**Washington Region Early Care and Education Workforce Network**

|  |
| --- |
| ***C:\Users\valerie.bockstette\Documents\1. Ongoing Projects\ECE Regional Network Facilitation\Diverse kids in circle.jpg*** |

***IMPLEMENTATION PLAN FOR COMPETENCY-BASED CAREER PATHWAYS***

**October 2016**

**TABLE OF CONTENTS**

|  |  |
| --- | --- |
| **Executive Summary** | *2* |
| **I. Context** | *3* |
| **II. Project Overview** | *4* |
| **III. 2016-2017 Implementation Activities** | *9* |
| **IV. 2016-2017 Implementation Timeline & Structure** | *12* |
| **V. Appendices** |  |
| A. Steering Committee & Core Team 2015 – August 2016 | *13* |
| B. Key events and activities since April 2015 | *14* |
| C. Stakeholders engaged in planning phase | *15* |
| D. DC, MD, VA pathway frameworks crosswalk | *16* |

**ABOUT THIS IMPLEMENTATION PLAN**

This plan was prepared by FSG through the generous support of the Washington Area Women’s Foundation and its Early Care and Education Funders Collaborative.

|  |  |
| --- | --- |
| ***FSG*** | ***Washington Area Women’s Foundation*** |
| FSG is a mission-driven consulting firm supporting leaders in creating large-scale, lasting social change. Through strategy, evaluation, and research we help many types of actors — individually and collectively — make progress against the world’s toughest problems. Our teams work across all sectors by partnering with leading foundations, businesses, nonprofits, and governments in every region of the globe.  We seek to reimagine social change by identifying ways to maximize the impact of existing resources, amplifying the work of others to help advance knowledge and practice, and inspiring change agents around the world to achieve greater impact. | Washington Area Women’s Foundation is the only public foundation dedicated to increasing resources and opportunities for women and girls in the Washington, D.C. metropolitan area. We mobilize our community to ensure that economically vulnerable women and girls in the Washington region have the resources they need to thrive.  Washington Area Women’s Foundation established the Early Care and Education Funders Collaborative in 2008, as a multi-year, multi-million dollar collective funding effort. The Collaborative is supported and directed by corporate funders and local and national foundations. |

**EXECUTIVE SUMMARY**

In April of 2015, the National Academy of Medicine and the National Research Council released a report, ***Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation***, that is both ambitious and visionary in its recommendations for how to transform the workforce and systems that serve children from birth through age 8, or third grade.

To catalyze implementation of the report’s recommendations, the National Academy led a national "**Implementation Network**" of states across the country working to implement recommendations from the report. Our Washington Region Early Care & Education Workforce Network formed as one of the initial state networks, representing different sectors in early care and education (“ECE”) as well as the geographies of Maryland (Prince George’s and Montgomery Counties), Virginia (Alexandria, Arlington, Fairfax Counties), and Washington, D.C. Our region decided to form a team based on the unique needs in our region, including better serving our multi-cultural immigrant population with high numbers of dual language learners; embracing that the ECE workforce in our region is highly transient across state lines and thus could benefit from transferable credentials and compensation levels; and counteracting the lack of connectedness to a valued profession and to peers in ECE.

Our project purpose: “**Mapping competency-based career pathways that are linked to quality and compensation and can be used across the region**” will result in two concrete, connected deliverables:

|  |  |
| --- | --- |
| **Deliverable 1:** | **Deliverable 2:** |
| **Career pathways document**   * Document based on existing ECE professional credential/knowledge/competency frameworks in our region that establishes a practical and common set of quality standards for competencies at different levels, including suggested compensation levels, that are linked to identified competencies | **Blueprint for an implementation mechanism**   * Certification/credential process that assesses and verifies competencies among the region’s ECE professionals according to the competency levels defined in the career pathways document and that establishes suggested compensation levels that correspond to the certification/credential |

In order for these deliverables to be used in practice, the region will need to create **supporting infrastructure**, for example shared services and practices related to substitutes, mentors, and/or benefits administration. This project will explore the feasibility of this kind of supporting infrastructure.

Initial feedback on this project has been gathered from dozens of ECE stakeholders in the region and overall this idea has been met with a positive response. Developing the final deliverables, ideally over the course of 12 months, will require a highly collaborative process of further engaging stakeholders in the region. Moreover, research will be conducted to better understand how to create a career pathways document that is clear and user-friendly; what the competencies should be at each level of the pathway; how the competencies can be assessed and verified by a third party; and what the cost and benefit will be of achieving compensation commensurate with demonstrated competencies.

For the thousands of dedicated ECE professionals in our region, we hope this project will result in greater awareness of where they are on the career pathway; greater ability to engage in continuous improvement of their competencies; increased compensation and compensation alignment among early education and learning settings; and greater connectedness to a valued profession and to peers. **This is in service of the ultimate outcome of this work:** **children in the region benefit from high quality early childhood experiences that foster positive learning and development**.

**I. CONTEXT**



In April of 2015, the National Academy of Medicine and the National Research Council released a report, ***Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation***, that is both ambitious and visionary in its recommendations for how to transform the workforce and the systems that serve children from birth through age 8, or third grade. There are a total of 13 recommendations (see diagram to the right) that are directed to stakeholders at federal, state, and local levels. One clear message in the report is that collaboration will be necessary to achieve successful implementation of the recommendations.

The National Academy thus led a national "Implementation Network" of states across the country working to implement recommendations from the report. Our Washington Region Early Care & Education Workforce Network formed as one of the initial state networks; the others are California, Illinois, Virginia, and Washington State. Our effort is spearheaded by a cross-sector Steering Committee (see **Appendix A** for full list of members, including those who also serve on the “Core Team” who guided the creation of this plan), representing different sectors in early care and education as well as the geographies of Maryland (Prince George’s and Montgomery Counties), Virginia (Alexandria, Arlington, Fairfax Counties), and Washington, D.C. **Appendix B** provides a timeline of events that occurred between the release of the report and the finalization of this implementation plan. We decided to form a team based on the unique needs in our region, specifically:

* The children and families in our region represent a **multi-cultural immigrant population with high numbers of dual language learners**, this in turn necessitates an early care and education (“ECE”) workforce with the competencies to ensure this population has early childhood experiences that foster positive learning and development
* The ECE workforce in our region is **highly transient across state lines** (i.e. across the District of Columbia, Maryland, and Virginia); however, credentials and compensation do not transfer, making it challenging for ECE professionals to progress on a career pathway, and be retained, recognized, and appropriately compensated by their managers
* Finally, early care and education is characterized by a diversity of roles, which are often poorly understood (and underappreciated), resulting in a **lack of connectedness to a valued profession and to peers**

Our project is grounded in **four of the recommendations** in the National Academy of Medicine report, as well as the considerations put forth in the report regarding workforce compensation and well-being:

|  |  |
| --- | --- |
| **#1** | Strengthen **competency-based qualification requirements** for all care and education professionals working with children from birth through age 8 |
| **#3** | Strengthen **practice-based qualification requirements**, including a supervised induction period, for all lead educators working with children from birth through age 8 |
| **#6** | Support the consistent **quality and coherence of professional learning supports** during ongoing practice for professionals working with children from birth through age 8 |
| **#7** | Develop a **new paradigm for evaluation and assessment of professional practice** for those who work with children from birth through age 8 |

**II. PROJECT OVERVIEW**

The overall **PURPOSE** of this project is:

***Mapping competency-based career pathways that are linked to quality and compensation and can be used across the region*.**

The planning process, creation of the career pathways document – and the document itself – will be based on the following **GUIDING PRINCIPLES**:

* Grounded in **outcomes for children**
* **Inclusive** of the various settings in which early childhood experiences take place (e.g., family child care home, community-based, and public school-based)
* **Respectful** of professionals at different levels; meeting professionals where they are and respecting their talents
* Avoid assuming a specific degree equals **competency**
* **System-wide but not top down**; built with input from diverse voices
* **Practical** – so that theory, practice and policy are linked

Moreover, it will be important to not only develop the career pathways document, but also an **IMPLEMENTATION MECHANISM**. The intent is to create a regionally-recognized verification process that assesses and verifies demonstrated competencies (i.e. shown in practice) among the region’s early care and education professionals – those in early learning and development settings in family child care homes, community-based, and public school-based – according to the competency levels defined in the career pathways document and that establishes suggested corresponding compensation levels.

This mechanism will be developed with the following **DESIGN CONSIDERATIONS**:

* Ensure **accessibility** given the constraints faced by members of the ECE workforce related to time, finances, and language ability
* **Alleviate a real need** among administrators of early care and education programs who today are burdened by having to discern the extent to which degrees and other professional development (e.g., professional workshops, courses) translate into competencies and by having to invest in additional professional development or credentials if hiring from other jurisdictions
* Implement the mechanism **outside the confines of legislative action** or regulatory change (i.e. it will initially be a voluntary mechanism)
* Design as a **regional** **prototype** that can demonstrate success and thereby result in increased up-take over time; participation of programs means they agree to adhere to the compensation levels commensurate with the verified level in the career pathways document
* Develop **public/private funding approach**
* Explore housing mechanism within **an existing organization** that supports the ECE field and/or workforce
* Draw from **lessons learned in other industries** that have similar processes (e.g., the Chartered Financial Analyst (CFA) certification process in wealth management, the Six Sigma certification process (tools and techniques for process improvement) in private industry, etc.)
* Potentially involve a **“cohort” model** so that professionals across the region and across settings can go through the competency assessment and verification process together, resulting in cross-learning and a sense of “belonging” to a valued industry
* Anticipate and proactively address **unintended consequences**

|  |
| --- |
| **SIDEBAR: SAMPLE CAREER PATHWAYS FROM OTHER INDUSTRIES**  The images below are meant to visualize what a career pathways document might encompass. It is important to note that the images below do not capture the complexity of the ECE field, nor the ability to enter from multiple points on the path. However, for those who are not familiar with career pathways tied to compensation, the samples below provide a useful mental model.  [Central Iowa Works Advanced Manufacturing CAREER PATHWAYS MAP](http://centraliowaworks.org/wp-content/uploads/2016/02/Energy-Construction-Career-Pathway-map-2015.pdf)  http://www.kirkwood.edu/images/uploaded/1228/Career%20Pathways%20Map(1).jpg |

Between February and July of 2016, the Core Team vetted the idea of this project with various stakeholder groups across our region (see **Appendix C** for a full list), reaching more than 100 practitioners in our region’s ECE field. In September of 2016, an additional 100 stakeholders were engaged in the 2016 Washington Region ECE Summit. The feedback from these key stakeholders, synthesized below, has informed this implementation plan.

**Overall, stakeholders expressed interest in and appreciation for this effort**. There was broad agreement that a career pathways document for the region is needed. Stakeholders see an opportunity to bring coherence to a wide set of concepts (credentials, competencies, pathways, compensation, professional development, aspects of licensing and accreditation related to the workforce, etc.) that exist today, but are neither aligned to each other, nor aligned across the region. Moreover, stakeholders appreciated the guiding principles related to approaching the task in a manner that recognizes work experience in addition to credentials. Finally, stakeholders are excited about the potential of this pathways document to serve as a tool for ongoing professional learning opportunities.

According to the stakeholders, ensuring the career pathways document results in tangible changes for the regional ECE field will hinge on several **SUCCESS FACTORS:**

|  |  |
| --- | --- |
| [https://d30y9cdsu7xlg0.cloudfront.net/png/327190-200.png](https://thenounproject.com/term/clipboard-list/327190) | **CLARITY**  The career pathways document needs to be simple and accessible. It must include common terminology and standards that are clear (while honoring the diversity of the region’s workforce and families). There has to be a consistent definition of quality across the region and across ECE settings. Other industries that have clear pathways (for example nursing, architecture, or mental health) should be used as a benchmark. If done right, this document has the potential to create a much needed shared language across the profession and the region. |
| [https://d30y9cdsu7xlg0.cloudfront.net/png/427296-200.png](https://thenounproject.com/term/income/427296) | **COMPENSATION**  Compensation – defined as salary, benefits, and other incentives – will be the hardest – and most crucial – element to address. Without a clear tie to compensation, the career pathways will not “stick”. This in turn will mean calculating the true economic cost (and benefit!) of supporting compensation alignment (i.e. parity in terms of matching a specific competency level and parity in terms of matching across the region) as well as potential funding sources since there is agreement that families cannot be asked to pay for this. |
| [https://d30y9cdsu7xlg0.cloudfront.net/png/22612-200.png](https://thenounproject.com/term/network/22612) | **CONNECTIONS**  Because this project will weave together many concepts (credentials, competencies, pathways, compensation, professional development, accreditation, etc.) it will be critical to engage with a wide variety of stakeholders, including:   * Parents/families who can give their input and also act as advocates * Practitioners who can ensure that what is being proposed will work in reality * Higher education representatives who can ensure that the competencies required in the career pathways match course offerings * State-level representatives who are the gatekeepers to approving professional learning opportunities and facilitators * School system representatives (including unions), especially in regions where a majority of pre-K is provided by/in public schools * Providers of licensing, QRIS and other accreditation/certification mechanisms that include workforce-related requirements * The private sector, including businesses, chambers of commerce, workforce development boards, and economic development experts |
| **SIDEBAR: DEFINITIONS OF KEY TERMS**  **Accreditation**: Accreditation is a (voluntary) standard of excellence that is awarded by an independent, third-party organization when an early education center/program proves that it continuously maintains high standards of quality. To earn accreditation, an early learning and development center/program goes through a rigorous evaluation process to ensure it meets standards of excellence that go above and beyond the state’s minimum licensing requirements. One example of an organization that operates such an accreditation system for centers/programs is the National Association for the Education of Young Children (“NAEYC”). NAEYC also offers accreditation of associate degree programs that meet Professional Preparation Standards for programs preparing early childhood educators as well as for Baccalaureate and Graduate Programs, as part of a partnership with the Council for the Accreditation of Educator Preparation (“CAEP”).  **Career pathways**: A Career Pathway is a series of structured and connected education programs and support services that enable students and professionals to advance over time to increasing levels of responsibility and seniority in a given sector. Each step on a career pathway is designed explicitly to prepare students and professionals to progress to the next level of employment and/or education. See previous Sidebar for example visualizations of career pathways.  **Compensation**: Compensation in early care and education is comprised of several elements that can contribute to a professional’s total financial remuneration. This includes a base salary/hourly wage, incentives/bonuses, benefits (incl. health, sick and vacation leave, and retirement), funding for professional development, and tax advantages.  **Competencies**: A competency is a set of defined behaviors that provide a structured guide enabling the identification, evaluation, and development of the behaviors in individual employees. Competencies could be gained from acquiring a credential, from other sources of building one’s knowledge, and from practical experience. However, credentials, knowledge and practical experience do not necessarily guarantee competency; competency relates to the ability to successfully *perform* a specific job.  **Credential**: A credential is proof of qualification, competence, or authority issued to an individual by a third party with a relevant or de facto authority or to do so. Early childhood specific examples of credentials include The Child Development Associate (CDA) Credential™, Associate’s degree in Early Childhood Education, Bachelor’s degree in Early Childhood Education, Master’s Degree in Early Childhood Education, as well as Early Childhood Education Certificates.  **Early childhood education and learning settings and programs**: Early education takes place in a variety of settings. “Formal” settings include regulated family child care homes and centers (community- and public school-based). Head Start and Early Head Start are examples of federally funded early childhood education and learning programs. For pre-K, state funded programs/funding streams in our region include: Universal pre-K program (District of Columbia); PreK Expansion Grants (Maryland); Virginia Preschool Initiative (Virginia).  **Family, friend & neighbor care** (“FFN”): FFN is “informal” (also called license-exempt) care offered by individuals who are relatives, friends, neighbors, or babysitters/nannies. FFN care is the most common form of non-parental care in the U.S., with estimates of the proportion of children with employed parents using this care ranging from one-third to over one-half. While FFN care is typically unlicensed or subject to minimal – if any – regulation, the distinction between FFN care and licensed family child care (described above) can sometimes be blurred since variation in state or county regulations may mean that care that is regulated in one state may not be regulated in another (see also “Licensing” below) based on number of children served and other factors.  **Licensing**: Licensing standards set the minimum acceptable health, safety and program standards for the legal operation of early childhood education and learning programs required to be licensed. Licensed care, or in some states, regulated care, is a baseline below which it is illegal to operate. As an example, Virginia has the categories of Licensed; Regulated Unlicensed; Approved; and Unlicensed Unregistered, all with different requirements and inspection processes.  **QRIS**: The Quality Rating and Improvement System (QRIS) is a systemic approach to assess, improve, and communicate the level of quality in early childhood and school-age care and education and learning programs. In our region, there are several systems, including: Going for the Gold (District of Columbia); Maryland EXCELS (Maryland); Virginia Star Quality Initiative (Virginia). QRIS can be mandatory for programs accepting subsidy.  **Quality**: Quality can be defined as “the degree of excellence of something.” Excellence in our context means that high-quality teaching, in high-quality settings, ultimately results in high-quality learning. These in turn have a variety of definitions and standards, many of which can be found in Accreditation and QRIS programs. | |

This project seeks the following **OUTCOMES** for key audiences:

|  |  |  |
| --- | --- | --- |
| **Audience** | | **Desired outcomes of the career pathways document** |
| **ULTIMATE BENEFICIARIES** | **Our region’s children** | * High quality early childhood experiences that foster positive learning and development |
| **PRIMARY AUDIENCES** | **ECE professionals** | * Greater awareness of where they are on the career pathway * Greater ability to engage in continuous improvement of their competencies * Increased compensation and compensation alignment among early education and learning settings * Greater connectedness to a valued profession and to peers * Increased ability to work across the region |
| **Managers of ECE professionals** | * Greater ability to recruit, retain, recognize, and compensate ECE professionals * Fewer resources spent on re-certifying staff from other jurisdictions |
| **Families** | * Greater ability to recognize, ask for, and value the competencies of those caring for and educating their children |
| **ECE Field in our Region** | * Improved connections and coherence across the ECE field * Greater reciprocity among jurisdictions * Less turnover among ECE professionals |
| **SECONDARY AUDIENCES** | **Informal care providers** (i.e. family, friend & neighbor care) | * Greater ability to engage in continuous improvement of their competencies * Greater connectedness to a valued profession and to peers * Initial steps (if desired) toward regulation |
| **Allied professionals\*** | * Greater awareness of competencies relevant for ECE professionals * Greater connectedness to a valued profession and to peers |
| **Higher education** | * Greater awareness of what competencies should be identified, taught, and observed in their degree programs |
| **PD providers** (e.g., facilitators, coaches, mentors) | * Increased awareness of what competencies should be covered in their professional learning offerings * Increased ability to serve the entire region * Increased ability to communicate to ECE professionals and their managers how their offerings can support the workforce |
| **Policymakers & regulators** | * Greater awareness of how licensing and credentialing guidelines can contribute to improving the competencies of the ECE workforce * Policy and regulatory decisions that contribute to competency-based ECE workforce development |
| **Funders** | * Greater awareness of how philanthropy can contribute to improving the competencies of the ECE workforce * Increased philanthropic support for competency-based ECE workforce development |
| **Advocates** | * Greater awareness of how policy change and public awareness can contribute to improving the competencies of the ECE workforce * Increased advocacy for competency-based ECE workforce development |

\* e.g., home visitors, early interventionists, special educators, mental health consultants, etc.

**III. 2016-2017 IMPLEMENTATION ACTIVITIES**

***Information needs***

Bringing the career pathways document and implementation mechanism to life will require gathering additional information in five areas:

|  |  |  |  |
| --- | --- | --- | --- |
| **Research Area** | | **Key Questions** | **Data Source Considerations** |
| **A** | **Career pathways document** | What should the components and format of the document be? | * Benchmarking of career pathways documents from other industries * Benchmarking of EC pathways from other states * Focus groups with EC professionals and administrators to understand what will make the document practical |
| **B** | **Competencies** | What competency frameworks do we have in the region today? | * In-depth crosswalk of frameworks in DC, VA and MD (initial crosswalk completed already as shown in **Appendix D**) – note that VA and MD have competencies, DC has knowledge in the frameworks * Add crosswalk of licensing/accreditation requirements related to workforce |
| What are the gaps in the competency frameworks? | * Page 335 of the National Academy of Medicine report has a starter list of competencies that are likely lacking * Gaps in competencies have been identified in infant & toddler, special needs, ELL/DLL, children living in poverty, trauma informed care, STEAM * “Non-negotiables” have been identified as family engagement, cultural and responsive practice, safety, and demonstration of what is developmentally appropriate |
| What can we learn from other states on these gaps? | * Benchmarking of how other states have determined and built competency levels in areas where we have gaps (for example benchmarking California around ELL/DLL) |
| **C** | **Assessment** | How are these competencies acquired today? | * Inventory of certification, higher education, and professional development programs that exist today in our region * Benchmarking of induction programs from other sectors * Inventory of how early learning settings assess competencies of staff |
|  |  | How could competencies be verified? | * Benchmarking of how other industries have created third party assessment and certification processes that have a strong practice based component * Focus groups with potential pilot participants to ensure the third party mechanism will stimulate support and uptake |
| **D** | **Compensation** | What is the “ideal” compensation for each level of the career pathways? | * Various inputs, including K-12 compensation levels; minimum and living wage considerations; value of different degree levels, especially Bachelor of Arts or Bachelor of Science or a new Bachelor of Early Childhood; salary bands in existing career pathways frameworks in the region |
| What is the compensation reality today at each level of the career pathways? | * Workforce compensation study form UC Berkeley * Local studies that have been done in our jurisdictions * Bureau of Labor Statistics, Child Care Aware, WORTHY WORK, STILL UNLIVABLE WAGES; National Survey of Early Care and Education, National Child Cate Staffing Study, Head Start compensation study |
| What is the cost and benefit of closing this gap? | * Comparing the differences between “ideal” and current reality * Economic modeling of the cost of closing the gap * Economic modeling of the benefit of closing the gap (e.g., less staff turnover, less staff dependency on public support benefits, etc.) * Studying options for closing the gap (i.e. benchmark how other localities have raised/shifted public dollars) for more ECE pay |
| **E** | **Supporting Infrastructure** | What kind of supporting infrastructure is needed? | * Beginning concepts: a shared services model so ECE providers can share the costs and benefits of select functions administered through a regional entity (e.g., retirement plans, joint pool of substitutes so that the ECE workforce can participate in professional development; a cadre of mentors to provide coaching; shared resources around family engagement, etc.) |

***Specific steps***

Implementation will have the following steps, with the following objectives and timelines:

**Step III  
Finalization  
 and Roll-Out**

**Step I  
Research  
 and Analysis**

**Step II**  
**Initial   
Draft Creation**

|  |  |  |  |
| --- | --- | --- | --- |
| **Objective of Step** | Address aforementioned information gaps and research questions related to pathways, competencies, assessment, compensation, and supporting infrastructure | Create draft of the career pathways document and implementation mechanism and vet with Steering Committee to arrive at a version ready for public sharing | Engage a wide array of stakeholders around the draft document and mechanism, finalize these, and create roll-out and communications plan to ensure uptake |
| **Timeframe** | 6-7 months | 2-3 months | 2-3 months |

***Details for each step***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Step I: Research and Analysis** | | | | | |
| **Key Activities** | | |  | **Responsibilities** | | | |
| * ***Area A:*** *What should the components and format of the document be?* Benchmark carer pathways from other industries; benchmark ECE pathways from other states; conduct focus groups with prospective users of the pathways. * ***Area B:*** *What are the competency best practices and gaps on workforce competency in our region today and how can these be aligned and augmented?* Deepen the crosswalk analysis; identify promising practices from the National Academy of Medicine report and from other states. * ***Area C*:** *How are competencies assessed today and how could they be verified in the future?* Inventory region’s PD, higher education, and certificaiton programs; benchmark induction programs; inventory competency assessment practices. * ***Area D*:** *What is the ideal compensation, what is the gap to status quo, and what is the cost/benefit to reaching the ideal?* Model the ideal based on various considerations; compare this ideal to the current compensation levels; calculate the economic costs and benefits of closing the gap; study options for funding sources. * ***Area E****: What kind of supporting infrastructure is needed?* Consult with Core Team and ECE practitioners to model out the different supports needed to provide core supports to the competency verification process. * ***Findings workshop***: organize a workshop where results of all research areas are shared with the Steering Committee | | |  | * **Research Consultants**: Conduct research areas A-D, including creating materials summarizing the findings * **Facilitation Consultants:** Prepare for and facilitate key meeting and findings workshop * **Core Team**: Provide guidance on research plan and findings; help develop model research in area E * **Steering Committee**: Participate in findings workshops * **Research Advisory Committees**: Provide feedback on the research path and input on the research findings for A-D | | | |
|  | | **Step II: Initial Draft Creation** | | | | | |
| **Key Activities** | |  | | | | **Responsibilities** | |
| * ***Engage stakeholders in findings webinar***: in order to provide all the stakeholders that have been involved to date with ongoing information, share the findings from Step I, as well as the conclusions reached in the Steering Committee findings workshop, with a broad array of stakeholders through a webinar * ***Create initial drafts****:* based on all of the findings from the prior Step and responses from the webinar, create an initial draft of the career pathways document and implementation mechanism * ***Vet drafts with Core Team***: engage Core Team in workshop to go over drafts * ***Create updated drafts***: incorporate feedback * ***Vet drafts with Steering Committee***: engage Steering Committee in workshop to review updated drafts; identify one strong concept that can be implemented within first few months * ***Finalize drafts***: Prepare drafts for broader vetting | |  | | | | * **Facilitation Consultant**:   + Create materials for webinar   + Create and update drafts   + Manage working groups   + Plan for and facilitate workshops * **Core Team**: Provide input on drafts and attend workshops * **Steering Committee**: Attend feedback workshop * **Working Groups**: Provide input on cross-cutting themes | |
|  | | **Step III: Finalization and Roll-Out** | | | | | |
| **Key Activities** | |  | | | **Responsibilities** | | |
| * ***Engage stakeholders around career pathways document and implementation mechanism*:** (Re)engage stakeholder groups with the career pathways document and implementation mechanism to gather final input * ***Vet findings with Core Team*:** engage in workshop to discuss findings and decide on final modifications to career pathways document and implementation mechanism * ***Finalize documents*:** Make final edits to documents * ***Create roll-out and communications plan:*** Develop plan for how to get the pathways document and implementation mechanism into people’s awareness and hands * ***Engage with Steering Committee*:** get final approval from the Steering Committee and sign up Steering Committee members for aspects of the roll-out and communications plan; including 2017 implemented concept | |  | | | * **Facilitation Consultant**:   + Organize stakeholder engagement   + Update pathways document and implementation mechanism   + Develop roll-out/communications plan * **Core Team**: Participate in stakeholder engagement and update process * **Steering Committee**: Sign-off on final documents as well as roll-out and communications plan | | |

**IV. 2016-2017 IMPLEMENTATION TIMELINE & STRUCTURE**

The activities laid out in the prior sector of this document will unfold over the course of 12 months as shown below, led by a multi-layered structure.

***Prospective Timeline***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **<..…2016..…>** | | | | **<……………………2017……………………>** | | | | | | | | |
| **S** | **O** | **N** | **D** | **J** | **F** | **M** | **A** | **M** | **J** | **J** | **A** | **S** |
| **STEP I: Research and Analysis** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Research Area A: Pathways |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Research Area B: Competencies crosswalk |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Research Area C: Assessment, and verification |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Research Area D: Compensation |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Research Area E: Supporting Infrastructure |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Conduct findings workshop with SC |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **STEP II: Initial Draft Creation** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Conduct webinar with broad stakeholders |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Create initial drafts |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Vet with Core Team |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Update drafts |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Vet with Steering Committee (SC) |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Finalize documents |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **STEP III: Finalization and Roll-out** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Engage stakeholders on documents |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Vet findings and final edits with Core Team |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Finalize documents |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Create roll-out and communications plan |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Engage Steering Committee on next steps |  |  |  |  |  |  |  |  |  |  |  |  |  |

***Potential Implementation Structure***

**Steering Committee**

**Core Team**

*Operational Oversight*

*Strategic Guidance*

**Facilitation Support**

**Research Support**

*Cross-cutting working groups*

*Research advisory committees*

**V. APPENDIX A | STEERING COMMITTEE & CORE TEAM 2015 - AUGUST 2016**

|  |  |
| --- | --- |
| **DC** | * **JUDY BERMAN |** *Deputy Director*, DC Appleseed * **ELIZABETH GROGINSKY\* |** *Assistant Superintendent of Early Learning*, Office of the State Superintendent of Education, Government of the District of Columbia * **RACHEL JOSEPH|** *Chief of Staff*, Office of the Deputy Mayor for Health and Human Services, Executive Office of the Mayor, Government of the District of Columbia * **BB OTERO\* |** *President*, Otero Strategy Group |
| **Maryland** | * **BARBARA ANDREWS\*|** *Administrator*, Early Childhood Services, Children, Youth and Family Services, Montgomery County Department of Health and Human Service * **JOANN BARNES |** *Chief*, Children, Youth and Family Services, Montgomery County Department of Health and Human Services * **ROLF GRAFWALLNER |** *Assistant State Superintendent*, Division of Early Childhood Development Maryland State Department of Education * **BETTY HAGER FRANCIS |** *Deputy Chief Administrative Officer for Health, Human Services and Education*, Office of the County Executive, Prince George’s County * **TEHANI COLLAZO\* |** *Education Policy Advisor*, Office of the County Executive, Prince George’s County * **JENNIFER HOFFMAN\*|** *Executive Director*, Prince George’s Child Resource Center |
| **Virginia** | * **VERA BLORE |** *Executive Director*, Fairfax Futures * **BETSI CLOSTER\* |** *School Readiness Coordinator*, Fairfax County Office for Children * **MALINDA LANGFORD\* |** *Senior Vice President of Programs*, Northern Virginia Family Service * **KATE GARVEY |** *Director*, City of Alexandria, Virginia, Department of Community and Human Services * **TAMMY MANN\* |** *President and CEO*, Campagna Center * **ANNE-MARIE TWOHIE |** *Director*, Office for Children, Fairfax County Department of Family Services |
| **Higher Education** | * **CHARLENE DUKES |** *President*, Prince George’s Community College * **BWEIKIA (KIA) STEEN\* |** *Assistant Professor*, Program Coordinator, Early Childhood Education, Trinity Washington University * **GLADYS WILLIAMS |** *Program Director*, Educational Administration, Trinity Washington University |
| **Philanthropy/ Policy** | * **CEMERE JAMES |** *Vice President of Policy*, National Black Child Development Institute * **LAUREN STILLWELL PATTERSON |** *Senior Program Officer*, Washington Area Women’s Foundation |

*\* denotes Core Team membership*

**V. APPENDIX B | KEY EVENTS AND ACTIVITIES SINCE APRIL 2015**

|  |  |
| --- | --- |
| **Phase** | **Key Events and Activities** |
| **Preparation**  ***2015 to Early 2016*** | * **April 2015** National Academy of Medicine and the National Research Council release of ***Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation****,* and host convening of national stakeholders. The discussions at that meeting confirmed the need for launching an incubation phase to design a set of plans based on the report, at the state and national levels. * **September 2015** Early Care and Education Funders Collaborative hosts a **Regional Early Care and Education Summit** * **October-Decembe**r **2015** Stakeholder interest leads to creation of **Washington Region Early Care & Education Workforce Network** * **January 2016** **FSG** selected as facilitator of the Washington Region Early Care & Education Workforce Network during the Planning Phase |
| **Planning**  ***Early to Mid-2016*** | * **February: 1st 2016 National Meeting #1** in Washington DC with core planning team from each phase one state team to officially kick-off the planning phase * **March-April 2016** Local **stakeholder engagement** to provide input into planning phase; Steering Committee meeting * **May: 2nd 2016 National Meeting #2** in Irvine, CA with core planning teams to discuss draft implementation plan * **June** Continued local stakeholder engagement to provide input on **draft implementation plan**; Steering Committee call * **July 2016 National Meeting #3** in Washington, DC with core planning teams to provide final review of implementation plan; Steering Committee meeting * **August 2016 Implementation plan finalization** in advance of launch event * **September 2016** Local **launch event** to gather feedback on plan |
| **Implementation**  ***Mid-2016 to  late 2017*** | * See **Chapters III and IV** of this document for a detailed description of steps, activities, responsibilities, and a timeline |

**V. APPENDIX C | STAKEHOLDERS ENGAGED IN PLANNING PHASE**

Between February and July of 2016, members of the Core Team engaged the following stakeholder groups to share an overview of the project and gather input on making the project a success. Key themes from these conversations are summarized in the Project Overview section of this document.

**District of Columbia**

* DC Early Learning Collaborative
* DC Head Start Association
* Howard University - Rhonda Moore
* Quality Improvement Network
* University of the District of Columbia – Dean of School of Education

**Maryland**

* Maryland Family Network
* Montgomery County Early Childhood Coordinating Council
* Montgomery County Commission on Child Care
* Montgomery County Coalition of Associations
* Reginald S. Lourie Center (Early Head Start)

**Virginia**

* Alexandria Early Care and Education Work Group (ECEW)
* Fairfax County Child Care Advisory Council
* Fairfax County Family Child Care Association Leaders
* Fairfax School Readiness Community Collaborative Council
* NVAEYC Professional Development Event
* Northern VA Community College Early Childhood Development Advisory Committee
* Virginia Professional Development summit
* Virginia State team participating in the National Academy process

**Regional/National**

* NAEYC
* Council for Professional Recognition

**V. APPENDIX D | DC, MD, VA PATHWAY FRAMEWORKS CROSSWALK**

|  |  |
| --- | --- |
| In the spring of 2016, thanks to an intern working with the Assistant Superintendent of Early Learning, Office of the State Superintendent of Education in the District of Columbia, an initial crosswalk was done to compare the existing frameworks today related to pathways, knowledge, and competencies in the District of Columbia, Maryland, and Virginia.  Specifically, the following documents were analyzed and compared:   * DC Career Guide for Early Childhood and Out of School Time Professionals * DC PD Standards and Core Knowledge Areas * Maryland Report on Developing a Master Plan on Professional Development for Teachers and Providers of Early Childhood Education (Child Care Credentialing Levels, Pathways to Careers in Early Childhood Education, Maryland Early Childhood Career Options, Early Care Teacher Requirements by Position) * VA Career Pathways for Early Childhood and Out-of-School Time Practitioners * VA Competencies for Early Childhood Professionals   This initial crosswalk confirmed that this project should not reinvent the wheel by creating new frameworks, but rather it should seek to create an overlay to the existing frameworks to create a shared language and comparability across the region. |  |
|  |