an implementation manual should be considered. Concerns were raised again about the need to have experts involved in the implementation manual development and training of trainers.

Some participants hoped that parents could be drawn into the childcare selection process a bit more enthusiastically. It was pointed out that there were Web sites available with all the quality data a parent would need to choose wisely. However, it was agreed that parents generally select a childcare provider who is convenient to get to, reasonably priced, and recommended by a friend, family member, or coworker. A participant noted that we need to make parents aware of the fact that early childhood education is more than just babysitting. But others noted that many parents may not necessarily feel a need for high quality care, and that is why we may not get broad support across the state for any initiatives to improve the current system of childcare.

**Accessibility of professional development and education** was the next major short-term goal added to the list. One participant noted that there were too many cancellations of college courses and that the classes were poorly scheduled. Affordability was discussed as a component of accessibility, as was quality and sites of training. The participants reiterated the need to take a survey of childcare providers to see what they perceived as barriers. Once we have a clear understanding of the barriers, we can then proceed to craft solutions.

**Wages** were again an issue, but the participants did not go forward with any in-depth discussions about how this could be addressed. Generally, it was felt that in this economic climate, there was no money available to provide wage supports. There was a suggestion to put wages into the long-term goal category. A participant indicated that there was a cost plan posted on Moodle. The link is: (<http://www.hspc.org/publications/pdf/SouthCarolinaReport.pdf>). The group endorsed a review of the plan with possible incorporation of some of the findings to guide goal attainment.

**Licensing and certification standards** were considered and quickly tabled as a short-term goal, although there was some agreement that both should remain on our list of recommendations as long-term goals. Some participants reviewed the recent history of other attempts made to change licensing (a rating system versus “incentivizing”) and certification (barriers at the Department of Education) and it was conceded that this goal could prove to be a bigger challenge than the team wanted to undertake at this time.

A suggestion was made to look at training ladders, career ladders, and multi-step certification programs. However, due to the articulation agreements that would need to be in place for training ladders to work, the group decided to table this goal. It was noted that there were many articulation agreements between the two- and four-year colleges, but not so many between the two-year colleges and professional development trainers. The latter would need to be certified themselves in order for articulation agreements to work. One participant mentioned PITC ([http://www.pitc.org/pub/pitc\\_docs/training.html](http://www.pitc.org/pub/pitc_docs/training.html)) as a possible source to use for training our trainers.

A participant suggested that we focus on the long-range plan because we needed to know first where we were going. The short-term goals would define and explain how we were going to meet the long-term goals.

At this point, the team reviewed the recommendations which were being grouped by a second scribe on flip-chart paper, posted in the conference room. The group revised the wording for some goals and shifted others between the short- and long-term goals categories. The meeting organizer and the recommendations recorder met after the meeting adjourned to complete the official document of key points that would be sent to the Early Childhood Advisory Council after review and comment by the team's participants.

## **Team 3: Professional Development and Higher Education**

### **Short Term and Long Term Goals**

#### **Short Term Goals (1-2 Years)**

##### **1. Accessibility of High Quality Training and Education**

1. Survey the early childhood workforce statewide to determine the barriers (including existing sources of information.)
2. Establish a centralized system for publishing information regarding training & professional development opportunities occurring across the state.
3. Work toward establishing the articulation of the PITC Specialist Network community-based training into technical college system for college credit.

##### **2. Core Competencies**

1. Plan for the release of newly developed Early Childhood Core Competencies document to include everyone that works in the field (including 2 and 4 year institutions).

##### **3. Raising the Awareness of the Importance of Higher Staff Qualifications**

1. Explore what incentives are working well in the state (i.e. ECD 101- Introduction to Early Childhood Development) and develop a plan to expand the current career ladder and professional development system.
2. Explore the possibilities for individual Licensure/Credentialing as a means of an incentive (i.e. Home Visitor)

##### **4. Support the Existing Professional Development Infrastructure**

1. Expand the existing professional development system to include comprehensive service of early care and education (i.e. Head Start model, home visitation.)
2. Educate parents to demand quality care (parents need to know and understand the ABC Incentive System.)
3. Work with state professional organizations to develop a network/consortium to work on articulation issues.

## **Long Term Goals (3-5 Years)**

### **1. Accessibility of High Quality Training and Education**

1. Expand the accessibility of high quality training and education in underserved areas of the state.

### **2. Core Competencies**

1. Implement the newly developed Early Childhood Development Core Competencies document for all practitioners in the field of Early Childhood to use as a model self-assessment reference.
2. Build an awareness and understanding of each competency to ensure knowledge to practice occurs.

### **3. Raising the Awareness of the Importance of Higher Staff Qualifications**

1. Increase the number of certified training opportunities across the state.
2. Increase the incentives for meeting higher state standards.
3. Explore the possibility of a state Birth to 5 teacher certification.

### **4. Support the Existing Professional Development Infrastructure**

1. Use the Cost of Quality Study to support the existing infrastructure and develop a long term plan for further career advancement in early education.

### Team 3 Notes from the 6/14/10 ECAC Conference Call

Attendees: Larry Allen (chair); John Hestor; Bernadette Houghton (scribe); Leigh D'Amico; Melissa Starker; Wendy Liberator; Robby Hall; Ann Pfeiffer; Beverly Hunter; Pam Dinkins; Kelli Boniecki; Baron Holmes; Becky Dixon; Kelly Rembert; Noelle McInerney; Marie Darstein; Lydia Freeman; Kim Sparks; Millie McDonald; Sandra Hackley (Phoenix, AZ)

The chair opened the session by checking in with the participants regarding Thursday's 10:00 AM meeting at ETV. Krista will be asked to provide confirmation of the meeting time and location, specifically the building at which the participants should convene. John and Pam will decide who will present the team's results to the whole group.

Concerns were raised about how the long and short term goals would be implemented. There was general agreement that the goals were all wonderful recommendations, but some participants felt there needed to be a driving force behind the document we would present. The group acknowledged that there were many good stand-alone programs that addressed professional development (PD) in the state, but that they were not integrated. There was also the view that each stakeholder was operating independently and, as a result, coordination of PD opportunities was less than optimal.

A suggestion was made to organize a steering committee to continue the work of the team. This steering committee would drive the initiative and see to it that the recommendations were put into action. There was reluctance to adopt this suggestion because the stakeholders feared a loss of control over their individual programs and felt they lacked funding to implement expansion or upgrading of existing programs.

A participant pointed out that there already was a comprehensive system to track PD in the state: namely, ABCD and CCCCCD. Given that these programs are already in existence, there was some support for these entities to continue as is. However, other participants felt that, while ABCD's and CCCCCD's current programs were helpful, they could be improved by drawing more stakeholders into the mix. Specifically, these participants wanted to see broader integration of PD offerings, including the listing of courses and workshops offered by the two- and four-year colleges.

A participant pointed out that a steering committee or other oversight body might more effectively draw all the stakeholders to the table and would be able to oversee more effectively the advertisement of the PD offerings across the state. Some disagreed with this approach, reiterating that there were already entities that could do this. However, they conceded that at present not all stakeholders were represented as well as they could be.

A participant noted that the early childhood educators needed to plan better for training and that PD providers could not be expected to accommodate their needs on short notice.

There was concern that there was too much focus on regulation and not enough on standard-setting independent of legislative action. The implication was that the early childhood community could set goals and objectives without the force of the law. A task force or steering committee could provide the leadership to develop higher childcare standards.

The group turned its attention to developing an overarching mission statement that would guide a steering committee. Several minutes were spent discussing possible wording for the statement, with the following words recurring: coordination; integration; and collaboration. Some of the group will continue discussions after the telephone conference adjourns to craft the mission statement and send it to Krista.

The steering committee would be tasked with aligning PD offerings across the state, focusing on high quality trainings in key childcare topics. The committee would poll all stakeholders and would act as inclusively as possible. The committee would be free-standing and would be charged with “driving” the initiative, so that key topics chosen by the participants would be addressed and acted upon. The committee would ideally include all existing PD providers and stakeholders, identify gaps in the PD continuum, and work to expand the infrastructure so that it is more comprehensive than the one that exists now.

Funding was once again raised as an impediment to attaining the team’s recommended objectives. But some participants noted that there were many Web-based PD offerings that could be added to South Carolina’s arsenal of courses and workshops, and that we need to keep working to improve the system we have in place.

There were a few changes recommended for the Goals document Krista disseminated earlier. These were:

1. Long-term goal #3.1: change wording to “Increase the number of certified trainers.”
2. Short-term goal #2.1: change the language to make it clear that the core competencies would be disseminated as currently developed “to all practitioners.” The current wording could be construed to mean that the core competencies document would be edited to include all practitioners’ specific needs.
3. Short-term goal #1.3: add the wording “a methodology of articulation” (this change was already requested and may have been completed)
4. Short-term goal #4.1: Should be a long-term goal.
5. Long-term goal #1.1: add wording “and for under-served populations (e.g., family childcare, English language learners, rural areas, etc.)”