



Washington State Department of Early Learning

Professional Development Consortium Meeting

July 16, 2009

Puget Sound ESD

In Attendance: Bob Hamilton, Juliet Morrison, Char Rupp, Karri Livingston, Kelli Bohanon, Kursten Holabird, Hannah Lidman, Marilyn Chu, Elizabeth Bonbright Thompson, Michelle Andreas, Linda Tyler Murray, Sheryl Garrison, Susan Yang Affolter, Sue Winn, Donna Horne, Agda Burchard, Tenlee Bell, Jackie Jainga Hyllseth, Jim West, Mary Seaton, Claire Wilson, Erica Watson, Molly Boyajian, Sally Holloway, Dorothy Gibson, Nancy Gerber, Katie Warren, Joel Ryan

Opening – DEL Deputy Director Dr. Bob Hamilton

Dr. Hamilton discussed work of the PDC and the opportunity that is before the group given the timing of support for early learning from the President, the Governor, and our new DEL Director. He talked about the importance of moving products forward even when agreement is not possible in order to meet deadlines. Dr. Hamilton discussed goals that he has for DEL including ensuring that parents, providers and stakeholders could answer the question, “How has DEL helped children and families?” in the next two and a half years. Dr. Hamilton also discussed that DEL will consider the recommendations of this group and make the final decisions – that may be difficult – but will always trace back to what is best for children and families.

Professional Standards Presentation – Sally Holloway

The Professional Standards Sub-group focused primarily on pre-service requirements for licensed providers and administrators. Family child care providers are currently involved in Negotiated Rule Making and rewriting the WACS which could impact pre-service requirements. The school age care licensing re-writes have started as well. Currently, there are no pre-service requirements in the WACS.

Sally shared a draft flow chart she created to depict the various career options available based on education level. Feedback from the larger group included:

- Addition of K – 3 teachers as well as ECE endorsement tied to a BA
- Addition of coaches and mentors and question about including licensors
- Addition of K-12 and para-educators
- Creation of two flow charts; one to depict the present and one to depict our desired future
- Addition of alternative entry points
- Recognition of apprenticeship, high school/technical preparation
- Addition of a definitions document for explanation to those who are not as familiar with the titles, acronyms, etc...

It is recognized that this process might be difficult and that there needs to be systems in place to support increased education. NAEYC standards are inclusive and aligned with existing state and national standards including Head Start thus they are a good starting point. They are embraced by higher education institutions and although NAEYC does not include standards for school age providers, COA has a similar accreditation program designed for this population.

It is important to recognize the diversity of the child care population as well as ensure that providers reflect the diversity of the children served. The NAEYC Blueprint weaves diversity and inclusion throughout each component of a professional development system and it is important that we continue to refer to the document as we move forward. Washington has a nationally recognized program in place called IBEST and work is being done at the community colleges to address accessibility.

It is important to meet providers where they are and provide access to the various roles within the current system. Although research does seem to speak the correlation between higher education and quality, it is muddled in terms of the family child care setting. Family child care providers have control of their environment and literature supports the idea that family home providers are positively impacted by even single trainings and courses due to this difference. The variation in proposed standards for family child care, center care and school age care reflect the differences in each population and the environment in which they work. For example, center employees typically have access to release time, support staff and flexible schedules that assist with their continuing education efforts. School age providers typically have completed a degree or certification prior to employment.

There was some discussion about the timeline of recommended requirements. Some members felt that this needed to go into effect sooner, and others questioned whether this would be feasible for the current workforce. One member brought up the point that for a family home provider who is working full-time and taking a single course in the evening – the proposed standards could take 6 years to complete.

Compensation and Incentives Presentation– Hannah Lidman

Much of the work of the Compensation and Incentives Sub-group is dependent on the work of the Professional Standards group. We all agree that the pay for child care providers is far too low but we need to make change in the context of broader change growth. The group presented information on salaries for various fields and in different settings to set the context. The group also presented the state

salary scale for early care and education staff at community colleges and four-year universities. Incentives are incredibly important and dependant on both the compensation discussion as well as the Standards recommendations. Incentives will help move us toward the other two pieces.

Salary and benefits both need to be addressed. Is it realistic to publicly fund salaries and benefits in order to keep the financial burden off of parents? It is important to define the ultimate question which is how do children benefit? The Standards should be addressed first as it is important to have a strong foundation from which to work. We need to spend our money wisely, where it will have the most impact. The Compensation and Incentives group did not make a final recommendation, but did state that if we are moving toward standards with certificate and degree requirements, the compensation should align with those recommendations and reflect status using the state salary scale as a starting point.

State Planning Team - Professional Development Summit/North Carolina

Agda provided an update on the Professional Development Summit in North Carolina. The members of the team attended workshops facilitated by national leaders and attended by representatives from various states. Take aways from The Summit included:

- Keep moving forward even though it can be difficult
- Coaching and mentoring is happening across the country with positive results
- Standards must be mandatory to see an impact
- We need to use the variety of resources that are currently available
- Need to define what success looks like

Sub-group Meeting Time

Members of the two sub-groups convened again at the end of the meeting after presenting to the larger group. Each sub-group will discuss how to incorporate the PDC's recommendations and set a time to meet in the near future.

Bill Requirements/Timelines

There are specific reporting dates listed in SHB 1943. Juliet shared that a consultant would be hired by DEL to help us move the process forward including working with sub-groups, producing draft products and assisting with report writing. Juliet will share a draft timeline with the co-chairs and general guidelines will be developed for a community vetting process before the final recommendations are due.