

Objectives and Activities	Year 1	Year 2	Year 3
<p><b>GOAL 1 - Improve the effectiveness of early learning professionals by establishing and adopting an aligned, research-based, tiered set of competencies as the basis for credentialing early learning professionals at all levels and approving professional development programs (including teacher preparation programs).</b></p> <p><b>Objective 1a: Research and identify the components and rubrics of the competency framework.</b></p>			
<p>Review early childhood literature/research to define effective practices for achieving positive outcomes for young children and their families.</p>			
<p>Develop and adopt a definition of effective early childhood teaching and leading based on research and expert opinion to inform selection of competencies.</p>			
<p>Review prenatal – age 8 (P-3) and other specialty teaching endorsements to evaluate alignment with best practices in early childhood.</p>			
<p><b>Objective 1b: Build the competencies and the measurements.</b></p>			
<p>Develop a Request for Proposal to secure a consultant to help develop Colorado’s competencies.</p>			
<p>Develop a comprehensive matrix including three levels of core performance-based competencies for all early learning professionals<sup>1</sup>.</p>			
<p>Develop tools and rubrics to use for evaluating achievement of performance-based competencies (portfolios).</p>			
<p>Develop performance-based competencies for early learning professional preparation and professional development programs including competencies for higher education faculty, coaches, mentors, trainers and early intervention providers.</p>			
<p>Deliver joint professional development for higher education faculty, coaches, and trainers in performance-based competencies and assessment strategies.</p>			
<p>Coordinate standards for professional preparation and development programs with Colorado standards for approval of teacher education programs and national standards, such as the National Association for the Education of Young Children (NAEYC) program standards for accreditation.</p>			
<p><b>Objective 1c: Implement and evaluate the tiered set of competencies.</b></p>			
<p>Establish infrastructure to support and sustain the competency based system.</p>			
<p>Conduct an evaluation of the performance-based competencies.</p>			
<p>Develop a system for keeping competencies and measures valid based on current research.</p>			

<sup>1</sup> **Early Learning Professionals** are teachers, assistant teachers, infant toddler specialists, family child care providers, early interventionists, coaches, mentor teachers, special education professionals.

**Early Learning Leaders** are center directors, principals, special education directors, instructional leaders, higher education faculty, and school administrators.

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<b>Objective 1d: Define and develop components of the professional development system including: career roles, tiers on the career lattice, professional development requirements for each role and tier.</b>			
Research models from other states and countries and explore options for regional/national partnerships.			
Integrate with core knowledge, child care licensing, community college and 2-year and 4-year university competencies to streamline systems for early learning professionals.			
Align Office of Professional Development's (OPD) current career lattice with new performance-based competencies.			
Align requirements for credentials, licensing requirements, and Colorado's quality rating and improvement system with the new competency standards.			
Using new competency standards, update statewide articulation agreement between 2-year and 4- year institutions of higher education to improve alignment.			
<b>Objective 1e: Embed adult learning principles in all components of the system.</b>			
Align requirements for the approval of professional development programs with best practices for adult learning.			
Provide training as needed for professional development trainers, coaches, mentors, and higher education faculty in effective practices for supporting adult learning.			
<b>Goal 2: Increase the recruitment and retention of effective and diverse early learning professionals through improving work conditions, compensation and benefits, providing support for emerging leaders, and conducting targeted recruitment campaigns.</b>			
<b>Objective 2a: Reduce turnover due to inadequate and poor working environments.</b>			
Establish a mechanism to track teacher turnover and other work environment factors (e.g. planning time, professional development opportunities).			
Research practices from other states that include work environment assessments of quality in their quality rating and improvement system.			
Identify research-based tools or strategies that measure work place environment.			
Adopt well researched measures of work environment quality as a part of Colorado's quality rating and improvement system.			
<b>Objective 2b: Improve the competencies of early learning leaders (center directors, principals, instructional leaders, etc.) to serve as effective and supportive leaders.</b>			
Require experience/education in early education for Type D licensure of elementary school administrators.			
Provide ongoing training in effective early childhood instructional leadership to current elementary school administrators, center directors, and appropriate school			

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district personnel.			
Require experience/education in reflective practice and continuous improvement for principals and center directors.			
<b>Objective 2c: Enhance compensation and benefits for early learning professionals.</b>			
Analyze how states have used policy and rule changes to enhance compensation and benefits.			
Expand funding for wage enhancing and incentive programs (i.e. T.E.A.C.H., WAGES and CARES).			
Expand the use of the shared services model to improve compensation and benefits for child care providers.			
<b>Objective 2d: Reduce inequities in pay between early learning professionals working in different sectors of the field.</b>			
Conduct a statewide comparable wage survey for professionals working in family child care, centers, Head Start, school district preschools and Kindergarten to -3 <sup>rd</sup> grade classrooms.			
Research what other states have done to improve the equity of pay.			
Identify policy changes that would enhance compensation equity and make recommendations to the Early Childhood Leadership Commission.			
<b>Objective 2e: Launch a positive messaging and marketing campaign to attract talented people from diverse backgrounds into the early learning field.</b>			
Recruit successful early learning professionals to help develop messaging and marketing campaign.			
Develop a coordinated and comprehensive strategy for communicating to various audiences the importance of a child's first five years and the critical role early learning professionals' play in supporting a child's healthy development.			
Use data from studies that demonstrate the return on investment gained from investing in quality early childhood to demonstrate the early learning professionals' connection to the economic well-being of the Colorado.			
Conduct statewide and local economic development studies that link quality early childhood programs to economic well-being of Colorado.			
<b>Objective 2f: Actively recruit professionals that reflect the diversity of the children and families served.</b>			
Establish a cadre of diverse recruiters to recruit individuals into the field of early learning who are from underrepresented groups, including individuals with disabilities.			
Secure sponsors for a recruitment campaign targeting various groups currently underrepresented in the early learning profession.			
Plan and launch the recruitment campaign.			
Identify agencies, school districts and organizations that effectively recruit and retain diverse staff and share their best practices.			

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Translate all information on the career lattice, requirements for credentialing and how to access professional development opportunities into several languages.			
Regularly monitor the data on diversity of early learning professionals serving at different levels on the career lattice through the Colorado Early Learning Professionals Registry.			
<b>Objective 2g: Facilitate and support career advancement among diverse early learning professionals.</b>			
Implement a “Grow Your Own Program” at the state level specifically for para-educators/assistant teachers to support their career development.			
Partner with colleges and universities to recruit students of color.			
Convene a Roundtable Discussion to identify the barriers and challenges to successfully recruiting and retaining people of color in leadership roles.			
Critically examine the current licensure and endorsement and assessment processes and identify any barriers that exist that impede people of color from accessing opportunities for career advancement.			
Develop a mentoring program to support diverse early learning professionals in their careers.			
Create intentional partnerships with universities and colleges and tap into their diverse student clubs to establish relationships in terms of networking and practicum experiences.			
Partner with higher education institutions to increase the representation of faculty members from diverse backgrounds in early childhood teacher preparation programs.			
Increase opportunities for early learning professionals to strengthen their competency in working with colleagues from backgrounds different from their own.			
<b>Goal 3: Support the ongoing career and skill development of early learning professionals through providing access to a high quality advising system, early childhood degrees and professional coaching services.</b>			
<b>Objective 3a: Develop and align advising standards across systems of service delivery for early learning programs.</b>			
Look at opportunities to link currently available advising systems to the larger early learning community (i.e. local councils, Resource & Referral, Head Start).			
Identify appropriate tools that help students assess their disposition towards a teaching career.			
<b>Objective 3b: Expand higher education opportunities for early learning professionals through creating a bachelor’s degree in early childhood leading to teacher licensure and an early childhood doctoral level program through a public university.</b>			
Develop a white paper that outlines the need (Head Start requirements) and the necessary processes and resources needed to establish the degrees.			
Meet with the Director of the Early Childhood Leadership Commission and the Governor’s education policy director, the Commissioner of Education and the Director of Higher Education to discuss the white paper and identify barriers.			

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Address the barriers and promote legislation to establish the degree.			
<b>Objective 3c: Develop an easily accessible interactive, web-based clearinghouse to advise early learning professionals on how to navigate the requirements and resources associated with entering the field and advancing along the career lattice.</b>			
Provide access to reliable tools to help potential early learning professionals identify their strengths and interests and assess their “goodness of fit” with a career in the field of early childhood.			
Collect information on requirements from all 2-year and 4-year institutions of higher education in the state, the Division of Human Services, the Colorado Department of Education, and the Office of Professional Development to ensure that information available through the Clearinghouse is accurate and comprehensive.			
Explore integrating the web-based clearinghouse with the Registry and linking the site to the Early Childhood Colorado Information Clearinghouse.			
Build the web-based system using state of the art software.			
Develop an infrastructure for supporting the sustainability of the web-based clearinghouse.			
Publicize the availability of the web-based clearinghouse to the early learning community.			
<b>Objective 3d: Establish a statewide coaching network for early learning professionals.</b>			
Create an infrastructure in the state to support and expand coaching in early learning settings birth to age 8.			
Develop a “handbook” for coaches that include best practice standards, ethical and legal guidelines and supports and resources.			
Develop a coaching endorsement/credential.			
<b>Goal 4: Finance the P-3 Professional Development system through developing political and public for increased funding and through efficient coordination of existing streams of funding.</b>			
<b>Objective 4a: Develop an interactive cost model for professional development that informs decisions by stakeholders including policy makers, higher education institutions and early learning professionals.</b>			
Examine current investments in early learning professional development and identify opportunities to re-task and/or consolidate funding.			
Collect and analyze data captured through cost modeling.			
Ensure cost model includes non-direct as well as direct costs to support financing the P-3 Professional Development System			
Test features of interactive cost model with key stakeholders including early learning professionals.			
<b>Objective 4b: Project costs of impact on the higher education system based on increased demands and needs from early learning professionals.</b>			
Partner with community colleges, 2-year and 4-year institutions to conduct gap			

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analysis on current programming and funding. Identify additional funding sources or strategies to meet increased financial need including stipends and scholarships.			
<b>Objective 4c: Launch a messaging and marketing campaign to create public support in promoting comprehensive financing of the P-3 Professional Development System.</b>			
Develop a coordinated and comprehensive strategy for communicating to key stakeholders, policy makers and thought leaders about the importance of child development birth – eight years			
Identify champions for early learning among elected officials and business leaders			
Generate reports and data to demonstrate need and prioritize resource allocation			
<b>Goal 5: Collect and systematically analyze data about Colorado’s early learning professionals through the establishment of a unique identifier for professionals working in licensed early care and education facilities.</b>			
<b>Objective 5a: Develop a Colorado Early Learning Professional Registry (Registry) based on the National Registry Alliance Common Core Data Elements.</b>			
Based on best practices, determine data points to be collected and a method to collect information on an ongoing and timely basis.			
Identify, create or support any existing infrastructure(s) to house and maintain the Registry.			
Define the Registry data management process, policies and procedures.			
Develop a funding plan that addresses Registry sustainability.			
<b>Objective 5b: Develop mechanism within or outside of the Registry that can assign unique identifier to each early learning professional working in a licensed facility.</b>			
Determine method for assigning unique identifiers to existing and future early learning professionals working in licensed facilities.			
Create a communication plan focused on the value and purpose of the Registry to garner funding and stakeholder support.			
Recruit and support the enrollment and participation of the Registry’s target audiences.			
Identify legislation to make Registry participation mandatory for all licensed early childhood professionals.			
Identify gaps and establish action steps to address them.			
<b>Objective 5c: Develop formalized processes for streamlining, linking and aligning the Registry with any existing databases (e.g., early intervention provider database) and systems that will benefit from accessing and interacting with Registry data (e.g., Child Care Licensing, Qualistar Rating™ etc.).</b>			
Map all existing data base/registry systems for early learning professionals as defined.			

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Clarify with partners the purpose of the Registry as a data collection tool to avoid duplication of services.			
<b>Objective 5d: Link data collected in the Colorado Early Learning Professional Registry with other components of Colorado's Early Childhood System (e.g., Child Care Licensing, Trainer and Training Approval System, Quality Rating and Improvement System, Colorado's Higher Education System, T.E.A.CH.™ and the web-based advising clearinghouse etc...)</b> <b>to inform, expand and improve the efficiency of Colorado's P-3 Professional Development System.</b>			
Position the Registry as a central component of our early childhood and professional development system through data sharing and partnering.			
Create protocols for accessing and sharing data that incorporate best practices for protecting confidentiality.			
<b>Objective 5e: Develop reports that include information on teachers, classrooms, and programs for key stakeholder groups (e.g. parents, providers, policymakers, Colorado Department of Human Services, Colorado Department of Education and higher education).</b>			
Identify critical elements of quality based on research and best practices.			
Develop process to disseminate reports to stakeholders.			
<b>Goal 6: Create mechanisms of accountability within the P-3 Professional Development System that ensures the effectiveness of early learning professionals, early learning leaders and early learning preparation programs.</b>			
<b>Objective 6a: Review and fully fund a statewide expansion of the existing early learning professional Trainer/Training Approval Registry.</b>			
Inventory all trainers/trainings (including major businesses), as well as any existing databases.			
Based on best practices, determine data points to be collected on trainer and training effectiveness and a method to collect information on an ongoing and timely basis.			
Conduct outreach to identify approved trainings and trainers			
<b>Objective 6b: Establish licensing requirements mandating annual training hours be linked to a quality assurance process for approved trainers and training.</b>			
Research what other states have done to effectively include existing professional development opportunities that meet licensing requirements into their registries.			
<b>Objective 6c: Provide ongoing training and technical assistance for early learning professionals on how to access and use the Training/Trainer Approval Registry.</b>			
Determine best practices to make Registry easily accessible to all early childhood vested partners.			
Create a communication plan focused on the value and purpose of an Early Learning Trainer and Training System to garner support.			
<b>Objective 6d: Using new state definition of effective early childhood teaching and leading, develop a competency-based evaluation and accountability system for early learning professionals in various roles.</b>			

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Inform the work of the Educator Effectiveness Council and align efforts.			
Identify current/existing efforts within Colorado that provide competency-based performance evaluation of the early learning workforce.			
Develop a compendium of available professional development competency based performance evaluation measurement tools (with identification of those currently implemented in Colorado).			
Explore how child outcomes can be used appropriately as a part of the evaluation of early childhood teacher effectiveness.			
Develop recommendations for selecting appropriate tools for assessing teaching effectiveness.			
<b>Objective 6e: Align and infuse competency-based evaluation measurement tools and processes with community and agency-based trainings and support.</b>			
Map alignment of identified measurement tools with professional development supports provided in communities (training, coaching, consultation and technical assistance).			
Identify gaps in the availability at the local level of quality professional development opportunities related to achieving competencies that need to be addressed in order to help providers improve their skills and meet new accountability goals.			
Provide training for local providers of professional development in the use of competency-based performance evaluation tools and processes.			
<b>Objective 6f: Align and infuse competency-based evaluation measurement tools and processes with higher education early childhood professional preparation programs</b>			
Provide training for faculty members at higher education institutions in the use of competency-based performance evaluation measurement tools and processes.			
Embed requirement to use recommended performance evaluation measurement tools and rubrics for documenting student achievement of competencies into state approval process for early childhood professional preparation programs.			
<b>Objective 6g: Develop a quality assurance system for the evaluation of early learning professionals who provide competency-based evaluation.</b>			
Implement quality assurance system for competency-based evaluation system.			
Provide information to the continuum of early learning professionals on how to serve and meet the needs of a competency-based performance evaluation system.			
<b>Objective 6h: Develop a competency-based statewide approval system of early learning professional preparation programs.</b>			
Map the National Association for the Education of Young Children (NAEYC) Community College Accreditation standards with Colorado Core Knowledge Standards, Colorado Community College Competencies, National Council for Accreditation of Teacher Education (NCATE) and Colorado Department of			

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Education's Early Childhood Teacher Prep Programs (will be completed by end of July).			
Review current governance and quality assurance structures for 2-year teacher prep programs.			
Align this statewide approval system with current statewide approval system for 4-year institutions.			
Evaluate the benefits of NAEYC Accreditation for all Community Colleges.			
Implement joint ongoing professional development for community college , 2-year and 4-year early learning teacher preparation faculty.			
<b>Goal 7 – Embed oversight of the P-3 Professional Development System in the infrastructure of the Early Childhood Leadership Commission to ensure coordination with the quality rating and improvement system (QRIS), other statewide quality improvement efforts and increase collaboration among early learning settings in Colorado.</b>			
<b>Objective 7a: Establish a 10-15 member high level advisory professional development committee that reports directly to the Early Childhood Leadership Commission and has representation from all the interfacing systems, teachers, parents, and students.</b>			
The Early Childhood Leadership Commission will identify the individuals to serve on the committee.			
Establish guidelines and processes for coordinated and collaborative decision-making.			
Collect input from key stakeholders regarding integration with other quality improvement efforts.			
<b>Objective 7b: Identify all necessary statutory and/or rule/regulation changes necessary to successfully implement Colorado's P-3 Professional Development System Plan.</b>			
Review and analyze current state statutes and rules related to the professional development of early learning professionals.			
Identify opportunities and barriers as they relate to implementation of the P-3 Professional Development System Plan.			
Make recommendations to the Early Childhood Leadership Commission regarding changes necessary to implement the Professional Development Plan.			
Partner with state agencies and legislators to make necessary statutory and regulatory changes.			
<b>Objective 7c: Create incentives for innovative and research-based approaches to delivering professional development.</b>			
Identify best practices within the state			
Partner with Universities and other researchers to evaluate ongoing professional development			
Solicit grant proposals that identify innovation as a priority			