



## **An Overview of the North Carolina Institute for Child Development Professionals**

The mission of the North Carolina Institute for Child Development Professionals (the Institute) is to foster the development of a comprehensive professional development system that provides supportive, accessible, and individually appropriate education linked to compensation to ensure high quality care, education and services for young children and families.

The Institute was established in 1993 as a result of NAEYC's national effort to address the need for national and state-level early care and education professional development systems. In September 2008, the Institute incorporated as a non-profit in North Carolina. In September 2009, its first Board of Directors was formed.

The work of the Institute is conducted by the Board and Institute partners who work together in task groups and committees with the common purpose of defining and advocating for the implementation of a comprehensive early childhood professional development system. Through in-person and virtual forums, outreach efforts and implementation of the NC Early Educator Certification system, the Institute engages leadership within and across sectors, at various levels, via a task group and committee structure to develop and implement strategies designed to enhance and strengthen North Carolina's early childhood professional development system.

The key roles of the Institute which serve to inform and support our partners through the following functions: 1) to advise state leaders and stakeholders on matters related to early childhood professional development, 2) to serve as a "think tank" which works to define, advocate, and implement a comprehensive early childhood professional development system, 3) to support the integration of strategies designed to improve and strengthen North Carolina's early childhood professional development system.

The work of the Institute is based on an inter-related state professional development planning system model which includes:

1. Developing visionary and system-wise leaders within the early childhood workforce.
2. Promoting education within the early childhood workforce which is high quality, accessible and affordable.
3. Assuring that licensing laws and regulation complement the state's professional development system.
4. Endorsing a system that supports articulation and a smooth transition between 2 and 4 year higher education learning institutions.
5. Recognizing that early educators must be adequately compensated for education attained.
6. Recognizing that external influences such as partnerships, public awareness, stake holder in-put, resources and political climate directly impact the professional development system.

The tasks undertaken by each task group annually reflects long- and short-term system needs that address the mission of the Institute. The work of each group is coordinated by part-time staff person who works toward the integration of developed strategies and resources among Institute groups and across sectors of the early childhood professional development system. To accomplish this goal staff support member recruitment, group needs, coordination of meetings and events, and dissemination of information about and materials by the Institute.

### **2009/10 Task Groups & Current Focus**

<b>Task Groups &amp; Subcommittees</b>	<b>Focus</b>
<b>Compensation &amp; Education</b>	Develop tools for the workforce that support increased compensation linked to education and workforce supports and further efforts to achieve compensation parity.
<b>Continuing Education Framework</b>	Build a continuing education infrastructure to support the development of cohesive continuing education opportunities for Early Educators through

	the creation of standards for Early Educator CEU Instructors and content .
<b>Outreach &amp; Support</b> - PD Connections - Website	Inform the work of stakeholders through the provision of professional development strategies, resources and data via a central virtual source.
<b>Professional Development Infrastructure</b> - Workforce Literacy - AAS Degree Program Accreditation - Degree Articulation -Licensure Mechanisms (BK & TLU)	Foster collaboration among partners and stakeholders and create and implement strategies that will support the provision of high quality professional development across sectors.
<b>Systems Alignment</b>	Develop a statewide professional development plan that will inform the development of policy by key state partners and align existing systems with Early Educator Certification.

In addition, several subcommittees form to explore and/or develop resources pertaining to current issues.

Since its inception over 15 years ago, the Institute has created and supported numerous efforts that have positively impacted North Carolina's early childhood workforce and the professional development system. Some of the long term accomplishments of the Institute have been:

- The implementation of the North Carolina Early Educator Certification ([www.nceec.org](http://www.nceec.org))
- The development of an early childhood professional development web site ([www.ncchildcare.org](http://www.ncchildcare.org)) that includes interactive documents to assist child care teachers, administrators and community partners in assessing and developing their community and individual professional development plans.
- The publication of *Busting the Myths about the Child Care Workforce*
- The publication *Planning for Professional Development in Child Care: A Guide to Best Practices and Resources*;
- The publication *North Carolina Early Childhood Education Articulation Manual: The Facilitation of the Transfer of Credit Between Early Childhood Education/Child Development Departments in Two- and Four-Year Institutions of Higher Education*;
- The implementation of a public awareness campaign, *Learning for a Lifetime*, directed to parents, policy makers and child care professionals on the relationship between teacher education and its impact on the development of children.
- The creation of tools on wage and hour which are used by child care programs, child care resource and referral agencies, colleges and universities and other programs.
- The provision of support for college and university-based credit-bearing leadership courses.
- The provision of support for requirements that strengthen education requirements for the workforce within the as part of the NC child care facility license.

For more information about the Institute please visit the website at [www.ncicdp.org](http://www.ncicdp.org) or contact the Institute's Director at [director@ncicdp.org](mailto:director@ncicdp.org) or 919-244-7243.