

Designing Iowa's Early Care, Health, and Education Professional Development System

An effective professional development system is multi-faceted and crosses many sectors in an effort to reach a variety of early care, health, and education professionals. In addition, an effective system addresses the elements of leadership, regulation and standards, education, articulation, training, compensation, and evaluation by its delineation of results and performance measures. This document attempts to define the elements of a system and articulate expected results and performance measures.

A professional development system will assist Iowa in achieving results by:

- supporting and empowering individuals to improve the quality of early care and education in Iowa;
- identifying and documenting professional competencies of individuals;
- assuring that quality training is disseminated by approved trainers across the state;
- improving career mobility by increasing opportunities to link training' education for advanced degrees; and
- supporting individuals in receiving compensation that is commensurate with qualifications and responsibilities.

In order to achieve these results several components of the systems are necessary. Some of these components currently exist in Iowa. Some components exist only within some agencies or locales, while others are statewide. The components of a professional development system include funding, core knowledge, credentials and qualifications, quality assurances, and access and outreach. Iowa currently has a core body of knowledge as well as early learning standards. Expectations for credentials and qualifications and quality assurances exist within some agencies or professions but are not shared statewide. These expectations create the foundation for an effective system of professional development but have not yet illuminated pathways, highlighted partners, or clearly defined mechanisms for delivery.

This document will provide clarity for our shared expected results and performance measures and a foundation for further planning.

Leadership

Processes

Resources/inputs	Strategies
<p>State agencies and partners develop a structure to support professional development</p> <p>Professional development leader</p> <p>Central point of coordination for professional development efforts, resources, and materials.</p>	<p>Develop a professional development structure including clearly defined roles for state and local agencies, expectations for articulation, regulation, education and collaboration that supports the effective use of resources.</p> <p>Design a coordinating structure that will assist the state in integrating and linking current professional development initiatives.</p> <p>Develop a decision making model that supports leaders in making decisions based on best practice and research based practices.</p> <p>Develop a mechanism that supports the dissemination of information regarding best practice and research based practices.</p> <p>Develop a mechanism that supports the dissemination of information about Iowa' professional development opportunities and system.</p>

Outcomes

Outputs	Outcomes	Results
<p>Decisions about new initiatives and funding are based on the developed professional development structure.</p> <p>Decisions about new initiatives and funding are made based on effective research based practices.</p>	<p>Formalized and agreed upon structure for professional development</p> <p>Professional Development Center led by a professional development coordinator.</p> <p>State initiatives are aligned with the professional development structure.</p> <p>Professional development supports systems that produce improved program quality and child outcomes.</p>	<p>Early care and education providers understand Iowa’s system of professional development.</p> <p>State agencies and partners clearly articulate Iowa’s vision of professional development.</p>

Regulation & Standards

Processes

Resources/inputs	Strategies
<p>Increase funding for additional regulatory staff. (DHS, DE, HCCI, etc.)</p> <p>Increase training for regulatory staff.</p> <p>Increase funding for incentives to become licensed as a child development home provider.</p> <p>Increased technical assistance to trainers and partners such as</p>	<p>Align training with regulations, policies and standards.</p> <p>Establish accessible training targeting regulatory staff and others who provide technical assistance.</p> <p>Develop accessible training strategies regarding regulations and standards that inform practitioners, parents, trainers, and community partners.</p>

<p>CCR&R, ISU Extension, 2 and 4 year colleges in order to effectively support implementation of program standards and regulations.</p> <p>Increased funding for reliability training in the environmental rating scales.</p>	<p>Increase minimum qualifications for practitioners.</p> <p>Legislate licensing of all child care programs.</p> <p>Develop a training approval process that supports monitoring of child care providers for the purpose of licensing.</p> <p>Require QRS for all providers statewide.</p>
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Outcomes

Outputs	Outcomes	Results
<p>Child Care Centers and Child Development Homes are consistently monitored and adhere to regulations</p> <p>All funded training will meet the training approval process.</p> <p>Licensing staff includes 40 FTEs</p> <p>Increase technical assistance to support QRS, QPPS, Environmental Rating Scales and other program quality assessments.</p>	<p>Regulatory staff is more effective in providing assessment, technical assistance, and remediation for child care programs.</p> <p>Regulatory visits focus on continuous improvement specifically addressing issues that support quality.</p> <p>Increase in practitioners' minimum qualifications required.</p> <p>Child Care Assistance funding is used for quality settings.</p>	<p>Quality of care for children increases.</p> <p>More programs will achieve higher levels on measures of program quality.</p> <p>Families choose quality care.</p>

Education

Processes

Resources/inputs	Strategies
<p>Increased funding for scholarships and financial aid through public funding for colleges.</p> <p>Increased funding for T.E.A.C.H.</p> <p>Increased funding 2-4 year colleges</p> <p>Incentives to encourage the four community colleges and the one public university without an early childhood degree program to develop a degree program.</p> <p>Create a structure for professional development that provides information about higher education opportunities.</p>	<p>Develop a public awareness campaign targeting increased public will to support higher education.</p> <p>Define early childhood care and education as an eligible field for state approved forgiveness of financial aid debt.</p> <p>Legislate articulation between publicly funded community colleges and universities.</p> <p>Increase demand for early childhood higher education by implementing mandatory QRS by 7/1/2007.</p> <p>Increase demand for early childhood higher education by increasing the licensing requirements.</p> <p>Develop a web site with easy access to information about higher education including a college directory.</p>

Outcomes

Outputs	Outcomes	Results
<p>Increased enrollment in college degree and credential programs.</p> <p>Increased participation with T.E.A.C.H.</p>	<p>Quality, accredited higher education offerings are affordable and accessible to early care and education practitioners.</p> <p>Articulation occurs automatically between</p>	<p>The number of providers with degrees and higher credentials caring for children in Iowa will increase.</p> <p>Children will receive higher quality care</p>

<p>Expand SCRIPT and Natural Allies</p> <p>Public awareness campaign implemented on the importance of education for providers</p> <p>All 2 and 4 year colleges have an early childhood degree program.</p>	<p>and among community colleges and public universities.</p> <p>Common core courses exist among 2 year colleges.</p> <p>More early care and education providers will complete a degree program</p>	<p>and early education.</p> <p>The number early care and education settings meeting Head Start Performance Standards, IQPPS, or NAEYC accreditation will increase.</p>
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Articulation

Processes

Resources/inputs	Strategies
<p>Increased technical assistance to 2-4 year colleges on articulation issues.</p> <p>Increased funding for public higher education.</p> <p>Increased professional development technical assistance for early care and education providers through AEA, CCR&R, ISU Extension, and colleges.</p>	<p>Expand Natural Allies and SCRIPT as a mechanism to provide technical assistance to colleges.</p> <p>Develop a public awareness campaign targeting increased public will to support higher education.</p> <p>Legislate (mandate) articulation between community colleges and public universities.</p> <p>Create a system utilizing the Core Body of Knowledge to allow articulation between non-credit training or credentials and college credit</p> <p>Common course numbering and course competencies in community college early childhood course work.</p>

Outcomes

Outputs	Outcomes	Results
<p>Public awareness campaign implemented on the importance of education for providers</p> <p>Natural Allies and SCRIPT are expanded</p> <p>Expanded partnerships to address articulation</p>	<p>Seamless professional development lattice.</p> <p>Quality, accredited higher education offerings are affordable and accessible to early care and education practitioners.</p> <p>Increased numbers of early care and education practitioners move more quickly through higher education systems with less duplication of efforts.</p>	<p>The number of providers with degrees and higher credentials caring for children in Iowa will increase.</p> <p>Children will receive higher quality care and early education.</p> <p>Children will be ready to succeed in school</p>

Training

Processes

Resources/inputs	Strategies
<p>Increased funding for outcomes data driven, research based training that leads to credentials or articulates into college credit.</p> <p>Fund the establishment of a training/trainer's registry.</p> <p>Increase technical assistance to trainers and training entities.</p> <p>Increase professionalism of trainers' wages and stipends.</p> <p>Increase funding for training to meet requirements of current initiatives (Early Learning Standards, Quality Preschool Program Standards, new NAEYC or NFCCA accreditation, Quality Rating</p>	<p>Establish a training registry with training and trainer approvals, validation of training, degrees, and credentials, that "talks" to current system.</p> <p>Establish training requirements expectations for novice, practicing, skilled and master practitioners.</p> <p>Develop a formal mentoring system for trainers.</p> <p>Require that publicly funded training content areas cover areas in the Core Body of Knowledge.</p>

System, etc.)	Establish guidelines for delivery of content to ensure transference to the early childhood workplace.
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Outcomes

Outputs	Outcomes	Results
<p>Training registry is utilized by all training partners statewide.</p> <p>Training more consistently delivered around the state.</p> <p>Reduced duplication of training efforts.</p> <p>Training as delivered is better linked to outcomes in program quality and child outcomes.</p> <p>More opportunity for articulation between community based training and credit bearing coursework.</p>	<p>Quality and accessibility of training opportunities increases.</p> <p>More providers access appropriate training.</p> <p>Competency and availability of trainer cohort increases.</p> <p>The number of providers meeting minimum levels of training requirements increases.</p> <p>The number of providers completing training that meets their perceived or observed needs increases.</p> <p>Seamless professional development lattice.</p>	<p>Children will receive higher quality care and early education.</p> <p>Children will be ready to succeed in school.</p> <p>More programs will achieve higher levels on measures of program quality.</p>

Compensation

Processes

Resources/inputs	Strategies
<p>Higher funding for the child care assistance reimbursements.</p> <p>Increased resources for early childhood education.</p> <p>Fully fund supports for the Quality Rating System.</p>	<p>Clarify the relationship between increased education and higher wages and benefits.</p> <p>Commission a study to calculate the true cost of quality.</p> <p>Commission a new work force study.</p> <p>Support T.E.A.C.H for all interested early childhood providers statewide.</p> <p>Implement W.A.G.E.S.</p> <p>Implement a required statewide QRS</p>

Outcomes

Outputs	Outcomes	Results
<p>Implement tiered reimbursements for child care assistance linked to QRS.</p> <p>Implement achievement bonuses for QRS.</p> <p>Increase participation in T.E.A.C.H.</p>	<p>Compensation increases are linked to professional qualifications.</p> <p>Early care and education practitioners receive improved benefits and higher compensation.</p>	<p>An increased number of early care and education practitioners receive a living wage.</p> <p>An increased number of early care and education practitioners choose the field as a career, and turnover figures are reduced.</p> <p>Children will receive higher quality care and early education.</p>

Evaluation

Processes

Resources/inputs	Strategies
<p>Increased funding for research based program evaluation</p> <p>Increased funding for evaluation of new initiatives such as QRS and QPPS.</p> <p>Increased funding for well designed child outcomes studies.</p> <p>Increased funding for ongoing work force surveys.</p>	<p>Create a public awareness campaign addressing the importance of evaluation and research.</p> <p>Develop and implement a data repository using common data elements across early childhood programs and services.</p> <p>Develop evaluation briefs emphasizing the importance of ongoing evaluation.</p>

Outcomes

Outputs	Outcomes	Results
<p>Implement a public awareness campaign addressing the importance of evaluation and research.</p> <p>Evaluation and ongoing training is modified to ensure transference to the early childhood workplace.</p>	<p>Program evaluation, child outcomes and work force surveys are used to design state and local initiatives.</p> <p>State and federal funding target best practice and research based practices.</p> <p>The number of providers with degrees and higher credentials caring for children in Iowa will increase.</p>	<p>Children receive higher quality care and education.</p> <p>Children will be ready to succeed in school.</p>

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