

# Iowa's Early Childhood Professional Development System

## *Early Learning* Implementation Plan



December 2009

[www.earlychildhoodiowa.org](http://www.earlychildhoodiowa.org)

## **Early Learning Professional Development Implementation Plan**

Iowa’s Early Childhood Professional Development System will be a system of integrated supports for early childhood professionals that empower them to improve the quality of services provided to young children and their families.

**Early Learning** - All children should have access to early care and education opportunities in nurturing environments where they can learn what they need to succeed in school and life.

**Goal One: Professional Standards will specify qualifications that address levels and content of education as well as ongoing development.**

**Objective 1: Develop, implement, and revise competencies and levels utilizing nationally and/or state recognized professional preparation standards.**

Action Steps	Timeline	Responsible Persons
a. Disseminate the performance levels and teaching staff essential competencies developed by the Professional Levels and Competencies (PLC) Task Force and approved by the Department of Education.	March 2010	DE
b. Complete a gap analysis of competencies needed to adequately fulfill roles such as early childhood administrators/directors, adult educators and professional development trainers, regulatory staff, consultants/technical assistance staff and other roles as identified.	June 2010	Early Learning Leadership team subcommittee
c. Review existing competencies for early interventions and home visitor teachers; create a task force to address needed revisions or additions to competencies.	June 2010	EL and SN/EI leadership teams
d. Determine competencies for early learning consultants with initial focus on child care consultants.	July 2010	DHS, EL, CCR&R, ISUE

Indicators	Resources Needed/Funding	Partners
<ul style="list-style-type: none"> <li>• Performance levels and teaching staff essential competencies will be posted on the web site.</li> <li>• Gap analysis completed and report reviewed by the EL Leadership Team and PD ECI Steering Committee.</li> </ul>		

**Objective 2: Link professional development to competencies and outcomes.**

Action Steps	Timeline	Responsible Persons
a. Review research on best practices for outcome-based professional development.	May 2010	EL SN/EI Leadership Teams

b. Develop a model of professional development identifying different outcomes for training.	December 2010	EL Leadership Team & SN/EI subcommittee
c. Recommend to state agencies and funders priorities and projects to address outcomes based professional development.	February 2011	EL SN/EI Leadership Team subcommittee
<b>Indicators</b>	<b>Resources Needed/Funding</b>	<b>Partners</b>
<b>Objective 3: Incorporate competencies into teacher licensure and professional development standards.</b>		
<b>Action Steps</b>	<b>Timeline</b>	<b>Responsible Persons</b>
a. Create an Early Learning Endorsement (ELE) Task Force to review and recommend consolidation of the multiple early childhood teacher endorsements under the Board of Educational Examiners (BOEE)	December 2010	BOEE/DE
b. Implement the recommendations of the ELE Task Force.	December 2016	BOEE
c. Create a Paraeducator Task Force to review and recommend revisions to the early childhood area of concentration for the Paraeducator certificate under the BOEE.	December 2010	BOEE/DE
d. Implement the recommended changes to the early childhood area of concentration for the Paraeducator certificate.	December 2016	BOEE
e. Create a Child Care Licensure task force to incorporate competencies into DHS regulation, and make recommendations to provide to DHS and the SCCAC.	December 2010	DHS/Early Learning
f. Implement the recommendations of the Child Care Licensure Task Force	July 2011	DHS/Legislature
<b>Indicators</b>	<b>Resources Needed/Funding</b>	<b>Partners</b>
• Completion of the recommendations presented to the appropriate agencies.		
<b>Goal Two: Career Pathways will be clearly defined through easily recognizable pathways that support the continuous professional development progress of individuals and will be linked to appropriate compensation.</b>		
<b>Objective 1: Define career pathways that are needed for all roles in the early learning sector.</b>		
<b>Action Steps</b>	<b>Timeline</b>	<b>Responsible Persons</b>
a. Establish a work group with key stakeholders from Early Care and Education	June 2010	EL Oval
b. Define all the roles including the education and competencies for each level in the early learning sector.		
c. Conduct a gap analysis to determine which roles lack defined career levels and competencies.		
d. Design an assessment tool based on the essential competencies for each role.	November 2010	DE
e. Create an Early Learning and Special Needs/Early Intervention committee (hereafter referred to as the ECE Teaching Career Ladder Committee) to recommend a career	December 2010	DHS/DE

ladder. The recommended career ladder should link with the approved ECE teaching staff performance levels.			
<b>Indicators</b>	<b>Resources Needed/Funding</b>	<b>Partners</b>	
<b>Objective 2: Include continuing education and mentoring support as part of all career pathways.</b>			
<b>Action Steps</b>		<b>Timeline</b>	<b>Responsible Persons</b>
a. Identify sources of continuing education and mentoring for each role and the identified career pathway.		January 2010	EL & SN leadership teams with DE & DHS
b. Identify criteria for successful implementation and measurable outcomes for continuing education and mentoring for each role and the identified career pathways.		July 2010	
c. Identify accessible and affordable sources of continuing education and mentoring support for each role and the identified career pathway.		September 2010	
d. Identify funding to support continuing education and mentoring support for each role and the identified career pathway.		January 2011	
e. Provide ongoing evaluation of the outcomes for each continuing education and mentoring to ensure that the education is both effective and efficient.		July 2011	
<b>Indicators</b>	<b>Resources Needed/Funding</b>	<b>Partners</b>	
<b>Objective 3: Design and implement a comprehensive and progressive early childhood credentialing system for all roles within the early learning sector.</b>			
<b>Action Steps</b>		<b>Timeline</b>	<b>Responsible Persons</b>
a. Conduct a gap analysis to determine the appropriateness of existing credentials and to identify the need of new credentials.		January 2011	Subcommittee EL SN
b. Develop requirements, including professional training, experience and evidence, criteria, and procedures, including renewal requirement for early childhood credentials for each role.			
c. Identify key stakeholders to review and endorse the credentialing system and to identify incentives for individuals who have earned the credentials.		July 2011	
d. Work with key stakeholders to identify credible professional credentialing sources for evaluating and awarding credentials.		September 2011	
e. Find a source for funding for credentialing activities, including both mentoring candidates and evaluating credentials		December 2011	
<b>Indicators</b>	<b>Resources Needed/Funding</b>	<b>Partners</b>	

**Goal Three: Articulation – Early Childhood professionals will be able to move seamlessly through and across undergraduate and graduate degree programs, ideally without a loss of credits. Effective articulation will assist in creating career pathways and building capacity to meet required professional standards.**

**Objective 1: Endorse statewide use of the Community College Alliance’s common core of courses.**

Action Steps	Timeline	Responsible Persons
a. Endorse and communicate to DE and the Alliance that ECI Professional Development endorses adopted CDA and common core courses recommended by the Alliance for use by all community colleges statewide.	March 2010	EL Leadership team recommendation to Steering Committee
b. Request that all community colleges with ECE adopt the Alliance common core courses.	June 2010	The Alliance
c. Alliance and 4 year institutions meet to discuss the community college core and come to a common understanding on the requirements necessary to complete each course, while respecting each institution’s contributions.	Initiate by June 2010 with a goal of completion by June 2011	Alliance and 4 year institutions
Indicators	Resources Needed, funding	Partners

**Objective 2: Develop strategies to promote articulation agreements among high schools, community colleges and institutions of higher education, including securing state funding for community college and four-year college/university early childhood programs to become nationally accredited.**

Action Steps	Timeline	Responsible Persons
a. Alliance and 4 year institutions will meet to determine strategies and next steps for articulation including any needed revisions in course requirements.	Initiate by September 2011	Alliance and 4 year institutions
b. 4 year institutions and Alliance agree on common core course work as valid ECE credit.	June 2012	Alliance and 4 year institutions
c. Promote articulation/transference agreement between high school and community college early childhood course requirements.	On going	
d. Seek funding and public policy support for community colleges and 4 year institutions in seeking accreditation.	June 2011	Committee composed of representatives from the Alliance and 4 year institutions
Indicators	Resources Needed/Funding	Partners

<b>Objective 3: Make mechanisms that transform diverse training and learning experiences into academic credit, such as assessment of experiential learning, readily accessible to early childhood practitioners.</b>		
<b>Action Steps</b>		<b>Timeline</b>
a. Standardize the cost and number of credits to award community college credit for an CDA credential.		June 2010
b. Prepare position paper on academic credit for non credit training.		June 2011
		Subcommittee of EL Leadership Team
<b>Indicators</b>	<b>Resources Needed/Funding</b>	<b>Partners</b>
<b>Goal Four: Data will be collected, shared and aligned across sectors. Data collected will be used to inform systems planning, evaluation, quality assurance and accountability.</b>		
<b>Objective 1: Collect, analyze and disseminate early childhood workforce data including compensation, benefits, educational attainment, availability, access and barriers to training, turnover and diversity.</b>		
<b>Action Steps</b>		<b>Timeline</b>
a. Child care workforce study completed and results shared ECI PD Leadership.		December 2009
b. Review and study the 2009 child care workforce data, summarize data and make recommendations.		April 2010
c. Create a dissemination plan and then disseminate to the field.		May 2010
d. Upon studying the 2009 child care workforce study, determine what additional workforce data is needed for all early learning sector workforce representations, and data needed on diversity, access, barriers, and etc.		June 2010
e. Secure funding and complete needed early learning workforce study supplements.		December 2010
f. Make recommendations for compensation parity for the workforce (WAGES, tiered reimbursements for child care assistance, etc.) based on outcomes of workforce studies.		On going
		Subcommittee of Early Learning Leadership team/T.E.A.C.H.
<b>Indicators</b>	<b>Resources Needed/Funding</b>	<b>Partners</b>

		<b>Early Childhood Advisory Council grant.</b>	
<b>Objective 2: Collect, analyze and disseminate early childhood workforce data including outcomes for professional development trainings and educational offerings.</b>			
<b>Action Steps</b>		<b>Timeline</b>	<b>Responsible Persons</b>
a. Environmental scan: Identify professional development that is available, and current outputs and outcomes as collected from each training organization.		June 2010	Subcommittee of EL/SN EI leadership teams, ISU
b. Make recommendations for common reporting requirements to measure outcomes and outputs of professional development.		September 2010	Subcommittee of EL/SN EI leadership teams, ISU
c. Identify the potential sources of the needed data, and make recommendations for public policy and funding.		January 2011	Subcommittee of EL/SN EI leadership teams, ISU
d. Identify gaps in professional development content areas and make recommendations for realignment and funding implications.		March 2011	Subcommittee of EL/SN EI leadership teams, ISU
<b>Indicators</b>		<b>Resources Needed/Funding</b>	
		<b>Partners</b>	
<b>Objective 3: Expand and fully implement the child care training registry.</b>			
<b>Action Steps</b>		<b>Timeline</b>	<b>Responsible Persons</b>
a. Expand the Iowa child care registry both in number of participants (saturation of the field and cross-sector representation) and the data categories to include verified college credits, degrees attained, credentials, and other benchmarks met, as recommended by the National Training Registry Alliance.		Workgroups convened by June 2009, and recommendations by December 2010	DHS, subcommittee of EL Leadership team including T.E.A.C.H. representation
b. Explore possibilities of re-locating registry into a non-governmental training center.		December 2010	EL recommendation to Steering Committee and to ECI leadership
c. Ensure inclusion of trainer, training, training organization approval process and approved trainers, trainings, and training approvals as part of registry expansion.		December 2010	
<b>Indicators</b>		<b>Resources Needed/Funding</b>	
		<b>Partners</b>	
<b>Objective 4: Collect, analyze and disseminate early childhood workforce data including graduation rates and degree levels of early childhood college students.</b>			
<b>Action Steps</b>		<b>Timeline</b>	<b>Responsible Persons</b>
a. Determine what information is needed on college graduation rates and degrees and endorsements of early childhood college students.		January 2011	Early Learning Leadership team

b. Work with sources such as BOEE, DE, T.E.A.C.H., Board of Regents, etc. to provide a report on numbers graduating with early learning/early childhood degrees, and their employability in our field.	June 2010	Sub committee of Early Learning Leadership team/T.E.A.C.H.
<p style="text-align: center;"><b>Indicators</b></p>	<p style="text-align: center;"><b>Resources Needed/Funding</b></p>	<p style="text-align: center;"><b>Partners</b></p>