

*Every child, beginning at birth, will be healthy and successful.*

# Iowa's Early Childhood Professional Development System

## *Special Needs/Early Intervention* Implementation Plan



January 2010

<http://www.earlychildhoodiowa.org/professionaldevelopment/>

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## ***Special Needs/Early Intervention Professional Development Implementation Plan***

Iowa’s Early Childhood Professional Development System will be a system of integrated supports for early childhood professionals that empower them to improve the quality of services provided to young children and their families.

***Special Needs/Early Intervention*** - All children with special needs should be identified as early as possible, assessed and receive appropriate services.

**Goal One: Professional Standards will specify qualifications that address levels and content of education as well as ongoing development.**

**Objective 1: Identify, develop, implement and revise competencies and levels utilizing nationally and/or state recognized professional preparation standards.**

<b>Action Steps</b>		<b>Timeline</b>	<b>Responsible Persons</b>
a) Identify the early childhood staff including para-educators.		May 2010	Gloria Frolek Clark
b) Identify national and state standards/competencies (need to cross-walk)		May 2010	Gloria Frolek Clark
c) Identify and define competencies (gap analysis)		September 2010	EI/SN Leadership Team - Denise, Chris, Betsy; Theresa Schlabach
<b>Indicators</b>	<b>Resources Needed/Funding</b>	<b>Partners</b>	
<ul style="list-style-type: none"> <li>• Performance levels and teaching staff essential competencies will be posted on the website.</li> <li>• Gap analysis completed and report reviewed by EI/SN Leadership Team and PD ECI Steering Committee.</li> </ul>		<ul style="list-style-type: none"> <li>• Iowa State University</li> </ul>	

**Objective 2: Offer professional development, both pre-service and in-service, addressing special needs/early intervention across programs and roles.**

<b>Action Steps</b>		<b>Timeline</b>	<b>Responsible Persons</b>
a) Develop a needs assessment to identify areas of professional development including consistencies in pre-service training. (will this include 3-5?)		May 2010	Gloria Frolek Clark
b) Implement the needs assessment. (will this include 3-5?)		December 2010	Gloria Frolek Clark
c) Analyze the needs assessment to determine PD needs in the state.		June 2011	EI/SN Leadership Team
<b>Indicators</b>	<b>Resources Needed/Funding</b>	<b>Partners</b>	
<ul style="list-style-type: none"> <li>• Needs assessment is developed, implemented, and analyzed</li> </ul>		<ul style="list-style-type: none"> <li>• Agencies such as AEA’s, Early Access, Head Start, Child Health</li> </ul>	

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Specialty Clinic, Child Care  
Resource and Referral, Institutes of  
Higher Education (IHE's),  
Department of Education,  
Department of Human Services

**Objective 3: Link professional development to competencies and outcomes.**

Action Steps	Timeline	Responsible Person
a) Review research on best practices for outcome-based professional development.	September 2010	EL; SN/EI Leadership Team – Chris, Deb, Susan, Val, Betsy, Annie
b) Develop a model of professional development.	December 2010	EL; Leadership Team and SN/EI - Chris, Deb, Susan, Val, Betsy, Annie
c) Recommend to state agencies and funders priorities and projects to address outcomes based professional development.	February 2011	EL; SN/EI Leadership Team - Chris, Deb, Susan, Val, Betsy, Annie
Indicators	Resources Needed/Funding	Partners
<ul style="list-style-type: none"> <li>A professional development model would be recommended to state agencies and funders</li> </ul>		<ul style="list-style-type: none"> <li>Early Learning Leadership Team</li> </ul>

**Goal Two: Career Pathways will be clearly defined through easily recognizable pathways that support the continuous professional development process of individuals and should be linked to appropriate compensation (perks).**

**Objective 1: Identify existing pathways that support professional roles, competencies as they relate to the needs assessment.**

Action Steps	Timeline	Responsible Persons
a) Review and update early childhood staff roles and credentials regarding B-5 professionals.	June 2010	EI/SN Leadership Team – Gloria Frolek Clark, Denise Evans, Mary

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		Jane Brotherson; Theresa Schlabach
b) Identify current pathways.	October 2010	EL/SN Leadership Team – Gloria, Denise, Mary Jane Brotherson Theresa Schlabach
<b>Indicators</b>	<b>Resources Needed/Funding</b>	<b>Partners</b>
<ul style="list-style-type: none"> <li>• EI/SN roles and credentials will be identified</li> <li>• Career pathways will be identified</li> </ul>		<ul style="list-style-type: none"> <li>• Agencies such as AEA’s, Early Access, Head Start, Child Health Specialty Clinic, Child Care Resource and Referral, Institutes of Higher Education (IHE’s), Department of Education, Board of Educational Examiners, Department Human Services</li> </ul>
<b>Objective 2: Design and implement competencies for various levels of positions to assure appropriate career pathways across sectors.</b>		
<b>Action Steps</b>	<b>Timeline</b>	<b>Responsible Persons</b>
a) Analyze the gaps and barriers from objective #1 towards career pathways.	January 2011	EI/SN Leadership Team
b) Develop needed competencies across stakeholders for career pathways.	June 2011	EI/SN Leadership Team
c) Based on analysis, explore new pathway of alternatives or advancements.	January 2012	
<b>Indicators</b>	<b>Resources Needed/Funding</b>	<b>Partners</b>
<ul style="list-style-type: none"> <li>• Competencies across sector’s will be developed</li> </ul>		<ul style="list-style-type: none"> <li>• Agencies such as AEA’s, Early Access, Head Start, Child Health Specialty Clinic, Child Care Resource and Referral, Institutes of Higher Education (IHE’s), Department of Education, Board of Educational Examiners</li> </ul>
<b>Objective 3: Design career pathway policies that are aligned with job opportunities that reward investments in professional</b>		

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<b>advancement with compensation (perks).</b>		
<b>Action Steps</b>	<b>Timeline</b>	<b>Responsible Persons</b>
a) Review existing policies across agencies addressing career pathways.	September 2010	EI/SN Leadership Team – Sara Whitlow, Sarah Boleyn, Denise Evans, Rae Miller, Valerie Jensen
b) Complete a comparative analysis	January 2011	EI/SN Leadership Team - Sara Whitlow, Sarah Boleyn, Denise Evans, Rae Miller, Valerie Jensen
c) Develop model policies for decision makers.	June 2011	EI/SN Leadership Team and Early Learning Leadership Team
d) Explore funding streams to support all agencies in rewarding quality staff.	Ongoing throughout objective 3	
<b>Indicators</b>	<b>Resources Needed/Funding</b>	<b>Partners</b>
<ul style="list-style-type: none"> <li>• <b>Model policies developed across career pathways</b></li> <li>• <b>Funding streams are identified</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Agencies such as AEA’s, Early Access, Head Start, Child Health Specialty Clinic, Child Care Resource and Referral, Institutes of Higher Education (IHE’s)</b></li> <li>• <b>Early Learning Leadership Team</b></li> </ul>
<b>Objective 4: Design professional development to include mentoring, coaching and continuing education as part of all career pathways.</b>		
<b>Action Steps</b>	<b>Timeline</b>	<b>Responsible Persons</b>
a) Identify sources of continuing education and mentoring for each role and the identified career pathway	March 2010	EL & SN Leadership teams with DE and DHS – Carissa Otto, Mary Schertz, Annie Voelker, Sara Whitlow, Susan Andersen

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b) Identify criteria for successful implementation and measurable outcomes for continuing education and mentoring for each role and the identified career pathways.		July 2010	EL & SN Leadership teams with DE and DHS – Carissa Otto, Mary Schertz, Annie Voelker, Sara Whitlow, Susan Andersen
c) Identify accessible and affordable sources of continuing education and mentoring support for each role and the identified career pathway. (How does this differ from “a”. Ask Barb and Leisa)		September 2010	EL & SN Leadership teams with DE and DHS – Carissa Otto, Mary Schertz, Annie Voelker, Sara Whitlow, Susan Andersen
d) Identify funding to support continuing education and mentoring support for each role and the identified career pathway.		January 2011	EL & SN Leadership teams with DE and DHS – Carissa Otto, Mary Schertz, Annie Voelker, Sara Whitlow, Susan Andersen
e) Provide ongoing evaluation of the outcomes for each continuing education and mentoring to ensure that the education is both effective and efficient.		July 2011	EL & SN Leadership teams with DE and DHS
<b>Indicators</b>	<b>Resources Needed/Funding</b>	<b>Partners</b>	
<ul style="list-style-type: none"> <li>A recommended professional development model that includes mentoring, coaching, and continuing education to all applicable agencies</li> </ul>		<ul style="list-style-type: none"> <li>Agencies such as AEA’s, Early Access, Head Start, Child Health Specialty Clinic, Child Care Resource and Referral, Institutes of Higher Education (IHE’s), DHS</li> </ul>	
<b>Goal Three: Articulation – Early Childhood professionals will be able to move seamlessly through and across undergraduate and graduate degree programs, ideally without a loss of credits. Effective articulation will assist in creating career pathways and building capacity to meet required professional standards.</b>			
<b>Objective 1: Endorse statewide use of the Community College Alliance’s common core of courses.</b>			
<b>Action Steps</b>		<b>Timeline</b>	<b>Responsible Persons</b>
a) Endorse and communicate to DE and the Alliance that ECI Professional Development endorses adopted CDA and common core courses recommended by the Alliance for use by all community colleges statewide.		March 2010	EL and EI/SN Leadership team recommendation to Steering Committee -

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		Melanie, Mary Schertz, Betsy, Chris, Upper Iowa University
b) Request that all community colleges with EC and ECSE adopt the Alliance common core courses.	June 2010	The Alliance – Melanie, Mary Schertz, Betsy, Chris, Upper Iowa University
c) Alliance and 4-year institutions meet to discuss the community college core and come to a common understanding on the requirement necessary to complete each course, while respecting each institutions contribution.	Initiate by June 2010 with a goal of completion by June 2011	Alliance and 4-year institutions -- Melanie, Mary Schertz, Betsy, Chris, Upper Iowa University
<b>Indicators</b>	<b>Resources Needed/Funding</b>	<b>Partners</b>
<b>*The community college alliance common core course is endorsed by all community colleges and four-year institutions</b>		<ul style="list-style-type: none"> <li>• Early Learning Leadership Team Subcommittee</li> <li>• Workgroup of Community College and Four-Year Institution Stakeholders</li> </ul>
<b>Objective 2: Develop strategies to promote articulation agreements among community colleges and institutions of higher education, including securing state funding for community college and four-year college/university early childhood programs to become nationally accredited by NAEYC and NCATE, respectively.</b>		
<b>Action Steps</b>	<b>Timeline</b>	<b>Responsible Persons</b>
a) Alliance and 4-year institutions will meet to determine strategies and next steps for articulation including any needed revisions in course requirements.	Initiate by September 2011	Alliance and 4-year institutions
b) 4-year institutions and Alliance agree on common core course work as valid EC and ECSE credit	June 2010	Alliance and 4-year institutions
c) Promote articulation/transference agreements between high school and community college early childhood course requirements.	On-going	Mary Ann Adams, DE Consultant
d) Seek funding and public policy support for community colleges and 4-year institutions seeking accreditation.	June 2011	Committee composed of representatives from the Alliance and 4-year institutions
<b>Indicators</b>	<b>Resources Needed/Funding</b>	<b>Partners</b>
<ul style="list-style-type: none"> <li>• Articulation of agreements between community colleges and IHE's</li> </ul>		<ul style="list-style-type: none"> <li>• IHE's</li> </ul>

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<b>Objective 3: Make mechanisms that transform diverse training and learning experiences into academic credit, such as assessment of experiential learning, readily accessible to early childhood practitioners.</b>		
<b>Action Steps</b>	<b>Timeline</b>	<b>Responsible Persons</b>
a) Standardize the cost and number of credits to award community college credit for a CDA credential.	June 2010	Alliance/T.E.A.C.H.
b) Prepare position paper on academic credit for non-credit training.	June 2011	Subcommittee of EL and SN/EI Leadership Committee
<b>Indicators</b>	<b>Resources Needed/Funding</b>	<b>Partners</b>
<ul style="list-style-type: none"> <li>Position paper on academic credit for non-credit training is developed</li> </ul>		<ul style="list-style-type: none"> <li>Early Learning Leadership Team                             <ul style="list-style-type: none"> <li>Alliance</li> <li>T.E.A.C.H.</li> </ul> </li> </ul>
<b>Goal Four: Data will be collected, shared and aligned across sectors. Data collected will be used to inform systems planning, evaluation, quality assurance and accountability.</b>		
<b>Objective 1: Collect, analyze and disseminate early childhood personnel and program data that impacts services for children with special needs.</b>		
<b>Action Steps</b>	<b>Timeline</b>	<b>Responsible Persons</b>
a) Identify primary early childhood personal trends - Who's here, retiring, university graduates, projective needs (include paraprofessionals).	June 2010	Gloria Frolek Clark
b) Identify secondary early childhood – environment/program trends – ECSE self contained vs. inclusive, vacancies, turnover, before/after school care, etc).	December 2010	EI/SN Leadership team – Deb Molitor, Carissa Otto, Sarah Boleyn, Susan Andersen, Denise Evans
<b>Indicators</b>	<b>Resources Needed/Funding</b>	<b>Partners</b>
<ul style="list-style-type: none"> <li>Early Childhood workforce trends are identified</li> </ul>		<ul style="list-style-type: none"> <li>Agencies such as AEA's, Early Access, Head Start, Child Health</li> </ul>

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		<b>Specialty Clinic, Child Care Resource and Referral, Institutes of Higher Education (IHE's)</b>	
<b>Objective 2: Collect, analyze and disseminate early childhood personnel and program data to recommend professional development trainings and educational offerings. (How do this differ from Goal 1; Objective 1)</b>			
<b>Action Steps</b>		<b>Timeline</b>	<b>Responsible Persons</b>
a) Environmental scan: Identify professional development that is available, and current outputs and outcomes as collected from each training organization.		June 2010	Subcommittee of EL and EI/SN leadership teams; ISU – <b>Mary Schertz</b> , Carissa Otto
b) Make recommendations for common reporting requirements to measure outcomes and outputs of professional development		September 2010	Subcommittee of EL and EI/SN leadership teams; ISU – <b>Mary Schertz</b> , Carissa Otto
c) Identify the potential sources of the needed data, and make recommendations for public policy and funding. (What does this mean? Ask Barb & Leisa)		January 2011	Subcommittee of EL and EI/SN leadership teams; ISU
d) Identify gaps in professional development areas and make recommendations for realignment and funding implications (What does this mean? Ask Barb & Leisa)		March 2011	Subcommittee of EL and EI/SN leadership teams; ISU
<b>Indicators</b>	<b>Resources Needed/Funding</b>	<b>Partners</b>	
<ul style="list-style-type: none"> <li>Professional development and educational trainings are recommended</li> </ul>		<ul style="list-style-type: none"> <li>Early Learning Leadership Team</li> <li>Agencies such as AEA's, Early Access, Head Start, Child Health Specialty Clinic, Child Care Resource and Referral, Institutes of Higher Education (IHE's)</li> </ul>	