



Establishment of a Statewide Early Care, Health and Education Professional Development System Meeting Summary July 26 and 27, 2007

The third and final meeting of the stakeholder group representing early care, health and education met in July to finalize the vision for establishing the professional development system. The stakeholder group included representatives from education, human services, health, family support, Early ACCESS, Empowerment, Community Colleges, child care, four-year institutions, and Child Care Resource & Referral.

The facilitator, Dan Haggard, used the Appreciative Inquiry Approach to Systems Planning and Development to assist the group in the work of developing a Statewide Early Care, Health and Education Professional Development System. The Appreciative Inquiry approach focuses on what is working well in a system and leads the group to develop desired outcomes.

The group discussed the need to focus on the positive aspects of the professional development system currently in place and value the diversity of systems. In early childhood there are many different systems (Head Start, Early ACCESS, child care, special needs and health). Dan pointed out that it is difficult and time consuming, yet critical, to develop a system of systems that is strengths-based and embraces the reality of diversity.

The Appreciative Inquiry Approach was used to lead the group through answering questions about the professional development.

- What is? - Discovery/Appreciate
- What might be? - Dream/Imagine
- What we want. - Design/Determine
- What will be? - Destiny/Create

Discovery/Appreciate

In this phase it is important to identify and appreciate what is already in place. The intent is not to create three different silos of people working in the early care, health and education field. Many of the competencies are integrated into the roles of all professionals in all delivery systems. The group revisited which service delivery systems are included in Iowa's Early Care, Health and Education professional development system and the positions/roles that exist for personnel.



Early Care, Health and Education Delivery Systems

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| <ul style="list-style-type: none"> • Early ACCESS • Head Start • Child Health clinics • Child Care <ul style="list-style-type: none"> ○ Home-based ○ Center-based • Family Support <ul style="list-style-type: none"> ○ Home Visiting ○ Parents as Teachers ○ HOPES • Child Welfare • Medical systems | <ul style="list-style-type: none"> • Family Resource Centers • Public & Private Preschools • EC Special Education – AEA • Public Schools <ul style="list-style-type: none"> ○ EC Special Education ○ Grades K-3 ○ Title I ○ Even Start ○ Pre-K ○ Preschools ○ Hawk-i |
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Personnel working within the Early Care, Health and Education Systems

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| <p>Child Care Providers</p> <p>Teachers</p> <ul style="list-style-type: none"> • Para-Educators • T&TA Consultants • Home Visitors • Parent Educators • Administrators • Service Coordinators • Bus Drivers • Accountants | <p>Social Workers</p> <p>Nurses</p> <ul style="list-style-type: none"> • Nutritionists • Librarians • Cooks • Parks & Recreation • Special Ed Support (PT/OT/SLP/Psych/Vision/Hearing/ O&M) |
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The large group discussed the definitions for:

- 1) A Professional Development System is a system of licensure/certification based on a pre-determined set of knowledge, skills and dispositions.
- 2) A System of Professional Recognition is a record and recognition of an individual's accomplishments and status in a profession, combining years of experience, level of professional development (usually a combination of pre-service and in-service) with a level of licensure/certification.
- 3) System-Specific Training is in-service training provided by a system of service delivery regarding the regulations, policies and work required for those working within the system.

Professional development is ongoing and occurs in many different ways. All of the systems need to work together to provide the information necessary for success. Dan stated that if early care is to be regarded as a profession, the shift needs to occur from in-service to pre-service so the investment is not as heavy in the in-service stage. The difference in pre- and in-service training



is professional regard and proof of competence which may ultimately result in higher compensation.

Dream/Imagine

The culmination of this phase is the vision of an Early Care, Health and Education Professional Development System. The vision is captured in a separate document entitled “Vision.”

Design/Determine

The culmination of this phase is the graphic representation of the framework or pathways which lead to a career in early care, health and education in Iowa. The design is captured in a separate document entitled “Framework.”

Destiny/Create

The group brainstormed what was required to continue and sustain the momentum for the Early Care, Health and Education Professional Development System. The priorities are captured in a separate document entitled “Priorities.”