



*Strategic Directions: Technical Assistance Professionals  
in State Early Childhood Professional Development Systems*

# Policy Advocacy Tool

This tool is intended as a companion to the Strategic Directions report to help state professional development teams assess their status in relationship to the policy recommendations and to develop priorities for action. The full Strategic Directions report is available at [http://www.naeyc.org/files/naeyc/TA\\_Professionals.pdf](http://www.naeyc.org/files/naeyc/TA_Professionals.pdf). Contact Billie Young at [byoung@naeyc.org](mailto:byoung@naeyc.org) for more information or technical assistance and additional tools.

\*Priority Level: Indicates if it is a high (H), medium (M) or low (L) priority for action

Policy Area	Policy Recommendations	Fully Met	Partially Met	Not Met	*Priority Level
<b>Overarching &amp; Systemic</b>	1. Map the current use of mentors, coaches, and professional development consultants—including job title; role-definition standards, specialized knowledge and competencies, qualifications and credentials, governing sector or initiative, and funding sources.				
	2. Use this map as a foundation for a systemic approach to cross-sector provision of TA. Consider the policy principles of integration, quality assurance, diversity, inclusion, access and compensation parity.				
	3. Adopt unifying frameworks for specialized knowledge with competencies developed for specific sectors, roles, and settings as needed.				
	4. Integrate TA professionals into the state PD system, including registries, career pathways, data systems, standards, ongoing support, and financing.				



Policy Area	Policy Recommendations	Fully Met	Partially Met	Not Met	*Priority Level
<b>Common Terminology</b>	5. Adopt the Training and Technical Assistance Glossary.				
	6. Use common definitions to foster consistency in policies, data, and evaluation and as a basis for cross-sector integration.				
<b>Standards, Specialized Knowledge &amp; Competencies, Qualifications &amp; Credentials</b>	7. Use the NAEYC Professional Preparation Standards and an inclusive cross-sector process to identify the unique knowledge and skills needed for different TA providers and how they should be integrated into a PD system.				
	8. Develop credentials with multiple levels that acknowledge apprenticeship through master specialists and provide an alternative for unique disciplines, such as mental health.				
	9. Use the state ECE registry or another PD system to verify qualifications and credentials for candidates for TA professional positions.				
	10. Conduct outreach efforts across stakeholders and the workforce to ensure a high level of awareness and understanding of the cross-sector standards, specialized knowledge and competencies, and qualifications and credentials with linkage to the registry or another verification process, to ensure integration within a state's early childhood PD system.				
	11. Explore potential conflicts of interest related to the development of TA credentials and review potential policies to ensure that they do not pose undue limitations on access, diversity, and inclusion.				
<b>Pathways, Ongoing Support &amp; Compensation</b>	12. Develop clear pathways for TA professionals as part of the state's PD system.				
	13. Increase support for TA professionals, including supervision, training, and other supports tied to defined competencies.				
	14. Ensure that the pathways support the diversity of the workforce and equitable access to opportunities along career pathways.				





Policy Area	Policy Recommendations	Fully Met	Partially Met	Not Met	*Priority Level
<b>Pathways, On-going Support &amp; Compensation</b>	15. Map training and support opportunities for TA professionals in various sectors and initiatives and use this analysis to craft more consistency and greater access for mentors, coaches, and consultants, including those working in K–3 settings.				
	16. Use online supports to enhance communication among TA professionals and to foster peer learning communities.				
	17. Develop compensation and benefits policies designed to attract and retain qualified TA professionals and that facilitate parity across sectors and initiatives. Where possible, link compensation and incentives to those available as part of the state’s professional development system and in the K–3 sector.				
	18. Establish TA financing that will supplement—and not compete with—program financing.				
	19. Allow individuals who are part-time mentors, coaches, or consultants to provide those services without disrupting the financing of the program or their other employer.				
<b>Data, Evaluation &amp; Quality Assurance</b>	20. Use common terminology and clear standards with consistency across sectors and quality improvement initiatives to enhance data collection and data consistency.				
	21. Ensure that workforce data systems include information on TA professionals across ECE sectors.				
	22. Articulate quality assurance and monitoring systems for TA strategies and invest in evaluations of the access, consistency, quality and outcomes for TA professionals.				

