

**Training Quality Committee
Meeting Summary
March 10, 2008**

Attendees: Kim Ashley, Beverly Briggs, Kim Cardona, Lorine Day-Reynolds, Donalda Dodson, Pam Dunn, Dell Ford, Barbara Griffin, Merrily Hass, Patsy Kohout, Alison McLaughlin, Gayle McMurria-Bachik, Mary Nemmers, Dawn Norris, Sue Norton, Kathy Suebert, Sonja Svenson, Claudette Vincent, Bobbie Weber, Kim Williams.

Introduction/Review of Minutes:

Three Issue Briefs: Mentor Standards, Director and Infant/Toddler Credentials

Bobbie did not help with the Articulation project.

OLD BUSINESS

- **OCF Scholarship Information** – There is currently an advisory group working to target the scholarship dollars. Minor changes were made for the remainder of the 07-08 school year for remaining funds. Potential for changes to be made to the 09-10 proposals.
- **Training Certificates – Modes of Training:** Upon internal discussion, Center/PSU recommends that modes of learning not be added to attendee certificates. The majority of the group did not feel they understood why the Child Care Division wanted this additional information.

Action: Sonja and Dawn will bring a clear description of why Modes of Training should be included based on CCD Management Team conversation and recommendations.

- **Ad Hoc Workgroup – Mentoring, Coaching, Technical Assistance, Consultation Definitions:** The group has not met yet but will bring to the next meeting a charge of the committee. Additional members are welcomed.
- **Head Start – Program Update:** Gayle shared history on the Reauthorization of Head Start. This new Act authorizes Head Start to impact 11,325 enrollees including the Oregon Pre-K Expansion. Gayle highlighted curriculum, staff training, teacher requirements, staff qualification, eligibility changes, and collaboration.
 - The curriculum must be based on scientifically valid research and be age and developmentally appropriate.
 - All teachers must attend at least 15 hours of professional development each year (regardless of education level). The professional development shall be of high-quality, sustained and intensive and classroom-focused training.
 - Teachers who receive financial assistance for college must agree to work in Head Start for three years or pay back their assistance.
 - There is an incremental increase in the teaching requirements to phase in increased education levels.
 - Each governor needs to establish a State Advisory Council on Early Childhood Education and Care to assure collaboration and coordination among all the early childhood programs in the State. In Oregon, this is the Early Childhood Council, which is located in the Department of Education.

NEW BUSINESS

- **Ad hoc Workgroup:** Dawn shared about a group meeting to look at Registered Family Child Care licensing standards. Mary Nemmers convened a group of people to set some goals for increasing licensing standards. The group determines two goals for a smaller work group, led by Anne Rotherth researched and developed recommendations for the two goals.
 - **Goal 1:** To raise the standard of care for Oregon's children through increased annual training requirements for registered family child care providers.
Recommendation: Pre-service training presented as Overview I to include CPR, First Aid, Recognizing Child Abuse and Neglect, to be completed prior to application. Within six months of licensing, Overview II is taken. This would enable the training to be more comprehensive and useful to a new provider. In addition 4 hours is required within the first year in Human Growth & Development. Each subsequent year of licensure, 8 hours of training is required.
 - **Goal 2:** To make an annual on-site visit to all Family Child Care Providers.
Recommendation: Family Child Care Providers would receive an initial Health & Safety inspection once the application is received. At some time during the first year, an announced or unannounced monitoring visit would occur. At the time of the one year anniversary, another announced or unannounced monitoring visit would occur. At the beginning of year 3, the Provider's home will receive a renewal Health & Safety inspection. Annual monitoring visits will occur each subsequent year of licensure.

TQC members encouraged the work groups to think about an ongoing relationship when structuring the monitoring visit and look at the Child Nutrition Program to partner with during these monitoring visits.

- **Training Trends, Gaps, Levels, Availability from the CCR&R Monitoring Visits:** Claudette shared a summary of results from provider surveys from the monitoring visits. Anecdotally, hear that providers want more higher level trainings in a shorter amount of time.
 - Pam – we offer higher level trainings, but they end up getting cancelled. Most higher level classes seem to be credit classes. What we hear represent a few voices, but it isn't a critical mass (6 to 10) to offer a class. Need to figure out how to address that need.
 - Bobbie – yes, we heard from Sue Mackey that providers wanted four hour training, but they don't want 15 hours.
 - Pam – we can't get them to come for the four or six hour trainings and they are practically free. We also offer materials that are worth well more than the fee.
 - Merrily – we hear what they want, but the reality is whether they have time.
 - Alison – we are seeing a big percentage that want a different training schedule.
 - Sue – we hear they want higher level, but they aren't there yet. Still need more training at the lower level. We do every CKC at least once every year and if they miss that one training, they don't have the opportunity to take it within the needed time frame. With monitoring, we have the opportunity to modify our questions.
 - Kim – this topic ties with our training requirements discussion – we need to look how we meet training needs for providers that have been in the field for quite some time.
 - Bobbie – part of it is related to the fact that we don't have good data on how many providers there are that are in their first two years of business.
 - Sonja – we can get information on how many providers are in their first two years, by time period, out of CCRIS (Sonja will check on this).

- Bev – there is some really good information here. Providers appreciate Saturday classes. A lot that is going on in the system – we can learn a lot from this report (and subsequent ones).

ACTION: Bring final monitoring report data to TQC after data has been compiled (probably September).

Next Steps: Mary will reconvene the group to discuss next steps.

OPEN DIALOGUE FORUM

- **Provider compensation initiatives** – conversations regarding CARES or CARES-like initiative have occurred at meetings of the Commission for Child Care, Children’s Institute, Oregon Community Foundation, One Voice. Discussion seem to be pointing toward a legislative initiative in 2009. OCF is interested in increasing their investment in professional development and want to figure out a role in that arena regardless of whether an initiative passes. There is a universal sentiment that we reframe it as professional development and not as a wage supplement.
 - Discussion questions:
 - What is the balance between supporting providers who have been in the field (consider it a career) and providers that are new to the system? What are components of an initiative? Scholarships (defray costs of training and education), bonuses, navigating articulation and Oregon Registry components. Commission for Child Care would like to keep the name CARES. Children’s Institute has done some research on professional development in Oregon and a paper will come out this year. It will probably recommend a bonus program. Merrily – in conversations with providers (informal) and from the summit in Grants Pass, most support an incentive as a payout for gaining training beyond what is required for licensing. Will need to get there in order to move professional development forward. Kim – Yamhill has a program with CCIS, but are thinking about not funding it further because it isn’t flourishing. A few people that have been receiving a large amount of money – would like to have something more meaningful that reaches more providers, like a provider network. Pam – we need a long-term investment, something that won’t go away.
 - Where is the better bang for your buck – investing in long term providers or in providers new to the field? Local commissions would like to see a more immediate return on the dollars invested. Bobbie – the staff that did the outreach to providers was critical for success; showing them how to understand the Oregon Registry, understanding the processes, developing a plan, and moving forward. That is an expensive model. Pam – for FCC, it takes a lot of convincing and personal one to one contact to get them involved in professional development. Merrily – need a consistent statewide program – something that looks the same across the state rather than individualized for an SDA or a county. Mary – not looking at pilot projects again. Sue – having done CARES the longest in the state, defining long term outcomes is the key. A statewide program must have a consistent way to be implemented. Mary – does need standardization; probably would not fly if it was customized for each region of the state. Kim – wherever there is already an established CARES program (or experience) will give them a leg up; but, statewide there needs to be a great deal of technical assistance for providers. We also need to look at providers that are LEP – we do want it to be accessible to every provider in the state. Some counties have a huge minority population. Need to use a marketing strategy other than word of mouth. Most of the state will be in the

'beginning' mode. Mary – have to figure out how to define and quantify participation. Are we just talking about providers that get a bonus or even providers that are just getting on the Oregon Registry. Need to have consistent criteria, definitions and quantifying participation. Dell – if you go statewide, then you will need consistency. Legislators and private funders will want to know what they are purchasing. There might be flexibility in how it is implemented, but what is implemented needs to be consistent no matter where it is accessed. Mary – at the Gov's ECE Summit planning – CARES came up consistently. Dell – yes, CARES and Health Consultation. We do need to be strategic and thoughtful about sustainability. Sue – having a wider conversation either here or in other venues, eligibility needs to be talked about. What criteria are in place to determine who is in the pool. 20 hours a week with children in care, eliminates school age providers. Need to be thoughtful in how the criteria is developed and implemented. Mary – the small group is doing research on what other states are doing – will keep reporting back.

- Access? Donald – we do need to stress ability for LEP providers to access any compensation program put into place. Merrily – nationally, there are whole cohorts of providers that speak other languages – no English at all – that are brought through TEACH programs (Massachusetts). Dell – the need for more bi-lingual staff in the Head Start and child care system is critical, came out in the Gov's Summit planning. Needs to be a focused effort. Sue – would be helpful as we set up the criteria for CARES, that goals to beyond required training are in place. That drives people up the steps of the OR. We did it intentionally in our program – there are then thresholds to move up. It is a different way to look at training.
- What is the end goal? Even with professional development as a goal, what are the repercussions? Patsy – participation level is very important – where do we start with a provider – must link to goals. Also, links to translations, forms and ease of access to the system. Sonja – reframing as a workforce development rather than wage compensation. Professional development for a critical industry in Oregon. Kathy S – participatory action research, has been used with communities of color. Work on the development of questions to do the research – it is a public health approach. Seems that we need major employers involved.

STANDING SUBCOMMITTEES – REPORTS

- Articulation – Summit in Southern Oregon – 13 attendees who focused on three areas: getting on the Oregon Registry, addressing barriers, articulation of Oregon Registry to community college credit. Linda Flower (sp) described the relationship between the community college/community education classes. Each provider starts out with a transcript; takes community-based training and articulates into a credit for ECE coursework. Exciting partnership because any provider taking community-based training has an entry into the community college system. Jackson County had their OAEYC winter conference and there was a great deal of conversation about the Oregon Registry and continuing education. This past weekend, Merrily was at the Central Oregon OAEYC meeting and heard lots of conversation about the Oregon Registry and getting credit for college. A level of conversation that she hasn't heard in the past. OAEYC and Portland Community College are collaborating on the Professional Development Institute April 11-12. Merrily passed out a schedule for the Institute. First day is more institute, indepth training; second day is more like traditional conference training. Ready or Not – new book on leadership and policy issues. Other book (get the title). Patsy – this book is all about what we are discussing today. Taking a look at

how other professions define themselves and how we can use that information to relate to ECE education.

- Continuous Quality Improvement – No report
- Family, Friend and Neighbors – Kim – the bid for the evaluator closes on March 14. Kim Ashley will provide information on how many providers have gone through the DHS sponsored training delivered through the CCR&R system.
- Professional Development Standards – (discussion was lost on recorder) in 2008-09 will look at a School Age and Adult Education Credential.
- Professional Development Data System – needs funding for the development of the database to move forward. Currently looking at grant opportunities and alternative funding sources.
- Training Gaps – reviewed workplan today; workgroup members are on track. CCD will release a Family Child Care survey in late April or early May. Has quite a few questions on training and accessibility.
- Training Review Coordination – reported last time that we were working on In the Mix school age training. Close to finalizing the date on the TOT (some time in May).

AGENDA ITEMS FOR MAY

USDA Food Program

Three Issue Briefs

Draft charge for coaching, mentoring, consultation, technical assistance.

Popular Education

Brief History of Time

Co-Facilitator (May): Lorine Day-Reynolds

Task Master: Colette Brown

Timekeeper: Kim Cardona

Co-Facilitator (June): Pam Dunn

Task Master: Sue Norton

TimeKeeper: Patsy Kohout