

## Training / Quality Workplan – Revised November 2008

<b>1. ARTICULATION Subcommittee</b>		<b>CONVENOR: Merrily Haas, Sonja Svenson</b>				
<b>Purpose Statement: Promote the articulation of community-based, high school, and community college childhood education coursework which will lead to a certificate, credential, two or four year degree.</b>						
<b>Ad hoc workgroups: Statewide Two-year Early Childhood Education Degree Project</b>						
<b>Activities</b>	<b>Responsible Org/Person</b>	<b>Product / Output</b>	<b>Due or Review Date</b>			
1.1. Objective 1: Barriers to articulation are identified.			2008	2009		
			OND	JFM	APJ JAS	
1.1.3 To facilitate a discussion among the four-year colleges and universities to determine which community college classes transfer as program requirements vs. electives.	Articulation Workgroup in collaboration with 4 year colleges/universities	Begin discussion, gather current status data, invite 4 yr programs to Summit 2009. Identify issues and barriers	X	X	X ⇒	
1.2 Objective 2: Strategies to address barriers to articulation are developed and models shared.			2008	2009		
			OND	JFM	AMJ JAS	
1.2.1 Develop a statewide program in childhood care and education that: <ul style="list-style-type: none"> <li>• Awards short-term certificates and an AA degrees</li> <li>• Transcripts credits for prior learning</li> <li>• Develops classes that can be accessed via distance strategies</li> <li>• Aligns with the steps on the Oregon Registry</li> </ul>	Child Care Division  Workgroups representing community colleges, Head Start, CCR&Rs, OCCDCCE, providers  OAEYC Articulation Summit in 2009	<b>PROGRAM IN PLACE</b> <b>Summit and conference calls to reinforce action and forward movement</b>	O	O	O	⇒
1.3 Objective 3: Articulation agreements are in place.			2008	2009		
			OND	JFM	AMJ JAS	
1.3.1 Request copies of articulation agreements between high schools and community colleges and between community colleges and four-year schools for early childhood education coursework.	Articulation Work Group  Child Care Division	Web-based documentation of articulation agreements, updated annually each Fall. (Still need high school to CC and CC to 4 year information.)	Step 7/CD A to CC X	HS to CC X	CC to 4 yr X	
1.4 Objective 4: Credit for life experience (including non-credit bearing training) opportunities are available throughout the state.			2008	2009		
			OND	JFM	AMJ JAS	

1.4.1 Appoint a member of the workgroup to serve as liaison to the Joint Board's Articulation subcommittee on Credit for Prior Learning.	Workgroup liaison selected	Annual report to TQC		X		
1.5 Objective 5: Information			2008	2009		
			OND	JFM	AMJ	JAS
1.5.2 Develop website that helps members of the childhood care and education workforce gain information on articulated professional development opportunities.	Child Care Division with support from OCCRRN, OCCDCCE, OAEYC and others	Maintain articulation information on CCD website with links from CCR&R Network, OCCDCCE, OAEYC and others. Colleges provide updates at least twice each year to CCD for WEBSITE.	X		X	
1.5.3 Disseminate information about the website through newsletters and CCR&R consultants.	OCCRRN	Information in R&R newsletters. Mentors and Consultants able to share information. "Take Your Experience to College" brochures available.	O	O	O	O
1.6 Objective 6: Articulation efforts are funded.			2008	2009		
			OND	JFM	AMJ	JAS
1.6.1 Identify a list of funding sources that could be used for the development of articulation and other collaborative efforts designed to support workforce efforts.	Child Care Division	List of funding sources  Funding for 1.2 has been found; funding for other efforts will be completed in 4th quarter 2008.	X			

<b>2. CONTINUOUS IMPROVEMENT / EVALUATION</b> <b>(Includes diversity, inclusion, communication)</b>	
<b>Purpose Statement: Promote continuous improvement of the programs and projects funded with child care and development funds through the development of inclusion and diversity guidelines; ensure that guidelines are used. Evaluate the work of the Training Quality Committee workgroups to ensure that inclusion and diversity are present in all projects and programs; ensure communication of guidelines occurs.</b>	

Workplan has not been developed.

<b>3. FAMILY, FRIENDS AND NEIGHBORS</b>			<b>CONVENOR: Rosetta Wangerin. Kim Cardona</b>			
<b>Purpose Statement: Family, friend and neighbors provide a substantial part of the non-parental care for children in Oregon: Our purpose is to 1) foster understanding of the size and characteristics of the family, friend and neighbor care providers and its role in the child care continuum in Oregon and 2) provide leadership on the development of strategies to meet the multiple needs of children and providers in these informal care settings.</b>						
<b>Ad hoc workgroups: Communication Workgroup</b>						
Activities	Responsible Org/Person	Product / Output	Due or Review Date			
			2008		2009	
			JAS	OND	JFM	AMJ
<b>Child Care is Safe &amp; Healthy</b>						
<b>3.1.1 Work with Oregon Child Care Commission (OCCC) and Commission on Children and Families on Public Campaign and PSA</b>	FFN Workgroup, Kim C. (Dell Ford, Heidi McGowan)				X	
<b>3.1.2 Develop brochure for FFN providers on training &amp; resources available.</b> <ul style="list-style-type: none"> <li>• Identify content</li> <li>• Identify agency who can support</li> </ul>	FFN Workgroup subcommittee, Elizabeth Regalado consult with (Kim Ashley, Dianna Pickett, Pam Deardorf)	Create a brochure to communicate with FFN on available resources and training  Resource list of where providers can get cheap and free safety products and training			X	X
<b>3.1.3 Develop a distribution plan for brochures</b>	FFN Workgroup subcommittee	Communication through PSA, etc				X
<b>3.1.4 Low-cost resources (car seats; smoke alarm, other)</b> <ul style="list-style-type: none"> <li>• Home Depot</li> <li>• ODOT</li> </ul>	FFN Workgroup work with ODOT Safety committee and Dianna Pickett				X	

<b>Children Experience High Quality Child Care</b>						
3.2.1	Develop FFN resource matrix (FFN workgroup clarify matrix content)	FFN Chair	Specific matrix content		X	
3.2.2	Determine ways to identify children with special needs	Dawn Norris, Kim Ashley (work with ICC, Terry Buttler, Pam Deardorf)	Formal Plan how to work with care givers that have concerns about the children they are caring for.			X
3.2.3	Develop resources which are targeted for use by the FFN Child Care Providers A. Develop School Age Content. B. Develop Special Needs content  C. Develop Infant Toddler content  D. Distribute Hand washing and diapering posters. E. Develop Phone & resource tool	A. FFN Workgroup (Beth Unverzagt) B. FFN Workgroup (Lorine, Pam Deardorf, Beth U.) C. FFN Workgroup (Rhonda P, Abby S, Patsy or Bev) D-E. FFN Workgroup (Dianna Pickett, Kim Ashley)		C		X
3.2.4	<b>Develop Group activities for FFN care giver/child providers that incorporate Social Networking and learning opportunities</b>	Abby Solomon, Rhonda Prodzinski (HS Association?)				
3.2.5	Low cost training targeted for FFN care giver/child provider					
3.2.6	<b>Expand outreach to FFN beyond DHS with tool kit</b>	Elana Emlen lead (Abby Solomon, Rhonda Prodzinski, HS Association)	Expansion plan for working with non-DHS FFN			X
3.2.7	Develop/advocate for funding to support increase FFN training material (tool kit) used with R&R	FFN Workgroup	Funds to sustain kits. Funds to expand to non-DHS.			X F ⇒

3.2.8 Partner with HS and DHS outreach to sibling FFN to train on Child Care (CC) <ul style="list-style-type: none"> <li>• Web site</li> <li>• Brochure</li> </ul>						<b>F</b> ⇓
<b>Child Care is Affordable for All Families</b>						
3.3.1 Support the 2009 – 2011 DHS POP <ul style="list-style-type: none"> <li>• Adjust ERDC Income Eligibility standard</li> <li>• Update ERDC minimum based on the 2008 Market Rate</li> <li>• Expand ERDC Eligibility to 12-year old children</li> <li>• Mandate Orientation for License-Exempt FFN providers</li> </ul>	One Voice	Encourage One Voice include in legislative priorities		O		
3.3.2 Agencies and partners use DHS Flyers to promote ERDC to FFN & Families	Rhonda Prodzinski		O			
<b>Oregon’s Child Care System is Efficient and Collaborative</b>						
3.4.1 Gather data on FFN	Bobbie Weber Steve Ryder	Report on DHS Subsidy use Toolkit Evaluation Report	X		X	
3.4.2 Identify an agency to become an Official Lead for FFN providers for: <ul style="list-style-type: none"> <li>• Planning</li> <li>• Support</li> <li>• Training</li> </ul>						

3.4.3	Inform Policy Makers that FFN is the first choice most parents make to meet their working needs; financial reasons, location, safety, etc.						X
3.4.4	FFN workgroup holds annual review and update for content of Strategic plan / Logic Model. <ul style="list-style-type: none"> <li>• FFN makes recommendations on CCDF State Plan to OCCECC</li> <li>• All major changes to Strategic Plan / Logic Model are approved by OCCECC</li> </ul>			A		X	X
3.4.5	Develop framework for years 09/11 Plan						X

4. PROFESSIONAL DEVELOPMENT STANDARDS SUBCOMMITTEE		CONVENORS: Beverly Briggs, Patsy Kohout				
Purpose Statement: To provide input, guidance, and recommendations on policies regarding the Oregon Registry, the Oregon Registry Trainer Program, Oregon Registry Credentials Program, and Mentor Standards and how these policies can best be implemented.						
Activities	Responsible Organization/Person	Product / Output	Due or Review Date			
			2008		2009	
4.1 Objective 1: Continued implementation of standards, guidance, and direction provided by TQC and CCECC			JAS	OND	JFM	AMJ
4.1.1 Developing procedures for continuing implementation of the Oregon Registry, the Oregon Registry Trainer Program, and Mentor Standards	OCCD OCCD Professional Development Standards Subcommittee	<ul style="list-style-type: none"> <li>Proposals for implementation plans as needed</li> <li>Reports to TQC as needed</li> <li>Issue Briefs for policy changes to TQC as needed</li> </ul>	O	O	O	O
		<ul style="list-style-type: none"> <li>Mode of training on certificates-Report to TQC in September meeting</li> </ul>	X			
		<ul style="list-style-type: none"> <li>Certificates for sessions with multiple meetings</li> </ul>	X			
		<ul style="list-style-type: none"> <li>Revised process document for trainer renewals</li> </ul>		X	X	
		<ul style="list-style-type: none"> <li>Revised complaint response process document for trainers and Sponsoring Organizations</li> </ul>	X	X		
		<ul style="list-style-type: none"> <li>Completed review of training session components</li> </ul>				X
		<ul style="list-style-type: none"> <li>Review of recommendations for continuation of mentors: continuing education and criminal back ground checks; report to TQC in May meeting</li> </ul>				X
4.1.2 Reviewing and revising Oregon Registry Steps document	OCCD Professional Development Standards Subcommittee	<ul style="list-style-type: none"> <li>Review plan proposal</li> </ul>	X			
		<ul style="list-style-type: none"> <li>Revision proposal (November PDS meeting)</li> </ul>		X		
		<ul style="list-style-type: none"> <li>Report to TQC in January meeting</li> </ul>			X	

Activities	Responsible Organization/Person	Product / Output	Due or Review Date			
			2008		2009	
			JAS	OND	JFM	AMJ
4.1.3 Reviewing and evaluating Oregon Registry Trainer Program	OCCD Professional Development Standards Subcommittee	• Trainer Program data report	X		X	
		• Evaluation process and procedures	X			
		• Completed evaluations		X		
		• Evaluation summary and analysis		X		
		• Report to TQC in January meeting			X	
4.1.4 Facilitating and developing stakeholder consensus regarding standards for trainers and mentors	OCCD	• Meeting notes from Professional Development Standards Subcommittee and Training Quality Committee	O	O	O	O
4.2 Objective 2: Develop, maintain, and promote training, certificates and credentials			2008		2009	
			JAS	OND	JFM	AMJ
4.2.1 Developing procedures for field test of Oregon Registry Credentials Program: Director, Infant-Toddler Professional	OCCD OCCD Professional Development Standards Subcommittee	• Field testing process		X		
		• Process report to TQC in January meeting			X	
		• Evaluation summary and analysis				X
		• Evaluation report of field test				X
		• Evaluation report to TQC (next fiscal year—September 2009)				
4.2.2 Developing School Age Professional Credential	OCCD Professional Development Standards Subcommittee and Work Groups composed of experts in content of the specific credentials	• Available training identified				X
		• Draft credential criteria that aligns with Oregon Registry Steps, Child Care Division rules, national credential requirements, national accreditation standards, etc. (Work to be done in FY 09-10)				
		• Issue Brief (s) to TQC (Work to be done in FY 09-10)				

<b>5. PROFESSIONAL DEVELOPMENT DATA SYSTEM: 2/07 Revision</b>		<b>CONVENOR: Dawn Norris, Mark Anderson</b>				
<b>Purpose Statement: To propose a model(s) for the collection and use of child care workforce data to promote professional development and quality improvements</b>						
2/07: Purpose statement revised to reflect work specific to the data set for individual workforce members <ul style="list-style-type: none"> <li>◆ Facility data removed as it is being tracked by CCD and CCR&amp;R system and is included within the Quality Indicators Project</li> <li>◆ Trainer data removed as it is being tracked within the Oregon Registry Trainer Program database - this work is under the Professional Development Standards Committee under the TQC</li> <li>◆ Training events data removed as it is being tracked within the training calendar database-this work is now under the joint Training Gaps and Professional Development Data standing Training Calendar workgroup under the TQC</li> </ul>						
<b>Ad hoc workgroups:</b> Policy and Planning workgroup; Technical workgroup; Funding and Legal workgroup; Training and Education Requirements workgroup						
<b>5.1 Objective: To create a web-based shared training and education information warehouse for the collection and retrieval of individual training and education records by members of the child care workforce and child care partners.</b>						
<b>Activities</b>	<b>Responsible Organization/Person</b>	<b>Product / Output</b>	<b>OND</b>	<b>JFM</b>	<b>AMJ</b>	<b>JAS</b>
1. Full committee will hear reports from Policy and Planning/Technical workgroup		<ul style="list-style-type: none"> <li>◆ T &amp; E Info Warehouse Diagram</li> <li>◆ T &amp; E Info Warehouse 49 item Q &amp; A Planning Process</li> <li>◆ T &amp; E Info Warehouse 4 Key Questions</li> <li>◆ T &amp; E Info Warehouse 4 partner entry and verification Chart</li> </ul> <p style="text-align: center;">COMPLETED</p>				
2. Committee members will review four documents: and respond via email to Andrew Bremner with any additional questions, or comments on answers that would possibly create problems	PD Data System Work Group members	COMPLETED				
3. Agency and organization training/licensing specialist to discuss the issues of differences in training and education requirements.	Patsy Kohout and Linda Nelson will convene training and education requirements workgroup in March 2007	COMPLETED	<b>X</b>			
4. Develop Training & Education Information Warehouse	Project Manager – Dawn Norris	<b>PROJECT MOVED TO COMMITTEE OF THE CHILDHOOD CARE AND EDUCATION COORDINATING COUNCIL</b>				

6. TRAINING GAPS		CONVENOR: Kim Ashley, Christine Doyle				
Purpose Statement: To assess training availability and accessibility and plan strategies to fill gaps in Oregon's childhood care and education professional development system.						
Ad hoc workgroups: LEP w/CCD						
Activities	Responsible Organization/Person	Product / Output	Due or Review Date			
6.1 Objective 1: To address gaps in basic provider training required for CCD registration or DHS enhanced rate.			2008		2009	
			OND	JFM	AMJ	JAS
6.1.1 Identify gaps in <ul style="list-style-type: none"> <li>Overview (English, non-English)</li> <li>RRCAN training</li> <li>Infant CPR training</li> <li>First Aid training</li> <li>Food Handlers certification</li> </ul>	Training Gaps Workgroup will examine in cooperation with OCCRRN, CCD, Center/PSU		O	O	O	O
6.1.2 Address gaps in <ul style="list-style-type: none"> <li>Overview: Address gaps as needed</li> </ul>	CCD, OCCRRN, local CCR&Rs	Appropriate usage of online options	O	O	O	O
<ul style="list-style-type: none"> <li>RRCAN <ul style="list-style-type: none"> <li>Expand availability in essential languages as needed</li> </ul> </li> </ul>	CCD, DHS, Center/PSU	Final revised materials needed in the languages currently available in.  Video/DVD formats: <ul style="list-style-type: none"> <li>Other languages considered</li> </ul>	O	O	O	O
<ul style="list-style-type: none"> <li>Self study: address appropriate use and test difficulties; improve materials.</li> </ul>	Local CCR&Rs, OCCRRN, CCD, Center/PSU	Local CCR&Rs distribute and score; Center/PSU reviews self-study and revises as necessary *Self-study materials needed in languages currently available in	O	O	O	O
<ul style="list-style-type: none"> <li>Infant/child First Aid and CPR <ul style="list-style-type: none"> <li>Expand availability in essential languages as needed</li> <li>Develop capacity for trainers and classes in multiple languages</li> </ul> </li> </ul>	CCD, OCCRRN, local CCR&R's  Training Gaps Center/PSU	<ul style="list-style-type: none"> <li>Research how other states address languages</li> <li>Develop and/or adapt materials for other languages in First Aid/CPR</li> <li>Develop cadre of Master Trainers in First Aid/CPR for continued trainer capacity and class availability. Master Trainers will complete TOTs to build trainer capacity.</li> </ul>		X	X	X

6.2 Objective 2: To assess training availability and accessibility for required additional hours of training required by CCD, especially related to possible gaps by core knowledge categories, Oregon Registry sets and by age groups.			2008		2009	
			OND	JFM	AMJ	JAS
6.2.1 Gather existing data from training calendar: gaps in core knowledge categories, Oregon Registry sets and age groups to assist in development of long term strategies	Training Gaps Workgroup	Gaps in core knowledge categories, Oregon Registry sets and in age groups are identified	X			
6.2.2 Analyze data from training calendar to identify gaps in core knowledge categories, Oregon Registry sets and age groups to assist in development of long term strategies	Training Gaps Workgroup Training Gaps Center/PSU	Gaps in core knowledge categories, Oregon Registry sets and in age groups are identified  Training recommendations to address gaps	X			
6.2.3 Develop matrix of CCR&R trainings and corresponding core knowledge categories, Oregon registry sets and age groups	Training Gaps	Identification of gaps in core knowledge categories, Oregon Registry sets and in age groups		X		
6.2.4 Develop matrix of other local and regional trainings and corresponding core knowledge categories	Training Calendar Subcommittee  Training Gaps	Identification of gaps in core knowledge categories, Oregon Registry sets and in age groups in available community-based trainings		X		
6.2.5 Explore curriculums and online options from other states in multiple languages to produce standardized trainings in core knowledge categories, Oregon Registry sets and age groups	Training Gaps in collaboration with Training Review Subcommittee	Present options for standardized trainings to training gaps <ul style="list-style-type: none"> <li>All languages that meet the current threshold addressed</li> </ul>			X	
6.2.6 Expand availability of trainings in multiple languages to produce standardized trainings in core knowledge categories, Oregon Registry sets and age groups with culturally appropriate materials	Training Gaps in collaboration with Training Review Subcommittee	Present options for culturally appropriate materials <ul style="list-style-type: none"> <li>All languages that meet the current threshold addressed</li> </ul>			X	
6.2.7 Explore funding and grant opportunities for standardized trainings	Training Gaps					X
6.3 Objective 3: To assess training availability and accessibility for providers with disabilities.			2008		2009	
			OND	JFM	AMJ	JAS
6.3.1 Determine current practices by	Training Gaps Workgroup	<ul style="list-style-type: none"> <li>Identify Workgroup participants</li> </ul>				

trainers and training organizations that support training opportunities for providers.	Inclusive Child Care Program Center/PSU	<ul style="list-style-type: none"> <li>Develop and distribute document that identifies accessibility and accommodation examples.</li> </ul>	X		X	
6.3.2 Develop recommendations for training accessibility by providers with disabilities.	Training Gaps Workgroup Inclusive Child Care Program Center/PSU	Develop and distribute document that identifies best practices and recommendations.				X

<b>7. TRAINING REVIEW SUBCOMMITTEE</b>	<b>CONVENORS: Beverly Briggs, Kim Ashley</b>
<p><b>Purpose Statement:</b> Provides a leadership function for recurring ad hoc specialist workgroups that review standardized training curriculum for CCDF funded, CCD required training, or other training that comes to the TQC through other avenues. Activates the ad hoc groups to conduct reviews, develop training concepts or frameworks, and/or bring the work to the TQC for information, discussion and review.</p>	
<p><b>Partner Communication Guidelines for Training Development &amp; Review:</b>  When curriculum and/or materials for state-wide use is being designed, developed, revised, deleted or reviewed, it is essential that all partners involved become a part of the communication process in order to assure consistency, accuracy of communication, and a smooth roll-out. The procedure includes:</p> <ol style="list-style-type: none"> <li>1. At the outset, calling a meeting of all involved partners to: <ol style="list-style-type: none"> <li>a. Discuss how each will be impacted and to determine what we each need during the process</li> <li>b. Determine process and draft outline of steps</li> <li>c. Create a time line</li> <li>d. Discuss logistics about the "ripple effect" and transitioning (i.e. impacts on time and resources of various partners, use of current materials until new are available, languages, translations, etc.)</li> </ol> </li> <li>2. Assuring the following: <ol style="list-style-type: none"> <li>a. Consistency in use of titles, descriptions, etc. in all training entities across the state</li> <li>b. Clear communication in trainer recruitment about languages in which the training is available or will be available</li> <li>c. Simultaneous roll-out of revised curricula in all available languages, rather than rolling out revisions in various languages at different times. For example, if revisions have been made to a curriculum that is available in English, Spanish, and Russian, all three sets of revised materials are rolled out at the same time to eliminate the need to use old materials for some languages and new ones for others.</li> </ol> </li> </ol>	

Activities	Responsible Organization/Person	Product / Output	Due or Review Date			
			2008		2009	
7.1 Objective 1: <b>Child Care Health &amp; Safety:</b> Examine current state-supported curriculum; explore different curricula possibilities			JAS	OND	JFM	AMJ
Activities	Responsible Organization/Person	Product / Output	Due or Review Date			
7.1.1 Communicating with resource & referral programs about their use of CCHS modules	Kim/Network	<ul style="list-style-type: none"> <li>• Query of Network's training committee, diversity committee and other key R&amp;R staff about CCHS modules—their usefulness, popularity, suggestions, ideas. Possibly an electronic survey out to the resource &amp; referral programs</li> </ul>	X			
		<ul style="list-style-type: none"> <li>• Analysis of data from the resource &amp; referral programs to include number of CCHS handbooks currently in stock; frequency of</li> </ul>	X			

		offerings of CCHS by module in 07-08; total number of participants by module in 07-08; participant evaluation data summarized for 07-08				
		• Summary of findings		X		
7.1.2	Researching other curriculum possibilities for health and safety training	Bev/OCCD	• Web search of curricula available	X		
			• Query of other state trainer programs and state partners	X		
			• Summary of findings	X		
<b>Activities</b>	<b>Responsible Organization/Person</b>	<b>Product / Output</b>	<b>Due or Review Date</b>			
7.1.3	Determining next steps for CCHS curriculum	Bev/Kim	• Convene work group of health and safety specialists, trainers, and R&R representatives for an examination of findings and recommendations for next steps		X	
			• Summary of recommendations		X	
			• TQC report at January meeting			X

Activities	Responsible Organization/Person	Product / Output	Due or Review Date			
			2008		2009	
			JAS	OND	JFM	AMJ
7.2	Objective 2: <b>Social and Emotional Development of School-Age Children &amp; Youth:</b> Explore different curricula possibilities; summarize findings; develop curriculum					
7.2.1	Researching published packaged curriculum and/or already developed curriculum by resource & referral programs	OCCD	• Web search of curricula available	X		
			• Query of other state trainer programs and state partners	X		
		Kim/OCCRRN	• Survey of local resource & referral programs	X		

		for training sessions that have already been developed and delivered in R&R system				
	Bev/Kim	<ul style="list-style-type: none"> <li>Summary of findings (October)</li> </ul>		X		
		<ul style="list-style-type: none"> <li>Report to TQC in November meeting</li> </ul>		X		
7.2.2	Developing concepts and format for the curriculum	Bev/Kim	<ul style="list-style-type: none"> <li>Convene group of school age specialists for guidance in the development of the curriculum (November/December)</li> </ul>		X	

Activities	Responsible Organization/Person	Product / Output	Due or Review Date				
			2008		2009		
7.3 Objective 3: <b>Small Business Practices:</b> Explore different curricula possibilities for a Set One training for licensed and certified family child care providers; summarize findings; develop curriculum			JAS	OND	JFM	AMJ	
7.3.1	Researching published packaged curriculum and/or already developed curriculum by resource & referral programs	OCCD	<ul style="list-style-type: none"> <li>Web search of curricula available</li> </ul>	X			
			<ul style="list-style-type: none"> <li>Query of other state trainer programs and state partners</li> </ul>	X			
	Kim/OCCRRN	<ul style="list-style-type: none"> <li>Survey of local resource &amp; referral programs for training sessions that have already been developed and delivered in R&amp;R system</li> </ul>	X				
7.3.2	Determine next steps	Bev/Kim	<ul style="list-style-type: none"> <li>Summary of findings</li> </ul>		X		
			<ul style="list-style-type: none"> <li>Report to TQC in November or January meeting</li> </ul>				
			<ul style="list-style-type: none"> <li></li> </ul>				

Activities	Responsible Organization/Person	Product / Output	Due or Review Date			
			2008		2009	
7.4 Objective 4: <b>Certified Family Child Care Training Series:</b> Explore the development of a training series that parallels the Director Certificate Training Series			JAS	OND	JFM	AMJ
7.4.1 Determine feasibility of training series	OCCD/OAEYC and advisory committee	• Survey of certified family child care providers	X			
		• Discussion of findings	X	X		
7.4.2 Determine next steps	Bev/Kim/Advisory Committee	• Summary of findings			X	
		• Report to TQC			X?	X?
		•				