Welcome and Introductions

- Welcome new member: Kelly Smith (Thrive Washington)
- Goals for the day
  - Refining workgroup subcommittee goals and deliverables
  - “What’s Our Why”: Explaining the work of the Workforce Council
  - Community Engagement Strategy

Ongoing Work Updates

- Book club – First Weds of every month at noon, WF Council and Early Childhood Teacher Prep Council members hold a Zoom-supported meeting discuss the *Transforming the Workforce* report.
- Legislative Session Update
- Agency Updates
  - PESB – Alex Manuel, former Deputy Director, was confirmed as the Executive Director.
  - Thrive Washington new Executive Director – Deborah Johnson
  - WSAC – Randy Spaulding has moved to the State Board of Education

Compensation Technical Workgroup Update

- Compensation Technical Workgroup: part of a Legislative requirement, with a deliverable of a recommendations report due to the Legislature and Governor on 12/1/18. The group is currently focusing on developing the parameters of this report.
  - Working on developing priority areas – mapping out means for engaging in community exchange.
  - Developing guiding principles – what is feasible? What is the growth plan? How do we scale out our approach?

Negotiated Rulemaking Update

- Working on defining “equivalencies” for those who do not have the degrees or certificates specified in the new WAC
  - Exploring the development of routes for all individuals
    - Identifying equivalent certificates/degrees
    - Creating competency assessment routes for employed early learning professionals
  - DEL is developing an Equivalencies workgroup to further define equivalencies for WAC implementation.

Explaining the Work of the Workforce Council

- Council was convened to realize the goal of providing Washington with qualified, diverse, and competitively compensated educators across all early learning settings. How do we intend to communicate?
  - How does our work influence the implementation of professional development?
  - What is the message to legislators? Providers? Program managers? Parents? Other stakeholders?
How does the council support the needs of the early childhood workforce?

Community Engagement

- Explored what it means to work on a community engagement strategy. Reviewed types of Community Engagement, a framework for identifying the levels of engagement:
  - Inform
  - Consult
  - Involve
  - Collaborate
  - Empower

- Need to make sure we work in a way that the Workforce Council resonates with communities.

- Community engagement: “the process of working collaboratively with groups of people who are affiliated by geographic proximity, special interests, or similar situations with respect to issues.”

- Information Equity:
  - As communities are more engaged, communication moves from vertical (top-down) to horizontal (collaborative)

- Who is the community affected by and influenced by our work?
  - Everyone! Families, children, workforce – need child care in order to go to work. Some examples:
    - Federal departments of education
    - Local coalitions and community groups
    - Professional trainers - state-approved trainers, Montessori, and other specialized instructors
    - Institutions of higher education – public and private
    - Childcare providers – with particular focus on English language learners
    - Business community
    - Child Care entrepreneurs (home and centers)
    - Potential students

- What is already happening in your community with which we might engage? Brainstormed some examples, including but not limited to:
  - Early Learning Coalitions – become a two-way street for collecting feedback and providing information
  - Public school districts
  - Community leaders – Individuals and grass root organizations that are trusted community leaders, who can we go to in order to further understand the local community and also disseminate information?

- How could/does/should/can the Workforce Council connect and engage?
  - Need to share accurate and timely information
  - Use community partners and DEL listservs
    - DEL listservs are powered by .gov delivery, and individuals have to subscribe to this for updates
  - Create talking points identifying the ECE Workforce Council and inviting engagement - Executive Committee is charged with coming up with a PPT template for WF Council members
Identify list of organizations for outreach and partnership

**Workgroup Work Sessions: 2018 Priorities**

**Compensation Workgroup**

- What’s the purpose of this group?
  - Defining what compensation is, improving workforce compensation
  - Communications and messaging about workforce compensation
- Compensation is not limited to pay, it includes healthcare, support, environment, professional development
- Goal: compensation = parity with K-12?
- Goals for the group
  - Support the Compensation Technical Workgroup by coordinating Workforce Council and communities’ review of the Compensation Technical Workgroup’s recommendations report
  - Conduct a strategic messaging campaign

Why?

- Engage the legislature and community-based employers to take positive action to improve workforce compensation.
- So the advocacy for increased compensation goes beyond early learning advocates.

**Career Pathways**

- Defining degree pathways for early childhood educators. Once the direct career pathway is defined, the team will look at the data, what is working, what isn’t working, and create multiple pathways.
- Goal 1: To create a visual aide or diagram to show people in the field an image of the direct pathway.
  - Include decision points.
  - Look at why people drop off the direct pathway
  - Collect data about who chooses different career pathway options.

**Standards**

- Identifying an ongoing process and underlying principles for aligning professional preparation based on high quality standards
- Definition of standards: an agreed upon set of expectations related to the degrees and knowledge that the teacher must have
  - Clarified the use of the word “standards” when talking about career pathways in higher ed institutions does not equate with legal or program requirements to be employed in the field.
- Goal 1: Group will work with DEL to insure certificate and degree verification align with established standards.
- Longer term goals:
  - Recommend NAEYC standards for degree alignment
  - Develop a process for promoting quality field experience in early childhood education
  - Explore the process for requiring all K-3 teachers to earn the ECE endorsement
  - Every institution of higher education is NAEYC accredited
Community Engagement Recap

- Need to decide on the message that is coming forward from the Council
  - One page: who we are, the big ideas/goals, three workgroups – immediate priorities and the questions we are trying to answer.
  - Five slides. Key messages. Talking points.
    - Reach out to Council members to test this.
    - Get specific feedback. Draft key questions.
- Develop strategy for increasing awareness of the council’s work, seen as a trusted resource/authority on Washington’s Early Childhood Educator workforce.

Adjourned at 3:15 PM

In Attendance

Council Members
Angela Abrams – Department of Early Learning Co-Chair
Sally Holloway – Higher Education Co-Chair
Dave Wallace – Workforce Training & Education Coordinating Board
Mugsy Schumacher – Child Care Representative
Kelly Smith – Thrive Washington
Lee Williams – State Approved Trainer
Allison Wilson – Eastern Washington University
Karen Minnich – Education Verification
Shelley Knight – ECEAP representative
Marie Keller – SEIU 925
Nick Gillon – Professional Educator Standards Board
Melissa Matczak – Yakima Valley College
Mark Bergeson – Washington Student Achievement Council
Brenda Boyd – Washington State University
Karma Hugo – Office of the Superintendent of Public Instruction

DEL Staff
Mallerie Kost – DEL
Michelle Roberts – DEL
Diana Stokes – DEL
Chelsea Thompson – DEL
Anna Batie – DEL
Nicole Lor – DEL/ECEAP Expansion
Markisha Lynch – DEL – ECEAP Data/Workforce Specialist

Public
Hilary Prentice
Gary Burris
Suzie Hanson
Michelle Myles
Sandra Nelson