

# Early Learning Professional Development System Report and Recommendations

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Submitted to the Washington State Legislature  
by the Professional Development Consortium

December 2010

This report is available on the Department of Early Learning website  
at: [www.del.wa.gov/government/legislature/reports.aspx](http://www.del.wa.gov/government/legislature/reports.aspx)

## Acknowledgements

The Washington State Professional Development Consortium (PDC) did the work of researching and developing the field's core competencies and recommendations detailed in this report. Thanks to the initiative and commitment of members of the early learning field, this group was already in motion at the time legislation was passed requiring this report. The PDC includes representatives from more than 40 organizations statewide that want to improve the quality of care and teaching provided by early learning professionals, and the quality of the system that support these professionals in pursuing their goals.

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## **Key Resource Documents**

*Washington Early Learning Plan (2010).*

*Washington State Core Competencies for Early Care and Education (2010).*

*Washington State Core Competencies for Child and Youth Development (2010).*

*Washington State Birth to 3 Plan (2010).*

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## Introduction

During the past 10 years, many entities have worked together to build a world-class early learning system in Washington: lawmakers, leaders in the early learning field, and public and private funding partners. This effort was enhanced in 2006 with the creation of the state Department of Early Learning (DEL) and Thrive by Five Washington, a statewide public-private partnership dedicated to early learning. Washington has become a recognized leader around the nation for our strategic work to coordinate the resources and leadership to build a statewide system.

A key component of such a system is ensuring adequate professional development opportunities exist for those who care for and teach children birth to 8.

House Bill 1943, passed during the 2009 legislative session, recognized that “well-prepared and appropriately supported teachers and caregivers are essential to improving the quality of early programs and enhancing the nature of children’s experiences in those programs.”

HB 1943 directed the Professional Development Consortium (PDC) already convened by DEL to “map current professional development resources and strategies across the state to identify gaps in the current system and make recommendations for improving the coordination of existing resources and strategies; define core competencies or core knowledge areas for early learning professionals; and develop recommendations for a plan to implement a statewide, comprehensive, and integrated pathway of preparation and continuing professional development and support for the early learning and school-age program work force.”

HB 1943 directs that the recommendations include but not be limited to:

- Creation of a coherent system of professional development, including delineation of core competencies for early learning and school-age program staff, directors, and administrators;
- Requirements for articulation agreements between certificate and credential programs, degree-granting programs, professional development programs, and community-based training programs to enable students to transition effectively between two and four-year institutions of higher education and to apply approved training programs toward credit-based learning; and
- Creation of a comprehensive, integrated registry designed to capture information, including workforce and professional development data, for all early learning and school-age programs that is easily accessible, to the extent allowed by law, by early learning and school-age program professionals, directors, trainers, researchers, resource and referral networks, and the Department of Early Learning.

The report must include the following analysis and discussion:

- An analysis of gaps in available professional development programs and recommendations for programs to address the needs of early learning and school-age providers who serve children with physical or developmental disabilities, behavioral challenges, and other special needs;
- A discussion of evidence-based incentives and supports for the early learning and school-age program work force to obtain additional training and education;
- An analysis of evidence-based compensation policies that encourage and reward completion of professional development programs; and

- An exploration of strategies for providing professional development opportunities in languages other than English, and incorporation of these opportunities into the comprehensive pathway for preparation and professional development.

The full text of HB 1943 is included as Appendix A.

The goal of the recommendations in this report is to establish a professional development system in Washington that:

- promotes ready, successful and empowered early learning and school-age professionals to provide high-quality services to young children and their families; and
- supports professionals in promoting each child's cognitive, physical, social and emotional development through a system that addresses:
  - leadership
  - regulation and standards
  - education
  - articulation
  - training
  - compensation
  - evaluation

The recommendations presented in this report reflect the intent of the National Association for the Education of Young Children's (NAEYC) "Workforce Design: A Policy Blueprint for State Early Childhood Professional Development Systems," which focuses on child outcomes as the driving component for its recommendations for professional development in the early learning field. In it NAEYC states that "Research is clear that children who attend high-quality early childhood education programs are more likely to be ready for school and for life. A consistent, skilled, diverse and appropriately compensated early childhood workforce is key to providing such quality education and care." The logic model in section 2.0 shows how implementation of these recommendations would result in high-quality inputs into the policies, systems, and professionals who care for children—inputs directly related to improved outcomes for children.

The report reviews research and best practices, identifies systemic gaps and assets, and provides detailed recommendations for improving the knowledge and skills of professionals in the early learning field. As directed in HB 1943, DEL and the PDC have developed core competencies for early learning and school-age professionals. Those are available online at [www.del.wa.gov/partnerships/development/core.aspx](http://www.del.wa.gov/partnerships/development/core.aspx).

### **Challenges to building a statewide professional development system**

Developing a strategic, aligned, high-quality early learning system is not easy.

First, the field is characterized by a history of working within a fragmented system of agencies and stakeholders with varying beliefs about what is best for children. As a result, the early learning field can be fraught with challenges and contradictions that make it a difficult to align and govern.

This challenge has been born out over a generation of systems building and investments in Washington's early learning system. Starting in the 1980s with the state's successful Early Childhood Education and Assistance Program (ECEAP) program, multiple efforts have been made to align and strategically build a system to serve children.

The strength of the variations in the system is that it gives families choices for the care of their children according to their own values, culture and interests; and provides early learning

businesses the opportunity to offer programs they believe are important. However, when the development of quality takes place in separate silos, each program and service has its own objectives, its own approach to eligibility, and its own understanding of what children should know and be able to do to be successful. Families have a harder time finding the services and information they want. Resources can be wasted because of duplication of effort. Different efforts may even work at cross-purposes.

A second challenge is that the early learning work force is characterized by moderate to low levels of education, high rates of poverty (poor compensation and benefits), and high rates of turnover. Adequate compensation is proven to increase quality and retention. Child care providers are paid hourly, often with no benefits. Wages do not increase with education, so there are few incentives to increase education or improve qualifications. Low-wage early learning professionals cannot afford college on their own and will not be able to achieve higher degrees and credentials without substantial public investment.

According to the best available research, about 25 percent of early learning professionals in Washington have obtained a two- or four-year degree in any subject. There is very little information about what portion of the work force has obtained a degree in a field related to early learning. The most recent child care market survey reports that of those family child care providers surveyed: "15.5 percent reported having an associate degree in Child Development or a CDA; only 4.0 percent had a bachelor or graduate degree in Early Childhood Development."

This report offers recommendations to build a professional development system as detailed in the "Ready and Successful Early Learning Professionals" and "Ready and Successful Early Learning Systems" sections of the 10-year *Washington State Early Learning Plan* ([www.del.wa.gov/plan](http://www.del.wa.gov/plan)).

Creating a comprehensive professional development and compensation system is a significant undertaking. Even though there are costs involved, the integration and coordination of current professional development initiatives will ensure that state funds are used more efficiently and effectively, to benefit all children in early learning settings in Washington. Moreover, the early learning system will benefit by creating career pathways for professionals that may help increase retention in the field.

## **Professional Development Recommendations: Animating the "Ready and Successful Early Learning Professionals" and "Ready and Successful Early Learning Systems" of the *Early Learning Plan***

One of the most important improvements we can make to our statewide early learning system is to promote the quality of the professionals who care for and teach young children. These improvements include:

- making key policy changes that will hone the system of supports these professionals rely on for their development
- increasing the capacity of organizations that offer these supports

This would lead to more opportunities for early learning professionals to better their teaching abilities, knowledge, and understanding of child development and parent support.

The Harvard Family Research Project logic model on page 6 shows how professional development inputs in the early learning work force link to short- and long-term outcomes that impact children's experiences in early learning settings—and ultimately how they learn and grow.

The recommendations provided in this report are listed according to the three types of work force inputs listed in the logic model:

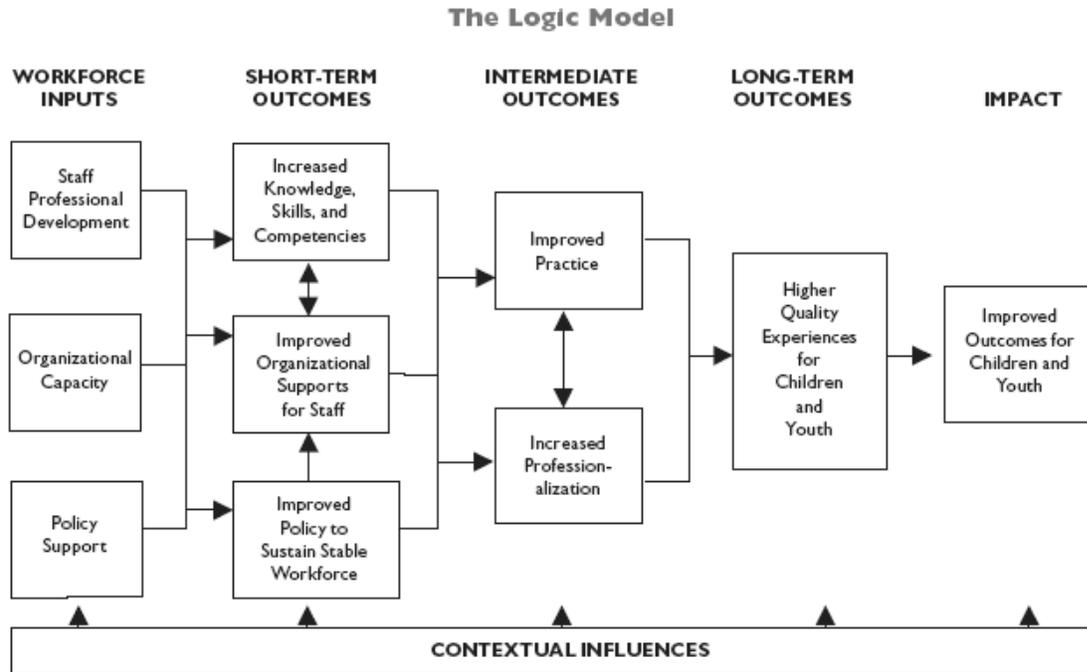
- policy support
- organizational capacity
- professional development of staff in early learning settings

Making changes that strengthen the foundation of the field through policy and organizational capacity will ensure that early learning professionals receive the support and incentives they need to increase their skills and qualifications.

Designers of this model found that incentives for teachers, the content and processes of training, and aligning the early care and education system with the K–12 education system are necessary to improve the quality of early learning classrooms and to achieve increased achievement of young children.<sup>1</sup> In the study, the authors arrived at four assumptions about the workforce as it relates to child outcomes:

1. Professional staff development is one key activity in a larger system of overall workforce development.
2. Policy and organizational support activities are necessary for improving child outcomes.
3. High quality relationships and interactions between staff and children/youth in all the service sectors lead to better child/youth outcomes.
4. Some activities that lead to improved outcomes are likely to differ across the service sectors.

Following is a graphical representation of how implementation of important inputs into improving the early learning work force will result in strategic, long-term positive outcomes for children.



## Recommendations to Build Policy Support

- A. Adopt the *Washington State Core Competencies for Early Care and Education* and *Washington State Core Competencies for Child and Youth Development Professionals* as the state's foundation for all professional development policies, practices, strategies and initiatives.**

**A-1: Increase minimum educational requirements for early learning professionals:**

**A-1(a):** Licensed family child care providers will have high school completion or equivalent and 30 hours of approved pre-service training before becoming licensed.

**A-1(b):** School-age leads and center directors in licensed child care settings will have the equivalent of a one-year certificate of proficiency from a community college.

**A-1(c):** Lead teachers, child care center program supervisors, center directors (without program supervisors), and school-age coordinators in licensed settings will have an associate degree.

**How it will benefit children**

Improved practice will lead to higher quality experiences for children who will in turn reach higher developmental and educational gains and be ready for success in school and life.

**Why it will work**

Higher levels of education and training in the early learning and care professional will increase professionals' knowledge, skills and competencies, which will improve their practices. Establishing clear educational requirements for positions in the early learning field will support alignment and consistency of hiring across the field and will professionalize the field of early learning and school-age care.

**A-2: Align early learning positions and education requirements for positions with the Washington State Core Competencies for Early Care and the Washington State Core Competencies for Child and Youth Development Professionals.**

**A-3: Require all child care providers who are left alone with children in licensed settings to have 30 hours of approved pre-service training/education and 15 hours annually (or one three-credit course every other year) of ongoing approved training/education.**

Successful implementation of this recommendation will be possible with the development of approved trainings to align to trainer approval recommendations, core competencies and the MERIT registry system. Success also depends on the MERIT registry system being fully implemented to track professionals' individual educational and training records.

**How it will benefit children**

It is recognized nationally that there are identified competencies that early learning and school-age professionals need to have to provide quality care to children. Research shows that children in quality programs are better prepared at being ready for school and life. Children benefit when early learning and school-age professionals are well-trained and prepared in the skills and knowledge necessary to provide quality care.

**Why it will work**

- A pre-service training/education requirement will ensure that all professionals enter the field with the foundational content knowledge and skills to work with early learning and school-age children. An annual requirement for ongoing education will ensure early learning and school-age professionals will continue to support and enhance their professional growth and educational attainment.
- Preparing early learning and school-age professionals with the skills and knowledge to provide quality services for children and their families will lead to quality programs and positive outcomes for children.

**A-4: Adopt the new education matrix (Appendix C), which will reflect mastery of the Washington State Core Competencies for Early Care and Education and the Washington State Core Competencies for Child and Youth Development Professionals within the educational continuum and within career opportunities in early learning.**

**How this will benefit children**

- Children will benefit from being cared for and educated by professionals who are competent and skilled in facilitating optimal growth and development of children.
- Early learning professionals will have a set of common standards to measure their skills and level of mastery in the early learning and care field and will have a clear guide to direct their future learning and professional growth.

**Why it will work**

The competencies have been developed and are in a position of forming the foundation of the state's early learning professional development system. All systems and services responsible for providing training and education will have a common set of professional standards for alignment of adult learning programs in early learning.

- B. Implement Seeds to Success, Washington's quality rating and improvement system, statewide to offer support and resources to providers for improving quality, and consumer education for families.**

**B-1: Ensure Seeds to Success includes items specific to infant/toddler care at every level prior to statewide implementation.**

- C. Develop an infant/toddler credential in partnership with higher education and a system of training to support infant/toddler providers in acquiring the credential.** The credential must be credit-based and address the core body of knowledge and competencies for infant/toddler care.
- D. Require DEL, in consultation with stakeholders and representatives of the early learning profession, to develop a statewide (regionally-adjusted) salary scale for licensed child care and early learning professionals and programs, covering both centers and homes.** The salary scale would not be required, but rather would include recommendations for adequate compensation.

**How it will benefit children**

The research in early learning shows that compensation of professionals is closely linked to quality. Studies show that increases in compensation tied to educational achievements lead to increase in quality.

**Why it will work**

The lack of adequate compensation in early learning is one of the largest issues with attracting and retaining qualified, caring, and committed professionals. Increased compensation tied to educational achievement will decrease turnover, incentivize education attainment, attract new and educated teachers to the field, retain current professionals, and lead to increases in the quality of care provided. Currently child care providers in Washington earn 40 percent of the average wages of jobs that require an associate degree, 60 percent of those requiring moderate training.

- E. Expand funding for wage incentive programs to assist centers and homes in meeting basic levels on the state salary scale for early learning professionals** (through the current wage ladder program or an alternate program). Currently, no program exists for family child care providers. A parallel wage incentive scheme should be established for family child care providers to provide them with bonuses tied to their educational attainment.

In order to prevent state funding leading to wage replacement, contracts for funding with participating providers should include guidance clarifying that state funds are intended to supplement wages and that such funds cannot be used to supplant employer contributions to wages.

**How it will benefit children**

Increased wages tied to educational advancement will lead to decreased turnover, higher levels of knowledge about developmentally appropriate educational and caregiving practices, increased observed levels of quality and improved child outcomes.

**Recommendations to Build Organizational Capacity**

- F. Develop and implement a “registry”—an online, interactive website and database that collects, tracks, verifies, acknowledges and manages work force and professional development data.** The professional development data will include details about available training and education opportunities (e.g. title, description, location, date, time, language and price).

**How it will benefit children**

A registry will: increase effectiveness and efficiency; increase access to training; improve training quality; support providers' progression on a professional development pathway. All of these elements link to improved quality in early learning and school-age programs and positive outcomes for children.

**Why it will work**

A registry will:

1. Provide data about who is in the workforce for informed analysis and decision making.
2. Communicate a career continuum.
3. Unify the field by requiring cross-sector registration.
4. Improve the quality of training by setting higher trainer and training standards and support use of existing, credible systems of training and education.

- G. Require state agencies to develop clear and transparent articulation agreements between community/technical colleges and community-based training programs, and between community/technical colleges and four-year institutions.**

**How it will benefit children**

A cohesive articulation system that supports the professional development and career pathways for early learning and child care professionals will assist early learning and school-age care professionals in accelerating their progress towards advancement in the skills and knowledge necessary to provide quality services for children.

**Why it will work**

A clear and transparent articulation system will ensure smooth transition that is straightforward and transparent for early learning and school-age professionals. It would standardize community-based and higher education systems that would lead to improved quality and retention in the field.

- H. Develop an early childhood trainer professional development pathway that leads to a trainer credential and connects with college instructor skill standards and certification levels.**

This recommendation addresses the knowledge and skills of the trainer as a professional educator of adults.

The trainer credential will include trainer competencies in adult education theory and practice on a continuum from novice to mastery, as well as a requirement that trainers understand and demonstrate their ability to use the *Washington State Core Competencies for Early Care and Education Professionals* and/or the *Washington State Core Competencies for Children and Youth Development Professionals*, whichever applies, as a basis for developing curricula.

The trainer credential will include an initial, standardized trainer basics class, as well as an ongoing annual trainer professional development requirement, which could be fulfilled by classes in core competency content areas and/or adult education theory and practice.

**How it will benefit children**

Children benefit when caregivers provide quality environments as a result of enhancing their knowledge and skills. Caregiver knowledge and skills are enhanced through quality training and professional development offered by qualified, knowledgeable and prepared trainers and instructors.

**Why it will work**

Currently there are only minimal requirements in place to ensure that trainers have the appropriate skills and knowledge to effectively teach adults. A trainer credential based on the acquisition and application of adult learning theory and practice will ensure that early learning and school-age professionals have access to quality learning environments to advance their knowledge and skills, and thereby to enhance the quality of care they provide to children.

- I. Ensure trainers meet minimum trainer education and experience and their qualifications are matched to the *Core Competencies for Early Care and Education Professionals* and/or the *Washington State Core Competencies for Child and Youth Development* professionals level of the content material they teach.**
  
- J. Invest in strengthening of the early care and education leadership community and build a pipeline for quality improvement coaches.** These qualifications should align with the *Core Knowledge Early Learning Workforce Education Matrix* (Appendix C) that outlines minimum education and experience qualifications for the child care work force. In principle, trainers must meet the core knowledge competency level qualifications for at least one level higher than the level of the content and training audience for which their training is designed.

**J-1: Invest in the development and support of directors/family child care providers who have earned four and five seeds in *Seeds to Success* to become mentors to new directors/family child care owners.** Provide the mentors with additional recognition and compensation for this work.

**J-2: Invest in the development and support of those who have earned four and five seed in *Seeds to Success* to become mentor teachers to students in early care and education programs.** Provide the mentors with additional recognition and compensation for this work.

**How it will benefit children**

Children benefit when caregivers provide quality environments as a result of enhancing their knowledge and skills. Caregiver knowledge and skills are enhanced through quality training and professional development offered by qualified, knowledgeable and prepared trainers and instructors

**Why it will work**

A great teacher makes all the difference in a child's learning experience. The same is true for adults. Most early learning professionals participate annually in some type of educational opportunity offered as classes, in-service, workshops and conferences. Currently there are only minimal requirements in place to ensure that trainers have the appropriate skills and knowledge to effectively teach adults. A trainer credential based on the acquisition and application of adult learning theory and practice will ensure that early learning professionals have access to quality learning environments to advance their knowledge and skills, and thereby to enhance the quality of care they provide to children.

- K. Establish and fund a trainer approval process that verifies and aligns potential trainer education, experience and trainer credential with the level of core competency content to be taught, in the context of making quality professional development accessible in local communities.**

A trainer approval process is essential to ensuring that trainings offered to early learning professionals will increase the quality of teaching they provide to children. A trainer approval process requires adequate funding for successfully implementation. The trainer approval process will take into consideration the needs of local communities and involve trainers who can connect with and effectively teach English language learners, immigrants, those with low literacy skills and others who find it challenging to access quality professional development.

- L. Establish and fund a robust evaluation system for trainings offered to early childhood and child and youth development professionals.** This system will include the following components: curriculum review, participant evaluation, and trainer observation and assessment, all using standardized tools. The evaluation will be designed to measure the impact on training participants as well as improving the practice of the trainer.

**Why it will work**

Evaluation is a key component of any professional development system in order to ensure that the intended outcomes are met. Evaluation of the effectiveness of trainers will ensure that quality expectations for training delivery are being met.

- M. Develop coaching and mentoring competencies and coaching and mentoring education and experience requirements for coaches and mentors.** Development will include definitions of these roles as well as the role of the consultant.

**How it will benefit children**

Research has shown that one-on-one coaching and mentoring from qualified professionals results in gains in the quality of care provided by the early learning workforce.

**Why it will work**

Coaches and mentors have multiple strategies available for working with adult learners to reinforce what was taught in the classroom, including observation and

feedback, one-on-one instruction, and modeling effective behaviors. These strategies help adult learners build skills in very concrete and lasting ways.

**N. Establish an advisory group as a subgroup of the Early Learning Advisory Council (ELAC) to examine needs and provide policy recommendations to ELAC and DEL.**

Members must include representation from diverse settings, auspices, and roles of the early learning and school-age field and professional development supports.

**How it will benefit children**

Children benefit when providers increase their skills, knowledge, and competency through participation in professional development opportunities. Providers will likely participate in professional development opportunities when their voices have shaped those opportunities and the coordinated professional development system.

**Why it will work**

Engaging stakeholders in policy development increases the effectiveness of new policy and eases its implementation.

**O. Improve accessibility of the early learning system for culturally and linguistically diverse families and providers, including through the adoption of standards and training related to cultural competence in Seeds to Success (QRIS).** The early learning system should be accessible to all infants and toddlers and their families.

## **Recommendations to Advance Professional Development of Staff in Early Learning Settings**

Ready and successful professionals have the knowledge and responsiveness to children's different learning styles, capabilities and developmental goals so that they ensure a high-quality early learning experience for children.

**P. Develop guidance, trainings and implementation documents to accompany the Core Competencies for Early Care and Education Professionals.** Ensure that these documents are translated into Spanish for full implementation.

Implementation of these recommendations will ensure that early childhood educators in Washington have consistent expectations of excellence and are given the tools, resources and support they need to achieve their professional development goals. The excellence these professionals achieve will result in higher quality early learning environments for children and help to ensure that children in Washington have a solid foundation for success throughout their lives.

**Q. Provide interdisciplinary consultation to early learning professionals who serve infants and toddlers.** Interdisciplinary consultation is a model that includes professional services or guidance delivered on-site at a child care setting by a consultant with specific expertise along with a formal structure for communication between consultants for sharing information and discussing individual outcomes across disciplines. The direct services are designed to assist the early learning setting and its professional and paraprofessional staff and directly or indirectly impact children and families. The structural component facilitates collaboration and encourages regular team decision-making. Both aspects of the model are of equal importance.

- R. Provide coaching to early learning professionals who participate in Seeds to Success (QRIS), as well as other professionals who are committed to quality improvement plans.** Coaching should be provided to everyone in early learning settings, including directors, lead teachers, assistant teachers, family child care owners and primary educators, and family child care assistants.

**How it will benefit children**

Coaching provides relationship-based professional development as well as encouragement for professional development in traditional settings (e.g., classes, workshops). When professionals participate and commit to professional development, children benefit from having educators who better understand and can respond to their developmental needs. Children also benefit because professionals are more likely to stay in their positions/field, which increases continuity of care, which is important in children's socio-emotional development.

**Why it will work**

Early learning professionals will gain support, motivation and encouragement from direct coaching. Providers, especially directors and family child care-based educators, consistently mention feeling isolated and wanting to be connected to professionals who understand their work.

Through one-on-one coaching, directors and family child care owners will also gain the skill on how to coach and mentor their own staff. Directors and family child care owners also have to be committed to quality improvement and sustainability in order for the classroom teachers/family child care assistants to succeed in their efforts.

According to the National Child Care Information and Technical Assistance Center, there is strong evidence that relationship-based practices positively impact recipients and, to some degree, outcomes for children in child care settings.<sup>2</sup> Previous research has shown the importance of commitment to professional development and the overall quality of the child care program. Research also showed that the organizational climate created by the director that supports openness in decision making and that encourages self-sufficiency in making decisions helps to promote a high quality child care program.<sup>3</sup>

- S. Offer and support CDA/associate/bachelor's-track cohort learning opportunities for providers invested in long-term professional development goals.** Also include intensive coaching for participants to facilitate practice of knowledge gained.

**How it will benefit children**

When professionals participate and commit to professional development, children benefit from having educators who better understand and can respond to their developmental needs. Children also benefit because professionals are more likely to stay in their positions/field, which increases continuity of care, which is important in children's socio-emotional development.

**Why it will work**

Cohort-based learning has shown to be an effective approach for adult learners, especially those who are considered "non-traditional" learners. Many early childhood educators have either little or negative experiences related to formal post-secondary education. Providers are signing up for a long-term process if they want to earn their associate degrees and even longer for Bachelor's degrees. One bad

class or term can discourage a student, from pursuing further education, especially if he or she does not have a network of support. Learning with a group of peers strengthens the provider's confidence in him or herself as a learner. Cohort based learning has also shown to increase knowledge retention in learners. In addition, the intensive coaching will help the provider bring the learning back into the early childhood classroom, connecting the theory to practice. Training on implementation of curricula in early childhood education programs when accompanied by intensive coaching can produce large changes in practices that support children's developmental outcomes.<sup>4,5</sup>

- T. Increase outreach about and access to professional development opportunities for early learning and school-age professionals in Washington.** Engage in an outreach campaign about professional development opportunities and supports. Deliver professional development in a variety of ways so it is accessible.

**How it will benefit children**

Providers who participate in professional development are more likely to deliver quality programs contributing to positive outcomes for children. Participation is associated with higher levels of worker retention and benefits children.

**Why it will work**

Delivering professional development in a variety of ways across the state will help ensure equitable access for the diversity of early learning and afterschool professionals in Washington. To expand the number of providers who benefit from ongoing professional development opportunities, they need to be informed, have access to training or education and be supported.

- U. Expand funding for scholarship assistance to early learning professionals, through both the Washington Scholarships for Child Care Professionals program and the Opportunity Grant program.** Community colleges should be provided funds specifically dedicated to offer opportunity grants in early care and education coursework. Funds for the Washington Scholarships program should be increased to support 5,000-10,000 additional students over the next 10 years.

**How it will benefit children**

Increased educational attainment in child development and early learning is linked to higher quality and better child outcomes.

**Why it will work**

Increased educational requirements must be coupled with tuition support and financial assistance for other college costs in order for those already working in the field to increase their education.

- V. Provide access to well-funded compensation and scholarship programs to centers and homes participating in formal quality improvement initiatives so that staff members achieve required or suggested educational levels.** Such compensation and scholarship components should be embedded within any and all quality improvement initiatives' framework and funding.

- W. Ensure infant/toddler-specific curricula and training for all early learning providers (including center-based providers, family child care providers, family, friend and neighbor (FFN) caregivers receiving subsidies, and home visitors), as well as licensing**

**and monitoring staff.** Early learning providers must have knowledge on health, safety, and child development that is specific to infants and toddlers.

## **Quality Early Learning: What It Is and Why It Matters**

Quality early learning environments are driven by the level of knowledge, skills and qualifications of staff, and the trusted bonds young children and their families make with the professionals as they work together to help their children grow and learn. This ability for a trusted teacher to stimulate, connect and encourage a child in partnership with his or her parents is quality. This trust cannot be mandated through policies and recommendations. However, our state can support and encourage quality, and help eliminate barriers that make it difficult for professionals to better their skills and for families to recognize and find quality services.

Research is clear that children who attend high-quality early learning programs are more likely to be ready for school and for life, and that qualified professionals are essential to ensuring the quality of these programs. High-quality teachers create a stimulating early learning environment that promotes social, intellectual, emotional and physical development. These teachers engage in reflective practice, regular child assessments, and adopt curricula aligned with those assessments to make a difference in children's growth and development.

Evaluations have found that children who attend high-quality programs gain intellectual, social, and emotional competence and do better academically and socially in school, and go on to live more productive lives as adults than children who have had poor early educational experiences (Rolnick & Grunewald, 2003; Lynch, 2004; Gilliam & Zigler, 2004; Barnett & Ackerman, 2006). Quality also is identified by low turnover of staff in an early learning environment.

Results from ongoing research about quality early learning environments are consistently clear: early development and learning are rooted in relationships. If young children are to succeed in school and life, teachers (who include family members and other caregivers) must have a deep understanding of child development, the skills to encourage and promote early learning, and the time to focus on individual children.

The National Institute for Early Education Research uses 10 standards to rate the quality of preschool programs: appropriate curriculum, teacher qualifications (bachelor's degree with specialization in child development preferred) and staff in-service training, vision/hearing/health screenings and family support services, healthy food and attention to nutrition, and site visits. Quality is also measured by looking at the ratios of staff to children. In addition to staff qualifications, other measures of quality address the experience of the school administrator, staff compensation, and staff turnover. The quality of the curriculum of the program is important to promote growth and learning in cognitive, language, social and emotional domains. Other indicators of quality include the nature of the learning environment, positive teacher interaction with the children in the classroom, the quality of small group activities, and the ability and willingness of teachers to engage parents in their child's development through reading and talking.

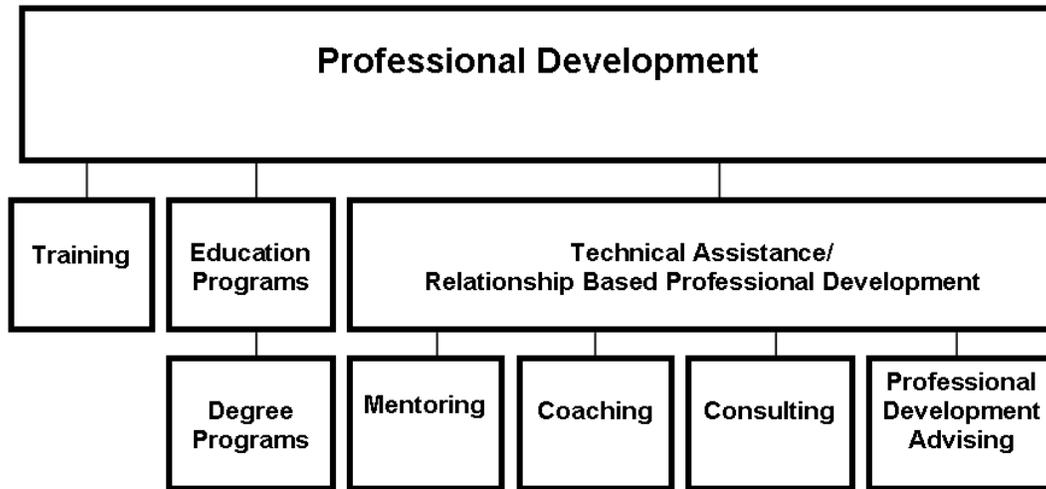
### *Developing Quality Early Learning Educators*

An Oregon Community Foundation review of research and best practices identified three factors most closely associated with teacher quality:

1. Compensation

2. Professional development: education, training, and mentoring
3. Stability (low staff turnover), which is directly linked to compensation levels

Compensation is the strongest predictor of classroom quality in child care centers (Kagan et al., 2006). Professional development encompasses education, training, and models of relationship-based professional development (Relationship-based professional development: mentoring, coaching, consulting, technical assistance, and staffed family child care networks). Relationship-based professional development appears to be an effective tool, especially when delivered with training or education. Research indicates that education and training are associated with more positive and stimulating teacher/caregiver behavior and positive child outcomes.



- Training is a learning experience, or series of experiences, provided to early childhood education professionals, specific to an area of inquiry and set of skills or dispositions related to an area of inquiry.
- Mentoring is an ongoing, iterative, relationship-based process typically between colleagues in similar professional roles, most often with one more-experienced individual, the mentor, providing guidance and/or example to the less-experienced protégé or mentee.
- Coaching is a relationship-based process that requires interactions that build trust and respect. It is designed to promote capacity-building around professional dispositions, skills, and behaviors and is focused on a specific goal for an individual or group.

The definitions are from the *Defining the Work of the Early Childhood Education Professional Development Specialists: A joint project of the National Association for the Education of Young Children (NAEYC) and the National Association of Child Care Resource & Referral Agencies (NACCRRA), October 2010 DRAFT.*

Efforts to encourage and support increased education of the work force have been hindered by the inability of teachers/caregivers to use knowledge gained through training to earn college credits and degrees. It is also important to increase training and education of those who care for infants and toddlers. Quality of care has been demonstrated to be lowest for this group of children in center care (Vandell & Wolfe, 2000) and children are the most vulnerable at this age.

Evaluations of scholarship programs linked with compensation and retention initiatives have proved that this combined strategy is successful at getting members of the child care and early

education work force to move to higher levels on their state registries and/or to complete college certificates and degrees.

Relationship-based professional development is effective especially when combined with training/education and highly qualified mentors. In 2009, during the first year of the Seeds to Success field test, an independent evaluation team examined the impact the field test was having on participating communities. The team randomly selected 30 businesses to receive several hours of intensive coaching each month. The results confirmed that when child care providers get one-on-one coaching and a modest amount of money to make changes to their programs, the quality of the care they give children improves.

### *The Economics of Quality Early Learning*

Not every family can find and afford quality early learning opportunities for their children. A key reason for a shortfall in quality is that there are often extra costs associated with higher-quality services that are difficult for early learning businesses to manage. Additionally, the cost of high-quality early care and education often exceeds the price most families are willing or able to pay (Pearce, 2006; Helburn & Bergmann, 2002).

So why don't more early learning businesses invest in quality? Louise Stoney's Issue Brief on Shared Services<sup>6</sup> cites the findings of economists at Cornell University (Warner et al., 2004; Warner, 2006) who have identified the following reasons why entrepreneurs in early learning market often have difficulty raising their incomes and reinvesting in quality:

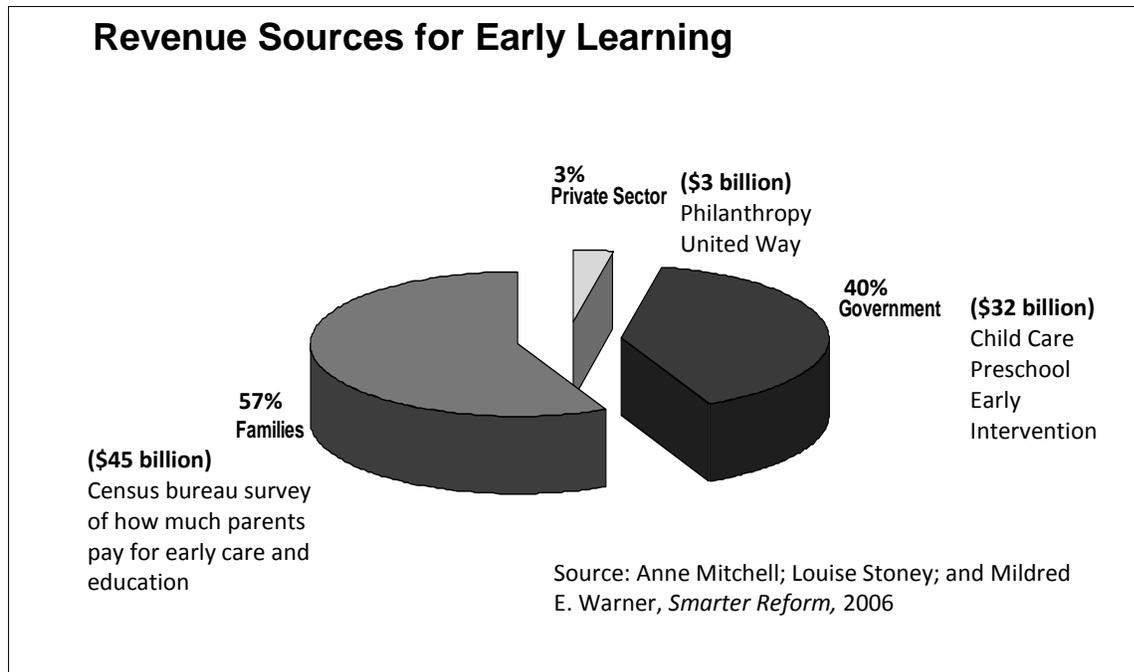
- **Low profitability because labor expenses are high due to high staff/child ratios and small classes necessary for high-quality services.** Labor costs constitute the majority of expenses in early childhood programs (60-80 percent). Classroom staffing is directly linked to program labor costs and is defined by enrollment. This means that early learning programs must be at or near full enrollment in order to generate enough revenue to pay staff decent wages.
- **It is difficult both for consumers to get objective information on the quality of early learning services and for programs that offer high quality services to distinguish themselves in the market.**
- **Lack of effective demand from consumers for high-quality services.** Quality early care and education is expensive. The average price for full-time services in a child care center for a preschooler is more than public college tuition in all states (NACCRRRA, 2007). Yet families have years to save for college expenses and are often at the peak of their earning potential when children enter college; early education costs, on the other hand, must be paid when parents are young and typically have limited savings and wages. Not surprisingly, families are very price-sensitive when choosing early learning services. Market survey data suggest that the strongest predictor of the price of early care and education is not the cost of providing the services but the average family income in a market area (Stoney, 1994).
- **Few economies of scale.** Early care and education is largely composed of very small businesses, reducing opportunities for cost savings that are possible on a larger scale. Infrastructure: to create the kind of infrastructure for the early care and education industry that is available to most mainstream businesses in the U.S. The highly developed infrastructure for these businesses typically includes: common definitions and standards,

rating systems, standardized procedures, industry-wide data bases, technology, and support services.

**Who Pays for the Cost of Developing Quality in the Early Learning Field?**

The early learning and child care industry is unlike the public K-12 system and institutions of higher education: Most early learning businesses rely solely on tuition revenue. To remain economically viable, early learning programs must set fees high enough to cover costs, maintain full enrollment, and collect fees (or publicly funded vouchers/subsidies). This makes programs especially vulnerable to market conditions.<sup>7</sup>

For early learning businesses, these payments are too little to effectively pursue higher quality, and for families the cost of paying for quality is too much to be affordable. So both the educators and the families must compromise, negatively impacting quality and the early learning experiences of children.

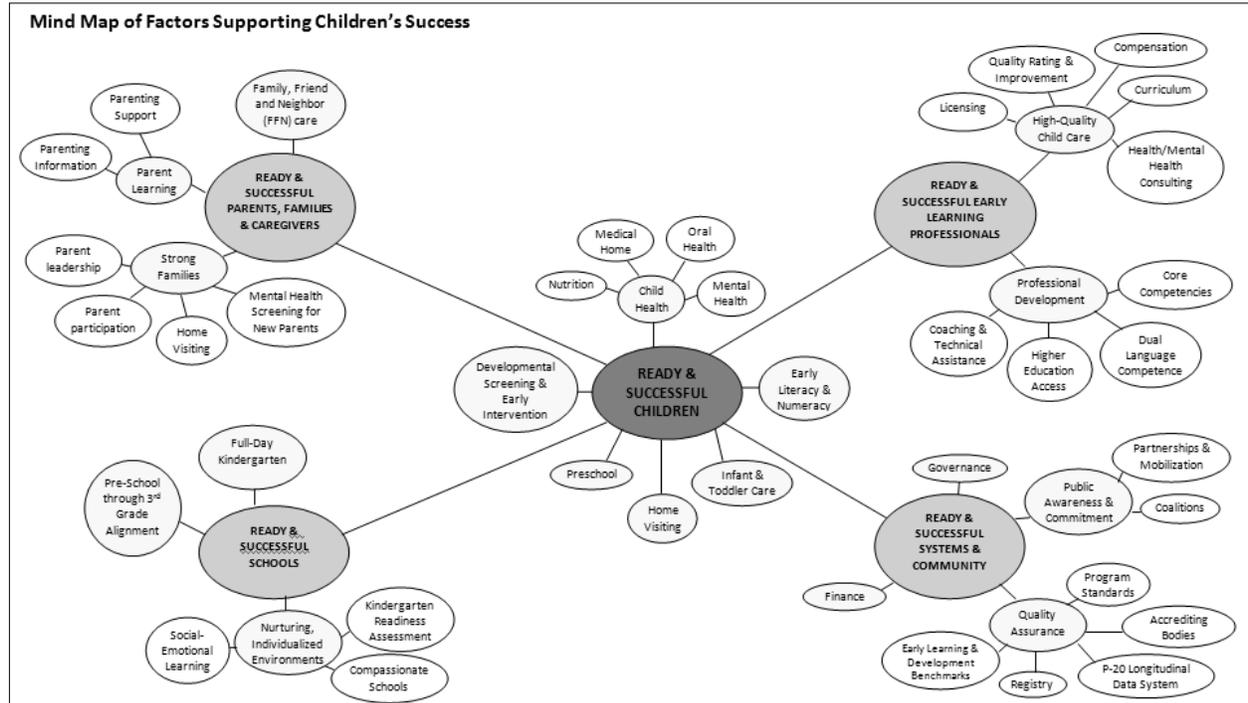


**Early Learning System Assets**

An early learning system is a way for people to work together in a coordinated way toward a common goal for children. The system is the various policies, programs and services for young children, and for the adults who care for and teach them. When these elements work well and align with the other elements, children will have the best opportunity to reach their full potential.

An early learning system brings together the independent systems for: prenatal care; child care and preschool; kindergarten through third grade; health and nutrition; social-emotional development and mental health; parent and community partnerships; parenting education and resources; higher education in child development and early learning; and professional development for early learning professionals.

As seen in the satellite map below, there are a number of sub-factors that contribute to a robustly networked support system for “Ready and Successful Children.” The recommendations provided in this report address and align with two of the five pillars identified in the ELP model (and reflected in the satellite map): “Ready and Successful Early Learning Professionals” and “Ready and Successful Systems and Communities.” Please see the table provided in Section 5.0 for alignments between the outcomes and strategies of the ELP with the recommendations in this report.



Mind Map of Factors Supporting Children's Success, focusing on “Ready and Successful Early Learning Professionals” and “Ready and Successful Systems & Community.”

**Career and Education Matrix**

The Career and Education Matrix captures the main elements of the professional development planning process and reflects linkages between education, career choices, pathways for career goals, and core competencies for early learning professionals. (See Appendix C)

Levels of mastery of each of the core competencies are reflected in the qualifications and credentials each individual achieves, which in turn align with early care and education positions that have been identified as necessary to build a quality early learning system. This interrelationship is reflected in the matrix which provides the field with a roadmap to build the skills and education levels of professionals serving young children. This matrix reflects levels of excellence in the skills and knowledge needed to ensure quality early learning settings. The matrix refers to college course credits and training that a professional must possess for placement in certain educational levels. These courses and trainings are only applicable if transcripts and course syllabi show the course contents are reflective of the core competency content areas. The college credits referred to in the education matrix are directly related to core competency content areas.

Competency levels on the matrix are aligned with the *Core Competencies for Early Care and Education Professionals*. Therefore, a professional at level 2 would possess the education, skills and qualifications commensurate with level 2 skills and abilities in the core competencies.

### **MERIT Registry and Database**

MERIT is a new registry and information tool developed by the DEL. This tool will revolutionize the professional development system by helping individuals track their professional development and providing the state with data crucial to decision making and analysis. This data aligns with the indicators suggested in the Early Learning Plan. (Please see Appendix D for details about MERIT and its value in building the state's early learning professional development system.)

### **Seeds to Success - Quality Rating and Improvement System**

Seeds to Success is a voluntary quality rating and improvement system (QRIS) for licensed child care businesses that is being piloted in five cities throughout Washington, developed and managed through a partnership between Thrive by Five Washington and DEL. A key element of the QRIS is a rating schema for child care and early childhood educators that provides families with knowledge of the education, qualifications and quality of providers and educators in the system. In addition, QRIS is linked to avenues providers can undertake in order to improve their education, qualifications and quality so they can achieve a higher rating in the system, better serve children and families, and build the reputation (and hopefully profitability) of their business.

### **Seeds to Success Coaching Study Results**

In 2009, during the first year of the Seeds to Success field test, Princeton-based Mathematica Policy Research, examined the impact the field test was having in two of the five participating communities: East Yakima and White Center. In these two communities, professional development opportunities were offered to 66 child care businesses: 14 child care centers and 52 family child care providers. Mathematica randomly selected half of the businesses to receive several hours of intensive coaching each month and quality improvement grants, which could be spent on scholarships for staff, curriculum and classroom materials, or parent engagement materials. (To read the full report, please visit [www.mathematica-mpr.com/publications/PDFs/EarlyChildhood/seeds\\_to\\_success\\_mft.pdf](http://www.mathematica-mpr.com/publications/PDFs/EarlyChildhood/seeds_to_success_mft.pdf))

The results confirm that when child care providers get one-on-one coaching and a modest amount of money to make changes to their program, the quality of the care they give children starts to improve – and pretty quickly.

According to the National Child Care Information and Technical Assistance Center, 22 states have developed rating systems that provide information to parents and providers about the quality of child care programs. But our state's system is one of the first to be evaluated by a randomized controlled trial – considered the gold standard of research design – so that we can better pinpoint which strategies are most effective in improving child care quality.

The results and recommendations from the study have helped inform year two of the Seeds to Success field test. During year two of the field test, more than 100 child care businesses and 300 child care providers in White Center, East Yakima and Spokane, Clark and Kitsap counties are expected to help test the system. DEL, Thrive by Five Washington and various key partners are working with the National Governors Association on a plan to expand Seeds to Success statewide.

### **Washington State Early Learning and Development Benchmarks**

The Benchmarks are a guide to young children's learning and development from birth to kindergarten entry. This guide is designed to provide important child development information for all who care for and support young children - parents, family members, caregivers and teachers.

**Washington State Department of Early Learning** was created in 2006 to help all Washington children reach their full potential. DEL oversees the state-funded comprehensive preschool program, child care licensing, child care subsidies, and other initiatives and programs to support parents as children's first and most important teachers.

**Thrive by Five Washington** is the state's nonprofit public-partnership for early learning focused on mobilizing a long-term statewide commitment to early learning, so that all children can thrive in school and life. Thrive builds awareness and deepens knowledge around the importance of early learning, identifies best practices and proven models and creates ongoing momentum to ensure that children and families throughout the state have access to high-quality early learning support and opportunities.

**The Washington State Early Learning Partnership Joint Resolution** (August 11, 2009), in which DEL, the Office of Superintendent of Public Instruction and Thrive by Five Washington made a commitment to collaborate to support school readiness for all children.

Since 2007, the **Early Learning Advisory Council (ELAC)** has been meeting to advise DEL. ELAC consists of representatives from around the state. It meets regularly to provide advice and recommendations to the department so that strategies and actions are well-informed and broadly supported by parents, child care providers, health/safety experts and interested members of the public.

Since 2005, the **Kids Matter framework** has helped to give a common frame of reference to planning efforts in local communities and statewide (see [www.earlylearning.org/resources/publications/kids-matter](http://www.earlylearning.org/resources/publications/kids-matter)). These efforts have brought together people working in the areas of early education, health, K-12 schools, social services, family support, parenting education and others.

The **Professional Development Consortium** [the originators of this report] has been meeting since 2008 to develop recommendations for "improving the coordination of existing resources and strategies; define core competencies ... for early learning professionals; and develop recommendations for a plan to implement a statewide, comprehensive, and integrated pathway of preparation and continuing professional development and support for the early learning and school-age program workforce."

Washington is one of 38 states that have an active and vibrant school-age network that is working toward creating strong community and school partnerships. In addition, the **Washington Regional Afterschool Project** has been delivering professional development opportunities to providers across the state since 2000.

**Kindergarten transition projects** are under way in some school districts. These bring together families, school staff, child care providers, Head Start, and preschools to help children make a smooth transition into kindergarten and help schools prepare for the children who will soon enter their doors. The Yakima School District and Ready by Five hold a summer program for incoming kindergarteners where the children meet their teachers, get acquainted with the school, and

get an introduction to common classroom practices. In addition, the teachers visit the students' families at home.

### **Articulation Agreement**

In 2010, the State Board of Community and Technical Colleges implemented a statewide articulation agreement between the colleges and community-based training organizations. The articulation agreement allows students who have completed a community-based STARS training by a college-approved instructor to seek two credits of STARS training from a local community or technical college. These credits are applied toward certificate or degree completion. A student must request credits from the granting institution. Credits are not given automatically upon completion of community-based training. The receiving institution will follow local policy regarding fee and tuition for granting credit.

### **Training Programs Available:**

- Community-based training (e.g. STARS training)
- Credential programs (e.g. Child Development Associate)
- Certificate programs (e.g. short-term and specialized certificates)
- Degree granting programs (e.g. two- and four-year degrees)
- Professional development training programs (e.g. tech prep, apprenticeship program)
- Evidence-based incentives (e.g. Career and Wage Ladder, Washington Scholarships)
- Articulation of degrees
- Statewide graduates with certificates: Annually average of 370 per year over the past four years
- Statewide associate degrees: average of 225 per year

### **Licensing Programs Offer Professional Development**

DEL licenses more than 7,800 child care centers and family home child care providers within Washington. Licensed child care providers follow the licensing standards set by the state to ensure children in licensed care are in safe, healthy and nurturing learning environments. DEL licensors provide orientation workshops, ensure provider application packets are complete, process background checks, inspect and monitor facilities, and take corrective action as necessary.

### **Integration and Coordination of the Early Learning System**

At the state level in Washington, the 2009 Early Learning Partnership Joint Resolution among the DEL, Thrive by Five Washington and the Office of the Superintendent of Public Instruction ([www.del.wa.gov/partnerships/joint/](http://www.del.wa.gov/partnerships/joint/)) is the beginning of a formal governance structure to manage at least part of an early learning agenda. It also recognizes that no one of these entities can do the job alone. In Washington, we have established two "high impact" demonstration projects or initiatives in White Center and East Yakima. In addition, regions and communities across the state have established local planning coalitions to focus attention on and build early learning systems in their communities. These coalitions have successfully built local support, raised public awareness and forged strong collaborations.

Regional/local coalitions also can often address issues of diversity and cultural competence more effectively than can be done at the state level. Communities in the state differ in their racial, cultural and language make-up, with young children leading the way in diversity. Developing culturally competent early learning systems is essential for success in a multicultural society, but must fit the cultural mix in the community. Community planning and governance helps to ensure that such issues are addressed in ways that fit local children and families.

## Gaps: Professional Development Needs of Washington State Work Force

HB 1943 requires this report to include “an analysis of gaps in available professional development programs and recommendations for programs to address the needs of early learning and school-age providers who serve children with physical or developmental disabilities, behavioral challenges, and other special needs...”

In analyzing the gaps in the state’s current professional development system, the following information related to early learning and school-age providers was considered:

1. Education levels of family child care providers
2. Education level of center-based providers
3. Race/ethnicity of teachers and providers
4. Language needs of early learning and school-age work force

Appendix E provides an in-depth overview, by county and region, of the current status of the professional development system as it relates to these important data points.

The PDC reviewed the following existing professional development resources for early learning and school-age professionals.

- a. community-based training (e.g., STARS training)
- b. credential programs (e.g., Child Development Associate)
- c. certificate programs (e.g., short-term and specialized certificates at college level)
- d. degree granting programs (e.g., two- and four-year degrees)
- e. professional development training programs (e.g., tech prep, apprenticeship program)

### **What we know about the early learning work force:**

- About 26,800 people worked in early learning and 26,500 people worked in school-age settings in Washington in 2008.
- Center-based providers and family care providers have similar education attainment levels.
  - 59 percent of center-based providers have some college or a degree while 40 percent have a high school diploma or less.
  - 57 percent of family care providers have some college credit or a degree while 37 percent have a high school diploma or less.
- Early learning and school-age providers are predominantly white or European American (60 percent in early learning and 92 percent in elementary education).
- Ethnic and racial diversity exists primarily among licensed family child care providers—37 percent of providers are people of color.
- Spanish is the second most spoken language after English in centers and family child care homes and among English language learner (ELL) students in public schools.

### **State requirements for early learning and school-age providers:**

Licensed child care providers (including school-age providers) are governed by Washington Administrative Codes (WAC), which identify the following minimum requirements for working with children.

- a) Twenty clock hours or two college quarter credits of basic training approved by the Washington state training and registry system (STARS); or
- b) Current child development associate (CDA) or equivalent credential or 12 or more college quarter credits in early learning or child development; or
- c) Associate or higher college degree in early learning, child development, school-age care, elementary education or special education.

Washington does not have identified core competencies outlined in the WAC.

**Current opportunities for professional development:**

- In 2008, there were 11,303 State Training and Registry System (STARS) approved trainings listed throughout the state on a variety of topics. This includes the following:
  - 20-hour STARS course
  - Ongoing professional development that meets state requirements
  - A subset of early learning coursework through the community and technical colleges
  - Trainings that cover the areas necessary to obtain a Child Development Associate (CDA) credential
- There is a state apprenticeship program in early learning in collaboration with four community and technical colleges. This program has lost its state coordinator and funding.
- Community and technical colleges offer certificates and degrees throughout the state via on campus, online, hybrid, and evening and weekend options for working adults seeking to advance their education. In addition, community and technical colleges offer early learning I-BEST programs for low literacy and English Language Learning students.
- Most community and technical colleges offer early learning Tech Prep articulation agreements with local high schools.
- Four-year colleges and universities offer bachelor and graduate degrees in fields related to early learning.
- Four-year colleges and universities offer bachelor and graduate degrees in K-12 teaching certification.
- Financial aid and scholarship opportunities to fund professional development are decreasing with state budget cuts.

**Gaps in early learning professional development:**

- No higher education early learning program in Grays Harbor/Pacific counties.
- Limited early learning I-BEST options in King and Snohomish counties.
- Limited opportunities for providers who speak languages other than English. Limited bilingual and multilingual instructors or trainers in higher education and community based training offerings.
- Limited geographic dispersion of public bachelor's and graduate degree programs throughout the state
- Lack of a comprehensive work force baseline study to measure professional development progression
- Lack of a comprehensive data system that reports community-based training offerings
- No data available on the number of student enrolled in or completing four-year degree programs with a focus on early learning
- No state requirement or incentive for P-3 teachers to obtain early childhood education endorsement
- No wage incentive program for family child care providers to increase education

- Insufficient funds to support Career Wage Ladder initiative, which provides foundational support for provider to increase education
- Insufficient financial aid to support early learning and school-age providers to return to school. Most workers are low income and have limited access to scholarships with cutbacks in Opportunity Grants, Washington Scholarships for Child Care Professionals, State Need Grants, WAVE scholarships, Federal Financial Aid which mostly serves full-time students.
- No direct transfer agreement exists that seamlessly moves students from community and technical colleges to all public universities in early learning programs.

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<sup>1</sup> Weiss, et.al., Professional Development, The Evaluation Exchange, Winter 2005/2006, [www.gse.harvard.edu/hfrp/eval/archives.html](http://www.gse.harvard.edu/hfrp/eval/archives.html)

<sup>2</sup> NCCIC. [http://nccic.acf.hhs.gov/poptopics/ta\\_initiatives.html](http://nccic.acf.hhs.gov/poptopics/ta_initiatives.html)

<sup>3</sup> Iutovich, Fiene, Johnson, Koppel, & Langan (1997). Investing in our children's future. Erie, PA: Keystone University Research Corporation.

<sup>4</sup> Cohort Based Learning: Application to Learning Organizations and Student Academic Success <http://www.eric.ed.gov/PDFS/EJ852017.pdf>

<sup>5</sup> Project Upgrade, Layzer et al. 2007

<sup>6</sup> Stoney, Louise, "Shared Services: A new business model to support scale and sustainability in early care and education." Early Learning Ventures, October 2009.

<sup>7</sup> Mitchell, Stoney and Dichter

## Alignment of Early Learning Plan and Professional Development Recommendations

The following table aligns specific strategies and outcomes from the *Washington State Early Learning Plan (ELP)* with the recommendations in this report for building a high quality early learning workforce. The table is separated into two sections related to two of the five pillars of the ELP: "Ready and Successful Early Learning Professionals" and "Ready and Successful Early Learning System and Communities" Outcomes and Strategies.

| "Ready and Successful Early Learning Professionals"   |  |   |
|---|--|---|
| ELP Strategy  | ELP Outcomes   | Professional Development Recommendations  |
| <p><b>#22. Enhance Child Care Licensing Policies</b></p> <p><b>...what it means</b><br/>                     Improve licensing through evidence-based rulemaking, training, opportunities, technology and coordination with Seeds to Success (Quality Rating and Improvement System).</p> | <p><b>J:</b> All early learning professionals can demonstrate the competencies to provide children birth through third grade with developmentally and culturally appropriate early learning experiences in healthy and safe environments.</p> <p><b>K:</b> All families have access to high-quality, culturally competent, affordable child care and early education programs staffed by providers and teachers who are adequately trained and compensated.</p> <p><b>L:</b> A fully-developed QRIS is established and maintained so that early learning and school-age providers have the support and resources necessary to improve the quality of their programs and environments, and so</p> | <p><b>A. The Washington State Core Competencies for Early Care and Education and Washington State Core Competencies for Child and Youth Development Professionals (Core Competencies) will be adopted as the state's foundation for all professional development policies, practices, strategies and initiatives. A-1:</b> Increase minimum educational requirements for early learning professionals. <b>A-2:</b> Early learning positions and education requirements for positions will be aligned with the Core Competencies. <b>A-3:</b> All child care providers who are left alone with children in licensed settings will have 30 hours of approved pre-service training/ed and 15 hours annually of ongoing approved training/education. <b>A-4:</b> Washington will adopt the new education matrix reflecting mastery of the Core Competencies within the educational continuum and within career opportunities in early learning.</p> <p><b>B. Implement Seeds to Success statewide to offer support and resources to providers for improving quality and consumer education for families.</b></p> <p><b>G. Develop clear and transparent articulation agreements between community-based training programs and community/technical colleges, and between community/technical colleges and four-year institutions.</b></p> <p><b>H. Develop an early childhood trainer professional development pathway that leads to a trainer credential and connects with college instructor skill standards and certification levels.</b></p> <p><b>I. Trainers meet minimum trainer education and experience qualifications matched to the Core Competencies for Early Care and Education Professionals and/or the Core Competencies for Child and Youth Development Professionals level of the content material they teach.</b></p> |

|   |   |  |
|---|---|--|
|   | <p>that families have the information they need to make the best early learning choices for their children.</p> | <p><b>J. Invest in strengthening the early care and education leadership community and build a pipeline for quality improvement coaches.</b></p> <p><b>K. Establish and fund a trainer approval process that verifies and aligns potential trainer education, experience and trainer credential with the level of Core Competency content to be taught, in the context of making quality professional development accessible in local communities.</b></p> <p><b>L. Establish and fund a robust evaluation system for trainings offered to early childhood and child and youth development professionals.</b></p> <p><b>M. Develop coaching and mentoring competencies and coaching and mentoring education and experience requirements for coaches and mentors.</b></p> <p><b>P. Develop guidance, trainings and implementation documents to accompany the Core Competencies.</b> (Translate into Spanish)</p> <p><b>S. Offer and support CDA/associate/Bachelor's-track cohort learning opportunities for providers invested in long-term professional development goals.</b></p> <p><b>T. Increase outreach about and access to professional development opportunities for early learning and school-age professionals in Washington state.</b></p> <p><b>U. Expand funding for scholarship assistance to early learning professionals, through both the Washington Scholarships for Child Care Professionals program and the Opportunity Grant program.</b></p> <p><b>W. Include infant/toddler-specific curricula in training for all early learning providers as well as licensing and monitoring staff.</b></p> |
| <p><b>#23. Implement Comprehensive Professional Development and Compensation System</b></p> <p><b>...what it means</b><br/>Build a comprehensive, integrated, statewide system of professional development with fair compensation to attain</p> | <p><b>ELP Outcomes: J, K, L</b></p>   | <p><b>All (A – W) PDC recommendations apply.</b></p>   |

|  |                                     |  |
|--|-------------------------------------|--|
| <p>development.</p>  |                                     |  |
| <p><b>#24. Implement Quality Rating and Improvement System</b></p> <p>... <b>what it means:</b><br/>         Implement Seeds to Success (QRIS) statewide to offer support and resources to providers for improving quality, and consumer education for families.</p> | <p><b>ELP Outcomes: J, K, L</b></p> | <p><b>B. Implement Seeds to Success statewide to offer support and resources to providers for improving quality and consumer education for families.</b></p> <p><b>J. Invest in strengthening the early care and education leadership community and build a pipeline for quality improvement coaches.</b></p> <p><b>O. Improve accessibility of the early learning system for culturally- and linguistically-diverse families and providers, including through the adoption of standards and training related to cultural competence in the QRIS.</b></p> <p><b>R. Provide coaching to early learning professionals who participate in Seeds to Success (QRIS).</b></p> <p><b>V. Centers and homes participating in formal quality improvement initiatives should be provided access to well-funded compensation and scholarship programs in order to assist teachers and staff in achieving required or suggested educational levels.</b></p> |
| <p><b>#25. Provide Health, Mental Health and Social-Emotional Consultation in Early Learning Settings</b></p> <p>... <b>what it means:</b><br/>         Provide coordinated local-state consultation to early learning professionals.</p>                            | <p><b>ELP Outcomes: J, K, L</b></p> | <p><b>J. Invest in strengthening the early care and education leadership community and build a pipeline for quality improvement coaches.</b></p> <p><b>M. Develop coaching and mentoring competencies and coaching and mentoring education and experience requirements for coaches and mentors.</b></p> <p><b>Q. Provide interdisciplinary consultation to early learning professionals who serve infants and toddlers.</b></p>  |

| <b>“Ready and Successful Systems and Communities”</b>  |   |   |
|--|---|---|
| <b>ELP Strategies</b>  | <b>ELP Outcomes</b>   | <b>PDC Recommendation</b>   |
| <p><b>#31. Revise and Promote Use of Early Learning and Development Benchmarks</b></p> <p>... <b>what it means:</b><br/>Refine the <i>Benchmarks</i> based on constituent input, then promote use in early learning settings, and align with PreK-third grade.</p> | <p><b>P.</b> The early learning system in Washington uses evidence-based and/or demonstrated best practices (as available) to support families in fostering children’s healthy development and learning, and to build high-quality, culturally competent early learning programs for children birth through third grade.</p> <p><b>Q.</b> The early learning system in Washington works to close the preparation gap.</p> <p><b>R.</b> The early learning system supports children with developmental disabilities and other special needs, and their families, to optimize each child’s health, development and educational outcomes.</p> <p><b>S.</b> Governance and accountability systems ensure progress toward achieving the vision for a high-quality, accessible, early learning system for all children in Washington.</p> | <p><b>A. The Washington State Core Competencies for Early Care and Education and Washington State Core Competencies for Child and Youth Development Professionals (Core Competencies) will be adopted as the state’s foundation for all professional development policies, practices, strategies and initiatives.</b></p> <p><b>K. Establish and fund a trainer approval process that verifies and aligns potential trainer education, experience and trainer credential with the level of Core Competency content to be taught, in the context of making quality professional development accessible in local communities.</b></p> <p><b>M. Develop coaching and mentoring competencies and coaching and mentoring education and experience requirements for coaches and mentors</b></p> <p><b>P. Develop guidance, trainings and implementation documents to accompany the Core Competencies for Early Care and Education Professionals.</b> (Translate into Spanish.)</p> <p><b>Q. Provide interdisciplinary consultation to early learning professionals who serve infants and toddlers.</b></p> <p><b>W. Include infant/toddler-specific curricula in training for all early learning providers as well as licensing and monitoring staff.</b></p> |

|  |                                 |   |
|--|---------------------------------|---|
| <p><b>#32. Expand Registry for Early Learning Professionals</b></p> <p>... <b>what it means:</b><br/>Create a comprehensive registry system for individuals' professional development, and for planning, evaluation and quality assurance.</p> | <p>ELP Outcomes: P, Q, R, S</p> | <p><b>F. Develop and implement a registry - an online, interactive website and database that collects, tracks, verifies, acknowledges and manages workforce and professional development data.</b></p> <p><b>L. Establish and fund a robust evaluation system for trainings offered to early childhood and child and youth development professionals.</b></p>   |
| <p><b>#33. Improve Child Care Subsidies</b></p> <p>... <b>what it means:</b><br/>Improve subsidy programs to support high-quality care, increase parental choice, and improve access to care.</p>  | <p>ELP Outcomes: P, Q, R, S</p> | <p><b>B. Implement Seeds to Success (QRIS) statewide to offer support and resources to providers for improving quality and consumer education for families.</b></p> <p><b>D. The Department of Early Learning, in consultation with stakeholders and representatives of the early learning profession, should develop a statewide (regionally-adjusted) salary scale for licensed child care and early learning professionals and programs, covering both centers and homes.</b></p> <p><b>E. Expand funding for wage incentive programs to assist centers and homes in meeting basic levels on the state salary scale for early learning professionals.</b></p> <p><b>V. Centers and homes participating in formal quality improvement initiatives should be provided access to well-funded compensation and scholarship programs in order to assist teachers and staff in achieving required or suggested educational levels.</b></p> |
| <p><b>#34. Build Statewide Infrastructure for Partnerships and Mobilization</b></p> <p>... <b>what it means:</b><br/>Build statewide infrastructure to strengthen</p>  | <p>ELP Outcomes: P, Q, R, S</p> | <p><b>C. Develop an infant/toddler credential in partnership with higher education and a system of training to support infant/toddler providers in acquiring the credential.</b></p> <p><b>G. Develop clear and transparent articulation agreements between community-based training programs and community/technical colleges, and between community/technical colleges and 4-year institutions.</b></p> <p><b>N. Establish an advisory group as a subgroup of the Early Learning Advisory Council (ELAC) to examine needs and provide policy recommendations to the ELAC and DEL.</b></p>   |

|   |                                 |  |
|---|---------------------------------|--|
| <p>partnerships, build capacity and broaden reach and focus local mobilization efforts.</p>   |                                 | <p><b>O. Improve accessibility of the early learning system for culturally- and linguistically-diverse families and providers, including through the adoption of standards and training related to cultural competence in the QRIS.</b></p>  |
| <p><b>#35. Strengthen Public Awareness and Commitment</b></p> <p>... <b>what it means:</b><br/>Expand public awareness campaigns to deepen the understanding, action and support of local leaders and public to make children a priority.</p> | <p>ELP Outcomes: P, Q, R, S</p> | <p><b>B. Implement Seeds to Success (QRIS) statewide to offer support and resources to providers for improving quality and consumer education for families.</b></p> <p><b>O. Improve accessibility of the early learning system for culturally- and linguistically-diverse families and providers, including through the adoption of standards and training related to cultural competence in the QRIS.</b></p> <p><b>T. Increase outreach about and access to professional development opportunities for early learning and school-age professionals in Washington state.</b> Engage in an outreach campaign about professional development opportunities and supports.</p>   |
| <p><b>#36. Expand P-20 Longitudinal Data System</b></p> <p>... <b>what it means:</b><br/>Develop a seamless P-20 system that includes early learning services and programs outside the K-12 system.</p>                                       | <p>ELP Outcomes: P, Q, R, S</p> | <p><b>A. The Washington State Core Competencies for Early Care and Education and Washington State Core Competencies for Child and Youth Development Professionals (Core Competencies) will be adopted as the state's foundation for all professional development policies, practices, strategies and initiatives. A-1:</b> Increase minimum educational requirements for early learning professionals. <b>A-2:</b> Early learning positions and education requirements for positions will be aligned with the Core Competencies. <b>A-3:</b> All child care providers who are left alone with children in licensed settings will have 30 hours of approved pre-service training/ed and 15 hours annually of ongoing approved training/ed. <b>A-4:</b> Washington will adopt the new education matrix reflecting mastery of the core competencies within the educational continuum and within career opportunities in early learning.</p> |

## **Appendices**

- A. House Bill 1943 of 2009
- B. Professional Development Consortium Fact Sheet
- C. DRAFT PDC Career and Education Matrix
- D. MERIT Information
- E. Mapping and Gap Analysis and CDA Articulation Letter
- F. Annotated Bibliography

## **APPENDIX A: HOUSE BILL 1943**

CERTIFICATION OF ENROLLMENT

**SUBSTITUTE HOUSE BILL 1943**

Chapter 406, Laws of 2009

61st Legislature  
2009 Regular Session

EARLY LEARNING AND SCHOOL-AGE PROGRAM WORKFORCE--PREPARATION AND  
DEVELOPMENT

EFFECTIVE DATE: 07/26/09

Passed by the House April 20, 2009  
Yeas 94 Nays 0

FRANK CHOPP

**Speaker of the House of Representatives**

Passed by the Senate April 9, 2009  
Yeas 45 Nays 0

BRAD OWEN

**President of the Senate**

Approved May 7, 2009, 2:56 p.m.

CHRISTINE GREGOIRE

**Governor of the State of Washington**

CERTIFICATE

I, Barbara Baker, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **SUBSTITUTE HOUSE BILL 1943** as passed by the House of Representatives and the Senate on the dates hereon set forth.

BARBARA BAKER

**Chief Clerk**

FILED

May 8, 2009

**Secretary of State  
State of Washington**

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**SUBSTITUTE HOUSE BILL 1943**

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AS AMENDED BY THE SENATE

Passed Legislature - 2009 Regular Session

**State of Washington                      61st Legislature                      2009 Regular Session**

**By** House Early Learning & Children's Services (originally sponsored by Representatives Kagi, Goodman, Priest, Walsh, Probst, Quall, Rolfes, Kenney, Dickerson, Kelley, and Santos)

READ FIRST TIME 02/17/09.

1            AN ACT Relating to creating a comprehensive statewide integrated  
2 pathway of preparation and professional development for the early  
3 learning and school-age program workforce; creating new sections; and  
4 providing an expiration date.

5            BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

6            NEW SECTION. **Sec. 1.** The legislature finds that well-prepared and  
7 appropriately supported teachers and caregivers are essential to  
8 improving the quality of early learning programs and enhancing the  
9 nature of children's experiences in those programs. The legislature  
10 also finds that professional development programs and supports are most  
11 effective when they are easily accessed by workers; aligned with other  
12 elements of quality; and articulated with degree-granting programs and  
13 clearly defined career pathways. In addition, the legislature  
14 acknowledges the potential for early learning professionals to support  
15 effective and positive parenting, and the benefits of making  
16 information about early learning and development accessible to the many  
17 family, friends, and neighbors providing care for Washington's infants,  
18 toddlers, and preschoolers. The legislature further finds that the  
19 professional development consortium convened by the early learning

1 advisory council has begun the work necessary to build an integrated  
2 system of preparation and ongoing professional development for the  
3 state's early learning and school-age program workforce. The  
4 legislature intends to promote the momentum of the consortium's work  
5 and to request periodic updates from the consortium before receiving a  
6 comprehensive report of progress and recommendations.

7 NEW SECTION. **Sec. 2.** (1) In partnership with the department of  
8 early learning, the professional development consortium convened by the  
9 early learning advisory council in response to the early learning  
10 partnership resolution between the department of early learning, the  
11 nongovernmental private-public partnership created in RCW 43.215.070,  
12 and the office of the superintendent of public instruction, shall  
13 develop recommendations for a statewide system of preparation and  
14 continuing professional development for the early learning and school-  
15 age program workforce. To develop its recommendations, the consortium  
16 shall collaborate or consult with existing work groups and similar  
17 efforts underway in Washington.

18 (2) The professional development consortium shall include  
19 representatives from a wide array of organizations, including but not  
20 limited to:

- 21 (a) The department of early learning;
- 22 (b) The Washington state department of health;
- 23 (c) Educational service districts and school districts;
- 24 (d) The state board for community and technical colleges;
- 25 (e) The higher education coordinating board;
- 26 (f) The office of the superintendent of public instruction;
- 27 (g) Washington Indian tribes;
- 28 (h) The nongovernmental private-public partnership created in RCW  
29 43.215.070;
- 30 (i) The Washington state child care resource and referral network;  
31 and
- 32 (j) Any other organizations that represent, research, or provide  
33 professional development to the early learning and school-age program  
34 workforce.

35 (3) The professional development consortium shall map current  
36 professional development resources and strategies across the state to  
37 identify gaps in the current system and make recommendations for

1 improving the coordination of existing resources and strategies; define  
2 core competencies or core knowledge areas for early learning  
3 professionals; and develop recommendations for a plan to implement a  
4 statewide, comprehensive, and integrated pathway of preparation and  
5 continuing professional development and support for the early learning  
6 and school-age program workforce.

7 (4) Recommendations for the plan shall include but not be limited  
8 to:

9 (a) Creation of a coherent system of professional development,  
10 including delineation of core competencies for early learning and  
11 school-age program staff, directors, and administrators;

12 (b) Requirements for articulation agreements between certificate  
13 and credential programs, degree-granting programs, professional  
14 development programs, and community-based training programs to enable  
15 students to transition effectively between two and four-year  
16 institutions of higher education and to apply approved training  
17 programs toward credit-based learning; and

18 (c) Creation of a comprehensive, integrated registry designed to  
19 capture information, including workforce and professional development  
20 data, for all early learning and school-age programs that is easily  
21 accessible, to the extent allowed by law, by early learning and school-  
22 age program professionals, directors, trainers, researchers, resource  
23 and referral networks, and the department of early learning.

24 (5) The report from the professional development consortium shall  
25 also include:

26 (a) An analysis of gaps in available professional development  
27 programs and recommendations for programs to address the needs of early  
28 learning and school-age providers who serve children with physical or  
29 developmental disabilities, behavioral challenges, and other special  
30 needs;

31 (b) A discussion of evidence-based incentives and supports for the  
32 early learning and school-age program workforce to obtain additional  
33 training and education;

34 (c) An analysis of evidence-based compensation policies that  
35 encourage and reward completion of professional development programs;  
36 and

37 (d) An exploration of strategies for providing professional

1 development opportunities in languages other than English, and  
2 incorporation of these opportunities into the comprehensive pathway for  
3 preparation and professional development.

4 (6) The department of early learning and the professional  
5 development consortium shall report to the governor and the appropriate  
6 committees of the legislature by:

7 (a) September 15, 2009, and December 31, 2009, with a brief status  
8 update of the consortium's work plan; and

9 (b) December 31, 2010, with final recommendations for a  
10 comprehensive statewide integrated system of preparation and continuing  
11 professional development for the early learning and school-age program  
12 workforce.

13 (7) This section expires July 1, 2011.

Passed by the House April 20, 2009.

Passed by the Senate April 9, 2009.

Approved by the Governor May 7, 2009.

Filed in Office of Secretary of State May 8, 2009.

# **APPENDIX B: PROFESSIONAL DEVELOPMENT CONSORTIUM FACT SHEET**

## Professional Development Consortium Fact Sheet

### Vision

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 age 12. 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.

### Mission

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

### Goal

Ready, successful and empowered early learning and school age care professionals that provide high quality services to young children and their families.

### Guiding Values:

*Washington's early learning and school-age care professional development system must be:*

- **Accessible**—encouraging diversity and minimizing discrepancies in providing professional development resources and diverse opportunities
- **Efficient**—supportive, cohesive, aligned and seamless, encouraging professional development and compensation
- **High Quality**—assured by ongoing evaluations at the individual, program and system levels
- **Adaptive**—dynamic and flexible to meet changing needs of the workforce, children and families
- **User-friendly**—available to all early learning and school age care professionals in our state
- **Rewarding**—engagement leads to professionalism and increased compensation

### Elements of Washington's professional development system

- Core Knowledge, Qualifications, Credentials and Pathways
- Access and Outreach
- Funding
- Quality Assurance
- Infrastructure, Governance and Financing

Draft 3/10/10

# Early Learning Advisory Council

## The Professional Development Consortium

### PDC Steering Committee

Chair: Sangree Froelicher (DEL)  
Co-Chair: Char Goodreau (DEL)

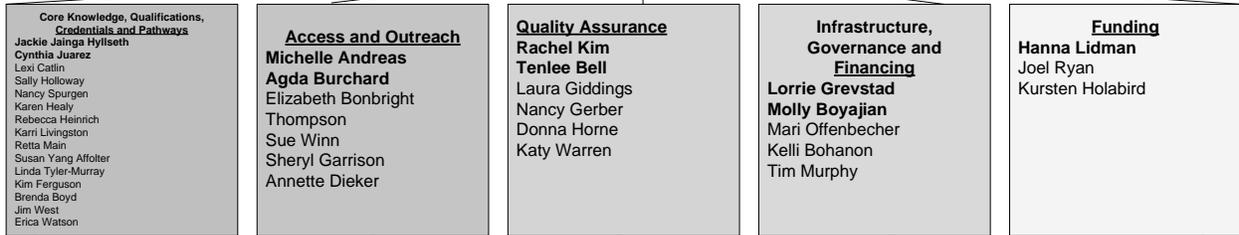
**Core Knowledge, Qualifications, Credentials Pathways:** Jackie Jainga  
Hyllseth and Cynthia Juarez

**Access and Outreach:** Michelle Andreas and Agda Burchard

**Quality Assurance:** Rachel Kim and Tenlee Bell

**Infrastructure, Governance and Financing:** Lorrie Grevstad and Molly Boyajian

**Funding:** Hannah Lidman



Five Work Groups Address the Six NAEYC Policy Areas and Four Guiding Principles

- Professional Standards
- Career Pathways
- Articulation
- Advisory Structure
- Data
- Financing

### NAEYC Guiding Principles

- Integration
- Quality Assurance
- Diversity, Inclusion and Access
- Compensation Parity

# **APPENDIX C: DRAFT PDC CAREER AND EDUCATION MATRIX**

| <b>DRAFT WASHINGTON STATE EARLY LEARNING WORKFORCE EDUCATION MATRIX</b>   |   |   |  |  |   |
|---|---|---|--|--|---|
| <b>Core Competency Level</b>  |   |   |  |  |   |
| <b>*Core Competency Level</b>   | <b>Level 1</b>  | <b>Level 2</b>  | <b>Level 3</b>   | <b>Level 4</b>   | <b>Level 5</b>  |
| <b>Education Benchmarks</b>   | <b>Minimum Qualifications</b>   | <b>1 Year Certificate of Proficiency</b>  | <b>Associate Degree</b>  | <b>Bachelor's Degree</b>   | <b>Graduate Degree</b>  |
| <b>A-Beginning Benchmark</b>  | **High School or equivalent   | CDA/YDC or <b>Certificate of Achievement</b><br>OR<br>At least 9 approved ECE or Child & Youth college credits                        | 90 college credits with less than 20 approved ECE or Child & Youth college credits                     | ECE related Bachelor's degree with a minimum of 20 approved ECE or Child & Youth college credits | ECE related Master's degree with a minimum of 20 approved ECE or child & youth college credits  |
| <b>B- Intermediate Benchmark</b>  | High School or equivalent   | CDA/YDC with additional 12 approved ECE or Child & Youth college credits<br>OR<br>20-44 approved ECE or Child & Youth college credits | 90 college credits with 20-30 approved ECE or Child & Youth college credits                            | ECE related Bachelor's degree with minimum of 30 approved ECE or Child & Youth college credits   | ECE related Master's degree with a minimum of 30 ECE or Child & Youth approved college credits  |
| <b>C- Mastery Benchmark</b>   | High school or equivalent AND 1- 8 approved ECE or Child and Youth college credits  | 1 year <b>Certificate of Proficiency</b> or 45 college credits with 30 or more approved ECE or Child & Youth college credits          | ECE Associate Degree or Associate degree with 30 or more approved ECE or Child & Youth college credits | ECE related Bachelor's degree.   | ECE related Master's or higher degree   |
| <b>Pre-service requirement</b><br>30 hours (3 credits) Basic Training or exemption<br><b>Ongoing Professional Development:</b><br>15 hours annually or one 3 credit college course every other year | <b>Position Opportunities</b>   |   |  |  |   |
|   | 1-A: FCC Assistant, CCC Assistant, School-Age Care Assistant; 1-B: Family Child Care Owner/Primary Provider,                                    |   |  |  |   |
|   | CCC Director (with Program Supervisor), School-Age Care Lead, Head Start Teacher Assistant  |   |  |  |   |
|   | CCC Director (without Program Supervisor), CCC Program Supervisor, CCC Lead Teacher, ECEAP Assistant Teachers, School-Age Care Site Coordinator |   |  |  |   |
|   |   |   |  |  | Head Start/ECEAP Lead Teachers, CC Licensor, Head Start/ECEAP Education Coordinators, Family Advocate, School-Age Care Program Director |
|   |   |   |  | ECE College Instructor/Professor, Administrator/Manager  |   |

- FCC (Family Child Care); CCC (Child Care Center); ECE (Early Childhood Education); YDC (Youth Development Certificate)
- **A-Beginning Benchmarks** are the minimum requirements for the aligned positions. **B-Intermediate** and **C- Mastery Benchmarks** can be used by employers to determine qualifications required for specific staff positions, by quality assurance programs (such as QRIS) in communicating staff qualifications, and by individuals preparing professional development plans. The Educational Benchmarks provide a guideline for career pathway planning.
- **On-going professional development** will reflect increased knowledge and skills within in each of the Content Areas in the Core Competencies
- The term “**approved ECE college credits**” refers to college coursework that focuses on and assesses for one or more of the content areas of the Core Competencies
- All college credits are stated in quarter credits. Semester credits can be calculated by dividing quarter credit by 1.5.
- **Certificates of Achievement** are short certificates recognizing initial work or specializations within ECE programs usually between 9-12 college credits
- **Certificates of Proficiency** are certificates made up completely of ECE coursework (no general education courses) under 19 credits
- **ECE Certificates** require ECE coursework, some ECE Specialty requirements, plus General Education coursework usually between 40-50 credits

\*Core Competency Levels are representative of the Washington State Core Competencies for Early Care and Education and the Washington State Core Competencies for Child and Youth Development Professionals.

\*\*Assistant Teachers who are under 19 and attending high school do not require high school completion or equivalent.

## **APPENDIX D: MERIT INFORMATION**

## **MERIT Information**

### **Description**

The Managed Education and Registry Information Tool (MERIT) is the Department of Early Learning's (DEL) statewide online training database for early learning professionals. It helps manage State Training and Registry System (STARS) training which is required for certain staff at licensed centers, family homes and school age facilities. Available 24/7 to administrators, trainers, and early learning professionals, MERIT is the repository for available trainings, training and educational completion records and the portal to various on-line applications and application tracking for trainers and early learning professionals.

MERIT is a malleable system that allows enhancements and adjustments as needs are identified. It remains however, a supporting tool to the larger professional development system and DEL policy, users and stakeholders are the ultimate driving force behind current and future functionality.

While at the heart of MERIT there is an accessible statewide data base, it will also be a comprehensive professional development registry that boasts a variety of efficiencies and management tools for early learning professionals, trainers, and MERIT administrators.

### **Development Process and Criteria**

The phase-in of MERIT starting in late June 2010 was the result of a culmination of concentrated work over the past two years. DEL has been diligent about including critical stakeholders and gathering past work by STARS improvement workgroups and to incorporate recommendations whenever feasible. Among those included in this work has been:

- Steering Committee – DEL Deputy Director, Chief Information Officer, Technical Project Manager, and Business Owner
- Business Advisory Team – Technical team plus other DEL staff, STARS Administrator and stakeholders
- Technical Team – DEL staff and contracted staff
- User Focus Groups and Usability Testing – Trainers, DEL licensors, DEL staff, stakeholders, contractors, early learning professionals

In addition, DEL completed an Information Technology Investment Plan which was approved by the Washington State Department of Information Services (DIS) for the MERIT project. DEL has been assigned an Oversight Consultant who has meet with DEL at least once per month to monitor progress on this investment where the major areas of focus have been budget, scope, schedule and risk. Some of the more critical processes and criteria for initial and continued development include:

1. The STARS data base and associated policies and processes were used as a template for initial design. Policies, processes and paper forms were thoroughly analyzed and common core content were identified and documented. Common experiences were created for each content area that are re-used; therefore reducing programming maintenance efforts and improving

overall data entry. Once the data has been entered into the system, it is available in the future making the renewal and other processes more streamlined, valid and user-friendly.

2. This specific technology was asked to solve a business problem but without clear definitions in all areas of what the improved system must do –paper forms were referenced as a starting place and devised business rules using our best judgment and logic.
3. DEL had to own and manage the system to insure consistent administration, accessibility, and in-house expertise.
4. The system had to be flexible and easily adapt to change and continuous improvement based on available resources, user feedback and feature requests.
5. Take into account DEL licensing and subsidy rules and current SEIU 925 collective bargaining agreement.
6. DEL recently joined The National Registry Alliance (TNRA) which is a “voluntary organization of state early childhood and school-age workforce registry and professional development leaders.” A representative from DEL also participated in the annual registry conference. Membership with TNRA allows access to resources, technical assistance forums and collaborative guidelines for best practices and data sharing.
7. Review and consideration for inclusion of the Professional Development Consortium (PDC) recommendations.

### **Current and Forecasted Benefits of MERIT**

MERIT has the potential to serve many functions and realize significant benefits at the individual and system levels. We have great confidence that it will not only make the input and tracking of information for early learning professionals and trainers easier, but it will also encourage consistency among early learning regulators and regulations; help identify gaps in programs and services; provide data for the state, legislature and national agencies to inform and make policy and funding decisions.

MERIT has achieved or offers the probability of realizing the following benefits at the individual level:

1. Improved application usability for customers and agency staff.
2. Empowered users to better manage their data with minimal intervention and verification by agency staff.
3. Improve user accessibility with comprehensive data and notifications to monitor training compliance.
4. Empower early learning professionals to use their personal data for the purpose of educational and career development.
5. Reduce turnaround time for processing applications and user requests.
6. Reduction in input errors, loss of paperwork, incomplete entries.

### **Data use/reporting to adapt and bring efficiencies to the Professional Development System**

DEL anticipates a significant number of efficiencies at the system level once MERIT is fully functional. Base-line performance metrics will be established and are likely to find incorporation in DEL’s agency outcomes. MERIT has achieved or offers the probability of realizing the following benefits and efficiencies at the system level:

1. Reduced the amount of administrative resources required for data entry, processing paper, and technical assistance.
2. Clearer and quicker electronic communication with early learning professionals, trainers and stakeholders.
3. Increase purposeful professional data connections within DEL and between DEL and stakeholder data bases.
4. Production of reliable and timely reports to support regulatory and administrative obligations.
5. Reduce fragmentation of the collection and storage of early learning professional's data.
6. Increase collection and access to standardized and validated trainer and professional development data.
7. Ability to report on data as mandated in Legislation.
8. Streamline compliance activities for DEL licensors, child care owners and directors.
9. Consistent and systematic application of verification policies, procedures and documentation.
10. Increased usage of the system by child care providers, DEL Licensors, trainers and early learning professionals. The goal is for the system to be a tool rather than an after the fact for compliance.

# **APPENDIX E: MAPPING AND GAP ANALYSIS AND CDA ARTICULATION LETTER**

**Mapping and Gap Analysis Subcommittee  
Report and Recommendations for  
Department of Early Learning Professional Development Consortium  
May 2010**

**PURPOSE**

The mapping and gap analysis subcommittee of the Professional Development Consortium (PDC) was created to map current professional development resources against identified gaps in the delivery system with recommendations for improvement.

**BACKGROUND**

House Bill 1943 was authorized by the Washington State legislature in 2009. The purpose of the bill was for the Department of Early Learning (DEL) to “develop recommendations for a statewide system of preparation and continuing professional development for the early learning and school age workforce.”

The PDC determined that outcomes related to House Bill 1943 should be

- Aligned with the legislation, National Association for the Education of Young Children (NAEYC) Blueprint, Benchmarks, Career Wage Ladder, Skill Standards, and other existing or in-the-works efforts.
- Practical and user-friendly for all levels early learning and school age professionals
- Supported by a wide range of constituents of early learning and school age practice.

The mapping and gap analysis subcommittee considered the following information related early learning and school age providers.

5. Education levels of family child care providers
6. Education level of center-based providers
7. Race/ethnicity of teachers and providers
8. Language needs of early learning and afterschool workforce

The subcommittee reviewed existing professional development resources for early learning and school age professionals.

- f. community-based training (e.g. STARS training)
- g. credential programs (e.g. Child Development Associates)
- h. certificate programs (e.g. short-term and specialized certificates at college level)
- i. degree granting programs (e.g. two and four year degrees)
- j. professional development training programs (e.g. tech prep, apprenticeship program)

The subcommittee identified gaps in current professional development opportunities and made recommendations for filling those professional development gaps.

## FINDINGS

### The workforce:

- It is estimated that approximately 26,819 people worked in early learning and 26,500 people worked in school age settings in Washington State in 2008.
- Center-based providers and family care providers have similar education attainment levels.
  - 59% of center-based providers have some college or a degree while 40% have a high school diploma or less.
  - 57% of family care providers have some college credit or a degree while 37% have a high school diploma or less.
- Early learning and school-age providers are predominantly White or European American (60% early learning and 92% elementary education).
- Ethnic and racial diversity exists primarily among licensed family child care providers -- 37% of providers are People of Color.
- Spanish is the second most spoken language next to English in centers and family child care homes and among English Language Learner (ELL) children in public schools.

### State Requirements for early learning and school age providers:

Early learning and school age state licensed providers are governed by Washington Administrative Codes which identify the following minimum requirements for working with children.

- a) Twenty clock hours or two college quarter credits of basic training approved by the Washington state training and registry system (STARS); or
- b) Current child development associate (CDA) or equivalent credential or twelve or more college quarter credits in early childhood education or child development; or
- c) Associate of arts or AAS or higher college degree in early childhood education, child development, school age care, elementary education or special education.

Washington State does not have identified core competencies outlined in the Washington Administrative Code.

### Current opportunities for professional development:

- In 2008, there were 11,303 State Training and Registry System (STARS) approved trainings listed throughout the state on a variety of topics. This includes the following:
  - 20 hour STARS course
  - Ongoing professional development that meets state requirements
  - A subset of early childhood education coursework through the community and technical colleges

- Trainings that cover the areas necessary to obtain a Child Development Associate (CDA) credentials
- There is a state apprenticeship program in early childhood education in collaboration with four community and technical colleges. This program has lost its state coordinator and funding.
- Community and technical colleges offer certificates and degrees throughout the state via on campus, online, hybrid, and evening and weekend options for working adults seeking to advance their education. In addition, community and technical colleges offer early learning I-BEST programs for low literacy and English Language Learning students.
- Most community and technical colleges offer early learning Tech Prep articulation agreements with local high schools.
- Four-year colleges and universities offer bachelor and graduate degrees in fields related to early childhood education.
- Four-year colleges and universities offer bachelor and graduate degrees in K-12 teaching certification.
- Financial aid and scholarship opportunities to fund professional development are decreasing with state budget cuts.

**Gaps in early learning professional development:**

- No higher education early learning program in Grays Harbor/Pacific counties.
- Limited early learning I-BEST options in King and Snohomish counties.
- Limited opportunities for providers who speak languages other than English. Limited bilingual and multilingual instructors or trainers in higher education and community based training offerings.
- Limited geographic dispersion of public bachelor and graduate degree programs throughout the state.
- Lack of a comprehensive workforce baseline study to measure professional development progression
- Lack of a comprehensive data system that reports community-based training offerings
- No data is available on the number of student enrolled in or completing four-year degree programs with a focus on early learning.

- No state requirement or incentive for P-3 teachers to obtain early childhood education endorsement.
- No wage incentive program like Career and Wage Ladder for family child care providers to increase education.
- Insufficient funds to support Career Wage Ladder initiative which provides foundational support for provider to increase education.
- Insufficient financial aid to support early learning and school age providers to return to school. Most workers are low income and have limited access to scholarships with cutbacks in Opportunity Grants, Washington Scholarships for Child Care Professionals, State Need Grants, WAVE scholarships, Federal Financial Aid which mostly serves full-time students.
- No direct transfer agreement exists that seamlessly moves students from community and technical colleges to all public universities in early learning programs.

## **RECOMMENDATIONS**

Based upon the information gathered by the map and gap analysis subcommittee, we recommend the following to fill professional development needs for early learning and school age providers.

- Align professional development system to core competencies and professional standards that are linked to positive child outcomes.
- Establish community-based training guidelines and community-based trainer guidelines that align with the core competencies and professional standards.
- Build enrollment and training capacity to support and develop bilingual and multi-lingual trainers/instructors, focusing on top three languages spoken in communities.
- Provide sufficient financial supports/incentives to ensure access to all forms of professional development for the range of those in the workforce (e.g. entry level teacher, trainers, college instructors, technical experts in the field).
- Build, over time, a compensation structure to match the desired core competencies and professional standards for all early learning professionals.
- Invest in a baseline workforce study along with continued data collection and analysis to measure progress in meeting state standards. Data requirements would include but not be limited to:
  - Individual providers
    - Years of service

- Position title
- Education level
- Demographics
- Language needs
- Where and when received education/training
- Levels of professional development completed
- Professional Development Provider Background (e.g. college instructors, community-based trainers)
  - Education level
  - Demographics
  - Expertise
  - Competencies
  - Years of experience
  - Language capabilities
  -
- Ongoing Data Collection on
  - Retention of staff and family child care providers
  - Compensation

## **APPENDIX F: ANNOTATED BIBLIOGRAPHY**

## Washington State Professional Development Consortium Annotated Bibliography of Resources

This annotated list of resources is organized into the following sections:

- I. **National:** Research and analysis from national leaders in the field of professional development
- II. **Other States:** Structure, governance, policies, and guidance from other states
- III. **Washington State:** documents, studies, and briefs from the PDC and others who have contributed knowledge to guide PDC recommendations.

### I. National

**Goffin, S. G. (2009). *Field-Wide Leadership: Insight from Five Fields of Practice*. Washington D.C.: Goffin Strategy Group LLC.** Accessed online 7/1/2010:  
<http://www.goffinstrategygroup.com>

"In *Ready or Not: Leadership Choices in Early Care and Education (Ready or Not)*, the authors confronted the early care and education field with a question: 'What defines and bounds early care and education as a field?' There are no clear auspices for orchestrating field-wide leadership on behalf of the early care and education field." This study sought to answer two questions – 1. Is field-wide leadership exercised by other fields? 2. If so, how? The Study examined Professional Development in Nursing, Social Work, Financial Planning, Opportunity Finance, and Quality Management. For all these fields, membership organizations exercised leadership to address issues of field-wide importance. Organizations providing field-wide leadership provided people to do the work and were sensitive to the field's context and are future- and action-oriented. **The absence of a field-wide leadership infrastructure marks ECE as different from the five fields of practice that are the subject of this study.**

**LeMoine, S., *Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems*, National Association for the Education of Young Children (NAEYC) Public Policy Report, 2008.** Access online at: <http://www.journal.naeyc.org>

NAEYC developed this blueprint as part of their Early Childhood Workforce System Initiative, which was established in response to increasing attention of policymakers on children's readiness for school. Research is clear that children who attend high-quality early childhood education (ECE) programs are more likely to be ready for school and that qualified professionals are essential to ensuring the quality of these programs. The difficulty is that there is a lack of cross-sector systems of professional development for these educators and wages are low, even with the growing emphasis being placed on quality ECE. Additionally, the qualifications of these educators is declining, turnover is high, and the majority are not prepared to educate children with disabilities.

This document details the principles and policy areas NAEYC considers essential for a strong, ongoing professional development system for early childhood education professionals. They define an integrated professional development

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system as: A comprehensive system of preparation and ongoing development and support for all early childhood education professionals working with and on behalf of young children. Principles of good policymaking in support of a high quality professional development system include: Integration, Quality Assurance, Diversity, Inclusion and Access, and Compensation Parity. Six policy areas include: Professional Standards, Career Pathways, Articulation, Advisory Structure, Data, and Financing. (Principles and Policy Areas are discussed in detail and represent the majority of this document.) Their goal is to create policy aimed at the development and retention of a competent and stable early childhood workforce that is effective, diverse and adequately compensated.

In most states professional standards/requirements vary with funding and programs, such as:

- No legal requirements for an EC educator to have training/education in child development
- Reauthorization of Head Start Act (2007) requires that by 2013 all HS teachers will have at least an Associate's degree and 50% will have Bachelor's degrees in early childhood development.
- Meanwhile in many states teachers in a state-funded Pre-K are required to have Bachelor's degrees.
- Child Care licensing regulators/staff are required to have a Bachelor's degree, but not mandated to be in childhood education coursework.
- NAEYC's EC Associate Degree Accreditation requires faculty to have a graduate degree in ECE, child development or individual-family studies.

Federal and State Policies add to importance of improving professional development:

- Good Start, Grow Smart emphasizes providing information to parents and ECEs. States are required to develop voluntary EL guidelines for young children and professional development.
- Head Start 2007 requirements include an interagency State Advisory Council on ECE and Care, increased qualifications and professional development for staff.
- Higher Education opportunity Act includes a new program of grants to states to develop professional development systems for ECE, with loan forgiveness.
- 25 states have Bachelor's degree requirements for teachers working in state-financed preschool programs.

**Mitchell, A., LeMoine, S., *Cross-Sector Early Childhood Professional Development Technical Assistance Paper*, National Child Care Information and Technical Assistance Center (NCCIC). Revised for Washington, December 2004.**

This document provides examples of cross-sector early childhood professional development system from multiple U.S. States. Contents include an Introductory section with the following topics: Why a professional development system?, Characteristics of professional development systems, What do we mean by 'cross-system'?, Learning from other states. State examples include: Cross Sector System Planning in Pennsylvania, West Virginia and Wisconsin; Cross-Sector Elements in Arizona, Connecticut, Massachusetts, Nebraska, and New Mexico.

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Lastly the paper outlines Next Steps including advice from the states highlighted in the report and suggested action steps. This paper was originally developed by the NCCIC to meet the specific technical assistance needs of Massachusetts, and has been revised to meet the needs of the Washington Professional Development Committee. The objective of this paper is to present information on state cross-sector early care and education professional development systems for Washington's Professional Development Committee. Information contained in this report was gathered February through June, 2004.

**National Child Care Information and Technical Assistance Center (NCCIC), Professional Development Mapping Tool Activity, April 2009.** Access online at: <http://nccic.acf.hhs.gov> or <http://nccic.org>

This facilitated activity provides participants with a comprehensive review of State professional development systems through the creation of system maps that illustrate system components and how they are linked. Through the creation of system maps, participants graphically represent their professional development systems, which will help stimulate discussion about how participants' systems work, where the gaps are, and how components create a system. It also provides a visual orientation for each State's system, which can be used for comparison and discussion. Participants create maps of their professional development systems. Kit includes nine pages of worksheets for facilitators.

**Weiss, et.al., Professional Development, The Evaluation Exchange, Winter 2005/2006,** [www.gse.harvard.edu/hfrp/eval/archives.html](http://www.gse.harvard.edu/hfrp/eval/archives.html).

The Evaluation Exchange is a periodical from the Harvard Family Research Project (HFRP) that collects compendiums on emerging strategies in evaluating child and family services. This edition includes a review of research and articles on Professional Development. Article titles include: "Pathways from Workforce Development to Child Outcomes," "Evaluating the Impact of Professional Development," "Classroom Observation, Professional Development, and Teacher Quality," "Key Strategies to Educate Public Child Welfare Workers and Improve Child Welfare Systems," "Coaching for Quality," "Examining the Efficacy of Two Models of Preschool Professional Development in Language and Literacy," "Building an Evaluation Tool Kit for Professional Development", "Evaluating a Professional Development "Cascade": From Facilitators to University Faculty to Early Childhood Providers"

The first article outlines work with the Annie E. Casey Foundation. Cornerstones for Kids (C4K), has developed a multiyear project to learn more about enhancing the human services workforce. C4K has engaged HFRP to examine the connections between the workforce and child outcomes. To accomplish this task, HFRP is conducting a literature review and interviewing thought leaders to look at the linkages between professional workforce development and child outcomes in four sectors—child welfare, early childhood, juvenile justice, and youth development. The work is focused on finding existing evidence of a connection between the human services workforce and child outcomes.

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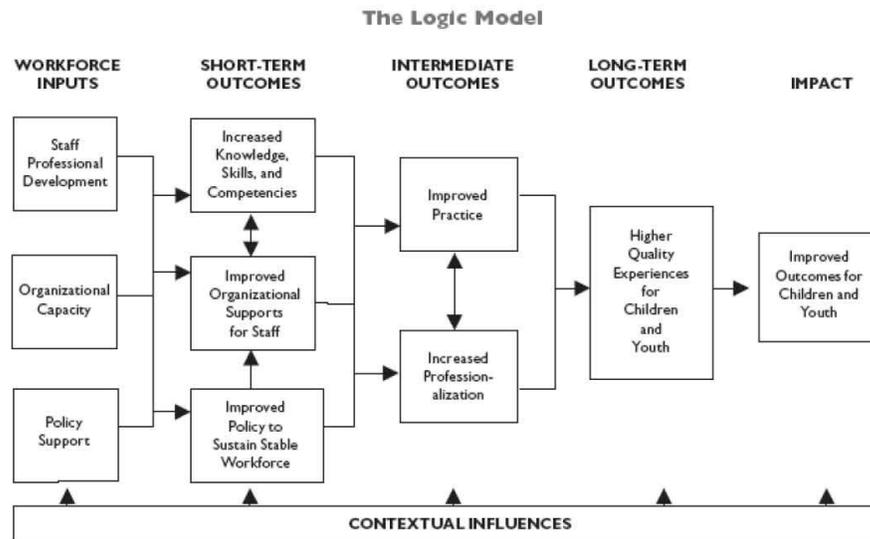
This article answers five research questions:

1. In each sector, what evidence is available to test the hypothesis that a better trained, and supported human services workforce will result in improved services and better child outcomes?
2. What are the strengths, limitations, and gaps in the evidence, and what, if any, research is in progress to address them?
3. How strong a case can be made for or against this hypothesis?
4. What are the most strategic future research priorities?
5. What does the evidence suggest are the proven or the most promising ways to strengthen the performance of the human service workforce?

The authors arrived at four assumptions about the workforce as it relates to child outcomes:

1. Professional staff development is one key activity in a larger system of overall workforce development.
2. Policy and organizational support activities are necessary for improving child outcomes.
3. High quality relationships and interactions between staff and children/youth in all the service sectors lead to better child/youth outcomes.
4. Some activities that lead to improved outcomes are likely to differ across the service sectors.

**In addition incentives for teachers, the content and processes of training, and integrating the early education system with the K-12 education system are necessary to improve the quality of early learning classrooms and to achieve increased achievement of young children.** HFRP has created a logic model to begin conceptualizing what the linkages and pathways between the workforce and child outcomes look like.



*In "A conversation with Thomas R. Guskey, Ph.D.,"* a professor in the College of Education at the University of Kentucky and an expert in research and evaluation. In this article he discusses his five-step process for evaluating professional development in education and its connection to professional development planning. Five Levels of Professional Development Evaluation (Chart): 1. Participants' reactions, 2. Participants' learning, 3. organization Support & Change, 4. Participants' use of new Knowledge and Skills, 5. Student learning outcomes

## II. Other States

**Early Childhood Iowa. Iowa Professional Development Steering Committee Implementation Plan 11/10/09.** Accessed online 7/2/2010:  
<http://www.earlychildhoddiaowa.org/professionaldevelopment>

Implementation Plan for activities from 2009 -2011. No financing recommendations or funding sources provided in this document. Annual Report is one of recommendations. Structure includes four Leadership Committees. The mission of Iowa's Early Childhood Professional Development System will be a system of integrated supports for early childhood professionals that empower them to improve the quality of services provided to young children and their families. Five Goals:

1. Provide leadership and oversight for the ECI Professional Development structure, comprised of four early childhood professional development leadership teams.
2. Provide leadership and oversight for implementation of the Professional Development Framework Principles and Implementation Plan.
3. Advance the top priorities for Iowa's Early Childhood Professional Development System.
4. Assist in planning efforts for the annual Early Childhood Iowa Congress.
5. Incorporate Early Childhood Iowa's Diversity Advisory Committee recommendations into professional development system-building efforts.

**Early Childhood Iowa. A Policy Framework for an Early Childhood Iowa Professional Development System. 2009.**

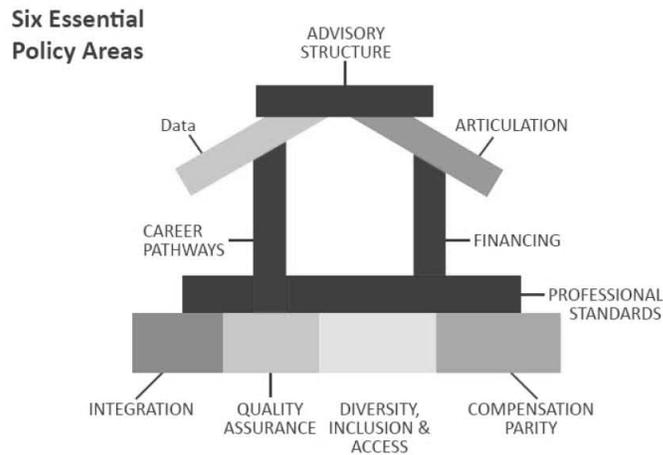
The following description is largely verbatim from the document's executive summary: This policy framework provides a roadmap to create a comprehensive professional development system; addressing professional standards, career pathways, articulation, leadership, evaluation and financing by its delineation of results and performance measures. Iowa's Early Childhood Professional Development System is fragmented, duplicative and lacks essential resources. This framework addresses these weaknesses by focusing on policies that connect professional development activities to support effective implementation of a coordinated system. Iowa's Early Childhood Professional Development System will be a system of integrated supports for early childhood professionals that

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empower them to improve the quality of services provided to young children and their families.

This framework highlights the principles and policy areas that will build and sustain an integrated, comprehensive system uniting the early childhood sectors<sup>1</sup> of early learning, family support, special needs/early intervention and health, mental health and nutrition – and addresses the needs of children ages 0 to 5 and their families. This framework is addressed to policy makers, stakeholders and early childhood professionals. Early childhood professionals need preparation, ongoing development and support to ensure that Iowa’s youngest children and their families have quality early childhood experiences. In turn, Iowa’s professional development system needs the support of public policies to offer this essential development. As defined by the National Association for the Education of Young Children’s *Workforce Designs* initiative, the principles and policy areas look beyond the status quo; they intentionally promote building and supporting an efficient cross-sector system that decreases duplication and increases accountability and sustainability. The integrated policies are aimed at the development and retention of a qualified, stable and well-compensated early childhood workforce.

The document sections include: Principles for Policymaking (Integration; Quality Assurance; Diversity, Inclusion & Access; and, Compensation Parity); Six Essential Policy Areas (Professional Standards, Career Pathways, Data, Advisory Structure, Articulation, and Financing). The policy system proposed is demonstrated in the following figure.



Each section includes an overview, a review of Iowa’s current system, Next Steps and a unifying Goal for each of the 6 Policy Areas. Financing is defined as appropriate funding to operate Iowa’s Early Childhood Professional Development System.

Lastly the document outlines Priorities and Opportunities. **The following five top priorities were identified for advancing Iowa’s professional development system:**

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1. Support a lead agency/office and provide infrastructure and funding to coordinate an Early Childhood Professional Development system in Iowa.
2. Support adequate compensation linked to professional development outcomes for practitioners.
3. Develop and implement pathways, competencies and levels utilizing nationally or state recognized professional preparation standards.
4. Link professional development to increased standards, competencies and outcomes.
5. Support the implementation of the Iowa Professional Development Model.

**Early Childhood Iowa, *Professional Development Issue Brief #1* (not dated).**

This issue brief is the first in a series developed by the Early Childhood Iowa Professional Development Component Group. This issue brief is intended to help inform policy makers about the importance of a system of professional development to support early care, health, and education providers. The Document asks the following questions: What is a Professional Development System for Early Childhood? Why is it Important to have a Professional Development System? What Activities are Currently Funded? Professional Development System Building Activities - What do we recommend?

The Recommendations provided in Issue Brief #1 are:

- Continue to assess progress in the areas of leadership, regulation and standards, education, articulation, training, compensation, and evaluation
- Design a coordinating structure that will assist the state in integrating and linking current professional development initiatives
- Legislate licensing of all child care programs
- Support child care program participation in the Quality Rating System (QRS)
- Increase minimum qualifications for practitioners
- Legislate articulation between publicly funded community colleges and universities
- Provide training and technical assistance to strengthen training evaluation
- Commission a new work force study
- Support T.E.A.C.H. Early Childhood Iowa for all interested early childhood providers statewide
- Implement W.A.G.E.S

***Professional Development Chart, Idaho STARS Professional Development System.***

Accessed with permission, July 2010.



*Kansas/Missouri Core Competencies for Early Care and Education Professionals, January 2001.* Accessed online August 11, 2010:  
<https://www.openinitiative.org/content/pdfs/CoreCompetencies/EC-CoreCompetencies.pdf>

Bi-State Core Competencies are organized by content areas and levels. The Table of Contents is as follows:

I. Introduction: (Reasons why core competencies are critical to the field, Different ways core competencies may be used, The Bi-State Core Competencies are organized by content areas and levels, The Bi-State Core Competencies were developed in response to research findings, The Bi-State Core Competencies are based on these premises, The Bi-State Core Competencies are the result of collaboration.

II. Core Competencies:

- Content Area I: Child Growth and Development
- Content Area II: Learning Environment and Curriculum
- Content Area III: Child Observation and Assessment
- Content Area IV: Families and Communities
- Content Area V: Health, Safety, and Nutrition
- Content Area VI: Interactions with Children
- Content Area VII: Program Planning and Development
- Content Area VIII: Professional Development and Leadership

**Minnesota Early Child Care and School Age Professional Development System, April 2009.**

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This document includes a series of charts outlining the planning, development, and recommendations for building the Professional Development System for Minnesota's Early Child Care and School Age providers. Charts include: Logic Model Overview, System elements, Funding Support Logic Model, Core Knowledge Logic Model, Quality Assurance Logic Model, Qualifications & Credentials Logic Model, Outreach and Access Logic Model, and an Integrated Logic Model.

**Oregon's Early Childhood Education and Child Care System (not dated).**

This chart outlines the governance and content structure of Oregon's professional development system including a Core Knowledge Tree outline Quality Assurance, Access & Outreach, Qualifications, Credentials and Pathways Goals and Strategies.

### **III. Washington State Professional Development Research and Analysis**

**Andreas, Michelle, *Professional Development Process Chart*, Professional Development Consortium Steering Committee, May 12, 2010.**

This chart describes the alignment of the Professional Development Process as follows: Core competencies aligned with Positions aligned with Qualifications aligned with Credentials which are reflected in a Career lattice.

**Hyde, Betty, PhD., *Professional Development Consortium Update to the Governor and Legislature*. Department of Early Learning, December 31, 2009.** Access online at: <http://www.del.wa.gov/partnerships/development/consortium.aspx>

This document offers a brief status update on the work of the Professional Development Consortium as required in Washington State Substitute House Bill 1943. SHB 1943 directs the Department of Early Learning (DEL) and the PDC to develop recommendations for the creation of an integrated system of preparation and continuing education for early learning and school-age program work force. These recommendations are to be reported to the Governor and appropriate committees of the Legislature by December 31, 2010. This work is important to help ensure quality early learning programs around the state. As stated in the bill, "...well-prepared and appropriately supported teachers and caregivers are essential to improving the quality of early programs and enhancing the nature of children's experiences in those programs."

From SHB 1943: "The PDC shall map current professional development resources and strategies across the state to identify gaps in the current system and make recommendations for improving the coordination of existing resources and strategies; define core competencies or core knowledge area for early learning professionals; and develop recommendations for a plan to implement a statewide, comprehensive and integrated pathway of preparation and continuing professional development and support for the early learning and

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school-age program workforce. Recommendations for the plan shall include but not be limited to:

1. Creation of a coherent system of professional development, including delineation of core competencies for early learning and school-age program staff, directors, and administrators;
2. Requirements for articulation agreements between certificate and credential programs, degree granting programs, professional development programs, and community-based training programs to enable students to transition effectively between two and four-year institutions of higher education and to apply approved training programs toward credit-based learning;
3. Creation of a comprehensive, integrated-registry designed to capture information, including workforce and professional data, for all early learning and school-age programs that is easily accessible, to the extent allowed by law, by early learning and school-age professionals, directors, trainers, researchers, resource and referral networks, and the department of early learning. The report from the professional development consortium shall also include:
4. An analysis of gaps in available professional development programs and recommendations for programs to address the needs of early learning and school-age providers who serve children with physical or developmental disabilities, behavioral challenges, and other special needs;
5. A discussion of evidence-based incentives and supports for the early learning and school-age program workforce to obtain additional training and education;
6. An analysis of evidence-based compensation policies that encourage and reward completion of professional development programs; and
7. An exploration of strategies for providing professional development opportunities in languages other than English, and incorporation of these opportunities into the comprehensive pathway for preparation and professional development.”

The document goes on to list PDC Members and Guiding Principles. The Principles are based on the National Association for the Education of Young Children (NAEYC) policy blueprint *Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems*. The policy focuses on six policy areas: Professional Standards, Career Pathways, Articulation, Advisory Structure, Data, Financing.

At the time of this document (2009), three work groups were meeting in conjunction with the large group meetings: *Professional Standards*, led by Sally Holloway of Whatcom Community College, *Mapping and Gap Analysis*, led by Susan Yang-Affolter of CCR&R and *Communications and Connections*, led by Joel Ryan of the Washington State Association of Head Start and ECEAP.

The **Professional Standards Work Group** has reviewed existing Core Competencies and Core Knowledge Areas from various states using the *Criteria for State Selection* to guide the selection process. The PDC selected the *Kansas/Missouri Core Competencies for Early Care and Education Professionals* as a framework to guide the work of competency development for Washington.

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The Professional Standards work group identified gaps within the *Kansas/Missouri Core Competencies for Early Care and Education Professionals* that need to be addressed to ensure the document meets the unique needs of early learning and school-age professionals in Washington. Creating competencies specific to professionals working with infants and toddlers is a priority for the PD Consortium. These will be developed using national research, best practice as defined by early learning experts and existing state examples that align with PD Consortium priorities.

The **Mapping and Gap Analysis Work Group** gathered the following data points:

1. estimated work force numbers
2. special needs data (e.g. Infant Toddler Early Intervention Program, OSPI data, children receiving special needs subsidy)
3. English language learner data
4. credentialing opportunities (e.g. Child Development Associates)
5. certificate programs (e.g. short-term and specialized certificates)
6. degree granting programs (e.g. two- and four-year degrees)
7. Integrated Basic Education Skills and Training (IBEST) programs in early childhood education at two-year colleges
8. early childhood, early childhood special needs endorsements
9. professional development programs (e.g. tech prep, apprenticeship program)
10. community-based training (e.g. STARS training)
11. evidence-based incentives (e.g. Career & Wage Ladder, WA Scholarships)

The **Communications and Connections Work Group** provided a status report to the Early Learning Advisory Council (ELAC) and submitted recommendations to the December 1st Drafting Team and the Early Learning Plan Steering Committee.

**Registry Development:** SHB 1943 requires DEL to create “a comprehensive, integrated-registry designed to capture information, including workforce and professional data, for all early learning and school-age programs that is easily accessible, to the extent allowed by law, by early learning and school-age professionals, directors, trainers, researchers, resource and referral networks, and the department of early learning.” DEL is working to update and enhance the existing STARS database for this purpose. (**Update:** the MERIT Registry database has been established for this purpose.)

Next steps for the PDC at the time of this document were as follows:

1. Developing recommendations for preparing professionals who serve children with special needs and addressing the needs of English language learners
2. Initiation of the *Career Pathways and Articulation Work Group*
3. Regenerate the *Compensation and Incentives to Support Professional Growth Work Group*
4. Community feedback and review of completed products
5. Completion of Core Competencies and Core Knowledge Areas
6. Developing an outline for qualifications, credentials and standards

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**Juarez, C., Lexi, C., Washington State Professional Development Core Competencies for Early Care and Education Professionals, ESD 105, DRAFT July, 2010.**

This draft document was developed by ESD 105, reviewed by Professional Standards Workgroup of the PDC and ZERO TO THREE. Acknowledgements list the members of the PDC. Core competencies define what early care and education professionals need to know and be able to do to provide quality care and education for children. They serve as the foundation for decisions and practices carried out by professionals in all early care and education settings. They establish a set of standards for early care and education settings that support the professionalism of the field. And they are an integral part of a comprehensive professional development system. Core competencies are useful to caregivers/teachers, program administrators, trainers, higher education, and government entities as a common set of integrated standards for the field.

The document is organized by content areas and competency levels describing the knowledge and skills professionals need to work with children birth through 8 (including children with special needs) and their families. Content Areas include: Child Growth and Development, Curriculum and Learning Environment, Measurement of Child Progress, Family and Community Partnerships, Health, Safety & Nutrition, Interactions, Program Planning and Development, Professional Development and Leadership. Infant/Toddler competencies are indicated by an asterisk. There are five levels of competency outlined in the document starting with the basic skills necessary to enter the field progressing to an advanced level of academic preparation and varied experience.

**Lidman, H., Clark C., Diamond, C., *Paving the Pathways to Quality – Washington State’s Professional Development Landscape*, Economic Opportunity Institute and Service Employees International Union Local 925, 2009.**

The report investigates how Washington state addresses the quality of care via the early childhood education workforce, focusing on the availability of programs and supports that enable early learning providers to engage in relevant professional development. The purpose is to inventory programs and document the environment affecting the quality of care. Another goal of the analysis is the identification of gaps and opportunities in the delivery of effective programs resulting in increases in quality. Chapters are:

1. Professional Development and Quality Initiatives
2. Professional Development and Education Requirements
3. Review of WA St’s Higher Ed ECE Training Programs
4. Financial Aid Assistance to ECE and Training
5. National Review of Wage and Incentive Programs
6. Workforce Assistance Programs
7. Early Care and Education Workforce Profile
8. Cost of Child Care and Family Income.

Findings: The diverse early learning workforce is characterized by moderate levels of education, high rates of poverty, poor levels of compensation and benefits, and high rates of turnover. A wealth of formal and informal professional development opportunities exist across the state. A lack of coordination hinders

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the existing professional development opportunities. The scarcity of financial incentives and supports deter the early learning workforce from pursuing training and education. There is strong desire for the creation of a coordinated and integrated statewide professional development system with robust linkages between professional development options and financial supports. The current landscape of professional development combined with the lack of broadly-available incentives in Washington is not sufficient to ensure high-quality early learning for all children.

**Washington State Professional Development Consortium, *Map of Work*. September 3, 2009.** Access online at:

<http://www.del.wa.gov/partnerships/development/consortium.aspx>

One page, graphic display of Map of Work mandated by HB 1943 and in response to the Early Learning Partnership between OSPI, DEL, and Thrive by Five. The Map includes an outline of the "Planning and Recommendations" stage [PDC Report of Recommendations], which will be provided to the Legislature with source documents to determine "Anticipated Outcomes Dependent on Recommendations and Funding" and justify resources to create an Integrated Professional Development System.

**Washington State Professional Development Consortium, *Fact Sheet*. 2009.** Access online at: <http://www.del.wa.gov/partnerships/development/consortium.aspx>

Provides the Vision, Mission, Goals, and Advisory Council Structure of the PDC. Mission: Build a comprehensive, integrated, cross sector system of preparation and ongoing professional development for the state's early learning and school age professionals. Structure: PDC Steering Committee Chair: Sangree Froelicher Co-Chair: Char Goodreau Core Knowledge, Qualifications, Credentials Pathways: Jackie Jainga Hyllseth and Cynthia Juarez Access and Outreach: Michelle Andreas and Agda Burchard Quality Assurance: Rachel Kim and Tenlee Bell Infrastructure, Governance and Financing: Lorrie Grevstad and Molly Boyajian Funding: Hannah Lidman.

**Washington State Professional Development Consortium, *Timeline and Work Plan*. 2009.** Access online at: <http://www.del.wa.gov/partnerships/development/consortium.aspx>

This document outlines the recommendations required by HB 1943 and the Timeline of Work. HB 1943 requires the Professional Development Consortium to create and/or make recommendations for the following:

1. Map of current professional development resources and strategies across the state.
2. Identify gaps and make recommendations for improving coordination of services.
3. Core Competencies for early learning, school age, program staff, directors and administrators.
4. Qualifications & Credentials that include standards and incentives and requirements

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5. Pathway for preparation and continuing professional development, and a plan to implement it for early learning and school-age workforce.
6. Analysis of evidence-based compensation policies that encourage and reward completion of professional development programs.
7. Creation of a comprehensive, integrated registry designed to capture information, including workforce and professional development data.

This document provides a Timeline of PDC work starting on 9/3/2009 and ending 12/1/2010 with a Final report of recommendations to the Legislature (due 12/31/10 – to be completed ahead of schedule to dovetail effectively with the state budget and pre-legislative sessions).

**Washington State Child Care Resource & Referral Network, *Establishing a Comprehensive, Integrated Professional Development System in Washington State for the Early Learning and Afterschool Workforce, February 28, 2010***

This policy brief focuses on the professional development of licensed child care providers in Washington state, including a description of trends and some of the most significant barriers facing the early learning and afterschool Workforce. There are five major areas that require strong leadership and governance for Washington state to move forward in a systemic way around establishing a comprehensive, high quality professional development system:

1. A clear vision and policy framework for defining and identifying high quality early learning and afterschool programs;
2. A clear vision and policy framework for defining school readiness for children.
3. A professional development framework that defines the core competencies and professional expectations for the Workforce and aligns them with outcomes for children;
4. An articulation of education and training standards and supports that aligns with the quality, school readiness and professional development frameworks; and
5. A technological infrastructure that integrates and tracks the professional development activities of the individuals in the Workforce around the established frameworks, core competencies and standards.

The content is organized as subheadings to the overall heading: Establishing an Operational Framework. Sub-sections include: Core Competencies, Professional Standards, Pros and Cons of Credentialing, Pros and Cons of Requiring a Degree, Pros and Cons of Degree Requirements (including an analysis of the implications on the racial and ethnic minority populations), Cost of Professional Development, Cost of Quality Care on Families and Compensation for the Workforce, Comprehensive Registry and Background on the Workforce, Quality Rating Improvement System and the Washington state Early Learning Benchmarks.

Appendix: Professional Development Policy Recommendations

1. Adopt a Statewide Quality Rating Improvement System (QRIS) framework and work towards statewide implementation of QRIS
2. Revise and Adopt Washington State Early Learning Benchmarks

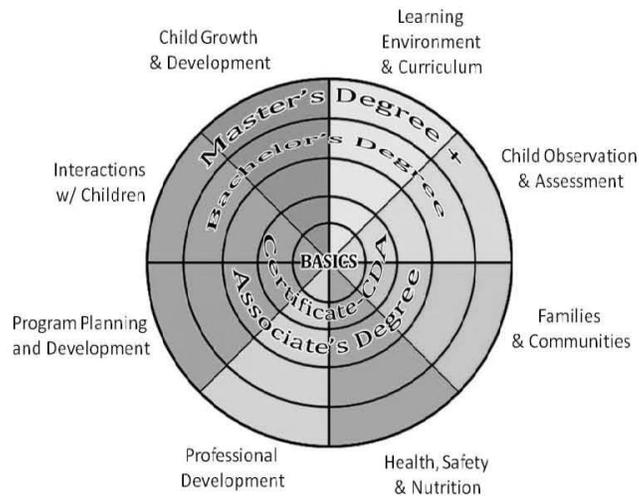
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3. Establish a Professional Development Framework that adopts statewide core competencies and professional expectations that align with QRIS and Early Learning Benchmarks
4. Establish education and training standards and supports that align with the quality vision for the Workforce and children.
5. Invest in a technological infrastructure that integrates and tracks the professional development activities of the Workforce around the established frameworks, standards and vision for Washington state.

**Washington State Professional Development Consortium’s Workgroup for Core Knowledge, Qualifications, Credentials, and Pathways Workgroup, *Washington State Education Matrix, July 2010.*** (Companion documents: WA PDC Matrix Current, PDC Matrix 5 year, and PDC Matrix 10 year).

The PDC chose to use the Missouri education matrix as a base model for the Washington State education matrix. Missouri’s matrix reflects linkages between education, career choices, pathways for career goals, and core competencies for early learning professionals. Missouri’s matrix also reflects the Washington Workgroup’s belief that professionals should be able to choose to stay within their preferred positions even as they attain higher levels of education.

The document includes core elements of the Washington State Professional Development System: Core Competencies, Alignment with Positions, Alignment with Qualifications, Credentials, and a Career Lattice (visual document). Each element is indicated by colored shading in the cells of the matrix. Included is a table summarizing the connection between competency levels and recognized benchmarks in professional development and graphics demonstrating the connection between Content Areas (8) and Content Area Mastery (5 levels).



**Washington Professional Development Consortium, Mapping and Gap Analysis Subcommittee, *Analysis and Matrix*. July 2010.**

(Companion document is the **Mapping and Gap Analysis Matrix** with the following data tabs: General Data, Statewide ECEAPHS, HS/ECEAP Slots, Tribal Care, ELLPublicSchools, 2yearColleges, P3K8 Endorsements, 4YearandGraduate, Special Needs)

This document outlines the goals and analysis of the committee as it relates to mapping and gap analysis of the professional development in Washington State's Early Care and Education field. Objectives of committee: Identify current professional development resources for early learning and afterschool professionals, Identify specific professional development resources and gaps for early learning and afterschool professions in languages other than English, Identify specific professional development resources and gaps to support early learning and afterschool professionals who serve children with special needs, Identify gaps in the professional development system.

The committee will develop:

1. A matrix that highlights by county the available professional development resources available;
2. Recommendation for addressing the resource gaps for the professional development system

The document goes on to outline workforce and education data in the field, providing a baseline for analysis. It lists the Professional Development Requirements of the Workforce. Then outlines 'What is Known About the PD System that Supports the Workforce,' including the community based training, two, and four year college training programs. The Professional Development Resources and Gaps section provides an analysis of the resources and gaps for the STARS training program, Child Development Associates (CDA) and Professional Development Training Programs, Certificate Programs, Two Year College programs, and Four-Year/Teacher Certification and Graduate Degree Granting Programs. The gap analysis continues by addressing Evidence-Based Incentives and Other Financial Resources, English Language Learners, Special Needs, Articulation of Community Based Training to Community College, and Articulation of Community and Technical College Credits to Two Year and Four Year Colleges.

Preliminary Draft Recommendations from the Committee:

- Align professional development system to core competencies and professional standards that are linked to positive child outcomes
- Establish community-based training guidelines and community-based trainer guidelines that align with the core competencies and professional standards
- Build capacity to support and develop bilingual and multi-lingual trainers/instructors, focusing on top three languages spoken in communities
- Provide sufficient financial supports/incentives to ensure access to all forms of professional development for the range of those in the workforce (e.g. entry level teacher, trainers, college instructors, technical experts in the field)
- Build over time a compensation structure to match the desired core competencies and professional standards for all early learning professionals

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- Invest in the collection of baseline and ongoing comprehensive data and analysis of the workforce to measure progress and gaps towards end goal of ensuring professionals have access to a coordinated, integrated and comprehensive professional development system of preparation and ongoing development and support.

**Core Knowledge**

1. Lidman, H., Clark C., Diamond, C., Paving the Way to Quality-Washington State's Professional Development Landscape, Economic Opportunity Institute and Service Employees International Union Local 925, 2009.
2. OPEN Initiative: Missouri's Professional Development Initiative for Early Childhood and School-Age/After-School Professionals, Missouri's Education Matrix, Online-July 2010
3. Washington State Early Learning Workforce Education Matrix, Washington State Professional Development Consortium
4. Weis, et.al., Professional Development, The Evaluation Exchange, Winter 2005/2006
5. Bueno, et.al., A Matter of Degrees: Preparing Teachers for the Pre-K Classroom, PEW Center on the States, Education Reform Series, March 2010
6. A Science-Based Framework for Early Learning Policy Using Evidence to Improve Outcomes in Learning, Behavior, and Health for Vulnerable Children, Center on the Development Child, Harvard University, August 2007.
7. Washington State Early Learning Workforce Education Matrix, Washington State Professional Development Consortium, September 2010
8. Weis, et.al., Professional Development, The Evaluation Exchange, Winter 2005/2006
9. OPEN Initiative: Missouri's Professional Development Initiative for Early Childhood and School Age/After-School Professionals, Missouri's Education Matrix, On-line 2010
10. LeMoine, S., Workforce Design: A Policy Blueprint for State Early Learning Professional Development Systems, National Association for the Education of Young Children (NAEYC), Public Policy Report, 2008.
11. Buffard, S. and Little P (2004) Promoting Quality through Professional Development: A Framework for Evaluation. Cambridge, MA: Harvard Family Research.
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13. A Science-Based Framework for Early Learning Policy Using Evidence to Improve Outcomes in Learning, Behavior, and Health for Vulnerable Children, Center on the Development Child, Harvard University, August 2007.
14. OPEN Initiative: Missouri's Professional Development Initiative for Early Childhood and School-Age/After-School Professionals, Missouri's Education Matrix, Online-July 2010
15. Elements of a Professional Development System for Early Care and Education: A Simplified Framework, National Child Care Information and Technical Assistance Center (nccic)

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16. Washington State Early Learning Workforce Education Matrix, Washington State Professional Development Consortium, September 2010
17. Pennsylvania Early Learning Keys to Quality Career Lattice, Office of Child Development and Early Learning, 2007-2008
18. Clark College Early Childhood Education Career Pathway
19. Halloway, S., Pathways Leading to Qualifications, degrees and credentials-*Draft*, July 12, 2010.
20. Andreas, M., Professional Development Process Chart, Professional Development Consortium Steering Committee, May 12, 2010.

Funding

Paving the Pathways to Quality Report:

[http://www.eoionline.org/early\\_learning/reports/PavingthePathways-Mar09.pdf](http://www.eoionline.org/early_learning/reports/PavingthePathways-Mar09.pdf)

Weber report:

[http://www.hhs.oregonstate.edu/hdfs/sites/default/files/Effective\\_Investments\\_Exec\\_Summary.pdf](http://www.hhs.oregonstate.edu/hdfs/sites/default/files/Effective_Investments_Exec_Summary.pdf)

DEL 2008 Market Rate Study:

[http://www.del.wa.gov/publications/research/docs/LicensedChildCareInWashingtonState\\_2008.pdf](http://www.del.wa.gov/publications/research/docs/LicensedChildCareInWashingtonState_2008.pdf)

Opportunity Grant Link: [http://www.sbctc.ctc.edu/college/s\\_opportunitygrants.aspx](http://www.sbctc.ctc.edu/college/s_opportunitygrants.aspx)

Scholarship Link: <http://www.childcarenet.org/providers/scholarships>

Department of Early Learning. (2008). Licensed Child Care in Washington State 2006. Olympia, WA: Author.

Walter R. McDonald & Associates (2008). Washington State 2008 Child Care Survey. Olympia, WA: DEL:

[http://www.del.wa.gov/publications/research/docs/LicensedChildCareInWashingtonState\\_2008.pdf](http://www.del.wa.gov/publications/research/docs/LicensedChildCareInWashingtonState_2008.pdf)

March 2010 Employment Security Occupational Employment and Wage Estimates:

[http://www.workforceexplorer.com/admin/uploadedPublications/10543\\_OES\\_DataBook\\_6-2010.pdf](http://www.workforceexplorer.com/admin/uploadedPublications/10543_OES_DataBook_6-2010.pdf)

Job descriptions:

<http://www.dop.wa.gov/CompClass/JobClassesSalaries/Pages/ClassifiedJoblisting-E.aspx> - ECPS 1-4 Salary Scale:

<http://www.dop.wa.gov/SiteCollectionDocuments/CompensationAndJobClasses/Salary%20Schedules/Sept08/Sept08GSGridNonRep.pdf> - bands: 30, 36, 42, and 49

Wage Ladder research findings:

Phase I: [http://www.eoionline.org/early\\_learning/more/CWL%20Phase%201%20Eval%20-%20Full.pdf](http://www.eoionline.org/early_learning/more/CWL%20Phase%201%20Eval%20-%20Full.pdf)

Phase II:

[http://www.eoionline.org/early\\_learning/more/CWL%20Phase%202%20Eval%20-%20Full.pdf](http://www.eoionline.org/early_learning/more/CWL%20Phase%202%20Eval%20-%20Full.pdf)

Post Eval:

[http://www.eoionline.org/early\\_learning/more/CWL%20Phase%202%20Eval%20-%20Full.pdf](http://www.eoionline.org/early_learning/more/CWL%20Phase%202%20Eval%20-%20Full.pdf)

NCCIC Report on Wage Incentives:

[http://www.ccw.org/storage/ccworkforce/documents/275\\_0810\\_wageincentives.doc](http://www.ccw.org/storage/ccworkforce/documents/275_0810_wageincentives.doc)



