



Professional Development Consortium Meeting Minutes

October 7, 2009

Puget Sound ESD - Renton

Overall Purpose

The Professional Development Consortium, convened by the Early Learning Advisory Council, was created in response to the Early Learning Partnership Resolution between the Department of Early Learning, the Office of the Superintendent of Public Instruction and Thrive by Five Washington. House Bill 1943 directs the Department of Early Learning and the Professional Development Consortium to report the Governor and appropriate committees of the Legislature with recommendations for the creation of an integrated system of preparation and continuing education for early learning and the school-age program workforce.

In Attendance

Mari Offenbecher, Jackie Jainga – Hyllseth, Sheryl Garrison, Amber Havens, Tenlee Bell, Agda Burchard, Annette Dieker, Michelle Andreas, Jim West, Donna Horne, Maggie Wettig, Linda Tyler-Murray, Brenda Boyd, Sally Holloway, Hannah Lidman, Sangree Froelicher, Char Rupp, Lorrie Grevstad, Joel Ryan

Today's Intentions

- Introductions
- Update from DEL
- Work Group Report – Mapping and Gap Analysis
- Work Group Report – Professional Standards
- Work Group Report – Communication and Connection
- PDC Recommendations to ELP and December report to the Governor

Introductions

Mari opened the meeting by asking, “What do you do to stay focused in your work – to ground yourself in all of the work you do for children? “

Update from DEL

Sangree shared that she, Bette and Bob have received calls, emails and in-person comments from PDC members and those outside of the PDC articulating their concern, fears and frustration that the Department of Early Learning (DEL) is going to make earning a degree part of our regulations for child care. This is not the case. Earning a degree will not become a requirement any time soon in Washington. However, DEL does want to develop career pathways and encourage and work toward credentialing and degrees. DEL and the PDC have to produce work that reflects the political context and practicality of our field. As the PDC moves forward, DEL’s leadership and facilitation role will be to ensure that the Professional Development System we continue to build is done so through the lens “Criteria for Product Design and Development” and the understanding that although degrees will not become law in the short term, that does not mean we don’t want to aim toward that in the long-term.

Feedback from Large Group:

- Community and technical colleges cannot grant degrees for experience. The community colleges are currently looking at various ways to grant credit for the CDA and STARS. Some credit can be given for prior learning that is documented.
- The “tent” is bigger than just college coursework, which is where some of the tension comes from. It is important to talk about linkages with informal pieces as well. There are multiple ways people can obtain professional development and messaging needs to be more precise.
- Legislative and governing bodies recognize higher education as the credentialing body for many fields, not just early learning.
- It is important to be practical in terms of where we are as a field. We need to scaffold from where we are right now, which will require some balancing. The **Criteria for Design** document is a good starting point.

Work Group Report: Mapping and Gap Analysis – Hannah Lidman

Hannah Lidman presented on behalf of Susan Yang Affolter and shared copies of the groups draft framework and matrix.

End of goal:

Early Learning and Afterschool Professionals have access to a coordinated, integrated and comprehensive professional development system of preparation and ongoing development and support.

The objectives of the group are:

1. Identify current professional development resources for early learning and afterschool professionals available with a primary focus on the areas specified in HB1943 which include:
 - a. credential programs (e.g. Child Development Associates)
 - b. certificate programs (e.g. short-term and specialized certificates)
 - c. degree granting programs (e.g. two and four year degrees)
 - d. professional development programs (e.g. tech prep, apprenticeship program)
 - e. community-based training (e.g. STARS training)
 - f. evidence-based incentives (e.g. Career & Wage Ladder, WA Scholarships)
2. Identify specific professional development resources and gaps for early learning and afterschool professions in languages other than English
3. Identify specific professional development resources and gaps to support early learning and afterschool professionals who serve children with special needs
4. Identify gaps in the professional development system

The Outcomes and Products to be developed are:

1. Matrix that highlights by county the available professional development resources available
2. Recommendation for addressing the resource gaps for the professional development system
3. Other products as identified throughout the process

The work group is developing a matrix that shows some of the gaps that currently exist and will include recommendations for developing resources to plug some of those gaps. The matrix will be broken down by county which is difficult as some agencies and institutions report by region. As there is some wrap-around care occurring, the group will need to make estimates about available resources.

The goal is to have the first draft of them matrix complete by November 4, 2009.

Feedback from Large Group:

- Inclusion of tribal facilities, ELL staff/children, STARS classes offered in native language or through an interpreter, professional development delivery (online etc.)

The group will need to look at available resources.

Work Group Report: Professional Standards – Sally Holloway and Sangree Froelicher

Name and Purpose:

The Professional Standards Work Group will make recommendations to the Professional Development Consortium regarding Core Knowledge areas and Core Competencies, as well as Qualifications and Credentials for early learning and school age professionals.

The Professional Standards work group brought forth two existing state Core Competencies, Kansas/Missouri and Ohio to collectively look at. The PDC looked at many states standards/competencies in February 2009 and these two were the strongest based on PDC feedback. The PDC will choose a state framework using the **Criteria for State Selection** document, and will be modify to reflect the needs and values of Washington.

Feedback from Large Group:

- Schools Out Washington is looking at Kansas/Missouri which is an advantage.
- Ohio has fewer levels – having more levels is a reflection of where we really are.
- Ohio has many competencies that cannot be measured. Kansas/Missouri has better language around the competencies.
- Kansas/Missouri is more visually appealing.
- Upfront information is often bypassed. It should be put in the back of the document.
- The AYD did an extensive crosswalk of core competencies across the nation, looking at links to licensing, QRIS, credentials etc., and Kansas/Missouri was the only state that linked to all of the criteria. Schools Out Washington and other afterschool/youth development/early learning stakeholders have adopted the framework.
- Need to make sure that competencies are linked to research and child outcomes.
- When we pick a framework, we will make it our own.

Additions to Criteria for State Selection document:

1. Use 'plain talk' and identify clear levels
2. Linked to research and child outcomes
3. Visual and organizational ease
4. Can be assessed
5. Linkages to all systems including higher education
6. Linked to NAEYC Professional Preparation Standards

Decision Made: The PDC unanimously agreed to use the Kansas/Missouri Core Competencies as a framework and structure for Washington’s Core Competencies.

Next Steps:

- The Professional Standards Work Group will conduct a deeper analysis building off the work of SOWA/AYD.
- DEL will look into hiring a consultant to work on the Core Competencies using the criteria submitted by the PDC.
- Messages will be developed to ensure that communication is clear and transparent.

Work Group Report: Communications and Connections – Joel Ryan and Agda Burchard

Name and Purpose:

The Communications and Connections Work Group will communicate about the work of the Professional Development Consortium (PDC) and gather input from the external audiences listed below. Further, the Communications and Connections Work Group will reach out to the PDC and the groups listed below, for input and feedback using the **Guidance for Tasks** document to guide their work.

- Stakeholders (providers, teachers, caregivers, parents and families)
- Public Policy Makers
- Public at large to get buy in and support

The work group brought forward their recommendations for a Communications Plan similar to the strategy being implemented by the Early Learning Plan, which would entail sending PDC updates to various key communicators to gather input and feedback.

Feedback from Large Group:

- The Communications and Connection Work Group suggested moving up the delivery date for final recommendations from December 31, 2010 to March 31, 2010 to line up the with Early Learning Plan submission date. After a short discussion, it was agreed that the December 31, 2010 will stand as the submission date.
- **Decisions Made:** The PDC at large will send a letter to the December 1st Drafting Team. The Communication and Connections Work Group will develop the letter and send a draft copy to all PDC members prior to submission.

Next Steps:

- All Work Groups will meet and report back to the PDC on November 4, 2010 on products developed and work completed based on PDC feedback and recommendations.
- All Work Groups will use the **Criteria for Product Design and Development** and **Guidance for Tasks** to guide their work.
- Identify who will develop a NAEYC Blueprint/State Strategies Crosswalk at the November 4th meeting.

Next Professional Development Consortium Meeting:

November 4, 2010