

Early Childhood Cabinet

Professional Development/Workforce

Notes October 20, 2011

2:00pm-4:30pm

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| Joan Paris-co-chair | x | Deb Resnick-Birth to Three | |
| Alice Prichard-co-chair | x | Regina Miller-UH Emerita | |
| Sherry Linton – staff | x | Merle Harris-COSC Emerita | x |
| Marilyn Parks Jones-DPH | x | Julia DeLapp-ECSU | |
| Maria Synodi-CSDE | x | Darlene Ragozzine | x |
| Deb Adams-CSDE | x | Jacalyn Coyne | |
| Susan Sponheimer-H.S. T/TA | x | Deb Flis | x |
| Eileen Ward-CCDC | x | | |

| Topics of Discussion | Recommendations | Action Steps |
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| <p><u>Cabinet Updates</u></p> <p>Group informed of submission of RTT-ELC application on the 19th. The Quick Reference Guide was distributed to guide discussion</p> <p><u>QRIS RTT-ELC Proposal</u></p> <p>Deb Flis provided the group with an overview of the Quality Plan proposed in the RTT-ELC application for the next steps for QRIS in CT.</p> | <p>See Cabinet website for the link to the full application.</p> <p>Details on the QRIS plan can be found in section B of the RTT-ELC application.</p> | <p>The group is encouraged to review Section D(1) of the application to be fully informed of the proposals and how it dovetails with the work plan of this group.</p> |

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| <p>The point was stressed that an overarching goal of QRIS is to ensure continuity in practices and reliability in defining and monitoring quality.</p> <p>The budget implications of the QRIS proposal were primarily around promotion of participation through incentives.</p> <p>A three-tiered QRIS system is proposed with NAEYC and Head Start Program Review Approval as the highest tier, and licensing as the baseline. Defining the subsets of the second tier still in progress.</p> <p>With the three-tiered system, CT will be able to readily populate the system.</p> <p>Some concern expressed with how licensed-exempt programs will be accountable to the QRIS system. The challenge of not knowing the universe of licensed-exempt programs was acknowledged.</p> <p>The question of timeline for programs to be in each tier was raised.</p> | <p>With the system applicable to family child care settings, Care4Kids is a proposed mechanism for incentivizing quality improvements.</p> <p>The plan includes a Developmental Pathway for family, friend, and neighbor care settings that will not be rated, but will engage in quality improvement practices.</p> <p>In the RTT application, with the implementation of QRIS, a monitoring system for licensed-exempt programs to be implemented in a way that is comparable in expectations to the monitoring process of licensed programs.</p> <p>A QRIS workgroup is recommended as an addition to the Cabinet to continue the work of defining elements and implementing the Quality Plan.</p> | <p>The QRIS work will directly align with the Data, Family Involvement/Home Visitation, Workforce and Standards workgroups.</p> |
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| <p><u>Workforce RTT-ELC Proposals</u></p> <p>Deb Adams presented the Workforce proposals outlined in Section D(1) of the application.</p> <p>The proposal primarily covered three areas, (1)a crosswalk of the ECE workforce competencies, (2)expansion of the roles that are covered in the Charts-a-Course Registry beyond publicly-funded program and staff, and (3)increasing access to ECE professional development and degree pathways.</p> <p>A budget estimate established of approximately \$2million, primarily for expansion of the registry and evaluation/monitoring of competencies.</p> <p>The question was raised about what is currently doable with or without the RTT-ELC funding.</p> | <p>Incentives are set to stop after a period of time if a program remains at a certain tier indefinitely.</p> <p>Proposal to develop core competencies, with an embedded monitoring system.</p> <p>Collaborate with Higher Education (Board of Regents) to develop cross-listing of courses to increase access to core ECE courses.</p> <p>Application proposal includes recommendation for a person to oversee the work of this section.</p> <p>Consensus that the Early Childhood Credential work and the promise of the Early Childhood Higher Ed Consortium that is currently under review by this workgroup are directly linked to the RTT-ELC Workforce Proposal.</p> | <p>A sub group to meet and conduct a thorough review of the Chart-a-Course Registry through a process of mapping out the additional roles that should be included in the registry. Currently the Registry accounts for approximately 50% of the ECE Workforce universe.</p> <p>Questions for consideration include,</p> <p>What roles and sectors are currently in the Registry?</p> <p>Who is missing?</p> <p>Who and how do we track movement through competencies? Is there follow up that responds to the needs of the workforce, (e.g. In-service)?</p> <p>What is the feedback loop necessary to universities regarding competencies?</p> |
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