



Update on Professional Development Consortium

Report to the Governor and Legislature
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Kids' Potential, Our Purpose



Background

The following is a brief status update summarizing the progress of the Professional Development Consortium (PD Consortium), as required in Substitute House Bill 1943.

SSHB 1943 directs the Department of Early Learning (DEL) and the PD Consortium to report to the Governor and appropriate committees of the Legislature with recommendations for the creation of an integrated system of preparation and continuing education for the early learning and school-age program work force.

This legislation and the work of the PD Consortium are important to help ensure quality early learning programs around the state. As stated in the bill, "...well-prepared and appropriately supported teachers and caregivers are essential to improving the quality of early learning programs and enhancing the nature of children's experiences in those programs."

From SHB 1943:

"The professional development consortium shall map current professional development resources and strategies across the state to identify gaps in the current system and make recommendations for improving the coordination of existing resources and strategies; define core competencies or core knowledge areas for early learning professionals; and develop recommendations for a plan to implement a statewide, comprehensive, and integrated pathway of preparation and continuing professional development and support for the early learning and school-age program workforce. Recommendations for the plan shall include but not be limited to:

- *Creation of a coherent system of professional development, including delineation of core competencies for early learning and school-age program staff, directors, and administrators;*
- *Requirements for articulation agreements between certificate and credential programs, degree-granting programs, professional development programs, and community-based training programs to enable students to transition effectively between two and four-year institutions of higher education and to apply approved training programs toward credit-based learning; and*
- *Creation of a comprehensive, integrated registry designed to capture information, including workforce and professional development data, for all early learning and school-age programs that is easily accessible, to the extent allowed by law, by early learning and school-age program professionals, directors, trainers, researchers, resource and referral networks, and the department of early learning. The report from the professional development consortium shall also include:*

- *An analysis of gaps in available professional development programs and recommendations for programs to address the needs of early learning and school-age providers who serve children with physical or developmental disabilities, behavioral challenges, and other special needs;*
- *A discussion of evidence-based incentives and supports for the early learning and school-age program workforce to obtain additional training and education;*
- *An analysis of evidence-based compensation policies that encourage and reward completion of professional development programs; and*
- *An exploration of strategies for providing professional development opportunities in languages other than English, and incorporation of these opportunities into the comprehensive pathway for preparation and professional development.”*

The PD Consortium’s final recommendations are due by December 31, 2010. A second brief status update with the PD Consortium’s work plan is due by December 31, 2009.

The PD Consortium was initially convened by the DEL and the Early Learning Advisory Council (ELAC) in 2008 in response to the Early Learning Partnership Resolution between DEL, the Office of Superintendent of Public Instruction (OSPI) and Thrive by Five Washington. As a sub-group of ELAC, the PD Consortium was charged with developing an integrated statewide system of professional development that prepares and supports educators and caregivers in offering rich early learning environments for children.

PD Consortium Membership and Guiding Principles

Prior to passage of SHB 1943, the PD Consortium met to define its goals and mission, agree on the age range of children to be served, and design the group’s structure. Invited members included representation from the following organizations/entities:

- DEL
- OSPI
- Thrive by Five Washington
- Washington State Child Care Resource & Referral Network
- Washington State Association of Head Start and ECEAP
- School’s Out Washington
- Washington State Board for Community & Technical Colleges

- Department of Social and Health Services
- Higher Education Coordinating Board
- Washington State Family Child Care Association
- Foundation for Early Learning
- ELAC
- Service Employees International Union
- Economic Opportunity Institute
- Department of Health
- Educational service districts and school districts
- Two- and four-year institutions of higher education
- Family and center child care representation
- Other organizations that research or provide professional development to the early learning and school age program work force.
- The PD Consortium is seeking tribal representation.

In October 2008, the PD Consortium adopted the National Association for the Education of Young Children (NAEYC) policy blueprint *Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems* (**Appendix 1**) to guide the process of systems building and development. Guiding principles of the Blueprint are integration, quality improvement, diversity, inclusion and access, and compensation parity. Further, the NAEYC Policy Blueprint focuses on six policy areas:

- Professional Standards
- Career Pathways
- Articulation
- Advisory Structure
- Data
- Financing

The PD Consortium envisions a system that trains, educates and prepares professionals to serve children from newborn to age 12. The PD Consortium is focusing on policy and program design that serve children to age 8, while considering the necessary linkages between systems as

children progress through educational setting (s). The age group focus aligns with community and technical college degree programs that prepare early educators to serve young children.

The PD Consortium meets monthly as a large group or within defined sub-groups.

Ongoing Work

In May 2009, the PD Consortium divided into two sub-groups, as required in SHB 1943. It was agreed that the foundations of an integrated professional development systems are: 1) professional standards and competencies for providers, and 2) compensation and incentives to support professional growth. Sally Holloway of Whatcom Community College leads the Professional Standards sub- group and Hannah Lidman of the Economic Opportunity Institute leads the Compensation and Incentives sub-group.

Professional Standards and Competencies for Providers

The Professional Standards sub-group has focused on pre-service requirements for licensed providers and administrators. The group used requirements in the Washington Administrative Code for all sectors as a starting point. Implementation dates for the recommended pre-service requirements were established at 2015 and 2020, allowing time for completion of education requirements as defined by facility type and role. This work is ongoing. However, it was determined that this sub-group needed to focus on the completion of core competencies and knowledge areas before addressing the standards. Once the core competencies and knowledge areas are developed and adopted, then this sub-group will can continue the development of recommended Standards and incorporate feedback from PD Consortium members, and the field at large.

Compensation and Incentives to Support Professional Growth

The Compensation and Incentives Sub-Group summarized their progress and presented to the full PD Consortium on salaries for various fields and settings to establish context for current salaries in the early learning and school age fields. It is understood that any recommendations related to compensation parity and incentive structures must align with the qualifications, credentials and professional standards and corresponding education requirements. This group will develop recommendations incorporating the State Salary Scale for early care and education staff at community colleges and four-year universities once the PD Consortium develops final recommendations for qualifications, credentials and professional standards. Because the recommendations for incentives are dependent upon the completion of this work, this Sub-Group will be on hiatus until February 2010.

Mapping Resources and Gap Analysis / Communication and Connections

In September 2009, the PD Consortium created two additional Sub-Groups: *Mapping Resources and Gap Analysis*; and *Communications and Connections* for addressing other significant SHB 1943 requirements. Joel Ryan of the Washington State Association of Head Start and ECEAP will lead the Communications and Connections Sub-Group. Susan Yang Affolter of the WA State CCR&R Network will lead the Mapping Resources and Gap Analysis Sub-Group. These new Sub-Groups are in the process of writing their Sub-Group's: goals and objectives; products to be developed; deliverable dates; and prioritized next steps. Additionally, they are writing the first cut of the products to be developed. This Sub-Group work will be reported back to the PD Consortium at its October 2009 meeting.

The Department of Early Learning's Role with the PD Consortium's Work

Given the important nature of this work—and its effects on early care and education professionals around the state—DEL has created a Web page with information about the PD Consortium and updates from Consortium meetings and activities. This is available on DEL's Web site at: www.del.wa.gov/partnerships/development/consortium.aspx. We have included information on this page, as well as in the monthly DEL Update newsletter soliciting input and ideas from interested parties as we work to develop the early learning professional development system in our state. In addition, DEL and PD Consortium members will give brief status updates to ELAC at their quarterly meetings.

DEL has partnered with the PD Consortium Co-Chairs to develop meeting plans and agendas, as well as material development. Additionally, DEL will help to facilitate all of the in-person meetings of the PD Consortium.

Next Steps

The PD Consortium has developed a draft map of their work and a timeline that will help guide their efforts, and ensure they are following the reporting requirements listed in SHB 1943. The map and timeline follow a logical sequence that builds upon all the elements of the legislation, and the continued work of the Sub-Groups. (**Appendices 2 and 3**)

It is expected that the December 2009 status update to the Governor and the Legislature from the PD Consortium will include:

- Status report from three of the Sub-Groups: Professional Standards and the Compensation; Mapping Resources and Gap Analysis; and Communications and Connections.
- Finalized map of PD Consortium work
- Finalized timeline for when the work will happen and be completed.



Appendix 1

NAEYC Policy Blueprint Summary

Guiding principles for policy making

- Does this policy increase integration?
- Does it improve quality?
- Does it support diversity, inclusion and access/
- Does it increase compensation parity?

Policy Areas

1) Professional Standards

Professional standards define the what, or the content of professional preparation and ongoing development. State policies should specify qualifications and ongoing development required for all early care and education professionals. These specifications should address levels and content of education as well as ongoing development. The preparation and ongoing development requirements for these various roles also should be explicitly detailed in career-pathway policies aligning and connecting content

2) Career Pathways

Professional Standards should align and create coherent career pathways for early childhood professionals. State policy should support continuous progress of individuals.

3) Articulation

Part of creating a career pathway and building capacity to meet required professional standards involves developing and enforcing policies around articulation. Articulation includes the transfer of professional development participants' credentials, courses, credits, degrees, etc., as well as student performance-based competencies, from one program or institution to another, ideally without a loss of credits.

4) Advisory Structure

Effective PD Systems are supported by a policy requiring a specific group of people to focus on this work. State policy should require the creation of an advisory structure to examine needs and provides policy recommendations to the entity or combined entities funding the professional development system. The advisory body should be free standing and have some authority or direct link to authority in the states governance structure.

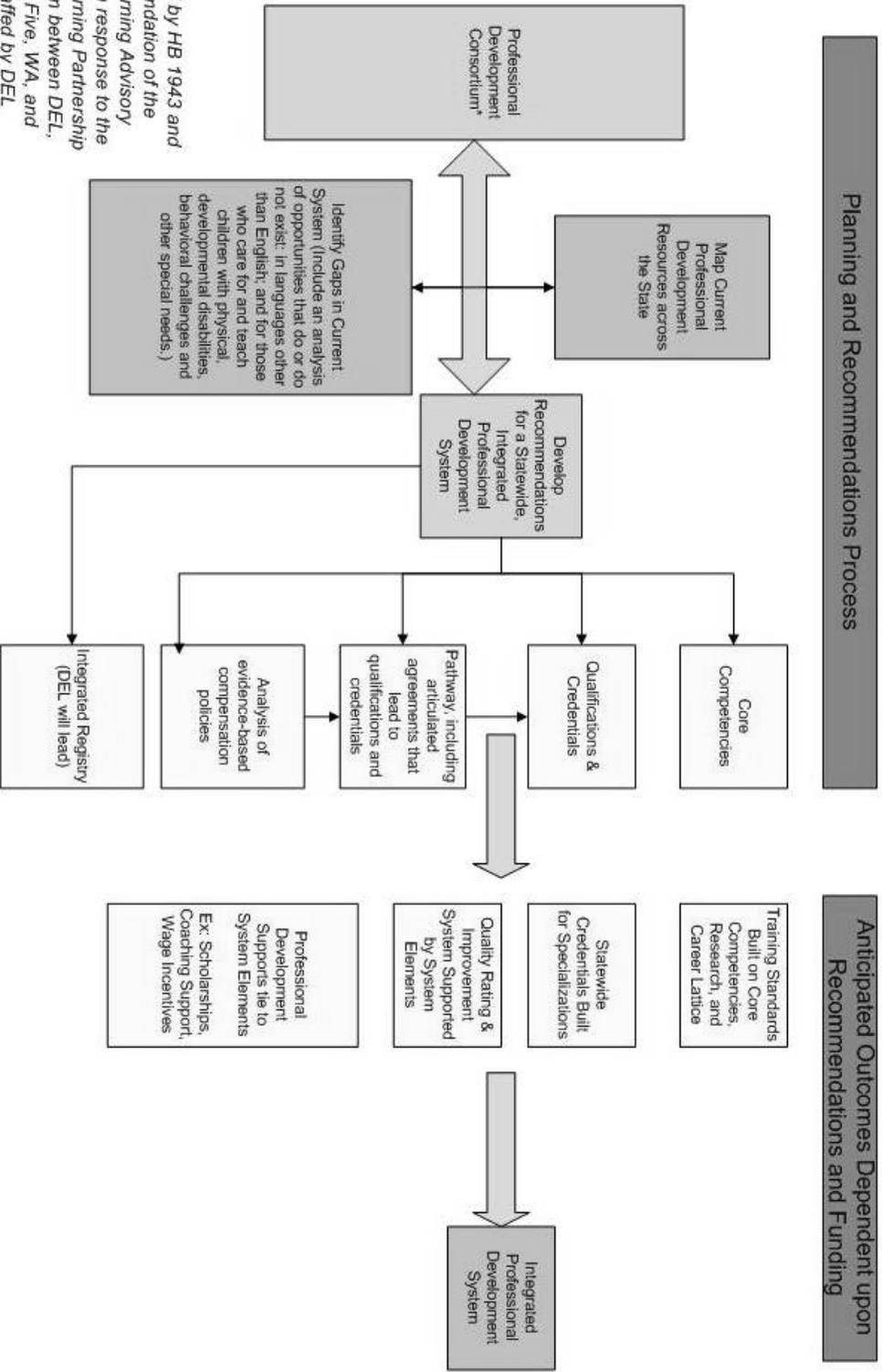
5) Data

Data are essential to gauge any impacts and systems change. State policies should require the methods and collection of specific data and also mandate non-duplication of efforts, cross-sector data collection, sharing, and alignment. Policies should also require comprehensive workforce studies.

6) Financing

PD Systems benefit form financing policies that ensure monies are directed where they are most needed and that they are used efficiently. State policies should support: Financial support for early childhood professionals; financial support for programs/workplaces; explicit rewards and compensation parity; Financing of the professional development system infrastructure.

Washington State *Professional Development Consortium Map of Work



* Created by HB 1943 and recommendation of the Early Learning Advisory Council in response to the Early Learning Partnership Resolution between DEL, Thrive by Five, WA, and OSPI; Staffed by DEL

PD Consortium Organizations: SBCTC, Thrive by Five, WA, OSPI, Child Care Unions, SOWA, WAELYC, ECEAP, WAPEPCP, WA Family Child Care Association, HSSCO, DOH, WA State Association for Head Start and ECEAP, CCR&R Network, DSHS Infant/toddler early intervention, Foundation for Early Learning, Economic Opportunity Institute, Educational Training Partners, Early Learning Advisory Council Liaisons, DEL





Appendix 3

Professional Development Consortium Timeline and Work Plan

SHB 1943 requires the Professional Development Consortium to create and/or make recommendations for the following:

1. Map of current professional development resources and strategies across the state.
2. Identify gaps and make recommendations for improving coordination of services.
 - a. Include analysis of gaps in professional development opportunities that are: in languages other than English; and for those who care for and teach children with physical, developmental disabilities, behavioral challenges and other special needs.
3. Core Competencies for early learning, school age, program staff, directors and administrators.
 - a. Include strategies for competencies to be in languages other than English.
 - b. Include competencies for how to address those who serve children with physical, developmental disabilities, behavioral challenges and other special needs.
4. Qualifications & Credentials that include standards and incentives & requirements (carrots and sticks). *This is not specifically requested by the legislature but seems like a necessary step in creating a “Pathway.” It is, however, a part of the NAEYC Blueprint.*
5. Pathway for preparation and continuing professional development, and a plan to implement it for early learning and school-age workforce.
 - a. Include requirements for articulation agreements between certificate and credential programs, degree granting programs, professional development programs and community based training that lead to qualifications and credentials.
6. Analysis of evidence based compensation policies that encourage and reward completion of professional development programs.
7. Creation of a comprehensive, integrated registry designed to capture information, including workforce and professional development data.

PD Consortium Meeting and Due Dates	Decision Points and Task/Product for Meetings	Accountable	Resources Needed
9/3/09	Work Groups are identified	PDC	
	Work Groups purpose/end goal , products to be developed, deliverable dates and prioritized next steps identified	Work group chairs	
	Finalize timeline and work plan for PDC	DEL	
	Consortium agreement of timeline and work plan	PDC	
9/15/09	Report/Update to Legislature	DEL	
10/14/09	<ul style="list-style-type: none"> Outline for Core Competencies Document, including: Recommendations for preparing professionals to serve children with special needs; and addressing the needs of English Language Learners. 		
11/4/09	<ul style="list-style-type: none"> Community Review & Feedback 		
12/31/09	<ul style="list-style-type: none"> Report/Update to Governor and Legislature 	DEL	
12/9/09	<ul style="list-style-type: none"> Core Competencies Defined 		
01/06/10	<ul style="list-style-type: none"> PD Consortium in-person Meeting 	DEL and Co-chairs	
2/1/10	<ul style="list-style-type: none"> Outline for Qualifications & Credentials, including standards, and Recommendations for preparing professionals to serve children with special needs; and addressing the needs of English Language 		

	<p>Learners.</p> <ul style="list-style-type: none"> • Draft map of Professional Development resources, elements and supports. 		
2/1/10	<ul style="list-style-type: none"> • Regenerate the sub-group <i>Compensation and Incentives to Support Professional Growth</i> (evidence-based incentives & requirements) 		
3/1/10	<ul style="list-style-type: none"> • Community Review & Feedback 		
3/1/10	<ul style="list-style-type: none"> • Initiate Pathways and Articulation Sub-Group 		
4/1/10	<ul style="list-style-type: none"> • Qualifications & Credentials Defined (include standards and incentives & requirements) • Draft recommendations for a statewide, integrated professional development system, including: Recommendations for preparing professionals to serve children with special needs; and addressing the needs of English Language Learners. 		
5/1/10	<ul style="list-style-type: none"> • Outline for Pathways (include articulated agreements that lead to qualifications and credentials) • Draft map of Professional Development resources, elements and supports. • Draft analysis of evidence-based compensation policies that encourage and reward completion of professional development programs/progress. 		
6/1/10	Community Review & Feedback		

6/30/10	<ul style="list-style-type: none"> • Creation of a comprehensive, integrated registry designed to capture information, including workforce and professional development data. 	DEL	
7/1/10	<ul style="list-style-type: none"> • Professional Pathways Defined • Final map of Professional Development resources, elements and supports. • Final analysis of evidence-based compensation policies that encourage and reward completion of professional development programs/progress. 		
9/1/10	Outline of report for Recommendations to the Legislature		
	Community Review & Feedback		
09/27/10	Draft report for Recommendations to the Legislature		
11/1/10	Community Review & Feedback		
12/1/10	Integrate changes from community review and feedback work		
12/01/10	Final report of recommendations to the Legislature (due 12/31/10 but will complete ahead of schedule to dovetail effectively with state budget and pre-legislative sessions).	DEL	