

Training Quality Committee
Meeting Summary
November 13, 2006

Attendees: Bev Briggs, Colette Brown, Kim Cardona, Lorine Day-Reynolds, Pam Dunn, Colleen Dyrud, Dell Ford, Merrily Haas, Patsy Kohout, Heidi McGowan, Linda Nelson, Mary Nemmers, Jennifer Olson, Sue Norton, Kathy Seubert, Sonja Svenson.

Old Business:

Restructuring – change of dates for TQC – send out to TQC mailing list. Add that Issue Briefs should be sent to Sonja at least 10 days before the TQC meeting for formatting and distribution to TQC members.

Minutes – corrections:

Page 4 – Articulation: date for the Great Articulation Summit (GAS) is Friday, February 16, 2007.

Page 4 – Training Review: For Child Care Health & Safety manual – SIDS deaths in Certified Centers and Registered/Certified Family Child Care – providers still need this information, not parents.

Workplan:

Merrily – the workplan shows what we have been doing, but there are some areas where there has been a complete change of direction in the work. Kathy – it would be nice to capture accomplishments in addition to the work to be done. Merrily – I would like the plan to reflect not just completion, but also reflect complete changes in direction. Linda – we want the revisions to show; can accomplish this by archiving the old workplans so that the old thinking will still be available for TQC members 10 years from now. Sonja – has the original plan that TQC developed over three years ago and Bobbie kept up to date, so there is an ongoing archive.

Dell – if there are significant changes and accomplishments then we can talk about those, but the revisions were supposed to have gone to Sonja prior to November.

Articulation

Merrily – Objective 1.4 - we have come up with a different way to make that happen. We don't need to join joint boards, we are doing the work ourselves. By June, the majority of community colleges will have this issue resolved.

Objective 1.5 – doing a different kind of format for information through the R&Rs; eventually will make the website public. Activities under the objectives are changing, not the main objectives.

Professional Development Database (PDD)

Training and education data and Training Calendar are two main activities – will get changes to Sonja. Mary passed out changes to the PDD workplan.

Professional Development Standards

4.2 should be Objective 2

4.3.4 should be objective 4.2.4

There is no objective 3 – should there be?

Evaluation

need updated workplan – Donaldda had asked at the November September TQC meeting is someone could co-chair with her and get the workgroup up and running, develop a workplan.

Family, Friends and Neighbors

Kim made a commitment to update the FFN workplan prior to the January 2007 meeting.

Evaluation Report – Oregon Registry/Oregon Registry Trainer System

Patsy and Bev shared results of the evaluation of the overall professional development system via an excellent powerpoint presentation. Fast facts:

- 9875 unduplicated OR participants
- 12,933 total OR Steps awarded
- Enrollment level: 546
- Steps 1 & 2 8652
- Steps 3-6 185
- Steps 7-12 492
- Multiple entry points work well
- Degree certificate and credential plan: 369
- Automatic Child Care Division certificates 5,742
- Direct enhanced rate program applications: 1,384
- Direct registry step 1 and step 2 applications: 1,713
- Both pathways are being used for OR starting at Step 7
- 3,816 participants achieved a step increase

Questions and Answers:

Do we know why people are moving up? We know that financial incentives are increasing the desire to move up a step: Baker, Yamhill, and Lane county all have CARES or CARES-like programs and have shown a more-than-average increase in providers moving up a step. Also, some providers get hooked into the process and like the feeling of accomplishment. Additionally, participation is statewide – there are professionals from all 36 counties on the OR.

On the survey, was there a way for people who automatically were on the OR to mark that they didn't apply? The survey was sent to those Step 3 and above, so Step 1 and 2 did not receive it. The application questions were specifically for professionals that had to actually apply to the OR.

ACTION: TQC asked Patsy and Bev to present the evaluation at the December 2006, Childhood Care and Education Coordinating Committee (CCECC) meeting.

School Age follow-up:

Colleen and Linda presented information on left over issues from the final report that was submitted in June; specifically, conversations about other aspects of the TQC infrastructure and how school age activities can be integrated.

Colleen separated out the issues that did not relate to quality – issues that still need to be addressed, but are not training or quality. A chart with those issues was distributed. She felt these ideas needed to be honored because of the work done by the ad hoc workgroup and forwarded to either the Child Care Division or the CCECC and not lose them.

Dell thought we were going to be more intentional and integrated specific language regarding school age programs. Colleen – the group did not make a specific recommendation about specific language to workplans, but did feel it was pertinent that school age representation happen on all the workgroups.

Discussion centered on taking the final report to CCECC to make an informational update – piggyback with the update from Beth Unverzagt, OregonASK, to talk about the state of school age care in Oregon.

ACTION: Report and chart that has follow-up issues will be forwarded to CCECC as an informational piece.

New Business:

Early Childhood Foundations (ECF) – Dell

ECF are the early learning standards – Birth to 3 – needed to align with K-12 standards and the Head Start child outcomes framework. Timeline is October 2006 to Spring 2007. The ECF will be posted on the Oregon Department of Education (ODE) website. Ages 3-5 is complete and in the process of being posted on the website. Birth to 3 – ODE has contracted with Portland State University to work on these standards.

An implementation group has a draft which is under review. A training module is under development to integrate the foundations into what is already in place – a module similar to Child Care Health & Safety and Building Blocks: Social/Emotional Development. Bev is working on a concept module to be used not only by child care practitioners, but by ODE and other educational entities. Goal is to present the same information statewide across all early childhood education and child care entities.

ECF has funds from Oregon Commission on Children and Families (OCCF) and ODE to develop a training manual; professional looking manual for training. Focus on what children are learning in different areas of the center-based program. Do the same thing for the family child care environments – makes it real for people. Also makes it easy for teachers to talk to legislators, articulate that children really are learning science, math, reading in all activity areas of a facility.

Merrily – thought we weren't going to put so much money into manuals that would sit on a shelf, but use more interactive media such as DVDs and CDs. Dell – but we still have to develop a manual in order to get it on a CD. Merrily – the amount of dollars spent on a printed, glossy manual could be better spent on other media and actual training sessions. Bev – I don't think we landed on a decision yet.

Plan for dissemination would not be a big blast of training across the state, but integrate the training into what is already happening across the state – integrate into conferences like OAEYC.

Training Calendar:

The project is at a juncture now where a small Training Calendar workgroup – joint PDD and Training Gaps – will work on the final look and feel of the calendar. Currently, CCR&Rs are beta-testing the calendar and inputting training events. The R&Rs are discovering and giving feedback on issues like how to sort, historical record of trainings that were offered – many look, feel and functional issues.

Training Gaps and PDD will come back to TQC in January 2007 with policy issues on who can input training, who will manage the calendar, who will have administrative rights. Mary emphasized there is a need to have both the PDD and Training Gaps workgroups meet together to develop the issue brief. Policy issues need to be discussed with the full TQC membership and resolved before the calendar can go live.

Open Dialogue Forum:

Oregon Registry – incremental and radical recruitment

Discussion was sparked in the September meeting by Bobbie's comments that she had attended the National Registry Alliance conference and there was a general discussion nationwide on recruitment for state professional development registries.

Mary – the Professional Development (PD) mentors are a logical place for the recruitment conversation to take place. These staff are 'ambassadors' for the Oregon Registry in the field. Originally, monthly conference calls were scheduled between the OCCRRN Training Manager, PSU/Center staff, and the PD mentors – not sure of the status of these calls because a new Training Manager has not yet been recruited.

Linda – believes it is much easier to talk about the OR when you are on it. Find a friend and connect them to the OR – peer to peer conversations.

Kathy – clearly from the powerpoint, where there are financial incentives people are more willing to get on the OR and move up the steps.

Patsy – Brent worked with the Salem YMCA and Salem Child Development Center to encourage those directors to get their staff enrolled on the OR. These local programs are incorporating the OR into their job descriptions – merit pay is based on their movement up the Steps.

Bev – we are developing message posters, perhaps we can target these posters to center Directors, specifically, and to center Boards.

Kathy – market to parents that providers with more training provide better care, children are better prepared socially, emotionally and academically for school.

Merrily – are some of the Head Start expansion dollars (\$40 million package) going to assist with professional development? Could be an incentive to be on the OR if an increase in compensation can be tied to training. Dell – dollars will be distributed competitively – based on partnerships at the local level. Community pre-schools and other areas where wrap-around care occurs. The higher quality the facility the greater the chance of Head Start funding. Now that we are actually trying to get credit in the community college system for child care providers, this will also help assistant teachers get the education they need.

Mary – could R&Rs write into their proposals to the local Commission on Children and Families that tie compensation and scholarships to the OR. There are some local commissions that already have these types of compensation initiatives. Kim – commissions are looking at the local R&Rs for guidance on these initiatives.

Dell – what about applying for private foundation grants – Mary – we have talked to them and they really feel that compensation initiatives are a state funding responsibility. Dell – what about just incentives? Mary – might do that, but will not fund CARES.

Bev – was at NAEYC last week and the same conversation is occurring around accreditation – see the OR and accreditation as a parallel conversation that needs to dovetail together through compensation projects and quality initiatives.

Sue – when JaNell Welker was talking about child care providers needing health care, if there is a movement, one of the ways of acknowledging their professionalism is to be on the OR.

Dell – that reminds me that the Quality and Continuous Improvement Subcommittee – this could be part of their work too. Still need to have all these ideas, but have a joint conversation on quality. Bev – the whole OR conversation is about creating quality.

Dell – what about community colleges getting graduates onto the OR? Where is that? Bev – we are still working on that strategy.

Bev – make it easy for trainers to slip onto the appropriate Step on the OR when they get approved as OR trainers.

Pam – with Benton CARES, we have parents ask providers if they are on the OR? As a strategy encourage parents to ask their provider what Step they are on – a push strategy that informed parents can use to gauge quality of the provider.

Colleen – in a conversation with a parent, he talked about how wonderful his provider was and that she was doing lots of training and was on a professional development list. He didn't know it was called the OR, but the provider obviously was proud of being on the OR and was telling parents about it.

Mary – add a field in NACCRAware that shows a provider's Step on the OR. She will talk to Becky about it and see if it is doable.

Heidi – in the Quality Indicators (QI) project, we are asking providers their Step on the OR – forms now have this question. Would be a good way to link the QI with the OR, NACCRAware and other data collection systems where being on the OR is integrated.

Dell – what we are talking about is a systemic approach to using the OR across partner systems that ties the OR to compensation.

Pam – moving up on the OR should be the 'next natural step' and normalize the idea that moving up the Steps is what you do when you are a child care provider. The message should be when people come into the field of child care there is an expectation of professionalism and attaining more than the minimum training requirements.

Colette – I include a sheet on the OR with my applications for employment – staff are introduced to it from the beginning of employment. Interesting thing happened at my last position, was registering a position on iMatch and the Employment Department staffperson did not know what

the Oregon Registry was. Would be good if we could get the state employment agency in the loop on what the Oregon Registry is for.

ACTION: Prof Development Standards committee will take all these suggestions and develop a recruitment plan. Share the plan with TQC for more suggestions or ideas at the March 2007 meeting.

Bev – our committee will come up with the best ideas and bring it back to TQC. Dell – it is all of our responsibility, not just the Center – we need to integrate the OR into all the work we do. Each individual partner system needs to figure out how to integrate the OR into their work.

Patsy – the work ahead of us is to develop new tools and disseminate – what works well, what has been successful, and expand on those strategies.

Standing Subcommittee Updates

Articulation – had three workgroups, now down to one which is focusing on some specific institutional things to complete. Good news from community colleges – by our February GAS, we should have fairly dramatic progress in the number of community colleges that will accept a student on the OR at Step 7.

By next fall, any provider can transfer their OR Step 7 into any participant community college and receive college credit. No brochures available yet, writing articles for R&R newsletters, also trying to coordinate online classes so that basic required classes are offered on a rotation so that the required class is always available online if not in a classroom. If we can get the demand to build up, other colleges will come on board. People are already starting to ask – demand is getting generated.

A conference call is scheduled December 8 with Joann, Patsy, Merrily, Beth Hogeland, Sonja and Carolyn McVicker to research whether PSU could grant direct credit to providers at Step 7 on the OR that they can take to any community college for their ECE degree.

Family, Friends, and Neighbors

Kim reported that the workgroup is really moving along – OCCF brought out Toni Porter who presented at the October 31 Researchers Roundtable and worked with the FFN workgroup the next day. She helped them develop a logic model that links to the child care system. The committee will be meeting again in the next couple of weeks to develop the workplan (for TQC) and fill in next steps.

ACTION: FFN do a presentation at the January TQC on their activities – more than an update.

Professional Development Data System

Has not met; will meet in December.

Professional Development Registry Standards

Evaluation of the Oregon Registry is done; finishing up the final implementation pieces of the TQC workplan. In January 2007, moving to the next phase of marketing, expansion, strategies to take the brainstorming from today into action. Workgroup is also changing its schedule to meet the opposite month from TQC. January – will rekindle our membership and reinspire

members to move forward with our work. Will make an active effort to recruit school age practitioners interested in professional development issues.

Training Gaps

Continues to meet every month. In addition to working on the Training Calendar, in the spirit of celebration:

- completed work in getting training into languages other than English
- still working on multiple languages for First Aid/CPR.
- Just learned today that the up and coming language in Multnomah county is Arabic – Somali is also increasing. Kim suggested that Michigan would be a good contact because the Dept of Education has developed many materials in Arabic.

Training Review Coordination

Has not met for some time. Meeting schedule depends on the new OCCRRN Training Manager who will co-facilitate with Joann Contini. PITC materials are currently being formatted. Workgroup is research new names (other than First by Five) for the new infant/toddler curriculum. Current suggestion is Bright Beginnings; Infant/Toddler Training. Merrily suggested the workgroup check on the name being copyrighted. Also, many child care providers have that name for their business. PITC is all Set One training. There are four modules – some have more lessons than others – 20 to 23 sessions. Do trainers have to do the Training-of-Trainers session to teach the new modules. Bev – we do need to refresh, but not necessarily a TOT.

Early Childhood Assessments – Jennifer Olson

Jennifer Olson is the Director of Early Childhood Services at the Oregon Department of Education. State performance plan – required as part of IDEA. ODE was asked to do a six-year plan on indicators. 14 Part A and 18 Part B – very prescriptive by the federal DOE. Required to have an action plan around each of the indicators and move toward implementation in the next six years.

Natural Environments For Birth To Three – increase the number of infants/toddlers referred to special education.

Public Awareness – Jennifer showed examples from other states; placemats like those used in McDonald's provide information on stages of child development milestones and contact information if the parent has questions or concerns about their child's development. Do have a budget for public information development. Jennifer asked for information on where TQC members have seen information locally that would connect families to resources.

Brochure – comments back were that it was boring – but they are now available again with updated numbers.

Linda – it would be good if it was on the ODE website – we could put it on the OCCRRN, Center/PSU, and CCD websites with a PDF file.

Next Meeting: January 8, 2007

- **Training Calendar Issue Brief**

