

Colorado Professional Development Plan for Early Childhood Educators and Providers

GOAL: Early childhood professionals have the knowledge, skills, and supports to work effectively with and on behalf of families and children.

Early Learning		
1. Develop and support use of early learning standards by families, programs, and professionals.		
STRATEGIES	OUTCOMES/PRODUCTS	TIMELINE
A. Issue Credentials	750 – 900 issued early childhood credentials 40- 60 issued infant toddler endorsement 25 – 50 issued School Age/Youth Credentials 20-40 issued Social Emotional Credentials	July 2009– June 2011
B. Maintains the online tools for the Basic and Advanced Credential Assessments	Updated assessment questions Provide technical assistance to all testing sites	Three new test banks from textbooks updated July 2009 – June 2010 Three additional test banks from textbooks updated July 2010 – June 2011 Ongoing especially during the assessment periods (six times from July 2009 – June 2011)
C. Promote Early Learning Guidelines as developed by the P-3 subcommittee of Governor Ritter’s P-20 Education Coordinating Council	Develop a link on the website to the Guidelines and document the number of people who go to that site	Winter 2010 and updated as needed through June 2011
D. Develop a crosswalk between early Learning Guidelines and <i>EC Core Knowledge and Standards</i>	Crosswalk is created and disseminated through the website and at meetings. Documentation of visits to that part of the website and the number of crosswalks handed	Completed Spring 2010 – Dissemination through June 2011

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2. Develop, promote, and support high quality professional development and formal education for adults who work with young children.		
A. Manage Online Learning and Technology		
1) Assist in promoting, developing and facilitating non-credit online courses for early childhood professionals	Creation of at least one online class on either Professionalism or Interdisciplinary Collaboration to meet requirements of the new social and emotional health credential Hold the online class. Creation of the complementary online class Hold the online class	Oct, Nov, Dec, 2009 Spring 2010, Fall 2010 and Spring 2011 Summer 2010 Fall 2010 and Spring 2011
STRATEGIES	OUTCOMES/PRODUCTS	TIMELINE
2) Advance the use of technology by the early childhood (EC) faculty at community colleges and students – online and in face-to-face courses – and the early childhood workforce	The ECE 101 Introduction to Early Childhood and its accompanying lab ECE 102 will each have at least one technological element as part of the syllabus ECE 103 Guidance and ECE 238 Child Development will each have at least one technological element as part of the syllabus ECE 220 Curriculum Development and ECE 205 Nutrition Health and Safety will each have at least one technological element as part of the syllabus ECE 240 Administration and ECE 241 Human Relations will each have at least one technological element as part of the syllabus	Fall 2009 Spring 2010 Fall 2010 Spring 2011
3) Market and promote online learning	Present on the online early childhood program at eight conferences	Summer 2009 Fall 2009, Spring 2010, Summer 2010, Fall 2010 and Spring 2011

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	Distribute flyers at a minimum of 20 meetings	July 1009 – June 2011
	Update online information on the website at the beginning of each semester	August 2009, Dec 2009, May 2010, August 2010, Dec 2010, May 2011
B. Work with and support Colorado’s Community Colleges and four year colleges and universities to do the following: - Facilitate further discussion of articulation agreements with early childhood among institutions of higher education Work with the Lieutenant Governor’s Office, the P-3 subcommittee, and the Colorado Commission on Higher Education.	Articulation among community colleges and four year institutions of higher learning is an integral part of state plans on a system of early childhood professional development, such as the “Race to the Top” grant	Fall 2009 – Spring 2010
	Work with the Colorado Children’s Campaign to pass legislation to do a study on the articulation problems in Colorado	Spring 2010
Attend meetings and host online meetings with early childhood coordinators at the community colleges	NAEYC accreditation is obtained by 3 Colorado Community Colleges	July 2009 – June 2011
3. Improve financial sustainability and governing efficiency of early learning programs and infrastructure.		
A. Participate in the Educator Sub-Committee as an advisor to Governor Ritter’s P-20 Education Coordinating Council Attend meetings of the P-20 Council and the Educator Sub-Committee and draft legislation and policy changes for the Governor’s consideration	Documentation of attendance at meetings and copies of work produced	July 2009 – June 2010
If funded, participate in the “Race to the Top” implementation team	Documentation of attendance at meetings and copies of work produced	Summer 2010 – June 2011
B. Attend meetings and work on policy: evaluation; technical assistance; and the application process	Documentation of attendance and copies of recommended policy changes	July 2009 – June 2010
C. Contribute to the Governor Ritter P-3 Subcommittee’s work on teacher preparation and the Early Childhood Challenge Grant	Have in place one consolidated state system of early childhood education licensing and credentialing	July 2009 – June 2011
D. Participate in the design and writing of the “Race to the Top” grant Attend meetings, develop written strategies, review drafts	Documentation of meetings attended, copies of the written strategies developed	July 2009 – Winter 2010

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FOUNDATIONAL STRATEGIES		
STRATEGIES	OUTCOMES/PRODUCTS	TIMELIME
4. Build and Support Partnerships		
A. Collaborate and communicate with early childhood stakeholder groups to ensure that professional development continues to be an important component of the quality ratings and tiered reimbursement strategies for early care and education settings. Work with the Lieutenant Governor's Office	Documentation of regular attendance at appropriate stakeholder meetings: Early Childhood Council Leadership Alliance (ECCLA), Early Childhood Summit, Colorado After-School Network (CAN), Teacher Education and Compensation Helps (T.E.A.C.H.) , the Colorado Association of Infant Mental Health (COAIMH), the Early Childhood Mental Health and inclusion Center	July 2009 – June 2011
B. Provide and/or coordinate technical assistance to communities about professional development including professional and career development resources and guidance.	Document community meetings, phone calls, emails, updated website of resources, and distribution of written brochures	July 2009 - June 2011
5. Fund and Invest		
A. Develop a sustainability plan within the early childhood systems building framework. Continue working with stakeholders	Sustainability plan created	July 2009- June 2010
B. Explore the establishment of credentialing fees Work with the CCD to review the feasibility of charging fees, and if feasible, work with Early Childhood Councils	Credentialing fee process and schedule submitted to Division of Child Care for review and approval.	Summer 2009 – Fees started Summer 2010
C. Seek other funding sources Write the following grants Luminary Foundation Private Colorado Foundations Federal grants	Copies of any grant applications submitted – at least three grants per year	Summer 2009 – June 2011
6. Change Policy		
A. Complete an annual training needs assessment to assess the needs for specific provider trainings to support professional development.	Print report and disseminate	Spring 2010
B. Develop a training capacity assessment tool to be shared with Early Childhood Councils	Tool developed, shared and put on website	Summer – Fall 2010
C. Pursue the coordination of the Early Childhood Professional Credential with early childhood teacher licensing as part of an early childhood professional development system. Work with Governor Ritter's P-3 sub- committee, the Division of Child Care, the Colorado Department of Education, the "Race to the Top" committees, the Colorado Children's Campaign, DORA and other stakeholders	Agreement created and ratified to ensure coordination between the Early Childhood Professional Credential and early childhood teacher licensing processes.	August 2009 – June 2011
7. Build Public Engagement		
A. Market the services provided by the Office:		

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Online Programs, Credentials, Career Counseling, Resource, and Information		
STRATEGIES	OUTCOMES/PRODUCTS	TIMELINE
-Through COPD website	Development of new website Website and links are current	Summer 2009 Ongoing – at least quarterly
-Distribute brochures including the Career Pathways brochure	5,000 – 6,000 distributed	July 2009 – June 2011
-Presentations	25 - 30 presentations to local & state conferences and Early Childhood Council meetings	July 2009 – June 2011
B. Link leadership training with early childhood professionals	List of available trainings is updated at least annually on the website	Fall 2009 and Fall 2010
C. Link and align eligible early childhood professionals with coaching and mentorship opportunities	Information updated on website Work with Clayton, CDE, Qualistar and stakeholders to establish quality criteria Track the number of users who access the information on the website	Winter 2010 and Winter 2011 July 2009 - June 2011
8. Share Accountability		
A. Assure accountability of the Office through timely reporting of professional development activities.	Quarterly reports to the Division of Child Care, Early Intervention Colorado and Director's Reports for the Advisory Board	October 2009 January 2010 April 2010 July 2010 October 2010 January 2011 April 2011 July 2011
B. Utilize the customer satisfaction survey developed by OMNI	Survey results shared internally and with other appropriate parties. Document adjustments made to improve performance of OPD	Bi-Annually Winter 2011 Bi-Annually Spring 2011
C. Staff the Professional Development Advisory Board and its committees	Meeting Agendas (4 meetings a year)	July 2009– June 2011
9. Generate Education and Leadership Opportunities		
A. Integrate and maintain a centralized list of professional development and training opportunities for early childhood professionals	Document changes to training database	July 2009 – June 2010
B. Integrate and maintain a centralized list of individuals and organizations that provide appropriate early childhood professional development and/or training to early childhood professionals	Approved trainer database maintained at OPD Teach the online noncredit training for ECE Trainers course (adult learners course)	July 2009 – June 2011 Six times between July 2009 June 2011

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C. Maintain a centralized list of individuals who have or are registered to participate in professional development or other appropriate early childhood training classes coordinated through or provided by the OPD	List is maintained of those taking and completing the online noncredit training for ECE Trainers course (adult learners course)	3 times a year X 2 years
D. Facilitate access to training opportunities for early childhood providers who are English language learners (especially Spanish-speaking providers).	Map of current trainings offered in Spanish	Updated on website at least once a year Winter 2010 and Winter 2011