



# Washington State Department of Early Learning

## **Professional Development Consortium Meeting Minutes September 29, 2008**

**In attendance:** Karin Carter, Agda Burchard, Kelli Bohanon, Brenda Boyd, Donna Horne, Natalie Vega O'Neil, Elizabeth Bonbright-Thompson, Susan Yang Affolter, Joel Ryan, Annette Dieker, Mari Offenbecher, Jackie Jainga Hyllseth, Char Rupp, Sally Holloway, Juliet Torres, Sue Winn, Vaughnetta Barton, Hannah Lidman

Welcome and introductions to identify who was on the call.

Juliet opened the meeting by discussing DEL's vision around the consortium. The Early Learning Partnership Resolution signed by Thrive by Five, OSPI, and DEL in April 2008, designates DEL to take the lead in moving the professional development systems work ahead with stakeholders, experts and partners.

Juliet relayed that DEL envisions this group taking stock of the work that has taken place historically as a road map for the work ahead. This mapping will then help to inform the consortium's work ahead to create an integrated professional development system for early care and education. Juliet stressed needing all of the people on the call to share in this work to help professionalize the field. Juliet also acknowledged that important work has already been taking place and asked that a couple of examples be shared today to give everyone a glimpse of the various projects happening at the local and state levels. The goals that were identified for the meeting:

- Hear about some of the work that has been taking place on professional development
- Identify a framework that can be used to drive the work ahead
- Identify and agree upon a priority area where the work can start
- Discuss some of the next steps for the meeting in October

Susan Yang Affolter shared information on behalf of the Washington State Child Care Resource and Referral Network. Susan discussed the creation of STARS in 1987 and also the progress with Washington Scholarships (formerly TEACH). 1000-1500 people have been supported to continue their education through Washington Scholars. The Network has also been instrumental in helping devise the 20 hour basic training for child care providers. The current effort, Early Childhood Academy, has the goal of creating a sequential and robust system for trainers as well as standards for providers. CCRR has also been involved in the Early Learning Action Alliance. Susan offered that the Head Start Collaboration Office did an important piece of professional development work in 2005. This work has been pending in anticipation of the Department of Early Learning's creation.

Sally Holloway then presented on behalf of both WAECPECP and Community Colleges. Sally shared that community and technical colleges have historically worked on professional development in a larger sense by providing certificates, associate's degrees, integrating STARS into curriculum, CDA preparation, Building Bridges to Higher Education, and more. Currently 31 out of 34 Community/Technical Colleges offer early childhood education professional development opportunities. As the system has evolved, CTC have also partnered with 4-year universities so that students can have a seamless transition. Although CTC's have also been leaders in helping get STARS established, a question was raised of whether STARS is reflective of where we want to go. Sally shared the 7 points to the WAECPECP Mission for professional development including promoting collaboration, articulation, best practice, alignment with National Standards, and encouraging research. Sally discussed the development of the AAST degree which is based on the NAEYC Core Competencies and aligned with CTC and BA programs. There was also information shared on the online ECE Consortium and opportunities for online ECE courses.

Pathways Group:

Sally discussed the Pathways Group that Michelle Andreas has been leading. This group has been working on creating a visual of what the Higher Education System offers to the community to simplify what can be a complex system. Two stumbling blocks have been identified in this work:

1. How higher education recognizes STARS classes when they are not offered by an accredited association.
2. How higher education recognizes the CDA when not offered by an accredited association.

Sally shared that CTC want to ensure that standards for college level work are adhered to at the same time as recognizing the good work of training association partners.

Hannah Lidman asked Sally if in CTC programs around the state there is an attempt to standardize degrees?

Sally responded that each CTC is responsive to the individual community. There is variance across the state. For instance, in some communities there is demand for school age training and support. Due to this demand, a short certificate program that is under 19 credits was developed to respond to a community need. However, not all communities would be able to recognize this credential. However, CTC's are always trying to make sure that short term certification programs will go toward a degree pathway.

Brenda Boyd shared that Community Colleges have a mandate to be responsive to professionals in the community. She identified this group as a potential mechanism for providing recommendations for the purpose of alignment.

Sally continued by discussing that WAECPECP have been called upon as authors of the Child Guidebook, Bridges Curriculum, and other source documents. She also briefly discussed university partners, WSU where there are programs in Vancouver and Pullman that have full distance learning models, WWU, and UW.

Jackie Jainga Hyllseth of Schools Out Washington briefly spoke about what has been happening in the school age community. Jackie discussed a meeting in June where the SOWA Professional Development Workforce Document was reviewed with partners. Three priorities were identified for next steps:

1. Evaluation
2. Core Competencies
3. Identity of Youth and Afterschool Profession

Jackie also shared that a national meeting was recently held in Washington D.C. with 8 other states. This was a peer learning network meeting with the Finance Project. Many states had early childhood programs in place and information was shared on how afterschool intersects in this system development. Jackie relayed that there is a need that is recognized on a National Level and that this was good timing for the PD Consortium.

**NAEYC Blueprint:**

Juliet then discussed that this brief look at various projects and work across the state would ground the next discussion on a potential framework for the Consortium's work. In June, a group representing Washington State attended a National Conference in New Orleans on Professional Development. Agda Burchard of WAEYC provided a summary of the NAEYC Blueprint. The Policy Blueprint which is currently in draft format, was written for state policy makers. The 2<sup>nd</sup> draft of the document will be finalized and released soon. The purpose of the document is to help states to integrate the professional development system with 4 guiding principles and 6 essential policy areas with goals and procedures to guide decisions.

Agda discussed some of the recent changes to the document including principle 3 - Does the policy support diversity, inclusion, and access? Additionally principle 4 was added – Compensation Parity.

Kelli Bohanon then led the group in a discussion of whether the NAEYC Blueprint could be identified as a framework for the PD Consortium. Brenda Boyd added that this document provides a careful look at the elements that must be included and does a lot of the work.

Kelli discussed the Policy Area that addresses an advisory structure and raised the idea that the PD Consortium could inform the Early Learning Advisory Council as a possible link to state policy decisions with DEL. Sue Winn offered that she could serve as a liaison to bring information forward to the council.

Mari Offenbecher added that there is much overlap between the NAEYC Blueprint and the SOWA Professional Development Report. Susan Yang Affolter discussed a brief crosswalk between the two documents and offered that one difference is the piece around professional identity, which might be important to add. There was discussion around needing to identify the audience of this work and defining age groups.

Mari also offered that in doing the work around workforce development, it is important to get professional standards in place and core competencies.

Sally Holloway offered support for looking at data specifically around what the make-up of the profession is today in terms of educational status.

Sue Winn discussed the professional development baseline completed by Thrive by Five in East Yakima and White Center. Mari also offered to bring data from an online survey where over 900 workers responded. Juliet discussed the Market Rate Survey that is not yet published, but includes information on the current workforce.

Brenda added that it is difficult to take one piece at a time (policy area) as they all intersect and overlap. She suggested that we take a broad look at where we are currently at in every area in order to better understand how to address the policy areas.

The group broadly supported this notion and there was agreement that the critical next steps should be to gather all available data, use a gap analysis tool if available, and do a current mapping of professional development. Susan Yang Affolter offered that National Child Care Information Center (NCCIC) might be a support. There was also discussion of bringing together other state examples.

The group discussed who is missing from the current roster. Some suggestions included:

- A DEL Licensing representative. Karri Livingston, DEL Service Area Manager will be involved in the work ahead.
- A member of the HECC Board
- Tribal Representatives
- University Partners
- A Center Director/Teacher
- Head Start/ECEAP Teacher
- Parent

PD Consortium members will email Juliet any names to represent the various groups discussed.

Juliet closed the group by discussing next steps for the October meeting including:

1. A longer discussion about who is the audience of the system?
2. Committing to the group's work and what that might look like in terms of timeframe.
3. Asking members to go back and take an inventory of all of the work related to professional development within your organization to begin a mapping project.

An agenda will be sent in mid-October for the next meeting: October 22, 2008 from 9am-12noon at the WAEYC Conference in Tacoma.