ALASKA'S PROFESSIONAL DEVELOPMENT PLAN

For the Early Care and Education Workforce

June, 2008

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INTRODUCTION

What is SEED?

Alaska's System for Early Education Development (SEED) is a professional development system for providers of early care and education in Alaska. SEED was formed in 2001 with funding from the Federal Department of Education. SEED's goals are to create an infrastructure for professional development and to provide direct assistance to early childhood teachers and providers to pursue their educational goals.

SEED is based at the University of Alaska Southeast but maintains a statewide focus. The SEED Council, comprised of early childhood experts and stakeholders throughout the state, provided direction and guidance from SEED's inception throughout the duration of the federal grant project that concluded in January 2008.

SEED continues to provide direction and leadership for early childhood professional development through funding from:

- The University of Alaska Statewide
- The University of Alaska Southeast
- The State of Alaska Department of Health and Social Services
- The State of Alaska Department of Education and Early Development
- Best Beginnings

Early Childhood Comprehensive Systems Plan

In 2006, the Alaska Department of Health and Social Services developed the Early Childhood Comprehensive Systems Plan for children prenatal to eight. The ECCS plan provides the vision and mission for caring for Alaska's young children. The vision and mission are:

> The Vision of the State of Alaska Early Childhood Comprehensive Systems Plan is to build and implement a statewide early childhood comprehensive system that supports families and communities in their development of children who are healthy and ready to learn when entering school.
>
> The Mission is to promote positive development and improved health outcomes for Alaska's children prenatal to eight by creating a culturally responsive, comprehensive and accessible service delivery system that links service providers, empowers families and engages communities.

One component of the ECCS Plan is "Early Care and Learning." The SEED Professional Development Planning Committee used the outcomes identified in the ECCS plan as the foundation of its work. These outcomes are:

- Early care and learning programs for children birth through age 8 will be based on standards of best practice.
- The early childhood workforce will be well-qualified and fairly compensated.
- Children and families will be able to find and access appropriate early care and learning programs.
- Families will be full and respected partners in their children's early care and learning programs.
- Families of young children will have access to community-based parenting and family support programs.

Other Supporting Plans and Initiatives

The Early Childhood Professional Development Planning Committee also utilized planning documents from **Best Beginnings** and **SEED**. These earlier planning efforts resulted in the identification of critical goals and objectives for establishing an early childhood professional development system in Alaska.

The related goals of ECCS, Best Beginnings and SEED are identified in each key element portion of this document in the section titled, "Alaska's Goals." The purpose is to demonstrate the consistency between this Early Childhood Professional Development Plan and other planning initiatives. With the vision in place, the five planning teams moved forward to articulate the next steps required to prepare and advance the early care and education workforce for our state.

The State of Alaska's Early Learning Guidelines (December 2007) is an important resource for parents and early educators. This document, endorsed by the Alaska State Board of Education and Early Development, establishes:

> …a common understanding about what young children should know and be able to do at different stages in their lives. These expectations, often called Early Learning Guidelines or ELGs, provide essential information for those who love, care for, and educate young children. Increasingly, Early Learning Guidelines are used by families and local communities; by states; and internationally by countries in order to strengthen and coordinate early childhood practices, programs and policies.

The Early Childhood Professional Development Plan is a complimentary document informed by the Early Learning Guidelines, focusing on preparation for those who work professionally with young children.

A quality early care and education system is comprised of many key components. Professional development is one of those components. For Alaska, The Early Childhood Professional Development Plan is part of Alaska's more comprehensive **"Standards-Based Early Care and Education System."**

Establishment of a **Quality Rating and Improvement System (QRIS)** is a primary goal in Alaska. This system would provide the framework for assessing, improving, and communicating the level of quality in early care and education programs to families in Alaska. Professional preparation of early care and learning staff is a key indicator of quality.

Nationwide**, Quality Rating and Improvement Systems** establish criteria and provide incentives and resources for child care providers to improve the quality of their programs. QRIS can provide an infrastructure to build a sustainable system that supports ongoing quality improvement in child care and education settings.

Early Care and Education Systems typically share common elements. Alaska's system may include:

- Standards by which to assess these programs **(professional development being a key indicator of quality);**
- Incentives and technical assistance to help programs improve their ratings;
- Consumer education to provide parents with tools to evaluate care and learning programs;
- Assessment, monitoring and rating of programs;
- **Supports for professional development of early care and learning staff, and;**
- Financial support to ensure access by all children on a voluntary basis

Why a Professional Development Plan?

At its final meeting in fall of 2007, the SEED Council recommended that Alaska develop a statewide professional development plan. The need for such a plan was brought to the Council by the State of Alaska Department of Health and Social Services, Child Care Programs Office and readily endorsed by the SEED Council.

Many of the stakeholder entities have plans that include professional development for the early care and education workforce. However, there was no comprehensive plan that specifically addressed professional development for this sector.

The planning process began with a comprehensive review of existing plans, as described above. Primarily, the State of Alaska Department of Health and Social Services "Early Childhood Comprehensive System Plan (ECCS)."

The Planning Process

Throughout the spring of 2007, over 30 members of the early childhood professional community worked together in person, via telephone and the Internet, to participate in planning sessions. These individuals represent virtually every aspect of the early childhood field in Alaska including:

- Child Care Licensing and Child Care Programs (including the Municipality of Anchorage)
- Early Childhood Comprehensive Systems and the Strengthening Families Initiative
- Head Start Collaboration Office and Regional Technical Assistance Staff
- Alaska Head Start Association
- Alaska Teacher Credentialing
- Infant Learning and Early Intervention Programs
- Alaska Family Childcare Association
- Tribal Childcare
- Best Beginnings
- Parents as Teachers
- Alaska Resource and Referral Network
- Alaska Association for the Education of Young Children
- University of Alaska Anchorage, Fairbanks, Southeast and the College of Rural and Community Development
- Anchorage School District
- Office of Workforce Development, Barrow

Who Will Use This Plan?

This plan is intended for multiple sectors of the early care and learning workforce including child care, Head Start, prekindergarten, early intervention and home visitor programs. Aspects of the plan may also be useful for school-age care, and friend, family and neighbor care.

This plan will also be useful for all people who work with young children, though it may not be their primary profession. This could include community groups, parents, volunteers, religious organizations and others.

In addition to those who work in the childcare workforce, policy makers and administrators will benefit from the articulation of a professional development plan as they seek to make decisions that benefit young children in Alaska.

UNDERSTANDING THE FRAMEWORK FOR ALASKA'S EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT PLAN

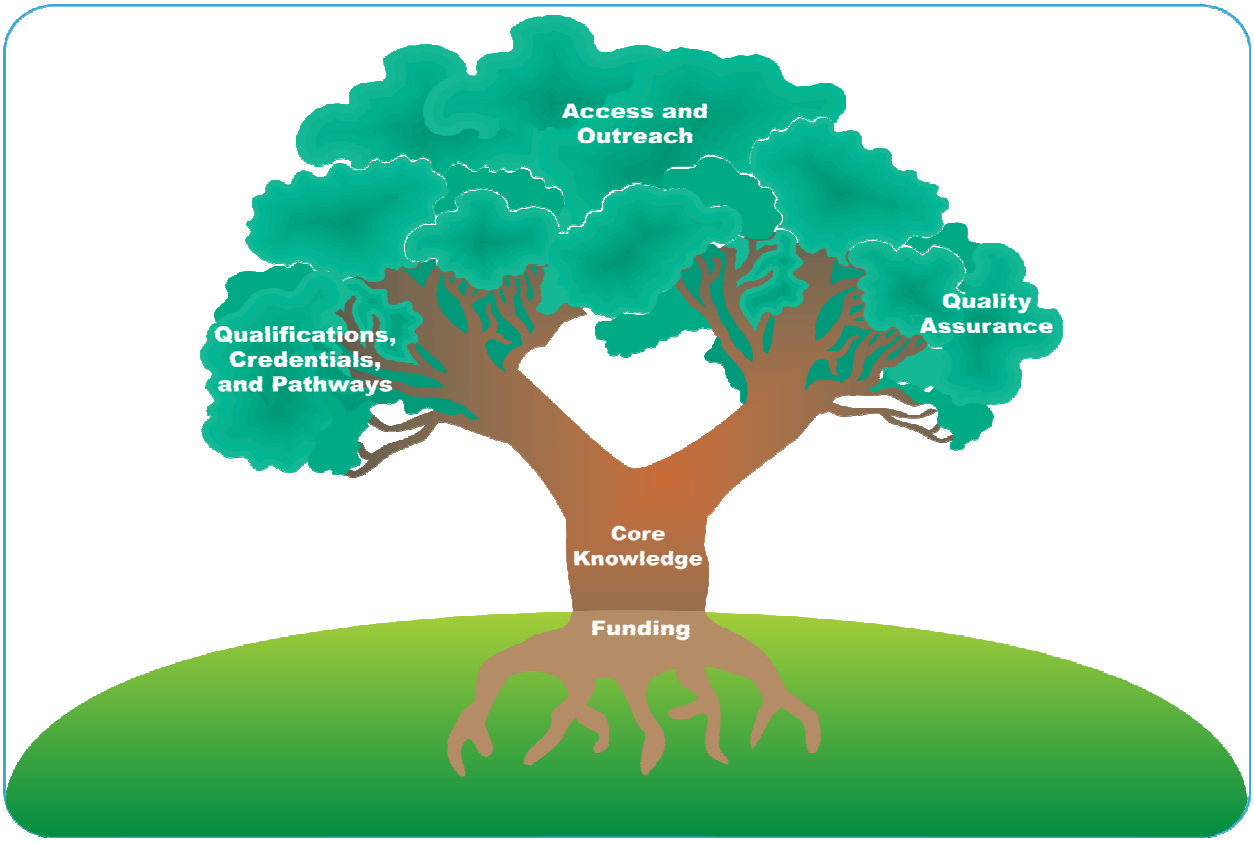
(Adapted from the NCCIC Early Childhood Professional Development Systems Toolkit)

An ideal, comprehensive professional development system for early care and education personnel is accessible and based on a clearly articulated framework; includes a continuum of training and ongoing supports; defines pathways that are tied to licensure, leading to qualifications and credentials; and addresses the needs of individual, adult learners. Enhancing a spirit of life-long learning is one goal of any professional development system. Similar to this goal, a professional development system itself is never a finished product and should continually evolve and be refined to best meet the needs of the population it serves.

While each professional development system is unique to the needs of the local workforce, professional development systems can be categorized in five broad interconnected ***elements***, growing from the "roots" of funding to the extending "leaves" of access and outreach to the overarching system-level issues of infrastructure, governance and financing. Each of these broad elements is made up of specific ***components*** to support the workforce. This simplified framework will help stakeholders form a basic understanding of professional development systems. The following table, which will be included throughout the toolkit, includes general questions readers may have and the corresponding system elements that will provide further information.

SYSTEM QUESTION	SYSTEM ELEMENT
What is it?	Core knowledge
Why does it matter and what is available?	Access and outreach
How can we work toward it?	Qualifications, credentials and pathways
How do we ensure and measure achievement?	Quality assurance
How can we afford it?	Funding

This framework can help policy-makers ensure they are addressing all aspects of their professional development systems; if one element of a system is being addressed, there will be ramifications for another part of this living, interconnected system. The following page provides a graphic of the simplified framework and example components that fall under each of the five elements.



Like a tree, a professional development system is a dynamic arrangement of interdependent elements. The trunk of **core knowledge** provides the central foundation for the entire system. It upholds the **quality assurance** branch; the **qualifications, credentials and pathways** branch; and the leaves of **access and outreach**, which extend to all sectors of the early care and education workforce. The roots of **funding** provide the essential monetary support for practitioners to attend professional development activities and be compensated for increased professional development.

KEY ELEMENT I

CORE KNOWLEDGE

Contents:

- Core Knowledge: What Is It?
- Alaska's Goals Related To Core Knowledge
- Alaska's Action Plan On Core Knowledge
- Draft Core Knowledge Guiding Principles

KEY ELEMENT I: CORE KNOWLEDGE

Core Knowledge: What Is It?

Core Knowledge refers to the concepts that adults who work with young children need to know and understand to facilitate children's learning and development, which are linked to early learning guidelines.

Core Competencies are the central range of observable skills that adults who work with young children need to facilitate children's learning and development, which are linked to early learning guidelines.

Alaska's Goals Related to Core Knowledge

Integration with Existing Plans

Alaska has several plans that pertain to early childhood professional development. In developing the Alaska Professional Development Plan, the committee reviewed these plans and identified goals that related to the five key elements of the professional development plan.

This document identifies the goals and objectives that pertain to the importance of writing a "Core Knowledge" document. The plans reviewed include: **Early Childhood Comprehensive Systems (ECCS), Best Beginnings (BB)** and **System for Early Education Development (SEED)**. Identifying the common elements between these plans is called "crosswalking."

The Core Knowledge "crosswalk" also includes a review of the recently published **Early Learning Guidelines** which provide a foundation for the Core Knowledge and Core Competency element.

Core Knowledge goals and objectives:

- Early care and learning programs for children birth through age eight will be based on standards of best practice. (**ECCS**)
- Early care and learning programs will use Alaska's Early Learning Guidelines to better understand, support and enhance children's development and learning. (**ECCS**)
- Early care and learning programs will use a variety of appropriate methods to regularly screen, assess and monitor progress of individual children. (**ECCS**)
- Develop and disseminate information on screening and assessment resources available to programs and the importance of regularly screening, assessing and monitoring children's progress. (**ECCS**)
- Ensure that these standards describe a learning continuum, connected to the Early Learning Guidelines. (**ECCS**)
- Complete and make available user-friendly versions of the ELGs for various target audiences. (**BB**)
- Working with partners, provide on-going training experiences for parents and early childhood educators in understanding and applying Early Learning Guidelines to their activities with children. (**BB**)

- Align the Early Learning Guidelines with the quality rating system. (**BB**)
- Support establishment of education standards for early care and education practitioners. (**SEED**)
- Continue to refine professional development framework articulating career advancement. (**SEED**)
    - Assure consistency with Core Knowledge concepts
    - Expand to include language and concepts from Early Learning Guidelines
- Establish markers of quality for early learning. (**SEED**)

Key Element I: Core Knowledge Action Plan

Team Leader: Gail Trujillo

Team Members: Kerry Reardon, Paul Sugar, Hilary Seitz, Sharon Vaska

Overall Goal(s): To develop core knowledge and core competencies that will provide a fundamental and consistent set of knowledge and skill areas that are common to all roles for individuals working with children (0-8) if all children are to thrive under their care.

OBJECTIVE	ACTION STEPS	
1) Identify programs/ sectors that work with young children	1)	Brainstorm all programs/sectors that are involved with children between birth through 8 years of age
2) Develop assumptions that core knowledge and competencies should be based on	2-A)	Review Alaska's Early Care and Education Core Knowledge (Alaska SEED, June 2000) document assumptions (pg. 2)
	2-B)	Begin email exchange between team members with ideas on what should be added/deleted from existing assumptions listed in Alaska's Early Care and Education Core Knowledge document
	2-C)	Teleconference to share ideas
	2-D)	Integrate team members suggestions re: assumptions into the pages 1-3 in existing document: Alaska's Early Care and Education Core Knowledge
	2-E)	Review revisions and make final comments on re-write of Alaska's Early Care and Education Core Knowledge document
	2-F)	Submit Core Knowledge Plan
3) Identify content areas for core knowledge	3-A)	Review specific documents to assist the team in 1) making recommendations for domains and levels to be included in core knowledge and competencies and/or 2) developing a process by which the documents should be reviewed
	3-B)	Develop guidelines for developing core knowledge content areas and competencies
	3-C)	Recommend that existing Core Knowledge working team members continue work beyond May 16, 2008 to identify content areas for Alaska's Core Knowledge and Competencies
	3-D)	Identify writing teams to develop core knowledge content and competencies

Key Element I: Core Knowledge Guiding Principles

Guiding Principles for the Professional Development Framework's Core Knowledge and Competencies

The members of the development team for the core content and competencies should represent diverse areas of the early childhood field, including early care and education providers (center, home, faith-based, Head Start, preschools); higher education faculty, administrators, early childhood agency/organization personnel; early intervention; and community-based trainers. The development of core content and competencies should be guided by the following principles:

1. Identify the key concepts that apply to anyone working with young children;
2. Apply to early childhood professionals who work with young children and their families to provide care and/or education in many different settings and roles;
3. Represent knowledge and observable skills needed for all levels of professionals, from beginners just entering the filed through those at an expert level;
4. Apply to the development, care and learning for children from birth through age 8;
5. Recognize that children with special needs are included in the population of children that all early childhood professionals serve;
6. Be culturally sensitive and respectful particularly with regard to Alaska Native cultures, languages and communities;
7. Be based on what is currently known, from research and expert wisdom, about young children and the best practices that best support them in the development and learning;
8. Be reader-friendly and useful in a variety of ways by different groups:
    - Professionals
    - Administrators
    - Trainers, instructors and higher education
    - SEED Registry
    - State and local agencies
9. Recognize the different roles and settings of directors (administrators, supervisors, etc.) and home-based practitioners, additional competencies specific to their application of the core knowledge should be developed; and,
10. Consider that programs are bound by a multitude of standards and requirements including NAEYC, DEC, teacher standards, licensing, Head Start performance standards, and the Child Development Associate requirements.

Background Information

Brain Research Findings

For years, experts have claimed that the early years are critical to human development. Recently, through new brain-imaging technologies, scientists have been able to demonstrate more clearly just how children's early experiences shape brain development and thus set the stage, for better or worse, for whom they will become.

During prenatal development, the brain forms about a hundred billion neurons as well as about 50 trillion connections, called synapses, between neurons. Throughout the first 10 years of life the brain organizes itself by hard wiring these synapses based on the experiences and stimulation the child receives. Childhood experiences, both positive and negative, help determine which synapses are retained and how the brain is organized for future learning. In this way, characteristics such as intelligence, empathy and self-esteem are influenced by the quality of care children receive during their first years of life. What we have learned from this research is that healthy physical, social and emotional development are dependent on early care that is nurturing, responsive, predictable and includes secure attachments to primary caregivers.

Implications for Child Development in Alaska

Parents, of course, are their children's first and most influential caregivers and teachers. During the course of their early years, however, most of the children in Alaska will also have their development and experiences shaped by at least one early childhood practitioner - someone dedicated to the well-being of young children birth through age eight and their families.

Current data about families show that:

- Over half of all children live in single parent households at some time in their childhood.
- Over 68 percent of all children under the age of five live in families where parents are working outside the home.
- 50 percent of all mothers work outside the home sometime within the first year of a child's life.

More and more children are spending part or all of their day in the care of someone other than their parents and family. They are enrolled in child care, preschool, Head Start and other early childhood programs. National research has demonstrated that the quality of young children's experience in early care and education is directly related to the specific preparation in early childhood education obtained by the adults caring for and educating them.

Following the national trend, the Alaska System for Early Education Development (SEED) is working to strengthen the professional development system in our state by developing a "Core Body of Knowledge and Competencies" for early childhood practitioners.

"The Core" is based on the understanding that there are critical areas of knowledge and skills that are necessary for early childhood practitioners to have if young children are to thrive under their care. The Core strives to clearly communicate the nature of these critical areas of professional practice and be useful to anyone who in interested in the competency of early childhood practitioners, whether it be those working in the field, those families who depend upon early childhood practices, those who provide training, or those who make decisions and policies about early childhood practitioners.

What Is Early Care and Education?

Many terms are used in describing this field. It is sometimes called early childhood development, early childhood education or just early childhood. We use generic terms like child care, preschool, kindergarten or the primary grades. And we use program-specific names such as Head Start, Infant Learning or Healthy Families. Historically, all of these programs have been known collectively as *early childhood programs.* More recently we have adopted the term *early care and education* to emphasize the close relationship between care and education. Early care and education is inclusive of the variety of settings such as homes, centers, schools and addresses those who provide direct services as well as those who coordinate, supervise and administer programs and services. Additionally, we recognize that systems such as foster care, mental health, health care and developmental disabilities are part of this important web of support for young children and their families.

The term early care and education reflects a vision of comprehensive support for children from birth through age eight, including their prenatal growth and development. Alaska SEED recognizes that before and after school programs typically serve children beyond age eight. Therefore, Alaska SEED will provide connections between this Early Care and Education Core

Knowledge and extensions that address the professional development of adults who also work with older children and youth in school-age care programs.

Most Alaska communities offer some form of early care and education. For healthy, well-functioning families such programs can be helpful supports to childrearing. For challenged or struggling families, they are essential safety nets. In either case, the quality of program rests on the training and supervision of staff that interact with children and their families.

Core Knowledge and Competencies: Some Assumptions

Early care and education settings are diverse, but the foundation of knowledge needed by staff in each of them is, at its core, the same. Adults who staff early care and education programs make countless daily decisions that affect children's healthy development and learning. To make these decisions consciously and constructively, early childhood teachers must have a knowledge base that is grounded in best practices. From this base, they must work within the realm of the individual child's family, society and culture. The idea of a core knowledge foundation is not new to early childhood education. For Alaska SEED, it is based on the following assumptions:

1. The benefits of possessing core knowledge and competencies will enable providers, trainers and administrators to understand child development in a cultural and comprehensive context, which will result in better care and development of young children in Alaska, and quality programs for children and families.
2. A professional development framework founded on core knowledge and competencies will enhance the field of early care and education, enabling it to gain stature as a profession.
3. As with children, those who work with young children learn in a variety of ways; our core knowledge and competencies (professional development) system must encompasses and consider a diversity of learning and teaching styles including language.
4. Our state is diverse and expansive both geographically and culturally; our core knowledge and competencies framework must reflect the diversity, geographic distances, developmental and accessibility issues facing our providers, trainers, administrators and programs.
5. Our children require and deserve a supportive and nurturing environment in which to grow and develop.
6. The early care and education profession recognizes that children are first cared for and educated by the family; support for the family as a whole is essential to the profession.
7. As with young children, developing and sustaining positive relationships are the foundation for growth and learning. Demonstrating core knowledge and competencies

is dependent on supportive relationships, effective observation and feedback, and reflection by all those involved in the professional development system. The system is sustained by recognizing the importance of the relationships between adults, adults and children, children with other children, parents, community and teenagers who are entering the field of early care and education.

8. Cultural diversity impacts all areas of practice in early care and education. Each family is unique in its structure, values, beliefs, traditions and interactions. Respect for each family's worth and appreciation of the richness of diversity that each family brings to the early care and education setting are core values within the professional development framework.
9. There is a direct relationship between a provider's level of training and the quality of work with children, especially in terms of the effect on children's language development, social skills and learning.
10. Research suggests that over 90% of brain development occurs before age three. We have a significant opportunity to enhance young children's social and emotional development, attention, processing, memory and retention.
11. Professional development requires reflection on practices to identify strengths, recognize areas for future growth and incorporate new learning experiences. Reflection heightens awareness of one's own performance and leads to personal change and growth.

Having a clearly defined core body of knowledge and competencies has many benefits:

- Work with young children gains stature as a profession when everyone understands that it requires a specialized knowledge, skills and dispositions gained through education and ongoing professional development.
- The Core represents the scope of professional practice and can provide a well – rounded framework for the preparation of newcomers to the field and the continued professional growth of those already working with young children and their families.
- Lastly, a Core that covers a range from entry level to master level is a helpful tool as individuals assess their own knowledge and skill levels and chart a course for their own development.

KEY ELEMENT II

ACCESS & OUTREACH

Contents:

- Access & Outreach: What Is It?
- Alaska's Goals Related To Access & Outreach
- Alaska's Action Plan On Access & Outreach

KEY ELEMENT II: ACCESS & OUTREACH

Access & Outreach: What Is It?

- *Online databases of training and education opportunities*:
  - Training calendars: Published lists of trainings for personnel, which generally include short descriptions, locations, dates and times of training sessions
  - Directories of college degree programs

- *Career development advising:* The process of informing individuals about entry and continuing education requirements for professional roles in the field and helping them assess current qualifications, identify education resources and plan career advancement, while paying attention to cultural and linguistic frameworks.

- *Continuum of individual and group supports*:
  - Orientations to the early childhood field, regulations, standards, or programs
  - Mentoring and coaching programs
  - Peer support groups
  - Leadership development
  - General skills and education supports (e.g., bilingual education and literacy, computer, math skill building, etc.)

- *Multiple professional development delivery methods*:
  - Onsite, community-based and higher education/campus-based delivery
  - Mobile units
  - Distance learning
  - Courses as modularized workshops (i.e., credit-bearing courses that are developed into a set of related workshops)
  - Internships, assistantships and apprenticeship
  - Hotlines, warmlines, help desks
  - Technical assistance

- *Public engagement efforts/initiatives*

Alaska's Goals Related to Access & Outreach

Integration with Existing Plans

Alaska has several plans that pertain to early childhood professional development. In developing the Alaska Professional Development Plan, the committee reviewed these plans and identified goals that related to the five key elements of the professional development plan.

This document identifies the goals and objectives that pertain to the importance Access and Outreach. The plans reviewed include: **Early Childhood Comprehensive Systems (ECCS), Best Beginnings (BB)** and **System for Early Education Development (SEED)**. Identifying the common elements between these plans is called "crosswalking."

- Maintain and publicize a website that provides information on professional development opportunities. (**ECCS**)
- Maintain website that provides information on education opportunities. (**SEED**)
- Work with partners to establish a framework for providing consultation, support and TA in professional advancement. (**BB**)
- Conduct meetings with early childhood educators to invite participation and respond to questions or concerns, reduce barriers, improvements needed in infrastructure for professional development. (**BB**)
- Increase opportunities for providers at the entry level stages of the framework including:
    - Increased opportunity for achieving CDA (access to mentors, delivery mechanisms, increased delivery in rural AK, increased CDA reps for assessment)
    - Increased tech prep options
    - Increased availability of training to home based providers. (**SEED**)
- Provide campus-based and distance delivered education opportunities. (**ECCS**)
- Assist in developing options in rural communities for child development classes, beginning in high school and to ECE careers. (**BB**)
- Join with DEED, DHSS, AK-AEYC and CCR&R in offering regular conferences for early childhood educators, designed to build a sense of professionalism and a network of early educators. (**BB**)
- Families will have access to consumer information and have the resources to make informed choices regarding their child's early care and learning. (**ECCS**)

- Implement a quality rating system statewide to help parents determine the quality of care. (**ECCS**)
- Provide consumer information to parents that is user-friendly and available in multiple formats, languages and locations (such as places of employment, medical offices, WIC, etc.). (**ECCS**)
- Develop public service announcements for radio and television with consumer information regarding quality care and learning programs. (**ECCS**)
- Launch a social marketing campaign in support of a professionally qualified early childhood workforce. (**BB**)

Key Element II: Access & Outreach Action Plan

Team Leader: Cindy Harrington

Team Members: Donna Kirby, Audrey Sagaana, Melora Gaber, Shirley Pittz, Jane Atuk, Marianne Malone, Melissa Pickle

Overall Goal(s):	Coordinate and maintain a clearinghouse of information, resources and technical assistance for early care and school-age professionals designed for access and dissemination in multiple media to include the diversity of geographic and cultural workforce settings.
OBJECTIVE	**ACTION STEPS**
1) Expand and build on SEED system to serve as clearinghouse (one-stop access point) of PD opportunities at all levels on the Career Pathway	1-A) Designate SEED website to serve as central online clearinghouse, with additional methods for dissemination beyond online community
	1-B) Designate the Registry System to serve as the framework to gather and disseminate training calendars and resources, including master calendar for statewide and regional conferences
	1-C) All professional development is related to and identified with the Career Pathway levels
	1-D) Professional development resources include labor/workforce opportunities related to Career Pathway levels
2) Promote career advising for all levels on the Career Pathway	2-A) Identify current advising resources; link to clearinghouse
	2-B) Cultivate new partners to expand career and workforce advising
	2-C) Staff statewide 'warm line'
	2-D) Explore partners and resources to fund 'Professional Development Advisors' (see ilgateways.com)
	2-E) Secure resources to develop and launch a statewide early care and education career marketing campaign

OBJECTIVE	ACTION STEPS	
3) Provide a continuum of individual and group supports for all levels on the Career Pathway	3-A)	Provide entry level orientations to the early care and education field statewide
	3-B)	Support coordination of professional development opportunities between tribal and state licensed in-home systems
	3-C)	Explore initiative for outreach to Friend and Neighbor care
	3-D)	Establish mentoring, coaching and peer support programs at all levels
	3-E)	Coordinate and develop appropriate leadership training opportunities at all levels
4) Deliver training and education opportunities in multiple delivery methods for practitioners at all levels on the Career Pathway	4-A)	Coordinate delivery of regional and state conferences across sectors early care and education professional development
	4-B)	Support collaboration between community organizations and resources to provide regional and community-based opportunities for professional development (face to face)
	4-C)	Support the university to continue multiple course delivery methods, including the development of online content coursework
	4-D)	Conduct inventory and coordinate accessibility to modular training workshops/theme kits statewide
	4-E)	Support additional resources for CCR&Rs to expand rural delivery services
	4-F)	Develop and implement strategies to increase opportunities to train trainers, particularly in rural locations; emphasize cross sector training and delivery
	4-G)	Develop and implement strategies to provide ongoing support for training initiatives (i.e. follow up activities and communication)
	4-H)	Increase delivery of early care and education programs in secondary schools, with emphasis on tech prep
	4-I)	Support development of distance delivery models of tech prep for rural high schools
	4-J)	Revise and implement apprenticeship program in early care and education

KEY ELEMENT III

QUALIFICATIONS, CREDENTIALS & PATHWAYS

Contents:

- Qualifications, Credentials & Pathways: What Is It?
- Alaska's Goals Related To Qualifications, Credentials & Pathways
- Alaska's Action Plan On Qualifications, Credentials & Pathways
- Registry Framework & Career Ladder

Qualifications, Credentials & Pathways: What is it?

- *Pre-service requirements*: Minimum qualifications that staff are required to have prior to assuming their positions

- *Continuing education requirements*: Ongoing trainings that staff are required to obtain to remain in their positions

- *Career lattice*: Levels of mastery connected to a progression of roles in the field

- *Credentials*: Documents certifying that an individual has met a defined set of requirements set forth by the grantor of the credential, usually related to skills and knowledge, and may include demonstrations of competence.

- *Pathways leading to qualifications, degrees and credentials:*
    - Articulation agreements
    - Training registries: Databases that track all completed personnel training
    - Credit-bearing workshops and training series
    - Credit for prior learning*:* Systems used by institutions of higher education for granting credit for learning acquired through life and/or work experiences

Alaska's Goals Related to Qualifications, Credentials & Pathways

Integration with Existing Plans

Alaska has several plans that pertain to early childhood professional development. In developing the Alaska Professional Development Plan, the committee reviewed these plans and identified goals that related to the five key elements of the professional development plan.

This document identifies the goals and objectives that pertain to Qualifications, Credentials and Pathways. The plans reviewed include: **Early Childhood Comprehensive Systems (ECCS), Best Beginnings (BB)** and **System for Early Education Development (SEED)**. Identifying the common elements between these plans is called "crosswalking."

- Establish educational standards for early care and learning providers and embed them in requirements for programs. (**ECCS**)
- Support establishment of education standards for early care and education practitioners. (**SEED**)
- Continue to refine professional development framework articulating career advancement.
    - Assure consistency with core knowledge concepts
    - Align framework and licensing guidelines and requirements
    - Expand framework to include more levels and more endorsements
    - Expend to include ELG and concepts from Strengthening Families (**SEED**)
- A professional development framework articulating career advancement will be utilized by early care and learning providers.
    - Disseminate information about the professional development framework and encourage its use by providers and employers (**ECCS**)
    - Publicize and support use of Early Childhood Professional Development Framework with clear steps for advancing (**BB**)
- Develop and advocate for guidelines to be adopted by the State Board of Education and Early Development moving pre-K-3 teachers toward certification in early childhood development or an early childhood endorsement. (**ECCS**)
- Maintain a registry system that documents the individual professional development of providers. (**ECCS**)
    - Credit-bearing workshops and training series
    - Credit for prior learning: Systems used by institutions or higher education for granting credit for learning acquired through life and/or work experience

- Support/expand strategies for providing university credit for experiential learning/coordinated training series. (**BB**)

Key Element III: Qualifications, Credentials & Pathways Action Plan

Team Leader: Carol Prentice

Team Members: Erin Kinavey, Marcey Bish, Michelle Dakai, Kim Bergey, Cyndy Curran and Melissa Pickle

Overall Goal(s): Support the establishment of educational standards for early childhood education practitioners.

OBJECTIVE	ACTION STEPS
1) Establish base requirements or competencies for entry level and to maintain status	1-A) Maintain current standard for administrators
	1-B) Raise the standard of training that qualifies for continued licensing.
	1-C) Develop list of approved training for base requirement of 12 hours and continued requirement for 20 hours annually. Update regulations
2) Establish pre-service requirement	2-A) Define pre-service and orientation
	2-B) Explore possibility of following guidelines of Anchorage Municipality for all providers
	2-C) Identify how training would be delivered, compliance monitoring, collaborate with R&Rs on delivery
3) Identify requirements for continued staff development	3-A) Certification: Identify types of certification, requirements, access to information
	3-B) License: Identify requirements for licensing, set standards for training that qualifies for continued licensing
	3-C) CDA: identify training that qualifies for both initial CDA and for renewal process; assure these are available statewide
4) Establish early childhood professional development career framework	4-A) Finalize revisions to Alaska's framework (registry committee), including integration of ILP/EI
	4-B) Assure approval by all stakeholders
	4-C) Develop distribution and marketing plan

OBJECTIVE	ACTION STEPS
5) Explore possibility of credit for prior learning and work/life experience	5-A) Find out what UA system is already doing in this area: CLEP (College Level Evaluation Program)
	5-B) Identify vocational education role in this at the high school level including dual credit options
	5-C) Make contact with statewide committee working on recognition of cultural competency and language
6) Assess capacity and accessibility of UA for meeting needs	6-A) Determine process for assessing if training and workshops are potentially credit-bearing
	6-B) Assess capacity of UA system to meet new Head Start mandates for teacher preparation
	6-C) Develop system of coordination between needs of providers and capacity of UA system to meet those needs, such as bringing faculty to rural areas
7) Establish requirement for a minimum of 6 credits in ECE for public school teachers of grades K-3	7-A) Provide documentation to the State Board of Education
	7-B) Attend State Board meeting in May and provide public comment
	7-C) Write letters of support for this action

Draft

Key Element III: Registry Framework & Career Ladder

Alaska SEED Registry – Professional Development Framework

Revised - July 2008

*For clarification of levels, see the Alaska SEED Registry Framework - Supplemental Document
** All university credits and degrees must be completed from an accredited university

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Working in an early care and education setting **Or** High School diploma/GED **And** Motivation to advance in the ECE field **ILP:** High School diploma/GED	12 hours of training approved for Child Care Licensing	20 hour ECE SEED Overview training	45 hours of CDA or other nationally recognized SEED approved training in at least 3 CDA core knowledge content areas **Or** 3 credit ECE university introductory course **ILP:** Entry level plus 45 hours of ILP approved curriculum training	90 hours of CDA or other nationally recognized SEED approved training in at least 6 CDA core knowledge content areas **Or** 6 ECE university credits **ILP:** 90 hours of ILP approved training	12 ECE university credits **Or** ECE Occupational Endorsement **Or** Current CDA **Or** AA in an unrelated field plus 3 credit ECE university introductory course or 20 hour ECE SEED Overview training

Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
24 ECE university credits **Or** Industry approved training program completion **Or** Current CDA plus ECE Occupational Endorsement **Or** AA in an unrelated field plus 9 ECE university credits	AA in a related field plus 20 hour ECE SEED Overview training or 3 credit ECE university introductory course **Or** AA in an unrelated field plus 12 ECE university credits **Or** BA/BS in an unrelated field plus 20 hour ECE SEED Overview training or 3 credit ECE introductory course **ILP:** AA in ECE or related field	AA in ECE **Or** AA in a related field plus 12 ECE university credits **Or** AA in an unrelated field plus 24 ECE university credits **Or** BA/BS in a related plus 20 hour ECE SEED Overview training or 3 credit ECE introductory course **Or** BA/BS in an unrelated field plus 12 ECE university credits **ILP:** BA/BS in ECE or related field	BA/BS in ECE **Or** BA/BS in a related field plus 12 ECE university credits **Or** BA/BS in an unrelated field plus 24 ECE university credits **ILP:** BA/BS in ECE or related field plus ECSE professional certificate	MA in ECE **Or** Masters in a related field plus 12 ECE university credits **Or** Masters in an unrelated field plus 24 ECE university credits **ILP:** Masters or higher in ECE or related field	PHD oriented or with emphasis in ECE

Degrees and coursework for the levels must be in the field of ECE which includes early childhood education, child development, or related areas of study. ECE related credits/coursework is important because they reflect the body of knowledge valued in early care and education fields. While many professionals have a degree outside of ECE, the system recognizes specific academic preparation in the early childhood field. If a degree is not child development or early education, verification of ECE credits will be made by determining the ECE credits as documented on the transcripts or course descriptions. (Thanks to Georgia's Registry System)

*__High School Diploma/GED__ not required to be a member in the Registry

*__Child Care Setting includes__ but not limited to: Family Child Care Homes, Child Care Centers, Group Homes, Head Start, Infant Learning Program, Preschool, Home Visitors, Birth through age 8 professionals, etc.

*__Training approved for Child Care Licensing delivered by__: Child Care Resource and Referral Agency (CCR&R), SEED approved trainer, accredited university, CDA Council, Child Care Licensing, Head Start, Infant Learning, school district preschool, school age, Child Care Food Program, early childhood conferences, distance delivery such as Child Care Exchange, Nova, Wheelock, CARE Courses, Concordia, Bank Street. Other considerations: Montessori, foreign training, and certificates.

*The **SEED Overview of the Field of Early Care and Education** 20 hour curriculum must be from a Child Care Resource & Referral or Head Start agency

*__Training approved for CDA delivered by__: Four-year colleges and universities, two-year junior and community colleges, vocational and technical schools, early childhood education/child care programs that sponsor training such as Head Start, U.S. Army child and family services, and school districts, divisions of state or federal governments, or all branches of the U.S. Military Services, resource and referral agencies, family child care associations

*__CDA core knowledge content areas include__: Growth and Development, Observing and Recording, Physical and Intellectual, Planning Safe, Healthy Learning Environments, Professionalism, Program Management, Social and Emotional Development, Relationships with Families

*__Training approved for ILP includes__: TBD – but strictly remains for ILP staff

*__3 credit ECE university course__ can be an Introduction, Fundamental, or Overview course. This course does not need to be completed for SEED framework levels 6 – 12.

*__To verify accredited university__ visit http://ope.ed.gov/accreditation/Search.asp. Degrees and transcripts will only be accepted from accredited institutions.

*__Certificate/Endorsement__ such as: School-Age, Infant/Toddler, Behavioral Health, Special Needs

*__CDA must not be expired__ upon registering to be a member of the SEED Registry

This list contains examples of approved courses for direct ECE and related fields and there are more courses that are recognized than those listed below. Each transcript is reviewed thoroughly and those credits/degrees that directly relate to ECE will be considered. This list is not exhaustive. It is impossible to compile a permanent list of

approved courses/degrees because of the number of accredited institutions and their various course titles. (Thanks to Missouri's Registry System)

***ECE university degrees and credits may include**: Early Childhood Education, Child Development, Home Economics with emphasis in ECE, Family Consumer Science and Child Studies, Elementary Education, Child Nutrition, Child Psychology, Human Development, Nursery Education, Pediatric Nursing, Early Childhood Special Needs, Early Childhood Mental Health

***Related university degrees and credits may include**: Psychology, Sociology, Social Work, Education, Nutrition, Physical Education with an emphasis in ECE

SEED Registry Level Appeal Process

If an applicant receives their SEED Registry Professional Development Framework certificate and consider them to be placed at an inaccurate level, they may take part in an appeal process.

Step 1) Applicant can submit a letter to explaining what level they were placed at and what level they consider themselves to be. Copies of transcripts or course descriptions may be included.

Step 2) A Registry appeal committee will review the applicant's file and if needed the applicant will be notified if further documentation, such as transcripts or course descriptions, are needed in order to assign an accurate level.

Step 3) The applicant will be notified by letter of their current standing within the framework. This process may take six to eight weeks.

Letters may be sent to Jen Munson, Statewide Registry Coordinator, PO Box 141689, Anchorage, AK 99514

KEY ELEMENT IV

QUALITY ASSURANCE

Contents:

- Quality Assurance: What Is It?
- Alaska's Goals Related To Quality Assurance
- Alaska's Action Plan On Quality Assurance

Quality Assurance: What Is It?

- *Approval processes*:
    - Trainer approval (i.e., standards and registries): Sets of standards and qualifications for those who offer training, or registries that track trainer qualifications and standards they have met
    - Training approval: Sets of standards that trainings must meet, usually linked to core knowledge and principles of adult learning.

- *Evaluation processes*: Built into each element and/or component and the overall system; an iterative process

- *Monitoring processes*: Monitoring adherence to staff qualification and professional development requirements specified in licensing regulations, program or funding standards, accreditation, etc.

- *Accreditation*

Alaska's Goals Related to Quality Assurance

Integration with Existing Plans

Alaska has several plans that pertain to early childhood professional development. In developing the Alaska Professional Development Plan, the committee reviewed these plans and identified goals that related to the five key elements of the professional development plan.

This document identifies the goals and objectives that pertain to Quality Assurance. The plans reviewed include: **Early Childhood Comprehensive Systems (ECCS), Best Beginnings (BB)** and **System for Early Education Development (SEED)**. Identifying the common elements between these plans is called "crosswalking."

- The early childhood workforce will be well qualified and fairly compensated. (**ECCS**)
- Develop and implement a registry of approved trainers. (**SEED**)
- Families will be full and respected partners in their children's early care and learning programs. (**ECCS**)
- Early care and learning programs will be responsive to the different cultural and language needs of the families and children that they serve.
    - Encourage programs to recruit, hire and train staff representing the cultures that they serve.
    - Provide training information and strategies to providers on how to successfully engage families of diverse cultures. (**ECCS**)
- Develop and maintain trainer qualification standards for early childhood education across the state.
    - Develop and maintain trainer criteria and trainer registry.
    - Fund and support activities that increase the quality of training such "train the trainer" workshops. (**SEED**)
- Provide assessment of training. (**SEED**)
- Assure higher education is culturally appropriate. (**SEED**)
- Increase development of highly trained early childhood educators at M.Ed. and Ph.D. level. (**SEED**)
- Support the University of Alaska's qualifications for faculty and instruction. (**SEED**)
- Support efforts to establish quality rating systems and work toward NAEYC accreditation. (**SEED**)

Key Element IV: Quality Assurance Action Plan

Team Leader: Michele Jaeger
Team Members: Michele Dakai, Veronica Plumb, Jen Munson, Gara Bridwell, Carol Jensen

Overall Goal(s): Increase the quality of early education training as a part of the professional development system	
OBJECTIVE	**ACTION STEPS**
1) Increase use of adult learning principles in early education training	1-A) Refine and complete the process for the delivery of an adult learning course to provide a minimum of 6 hours of content that is accessible to early education trainers
	1-B) Develop marketing materials to increase the awareness about the availability of adult education curricula for new and existing early education trainers
	1-C) Formalize and standardize application process for trainers to become "SEED Approved" trainers
2) Develop criteria for SEED Registry training approval	2-A) Develop training standards that link to new Core Knowledge component of system
	2-B) Ensure that approved training links to Early Learning Guidelines
3) Advocate for higher quality of training required by licensing	3) Recommend code change to SOA Licensing and MOA Licensing that requires SEED Approved Training as the source for meeting licensing hours
4) Ongoing monitoring to ensure relevancy of SEED Approved training for all cross-sectors involved	4-A) Gather core competencies need by practitioners for all sectors involved in the SEED Registry i.e. ILP, PAT, etc.
	4-B) Create an ongoing process that checks that a SEED Approved Training is relevant for meeting competencies needed for all sectors
5) Ongoing monitoring to ensure relevancy of SEED Approved training for all cross-sectors involved	5-A) Gather core competencies need by practitioners for all sectors involved in the SEED Registry i.e. ILP, PAT, etc.
	5-B) Create an ongoing process that checks that a SEED Approved Training is relevant for meeting competencies needed for all sectors

OBJECTIVE	ACTION STEPS	
6) Develop evaluation processes for Quality Assurance components	6-A)	Create a self-evaluation for trainers to respond to determine the success of adult learning course on trainer's ongoing practice (Objective 1)
	6-B)	Determine a process for collecting anecdotal trends noted in participant evaluations following training experiences to help evaluate training effectiveness (Objective 1)
	6-C)	Annually evaluate past training for linkages to Core Knowledge and ELG's (Objective 2)

KEY ELEMENT V

FUNDING

Contents:

- Funding: What Is It?
- Alaska's Goals Related To Funding
- Alaska's Action Plan On Funding

KEY ELEMENT V: FUNDING

Funding: What Is It?

- *Financial aid and scholarships*

- *Compensation/retention initiatives:* Strategies for increasing compensation to retain qualified personnel and linking increases in qualifications to increases in compensation

- *Program quality awards* (these may be part of a quality rating system):
    - Tiered reimbursement systems: Methods for increasing payment rates based on quality in the State or Territory's child care subsidy system)
    - Tiered quality rewards: Direct payments based on quality not tied to State/Territory child care subsidies

Alaska's Goals Related to Funding

Integration with Existing Plans

Alaska has several plans that pertain to early childhood professional development. In developing the Alaska Professional Development Plan, the committee reviewed these plans and identified goals that related to the five key elements of the professional development plan.

This document identifies the goals and objectives that pertain to Funding. The plans reviewed include: **Early Childhood Comprehensive Systems (ECCS), Best Beginnings (BB)** and **System for Early Education Development (SEED)**. Identifying the common elements between these plans is called "crosswalking."

- Seek funds to provide assistance to early childhood providers seeking professional development in the form of mentors, tutors, tuition and fees, substitute teachers and other means of support. (**SEED**)
- Seek funds to provide incentive bonuses to early childhood providers for professional development advancement. (**SEED**)
- Support an increase in compensation and benefits for early childhood educators, commensurate with K-12 teachers having similar experience and education. (**BB**)
- Advocate for the improvement of wages and benefits of people who work in the early care and education field.
    - Promote analysis on wage and benefit issues related to early childcare providers.
    - Advocate for change through legislative and public policy process. (**SEED**)
- Wages and benefits of people who work in the early care and learning field will be improved to reflect compensation for education and experience.
    - Promote analysis of wage and benefit issues.
    - Develop options for improving benefits for early care and learning providers.
    - Explore the development of a system for rewarding programs that demonstrate. a commitment to livable wages and benefits.
    - Conduct an annual survey of providers regarding early childhood workforce issues. (**ECCS**)
- Prepare a plan to link graduated salary levels with the professional advancement levels in the lattice. (**BB**)
- Analyze costs for a gradual expansion in compensation and benefits and create a plan to fund such improvements. (**BB**)

- Explore the potential for integration of child care with Head Start or school system early childhood programs, thus ensuring higher pay levels for those employees. (**BB**)

Key Element V: Funding Action Plan

Team Leader: Candace Winkler

Team Members: Mark Lackey, Robbie Redmon, Melinda Myers and Mary Lorence

Overall Goal(s): Sufficient amount of consistent and reliable funding to enable early educators (early childhood professionals) across systems to access professional development opportunities and to tie competitive wages and benefits to their advancement.	
OBJECTIVE	**ACTION STEPS**
1) Ensure early educators can access and afford professional development opportunities (in SEED framework)	***Scholarships*** 1-A) Provide flexible PD money for HS, CC, Preschools, ILP, other professional ECC (IRF, IG and stipend for overview, and HS opportunity awards?)
	1-B) Explore opportunities around development of a community foundation model for ECE that would be a sustainable source for scholarships and wage incentives
	1-C) Explore and publish/connect other scholarships financing opportunities that would work for ECE population (i.e. Rotary, Lions Clubs, Native Corporations, business, workforce development, etc.)
	Other Awards & Incentives 1-D) IRFs and IGs (travel stipend) and bonuses like overview stipend (are these the same as SEED or different)
	1-E) HS ED opportunity awards
	1-F) Explore apprenticeship programs and/or other opportunities with Department of Labor
	Loans 1-G) Explore loan opportunities (federal, state, etc.)
	1-H) Explore loan forgiveness of other fields like education, medical and develop a model for ECE
	1-I) Provide a public education campaign to early childhood educational professionals regarding these opportunities

OBJECTIVE	ACTION STEPS
2) Ensure early educators who gain additional professional development stay in the field through competitive wages and benefits	2-A) Institute wage supplement programs, i.e. ROOTs, WAGES, etc.
	2-B) Increase program payments that allow payments of high wages, i.e. child care assistance, child care grants, QRIS incentive payments, Head Start cost of living allowances, state funding that follows the child to attend a preschool program, etc.
	2-C) Explore apprenticeship programs and/or other opportunities with Department of Labor

CONCLUSION

(Adapted from the NCCIC Early Childhood Professional Development Systems Toolkit)

The demand for early care and education services experienced in the last decade has been unprecedented in the history of our country. The demand has been driven by increased numbers of women entering the workforce, welfare reform, a desire for young children to experience the social and academic benefits of group programs, and the need for available and flexible care to meet the nonstandard work schedules of many service industry workers. As demand has increased for early care and education programming, so has the field's interest in the impact this programming has on young children's well-being.

It takes a variety of early care and education programs to meet the diverse needs of America's families. Some needs are met by center-based programs: large and small, profit and nonprofit, independent and corporate-sponsored, faith-based and school-based, and privately and publicly funded. Other families' needs are met by large or small family child care homes. These may be operated by a single caregiver, a couple, several family members, or may include paid employees. Still other families' needs are met by family members, friends, or neighbors. These providers may not think of child care as a profession, but typically provide services because they want to support the family or have close bonds with the children.

A number of major studies have demonstrated high-quality early care and education programs can have a profound and lasting impact on young children. The impacts include both academic gains and increased self-regulation and social skills that make learning possible. Children who are nurtured and taught by sensitive, well-trained, and well-compensated teachers and caregivers have enhanced language and reading scores and are more ready to enter kindergarten. Long-term benefits for children from low-income families include higher graduation rates, more stable employment and higher incomes. Because of the known benefits of high quality programs, it is important that they are available in all the many early care and education settings that serve children and their families.

A range of quality can be found among every type and auspice of early care and education programs. Although they may look different be delivered in different ways based on program type and philosophy, there are specific elements that contribute to quality. Among those elements are adult-child ratios; group sizes; caregiver/teacher qualifications; planned, interdisciplinary curricula; and warm, supportive environments. However, central to the quality of any program, regardless of setting, size, philosophy, or funding, are providers who care for children.

The knowledge, skills and dispositions of the teachers and caregivers, their interactions with the children, and their ability to plan age-appropriate activities all contribute to quality programming for children. Research is just beginning to uncover some of the complex interplay of factors that change providers' practices and how that in turn impacts the quality of care children receive.

Though many questions remain unanswered by research to date, policy-makers must move ahead now with decisions about programs and policies to support the workforce. Lessons can and have been learned about system and activity development and the effectiveness of implementation. In Alaska, we look forward to strengthening our professional development system for the early care and education workforce. This plan is one step towards that. SEED will continue to work with the partners identified throughout this plan to assure that Alaska's teachers and care providers have the professional preparation needed.

APPENDICES

I. SEED Professional Development Matrix of Action Plans

II. List of Terms

APPENDIX I: SEED PROFESSIONAL DEVELOPMENT MATRIX OF ACTION PLANS

	CORE KNOWLEDGE	QUALIFICATIONS/ CREDENTIALING	ACCESS & OUTREACH	QUALITY ASSURANCE	FUNDING
Objective 1	*Identify programs/sectors that work with young children*	*Establish requirement for orientation/ training*	*Clearly communicate Vision, mission and value statements to engage practitioners and system supporters, focus decision making, and provide a rallying point for the workforce and the public.*	*Increase use of adult learning principles in early education training*	*Ensure Early Educators can Access and Afford Professional Development Opportunities (in SEED Framework)*
Objective 2	*Develop assumptions that core knowledge and competencies should be based on. (*Note: all of the following refer to Alaska ECE Core Knowledge (Alaska SEED, June 2000) document.*	*Set standards for entry and training that meets required hours.*	*Expand and build on SEED system to serve as clearinghouse (one-stop access point) of PD opportunities at all levels on the Career Pathway.*	*Develop criteria for SEED Registry training approval*	*Ensure Early Educators who gain additional Professional Development stay in the field through competitive Wages and Benefits*
Objective 3	*Identify content areas for core knowledge*	*Provide clear information on requirements.*	*Promote career advising for all levels on the Career Pathway.*	*Advocate for higher quality of training required by licensing.*	*Implement a Quality Rating and Improvement System that incentize higher wages and more professional development for teachers*

	Core Knowledge	Qualifications/ Credentialing	Access & Outreach	Quality Assurance	Funding
Objective 4	*Not identified*	*Establish early childhood professional development career framework.*	*Provide a continuum of individual and group supports for all levels on the Career Pathway.*	*Ongoing monitoring to ensure relevancy of SEED Approved training for all cross-sectors involved.*	*Not identified*
Objective 5	*Not identified*	*Explore possibility of credit for prior learning and work/life experience.*	*Deliver training and education opportunities in multiple delivery methods for practitioners at all levels on the Career Pathway.*	*Develop evaluation processes for Quality Assurance components*	*Not identified*
Objective 6		*Assess capacity and accessibility of UA for meeting needs.* *Determine role of APU and other Alaska institutions in early childhood education.*			
Objective 7		*Establish requirement for a minimum of 6 credits in ECE for public school teachers of grades K-3.*			
Objective 8		*Identify ways to assist college preparation or readiness for people interested in early childhood.*			
Objective 9		*Increase availability of credit-based courses*			

APPENDIX II: LIST OF TERMS

Early Care and Education (ECE)

ECE is a term that embraces different types of programs, all of which share the goal of nurturing young children's development, growth and learning.

Center-based Programs

Center-based programs may be publicly and/or privately supported. They include Head Start, state-funded prekindergarten programs, nursery schools, and child care programs. They may be housed in schools, nursery schools, child care centers, or communicate/religious settings. A national study of center-based programs found that 29% of child care centers are for-profit programs, 22% are affiliated with a religious organization, 25% are independent nonprofit programs or are run by a public agency. 16% are public school-based, and 8% are Head Start programs (Saluja, Barly & Clifford, 2002).

Family Child Care (FCC)

Family child care takes place in a home and usually is licensed by a state's child care regulatory entity, although states vary tremendously in the stringency and scope of their regulations.

Family, Friend and Neighbor Care (FFN)

Family, friend and neighbor care includes unregulated care provided either in the child's or the caregiver's home; this care often is legally exempt from state child care licensing regulations. Elsewhere, this type of service has been called informal care, kith and kin care, or license-exempt child care.

ECE Teachers or the ECE Teaching Workforce

ECE teachers or the ECE teaching workforce, as used herein, includes all personnel whose primary role is to provide direct instructional services for young children Included in this category are lead teachers, assistant teachers, aides, PCC providers, and FFN caregivers.

ECE Workforce

ECE workforce describes those who carry out both instructional and non-instructional roles in ECE settings. Thus, the term workforce is an inclusive one that embraces teachers, others who work in ECE settings and whose primary responsibility is not instructional (e.g., administrators), and individuals who work in settings that support ECE (e.g., resource and referral coordinators).

For more information on Alaska's Professional Development Plan or for additional copies of this report, please contact:

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