

**Training Quality Committee  
Meeting Summary  
September 8, 2008**

**Attendees:** Kim Ashley, Colette Brown, Lorine Day-Reynolds, Pam Deardorff, Donalda Dodson, Pam Everitt, Merrily Haas, Jan Hull (Easter Seals), Patsy Kohout, Heidi McGowan, Tammy Marino, Linda Nelson, Dawn Norris, Maryann Smith (Dept of Education), Sonja Svenson, Beth Unverzagt, Rosetta Wangerin, Bobbie Weber, Kim Williams.

**Meeting Summary Corrections for June 9, 2008** - None

**ANNOUNCEMENTS:**

- Pam Deardorff is the new director at the Center for Career Development in Early Childhood Care and Education at Portland State University.
- Inclusive child care database is on: [www.disabilitycompass.org](http://www.disabilitycompass.org)
- OAEYC Fall Conference: October 10 and 11; one track in Spanish. Several Oregon Registry Set 2 sessions approved (12 to 14 sessions). All the conference information is on the website at: [www.oaeyc.org](http://www.oaeyc.org)
- OregonASK: training calendar for 21stCLCC is now live; access from [www.oregonask.org](http://www.oregonask.org). Have a new part-time office staffperson to assist with the increasing number of calls regarding after school programs; office hours Mon-Fri, 9 to 1.
- Researcher's Roundtable is October 1, 2008 from 10 to 3:30, McMennamin's at Troutdale. The focus will be on professional development.
- Pam Everitt: will have nine schools this year that are involved in the Teen Parent program. Working on a rubric for the schools to identify quality improvements. Will start using the tool on November 1.
- Lane Community College has been working with a group on getting child care providers more involved in the pathway to for-credit classwork..
- Commission for Child Care is finalizing recommendations on the definition/criteria for school age exempt care. Last public forum on this topic is September 16 in Pendleton; also doing a focus group with licensing specialists on this topic. Moving forward and hopefully will have changes approved in the 2009 legislative session.

**OLD BUSINESS**

- **USDA Food Program** – Lynne Reinoso was not available for her presentation.
- **Mode of training on certificates** – Child Care Division would like the mode of training to be added to training certificates. OCCD discussed this issue at Professional Development Standards, as it has been discussed many times at TQC. Three types of training: classroom, distanced learning (self-study, view and reflect), hybrids. There is a tricky concept in distance learning that is called 'hybrid' training that is a combination of classroom and online. OCCD believes this change would involve the reissuing of thousands of certificates. Propose that all distance learning and hybrid be designated as 'distance learning' and 'assume' that all others are classroom. After extensive discussion, members decided to move further discussion on this topic to the development and implementation of

the Training and Education Warehouse project. Staff from CCD will identify the problems encountered with current certificates. A field will be designated in the database which will identify the mode of training.

## NEW BUSINESS

- **Literature Review on Professional Development** – the Oregon Community Foundation contracted with Oregon State University, Family Policy Program to do this work. Bobbie is still editing and the reviewers have the information to complete the report for submission to OCF. No plan for printing at this point. However, we shouldn't really look at this review as only a report for OCF, but for the broader field. This report may be of interest to national groups.

What is being challenged is 'did the Bachelors cause the good things' or was it a combination of several factors. For years, professionals in the early childhood education field have found an association between a Bachelors degree and classroom outcomes. Through this review, Bobbie has now found that the outcomes are not causal – meaning there is no evidence that just having a Bachelors degree in Early Childhood Education is the reason that behaviors or practices change in child care settings. It appears that any Bachelors degree may have an impact – and sometimes the ECE Bachelors created outcomes that were worse.

The review will go on the Oregon Family Policy website, but it is 52 pages of hard reading. Donald – when this goes out, we need to be careful how we message this. We have had this struggle in Head Start, to what extent do teachers in the program have to have degrees? We need to be able to respond to this research in a responsible way. Bobbie – more important to me is what we do as a partnership in Oregon – what training do we want to invest in – what really has value. Training that changes behavior has to be intensive, individualized, over a period of time. Merrily – training that has a mentor built into it. Bobbie – it also says that it has to be highly focused and the mentor has to be highly trained; can't be someone that just wants to do it. This review has lots of ramifications for what we do around training; a hard conversation because before we have it, we need to digest the research. Donald – some of the social marketing principles – we are pushing for credentialing and higher qualifications for staff. Bobbie – need to understand that this isn't research that Oregon has done, this is a literature review of research that has already been published.

- **Afterwords, In the Mix, and other school age training** – Bev – OCCD has engaged in a larger conversation about school age training. We do have standardized training for school age staff; In the Mix was rolled out in May with 20 school age trainers. It included 14 clock hours of training and could be offered in a cohort, sequential, or as distinct sessions. Anecdotal info from one of the school age trainer that attended the TOT – at a current session, half the attendees were child care providers and half were after school programs. The participants like it so much that they attended the second and third sessions. There is a huge thirst out there for school age training.

Afterwords was reformatted last spring to be delivered by a single trainer as it was originally designed to be a team training with a school age specialist and librarian. It didn't work with the dual trainer concept because librarians were not that plentiful or were not willing to train at night. Mary Kay Dahlgren worked on the original curriculum and assisted with the redesign. Trainers had to agree to have a library card, use library materials; could invite a librarian if available.

Training three new trainers this week to do the training solo; three different types of trainers with different skill levels as a pilot. If the new format works, then a full TOT will be offered next spring with an additional 20 school age trainers. The sites have been selected for the training – one through the R&R system, one through 21stCLCC, and one through a yet to be selected entity. 20 hours of curriculum.

Rosetta – we are working very hard in Woodburn on some literacy issues. Would be a good site for training of this type – we have 70+ percent of Hispanic students; would be good to have literacy training in English for these school age students.

Linda – many of my school age programs have good relationships with their schools. If they already have good connections to school libraries, is the training adaptable? Yes. Linda – the challenge was getting the public librarian, but if school librarians can do this training, that would be a good option.

Rosetta – Marion, Polk and Yamhill also have access to the Chemeketa library.

Bev – we also have on the drawing board, Building Blocks: Social Emotional Development/ School Age. Not sure when that will be available.

Lorine – we also have Opening Doors for School Age Inclusion which is available in English and Spanish. 8 hours of curriculum.

Beth – we get random phone calls every day asking for school age training. The need is great, but most of the staff have ECE training and are trying to adapt ECE activities for school age children. There is a huge amount of work to be done to connect school age staff to age appropriate training. Tammy has been out visiting school age programs and has gathered training needs information. She has also adapted a self-assessment tool for the 21stCLCC programs. OregonASK is looking for opportunities to blend the ECE and school age professional development systems for seamless transition of children from ECE to school age facilities.

Tammy – looking forward to working with the ‘education’ world and moving training developed in the ‘child care’ world to that arena. This means getting both elementary and middle school staff interested in school age training for after school programs. We also have the Opening Doors training on our agenda for 111 21stCLCC sites. Linda – it is good to know that training is available to school based/school operated programs because I don’t monitor those programs as they are exempt from licensing.

## **OPEN FORUM DISCUSSION**

- **Pre school and school age credentials** – NCCIC framework. As we look at the formation of our professional development system, credentials are part of the framework. The first two credentials (Infant/Toddler and Director’s) were discussed extensively at TQC and approved by CCECC.

Patsy attended the National Registry Alliance Conference last summer and discussed the topic of credentials, the NCCIC framework, and had a good conversation with Billie Young (Oregon's NCCIC technical assistant). When talking to staff from other states regarding the components of their credentials – they said have your training component established first! We had that component for both the I/T and Director's credentials, which helped to move them toward approval quickly.

Bev – discussing our workplan with CCD, we had planned to do pre-school and adult education credentials. We decided to move forward with the pre-school and replace the adult education with a school age credential. Much of the training in the CCR&R system and in community college ECE divisions focus on pre-school. Linda – after reflecting on what Bobbie had to say about more intensive training, I am not sure that the 1 to 2 to 2 ½ hour training really gets to the behavior change that we want to see.

Bobbie – would like to hear more about who needs a credential, what do they need it for, and how does it fit our professional development vision. The I/T and Director's made sense to me, not sure about school age. Beth – there is curriculum nationwide for school age, but not in Oregon. There is a constant influx of people in the school age arena, just like in family child care. School age practitioners need the same types of basic training and same compensation initiatives that tie training to steps on the Oregon Registry. I can't tell you quantitatively how many people need this training, but I do know there is a high rate of turnover. Linda – does NAA have a training requirement in their accreditation? Bev – they do have a training and education requirement as part of accreditation. Beth – but NAA has turned over that accreditation component over to COA.

Bobbie – where is the need in Oregon? How does a school age credential fill a gap? Linda - if we have a high experience level, it might qualify someone as a teacher in a center with a school age program. Patsy – with the Oregon Registry, a teacher is step 8, lead teacher is 8.5, and director at a 9. With a pre-school credential, we would have to fill a gap that is not filled with a CDA. How is it different than a CDA. Bev – our credential comes in at step 6. CDA comes in at step 7 – it was important for us that we not duplicate the CDA with the I/T credential.

Lorine – what I hear that there is a bigger need for school age training to support the school age credential. Why not step back on the pre-school credential and put more effort into school age curriculum and the school age credential. Donalda – parent education also needs to be a component.

Sue – we can drive training to what we need – we need to think about how we get people interested first and there is no reason that we can't work toward training that is cost effective and meets needs. After working with college coursework, as OCCD works on curriculum, think about how that coursework can be articulated into college credit. How can we articulate 60 hours of training into college credit – look at content. Not sure how well our current training modules can do that – the transition isn't smooth. High schools have a done a good job of really looking at content, so we need to look at content in child care training too.

Bobbie – these pieces are all linked. As long as licensing takes 300 one hour sessions as the same thing as 10 of 30 hours of training, we are committing suicide. You can't fix one part and ignore the other parts. We have to look at what we are doing at a high enough level that we can shape our work. Articulation could be one of them; none of this is new thought and it is doable. It feels like

we are ready to look a higher level look in system design. Regulation has to change if we want to 'get there.' Six hours of "I read a book and now I am going to tell you what I read", what does that get us for changing practices or behavior. First, we have to know what we want and we will be 90 percent there. We need to have that conversation.

Linda – with family child care we have a start – we immediately link them to the Oregon Registry – but then we let them off the hook with minimal training requirements.

Merrily – I think the pre-school one really needs to be deferred because we aren't sure where it fits. Question what meaning it will have or whether a provider will qualify for a job. I don't see the pre-school credential making a difference for the Child Care Division. The school age one, although we don't have all the curriculum in place, it would be nice if we could work on it and have the credential in place ready to go.

Bev – okay we have received your input and we will work with the Child Care Division on changing our workplan and moving forward on the school age credential.

Bobbie – I am not sure where the professional development system conversation should occur. Sonja – I don't think TQC is where it should happen because we are just the training/quality component. Rosetta – Tom thinks most of the work should occur in the committees. Bobbie - this should have more players at the table – Oregon University System, community college system, licensing (not just a licensing specialist) but someone from the licensing system.

Linda – how did this topic come to us? How did it get put on the agenda? Sonja – we talked about the vision for professional development at the June TQC meeting. I added it to the September TQC agenda. We will have to start working on the CCDF State Plan in January; plus, we have the Progress and Accountability Tracking Tool (PATT). How do we connect the work we do in the field to the state plan and continue to make it relevant – the state plan includes multiple systems and how do we connect the local commissions on children and families to the child care system. I get many requests for child care program funding. My frustration is that \$3.8 million in CCDF is distributed to the state and local commissions to be spent on child care so there is money for child care out there. Start talking to your local commission, attend their meetings, be a squeaky wheel about child care issues and needs. There are some CCR&Rs that have good relationships with the commissions in the SDAs and they are getting funding for training, health consultation, and other programs – seems to be working well. But those R&Rs are an anomaly – not even half of them get local commission funding. How do we insert the child care system into the local commission planning systems. Where do we start that conversation? We also find that much of the CCDF funding isn't even funding quality or increasing supply, and in some cases, funding projects that aren't even related to child care.

Lorine – could this group come up with the questions that need to be addressed at a higher level? We could develop that piece of the decision-making process and move it up to the higher level. We can inform the development of the framework.

Bobbie - the other piece that is floating in my head is the Higher Education Act, which includes a professional development planning piece – it is just a law, not appropriations. We should follow

that legislation because it is what we want. Sonja - there is a significant piece on professional development piece for child care providers. Bobbie – governor’s pay attention to legislation like this even without a funding appropriation. If we could get clear on what issues we see, the gaps, and the issues we see that need to be addressed and all the barriers and move that forward.....

Merrily – we have lots of projects coming together – with the database, we need to design something that is flexible and adjusts to our needs, collects the data we want for a changing system. The literature review that Bobbie is doing, the paper that David Mandell published, some of these bigger issue discussions plus the discussion in higher education on professional development... we need to have a conversation with higher ed, community colleges, and other training systems on this really big picture. We are the working with the players that make things work, but we aren’t working on the philosophical issues. Bobbie – we can’t fix the fact that prof/tech credits aren’t transferable to the four year schools, but we are the only ones that understand the issues at the child level. We know the issues, but we don’t have the authority to make the needed changes.

Rosetta – this needs to be elevated to the CCECC and ask Tom ‘where does this need to go.’  
Donalda – I think there is a place for it to go and that is the Early Childhood Council which is chaired by Pat Pitman. Rosetta – but that isn’t a decision-making level. Donalda – but there is a whole hierarchy of how issues are supposed to play out. Bobbie – it sounds a little too bureaucratic for us. I don’t think we have all the questions and issues articulated yet. Lorine – we need to articulate the issues and questions – it may be as simple as looking back at the meeting summaries and identifying the issues. Heidi – why don’t we use the Logic Model and the PATT because they have identified the gaps in the system. Dawn – we are going to update the PATT and take it to CCECC in December. Let’s use the tools we have already developed.

Heidi – let’s step back – we have identified barriers and gaps. Is this the guidance for this committee and other committees to do the work. Bobbie – for the R&Rs, the reason they do the things they do and why they do is because we have asked them to do it that way. We now have questions on whether the short training is effective, do we want them to keep delivering it that way? We should develop the questions. Bobbie – the reason for the Logic Model was to create a vision and see that everyone in the system had a piece and no one partner could do everything by themselves. That was the motivating force so we could see how we were inter-related and inter-dependent. Sonja – we developed the PATT to connect the Logic Model to the CCDF State Plan. We used the Logic Model as a start on a strategic plan for the child care system. We don’t have to start from scratch.

Rosetta – we have come a long, long way since we developed the Logic Model. We need to ensure that the higher level conversation on professional development includes people from this table who understand the issues. Linda – how does the compensation for being a child care provider fits into this conversation. We can build a beautiful system, but will child care providers stay in the field if they only make minimum wage. Bobbie – the gap is in the Logic Model and PATT, we gave ourselves a 1 in Oregon.

Sonja – I think we have already articulated the issues and they are in the Logic Model and the PATT. We have already done the work that Lorine has emphasized, but we do need to go back the TQC meeting summaries as she suggested. If we create a more simple document, it goes to CCECC and

then to the Early Childhood Council. Heidi – and then what?? We plan so much, have so much paper, but let's keep that question in front of us. I struggle with the whole 'plan to plan' – it needs to do something, what's our purpose?

### **ACTION:**

1. Bobbie will pull the Systems Accountability workgroup together and anyone that wants to be a part of that workgroup.
2. Identify actions to be taken and create recommendations document.
3. Bring to TQC for discussion, modification, and approval to move forward recommendations.
4. Take it to CCECC, where it will be discussed, modified if necessary, and approved.
5. Tom will take it to the Early Childhood Council, emphasize the document is historical planning information that started back in 2003. Back it up with the CCDF federal regulations (and the Higher Education Act if applicable).
6. Make sure that it does not die at the Early Childhood Council and is moved forward. We ultimately want these issues brought to the Governor's attention.

Rosetta – this can be a guiding document for the Commission for Child Care. Lorine – we can also use this document to push forward an agenda that may increase funding for child care. Rosetta – we can also use it for the local commissions on children and families as guidance for child care planning purposes. Lorine – and say it over and over and over again. It is important that they be at our table too.

- Workplans – there will not be time to make decisions or discuss workplans as that will be a November discussion item. Good lead-in to the workgroup updates.

### **WORKGROUP UPDATES**

- **Articulation** – we didn't get quite as much done as anticipated; only two summits were done. Well more than half of the community colleges now accept Step 7 of the Oregon Registry and/or a CDA for community college credit. Some of the community colleges are accepting students from out of area for their online ECE programs. The other articulation we continue to work on is articulation from community college training to four year colleges/university.
- **Continuous Quality Improvement** – no report.
- **Family, Friends, and Neighbors** – Heidi facilitated a half-day work session with the work group. Affirmed the priorities and elements. The elements were put under the state priorities in our workplan; next meeting is September 10 and still meets monthly. The question at this point is where to find funds for the toolkits that we provide to family, friends and neighbors. The State Commission on Children and Families has not made a commitment for future funding of the toolkits. Bobbie – who makes the decision on how that money is spent at OCCF? What are the requirements? Sonja – they must spend 20 percent on infant/toddler projects; the rest must be spent on quality improvement. So they get to decide how it is spent? Yes. Heidi – a recommendation could be taken to CCECC and forwarded to the OCCF – it is a great strategy to show commitment and support for this initiative in a coordinated manner. This is a strategy with clarity. The toolkits came out as a top priority of the FFN workgroup. Merrily – part of the report to the CCECC could be that OCCF use CCDF to fund the toolkits because it was a priority for the FFN workgroup that is co-chaired by the OCCF.

- Professional Development Standards – (second page of their workplan is missing). 4.1.1. is always on our workplan as issues come up. It is a flexible, ever changing component. The X's move around as priorities change. 4.1.2 is next steps on the core body of knowledge and infuse the youth development piece. Next year we will look at the steps document of the Oregon Registry; not changing the steps but may take the opportunity to make some adjustments.
- Professional Development Data System – Dawn is doing research on build/or buy. The Planning and Process group meets later in September with a package of information. As individual workgroups and their workplans are developed, it will be important at TQC to talk about the imbedded elements of the database.
- Training Gaps – Discussed the workplan in depth at an earlier meeting in the a.m. Will be changing terminology in some of the objectives. We will be analyzing quite a bit of data to really look at gaps in training availability and accessibility especially by core knowledge categories, sets, and age groups. Continue to pay attention to training in alternative formats and 'essential' languages.
- Training Review Coordination – most of the work is done by ad hoc workgroups convened with experts on a particular curriculum. Will be looking at a review and possible revision of CCHS. Also moving toward the development of BBSED:School Age. RRCAN (publication 9061) is being revised by DHS – this has significant implications for RRCAN trainers, training, and self-studies. CCD may assist with the cost of translations on these documents.

### **November 2008 Agenda**

PATT – Systems Accountability Committee will share issues / recommendations document

TQC workgroup / workplans

USDA Food program – update from Lynn Reinoso

TQC subcommittee workplan discussion

November Co-facilitator – Kim Cardona

Task Master:

Time Keeper: