

**The Early Learning Professional Development Workgroup  
Snapshot of Recommendations**

These DRAFT recommendations were developed by the Early Learning Professional Development Workgroup.

<b>COMPENSATION:</b>	
<p><b>Definition – Competitive Compensation (Pay and Benefits):</b> Compensation for different early learning roles is deemed competitive in comparison to the compensation that equally qualified and highly skilled workers receive in comparable fields, such as K-12 education, nursing, and social work.</p> <p><b>First Step – Support programs touched by the Early Start Act</b></p>	
<b>Recommendation/ Sub-recommendation</b>	<b>Explanation</b>
<p><b>1. Build on the Early Start Act to support policy related to compensation</b></p>	<p><b>A. Build Compensation Support into Tiered Reimbursement, Early Achievers QRIS:</b> Improve the tiered reimbursement model in Early Achievers QRIS so that certain funds are allocated towards compensation.</p>
	<p><b>B. Review subsidy rates structure</b> Eliminate complexity and tie regional rates to indicators of cost of care. Rates to reflect the true cost of “quality” care/programming/business, reflecting on regional cost of living, raise the base-rate subsidy levels and braided funding streams.</p>
	<p><b>C. Recommended Pay Scale within Early Achievers QRIS:</b> Incentives to use the recommended pay scale can be offered, such as the opportunity to be awarded additional point in Early Achievers, or public recognition, etc.</p>
<p><b>2. Increase funds allocated to state early learning scholarships</b></p>	<p>Scholarships are popular and have proven to be an effective tool resulting in a higher educated workforce. Explore multiple funding options for students supporting new and existing workforce.</p>
<p><b>3. Retention incentives</b></p>	<p>Reward staff for longevity of quality service, including meeting requirements for ongoing professional development.</p>
<p><b>4. Pay scale that is tied to competency</b></p>	<p>Develop a market rate recommended pay scale that is tied to competency, degree/certification, fair and livable wage.</p>

<b>CAREER PATHWAYS:</b>	
<p><b>Definition - Career Pathways</b> includes the system framework and program supports that guide an early learning professional through their career development, from entry level through highly skilled and experienced.</p>	
<b>Recommendation/ Sub-recommendation</b>	<b>Explanation</b>
<p><b>1. Articulation agreements from the Stackable Certificates through</b></p>	<p>Create a statewide articulation agreement model to improve the student experience and use of resources with a reliable, streamlined transition through an early learning professional’s academic journey.</p>

<p><b>a bachelor’s degree in ECE</b></p>	
<p><b>2. Expand access to quality certificates, degrees and ongoing professional development</b></p>	<p>A. Expand alternate routes to certificate programs, ECE degrees and competency based demonstration of learning in response to the current workforce pipeline into early learning, this includes BAS degree options and more community based degree options.</p> <p>B. Increasing state-approved training that is culturally responsive and delivered within communities.</p>
<p><b>3. Aligned professional development standards</b></p>	<p>Engage with the DEL Standards Alignment project to inform and implement recommended qualifications for specific roles, including education requirements, pre-service and in-service professional development.</p>
<p><b>4. Create a Professional Early Childhood Education Standards Board</b></p>	<p>Create a governing board of cross-sector early learning experts and state partners to serve as an ongoing committee focused on reviewing workforce data to guide higher education programs, including certificates, degrees and continuing education.</p> <ul style="list-style-type: none"> <li>• Identify a method for assessing and approving competency based learning to meet qualifications for various roles and positions</li> <li>• Connecting educational requirements for early learning roles and positions to Washington’s Core Competencies and other national standards for early learning professional development</li> <li>• Serve as a professional development advisory committee for continuing education requirements and meeting the requirements.</li> </ul>

<p><b>DATA:</b>  <b>Definition - Data</b> includes the early learning workforce data collection that supports system development, policy recommendations and continuous quality improvement.</p>	
<p><b>Recommendation/ Sub-recommendation</b></p>	<p><b>Explanation</b></p>
<p><b>1. Leverage data across sectors</b></p>	<p>Establish structured data sharing agreements with state agencies serving the early learning workforce. Examples include DEL, Head Start, OSPI, PESB, P20, WSAC longitudinal data and higher education completion data.</p>
<p><b>2. Incorporate qualitative data as a standard of practice</b></p>	<p>Build continuous quality improvement efforts that collect information from the field regarding the successes and challenges of current and recommended state policy, practices and program supports.</p>