



Washington State Department of Early Learning

Professional Development Consortium Meeting Minutes February 24, 2010 Puget Sound ESD, Renton

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 the early learning and school-age program workforce.

In Attendance: Sangree Froelicher, Char Goodreau, Sally Holloway, Karen Healy, Sheryl Garrison, Jim West, Bob McClellan, Karri Livingston, Cynthia Juarez, Lexi Catlin, Sue Winn, Donna Horne, Lorrie Grevstad, Nancy Gerber, Nancy Spurgen, Jackie Jainga Hyllseth, Rachel Kim, Molly Boyajian, Retta Main, Elizabeth Bonbright Thompson, Michelle Andreas, Agda Burchard, Tenlee Bell, Joel Ryan, Katy Warren, Claudia Shandley, Rebecca Heinrich, Tara Lee, Tim Murphy, Kristen Spencer

Facilitator: Rae Anderson

Rae Anderson serves as the Region VII State technical assistance specialist, Administration for Children and Families, Child Care Bureau, National Child Care Information Center, where she provides support to the states, in partnership with the ACF Regional office, in the administration of the Child Care and Development Fund. Her skills in public service administration and organizational development, program planning and design, management, policy analysis and development, fiscal planning and budget oversight, personnel management, data collection and information management, and communication systems make her uniquely qualified to provide training and technical assistance to state and regional early care and education policy makers, administrators, and providers.

1. PDC Agenda Items/Setting the State

PDC Agenda, February 24, 2010

- A. Welcome and Introductions
- B. Setting the Stage for Today's Meeting
- C. Refine Goals, Mission, Guiding Values and Vision
- D. Articulating for Whom We Are Creating the PDC

- E. Define Elements of our Professional Development System
- F. Strengthen Our Organizational Structure
- G. Review, Reflection and Next Steps

- Discussion

Sangree reviewed the checklist/tasks for the day and discussed what we hoped to achieve by the end of the meeting.

Rae posed the question, “What needs to happen for you to feel like you have had a productive day?” so she could determine what members were thinking and where they were focused. Members responded along a continuum that ranged from agreement on short and long term goals, gaining clarity, accomplishing our outcomes for the day and not letting the perfect be the enemy of the good.

Rae presented the **Washington PDC 2010 Graphic** she and Billie Young (NCCIC Region X) created using PDC materials including the following documents:

- May 27, 2009 PDC Meeting
- PDC Update to the Governor and Legislature – December 31, 2009
- Draft Washington Early Learning System Plan,
 - Section IV page 46 Washington’s Early Learning System pg. 46, Need for a System of Early Learning pg. 34
 - Section V, Outcomes and Strategies for Readiness and Early School Success pg. 57

The purpose for reviewing this graphic was to demonstrate that we still had some finalizing and clarity to achieve around defining our Goal, Mission, Guiding Values and Vision.

2. Guiding Values

- Discussion

Guiding Values are what we believe to be common among us, and serve as a constant reminder about why this work is important and why we do what we do.

Using the the **May 27, 2009 Professional Development Consortium Meeting Minutes** as well as the **NAEYC Policy Blue Print**, Billie Young and Rae Anderson attempted to capture the Guiding Values of the PDC in the **Washington PDC 2010 Graphic**.

Question Posed by the Facilitator:

1. Do the Guiding Values developed at the May 27, 2010 PDC Meeting say something about who you are and why this work is important?
2. Do they continue to represent this group’s beliefs?

Resources/Handouts:

Two examples of state professional development system's (Iowa and Illinois) Guiding Principles/Values, Vision, Mission, Goals/Purpose were shared to provide context.

<http://www.earlychildhoodiowa.org/professionaldevelopment/>

<http://www.ilgateways.com/pdacoverview.aspx>

There was consensus that although the PDC had agreed upon terms/words that supported the Values of the PDC, there was never a statement developed to message this.

- Decision Made by the PDC

A robust narrative of the Professional Development Consortium's Guiding Values will be crafted using the **May 27, 2009 Professional Development Consortium Meeting Minutes** and the **NAEYC Policy Blue Print** as a framework. This language will be included in the final narrative and a PDC Fact Sheet.

- Tasks assigned

Elizabeth, Agda and Sally will develop a narrative of PDC Guiding Values which will be shared and reviewed at the March 17, 2010 PDC Meeting.

3. Vision

- Discussion

A shared vision is essential to establishing trust, building confidence and creating ownership. The vision informs everything you do, providing direction, focus, and continuity resulting in increased efficiency and productivity.

Resources/Handouts:

- Draft Washington Early Learning System Plan

- Decision Made by the PDC

The Vision in the Draft Early Learning System Plan (ELP) is specific and complementary to the work of the PDC. The PDC focuses on children age's birth to twelve and this change will be reflected in the final narrative/PDC Fact Sheet.

This Vision was adopted because the PDC is a sub-group of the ELAC and it is important that the Vision is identical to the Vision in the ELP for consistency and alignment.

Section IV. Washington's Early Learning System

Vision Statement

In Washington, we work together so that all children start life with a solid foundation for success, based on strong families and a world-class early learning system for all children prenatal through third grade. Accessible, accountable, and developmentally and culturally appropriate, our system partners with families to ensure that every child is healthy, capable and confident in school and in life.

4. Mission

- Discussion

A Mission Statement reflects the purpose and function of the group. The Mission serves as a placeholder for all of the participating organizations and it must focus on one common purpose and be specific to the PDC.

The current Mission Statement is based on language in HB 1943.

Questions Posed by the Facilitator:

1. Does it say what will happen and to whom as a result of our work?
2. Does it explain and/or describe why we exist?
3. Does it tell others what we are about?
4. Is it specific and focused on the work of the PDC?

Resources/Handouts:

- HB 1943

The group agreed that the language in the legislation (HB 1943) best supports the Mission for the PDC.

- Decision Made by the PDC

The PDC Mission Statement will reflect the language in HB 1943. Further, a Glossary of Terms will be created. It was agreed that the Glossary of Terms in the Early Learning Plan will be modified and integrated to reflect the needs of the PDC.

Mission Statement

Build a comprehensive, integrated, cross sector system of preparation and ongoing professional development for the state's early learning and school age program workforce

- Tasks assigned

Molly, Sangree, Katy and Jackie will update the Glossary of Terms, writing new draft language for the Early Learning Plan reflecting the “who/participants” in the professional development system.

5. Goal

- Discussion

The goal should define the overall objective, be measurable and results oriented.

Questions Posed by the Facilitator:

1. Are the goals listed the goals of the PDC?
2. Does the goal statement say what we want to it say?
3. Does it represent who we are and what we want to achieve?
4. Does it reflect the work that we, as a state, have done on the Early Learning Plan/PD Strategies?

Resources/Handouts:

- PDC May 27, 2009 Meeting Minutes
- Draft Washington Early Learning System Plan

It was agreed that the Goal of the Professional Development Consortium is reflected in the Draft Early Learning Plan, *Ready and Successful Early Learning Professionals (pg. 84)*, including Strategy #22.

Strategy #22. Professional Development and Compensation

Implement a comprehensive, statewide, integrated system of preparation and professional development for early learning professionals and school staff working with families and children birth through third grade. This system will include: professional standards, core competencies,

career pathways to degrees and P-3 endorsements, establishing an infant-toddler credential, college credit articulation, experience equivalency, integrated professional registry, and financial support and incentives so that professionals can obtain education and ongoing development, with fair compensation for attaining additional education and development. Integrate parenting education and engagement best practices into professional development for early learning partners working with pregnant women, and children birth through third grade and their families.

- Decision Made by the PDC

The PDC decided the Goal is *“Ready and Successful Early Learning and School Age Professionals”*, and include children birth through age 12. This modifies ELP language. The PDC will recommend to the ELP developers to change the Goal to *“Ready and Successful Early Learning and School Age Professionals.”*

- Tasks assigned

This language will be incorporate in the final narrative and a PDC Fact Sheet.

- Who is responsible

To be determined

6. Participants

- Discussion

The PDC is designing a system that will impact multiple sectors and individuals working in early learning and school age settings. It is important to be mindful who the work of the PDC is intended.

Questions Posed by the Facilitator:

1. Does the language in HB 1943 accurately reflect the participants in the system?
2. Who is the system being designed for?

Resources/Handouts:

- Draft Washington Early Learning System Plan
- HB 1943

It was agreed to re-visit the Draft Early Learning Plan and The Glossary of Terms to get clarity around this issue. While there are many roles within the Professional Development System, there are existing credentials/licensures/degrees/expectations for many of those who come into direct with contact children.

- **Decisions Made by the PDC**

Recognizing that the PDC has no authority to make recommendations for the various roles in the system around professional expectations, the PDC did decide that participants in the PDC System we are creating are a broad, multi-disciplinary group. Participants of the system will be outlined in the Glossary of Terms (see Tasks Assigned p. 5).

- **Tasks assigned**

See p. 5 – Glossary of Terms modification and integration as assigned.

7. Professional Development System Elements

- **Discussion**

The PDC adopted the NAEYC Policy Blue Print and corresponding policy areas as a guiding framework in October 2008.

Questions Posed by the Facilitator:

1. How are the 6 Policy Areas and 4 Guiding Principles being used to guide the work of the PDC?

Resources/Handouts:

- NAEYC Policy Blue Print
- WA PDC 2010 Graphic
- NCCIC Systems Elements
- State Systems Elements: Idaho, Oregon and Minnesota
- Iowa Policy Framework

The group reviewed the NCCIC Elements for a Professional Development System for Early Care and Education and broke into small groups to compare the NCCIC Elements with the NAEYC Six Policy Areas and Four Guiding Principles. It was noted that the visual depictions of the NCCIC Framework (the tree) and NAEYC Policy Areas/Guiding Principles (the house) were created to

complement one another and were created by the same visionary. These two documents are intended to be used together. The NCCIC framework identifies the elements that make up the professional development system while the NAEYC framework identifies the policies that are created to support the systems elements.

- **Decisions Made by the PDC**

The group adopted the NCCIC Elements of a Professional Development System and added Governance, Infrastructure and Financing as a separate 'element'. Additionally, the PDC grouped the NCCIC tree elements Core Knowledge and Qualifications, Credentials and Pathways into one element, totaling the PDC System elements to five.

8. Strengthening Our Organizational Structure

- **Discussion**

The current organizational structure of the Professional Development Consortium is based on the reporting requirements detailed in HB 1943 as well the NAEYC 6 Policy Areas. Because of the decision to adopt the NCCIC Elements of a Professional Development System with NAEYC 6 Policy Areas, the facilitator proposed that the group develop an alternative structure to support the work and NCCIC elements.

Questions Posed by the Facilitator:

1. Are we currently organized in such a way to achieve the identified Vision, Mission, and Goals and PD Elements?
2. Are we set up to reach our identified goals or do we need to make changes to our structure?
3. What are the next steps needed?

Options include:

- 1) Setting up new committees
- 2) Inviting new membership
- 3) Retain the current structure or revising our current structure.

Resources/Handouts:

- State examples of planning structures: Iowa, Illinois and Kansas

- **Decisions Made by the PDC**

The PDC determined that a new structure, aligned with the NCCIC Elements of a Professional Development System, would most effectively serve the Vision, Goal and Mission of the PDC, as well as meet all requirements outlined in HB 1943.

The PDC agreed to a new structure with five Work Groups designed to align with the NCCIC Elements of a Professional Development System. A Chair and Co-Chair for each work group will be selected by PDC members from each work group. Each Chair and Co-Chair will serve on a Steering Committee who will report directly to DEL and to the Early Learning Advisory Council. The PDC at large will remain the ultimate decision makers regarding PDC recommendations.

Chairs and Co-Chairs were selected for each of the five Work Groups. PDC members either self-selected a Work Group, or if not present, were assigned to a work group based on current work and/or recommendations by PDC members/supervisors/co-workers.

Work Groups Membership

1. Core Knowledge, Qualifications, Credentials and Pathways

- Cynthia Juarez
- Lexi Catlin
- Sally Holloway
- Nancy Spurgen
- Karen Healy
- Rebecca Heinrich
- Karri Livingston
- Jackie Jainga Hyllseth
- Retta Main
- Susan Yang Affolter
- Linda Tyler Murray
- Kim Ferguson
- Brenda Boyd

2. Access and Outreach

- Michelle Andreas
- Elizabeth Bonbright Thompson
- Sue Winn
- Sheryl Garrison
- Annette Dieker
- Erica Watson
- Agda Burchard

3. Infrastructure, Governance and Financing

- Sangree Froelicher
- Mari Offenbecher
- Kelli Bohanon
- Molly Boyajian
- Lorrie Grevstad

4. Funding
 - Hannah Lidman
 - Joel Ryan
 - Kursten Holabird
5. Quality Assurance
 - Char Goodreau
 - Rachel Kim
 - Tenlee Bell
 - Laura Giddings
 - Nancy Gerber
 - Donna Horne
 - Katy Warren

PDC members developed Steering Committee Responsibilities and Steering Committee Qualities and Characteristics prior to voting for Chairs/Co-Chairs. Based on these criteria, each PDC member voted for a Chair and Co-Chair from each Work Group who will also serve on the Steering Committee.

Steering Committee Responsibilities

- Leadership
 - Informed and prepared
 - Connecting the dots
 - Keeping Work Groups focused
 - Drive Work Plans
 - Accountability
- Coordination
 - Assist with work groups (identifying themes)
- Communication
- Meeting Planning
- Systems Building and Integration

Steering Committee Qualities and Characteristics

- Systems Thinker
- Knowledge of national perspectives and picture
- Knowledge of the field (multiple sectors)
- Knowledge of systems planning in Washington
- Keeper of principles and guiding values
- Ability and willingness to devote necessary time/resources
- Ability to delegate
- Strong organizational skills
- Ability to follow through
- Positive and futuristic
- Ability to build trust

PDC Steering Committee

Chair - Sangree Froelicher, Department of Early Learning

Co-Chair – Char Goodreau, Department of Early Learning

Core Knowledge, Qualifications, Credentials and Pathways

Chair

Jackie Jainga-Hyllseth, Schools Out Washington

Co-Chair

Cynthia Juarez, ESD 105/Ready by Five

Access and Outreach

Chair

Michelle Andreas, State Board for Community and Technical Colleges

Co-Chair

Agda Burchard, Washington Association for the Education of Young Children

Quality Assurance

Chair

Rachel Kim, Thrive by Five Washington

Co-Chair

Tenlee Bell, Washington Association for the Education of Young Children

Infrastructure, Governance and Financing

Chair

Lorrie Grevstad, Department of Health

Co-Chair

Molly Boyajian, Thrive by Five Washington

Funding

Chair

Hannah Lidman, Economic Opportunity Institute

Co-Chair

TBD

9. Review, Reflection and Next Steps

• Tasks assigned

- Elizabeth, Agda and Sally will develop a narrative of PDC Guiding Values which will be shared and reviewed at the March 17, 2010 PDC Meeting.
- Molly, Sangree, Katy and Jackie will update the Glossary of Terms, writing new draft language for the Early Learning Plan reflecting the “who/participants” in the professional development system.
- PDC Fact Sheet - TBD

The next Professional Development Consortium Meeting is March 17, 2010 from 1:00 – 4:00 pm at Puget Sound ESD in Renton.