



ALASKA'S THREE-YEAR PROFESSIONAL  
DEVELOPMENT PLAN  
For the Early Care and Learning Workforce

August 2015



**KEY ELEMENT I**

**CORE KNOWLEDGE and  
COMPETENCIES (CKC)**

**Contents:**

- Core Knowledge and Competencies: What Is It?
- Alaska's Goals Related to Core Knowledge and Competencies
- Alaska's Action Plan on Core Knowledge and Competencies
- Core Knowledge and Competencies Guiding Principles

# **KEY ELEMENT I: CORE KNOWLEDGE & COMPETENCIES**

## ***Core Knowledge and Competencies: 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 and Competencies**

### **Integration with Existing Plans**

This document identifies the goals and objectives that pertain to the implementation of the Core Knowledge and Competencies document. The plans reviewed include: **Early Childhood Comprehensive Systems (ECCS)**, and **System for Early Education Development (SEED)**.

The Core Knowledge and Competencies “crosswalk” also included a review of Alaska’s Early Learning Guidelines which provide a foundation for the Core Knowledge and Competencies.

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)**

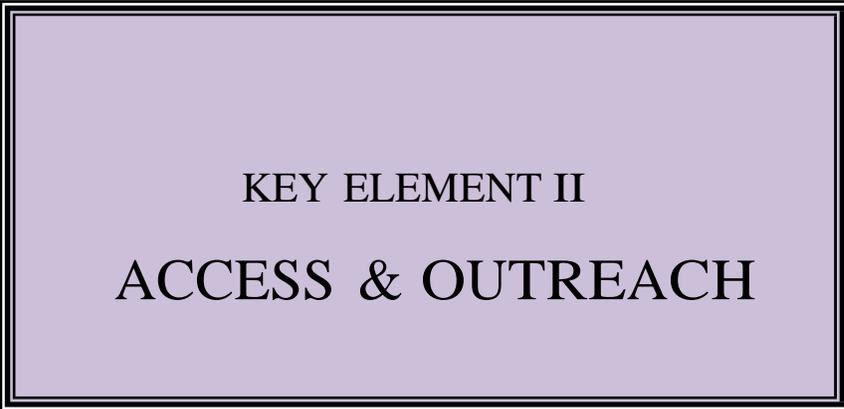
- Ensure that these standards describe a learning continuum, connected to the Early Learning Guidelines. **(ECCS)**
- Support establishment of education standards for early care and learning practitioners. **(SEED)**
- Continue to refine professional development framework articulating career advancement. **(SEED)**
  - Assure consistency with Core Knowledge and Competencies concepts
  - Expand to include language and concepts from Early Learning Guidelines
- Establish markers of quality for early learning. **(SEED)**

## Key Element I: Core Knowledge and Competencies Action Plan

**Team Members:** Kerry Reardon, Hilary Seitz, Meghan Johnson, Gena Walker, Nicole Lebo, Thomas Azzarella, Panu Lucier

Overall Goal(s): The Core Knowledge and Core Competencies link to all training and are used by all professionals working with children birth through age 8, including Infant/Toddler, School-age and Special Needs sectors.		
OBJECTIVE	ACTION STEPS	DATE COMPLETED
1) Core Knowledge and Competencies are endorsed by early care and learning stakeholder groups	1-A) Letter from the SEED PDC introducing CKC with request for endorsement is sent by email to stakeholder groups (Include next steps in letter)	Endorsement received from DEED; waiting response from DHSS
	1-B) Following publication of CKC, present to and secure endorsements from: State School Board, Alaska Association of Elementary School Principals and Alaska Association of School Boards	Presentation to State School Board Dec. 10, 2015
	1-C) SEED PDC members give presentations about CKC at Head Start Director's Meeting, AK-Association for Infant and Early Childhood Mental Health, AAEYC Conferences (3 regions), and to their <u>respective organizations</u>	SEED Dir. Called in for HS Director's Meeting AAEYC: NI/10-23&24, 2015 AAEYC: Feb. 2015 & 16
2) Promote Core Knowledge and Competencies at early childhood venues	2-A) Include information on CKC in conference packets and <b>thread</b> trainings	
	2-B) Attend school district in-service trainings to promote use of CKC	ASD: Aug. 19; FNSB: JDSD:
	2-C) Separate CKC into sections for easy access and ease of use on SEED website	Table of Contents Stnds E-Version hyperlinked for easy access
3) Create tools for CKC	3-A) Look into creating an App for CKC. Check with UAA/UAF to see if students could assist with <u>developing an App</u>	Probably not very feasible due to cost
	3-B) Develop a tool kit for program Directors to use with staff	
4) Track CKC implementation and progress	4-A) Create data questions for evaluation	
	4-B) Track distribution: who got copies, hits on website, etc.	
	4-C) Track training: who in the state is qualified to train CKC, how many trainings are conducted annually, who receives training, etc.	CKC curriculum created June 2016. Training Approval in process
	4-D) Review CKC every two years	August 2017





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**

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### ***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 *Alaska's Three-Year Professional Development Plan for the Early Care and Learning Workforce August 2014*, the committee reviewed these plans and identified goals that related to the six key elements of the professional development plan.

This document identifies the goals and objectives that pertain to the importance of Access and Outreach. The plans reviewed include: **Early Childhood Comprehensive Systems (ECCS)**, **System for Early Education Development (SEED)** and **Learn & Grow (L&G)**

- Maintain and publicize a website that provides information on professional development opportunities. **(ECCS)**
- Maintain website that provides information on education opportunities. **(SEED)**
- Early care and learning professionals earn a living wage and have access to the education needed to increase their knowledge and advance their profession. **(L&G)**
- 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)**
- 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)**

## Key Element II: Access & Outreach Action Plan

**Team Members:** Staci Collier, Nicole Lebo, Meghan Johnson, Christina Hulquist, Christy Knight, Stephanie Berglund

Overall Goal(s): Develop and implement a continuum of supports to develop and retain qualified early care and learning professionals.		
OBJECTIVE	ACTION STEPS	DATE COMPLETED
1) Increase access to coaches and mentors over a 5-year period	1-A) Develop and implement standards for a coaching and mentoring system	
	1-B) Align coaching and mentoring standards with SEED Trainer/Training approval system	
	1-C) Advocate for and seek funding to support a coaching and mentoring system	
2) Scan Workforce Labor opportunities	2-A) Learn and understand the kinds of support systems available through the Alaska Department of Labor and Workforce Development	thread CEO & SEED Dir. Met with Com. Drygass & staffer 6-28-16
	2-B) Meet with the Alaska Early Childhood Coordinating Council's representative from the Alaska Workforce Investment Board	
	2-C) Learn and understand the connections between Alaska Department of Labor and Workforce Development and Division of Public Assistance	In process
	3-D) Collaborate with unlikely partners to support, create and promote workforce development opportunities	
3) Scan Distance Education opportunities	3-A) Explore small learning communities across the state	
	3-B) Connect higher education institutions across the state	
	3-C) Develop advisor/information systems	
	3-D) Support the university to continue multiple course delivery methods, including the development of online content coursework	UAF/EC Prog. Offering Admin. Credential courses beginning Fall 2016



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

## **KEY ELEMENT III: QUALIFICATIONS, CREDENTIALS & PATHWAYS**

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### ***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 ladder: 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

This section identifies the goals and objectives that pertain to Qualifications, Credentials and Pathways. The plans reviewed include: **Early Childhood Comprehensive Systems (ECCS)**, **Head Start State Plan (HS)**, **Alaska Early Childhood Coordinating Council (AECCC)**, **Strengthening Families (SF)**, and **Infant Learning Program (ILP)**, and **Learn & Grow (L&G)**.

- The professional development framework articulating career advancement will be utilized by ECL providers and employers. **(ECCS)**
  - Disseminate information about the professional development framework and encourage its use by providers and employers.
- ECL practitioners will meet educational requirements for their positions. **(ECCS)**
  - Establish and embed Early Care and Learning (ECL) practitioner educational standards across all ECE programs including child care, Head Start, Pre-K, etc.
  - Expand and sustain the registry system which documents the professional development of individual providers.
  - 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.
- All programs will utilize the state Professional Development Framework and all ECL providers and staff will meet educational standards for their positions **(HS)**
- Provide professional development opportunities through Strengthening Families/Stronger Together training. Provide monthly "Learning Network" calls; licensing chats, etc. **(SF)**
- All Early Intervention providers meet the definition of qualified as evidenced by appropriate certification or licensure and acquisition of the Part C credential **(ILP)**

## Key Element III: Qualifications, Credentials & Pathways Action Plan

**Team Members:** Staci Collier, Stephanie Berglund, Nicole Lebo, Meghan Johnson, Christy Knight, Maria Cortina

Overall Goal(s): Support the establishment of educational standards for early care and learning professionals.		
OBJECTIVE	ACTION STEPS	DATE COMPLETED
1) Identify and prioritize all child care licensing regulations that need to be changed or updated	1-A) Look at the process and map out a timeline or schedule to accomplish	New CC Regulations effective 7-1-16
	1-B) Make participation in the Alaska SEED Registry a licensing requirement	
	1-C) Align with NAEYC "We Can Do Better" and Military ERIS standards	
	1-D) Establish and align Pre-service/Orientation requirements with SEED Career Ladder, ERIS, Certification and/or degree program requirements	CCDBG revisions require pre-service training
	1-E) Establish annual training requirements	FY17 CC Regs increased annual training hours to 24 hours
	1-F) Establish annual training requirements for Child Care Associate, and Caregiver qualifications	To be completed with review of/revisions to SEED Career Ladder related fields
2) Align and integrate Municipality of Anchorage child care licensing regulations with the State of Alaska's regulations	2-A) Target date: before the end of current 5-year grant cycle (FFY14—FFY18)	Accomplished August 2016
3) Create Credentials and Certificate program for Administrator, Child Care Associate, Infant/Toddler and School-Age tracks	3-A) Identify courses for each track	UAF offering EC Admin. Credential courses beginning fall 2016
	3-B) Map out process to: 1) get each certificate program approved and recognized by the University; 2) identify who will be the issuing body	
	3-C) Map out implementation plan and alignment with SEED, licensing requirements and wage incentive program(s)	

OBJECTIVE	ACTION STEPS	DATE COMPLETED
4) Update the Alaska SEED Registry Career Ladder	4-A) Identify areas that need updating; look at CDA equivalence	To be reviewed in 2017
	4-B) Map out a timeline for regular review and updates	Every two years
	4-C) Look into feasibility of developing tracks or aligning tracks for specific programs such as ILP, Pre-K, Child Care and Head Start	Looking at School-age track
	4-D) Look at Career Ladder levels for creating Early Childhood Mental Health and Coaching consultant credentials	
	4-E) Promote employer buy-in and involvement in SEED Registry	





**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

## **KEY ELEMENT IV: QUALITY ASSURANCE**

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### ***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 Competencies 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

This document identifies the goals and objectives that pertain to Quality Assurance. The plans reviewed include: Early Childhood Comprehensive Systems (ECCS), Alaska Early Childhood Coordinating Council (AECCC), System for Early Education Development (SEED), and Learn & Grow (L & G).

- The early childhood workforce will be well qualified and fairly compensated. (AECC)
- Develop and implement a registry of approved trainers. (SEED)
- 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 care and learning across the state.
  - Develop and maintain trainer criteria and trainer registry. (SEED)
  - 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)
- Early care and learning administrators have resources to support continuous quality improvement activities for their programs and teachers. (L & G)

## Key Element IV: Quality Assurance Action Plan

**Team Members:** Meghan Johnson, Kerry Reardon, Hilary Seitz, Marcey Bish, Gena Walker, Panu Lucier, Christy Knight, Thomas Azzarella, Maria Cortina, Connie Wirz, Veronica Plumb

Overall Goal(s): Increase the quality of early education and training as a part of the professional development system by linking to the Trainer Training Registry.		
OBJECTIVE	ACTION STEPS	DATE COMPLETED
1) Access ability to implement the Trainer & Training Approval system	1-A) Determine staff capacity, data base and funding requirements to implement the Trainer Training Registry system.	SEED System Development Coord. hired Dec. 2015
	1-B) Develop a plan to implement Trainer & Training Registry	Training Approval for Admin. Credential Training rolled out August 2016
	1-C) Link training to child care licensing regulations	In process
	1-D) Formalize and standardize application process for trainers to become "SEED Approved" trainers	In process
2) Look at aligning with Head Start and Military Child Care standards for trainers	2-A) Develop training standards that link to new Core Knowledge and Competencies component of system*	Training applications align with CKC
	2-B) Ensure that approved training links to Early Learning Guidelines (ELGs)	Training applications align with ELGs
3) Develop coaching and mentoring standards	3-A) Align coaching and mentoring standards with SEED Career Ladder and Learn & Grow standards*	Not started
4) Ongoing monitoring to ensure relevancy of SEED Approved training for all cross-sectors involved	4-A) Gather core competencies needed by practitioners for all sectors involved in the SEED Registry i.e. ILP, PAT, etc.*	CKC published in 2015
	4-B) Create an ongoing process to verify that SEED Approved Training is relevant for meeting competencies needed for all sectors, including AAIEYC Conference, UA classes and teachers*	In process

OBJECTIVE	ACTION STEPS	DATE COMPLETED
5) Implement the Trainer Training Approval System	5-A) Gather core competencies needed by practitioners for all sectors involved in the SEED Registry i.e. ILP, PAT, etc.*	In process
	5-B) Create an ongoing process to verify that SEED Approved Training is relevant for meeting competencies needed for all	In process
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	In process
	6-B) Determine a process for collecting anecdotal trends noted in participant training evaluations to help evaluate training effectiveness*	In process
	6-C) Evaluate past trainings annually for linkages to Core Knowledge and Competencies and ELG's*	In process

\* Action steps retained from 2008 Professional Development Plan



## 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

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### 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

This section identifies the goals and objectives that pertain to Funding. The plans reviewed include: Early Childhood Comprehensive Systems (ECCS), Alaska Early Childhood Coordinating Council (AECC) priorities, and Head Start (HS) State Plan).

- The ECL workforce will be compensated comparable to professionals with like qualifications and responsibilities in education and healthcare. **(ECCS)**
- All programs will provide wages and benefits to reflect compensation for education and experience. **(HS)**

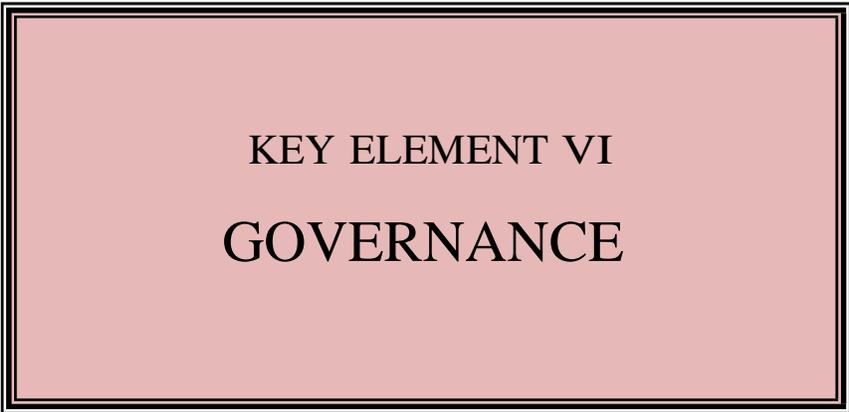
## Key Element V: Funding Action Plan

**Team Members:** Meghan Johnson, Stephanie Berglund, Christina Hulquist, Veronica Plumb, Staci Collier, Gena Walker, Marcey Bish, Connie Wirz, Panu Lucier

Overall Goal(s): Sufficient, blended funding to support professional development, wages and program quality incentives.		
OBJECTIVE	ACTION STEPS	DATE COMPLETED
1) Align financial incentives and resources with SEED Registry	1-A) Revise licensing regulations to require all licensed professionals to enroll in the Alaska SEED Registry	
	1-B) Increase access to affordable training	
	<b>Other Awards &amp; Incentives</b> 1-C) Align PDRs, TRs & P2P funding with the SEED framework to increase the knowledge and training of the	Statewide PD funding reimbursed at 100% of training & higher ed. costs
	<b>Loans</b> 1-D) Explore loan and scholarship opportunities (federal, state, etc.)*	Scholarship funds from State through UAF beginning Fall 2016
	1-E) Explore loan forgiveness of other fields like education, medical and develop a model for ECE*	
2) Learn & Grow quality financial incentives are aligned with SEED Career Ladder levels	2-A) Financial resources are available to support programs that make quality improvements through professional development and advancement on the SEED Career Ladder	PD funding available 1 <sup>st</sup> come, 1 <sup>st</sup> served basis to all EC professionals working in licensed programs
3) Develop and implement a Fund Development Plan	3-A) Develop a budget for the Fund Development Plan	
	3-B) Utilize ROOTS Awards and HEARTS evaluations to establish the impact of wage incentives on improving the quality of early care and education.	
	3-C) Secure funding to expand ROOTS Awards statewide	
	2-C) Explore apprenticeship programs and/or other opportunities with Department of Labor*	In progress; quarterly meetings with DOL to explore options

\*Action steps retained from 2008 Professional Development Plan





KEY ELEMENT VI  
GOVERNANCE

Contents:

- Governance: What is it?
- Alaska's Goals Related to Governance
- Alaska's Action Plan on Governance

## KEY ELEMENT VI: GOVERNANCE

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### **Governance: What is it?**

- *Financing plan*
  - Public/private partnerships
- *Budget and development*
- *Systems/Structure (Advisory body)*
  - Monitors system functioning, advocates for appropriate fiscal and regulatory support, coordinates various aspects of the system, and evaluates system effectiveness;
  - Includes representatives from all relevant sectors, agencies, and initiatives;
  - Comprised of representatives from diverse racial and ethnic groups, who work in a variety of roles within the system
- *Data collection, management and reporting*
  - Annual Report of State of Professional Development
- *Advocacy*
  - Economic Impact study
  - White Paper on Return of Investment

### **Alaska's Goals Related to Governance**

#### **Integration with Existing Plans**

This section identifies the goals and objectives that pertain to Governance. The plans reviewed include: Early Childhood Comprehensive Systems (ECCS), Alaska Early Childhood Coordinating Council (AECC) priorities, and Head Start (HS) State Plan.

Expand early childhood services to 5,000 new children and families through in home, out of home, and community based services.

- Describe what already exists
- Determine the number of children on the waiting lists of existing programs
- Survey existing programs' capacity to expand
- Create an advocacy plan **(AECCC)**
- Identify methods to increase pay in early childhood settings, particularly for those with higher degrees
  - Gather and promote existing models
- The ECL workforce will be compensated comparable to professionals with like qualifications and responsibilities in education and healthcare. **(ECCS)**
- All programs will provide wages and benefits to reflect compensation for education and experience. **(HS)**

# Key Element VI: Governance Action Plan

**Team Members:** Stephanie Berglund, Meghan Johnson, Marcey Bish, Christina Hulquist, Thomas Azzarella

Overall Goal(s): Utilize data to analyze, inform, fund and advocate for the early care and learning workforce and the professional development system.		
OBJECTIVE	ACTION STEPS	DATE COMPLETED
1) Define overall budget to maintain an adequately funded infrastructure for SEED	1-A) Develop a budget to support professional development for the early care and learning workforce	
	1-B) Develop a Fundraising Plan for SEED	
	1-C) Align budget and funding with wage incentives	
2) Strengthen efforts to capture consistent, clean data on the early care and learning workforce	2-A) Encourage broader participation in the Alaska SEED Registry	
	2-B) Link sectors to Registry data sharing to avoid duplication	
	2-C) Create an annual report of the State of Professional Development to include baseline trends	
	2-D) Develop a White paper on the Return of Investment (ROI) in the early care and learning workforce	
	2-E) Update the 2011 Economic Impact Study of Early Care & Learning Services in Alaska	
3) Cultivate and strengthen new partnerships for investing in and advocating for early care and learning workforce	3-A) Collaborate with Learn & Grow to strengthen partnerships to support the ECL workforce to include business leaders, community leaders, economic development advocates, and military leaders	

## APPENDIX I: SEED PROFESSIONAL DEVELOPMENT MATRIX OF ACTION PLANS

	<b>Core Knowledge &amp; Competencies</b>	<b>Access &amp; Outreach</b>	<b>Qualifications, Credential &amp; Pathways</b>	<b>Quality Assurance</b>	<b>Funding</b>	<b>Governance</b>
<b>Objective 1</b>	<i>Core Knowledge and Competencies are endorsed by ECL stakeholder groups</i>	<i>Increase access to coaches and mentors over a 5-year period</i>	<i>Identify and prioritize all child care licensing regulations that need to be changed or updated</i>	<i>Access ability to implement the Trainer &amp; Training Approval System</i>	<i>Align financial incentives and resources with SEED Registry</i>	<i>Define overall budget to maintain an adequately funded infrastructure for SEED</i>
<b>Objective 2</b>	<i>Promote Core Knowledge and Competencies at early childhood venues</i>	<i>Scan Workforce Labor opportunities</i>	<i>Align and integrate Municipality of Anchorage child care licensing regulations with the State of Alaska's regulations</i>	<i>Look at aligning with Head Start and Military Child Care standards for trainers</i>	<i>Learn &amp; Grow quality financial incentives are aligned with SEED Career Ladder levels</i>	<i>Strengthen efforts to capture consistent, clean data on the early care and learning workforce</i>
<b>Objective 3</b>	<i>Create tools for Core Knowledge and Competencies</i>	<i>Scan Distance Education opportunities</i>	<i>Create Credentials and Certificate program for Administrator, Child Care Associate, Infant/Toddler and School-Age tracks</i>	<i>Develop coaching and mentoring standards</i>	<i>Develop and implement a Fund Development Plan</i>	<i>Cultivate and strengthen new partnerships for investing in and advocating for early care and learning workforce</i>
<b>Objective 4</b>	<i>Track Core Knowledge and Competencies implementation and progress</i>	<i>None Identified</i>	<i>Update the Alaska SEED Registry Career Ladder</i>	<i>Ongoing monitoring to ensure relevancy of SEED Approved training for all cross-sectors involved</i>	<i>None identified</i>	<i>None Identified</i>

## APPENDIX I: SEED PROFESSIONAL DEVELOPMENT MATRIX OF ACTION PLANS

CONTINUED

	<b>Core Knowledge &amp; Competencies</b>	<b>Access &amp; Outreach</b>	<b>Qualifications, Credential &amp; Pathways</b>	<b>Quality Assurance</b>	<b>Funding</b>	<b>Governance</b>
<b>Objective 5</b>	<i>None identified</i>	<i>None identified</i>	<i>None identified</i>	<i>Implement the Trainer Training Approval System</i>	<i>None identified</i>	<i>None identified</i>
<b>Objective 6</b>	<i>None identified</i>	<i>None identified</i>	<i>None identified</i>	<i>Develop evaluation processes for Quality Assurance components</i>	<i>None identified</i>	<i>None identified</i>