

# North Carolina's Approach to Workforce Planning & Professional Development

## Our Challenges and Assumptions:

- **System Requirements:** All good intentions to increase and support effective teacher practice will eventually stall out unless there is a system-level (i.e. QRIS) requirement that incentivizes and rewards such practice and connects it back to program ratings.
- **Building Capacity:** Until there are sufficient numbers of teachers meeting certain education and PD benchmarks, it is difficult to shift the requirements (QRIS embedded in licensure). While the focus of the high-stakes rating system is on more structural elements of quality, it is challenging to build capacity in the (TA/PD) system to support teachers and administrators.

## Approach (both/and):

- **Test New Requirements/ shift in QRIS** (through Race to the Top – Early Learning Challenge)
  - Program ratings focus more on program administrators and what they are doing to support continuous quality improvement through staff recruitment, training, support, planning, communication, resource allocation, etc.
  - PD shifts to more intentional and comprehensive construct (CEU's vs. clock-hour training)
  - Education requirements increase
- **Build TA/PD System Capacity**
  - Increased educational requirements for TA/PD providers
  - Specialized training for TA/PD providers
  - New CEU's developed through Race to the Top – Early Learning Challenge
  - All training aligned with state's ELDS
  - TA's assigned to support programs in QRIS Validation Study
  - New T.E.A.C.H. scholarships for EC leaders
- **Administrator/Teacher Capacity**
  - Historically: T.E.A.C.H. Scholarships and WAGE\$ salary supplements
  - Expanded T.E.A.C.H. offerings
  - CEU courses
  - Professional Development Plans
  - Evidence of success through Workforce Study:  
<http://www.childcareservices.org/2014-north-carolina-workforce-study/>

## Questions/comments:

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