

## **10 Additional Professional Growth Activities for the *Quality for ME* System**

### **Rationale:**

As programs reach Step 3 on *Quality for ME*, Maine's Early Care and Education Quality Rating System, child care professionals working in those programs will be expected to complete 10 additional hours of professional growth activities, above and beyond the amount required by licensing based on the Staffing and Professional Development Standard. Through the structure of the *Quality for ME* system, we envision that the professional growth activities should be matched to the individual's current education and experience, as well as to their short and long term professional development goals.

### **Variation and Choice:**

Certainly attending additional trainings or conferences would be one way to complete the extra 10 hours. But, it is not intended that the additional hours can only be met by these same types of activities. Other types of "Professional Growth Activities" that could be used include those that *engage the participant in a broader aspect of the field, increase the knowledge of others in the field, or increase the knowledge of others related to the field.*

For example, the following examples could be professional growth activities:

- Conducting a training for other staff members
- Writing an article
- Serving as a member of a professional organization

### **Structure of this Document:**

To assist providers in planning for their professional growth activities, the Early Childhood Division through the support and work of the *Quality for ME* subcommittee of the Child Care Advisory Council (CCAC) has designed this document with specific examples and the number of hours that would be credited for completing each activity, which are listed below. **This list is not meant to represent all activity options, but rather to serve as a guide as child care professionals sit down to figure out their professional development plan for the coming year or meet with their Director or other support professional (such as your education specialist) to collaboratively develop an individualized professional development plan.** The activities used to meet this requirement should be suited to each individual's experience,

education, and skills. The type of activities planned should be part of the individual's current professional development goals.

It is important to note two (2) key features of this document:

1. Based on the fact that this document should serve as a "guide" for programs; in the **Quality for ME Professional Growth Activities LOG**, which can be used for documenting your training hours, we have included an "other" category for programs to utilize if it is warranted that a professional growth activity falls outside of one of the categories and examples listed.
2. As you will see, the hours do not convert equally; that *1 hour*= *1 hour* for each category. We pro-rated this based on what we have seen both qualitatively and quantitatively to be the average amount that a consensus of providers spend on each of these activities.

**Examples of Quality for ME Professional Growth Activities**

| <b>Categories</b>                            | <b>Activity</b>   | <b>Hours</b>  | <b>Examples of Evidence</b>   |
|--|---|---|---|
| <b>Related to Professional Organizations</b> | Hold a Leadership position at a local level   | <u>10 hours:</u> Holds a Leadership position for a year   | Past year's meeting minutes designating that the individual held a leadership position. |
|  | Be a board member of a statewide or national professional organization  | <u>10 hours:</u> Holds a Board member position for a year | Past year's meeting minutes designating that the individual's attendance.               |
|  | Be an active committee member of an appropriate local, State, Regional or national professional organization (e.g. United Way; community collaborative; CAN Council; Head Start Board; FCC organization; RDC Advisory Committee; EC Vocational School; EC/VICA; Healthy Maine Partnership; CDS Board; MASN; etc.) | <u>1 hour:</u> per each meeting attended in one year      | Past year's meeting minutes designating that the individual attended.                   |
|  | Hold current membership in an appropriate local, state or national organization (e.g.: NAEYC/MAEYC; NAFCC; MRTQ Registry; MeAIMH; Family Child Care organization*; AMA; NAA; Waldorf Assoc; etc.)   | <u>1 hour:</u> per year of membership                     | Copy of membership card.  |
|  | Attend a professional organization meeting (e.g.: NAEYC/MAEYC; NAFCC; MRTQ Registry; MeAIMH; Family Child Care organization*; AMA; NAA; Waldorf Assoc; CEC; DEC; etc.)  | <u>1 hour:</u> per each meeting attended in one year      | Certificate of attendance.  |
|  | <b>Related to Professional Conferences</b>  | Serve on a professional conference planning committee     | <u>2 hours:</u> per each meeting attended in one year                                   |



|   |   |   |   |
|---|---|---|---|
|   | Chair a professional conference planning committee  | <u>10 hours</u> : per year  | Past year's meeting minutes, conference information, etc.                                   |
|   | Present at a local, state or national professional conference                             | <u>10 hours</u> : per year  | Conference information.   |
| <b>Related to Program Quality Improvement or Validation</b> | Complete a professional development plan  | 1 hour per year   | Written plan in employee file or QRS portfolio  |
|   | Conduct training for other staff members.   | <u>2 hours</u> per year   | Meeting agenda and/or outline   |
|   | Participate in a cohort in pursuit of program accreditation                               | Equivalent to hours spent in cohort meetings                            | Certificate of attendance or meeting minutes  |
|   | Direct a program through accreditation or re-accreditation                                | <u>10 hours</u> per year  | Accreditation Certificate received in current year  |
|   | Participate in Collaborative Consultation with the TA network to improve program quality  | Equivalent to hours spent in active consultation with TA network member | TA report from Registry database for individual   |
|   | Serve as an Observer, Validator or Verifier for National Accreditation Program or CDA     | <u>5 hours</u> per program observed or <u>5 hours</u> per CDA advisee   | Letter of agreement to complete a visit to a candidate from the National Accreditation Body |
|   | Lead a cohort through accreditation   | <u>10 hours</u> per year  | Documentation of meeting dates and accreditation candidates                                 |
| <b>Related to Outreach or Advocacy</b>                      | Plan and host a professional or community meeting or parent presentation at your program. | <u>2 hours</u> per event  | Flyer, evaluation of presentation   |



|   |  |   |  |
|---|--|---|--|
|   | Attend an advocacy event for EC or AS such as Infant Toddler Awareness Day, Lights On , Step Up For Kids or Week of the Young Child.   | <u>1 hour</u> per event                               | Flyer, self report   |
|   | Actively participate in a relevant task force or advisory group such as United Way's Success by Six board, a Community College's Early Childhood Advisory board, a local RDC's advisory committee. | <u>1 hour</u> per meeting                             | Meeting minutes  |
|   | Organize a community event related to Early Childhood or After School such as Lights On, Week of the Young Child or Step Up For Kids.  | <u>5 hours</u>  | Flyer, poster, announcement                                |
|   | Actively advocate for EC or AS policies or budget by contacting your legislators and/or inviting legislators to visit your providers.  | <u>1 hour</u> per year                                | Copy of correspondence or documented phone call.           |
|   | Testify at a legislative hearing concerning EC or AS policy issues.  | <u>2 hours</u>  | Copy of testimony  |
|   | Advocate at a public meeting for funding or policy rule change.  | <u>2 hours</u>  | Meeting agenda   |
|   | Volunteer for your local Child Care Resource Development Center or Head Start program; etc.  | <u>1 hour</u> : per 3 or more hours of volunteer work | Document authorized by agency with documented hours/dates. |
| <b>Related to Contributing to Written Content</b> | <b>An activity can be used once per training year.</b>   |   |  |
|   | Author or co-author material for a newsletter, handbook or report.   | <u>1 to 4 hours</u>                                   | Copy of material   |



|                                  |  |                       |                                 |
|----------------------------------|--|-----------------------|---------------------------------|
|                                  | ( i.e.; at the local, state or federal level)  |                       |                                 |
|                                  | Author or co-author a policy brief, a website or other resource materials (i.e. NAEYC Young Children or DEC Young Exceptional Children).   | <u>1 to 4 hours</u>   | Copy of material                |
|                                  | Author or co-author an article in a professionally relevant publication that is distributed nationally (i.e.; NAEYC <i>Young Children</i> or DEC <i>Young Exceptional Children</i> ) | <u>4-10 hours</u>     | Copy of material                |
| <b>Related to Grants/Funding</b> | Author or co-author an RFP or grant proposal to support your program or professional group (i.e.; local, state, federal or private )   | <u>Up to 10 hours</u> | Documentation of authorship     |
|                                  | Active involvement in the implementation of a grant award.   | <u>Up to 10 hours</u> | Documentation of PI or designee |
|                                  | Participate as a “blind” reviewer for proposals, grants or foundation funding processes.   | <u>5-10 hours</u>     | Documentation of reviewer       |
|                                  | Author or co-author an RFP or grant proposal to support your program or professional group (i.e.; local, state, federal or private )   | <u>Up to 10 hours</u> | Documentation of authorship     |
|                                  | Author or co-author an RFP or grant proposal to support your program or professional group (i.e.; local, state, federal or private )   | <u>Up to 10 hours</u> | Documentation of authorship     |

