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The North Carolina Professional Development Framework for The Early Childhood and Out of School Time System: Results and Actions from Regional and State Planning

Joanna K. Lower,

Department of Human Development and Family Studies
The University of North Carolina at Greensboro

Mary Lee Porterfield,
Deborah J. Cassidy

The Division of Child Development and Early Education
The North Carolina Department of Health and Human Services

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Introduction

North Carolina is proud of its many statewide and national initiatives that align professional development for the early childhood and out of school time workforce with state-wide efforts to promote high quality programs for all children and families. The purpose of this report is to document a *Baseline Professional Development Framework for North Carolina's Early Childhood and Out of School Time System* to inform planning and coordination of state and local efforts and promote a seamless professional development system responsive to the child care workforce. The term "baseline" is used to (a) highlight the empirical process of documenting needs or gaps within the professional development system, (b) recognize the dynamic context in which the system lives and breathes, and (c) underscore future data input (quantitative and qualitative) that may result in modifications to the system over time. Furthermore, the Baseline Professional Development Framework for North Carolina's Early Childhood and Out of School Time System (herein referred to as the NCPD Framework) provides a means to evaluate the development (gains and losses) within the professional development system over time and serves as a benchmark grounded by an intentional and comprehensive state-wide planning process that reflects the state context as well as regional variation.

Overview of Planning Process for NCPD Framework

The state of North Carolina is committed to maintaining excellence on behalf of children and families including the professional development that supports the early childhood and out of school time workforce. This requires systems building and alignment at both grassroots- and state-levels within and between partners. Accordingly, the state supported a systematic process of discussion, data collection, and analysis to identify and document a vision for professional development in the state as well as gaps in need of focus and resource allocation. This process (further described below) represents diverse perspectives including both direct and indirect service providers as well as variation in priorities based on regional context.

The North Carolina Professional Development Planning Project

In Fiscal Year 2010, the North Carolina Division of Child Development (DCD; now named the North Carolina Division of Child Development and Early Education; DCDEE) contracted with the North Carolina Child Care Resource and Referral (CCR&R) Council to support the facilitation of a professional development planning process across the 18 CCR&R regions of the state (see Figure 1). This project was conducted in partnership with the North Carolina Institute for Child Development Professionals, with funding provided through the American Recovery and Reinvestment Act of 2009 (ARRA).

Figure 1. North Carolina Counties Grouped into 18 CCR&R Regions
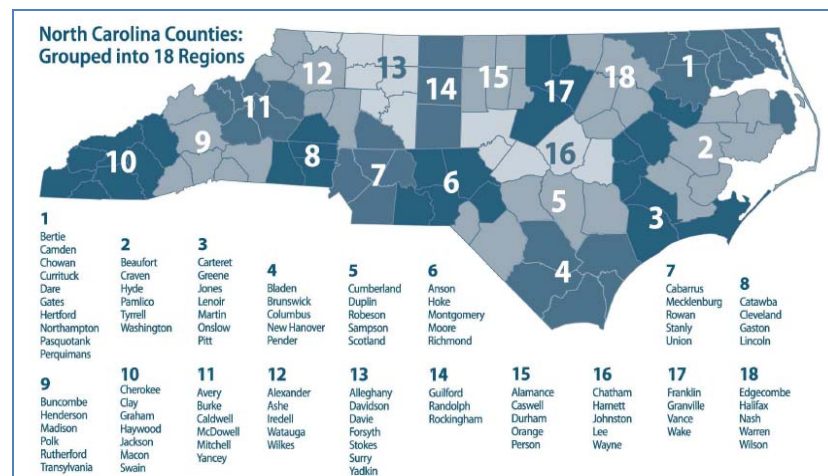
The 18 CCR&R regional teams met over the course of a year with 4 formal gatherings per region. Team members also gathered and shared information between meetings and in some cases convened meetings of local practitioners to gain additional perspectives and information. Facilitation was conducted by professional facilitators or individuals with facilitation expertise. Participants included public and private child care center teachers and directors, family child care providers, technical assistance specialists, licensing consultants, faculty from 2- and 4-year institutions of higher education, early intervention service providers, and professional development trainers, among others (see Figure 2). Participation by membership and/or affiliation is illustrated in Figure 2 for the state and broken down by CCR&R regions in Table 1.
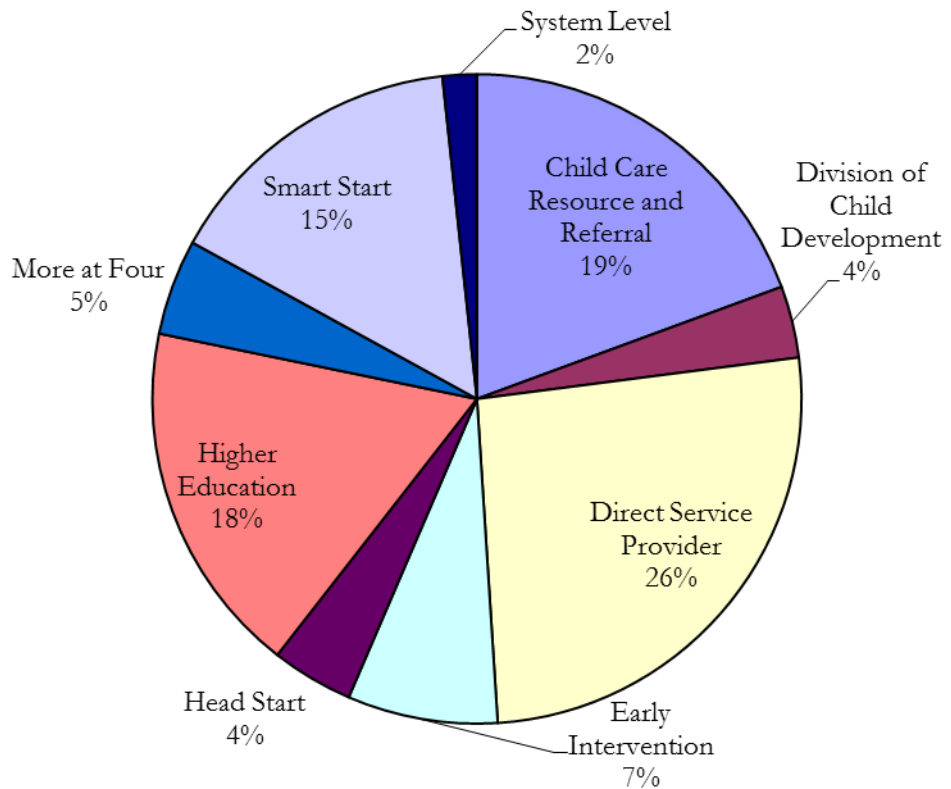

Figure 2. State Participation by Membership

Table 1. Percent Participation by Membership (North Carolina and Regions)

Membership Designation	NC	Regions																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
CCR&R	19	16	30	32	20	7	17	25	15	25	8	19	15	26	18	20	27	18	17
DCD	4	3	4	4	4	3	6	3	3	4	5		3	3	3	3	5	6	2
Direct Service Provider	26	39	9	25	16	27	28	17	18	21	41	22	31	10	32	33	19	30	40
Early Intervention	7	6	13	7	8	7	6	8	12	7	11	7	5	3	9	7	5	15	2
Head Start	4	3	9	4	4	3		3	3		8		3	3	9	7	5	9	2
Higher Ed.	18	13	17	11	24	20	17	22	24	18	14	26	26	13	18	17	16	9	17
More at Four	5	3		4	4	10	3	6	6	7	5	7	5	13		3	5		2
Smart Start	15	13	17	11	20	20	25	14	18	18	8	19	13	31	9	7	14	12	10
System Level	2	3		4		3		3								3	3	3		7

The 18 CCR&R regional teams were charged with the development of a regional professional development plan as an end product – including a vision statement, goals, and strategies for the next 5 years – that took into account the professional development context within the communities of their respective regions.

Regional teams began this process by first engaging in a facilitated discussion to define strengths, weaknesses, opportunities and threats (SWOT analysis) in relationship to NAEYC's Blueprint for State Early Childhood Professional Development Systems and key components of North Carolina's professional development system including access, compensation, continuing education, professional standards, and planning/ coordination. Values that underscored the process included: (a) high quality care and education as defined by research; (b) diversity in all aspects for both teachers and children; (c) equitable and sufficient wages warranted by professionals; (d) integration of services and resources across sectors; and (e) the engagement of all stakeholders to evaluate and inform the system. Furthermore, guiding principles included: (a) increased integration among sectors/agencies; (b) improved quality; (c) support of diversity, inclusion and access; (d) increased workforce compensation; (e) use of resources creatively and effectively; (f) assessment of the impact allowed both qualitatively and quantitatively; and (g) required outreach to assure the population to be served is informed and resources are available to support plans.

While the SWOT Analysis, NAEYC's Blueprint for State Early Childhood Professional Development, and North Carolina's key values and principles provided a foundation to begin discussion and systems-level thinking, teams were encouraged to develop goals and strategies that incorporated any and all areas in need of attention to support a strong and seamless professional development system that would be responsive to the early childhood and out of school time workforce within the communities of their regions. The end products - including visions statements, goals, and strategies for the next five years - for each region were delivered to the Division of Child Development for further analysis.

Analysis of Regional Plans

It was important to the Division of Child Development (DCD) that the NCPD Framework reflect a unified state vision and direction, but not lose sight of unique regional foci. Therefore, the DCD utilized a content analysis of breadth and depth (Scott-Little, Kagan, FreeLow, and Reid, 2008) to examine the regional plans individually and collectively. A content analysis of breadth and depth requires that a coding framework be developed. Broad domains and more specific indicators were defined to assist in the systematic organization of the regional plans and visual representation of identified priorities.

The regional plans were coded through an inductive process, utilizing the content of the regional plans to develop a framework in which they would ultimately be analyzed. This approach honored the priorities identified within each region as well as unique and common or gaps across the state. That is, the regional plans informed the development of the tool used to systematically organize the priorities identified across the 18 CCR&R regions as well as collectively as a state.

First, the vision statements developed during the regional planning process by each of the 18 CCR&R regions were analyzed and based on this analysis categorized into five broad domains: *sustainability, accessibility, professionalism, essential content,* and *external validation* (defined below). Second, through an iterative process of "raking" or reading through the goals and strategies, coding and re-coding, indicators within the domains were developed and further defined. For example, each goal

and strategy listed within the regional plans fell under one of the five domains. Indicators were defined as subcategories under the domains based on the strategies and goals that were similar or grouped together. For example, indicators that are a part of the domain sustainability include accreditation, advocacy, articulation, consumer education, data systems, demonstration sites, planning and coordination, policy analysis, training and education coordination, and workforce recruitment and retention. All domain and indicator definitions are below.

Domain and Indicator Definitions

Sustainability
Sustainability addresses system alignment and institutionalization of initiatives that are necessary to achieve high quality child care for all children and families.

Accreditation – NAEYC accreditation process for community college early childhood programs.

Advocacy – Communication, outreach, lobbying and education efforts towards legislators and/or the NC Child Care Commission.

Articulation – Formalized agreement(s) between high school and 2-year degree programs and between 2-year and 4-year early childhood degree programs.

Consumer Education – Marketing to inform constituents, community leaders, and families about the importance of early childhood care and education and the North Carolina 5 Star System.

Data Systems – Development and implementation of systemized data collection, analysis, and dissemination.

Demonstration Sites – Model sites for field-based observation for demonstration of best practices.

Planning and Coordination – Collaboration, coordination, and communication within and across agencies, partners, and stakeholders at local and state levels.

Policy Analysis – Necessary analyses to inform legislative actions and/or funding priorities and policy or rule changes at the Division of Child Development.

Training and Education Coordination – Collaboration across system partners to align content and competencies across delivery mechanisms (e.g. contact hours, CEUs, course-work, degree levels, and format).

Workforce Recruitment and Retention – Recruitment and retention of a highly qualified workforce.

Accessibility

Accessibility addresses participation of the diverse child care workforce in professional development that is appropriate and individualized based on individual education level, experience, and role in the field.

Adequate Supply – Sufficient training and course options to meet demand.

Affordability – Professional development that is affordable and/or low cost to participants.

College Supports – Assistance with preparation for, placement in, as well as navigation and completion of higher education.

Flexible Options – Professional development offered across delivery mechanisms during convenient times with flexibility in mode of delivery and degree completion requirements.

Professional Awareness – Dissemination of forms, documents, calendars, web links, and resources that promote awareness and participation in the professional development system.

Responsive – Assessment of individualized needs and barriers to inform and plan professional development content, delivery, and supports.

Technology – Mechanisms that support access to computer system, software, and internet technology.

Professionalism

Professionalism addresses mechanisms that support a unified field and characteristics that connect all child care professionals (direct and indirect service providers) in moving toward professional recognition.

Associations – Formal or informal professional groups or organizations (that may or may not require membership) based on commonalities in the field (e.g. interests, roles, education, geography, etc).

Code of Ethics – Identification and implementation of defined common code of ethics.

Individualized Professional Development Plan – An individualized plan based on a state template and reviewed annually (with defined process) that documents measurable professional, educational, and personal goals attainable with documented supports and promotes lifelong learning and career path within the child care field.

Mentoring/Technical Assistance – Relationship based mentoring, coaching, consultation, advising, and peer-to-peer technical assistance.

Professional Standards – Education, continuing education, and experience requirements based on role within the field.

Adult Educator Standards – Requirements of adult educators within the professional development system across delivery mechanisms.

Essential Content

Essential Content addresses the specific topics and areas of professional development needed by child care professionals (direct and indirect service providers).

Adult Learning – Learning styles and effective adult learning practices.

Basic Skills – Skills required for placement tests and college entry including reading, writing, arithmetic, and computer.

Cultural Competence – Culturally responsive practices including cultural diversity, linguistic diversity, family diversity and engagement.

Infant/Toddler DAP – Developmentally Appropriate Practice for infants and toddlers.

Three-Five DAP – Developmentally Appropriate Practice for preschool age.

School-Age DAP – Developmentally Appropriate Practice for out-of-school time.

Early Learning Standards – Understanding and application of North Carolina's Early Learning Standards for Infants and Toddlers (Infant-Toddler Foundations) and for Preschoolers (Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding Their Success).

Emerging Topics – Current and/or timely topics.

Environment Rating Scales – ECERS-R, ITERS-R, FCCRS, SACERS

Family Child Care Best Practices – Best practices for family child care home providers.

Inclusion – Practices that support inclusion of children with identified needs and/or disabilities alongside peers that are typically developing.

Information Technology – The use and application of hardware, software, and web-based technology.

Leadership and Management – Best practices of leadership and management within early childhood programs.

Professionalism – Professional expectations of direct and indirect service providers in the child care field associated with a common Code of Ethics, Professional and Training Standards, Technical Assistance, and Individualized Professional Development Plans.

Rules and Regulations – North Carolina policies, rules, and regulations.

Social–Emotional Development – Practices related to the social-emotional development of young children.

External Validation addresses value and respect of child care professionals (direct and indirect service providers).

Benefits – Strategies and funding for affordable health insurance (e.g. TEACH health insurance), mental health services, sick leave, vacation, and retirement.

Career Lattice – Linked matrix that includes career paths in the field aligned with roles, education, professional development, experience, certification, and commensurate compensation and benefits.

Compensation – Increase salaries and salary supplements (e.g. WAGE$) aligned with salary scale for early care and out-of-school-time providers.

Incentives – Other incentives (e.g. non-financial, child care subsidy, workforce supports)

Scholarships – Financial assistance for continuing education (e.g. TEACH scholarships).

Substitutes – Strategies and funding for qualified substitutes of practitioners for time off for personal and professional purposes.

Content Analysis of Breadth and Depth

Based on these definitions, all goals and strategies were coded within a single domain. The vast majority were also single coded under a single indicator. However, some of the goals and strategies were coded under more than one indicator due to listing or presentation of multiple ideas within a single goal or strategy. A total of 958 items were coded.

Breadth percentages describe the extent goals and strategies were represented in each of the domains (Scott-Little, Kagan, Freelow, & Reid, 2008). Breadth percentages were calculated by taking the number of items coded within a domain divided by the total number of items across all five domains for the state or regions respectively. Breadth percentages allow one to view across domains.

Depth percentages describe the extent goals and strategies were represented in each of the indicators within a single domain (Scott-Little, Kagan, Freelow, & Reid, 2008). Depth percentages were calculated by taking the number of items coded within an indicator divided by the total number of items coded within the respective domain. Depth percentages allow one to view within a domain.

Preliminary results were presented to the Professional Development Advisory Committee which included participants of the regional planning process. Based on the feedback from this meeting, clarifications were made and data were re-analyzed and coded by two independent coders.

North Carolina Breadth Percentages

Across all 18 CCR&R regions, 31% of goals and strategies related to sustainability, 16% to accessibility, 19% to professionalism, 12% to essential content, and 22% to external validation (see Figure 3). Furthermore, figures 4 – 8 illustrate the state depth percentages within each of the five domains.

Figure 3. North Carolina Breadth Percentages

North Carolina Depth Percentages

Sustainability addresses system alignment and institutionalization of initiatives that are necessary to achieve high quality child care for all children and families. Thirty-one percent of all goals and strategies fit within Sustainability. Within the Sustainability domain (see Figure 4), goals and strategies identified related to Planning/Coordination efforts were most frequently mentioned (37%) including collaboration, coordination, and communication within and across agencies, partners, and stakeholders at local and state levels. Policy Analyses comprised 13% of the goals and strategies. Other gaps or action areas that were identified within the Sustainability domain include: Training and Education Coordination (11%), Data Systems (10%), Articulation (9%), Advocacy (8%), Demonstration Sites (6%), Consumer Education (4%), Workforce Recruitment and Retention (1%), and Accreditation (1%).
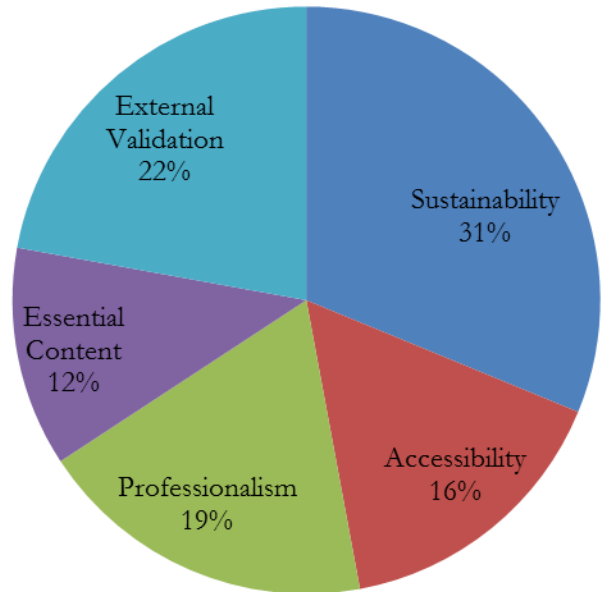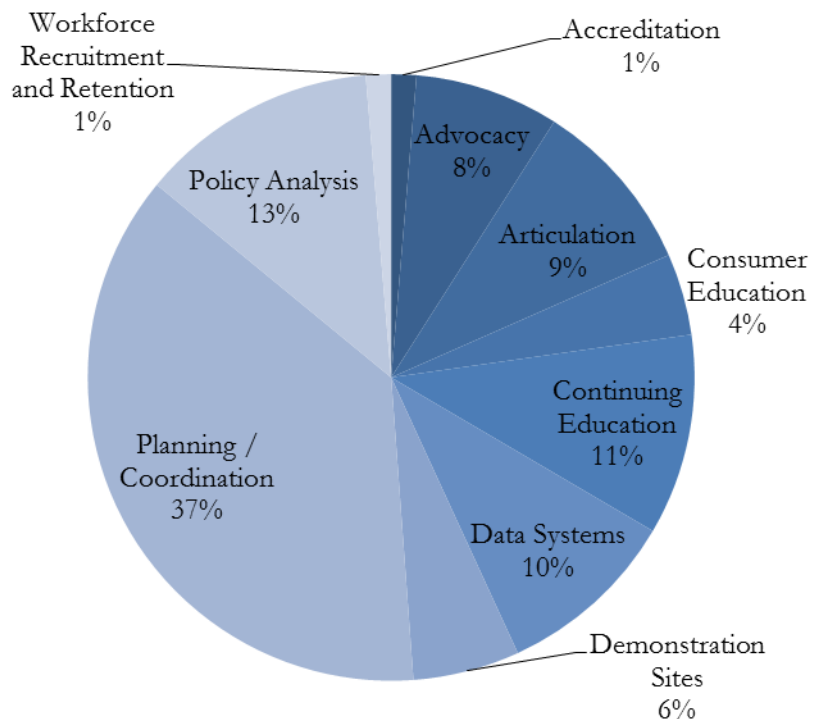
Figure 4. North Carolina Depth Within Sustainability

External Validation addresses value and respect of child care professionals (direct and indirect service providers). Twenty-two percent of all goals and strategies fit within External Validation.

Within External Validation (see Figure 5), Compensation was most frequently mentioned (30%), followed by Benefits (19%), Scholarships (18%), Career Lattice (17%), Substitutes (8%), and other Incentives for working within the field (8%).

Figure 5. North Carolina Depth within External Validation

Professionalism addresses mechanisms that support a unified field and characteristics that connect all child care professionals (direct and indirect service providers) in moving toward professional recognition. Nineteen percent of all goals and strategies fit within Professionalism.

Within Professionalism (see Figure 6), the most commonly cited need was Mentoring / Technical Assistance (30%), including relationship based mentoring, coaching, consultation, advising, and peer-to-peer technical assistance. Close behind 28% cited Professional Standards (e.g. education, continuing education, and experience requirements based on role within the field). Furthermore, another 9% of goals and strategies were related to Adult Educator Standards (requirements of adult educators within the professional development system across delivery mechanisms). Goals and strategies related to the development and utilization of Individualized Professional Development Plans were also widely cited (22%).
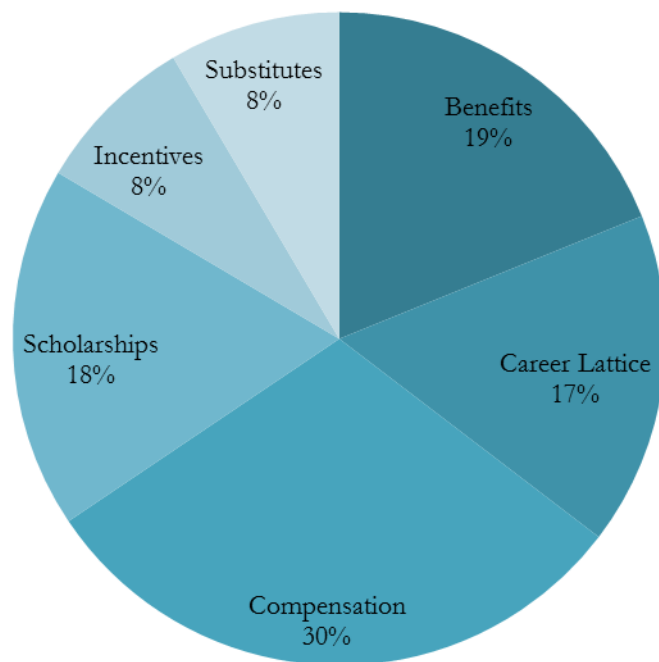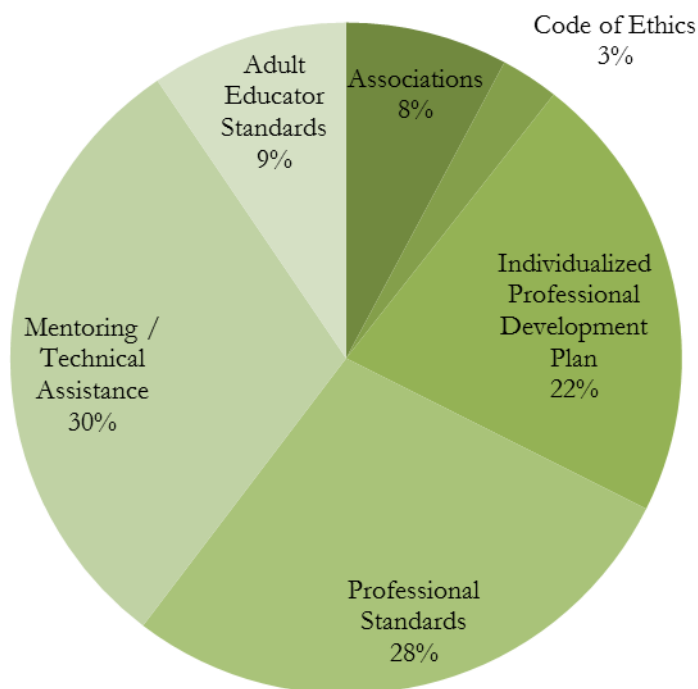
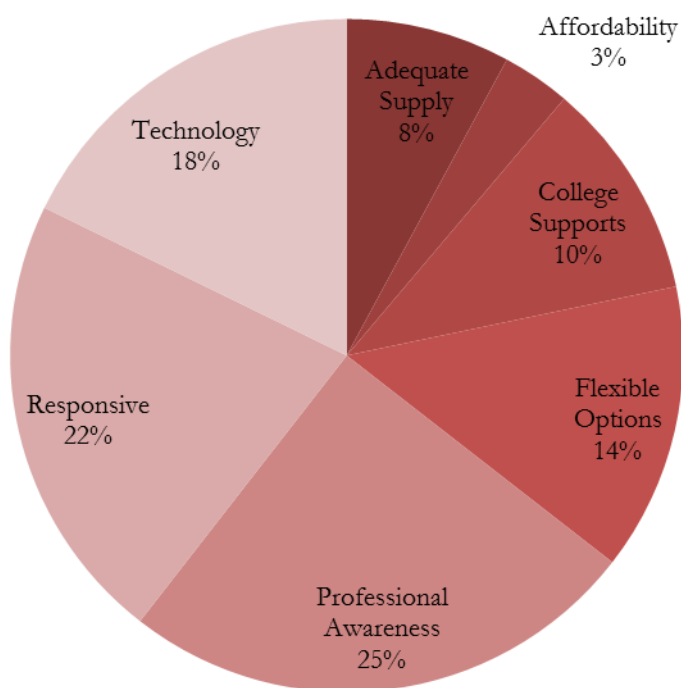Figure 6. North Carolina Depth within Professionalism

Accessibility addresses participation of the diverse child care workforce in professional development that is appropriate and individualized based on individual education level, experience, and role in the field. Sixteen percent of all goals and strategies fit within Accessibility.

Within Accessibility, the most widely noted goals and strategies were assigned to categories of Professional Awareness (25%), Responsive (22%), and Technology (18%). Professional Awareness is related to the dissemination of forms, documents, calendars, web links, and resources that promote awareness and participation in the professional development system. Goals and strategies that were focused on responsive professional development included assessment of individualized needs and barriers to inform and plan professional development content, delivery, and supports. Furthermore, technology included mechanisms that support access to computer system, software, and internet technology. Flexible Options (14%) such as professional development offered across delivery mechanisms during convenient times with flexibility in mode of delivery and degree completion requirements, college supports (10%) including assistance with preparation, placement, navigation, and completion of higher education, adequate supply (8%), and affordability (3%) were all gaps identified in the state to work on.

Figure 7. North Caorlina Depth within Accessibility

Affordability 3%

Adequate Supply 8%

Technology 18%

College Supports 10%

Flexible Options 14%

Responsive 22%

Professional Awareness 25%

Essential Content addresses the specific topics and areas of professional development needed by child care professionals (direct and indirect service providers). Twelve percent of all goals and strategies fit within Essential Content.

Within Essential Content, 16 content areas were identified as needs in the state. In order of percentage the goals and strategies related to professional development content needed includes Information Technology (13%), Professionalism (12%), Inclusion (11%), Leadership and Management (10%), Basic Skills (9%), Early Learning Standards (7%), Cultural Competence (7%), Developmentally Appropriate Practice for Infants and Toddlers (5%), School-Age (5%), and Three-Five year olds (3%), Environment Rating Scales (4%), Social-Emotional Development (3%), Family Child Care Best Practices (2%), and Adult Learning (2%).

Figure 8. North Carolina Depth within Essential Content

- Rules and Regulations 4%
- Social-Emotional Development 3%
- Adult Learning 2%
- Basic Skills 9%
- Cultural Competence 7%
- Environment Rating Scales 4%
- Family Child Care Best Practices 2%
- Infant/Toddler DAP 5%
- Three-Five DAP 3%
- School-Age DAP 5%
- Early Learning Standards 7%
- Emerging Topics 2%
- Inclusion 11%
- Information Technology 13%
- Leadership and Management 10%
- Professionalism 12%
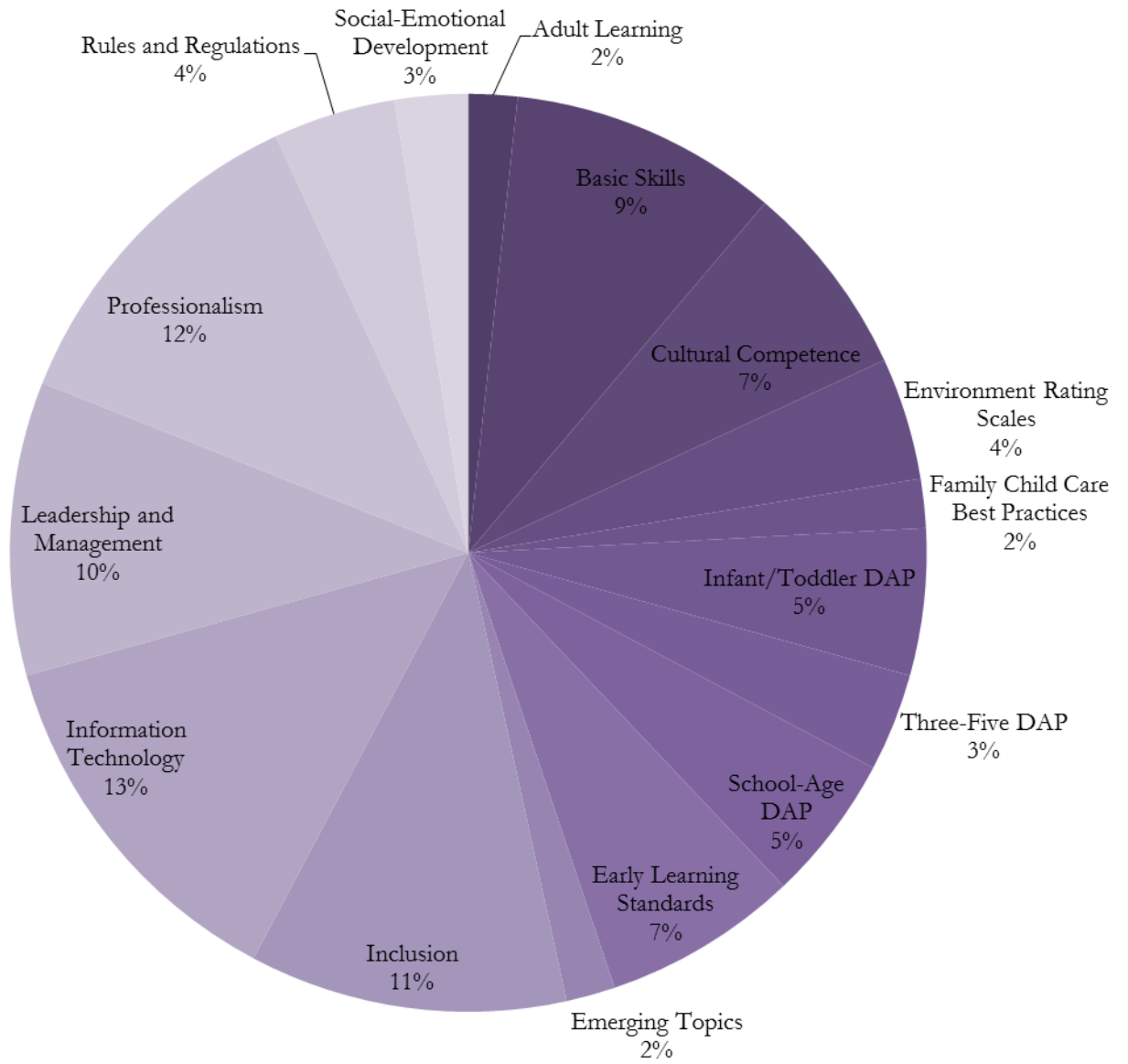
Breadth Percentages by Region

Table 2 includes the breadth percentages across domains for North Carolina (NC) and all 18 CCR&R regions. Although different domains were weighted more heavily across the 18 regions, each region included at least one action related to every domain.

Table 2. Breadth Percentages by Region

| | NC | Regions | | | | | | | | | | | | | | | | | |
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Total Coded Items	958	57	31	49	53	59	68	62	72	54	42	40	63	57	44	40	46	58	63
Breadth Percentages																			
Sustainability	31%	35%	16%	24%	34%	25%	21%	19%	40%	43%	31%	35%	21%	47%	20%	48%	35%	33%	33%
External Validation	22%	21%	19%	22%	30%	15%	25%	23%	17%	4%	29%	25%	35%	11%	14%	15%	24%	34%	32%
Professionalism	19%	18%	23%	8%	11%	19%	19%	19%	19%	43%	26%	15%	29%	18%	7%	15%	11%	17%	16%
Accessibility	16%	18%	26%	24%	13%	24%	21%	19%	19%	7%	12%	15%	6%	19%	16%	18%	9%	9%	13%
Essential Content	12%	9%	16%	20%	11%	17%	15%	19%	4%	4%	2%	10%	10%	5%	43%	5%	22%	7%	6%

Depth Percentages by Region
Tables 3-7 include the depth percentages within each domain respectively across the 18 CCR&R regions.

Table 3. Depth Percentages for Sustainability by Region

Sustainability	NC	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Accreditation	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	15%	0%	0%	0%	13%	0%	0%
Advocacy	8%	5%	0%	0%	6%	13%	0%	0%	3%	26%	31%	14%	15%	0%	0%	16%	0%	0%	5%
Articulation	9%	0%	40%	17%	11%	13%	7%	0%	10%	0%	15%	0%	0%	7%	11%	11%	19%	16%	14%
Consumer Education	4%	0%	0%	0%	17%	0%	0%	0%	7%	4%	0%	21%	0%	0%	0%	5%	6%	0%	10%
Training and Education Coordination	11%	0%	0%	25%	6%	0%	0%	67%	0%	4%	23%	14%	23%	11%	0%	26%	13%	0%	5%
Data Systems	10%	5%	20%	0%	0%	13%	36%	0%	7%	13%	0%	0%	0%	7%	22%	5%	25%	16%	14%
Demonstration Sites	6%	0%	0%	50%	0%	7%	7%	0%	10%	0%	0%	0%	8%	7%	0%	5%	0%	11%	0%
Planning / Coordination	37%	60%	40%	0%	28%	33%	50%	33%	52%	30%	8%	43%	15%	52%	56%	26%	25%	32%	52%
Policy Analysis	13%	20%	0%	8%	33%	13%	0%	0%	10%	22%	23%	7%	23%	15%	11%	5%	0%	21%	0%
Workforce Recruitment and Retention	1%	10%	0%	0%	0%	7%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	5%	0%

Table 4. Depth Percentages for External Validation by Region

External Validation	NC	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Benefits	19%	17%	17%	45%	13%	33%	24%	29%	8%	0%	17%	0%	18%	33%	0%	0%	18%	20%	20%
Career Lattice	17%	17%	33%	0%	6%	11%	6%	21%	25%	0%	0%	20%	18%	33%	33%	17%	27%	25%	15%
Compensation	30%	42%	50%	0%	38%	22%	24%	36%	17%	0%	50%	50%	18%	33%	67%	50%	18%	30%	25%
Scholarships	18%	17%	0%	36%	38%	11%	12%	14%	25%	50%	25%	30%	9%	0%	0%	17%	9%	15%	20%
Incentives	8%	8%	0%	0%	0%	22%	0%	0%	25%	0%	8%	0%	18%	0%	0%	0%	9%	10%	15%
Substitutes	8%	0%	0%	18%	6%	0%	35%	0%	0%	50%	0%	0%	18%	0%	0%	17%	18%	0%	5%

Regions

Table 5. Depth Percentages for Professionalism by Region

Professionalism	NC	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
											Regions								
Associations	8%	50%	0%	0%	0%	9%	15%	17%	14%	0%	0%	0%	0%	0%	0%	0%	0%	0%	20%
Code of Ethics	3%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	33%	0%	0%	67%	0%	0%	0%	0%
Individualized Professional Development Plan	22%	10%	0%	0%	17%	18%	15%	25%	43%	9%	55%	17%	11%	30%	0%	17%	40%	40%	30%
Professional Standards	28%	20%	29%	100%	83%	18%	31%	33%	0%	0%	18%	33%	50%	10%	0%	0%	50%	40%	50%
Mentoring / Technical Assistance	30%	20%	71%	0%	0%	18%	31%	8%	43%	91%	18%	17%	17%	40%	0%	17%	40%	0%	0%
Adult Educator Standards	9%	0%	0%	0%	0%	27%	8%	17%	0%	0%	9%	0%	22%	20%	33%	17%	0%	20%	0%

Table 6. Depth Percentages for Accessibility by Region

Accessibility	NC	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
											Regions								
Adequate Supply	8%	20%	8%	0%	21%	0%	8%	0%	0%	0%	0%	0%	25%	9%	14%	14%	20%	20%	0%
Affordability	3%	0%	8%	8%	0%	0%	17%	0%	0%	0%	0%	17%	0%	9%	14%	0%	0%	0%	0%
College Supports	11%	10%	13%	17%	0%	14%	29%	8%	14%	0%	0%	0%	0%	0%	0%	25%	25%	25%	0%
Flexible Options	14%	10%	13%	8%	71%	29%	0%	0%	7%	25%	0%	0%	25%	9%	14%	14%	0%	0%	13%
Professional Awareness	25%	40%	50%	33%	0%	21%	7%	42%	29%	50%	0%	50%	0%	9%	0%	43%	25%	0%	38%
Responsive	22%	10%	25%	0%	14%	0%	29%	17%	14%	25%	60%	0%	25%	45%	57%	29%	50%	40%	13%
Technology	18%	10%	0%	25%	14%	14%	21%	8%	36%	0%	40%	0%	33%	18%	0%	0%	0%	20%	38%

Table 7. Depth Percentages for Essential Content by Region

Essential Content	NC	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
											Regions								
Adult Learning	2%	20%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	33%	0%	0%	0%	0%	0%
Basic Skills	9%	20%	0%	40%	0%	0%	20%	0%	0%	0%	0%	25%	0%	0%	16%	0%	0%	0%	0%
Cultural Competence	7%	0%	0%	0%	17%	20%	0%	17%	0%	0%	0%	0%	33%	0%	0%	0%	0%	25%	0%
Environment Rating Scales	4%	0%	0%	0%	17%	10%	0%	0%	0%	0%	0%	0%	17%	0%	0%	0%	20%	0%	0%
Family Child Care Best Practices	2%	0%	20%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	50%	0%	0%	0%
Infant/Toddler DAP	5%	0%	20%	0%	17%	10%	0%	0%	0%	0%	0%	0%	0%	0%	16%	0%	0%	0%	0%
Three-Five DAP	3%	0%	0%	0%	17%	0%	0%	0%	0%	0%	0%	0%	0%	0%	16%	0%	0%	0%	0%
School-Age DAP	5%	0%	20%	0%	17%	0%	0%	8%	0%	0%	0%	0%	0%	0%	16%	0%	0%	0%	0%
Early Learning Standards	7%	0%	0%	0%	17%	0%	0%	8%	0%	0%	0%	0%	0%	0%	11%	0%	40%	0%	0%
Emerging Topics	2%	0%	0%	0%	0%	10%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	25%	0%
Inclusion	11%	0%	20%	30%	0%	10%	40%	17%	0%	0%	0%	0%	17%	0%	5%	0%	0%	0%	0%
Information Technology	13%	20%	0%	0%	0%	10%	20%	17%	67%	0%	100%	75%	0%	0%	0%	0%	0%	25%	50%
Leadership and Management	10%	40%	0%	0%	0%	0%	20%	17%	33%	50%	0%	0%	0%	0%	5%	50%	0%	25%	25%
Professionalism	12%	0%	0%	20%	0%	10%	0%	17%	0%	50%	0%	0%	17%	67%	16%	0%	10%	0%	25%
Rules and Regulations	4%	0%	0%	0%	0%	10%	0%	0%	0%	0%	0%	0%	17%	0%	0%	0%	30%	0%	0%
Social-Emotional Development	3%	0%	20%	10%	0%	10%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Summary

Because North Carolina is a diverse state, it is critical that regional contexts that make up the state be considered in relationship to a wide-angle view. It is also critical that the perspectives of system partners, specializations, and diverse roles within the field be considered. Therefore, the state professional development planning process depicted in the aforementioned content analysis is underscored by regional variation and takes into perspective diverse roles including both direct and indirect service providers. The NCPD Framework allows for a unified view of the gaps within the North Carolina professional development system and provides a documented baseline for continuous planning and evaluation of North Carolina's Professional Development System for the early childhood and out of school time workforce.

Vision

Regional vision statements were synthesized to create a state-level vision for the North Carolina Professional Development System for the early childhood and out of school time workforce.

The North Carolina Professional Development System will:

- Be clearly defined and aligned with system partners to create a collaborative and comprehensive system that is well financed (birth through school-age).
- Be dynamic with multiple entry points, accessible, and individualized to child care professionals' education level, experience, and role within the field.
- Connect child care professionals to the larger child care system.
- Prepare child care professionals to serve all children and all families, supporting high quality practices that are evidence-based, developmentally appropriate, individually responsive and inclusive of children with disabilities, culturally competent, collaborative and collegial.
- Promote respect of all child care professionals and commensurate salary and benefits with education and experience.

NCPD Framework as State and Regional Informant

Based on the input from the regional professional development planning process and the results of the content analysis, the Division of Child Development and Early Education (DCDEE) is committed to meeting goals within each of the five domains (sustainability, external validation, professionalism, accessibility, and essential content), identified within the NCPD Framework, recognizing common needs across the state and unique needs within specified regions. The NCPD Framework will refine current initiatives, guide new initiatives, and resource allocation. Through this process, DCDEE plans to strengthen coordination efforts with partners as well as internal and external advisory committees to determine policy, rule, legislative, and/or program changes needed in order to improve the early childhood and out of school time professional development system in North Carolina to ensure optimal services for all children and families.

Actions

By synthesizing priorities and needs within and across the state, to date, the *Baseline Professional Development Framework* has informed several actions to strengthen the state's Professional Development System.

A. As a result of this planning process, a state-level professional development advisory committee was established including representation from each of the 18 regions and system-level partners.

B. The Child Care Development Fund Plan (CCDF) was informed by the results of the content analysis to document and inform areas of growth and need within the state related to CCDF priorities including *Core Knowledge and Competencies, Career Pathways (or Career Lattice), Professional Development Capacity, Access to Professional Development, and Compensation, Benefits and Workforce Conditions.* See CCDF plan for further details.

C. The results of the content analysis were cross-walked with recommendations made by the Professional Development Work Group of the QRIS Advisory Committee. This confirmed the importance of such ideas as Professional Development Plans for early childhood professionals in the state.

D. The content analysis informed the state's successful Race to the Top application. For example, the emphasis on mentoring that surfaced due to the professional development focus groups was included in the proposal and will receive close to $1 million in funding over the next 4 years.

E. Regions are currently reconvening to develop short- and long-term plans for professional development in their regions.

F. Grants of $10,000 are being awarded to the regions to support grassroots efforts to build capacity within local professional development systems. Evaluation of regional projects will be analyzed and shared with the newly established Professional Development Advisory Committee.

Reference

Scott-Little, C., Kagan, S. L., Frelow, V. S., & Reid, J. (2008). *Inside the Content of Infant-Toddler Early Learning Guidelines: Results from Analyses, Issues to Consider, and Recommendations.* Greensboro, NC: University of North Carolina at Greensboro.