

ACKNOWLEDGEMENT

We acknowledge the efforts of the Arkansas Early Childhood Professional Development System (AECPDS) Steering Committee in their efforts to establish a viable professional development system in Arkansas.

This document is an outgrowth of the request for establishing guidelines that ensure that all participants adhere to the same standards. The leaders of the many committees that form the AECPDS Steering Committee have worked diligently toward the success of the AECPDS and we appreciate their efforts.

The Arkansas DHS Division of Child Care and Early Childhood Education thank the **Arkansas Early Childhood Professional Development System Steering Committee** for their time and commitment to the development of this document.

Following is a list of committees and the leaders of each committee:

- ✓ Registry Advisory Committee: Diana Courson
- ✓ SPECTRUM Advisory Committee: Marietta Baltz
- ✓ Higher Education Work Group: Mary Hendricks and Joanna Grymes
- ✓ Child Development Associate Advisory Committee: Dot Brown
- ✓ Arkansas Child Care Apprenticeship Program Advisory Committee: Traci Johnston and Patti Blaxton

Many thanks go to the leaders and the members of these committees for the many hours spent in planning, revising and implementing the Arkansas Early Childhood Professional Development System.



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I. Vision Statement

All early childhood professionals in Arkansas value a coordinated professional development system based upon research and best practice, which contains high quality professional development opportunities, and allows for the development of career pathways to meet diverse needs of individuals.

II. Guiding Principles

The Arkansas Early Childhood Professional Development System (AECPPDS) will utilize a cooperative approach among all constituents, access existing community and state resources to their best possible use, and involve local communities as appropriate in the decision making process.

- The AECPPDS will provide career pathways and opportunities leading to increased compensation commensurate with education and professional development.
- The AECPPDS will work to ensure that professional development training can be linked to college credit, which can lead to degrees or other professional credentials.
- The AECPPDS will work to encourage, support, and coordinate a professional development lattice that is linked to identified needs and provides opportunities for sequential, comprehensive, ongoing, structured growth.
- The AECPPDS will work to assist the development of professional development opportunities that include field experiences that transfer theoretical understanding into actual practice in the classroom. Guided field experiences will be completed in State Quality Approved settings.
- The AECPPDS will promote accessibility of professional development opportunities across the state to address the needs of diverse early childhood professionals.
- The AECPPDS will include procedures for providing feedback about trainers and professional development provided, as well as to promote accountability within the system.
- The AECPPDS will support the professional development that is based upon and reflects the AECPPDS Competency Areas.



III. Competency Areas

Following are the competency areas that drive the professional development and expectations for all levels of the Arkansas Early Childhood Professional Development System. Specific professional standards are already set forth in such documents as the Child Development Associate (CDA) competencies, the National Association for the Education of Young Children (NAEYC) guidelines for associate, bachelor and graduate degree programs, and the Arkansas Teacher Licensure Standards. Several overriding considerations must be factored into an understanding and application of these competency areas. Foremost, it must be understood that competency areas articulate broad strands of performance within a category. Performance expectations within each area of competence will vary depending upon the level of the candidate's professional preparation and experience. Secondly, participants in the Arkansas Early Childhood Professional Development System will be expected to respond positively to all aspects of human diversity (including, but not limited to, ethnicity, race, gender, ability, and religion.) Finally, appropriate use and application of technology is essential to professional practice thus technology performance standards are integrated across all areas of competence.

- 1) **Child Growth and Development:**
Acquiring knowledge and applying principles of growth and development in all areas, including individual differences and cultural influences on development
- 2) **Creating Caring Communities to Support Learning and Development:**
Developing safe, healthy environments, which include age appropriate materials and equipment, using positive guidance and appropriate human relation skills
- 3) **Supporting Learning and Development Through Curriculum Planning and Implementation:**
Developing and implementing appropriate curriculum, including materials selection, daily planning, and broader curriculum development
- 4) **Assessment and Evaluation:**
Utilizing methods to appropriately assess children's development and progress through the curriculum, and methods to evaluate curriculum and programs
- 5) **Family:**
Understanding how families function and methods to work with and support families
- 6) **Community:**
Understanding how the community and program interact and how to access community resources
- 7) **Professionalism:**
Developing the dispositions of professionalism and life long learning, understanding and exhibiting professional behavior
- 8) **Program Management:**
Understanding the interactions among the different elements of early care and education programs and developing skills to effectively manage these programs
- 9) **Communication:**
Utilizing appropriate oral and written communication skills



- 10) **General Knowledge:**
Utilizing accurate information when interacting with children and families

IV. Organizational Chart

See Attached



IV. AECPDS Steering Committee Guidelines

NAME:

The name of this committee is Arkansas Early Childhood Professional Development System (AECPDS) Steering Committee.

GUIDELINES:

The Arkansas Early Childhood Professional Development System (AECPDS) Steering Committee is governed by the following guidelines.

PURPOSE:

The purpose of the Steering Committee is to serve as a body to guide, advise and make recommendations concerning issues related to the Arkansas Early Childhood Professional Development System. The Department of Human Services, Division of Child Care and Early Childhood Education serves as the administering agency for the AECPDS to support the implementation of the AECPDS vision, which is stated below.

VISION:

All early childhood professionals in Arkansas value a coordinated professional development system based upon research and best practice, which contains high quality professional development opportunities and allows for the development of career pathways to meet diverse needs of individuals.

GUIDING PRINCIPLES:

(See Section II)

ORGANIZATIONAL CHART: (See Section IV)

An organizational chart outlines the relation of the AECPDS Steering Committee to the Arkansas Early Childhood Professional Development System and the established Advisory Committees and Work Groups.

MEMBERS:

The Arkansas Early Childhood Professional Development System Steering Committee is composed of persons representing the following categories:

- ❖ Child Care Family Homes (1)
- ❖ Children’s Program Administrator & Teacher/Caregiver (2)
- ❖ Home Educator Programs (1)
- ❖ Professional Early Childhood Organization (1)
- ❖ Resource and Referral (1)
- ❖ Higher Education (3) (Including Private)
 - Four-Year College/University
 - Community College
 - Technical College/Institute
- ❖ Department of Education, Early Childhood Grants (1)
- ❖ Department of Education, Early Childhood Special Education (1)



- ❖ Developmental Disabilities Services, Early Intervention (1)
- ❖ AECPPDS Committee Chairs (5)
- ❖ Head Start (1)
- ❖ Head Start Collaboration Project (1)
- ❖ Representatives from the Division of Child Care and Early Childhood Education (1)
 - Licensing Specialist

- Chair (elected by members of the committee)
- Vice Chair (elected by members of the committee)
- Recorder (a Division staff member will record the minutes)

- Number of members is 20

- Ex-Officio Members
 - DHS Division of CC/ECE Program Support Administrator
 - AECPPDS Coordinator
 - Registry Office Coordinator

- Roles and Responsibilities of the members

Specific responsibilities of the Steering Committee include:

 - Make recommendations concerning the Arkansas Early Childhood Professional Development System to relevant stakeholders
 - Appoint members to the CDA Advisory Committee upon consultation with the CDA Committee
 - Implement the grievance process for issues related to the Registry Office for trainers, professional development training and practitioners
 - Make recommendations to replace exiting Steering Committee members

- Qualifications of all members
 1. To be registered in the Arkansas Early Childhood Professional Development System Registry.
 2. To be available and committed to attend committee meetings.

Note: Any member of this group who is not reimbursed for travel by their agency will be reimbursed at state rates by the AR DHS Division of Child Care and Early Childhood Education upon request. Any member who incurs the expense of a substitute in order to attend the committee meeting may request the dollar amount for reimbursement for the substitute.

- Tenure of terms:

The AECPPDS Steering Committee will have standing members. These standing members are the Chairpersons of:

 1. CDA Advisory Committee
 2. Arkansas Child Care Apprenticeship Advisory Committee
 3. AECPPDS Committee chairpersons.



The Committees whom they represent determine the terms of these chairpersons.

Other members: The term of office will be for two years, beginning June 30 to July 1, beginning the year 2004. The initial committee will draw lots to determine if first term is two or three years. These committee members may serve two terms.

- Methods for selecting members:
An ad hoc nominating committee appointed by chair will solicit names of potential members from the previous listed categories. Geographic areas will be considered as new members are added. The AECPPDS Steering Committee will make the final selection by voting when there is more than one nominee in a category.

The AECPPDS Coordinator will contact the selected individuals to notify them of their appointment to the ACEPPDS Steering Committee.

- Meeting dates:
The scheduled meetings are three times a year. The meeting dates are scheduled prior to July 1 for the coming twelve months.

The meeting times are 10:00 AM– 3:00 PM

Additional meetings may be called as deemed necessary by the Chair.

Members not attending 75% of the regularly scheduled meetings during the two-year term will automatically be removed from the committee.

A quorum of the total committee (11 members) is required to conduct the business of the committee.



VI.A Registries and Review Criteria

Purpose

To ensure a systematic and fair process for verifying each Registry application that is submitted to the Arkansas Early Childhood Professional Development Registry.

To ensure that a representative group of early childhood professionals is available to assist the Registry Office in reviewing applications.

To ensure quality, continuity and accessibility of professional development for early childhood professionals in Arkansas.

Registries and Registry Criteria

Practitioner Registry

The Practitioner Registry is used to compile a record of the professional development training that individual early educators complete during their careers. This record of professional development is used as documentation for meeting licensing requirements, as well as to help early educators identify career opportunities and develop personal career paths in the field of early care and education. There are three levels of professional development in the Practitioner Registry:

BASIC:

Practitioners who are developing an understanding and/or beginning to seek knowledge and skills

INTERMEDIATE:

Practitioners who are frequently and/or consistently seeking knowledge and skills

ADVANCED:

Practitioners who have knowledge, ability to modify, evaluate and synthesize; and/or are fostering growth, exercising leadership and promoting advocacy

Trainer Registry

The Trainer Registry verifies the qualifications of individual trainers to provide professional development training in Arkansas. Verification includes documentation of the trainer's education, completed professional development activities, and experience in specific competency areas and the levels at which he/she requests to offer professional development training. Trainer verification is valid for three years.



Trainer Levels

- Basic Level
 - The basic level trainer must have at least 10 clock hours of experience training adults and
 - A CDA or other credential or a degree in early childhood education, child development, or a related field with at least 12 credit hours of ECE/CD
 - AND must have 2 years experience working with children in an early childhood setting.

- Intermediate Level
 - The intermediate level trainer must have 25 clock hours of experience training adults and one of the following:
 - A CDA or other credential AND at least four years of experience working with children in an early childhood setting.
 - A degree in early childhood, child development or a related field with at least 12 credit hours in ECE/CD
 - AND must have at least 2 years of experience working with children in an early childhood setting.

- Advanced Level
 - The advanced level trainer must have at least 50 clock hours of experience training adults and one of the following:
 - Have a CDA or other credential AND have at least 6 years of work experience with children in an early childhood setting.
 - Have an Associate degree in early childhood, child development or a related field with at least 12 credit hours in ECE/CD
 - AND must have at least 5 years of experience working with children in an early childhood setting
 - Have a Bachelor's degree in early childhood, child development, or a related field with at least 12 credit hours in ECE/CD
 - AND must have at least 3 years of experience working with children in an early childhood setting.
 - Have a Master's degree or Doctorate in early childhood, child development or a related field with at least 12 credit hours in ECE/CD
 - AND must have at least 2 years of work experience with children in an early childhood setting.

Responsibilities of Verified Trainers

1. Complete the Statement of Ethical and Professional Obligations for Verified Trainers



2. Attend an Arkansas Early Childhood Professional Development System Trainer Orientation within six months of verification.
3. Submit a Training Registration 30 days prior to any professional development training event to be announced on the Registry Web Site. If no advance publicity is desired, the Training Registration Form may be submitted up to 30 days following the event.
4. Submit attendance and summary of evaluations following each professional development training event. Keep evaluations on file for a period of 12 months. A call for evaluations may be submitted to the trainer for random assessment.
5. Submit documentation showing completion of 15 clock hours of relevant professional development experiences each year. Five of these must address Trainer Competencies. Three hours will be provided by the Registry Office, including Trainer Orientation.
6. Maintain an average rating of 4 on at least 75% of evaluations.
7. Submit a Renewal Application every three years.

Continued Status as Verified Trainer

If a verified trainer fails to receive an average rating of 4 on at least 75% of participant evaluations annually, verified status may be revoked or suspended by the Registry Review Committee. The Registry office will provide the Review Committee with evaluation summaries in question. The Trainer will be notified of the action. The Trainer may be placed on probation for one year. The Trainer may appeal this decision as outlined in Section VI.D). The trainer will be paired with a mentor trainer and implement a Personal Improvement Plan. The Plan could include participating in train the trainer activities, completing workshops on presentation skills or other relevant topics, or shadowing other Registry trainers.

After a one-year period, the Review committee will review the evaluations from the probation period. If 75% of the evaluations do not meet an average rating of 4 or higher, the trainer will be suspended from the Registry. The trainer may re-apply after a two-year period

Additional procedures for remediation and revocation of Verified Trainer Status are outlined in the Trainer Registry Complaint Procedures.

Provisional Registry

Provisional trainers may be in one of two categories. They may be new trainers with fewer than 10 clock hours of experience in training adults or they may be trainers who have acquired knowledge and skill in a competency area that is not indicated by documentation of education and additional professional development activities. After experience, education, or training is acquired, the applicant may request to be verification at the basic, intermediate or advanced level.



Specialized Registry

The Specialized Trainer Application is completed by programs that are sponsoring a trainer from outside the early childhood field or a trainer who does not have at least 2 years of work experience in an early childhood setting. This category applies only to in-service/enhancement professional development training and not to college credit courses. This verification must be renewed annually.

Training Registry

The Training Registry will list professional development trainings that are provided by verified trainers. A Training Registration form (see attached) is used to register the name of the professional development training, the trainers, the dates, the target audience, dates, and locations. The training registration will include a summary of the proposed content and identification of the practitioner competency areas addressed in the training. If the sponsor wants the training to be posted on the Registry Web site, the registration form must be received at least 30 days in advance of the event. If no advance publicity is desired, then the Training Registration form may be submitted at any time before the date of the training and may be submitted up to 30 days immediately following the training. Trainers will receive Evaluation Forms for each professional development training that is Registered.

Non-Registry Training

The Non-Registry Training request is used for professional development activities beyond those previously verified by the Arkansas Early Childhood Professional Development Registry. This may apply to conferences, seminars, workshops, institutes or retreats. The form is submitted by the practitioner, along with an agenda and/or conference program and certificate of attendance.

VI.B Registry Office Responsibilities

Review Registry applications when received at the Registry Office.

Practitioner Registry Application

Review the Practitioner Registry Application and determine the applicant's level on the Spectrum using the documentation that is mailed with the application. A letter stating the applicant's level on the Spectrum is mailed to the applicant. (See attached sample letter)

Trainer Registry Application

Review applications using an AECPPDS Registry Trainer Review Form (See attachment). This is a documentation page for the review committee. If an



applicant has provided all necessary documents, he/she will receive a letter stating his/her status as a trainer. (See attached sample letter)

Request documentation that is not present with an application. A period of 60 calendar days is allowed for the submission of requested information.

Withdraw the application and return to the applicant if the requested information has not been received within 60 days.

Provide orientation training to the Registry Review Committee.

Provide three hours of Trainer Orientation and professional development training related to the trainer competencies each year.

Create an annual summary of the evaluations of all Verified Trainers in the Registry for review by the Registry Review Committee.

VI.C Trainer Evaluation

The Trainer Evaluation Form consists of six questions about the participant's training experience. These questions are based on the Registry's trainer competencies. Each trainer shall use the Registry Evaluation Form for each professional development training event listed in the Registry. Trainers or agencies may choose to use another evaluation form for their own purposes in addition to the Registry Evaluation Form. Trainers will have participants complete the Evaluation forms and return them to the Registry office within 10 days of training event. Registry Evaluation Forms will be filed. Trainers must have an average of 4 on at least 75% of evaluations. This will be determined by averaging the ratings on the report forms each year. If a training event has more than one trainer, a report form must be filled out for each trainer.

VI.D Trainer Registry Appeal Process

The Registry Review Committee has the responsibility of determining the following for individuals seeking to become and/or maintain Verified Status in the Trainer Registry:

- Trainer Verification in the AECPPDS Registry
- Level of Trainer
- Continued Status of Trainer based upon annual assessment of evaluations, professional development hours, and other requirements

A trainer may wish to appeal the decision made by the Registry Review Committee. The following procedures will be followed to initiate an appeal. These procedures begin with the decision made by the Registry Review Committee.



1. Registry Review Committee makes determination (admission to Trainer Registry, Training level, need for remediation based upon poor evaluations, removal from Trainer Registry).
2. The Registry notifies trainer of status in writing.
3. An applicant/trainer may appeal the decision made by submitting a request, in writing, along with any appropriate documentation and materials that support the appeal. This appeal packet is submitted (postmarked) to the Registry within 10 working days of notification of the Registry Review Committee's decision. The packet should be mailed to: Registry, PO Box 808, State University, AR 72567-0808. The Registry Review Committee's decision remains in effect until the appeal process is concluded.
4. The Registry forwards the appeal packet to the Chair of the Arkansas Early Childhood Professional Development System (AECPDS) Steering Committee. The Steering Committee Chair will appoint an ad hoc committee to consider the appeal. The Ad Hoc Appeal Committee will be comprised of members of the AECPDS Steering Committee. The Chair or Vice Chair of the Steering Committee will Chair the Ad Hoc Committee. The four other appointed members will be chosen based upon the following criteria: a) rotating Steering Committee members to serve, b) members' abilities to meet during the required time lines, c) committee members have no professional or personal conflict of interest with the appeal.
5. The AECPDS Ad Hoc Appeal Committee has 30 working days (from time that the packet is received by the Chair) in which to review the appeal and determine if an interview with the individual will be necessary. All deliberations and the findings of the AECPDS Ad Hoc Appeal Committee are to be kept confidential.
6. The Chair of the AECPDS Steering Committee must notify the individual of the Ad Hoc Appeal Committee's decision within 10 working days of receiving the committee's decision. The Registry will be provided a copy of the appeal decision at this time.
7. An appeal of the decision of the AECPDS may be sent to the Director of the Division for Child Care and Early Childhood Education.

IV. E. Trainer Registry Complaint Process

Introduction

Individuals, such as participants in professional development activities, may have cause to complain about the behaviors and practices of an individual verified as a Trainer with the Arkansas Early Childhood Professional Development System (AECPDS) Trainer Registry. On occasion, it may be that a verified trainer chooses to neglect appropriate



professional and ethical obligations while carrying out specific responsibilities on behalf of the AECPPDS. For reasons such as these, a complaint system has been developed that allows individuals to lodge complaints against specific trainers. This document provides clearly stated policies and procedures to be followed in such situations. It also describes the circumstances under which a previously verified trainer can be removed from the Registry.

Procedures

1. A complaint is received or forwarded to the Registry concerning a specific trainer. This complaint must be in writing to be considered for investigation. Complaints should be received within 30 working days of the situation in question. This timeline may be amended if the complaint warrants an extended period of time to document the complaint. The complainant will be made aware that all issues surrounding the complaint will be kept confidential.

Address for the Registry:

AECPPDS Registry, PO BOX 808, State University, AR, 72456-0808

A written complaint must contain:

- a. Name of the Registered Trainer
 - b. Date(s) of the alleged action(s)
 - c. Name(s) of the Session(s) in question
 - d. Location(s) of the Session(s) in question
 - e. Clearly stated description of the alleged action(s)
 - f. Statement of the complaint
 - g. Category of complaint
 - 1) Behaviors related to interacting with participants and colleagues
 - 2) Behaviors related to presentations and content
 - 3) Behaviors related to responsibilities as a professional
2. Within five (5) working days of receiving the written complaint, the Coordinator of the Registry will notify the affected Trainer. The Registry will also send a copy of the complaint to the AECPPDS Steering Committee Chair at this time.
 3. The AECPPDS Steering Committee Chair will identify an ad hoc committee to consider the complaint. The Ad Hoc Complaint Committee will be comprised of members of the AECPPDS Steering Committee. The Chair or Vice Chair of the Steering Committee will Chair the Ad Hoc Committee. The four other appointed members will be chosen based upon the following criteria: a) rotating Steering Committee members to serve, b) members' abilities to meet during the required time lines, c) committee members have no professional or personal conflict of interest with the appeal.



4. The Ad Hoc Complaint Committee must determine, within fifteen (15) working days, if the complaint has merit and should be fully investigated. If the committee finds that the complaint has merit, then the primary funding agency for the Trainer and professional development training in question will apprise of the complaint as appropriate.
5. If the Ad Hoc Complaint Committee determines the complaint has merit, the Committee Chair will contact an investigator identified by the Division of Child Care and Early Childhood Education to complete an investigation of this complaint. This investigation shall be completed within 30 working days of the initial contact with the investigator. The investigative process will follow a process similar to one already promulgated for Division of Child Care and Early Childhood Education investigations (See Appendix A). Information gathered during the investigation will be presented to the Ad Hoc Complaint Committee of the AECPDS (Briefing).
6. The Ad Hoc Complaint Committee will have ten (10) working days to render a decision on the investigated complaint. Three outcomes are possible:
 - a. The complaint is not substantiated
 - b. The complaint is substantiated and the committee recommends remediation.*
 - c. The complaint is substantiated and the committee recommends revocation of Verified Trainer status and removal from the Trainer Registry. Revocation without initial remediation would occur only due to violations of the AECPDS Statement of Ethical and Professional Obligations of Trainers. (See Appendix B)
7. The AECPDS Steering Committee Chair will notify the individual of the decision in writing. This notification must be mailed within five (5) working days of the Ad Hoc Complaint Committee's decision. Copies of the letter will be sent to the Registry and the primary funding agency (as appropriate).

A list of individuals who have had their Trainer Verification permanently revoked will be maintained through the Registry.

8. The decision of the Ad Hoc Complaint Committee may be appealed to the Director of the Division of Child Care and Early Childhood Education.

*If the decision is made to remediate, the remediation process will be the same as if the individual has had one year of unacceptable evaluations. This process is clearly stated in the Trainer Handbook trainers receive as a part of their orientation to the Registry. A remediation plan will be developed, the trainer will be paired with a mentor trainer, and the trainer's performance will be closely monitored for one year. The trainer may be completely reinstated after this year of remediation.



VI.E.2 Appendix A

Investigative Process for Complaints

Investigation Procedures

Upon determination by the ad hoc committee that the complaint should be forwarded to an independent investigator, the investigator is to follow these procedures:

A. Planning

A review of the complaint information is necessary to:

- a. Determine what persons are to be interviewed prior to and during the on-site visit.
- b. Determine which specific standards are involved.
- c. Review the status and previous (recurring) complaints on the trainer.
- d. Consider the reason for the person making the complaint.

Once a plan of action has been developed, the DCCECE investigator will begin the investigation process.

B. Investigation

Complaints are to be investigated in a timely manner. The timeline for the complaint process is outlined in the procedures above.

The investigation process includes all contacts made regarding a complaint. This is the time for information gathering.

During the investigation process, additional information gained may change the initial plan for investigation allowing flexibility in either broadening or narrowing the scope of the investigation.

Contact will be made with the funding agency to schedule an appointment, if appropriate. The DCCECE representative will meet with the director of the funding agency to explain the purpose of the visit. A direct, straightforward statement that a complaint has been received and will be investigated is necessary.

The original complainant, the trainer under investigation, those who may have worked with the trainer, and the trainer's supervisor (as appropriate) will be interviewed regarding the complaint allegations. Participants in training completed by the trainer may be contacted and interviewed separately, in person or by phone.



C. Documentation

Documentation of a complaint begins with the receipt of the complaint. It is imperative that all information gained at both initial intake and during the investigation be maintained in narrative form.

As with all narrative entries, the report is to be factual and pertinent to the complaint findings. It is imperative to maintain confidentiality in documenting complaints.

The narrative should specify what the complaint was and clearly document the results of the findings. It should clearly show those areas of non-compliance with the standards.

D. Briefing

A briefing occurs with the DCCECE representative and the ad hoc committee after the investigation. A briefing provides the opportunity to fully discuss the findings of a complaint investigation with the ad hoc committee. During a briefing, it is possible to clarify findings and determine if further investigation is needed or to discuss the determination of the complaint.

VI.E APPENDIX B

Arkansas Early Childhood Professional Development System Statement of Ethical and Professional Obligations For Verified Trainers

I understand that as a Verified Trainer in the Arkansas Early Childhood Professional Development Registry, I have certain ethical and professional obligations to uphold. These obligations are stated below.

Behaviors related to interacting with participants and colleagues:

- I will support the work of the Arkansas Early Childhood Professional Development System, including the SPECTRUM and the Registry. I will work to help others understand the role of the AECPPDS in improving the quality of professional development and ultimately, in improving the quality of early childhood education in Arkansas.

Initial _____

- I will treat all participants in professional development training events, and all early childhood education professionals in general, with respect, compassion, dignity and fairness, and will not degrade, harass or exploit participants or discriminate against them for any reason.



Initial _____

- I will honor the efforts of early childhood professionals as they work to improve their own professional status and the services they provide to the children and families of Arkansas.

Initial _____

- I will recognize that, while research does provide appropriate guidance for what is best practice in early childhood settings, differences do exist in the interpretation and application of such research. As such, I will respect multiple points of view.

Initial _____

Behaviors related to presentations and content:

- I will conduct professional development activities that reflect best practices for adult learning situations, including maintaining the confidentiality of the participants.

Initial _____

- I will provide professional development activities that reflect the Guiding Principles of the Arkansas Early Childhood Professional Development System and will address the Competency Areas of the System.

Initial _____

- I will present content that is congruent with the National Association for the Education of Young Children's Code of Ethical Conduct. The Code of Ethical Conduct will also guide my own behavior.

Initial _____

- I will provide professional development activities that are within the boundaries of my competence, expertise, and designated training level.

Initial _____

- I will remain current in my own professional development, and base my offerings on the most current findings related to best practice. I will actively pursue opportunities to continue my own professional development, as is expected by the Registry.

Initial _____

Behaviors related to my responsibilities as a professional:

- I will avoid situations in which a conflict of interest may arise between myself, a funding agency, designated participants, and/or other relevant stakeholders.

Initial _____



- I will cooperate with other professionals as appropriate to best serve the early childhood professionals, children and families of Arkansas.

Initial _____

- I will do my best to honor contracts, agreements, and assigned responsibilities as a Verified Trainer in the Registry.

Initial _____

- I will take all reasonable steps to assure the accurate reporting to the Registry and the funding agency of the nature of the service provided, including approved number of hours, number of participants, outcome of training/trainer evaluations, content of the professional development provided, and level of professional development provided as determined by the SPECTRUM.

Initial _____

I have read and initialed each of the above obligations, and am willing to abide by them. I understand that my status as a Verified Trainer may be revoked for documented violation of any of the above obligations.

NAME: _____
(please print)

SIGNATURE: _____ DATE: _____

This document may undergo periodic review.

OFFICE USE ONLY:

Date received:

Registry number:



VI. F Registry Advisory Committee Guidelines

Purpose

The purpose of the Registry Advisory Committee is to insure quality, continuity, and accessibility of professional development training for early educators.

Vision

All early childhood professionals in Arkansas value a coordinated professional development system based upon research and best practice, which contains high quality professional development activities and allows for the development of career pathways to meet diverse needs of individuals.

Name

The name of this committee is Arkansas Early Childhood Professional Development System Registry Advisory Committee.

Organizational Chart

The Registry Advisory Committee reports to the Steering Committee.

Membership

The Registry Advisory Committee is composed of 12 members: a chair, 6-7 trainers, 3-4 early educators, and 1 representative from Child Care Licensing. Ex officio members will include the Registry Coordinator, the Professional Development System Coordinator, and a representative from the Division of Child Care and Early Childhood Education.

Requirements: Committee members must be registered in the Trainer and/or Practitioner Registry.

Term: Committee membership will be on a three-year rotation, beginning July 1, 2003. At the first meeting following that date, members will draw for 1, 2, and 3 year terms. Members may serve no more than two consecutive terms.

Role of the Committee

The Registry Advisory Committee will set standards for the Registry and advise the Registry Coordinator on operating policies and procedures.



VI.G. Registry Review Committee Guidelines

Review applications that do not clearly meet Registry criteria based on the information that is provided by the applicant.

Review applications for which the Registry Office has a conflict of interest.

Make final decisions about the applications in question and document specific reasons for all decisions.

Review the summary of evaluations for Verified Trainers on an annual basis. Recommend remediation or revocation of status of Verified Trainers according to established procedures.

Serve a two-year term. Exception: In order to establish a rotating committee membership, the first committee appointed will serve either one or two-year terms. The one-year term will be from October 1, 2001 to September 30, 2002. The two-year term will be from October 1, 2001 to September 30, 2003. The committee nominations were made by a group of early childhood professionals from across the state who were knowledgeable of early care and education and the AECPPDS.

Attend no more than five meetings per year on an as-needed basis.

Provide on-going appraisal of the effectiveness of the Registry. This information will be shared with the Registry Office and the Division of Child Care and Early Childhood Education.

Conflict of Interest

The Registry Review Committee members will not review applications that are from their own programs, agencies or institutions.

VII. SPECTRUM Advisory Committee Guidelines

The SPECTRUM Work Group was disbanded upon completion of the SPECTRUM. A working committee will be developed in 2003. This committee will have responsibility for advising the Steering Committee on revisions of the SPECTRUM.

Guidelines for the SPECTRUM Committee will be developed upon convening of the new committee.



VII. Arkansas Child Care Apprenticeship Program Advisory Committee Guidelines

NAME:

The name of this committee is Arkansas Child Care Apprenticeship Program Advisory Committee.

DATE ESTABLISHED:

March 2001

GUIDELINES:

The Arkansas Child Care Apprenticeship Program is governed by the following guidelines.

PURPOSE:

The purpose of the Arkansas Child Care Apprenticeship Program Advisory Committee is to serve in an advisory role by making recommendations and provide guidance and leadership to the ACCAP. The ACCAP Advisory Committee functions as a subcommittee of the Arkansas Early Childhood Professional Development System Steering Committee.

MEMBERSHIP: The ACCAP Advisory Committee shall have 15 members.

General qualifications for all members:

- ✓ Be committed to attend committee meetings
- ✓ Be willing to travel to site of committee meetings
- ✓ Be in the AECPPDS Registry (where applicable)

Note: Any member of this group who is not reimbursed for travel by their agency will be reimbursed at state rates by the AR DHS Division of Child Care and Early Childhood Education upon request.

Any member who incurs the expense of a substitute in order to attend the committee meeting may request the dollar amount for reimbursement for the substitute.

MEMBERS:

Roles and Responsibilities of the members

- ✓ Make recommendations concerning the Arkansas Child Care Apprenticeship Program to relevant stakeholders
- ✓ Make recommendations to replace exiting ACCAP members
- ✓ Listen to any grievances and make recommendations



The ACCAP Advisory Committee is composed of persons representing the following categories:

1. Representatives from Registered Apprenticeship Instructional Sites (8) and/or a combination of the following categories
 - Four-Year College/University
 - Community College
 - Technical College/Institute
2. Representatives from the Division of Child Care and Early Childhood Education (1)
 - Child Care Licensing Unit
Ex-officio members are:
Division of CC/ECE Program Support Administrator
Division of CC/ECE Professional Development Coordinator
3. Representatives from the Department of Labor, Bureau of Apprenticeship and Training
Ex-officio members are:
DOL/BAT
4. Representatives from Arkansas Department of Workforce Education
Ex-Officio Members are:
Arkansas Department of Workforce Education
5. Child Care Programs (3)
 - Children's Program Administrator (2)
 - Journeyworker/Mentor (1)
6. Representatives from the following categories (3)
 - Arkansas Mentor Endorsement
 - CDA Advisory Committee
 - Other

OFFICERS:

Chair (elected by members of the committee)
Vice Chair (elected by members of the committee)
Recorder (a Division staff will record the minutes)

TERM OF OFFICE FOR COMMITTEE MEMBERS:

1. Term of office shall be for two years, beginning January 2004. The initial committee will draw lots to determine if first term is two or three years. Committee members may serve two terms.
2. Members who are absent from both the January and September meetings during the same year will automatically be removed from the committee.



METHOD OF SELECTING COMMITTEE MEMBERS:

Committee members are to be appointed by the Arkansas Early Childhood Professional Development Steering Committee with suggestions from the ACCAP Advisory Committee.

COMMITTEE MEETINGS:

There shall be two scheduled meetings per year in January and September. The meetings will be on the third Thursday of each of these months. The meetings will begin at 10:30 AM and end at 3:00 PM or earlier. Meetings may also be called as deemed necessary by the Chair.

A quorum of the total committee (8 members) is required to conduct the business of the committee.

Approved by the ACCAP Advisory Committee
September 18, 2003



IX. Child Development Associate Advisory Committee Guidelines

NAME: The name of this committee shall be the CDA Advisory Committee.

PURPOSE: The CDA Advisory Committee provides oversight to Child Development Associate programs in Arkansas. The Committee serves in an advisory role by making recommendations regarding approval of CDA Institutions, CDA Instructors, and CDA course work offered to students in Arkansas. As an oversight group, the CDA Advisory Committee has a responsibility for providing guidance and direction to the Division of Child Care and Early Childhood Education related to the CDA scholarship program and the Arkansas Child Care Apprenticeship program that incorporates CDA training within its scope. The Advisory Committee establishes recommendations for training and on-going professional development activities that are offered to CDA instructors and advisors to ensure consistent high quality instruction for CDA candidates in Arkansas. The CDA Advisory Committee functions as a sub-committee of the Arkansas Early Childhood Professional Development System with the chair serving on the steering committee.

MEMBERSHIP:

- ✓ The CDA Advisory Committee shall have 15 members.

General Qualifications for all members:

- ✓ Be willing to travel to site of committee meetings
- ✓ Be willing to attend meetings as scheduled
- ✓ Be in the AECPPDS Registry (where applicable)

Note: The AR DHS Division of Child Care and Early Childhood Education will reimburse any member of this group who is not reimbursed for travel by their agency at state rates upon request.

Any member who incurs the expense of a substitute in order to attend the committee meeting may request the dollar amount for reimbursement for the substitute.

MEMBERS:

- ✓ The CDA Advisory Committee shall be composed of persons representing the following categories:
 - **CDA Training Institutions approved to receive CDA scholarship money from the Division of Child Care and Early Childhood Education. This includes CDA Instructors and/or Advisors (3)**
 - Qualification:**
 - ✓ Current Instructor and/or Advisor in CDA Approval System
 - 1. Four-year college/university
 - 2. Community College
 - 3. Technical College/Institute



□ **Representatives from the Division of Child Care and Early Childhood Education (2)**

Qualification:

- ✓ Current position
- 4. Program Development Coordinator
- 5. Child Care Licensing Unit
- Ex-officio members from Program Support Unit
 - Administrator
 - Professional Development Coordinator
 - CDA Scholarship Coordinator

□ **Representative from Department of Education (2)**

Qualification:

- ✓ Current position
- 6. Early Childhood Special Education
- 7. Early Childhood - Grants

□ **Representative from Developmental Disabilities Services (1)**

Qualification:

- ✓ Current position
- 8. **Early Intervention**

□ **Representatives from the following categories (7)**

9. Center-based child care program

Qualifications:

- ✓ Children's Program Administrator
- ✓ Current CDA or staff member with current CDA
- ✓ Director of Quality Approved Center

10. CDA

Qualifications:

- ✓ Current CDA Credential
- ✓ Currently employed in a licensed or registered child care center

11. Family Child Care Representative

Qualifications:

- ✓ Current CDA Credential (if applicable)
- ✓ Reliable substitute if meetings during week day (if applicable)

12. Home Based Educator (HIPPIY, Head Start, PAT)

Qualification:

- ✓ Currently employed by HIPPIY, Head Start or PAT

13. Head Start (local level)

Qualification

- ✓ Currently employed in local Head Start program



14. Member at-large Council Representative/CDA Advisor

Qualification:

- ✓ 5 years CDA experience

15. Member at-large Council Representative/CDA Advisor

Qualification:

- ✓ 5 years CDA experience

TERM OF OFFICE FOR COMMITTEE MEMBERS:

- ✓ Term of office shall be for two years, beginning July 1, 2003. The initial committee will draw lots to determine if first term is two or three years. Committee members may serve two terms.

METHOD FOR SELECTING COMMITTEE MEMBERS:

- ✓ Committee members are to be appointed by the Arkansas Early Childhood Professional Development Steering Committee with suggestions from the CDA Advisory Committee.

OFFICERS:

- ✓ Chair and Vice-chair selected by Committee.
- ✓ CDA Coordinator or Administrative Assistant to CDA Coordinator shall serve as Recorder.
- ✓ Chair shall serve as a member of the AECPPDS Steering Committee and Apprenticeship Committee.

COMMITTEE MEETINGS:

- ✓ There shall be two scheduled meetings per year. Chair may call meetings as needed.
- ✓ A quorum of the total committee (8 members) is required to conduct the business of the committee.
- ✓ Members are expected to attend all meetings. If a member misses the two scheduled meetings during the year, that person will be removed from the Committee.

Professional Development Coordinator: Role and responsibility with the Committee

- ✓ Is the staff person
- ✓ Plans with chair for meetings
- ✓ Serves as recorder or sees that minutes are recorded and distributed
- ✓ Serves as liaison to Council for updated information
- ✓ Serves as liaison to AECPPDS Steering Committee

Additional role of CDA Advisory Committee:

- ✓ To address future planning efforts



- ✓ To conduct an **annual** evaluation of the CDA program in Arkansas

X. Higher Education Work Group

The Higher Education Work Group is comprised of interested and involved faculty members representing the various four-year, two-year, and technical college faculty members teaching in early childhood education programs. The purpose of the work group is to facilitate articulation of professional development and coursework among institutions within the state. Other issues, such as licensure, will be addressed as meets the interests of the group.

The work of this group is such that a committee structure is not yet useful. Established guidelines have not been developed.

