

## 6 Recruit and Retain a Qualified and Effective Child Care Workforce

This section covers the state or territory framework for training, professional development, and post-secondary education (98.44(a)); provides a description of strategies used to strengthen the business practices of child care providers (98.16(z)); and addresses early learning and developmental guidelines.

States and territories are required to describe their framework for training, professional development, and post-secondary education for caregivers, teachers, and directors, including those working in school-age care (98.44(a)). This framework is part of a broader systematic approach building on health and safety training (as described in section 5) within a state/territory. States and territories must incorporate their knowledge and application of health and safety standards, early learning guidelines, responses to challenging behavior, and the engagement of families. States and territories are required to establish a progression of professional development opportunities to improve the knowledge and skills of CCDF providers (658E(c)(2)(G)). To the extent practicable, professional development should be appropriate to work with a population of children of different ages, English-language learners, children with disabilities, and Native Americans (98.44(b)(2)(iv)). Training and professional development is one of the options that states and territories have for investing their CCDF quality funds (658G(b)(1)).

## 6.1 Professional Development Framework

**6.1.1 Each state or territory must describe their professional development framework for training, professional development, and post-secondary education for caregivers, teachers and directors, which is developed in consultation with the State Advisory Council on Early Childhood Education and Care or similar coordinating body. The framework should include these components: (1) professional standards and competencies, (2) career pathways, (3) advisory structures, (4) articulation, (5) workforce information, and (6) financing (98.44(a)(3)). Flexibility is provided on the strategies, breadth, and depth with which states and territories will develop and implement their framework.**

a) Describe how the state/territory's framework for training and professional development addresses the following required elements:

-- State/territory professional standards and competencies. Describe:

The Core Knowledge and Competency sub-committee of Alaska's System for Early Education Development (SEED), developed and published Alaska's Early Care and Learning Core Knowledge and Competencies (CKC) in July 2015. The CKC's are based on National and State standards including: the National Association for the Education of Young Children (NAEYC) Teacher Standards; the Alaska Teaching Standards; and the Standards for Culturally Responsive Teaching in Alaska as a basis for the Core Knowledge and Competencies. Additionally, Alaska's CKC's are inclusive of the Alaska Department of Environmental Conservation (DEC) standards, Head Start Performance Standards, and the Council for Professional Recognition CDA Competency Standards. The CKC's are designed to provide information about what early childhood professionals who work with young children need to know, understand, and demonstrate to best facilitate children's learning and development. They are the foundation for training required to meet approval requirements, to correspond with the Early Learning Guidelines and to be utilized in curriculum and degree requirements within the University of Alaska System.

The CKC's encompass a variety of learning topics including: Child growth, development and learning; Health, nutrition, and safety; Learning environment and curriculum;

Interactions with children; Family and community relationships; Professionalism and leadership; Observation and assessment; and Program planning and management. These areas of professional development have been broken down into levels of depth of knowledge and application, and aligned with the SEED registry.

Alaska's Core Knowledge and Competencies can be found at:

<http://www.seedalaska.org/layouts/seed/files/documents/misc/CKC%202nd%20Edition%20Apr%202018%20digital.pdf>

Alaska's CKC's have been endorsed by the Alaska Early Childhood Coordinating Council (state advisory council), Alaska's statewide Child Care Resource and Referral Network, thread, and the Alaska Department of Education and Early Development State School Board.

**-- Career pathways. Describe:**

The Alaska System for Early Education Development (SEED) is Alaska's early childhood professional development system. A part of SEED is the SEED Registry, a database tracking and supporting early childhood professionals. This database tracks educational and professional development milestones of early educators on an individual basis, according to the Alaska SEED Career Ladder. The Alaska SEED Career Ladder is a path articulating advancement in the early care and learning profession. It is common to professionals in licensed child care centers, homes, or group homes, school district Pre-Elementary and Elementary schools, private Pre-Elementary and Elementary schools, military child care, tribal child care, Early Head Start/Head Start, and in-home visiting. The SEED Career Ladder aligns with Alaska's Core Knowledge and Competencies. The SEED Professional Development Committee has a subcommittee of members specifically for looking at data, conducting research, and making recommendations for updates to the SEED Career Ladder, or aligning credentials and trainings of other programs with the ladder. The SEED career ladder is an active document that is reviewed and updated by the SEED Professional Development Committee every two years, and was most recently updated in 2017.

The SEED Career Ladder consists of two tracks, one for Early Care and Education (ECE) professionals working in the field, and one for Early Intervention/Infant Learning Program (EI/ILP) Professionals. The ECE track consists of twelve levels that range from Level 1: Working in the early care and education field or high school diploma/GED with

motivation to advance in the Early Care and Education (ECE) field to Level 12: Doctorate in ECE or related field or unrelated field with thirty Early Childhood (EC) credits. The EI/ILP track ranges from Level 7: Current CDA or current Parents As Teachers credential and completion of applicable sections of the Part C credential to level 12: Ph.D. in related field with current certification or licensure (as required) and completion of the Part C Credential. The SEED Professional Development Committee is/will be exploring the possibility of future tracks on the SEED Career Ladder for school-age, Montessori, and Head Start Programs.

Currently, participation in the SEED Registry is voluntary across the programs mentioned earlier with the exception of professionals working in Early Intervention/Infant Learning Programs. All initiatives in the state require participation in the SEED registry, and Professional Development reimbursements are linked to the SEED Career Ladder, and Learn & Grow, Alaska's Quality Recognition and Improvement System requires participation in the SEED registry. The SEED Career Ladder is also used in: determining wage incentives in pilot programs; informing decisions by administrators of individual program staff wages; and in aligning the field with salaries and wages. It is a future goal of the CCDF Lead Agency, the Child Care Program Office, to further explore phase in of required placement for all providers working in programs that are licensed or regulated to serve children birth to age 13.

For more information about SEED visit: <http://www.seedalaska.org/index.cfm/SEED-Registry/Career-Ladder/>

**-- Advisory structure. Describe:**

The Alaska System for Early Education Development (SEED) is a professional development system for early educators in Alaska. Managed by "thread," Alaska's statewide Child Care Resource and Referral Network, SEED is a collaborative of the following entities with active representation from: Alaska Association for the Education of Young Children

Alaska Family Child Care Association;

Alaska Head Start Association;

Best Beginnings;

Camp Fire Alaska USA: Before/After School program;

Military Child Care;

Anchorage School District;  
Municipality of Anchorage, Child Care Licensing Program;  
State of Alaska, Department of Health and Social Services: Child Care Program Office  
(Child Care Assistance Program, Child Care Licensing, Child Care Grant, Alaska  
Inclusive Child Care (Alaska IN!) Program); Infant Learning Program (ILP,  
TACSEI/Pyramid Model Partnership); Early Childhood Comprehensive Systems;  
Strengthening Families; and Early Childhood Mental Health;  
State of Alaska, Department of Education and Early Development (includes Head Start  
Collaboration Office and Pre-Elementary School Programs);  
thread, Alaska's statewide Child Care Resource and Referral Network;  
Tribal Child Care ;  
University of Alaska: Anchorage and Fairbanks;  
Learn & Grow, Alaska's Quality Recognition and Improvement System;  
After School Network; and  
Private Child Care.

This group meets regularly to track and inform progress and activities in the Alaska  
Statewide Professional Development Plan (2015). This includes action steps and goals  
in: the Core Knowledge and Competencies; access and outreach to create a continuum  
of supports for recruitment and retention; qualifications, credentials, and pathways;  
quality assurance for training and trainers; funding; and governance.

SEED updated the Statewide Professional Development Plan on July 27, 2018. The  
updated plan provides the scope for FY 2019-2021.

**-- Articulation. Describe:**

In Alaska, the two-year and four-year University System is rolled into one. The Early Childhood program at the University of Alaska Anchorage (UAA) is accredited by NAEYC/CAEP and provides licensure for Pre-Elementary through 3rd grade. The minor in Early Childhood Special Education adds an endorsement to the license. The Early Childhood Program at UAA offers several different minors, degrees, and certificates to support professionals, including minors in Early Childhood Special Education, and Speech Language Pathology, Associate of Applied Science (AAS), Bachelor of Arts in Early Childhood (BAEC), Post-Baccalaureate certificate in Early Childhood (EC), and Master of Education (MED) in Early Childhood Special Ed. Programs and are all aligned

to build on each other in a progressive way. The AAS program at the UAA articulates directly into the BAEC (students can take the same courses over the first two years or one of the minors). UAA does accept transfer credits from other accredited institutions. UAA regularly transfers credits from other University of Alaska (UA) institutions and others that are NAEYC accredited. The Child Development Associate (CDA) articulates into six credits through the UA system. In addition to the CDA articulation agreement, UAA articulates the completed military child care modules with the same trade; six credits toward the AAS or BAEC degree. UAA does not articulate partial credits toward the Child Development Associate (CDA), individual military modules, or informal credits from Alaska's Child Care Resource and Referral Network, thread. Only the completed credential is articulated.

The University of Alaska Fairbanks (UAF) offers an AAS In Early Childhood Education and Baccalaureate in Child Development and Family studies. The UAF AAS Degree articulates directly into the Child Development and Family Studies BA. UAF does accept transfer credits from other accredited institutions. UAF regularly transfers credits from other University of Alaska (UA) institutions. The Child Development Associate (CDA) articulates into six credits through the UA system. In addition to the CDA articulation agreement, UAF articulates the completed military child care modules as 12 credits towards the UAS degree, nine of which articulate into the CDFS BA. UAF works with students for credit for prior learning when appropriate. UAF does not articulate partial credits toward the CDA or individual military modules, informal credits from Alaska's statewide Child Care Resource and Referral Network, thread. Only the completed credential is articulated.

-- [Workforce information. Describe:](#)

The state child care database used by child care licensing is the Integrated Child Care Information System (ICIS). The Alaska System for Early Education Development (SEED) Registry is the database supporting early childhood professionals that track educational and professional development milestones of early educators on an individual basis. Additionally, SEED captures compensation information as well as employment history. Participation in the SEED Registry is voluntary. Data is collected from early childhood partners by the CCDF Lead Agency, the Child Care Program Office (CCPO) and includes: the demographic characteristics of practitioners or providers working directly with children, training records of individuals and their qualifications, compensation information, retention rates, programs they are working in, and the number

of scholarships or financial incentives they are receiving.

-- Financing. Describe:

Financing is available to support individuals working in the field. Individuals working in licensed child care and registered in the SEED registry have access to Professional Development Reimbursements (PDR) for training or higher education. Travel Reimbursements (TR) are also available for travel expenses for higher education/training directly related to early childhood and/or school age education. Funding is available for a Child Development Associates (CDA) application or renewal fee. The PDR fund also supports CPR/First aid costs up to \$75.00 and the costs associated with obtaining a General Equivalency Diploma (GED) up to \$160.00. Additionally, scholarships are available through the University of Alaska system through a Reimbursable Service Agreement (RSA) with the Child Care Program Office (CCPO). This scholarship provides students working in the field with funds to support higher education in Early Childhood Education.

b) The following are optional elements, or elements that should be implemented to the extent practicable, in the training and professional development framework.

- Continuing education unit trainings and credit-bearing professional development to the extent practicable

Describe:

- Engagement of training and professional development providers, including higher education, in aligning training and educational opportunities with the state/territory's framework

Describe:

The System for Early Education and Development (SEED) Professional Development Committee has representation from the University of Alaska system, Department of Education and Early Development, and trainers in the field. Through that representation it ensures through the strategic plan goals and actions that training and education opportunities are aligned with the states framework.

- Other

Describe:

**6.1.2 Describe how the state/territory developed its professional development framework in consultation with the State Advisory Council on Early Childhood Education and Care (if applicable) or similar coordinating body if there is no SAC that addresses the professional development, training, and education of child care providers and staff.**

The Alaska System for Early Education Development (SEED) Professional Development Committee develops the professional development framework through strategic planning and ongoing meetings. The SEED committee ensures the framework aligns with workforce development priorities of Alaska's Early Childhood Coordinating Council (AECCC). The SEED committee is focused on the early care and learning professional development planning as part of the overall focus of early childhood workforce development. The AECCC recognizes the SEED committee as state experts and is made up of CCDF Lead Agency representation to guide and inform professional development requirements. SEED members also participate on the AECCC to ensure updates are provided during regular meetings. , The AECCC endorsed the SEED Core Knowledge and Competencies following a presentation and request by the SEED committee. SEED has worked to receive additional endorsements of the Core Knowledge and Competencies from the Alaska State School Board of Education.

**6.1.3 Describe how the framework improves the quality, diversity, stability, and retention of caregivers, teachers, and directors (98.44(a)(7)).**

The states professional development framework is made up of many components to provide a well-rounded strategy for improving the quality, diversity, stability, and retention in the workforce. The career ladder provides a path for individuals to follow as they advance their education and training in the field. The ladder offers caregivers, teachers, and directors a means of identifying where individuals are in the spectrum of professional development and can be used to ensure stability within a child care program. A child care program can use the framework to ensure they have staff at multiple levels of professional development and assist them in a path to advancement. The Training and Trainer Approval system ensures the

training received by individuals in the field meet a level of standards and quality. This approval system can be used to ensure trainings offered are quality trainings that meet certain criteria. There are financial assistance opportunities to assist any individual in obtaining education and training. This resource assists providers in obtaining training and higher education, which promotes retention and stability. The System for Early Education and Development (SEED) Professional Development Committee is collaborative with a variety of representation from professionals in the field, including but not limited to university representation, family child care providers, center based child care providers, tribal representation, school-age representation, infant learning representation, and both state and non state representatives. This collaborative approach ensures diversity is cared for in the framework. The SEED committee works closely with Learn & Grow, Alaska's Quality Recognition and Improvement System, which ensures aligned activities around supporting the workforce.

## 6.2 Training and Professional Development Requirements

The Lead Agency must describe how its established health and safety requirements for pre-service or orientation training and ongoing professional development requirements--as described in Section 5 for caregivers, teachers, and directors in CCDF programs--align, to the extent practicable, with the state/territory professional development framework. These requirements must be designed to enable child care providers to promote the social, emotional, physical, and cognitive development of children and to improve the knowledge and skills of the child care workforce. Such requirements shall be applicable to child care providers caring for children receiving CCDF funds across the entire age span, from birth through age 12 (658E(c)(2)(G)). Ongoing training and professional development should be accessible and appropriate to the setting and age of the children served (98.44(b)(2)).

**6.2.1 Describe how the state/territory incorporates the knowledge and application of its early learning and developmental guidelines (where applicable); its health and safety standards (as described in section 5); and social-emotional/behavioral and early childhood mental health intervention models, which can include positive behavior intervention and support models (as described in section 2) in the training and professional development framework (98.44(b)).**

Alaska's statewide Child Care Resource and Referral Network, thread, funded by a grant through the CCDF Lead Agency, the Child Care Program Office (CCPO), offers approved training and/or makes training referrals to the workforce. All thread training includes alignment to Alaska's Early Childhood Core Knowledge and Competencies, the Alaska Early Learning Guidelines, and developmentally and age appropriate strategies and national best practices. Providers have access to these trainings to meet ongoing training requirements. Alaska's Health and Safety Orientation content requirements were developed using Alaska's State Child Care Regulations and policies, Alaska's Early Learning Guidelines (ELG's), Alaska's Core Knowledge and Competencies (CKC's) , Caring for Our Children standards, Association for Education of Young Children (AEYC) standards, and national best practice. All of these tools were used to develop the content requirements of the required orientation training, and collectively incorporate early learning guidelines, health and safety, social-emotional/behavioral and early childhood mental health intervention models and behavior guidance supports.

**6.2.2 Describe how the state/territory's training and professional development are accessible to providers supported through Indian tribes or tribal organizations receiving CCDF funds (as applicable) (98.44(b)(2)(vi)).**

The professional development supports in Alaska are available to tribal entity's including the following through Alaska's statewide Child Care Resource and Referral Network, thread: training and technical assistance; presentations at tribal conferences; Alaska System for Early Education Development (SEED) Registry; and Professional Development Reimbursements. Members of Tribal Organizations receiving CCDF participate in the SEED Professional Development Committee which ensures they have knowledge of the supports and resources offered through SEED. Additionally, thread partners through MOU's and through community outreach with Tribal Organizations receiving CCDF to align training and professional development opportunities. All of thread's training is accessible and available to tribal child care providers and programs through thread's website. In addition to training, SEED Registry (Career Ladder), and utilization of the Core Knowledge and Competencies are available and accessible to tribal organizations receiving CCDF.

**6.2.3 States/territories are required to facilitate participation of child care providers with limited English proficiency and disabilities in the subsidy system (98.16 (dd)). Describe how the state/territory will recruit and facilitate the participation of providers:**

**a) with limited English proficiency**

The CCDF Lead Agency, the Child Care Program Office (CCPO), and its designees/grantees have access to a language line, and assistance in communicating with providers for whom English is not their first language. As part of continued recruitment and retention efforts, the CCDF Lead Agency, in partnership with thread, will outreach to providers who do not use English as their primary language. Child Care Licensing staff and Child Care Assistance staff collaborate and deliver training and informational meetings together when possible, to facilitate recruitment efforts into the Child Care Assistance Program as well as retention of current participants in both programs. Goals for recruitment and retention of this population include collaboration with tribal organizations, including CCPO participation in Head Start Association meetings when possible. Additionally, Alaska's System for Early Education and Development (SEED) and Learn & Grow, Alaska's Quality Recognition and Improvement System, have both expanded to include regular participation from several tribal representatives. Strategies we will continue to work on include recruiting participants who can attend trainings or meetings that can translate into other languages and answer questions.

**b) who have disabilities**

The CCDF Lead Agency, the Child Care Program Office (CCPO), makes available applications, participating forms, and notices, available on the website. A vast majority of these documents follow the American with Disabilities Act (ADA) guidelines and are ADA accessible. These forms are created through PDF and are checked through running accessibility reports prior to making them available on our website. Child Care Licensing chats are held in locations that offer access for persons with disabilities, such as colleges, libraries, and other community organizations. Child Care Licensing staff and Child Care Assistance staff collaborate and deliver training and informational meetings together when possible, to facilitate recruitment efforts into the Child Care Assistance Program as well as retention of current participants in both programs. The CCPO also participates in the Governor's Council on Disabilities and Special Education monthly meeting and shares

updates and information on the Child Care Assistance Program and the Alaska IN! Program for families who have a child with a special need. Through those connections, recruitment and retention efforts can be routinely explored.

**6.2.4 Describe how the state/territory's training and professional development requirements are appropriate, to the extent practicable, for child care providers who care for children receiving child care subsidies, including children of different age groups (such as specialized credentials for providers who care for infants and/or school-age children); English-language learners; children with developmental delays and disabilities; and Native Americans, including Indians and Native Hawaiians (98.44(b)(2)(iii--iv)).**

Alaska's Training and Trainer Approval system is a voluntary system. The approval system ensures Professional Development training aligns with Alaska's Early Learning Guidelines, Alaska's Core Knowledge and Competencies, and national best practices. Alaska's Child Care Resource and Referral Agency, thread, has held several trainings in Spanish, as well as attempts to recruit professional development staff who speak multiple languages when possible and can deliver training and technical assistance to providers who are second language learners. The CCDF Lead Agency, Child Care Program Office (CCPO), in coordination with thread, collaborate on the training needs of the field and work to offer training both in a broad range as well as narrowed down to the needs of certain topics or populations. The training requirements are applicable and offered to child care providers who care for children receiving child care subsidies, including children of different age groups (such as specialized credentials for providers who care for infants and/or school-age children); English-language learners; children with developmental delays and disabilities; and Native Americans.

**6.2.5 The Lead Agency must provide training and technical assistance to providers and appropriate Lead Agency (or designated entity) staff on identifying and serving children and families experiencing homelessness (658E(c)(3)(B)(i)).**

a) Describe the state/territory's training and TA efforts for providers in identifying and serving homeless children and their families (relates to question 3.2.2).

Alaska's Child Care Resource and Referral Network, thread, provides training to child care providers. Some thread staff who deliver training have received trainings themselves on indicators to assist them in identifying and serving families experiencing homelessness, so they are able to incorporate that knowledge into trainings they deliver to child care providers. Additionally, there are resources on the Child Care Program Office (CCPO) website to assist any staff, grantee, or child care provider in being responsive to families experiencing homelessness.

b) Describe the state/territory's training and TA efforts for Lead Agency (or designated entity) staff in identifying and serving children and their families experiencing homelessness (connects to question 3.2.2).

In Alaska's Child Care Resource and Referral Network, thread, ensures all staff who provide child care referrals to families as well as training staff who deliver training to child care providers, have received training and indicators to assist them in identifying and serving families experiencing homelessness. Information was presented to Child Care Assistance Program grantees that administer the program and some CCPO staff who work in the program during the Local Administrators teleconference on August 25, 2016. Child Care Assistance brochures were emailed to all the school district McKinney-Vento liaisons asking them to share our information with a particular focus on reaching families who are experiencing homelessness.

**6.2.6 States and territories are required to describe effective internal controls that are in place to ensure program integrity and accountability (98.68(a)). Describe how the state/territory ensures that all providers for children receiving CCDF funds are informed and trained regarding CCDF requirements and integrity (98.68(a)(3)). Check all that apply**

- Issue policy change notices
- Issue new policy manual
- Staff training
- Orientations

- Onsite training
- Online training
- Regular check-ins to monitor the implementation of CCDF policies

Describe the type of check-ins, including the frequency.

The CCDF Lead Agency, the Child Care Program Office (CCPO) conducts at least two annual inspections, one announced and one unannounced, to monitor provider compliance and implementation of CCDF policies.

Other

Describe:

**6.2.7 Lead Agencies must develop and implement strategies to strengthen the business practices of child care providers to expand the supply and to improve the quality of child care services (98.16 (z)). Describe the state/territory's strategies to strengthen provider's business practices, which can include training and/or TA efforts.**

a) Describe the strategies that the state/territory is developing and implementing for training and TA.

Training and TA efforts are made throughout the year as well as when requested, to assist providers with strengthening business practices. These trainings and/or TA can be obtained through provider meetings (licensing chats) held by the CCDF Lead Agency Licensing Specialists, or through the Child Care Resource and Referral Network, thread. Additionally, Alaska's Quality Recognition and Improvement System, Learn & Grow, incorporates training requirements in strengthening business practices, to include Human Resource Management and Fiscal Management.

b) Check the topics addressed in the state/territory's strategies. Check all that apply.

- Fiscal management
- Budgeting
- Recordkeeping
- Hiring, developing, and retaining qualified staff

- Risk management
- Community relationships
- Marketing and public relations
- Parent-provider communications, including who delivers the training, education, and/or technical assistance
- Other

Describe:

Coaching and mentoring best practices.

## 6.3 Early Learning and Developmental Guidelines

**6.3.1 States and territories are required to develop, maintain, or implement early learning and developmental guidelines that are appropriate for children in a forward progression from birth to kindergarten entry (i.e., birth-to-three, three-to-five, birth-to-five), describing what children should know and be able to do and covering the essential domains of early childhood development. These early learning and developmental guidelines are to be used statewide and territory-wide by child care providers and in the development and implementation of training and professional development (658E(c)(2)(T)). The required essential domains for these guidelines are cognition, including language arts and mathematics; social, emotional, and physical development; and approaches toward learning (98.15(a)(9)). At the option of the state/territory, early learning and developmental guidelines for out-of-school time may be developed. Note: States and territories may use the quality set-aside, discussed in section 7, to improve on the development or implementation of early learning and developmental guidelines.**

a) Describe how the state/territory's early learning and developmental guidelines are research-based, developmentally appropriate, culturally and linguistically appropriate, and aligned with kindergarten entry

The Alaska Department of Education and Early Development (DEED) in partnership with the Alaska Department of Health and Social Services (DHSS) are the lead agencies for the development of Alaska's Early Learning Guidelines (ELG), published in 2007. The development of the ELG's included many early childhood stakeholders and partners including researched based organizations. Contributors also included individuals who had knowledge and expertise regarding multicultural and linguistic diversity of Alaska.

Alaska was assisted in the development of the ELG's by the state of Washington. ELG's provide indicators and strategies for providers, parents, and children birth to Kindergarten entry on seventy-four specific goals across five domains. The ELG's use indicators and strategies within and across age ranges, identifying infant and toddler specific goals, indicators, and strategies. Alaska's Early Childhood Coordinating Council (AECCC) has made it a priority to update and realign the ELG's with Alaska's education standards.

b) Describe how the state/territory's early learning and developmental guidelines are appropriate for all children from birth to kindergarten entry.

Alaska's Early Learning Guidelines (ELG) outline the developmental milestones for children from birth to 5, as they prepare for kindergarten. The ELG's include information on social, emotional, physical, and cognitive development of children.

c) Verify by checking the domains included in the state/territory's early learning and developmental guidelines. Responses for "other" is optional

Cognition, including language arts and mathematics

Social development

Emotional development

Physical development

Approaches toward learning

Other

Describe:

d) Describe how the state/territory's early learning and developmental guidelines are implemented in consultation with the educational agency and the State Advisory Council or similar coordinating body.

The Alaska Department of Education and Early Development (DEED) in partnership with the Alaska Department of Health and Social Services (DHSS) are the lead agencies for the development of Alaska's Early Learning Guidelines (ELG), published in 2007. The implementation and updates of the ELG are coordinated through the Early Childhood Coordinating Council (AECCC); System for Early Education Development (SEED) Professional Development Committee; Learn & Grow, Alaska's Quality Recognition and Improvement System (QRIS) Executive and Stakeholder Committees; and the ELG steering committee.

e) Describe how the state/territory's early learning and developmental guidelines are updated and include the date first issued and/or the frequency of updates

Alaska's Early Learning Guidelines were first published in 2007. Alaska's update is in the planning stage. The Alaska Early Childhood Coordinating Council (AEC3C) agreed to revise Alaska's Early Learning Guidelines (ELGs) as a key priority. Revisions to Alaska's ELGs will reflect changes in Alaska's educational standards.

f) If applicable, discuss the state process for the adoption, implementation and continued improvement of state out-of-school time standards

Not applicable at this time.

g) Provide the Web link to the state/territory's early learning and developmental guidelines.

<https://education.alaska.gov/publications/earlylearningguidelines.pdf>

### **6.3.2 CCDF funds cannot be used to develop or implement an assessment for children that:**

-- Will be the primary or sole basis to determine a child care provider ineligible to participate in the CCDF,

-- Will be used as the primary or sole basis to provide a reward or sanction for an individual provider,

-- Will be used as the primary or sole method for assessing program effectiveness,

-- Will be used to deny children eligibility to participate in the CCDF (658E(c)(2)(T)(ii)(I); 98.15(a)(2)).

Describe how the state/territory's early learning and developmental guidelines are used.

ELG's provide indicators and strategies for providers, parents and children birth to Kindergarten entry on seventy-four specific goals across five domains. These goals set the standards and expectations for Alaska's youngest children. The ELG's use indicators and strategies within and across age ranges, identifying infant and toddler specific goals,

indicators, and strategies. The ELG's are distributed to child care providers through many avenues including the Child Care Resource and Referral Network, thread, the CCDF Lead Agency, and Best Beginnings. The ELG's are used by trainers submitting training content for approval through Alaska's Training and Trainer Approval System, as training applications must define the specific ELG's addressed in each training. Family-friendly activity guides based on Alaska's ELGs are available in Spanish, English, and Yup'ik through Best Beginnings (Public-Private Partnership). The web address is <http://www.bestbeginningsalaska.org/early-learning-materials.html>.