

**Training Quality Committee  
Meeting Summary  
September 10, 2007**

**ATTENDEES:** Kim Ashley, Bev Briggs, Colette Brown, Kim Cardona, Pam Dunn, Dell Ford, Barbara Griffin, Merrily Haas, Patsy Kohout, Linda Nelson, Mary Nemmers, Dawn Norris, Sue Norton, Dianna Pickett, Kathy Suebert, Sonja Svenson, Rosetta Wangerin, Bobbie Weber.

**MINUTES – CORRECTIONS OR ADDITIONS**

Add Merrily to the attendees list for May 14, 2007 meeting.

**INTRODUCTIONS**

Barbara Griffin was introduced. She is the new Executive Director at the Center for Career Development in Childhood Care and Education.

**ANNOUNCEMENTS**

OAEYC Fall Conference – October 12 and 13, Oregon Convention Center, Portland  
Oregon School Age Coalition Fall Conference and Light's on After School Event – October 19 and 20, Salem Conference Center.

**OLD BUSINESS**

- Work Plan Discussion – Sonja has received updated workplans from Professional Development Standards, Training Gaps, Family Friends and Neighbors. Merrily requested that the old workplan be sent out to the workgroups for updating. The workplan for September 2007 to August 2008 will be reviewed in November.
- Oregon Registry – Recruitment Plan Report  
Two documents were shared: Oregon Registry current steps awarded by county as of June 30, 2007; work to date summary for OCCD, partners. Next steps for OCCD and partners was shared; special focus on families.

Patsy explained the two ways providers and educators can enroll on The Oregon Registry and move to Steps 1 and 2 (become a licensed provider or apply directly).

There are approximately 1,000 more participants on the Oregon Registry than this time last year. Several counties have increased their provider enrollment dramatically. Example: Sabin-Shellenberg School has imbedded the Oregon Registry in their curriculum. About 30 students have moved to Step 4 and above. Bobbie shared that there is a professional development group that works with the high school classes; now offers courses that were like the old home economics classes. Patsy is already connected to that group.

Any counties that have funding from targeted initiatives like the Tax Credit Program, Oregon Community Foundation, Family Child Care Networks, and Intel Family Child Care Networks have shown a marked increase in the number of providers moving up the steps.

**Questions and Discussion:**

When CCD provides information to OCCD that they are licensed, does that information automatically register them without the provider doing anything? Yes.

how does a provider get off the Oregon Registry? Once a provider is on the Oregon Registry, they are always on it – but they can ‘inactivate’ their registration at any time. They can activate their registration at any time. Family child care providers that are listed with DHS become inactive if they are no longer on the program. They will reactivate if they go back as an enhanced provider. They always maintain their step, but have to reactive through notification to OCCD. If a provider moves from being a family child care provider to working at a center, they deactivate their status as RFCC but will still be active on the Oregon Registry. The report shared today contains both inactive and active participants. A new report will be available in December that separates active and inactive.

Why are there high population counties that do not have very many providers between Steps 1 and 2 and higher steps? Some counties were recipients of direct funding for professional development, compensation, and other initiatives that induce providers to move up the steps on The Oregon Registry. Agreement that CARES works and was the best incentive for providers to be on the Oregon Registry in the counties that had that compensation initiative. There are CCR&Rs that have chosen not to actively recruit to The Oregon Registry.

Linda Nelson – there is a strong initiative with OAEYC to work with local providers and encourage enrollment in the professional development system. Patsy – at the OAEYC conference there are several trainings that are Set 2 and 3, plus all the core knowledge categories are listed. The OSAC Fall Conference also lists a Set 2 training and all core knowledge categories. The CCR&Rs also are supporting training that lists the CKCs – Washington County R&R also listed all the CKC abbreviations and included them in their training calendar.

More community colleges are also linking college credit to Step 7 on the Oregon Registry. The OCCD workplan includes more marketing of the Oregon Registry. Translation of the core body of knowledge will be translated into Spanish this year – and other languages as funding and time allows. There are changes and additions that need to be made, but an updated version will soon be available. Brochures on the Virtual Degree program are now available listing community college contacts and CCR&R mentors.

Working with CCD Licensing Specialists to share Oregon Registry materials is a future effort. Bobbie – we can’t assume that center directors will automatically see the benefit of staff being on the Oregon Registry. We would be light years ahead if it were to become the norm that all family and center-based facilities would partner with the Oregon Registry to keep their staff’s training records or the Licensing Specialist can pull down that information as part of the license renewal process. Bobbie suggested that Colette work with Bev to develop language for center directors.

Center directors can also help ‘sell’ the professional development system if they can see the cost savings for OCCD to keep training records that can be tied to compensation either through their own organization or through compensation initiatives.

Patsy encouraged all partners to continue to get the word out on the Oregon Registry. Kathy expressed how positive the marketing materials are that were shared with TQC members; colorful and very age appropriate to the group to which they are targeted.

Starting Points Training of Trainers – 26 people are signed up for the next session – lots of interest in the Oregon Registry and moving it out into the provider workforce.

## NEW BUSINESS

- **Issue Brief – View and Reflect Training**

Bev presented the information on View and Reflect which was originally developed in Washington County. Copies of selected videos and View and Reflect forms are available in all libraries in Washington County – interlibrary services are also available. Providers mail the forms to their R&R for ‘grading’ and evaluation of content – one hour of training is awarded.

View and Reflect is intended to provide training where there are barriers to access training – time, language, geography – it is not intended to take the place of regular classroom training. It is proposed that only CCR&Rs that have contracts with the Oregon Child Care Resource & Referral Network will be allowed to use the View and Reflect training format.

### **Questions and Discussion:**

Bobbie – can they do all 15 hours this way? Is there any limit that says X percent only can be done through View and Reflect? Linda – there is a rule for certified facilities that limits to six hours this type of training. The View and Reflect is primarily designed for family child care. We cannot limit it to a certain amount of hours because CCD rules don’t have those limits.

Patsy – we are trying to provide training to overcome barriers. How people use this mode of training to meet licensing needs, we cannot make those decisions.

Sue – the integrity of this training was a primary discussion. However, we have plenty of training that is similar to View and Reflect through online training – same type of content. Also, the cost of trying to translate all the training into Russian, Vietnamese and other languages is cost prohibitive.

Rosetta – I am happy to see that number 8 includes evaluation. Could a piece be added that offers feedback on the quality of the training? Bev – that is implied in the statement.

Kim – we moved to View and Reflect because training is no longer waived because of language barriers. The system does not have the capacity to provide all the needed training in the languages needed. This was an alternative to overcome the language barrier. Training Gaps did discuss the limit on hours many times, but licensing rules do not allow us to limit the hours gained through View and Reflect.

Linda – I have never been in favor of limiting options or denying people training.

Dawn – there are always new videos coming out and we made a conscious decision to not limit the amount of hours because of the language issues.

Pam – wondering about funding. Are we going to get additional funding to do this because it is a workload issue. If we do this with other languages, this might be beneficial but we don’t have any R&R staff that speak other languages. Kim – all we wanted to do was establish guidelines – CCR&Rs can choose not to offer this mode of training and refer providers to other counties.

Kathy – on number 8 – opportunity to evaluate their experience – there are pre and post tests and also retrospective. Might be a better way to gauge learning. Bev – good suggestions and the details are to be worked out. Kathy – might be worth trying and then collecting data – to find problematic areas in some locations.

Dianna – are there other areas that are already doing their own View and Reflect videos. Can they still do that? Bev – we would like only state sponsored CCR&Rs to be able to offer this mode of training.

**ACTION: Motion made to adjust number 8 to include a retrospective pre and post evaluation for a period of time to collect data on where it is being used and if it is a viable option. Rosetta amended motion to include this mode of training is not mandatory to CCR&Rs. Motion seconded and passed.**

- **Issue Brief: Director’s Certificate Training Series**

Background: Issue Brief has been to the Director’s Certificate Advisory Committee, Training Gaps, Professional Development Standards, and through discussions with two representatives with the Child Care Division. Eventually would like to move to a Director’s Credential that grows out of this certificate. Bev and Merrily are bringing the Issue Brief to TQC to get advice and consent on how it fits into the state’s infrastructure for the professional development system. There have been three years of pilots. We would also like to discuss the question, should local Commissions on Children and Families be required to fund this at the local level? Should this be required by the state as a requirement for all center directors. The project has always had funding through the John and Betty Gray Foundation, Oregon Community Foundation.

Rationale for the certificate:

- Provides Set 2 training – 60 hours – five major topic areas.
- Concentrated training
- Preparation/foundation for a Director’s Credential
- Done in a cohort, intensive mode
- Training by Master Trainers who have been center directors
- Based on national research and local experience

The current credential is delivered by Master Trainers that have also been Center directors; the current format requires a cohort of approximately 18 to 22 participants. Applicants are screened for participation; participants hold leadership roles in certified child care centers. Applicants have a commitment to complete the entire series; makes it unique from a community college where there is one instructor because it has a series of guest trainers. Taught by Master Trainers. Has a trainer orientation session. Uses the curriculum development by the training review team and approved by the advisory committee. Includes Q & A sessions and is coordinated by an experienced center director.

Recommendations:

- Be delivered by OAEYC and OACCD
- Continue trainer supported analysis by Center/PSU
- Participants are eligible for college credit
- Six weekend format – Friday evening, Saturday
- Continued evaluation of outcomes of the project.
- If another organization delivers, they must meet the requirements of the current curriculum

Should this be considered as a state-funded option for director training?

### **Questions and Discussion:**

What are the costs? Approximately \$1,600 per participant – goal is to keep it affordable and less than \$2,200. Scholarships are available through John and Betty Gray Foundation, which has covered about 40 percent of the costs. Commitments have been received from several local commissions on children and families to fund slots depending on the number in the cohort.

Mary – from the Issue Brief it appears that this training is proposed to be institutionalized. Is the proposal in keeping with the agreement that CCR&Rs are the training delivery system for the child care system especially training to be delivered statewide? Merrily – a single CCR&R, especially in Eastern Oregon, could not provide the number of cohorts needed which is the reason that we recommend it continue in its current format. The advisory committee looked closely at where it should be housed and how to ensure that the cohort model was intact. A statewide network of child care directors can bring directors together from around the state – cohort groups in the pilots have been both single county for urban areas and multiple counties for another cohort.

Kathy – thinking about what Sharon Rosenkoetter does with Early Childhood Leadership Directions. They don't have the size of cohort they need to do this work – if we do this for Director's Credential, we do need to have the cohort size that is recommended and works.

Merrily – this training is somewhat different than Early Childhood Directions; it is specifically for child care center directors. There is a minimum and maximum cohort size; a summer program was discussed, but the decision was made not to sponsor it because of cohort size. A big advantage for the current delivery system, because it is co-sponsored by OAEYC and OACCD, there is already a statewide network in place to deliver this training.

**ACTION: Issue Brief: Director's Certificate Training Series discussion tabled to November 5 meeting. Interested parties will meet prior to the November TQC meeting for a further in-depth discussion prior to a final decision at the November TQC.**

- **Criteria for Distance Learning**

Bev provided a handout for information only – a report out as requested by TQC. In January 2007 TQC meeting there was a discussion on the need to look at distance learning; correspondence, online, other alternative distance learning. Professional Development Standards took on the charge from TQC to take on defining the criteria for distance learning. Purpose was to define for the entire child care community the types of distance learning that would be accepted in the Oregon Registry.

This group spent one entire PDS meeting in June on distance learning. They came up with the criteria listed – the musts included: linkages to the CKCs, offered for at least one clock hour of training, opportunities for personal reflection and action, opportunities for interaction between the training organization and the participant before they get a certificate, includes documentation for hours, certificate issued only after satisfactory completion of training, opportunity for feedback by participant.

Bobbie asked that the committee look at the work of Marty Zaslow regarding standardized language for mentoring, distance learning, and to get in sync with that work. Concerned that Oregon is coming up with language that is different than the national standards. She said she would be happy to go back and look at the information and bring it to Bev's group.

Mary – was the idea that the Center would accept distance learning if it met the criteria? Yes. When trainers submit their proposals for this type of training, we would have some guidelines in place.

**ACTION: NOVEMBER – Bobbie and Bev will share additional information on criteria for distance learning at the November meeting.**

- **OregonASK – Training for School Age Providers**

Beth has delivered training statewide over the summer with Joan Engledinger (4-H curriculum) with the last three training sessions this week. She has discovered there is a huge vacuum out there for school age training. Oregon ASK received a grant from Meyer Memorial Trust to fund six VISTAs to place them in partner locations to work on school age issues and training. The VISTAs will also gather after school providers in mentoring programs for after school time. Oregon Mentors is partnering with OregonASK on the VISTA project.

OregonASK has a training and technical assistance group working on identification of resources within the OregonASK partnership for after school programs. Beth invited anyone who is interested in after school issues, training, standards, and professional development to participate on one of the work groups. Please contact her directly if you are interested.

**Questions and discussion:**

Will the Bend VISTA have to cover all of eastern Oregon? No, they will be located in Bend and will serve the three county area (Crook, Deschutes, Jefferson). Is there any way for the far eastern counties to access services? Is there any way the CCR&R can help deliver those services? Beth is meeting with Mary Nemmers next week and will be able to answer these questions after that meeting. The Salem VISTA will work out of the Willamette Education Service District office; serves Marion, Polk and Yamhill and work with the local CCR&R.

TQC members watched a six minute video on Afterschool for All – 2010 that is sponsored by the national Afterschool Alliance. The video was produced by IKE Media in Salem and features the Governor, after school program leaders, and other stakeholders and is targeted to programs for older youth. Another video, similar in format, will be produced for elementary and middle school programs.

Beth also shared the OregonASK will be the Advisory Council for the 21stCLCC funds – 109 programs statewide. A program evaluation will be conducted by Northwest Education Regional Laboratory. She also submitted a grant application to Spirit Mountain to help with data collection.

Question: Will you have a contract with ODE? Yes. Is this federal or state money? Federal. What are the federal evaluation requirements? Pretty basic – they have some criteria. OregonASK will have two people from each of the grant sites in early November meet in Salem to provide some technical assistance. Bobbie stated the national evaluation showed there weren't positive effects. Beth stated that Oregon has not done an evaluation of its programs since federal funding became the primary funding source. How does this 21stCLCC work with Parks and Rec? They may be a contractor for a 21stCLCC with a school. Some are run solely by a parks program. Parks and Rec are one of the largest after school providers in the state. Parks do not do youth services, but do have some youth programs. Rosetta would like to hear information about the Woodburn program – will

be interesting to see what comes out of the evaluation; it had been a tenuous partnership in the past but is working better this year.

## **OPEN DIALOGUE FORUM**

Dell would like to step down from being facilitator of TQC; she has enjoyed being the facilitator but with the Head Start expansion cannot continue in a leadership role. Additionally, there are workgroups that have had leadership leave and need replacements for chairs.

All agreed that we need to make sure that Head Start is represented on TQC. Kim Williams is the representative from the Head Start Association and has attended regularly. Dell said she would attend as much as possible.

Rosetta asked that Dell's replacement be as committed to TQC as Dell has been. Rosetta's husband is retiring in October and therefore it is critical her TQC co-chair be someone who is willing to facilitate when Rosetta is traveling. She does not see that they will be traveling for large blocks of time or every month, but they will be traveling more.

No decision today on a co-chair for TQC. If partners are interested, please call Dell or Rosetta and they will debrief you on the co-chair responsibilities.

### Reaffirm workgroup chairs

Articulation = Merrily/Sonja

Evaluation – Donalda/Mary

FFN – Rosetta/Kim Cardona

Continuous Quality Improvement – Rosetta/Dell

Professional Development Data System – Mary (although she thinks the work of this committee is done)

Professional Development Standards – Bev/Patsy

Training Gaps – Kim Ashley/Christine Doyle

Training Review Coordination – Kim Ashley / Bev Briggs

## **UPDATES FROM WORKGROUPS:**

- Articulation – brochures for the Virtual Degree program are ready for distribution. All the advisors are listed on an insert that can be updated. On the inside is contact information for OCCD; brochures are aimed at providers that are working on or have received their CDA or on the upper levels of the Oregon Registry (steps 5, 6, 7). Working with J & B Gray foundation to move more people into the community colleges system. Moving to a regional focus on articulation – next conference call is in October to solve local and regional problems. Instead of one Grand Articulation Summit (GAS) this year, thinking about regional summits and a focus on English language learners. Focus on other mentoring programs at community colleges (LBCC, PCC). 2009 would be the next GAS. April 11, 12, 2008 is OAEYC conference, but changing to a professional development institute that will focus on trainers, mentors, and child care participants on English language learners.
- Evaluation – no report
- Family, Friends, and Neighbors – workplan updated and shared.
- Continuous Quality Improvement – no report
- Professional Development Data System – no report
- Professional Development System – already gave a report

- Training Gaps – gave a report
- Training Review – no report

## **OTHER BUSINESS**

Head Start Expansion – Dell had a meeting in August with child care system partners regarding the expansion to address concerns that child care providers would be put out of business. Dell doesn't think this should be a concern because Head Start families are the poorest of the poor. Many are not on subsidy. DHS said that only 12 percent of paid care is on subsidy. Dawn – the other part is the staff of child care centers moving to Head Start. Continuity of care is also an issue. Dell – loss of Head Start staff to public school is something we have to contend with too.

Head Start Collaboration (HSC) is going to give priority points to partnerships with child care in the RFPs. Head Start and child care were both big winners in the 2007 session. Staff qualifications are a barrier to partnership too. HSC has a chart of counties that has the least amount of children served. Phase one of expansion grants went to current programs that did not need start up dollars. Had them tell us how many additional children they could serve for 32 weeks without start up funds. No money to purchase buses or facilities. If they had a morning class, could add an afternoon class – run buses in the a.m. and p.m. There are 1700 more children needed to be served.

Phase 2 – open competitive process; add 1300 more children. Start up funds available. Give a year of funding and serve children for 21 weeks (32 weeks of funding). Start in January 2009 instead of September 2008. This phase will encourage partnerships – don't need more grantees but do need more partnerships. Need to ensure that legislative mandates are met – no overlaps of programs – serve an area that is not currently served or partner with existing preschools. Partnerships will be prioritized in the grant application. There are also some great homeless programs that could partner, not just child care.

Descriptions of different ways to partner are available. Biggest barrier is staff qualifications which many registered or certified family child care cannot meet. At least 50 percent of teachers must have an AA degree. Will be at about 75 percent service level after phase 2 – bigger counties that have fewer children will likely serve 100 percent of kids (Sherman, Gilliam, and Wheeler). Counties with large populations will likely serve 50-60 percent of eligible children.

Application process for Phase 2 is: November 2007; initial solicitation and bidders conference. Proposals due March 10. Trying to give programs enough time to partner. Funding is released in July 2008. Implement in January 2009. Money is all general funds.

## **AGENDA ITEMS FOR NOVEMBER**

Director's Certificate Training Series  
Criteria for Distance Learning  
Finalize workplan for 07-08

**Next meeting: November 5 (moved due to November 12 – Veterans' Day Holiday)**