

2010 National Summit of States

4th Annual State Professional Development Leadership Team Work Day

Peer-to-Peer Roundtable Details

June 5, 2010

#	Policy Area	Focus: Policy-Making Principles and Details	Facilitator(s)
1.	All	Integration & Diversity, Inclusion, and Access <ul style="list-style-type: none"> ♦ Building a cross-sector professional development (PD) system – how to start and how to move forward ♦ Maximizing PD offerings and minimizing duplication 	♦ Barbara Coccodrilli Carlson, National Child Care Information and Technical Assistance Center (NCCIC)
2.	All	Integration & Diversity, Inclusion, and Access <ul style="list-style-type: none"> ♦ Sustaining and expanding an integrated PD system ♦ Integrating special education and early intervention ♦ Including other early childhood partners such as health, mental health, and family support 	♦ Cheryl Ducey, SpecialQuest ♦ Danielle Ewen, Center for Law and Social Policy (CLASP)*
3.	Professional Standards	Integration <ul style="list-style-type: none"> ♦ Licensure and certification across sectors and age-ranges 	♦ Darlene Hamilton, NCCIC ♦ Brandy Lawrence, Ounce of Prevention Fund*
4.	Professional Standards	Integration <ul style="list-style-type: none"> ♦ PD systems and Quality Rating and Improvement Systems (QRIS) 	♦ Kathy Glazer, Build*
5.	Professional Standards	Integration & Quality Assurance <ul style="list-style-type: none"> ♦ Aligning standards, monitoring, and assessment—PD, child, and program standards 	♦ Kathie Boling, National Infant and Toddler Child Care Initiative ♦ Maxine Maloney, Office of Head Start
6.	Professional Standards	Integration & Quality Assurance <ul style="list-style-type: none"> ♦ Definitions of and standards for PD providers/specialists (e.g., mentors, coaches, consultants, etc.) 	♦ Teri Talan, McCormick Center for Early Childhood Leadership
7.	Professional Standards	Quality Assurance & Diversity, Inclusion, and Access <ul style="list-style-type: none"> ♦ Ensuring standards are evidence-based and address working with cultural, linguistic and ability diverse populations 	♦ Pam Winton, FPG Child Development Institute and the National Professional Development Center on Inclusion (NPDCI)
8.	Career Pathways	Integration & Diversity, Inclusion, and Access <ul style="list-style-type: none"> ♦ Developing and implementing cross-sector career pathways that include multiple alternatives (e.g. distance learning, assessment of prior learning, cohorts, degree-completion initiatives) – 2 tables 	♦ Gwen Morgan, Wheelock College ♦ Margaret Leitch Copeland, Wheelock College
9.			♦ Sue Williamson, National Association for Family Child Care (NAFCC)
10.	Career Pathways	Diversity, Inclusion, and Access <ul style="list-style-type: none"> ♦ Engaging and authentically supporting <i>all</i> professionals—focus on meeting the unique access needs of special populations (e.g. providers in rural areas, isolated family child care providers, distinct ethnic groups) 	♦ Barbara Sawyer, NAFCC
11.	Career Pathways	Diversity, Inclusion, and Access <ul style="list-style-type: none"> ♦ Engaging and authentically supporting <i>all</i> professionals—focus on professionals with diverse home languages 	♦ Linda Espinosa, NAEYC* Early Childhood Workforce Systems Initiative advisory committee and University of Missouri

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12.	Career Pathways	Diversity, Inclusion, and Access <ul style="list-style-type: none"> ♦ Engaging and authentically supporting <i>all</i> professionals—focus on supports for professionals considering, accessing, or entering higher education (e.g., career advising, academic and personal supports) 	♦ Anne Mitchell, NAEYC* Early Childhood Workforce Systems Initiative advisory committee and Early Childhood Policy Research
13.	Articulation	Integration & Diversity, Inclusion, and Access <ul style="list-style-type: none"> ♦ Encouraging and developing agreements that cross the continuum of settings from credit for community-based PD, to community colleges, to public and private universities 	♦ Mary Garguile, ACCESS (American Associate Degree Early Childhood Educators) and Olympic College
14.	Articulation	Integration & Diversity, Inclusion, and Access <ul style="list-style-type: none"> ♦ Agreements between associate and baccalaureate degree granting institutions – <i>2 tables</i> 	♦ Patti Russ, NCCIC
15.			♦ Sandra Hackley, ACCESS and Midlands Technical College
16.	Articulation	Quality Assurance <ul style="list-style-type: none"> ♦ Policies and processes that promote and facilitate systems change in higher education 	♦ Camille Catlett, FPG Child Development Institute and NPDCI
17.	Articulation	Quality Assurance & Diversity, Inclusion, and Access <ul style="list-style-type: none"> ♦ Establishing policies that support articulation of training, education, and credentials across states 	♦ Valerie Dawkins Krajec, NCCIC
18.	Advisory Structure	Integration <ul style="list-style-type: none"> ♦ Formation with cross-sector representation including strategies to engage out of school time and early intervention/special education ♦ Various structures and pros/cons ♦ Integrating or linking PD advisory committees with state Early Childhood Advisory Councils – <i>2 tables</i> 	♦ Lori Connors-Tadros, The Finance Project ♦ Glenda Bean, Southern Early Childhood Association
19.			♦ Carmen Bovell, Office of Head Start ♦ Leticia Lara, Zero to Three*
20.	Advisory Structure	Quality Assurance <ul style="list-style-type: none"> ♦ Maintaining member interest and participation ♦ Moving from planning to implementation ♦ Evaluating advisory structure processes and effectiveness ♦ Incorporating and learning from other state advisory body requirements for evaluations and reports – <i>2 tables</i> 	♦ Rachel Demma, National Governors Association, Center for Best Practices*
21.			♦ Jana Martella, National Association of Early Childhood Specialists in State Departments of Education (NAECS-SDE)
22.	Advisory Structure	Diversity, Inclusion, and Access <ul style="list-style-type: none"> ♦ Achieving an inclusive and diverse committee ♦ Engaging and connecting additional taskforces or committees ♦ Incorporating input and feedback from stakeholders 	♦ Cathy Liles, SpecialQuest
23.	Data	Integration <ul style="list-style-type: none"> ♦ Unified data collection strategies, efforts, and technical issues ♦ Mandates, data rights, responsibilities, and authority 	♦ J. Lee Kreader, Research Connections, National Center for Children in Poverty (NCCP)*

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24.	Data	Integration & Diversity, Inclusion, and Access <ul style="list-style-type: none"> ♦ Registries <ul style="list-style-type: none"> ▪ As part of the overall state EC data systems ▪ Engaging and including professionals in all early education sectors ▪ Providing workforce data for multiple state systems and requirements 	♦ Jane Robinson, The National Registry Alliance and The Registry
25.	Data	Quality Assurance <ul style="list-style-type: none"> ♦ Collecting evidence on how offerings meet the needs and levels of learners, including impact on practice and programs ♦ Measuring effectiveness and impact of PD the system, supporting research 	♦ Gayle Cunningham, NAEYC* Early Childhood Workforce Systems Initiative advisory committee and Jefferson County Committee for Economic Opportunity
26.	Data	Compensation Parity <ul style="list-style-type: none"> ♦ What and how of data collection that can help build or inform policies to increase compensation 	♦ Eric Karolak, Early Care and Education Consortium
27.	Financing	Integration <ul style="list-style-type: none"> ♦ Strategies and approaches to financing the infrastructure of a cross-sector system ♦ Leveraging resources and finances across sectors 	♦ Ellen Gannett, National Institute on Out-of-School Time ♦ Kimberly Keiser, NCCIC
28.	Financing	Integration & Compensation Parity <ul style="list-style-type: none"> ♦ Ensuring, creating, and working towards equity in pay across sectors ♦ Salary and compensation scales and policy opportunities 	♦ Margie Wallen, Ounce of Prevention Fund*
29.	Financing	Quality Assurance <ul style="list-style-type: none"> ♦ Financing data systems—from data collection to reporting, maintenance, revisions, improvements and linkages ♦ Cost-effective approaches to data collection 	♦ Ellen Frede, National Institute for Early Education Research
30.	Financing	Quality Assurance & Diversity, Inclusion, and Access <ul style="list-style-type: none"> ♦ Supports for programs/workplaces to implement practice changes ♦ Linking PD to QRIS, tiered reimbursement, other financial quality incentives ♦ Securing or sustaining funding for these supports (e.g., mentoring, coaching, substitutes, materials, etc.) during fiscal cuts 	♦ Billie Young, NCCIC
31.	Financing	Integration <ul style="list-style-type: none"> ♦ Preparing for and taking advantage of Federal and national opportunities and supports – <i>2 tables</i> 	♦ Steffanie Clothier, National Conference of State Legislatures*
32.			♦ Adele Robinson, NAEYC*

*Birth to Five Policy Alliance partner organization

The roundtable topics were determined based on information provided in state applications for this summit and are framed by the policy areas and policy-making principles as defined in NAEYC's *Workforce Designs: A Policy Blueprint for State Professional Development Systems* (LeMoine, 2008) available on the web at www.naeyc.org/policy/ecwsi.

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