

MINUTES

INCLUSIVE CHILD CARE COMMITTEE

October 8, 2013

Next Regular Quarterly Meeting: Tuesday, January 14, 2014, 9 am to Noon

Hold for possible interim meeting: Tuesday, December 10, 2013, 9 am to Noon

Attending:

Hillary Hyde, EI/ECSE Outreach Specialist, Multnomah Early Childhood Program; Cheryl Henderson, U. of Oregon EC CARES; Dianna Pickett, Dept of Human Services, Center for Prevention and Health Promotion; Ginna Oliver, Oregon Dept. of Education; Meredith Russell, Office of Child Care, Oregon Dept. of Education; Gary Glasenap, Melissa Gritz, Teaching Research Institute, Western Oregon University; Jaime Daignault, Oregon Council on Developmental Disabilities; Melinda Benson, Terry Butler, Inclusive Child Care Program, Oregon Council on Developmental Disabilities.

1. Inclusive Child Care Program (ICCP) Updates

Child Care Resource and Referral Subcontracts

ICCP added 3 new subcontracts with Child Care Resource and Referral (CCRR) Programs, for a total of 6. The CCRR subcontracts allow ICCP subsidy assessment and other services to be delivered locally. Sites for new contracts were determined by distance from the ICCP Portland office and number of children currently being served in the area.

The existing contract with Child Care Resource Network in southern Oregon and a new contract with Child Care Resources in central Oregon include capacity for inclusion specialist consultation and supports to child care settings. The CCRR serving eastern Oregon received funds for contracted consultation to support inclusive care. All the contracts allow varying capacity for training.

ICCP staff members provide training, support and technical assistance to CCRR staff doing work under the contracts. Representatives of all 6 CCRR subcontractors received training on the assessment process on August 13th. It was the first time ICCP was able to train all of the CCRR subcontractors together.

ICCP Supplemental Subsidy Budget

ICCP's supplemental child care subsidy funds are all currently obligated. As a result, no new children can be enrolled. Families and providers are still encouraged to contact ICCP and to apply for the subsidy. There may be other ways ICCP can assist them, and if there is a family application on file ICCP can respond more quickly as funds become available through attrition, etc.

In order to stay within budget, ICCP staff took several steps to manage the funds available to the children receiving subsidies. Staff would like to keep this on the committee agenda in order to have further discussions and guidance on enrollment priorities, etc.

ICCP Staff Changes

Terry is retiring and leaving the program next January 31st. The location for committee meetings after January will be Terry's much hoped for villa in southern Italy. Or not. Either way, there will be a DHS internal hiring process to fill the position. ICCP staff are looking at options for restructuring existing positions to improve program operations.

2. ICCP Work with the Quality Rating and Improvement System (QRIS)

Under the current interagency agreement with the Oregon Department of Education, Office of Child Care, ICCP will work as a partner in the QRIS system to support quality, inclusive child care settings. ICCP will focus on helping to meeting standards and indicators that implicitly or explicitly support care for children with higher level needs. It is assumed that Quality Improvement Specialists (QIS) may not have background or expertise around care for children with higher needs. ICCP will support QIS's along with settings and practitioners that are participating in QRIS.

Melinda is the lead person on this. She shared a draft work plan with the committee. The plan begins with gathering information to identify information and technical assistance needs among QIS and participants. There will also be structured interviews with QIS's, participants and partners. Committee members helped to refine the plan.

ICCP will also connect QRIS participants with quality incentive funds. The funds must help settings and practitioners to increase quality in a way that also increases their ability to serve children with higher level needs. Terry would like a way to document whether practitioners and settings receiving the incentive funds served children with higher level needs over some period of time. It would not be feasible to attempt an outcome evaluation. Rather, the objective would be a reasonable way to show how the funds supported care for individual children. Jaime suggested that the Oregon Council on Developmental Disabilities contracted evaluator may be able to help with this.

Terry and Melinda requested guidance on the QRIS technical assistance plan and the quality incentive funds. The discussion centered on a set of questions. A summary of discussion for each question is attached with the minutes.

Actions

- A work group will meet to help guide ICCP's QRIS work. Hillary, Ginna, Meredith, Gary and Melissa will be on the group.
- The work group will use the committee's document that identifies QRIS opportunities and concerns for inclusive child care.
- The work group will review the draft document Hillary developed. The document provides a structured format for identifying resources to support inclusive practices within the QRIS domains and standards.

- Melinda will participate in the monthly conference calls with QIS's, Teaching Research and Office of Child Care.
- ICCP and Teaching Research will work together to ensure consistent criteria, expectations, etc., for quality incentive funds managed by both.
- Existing models may help shape ICCP's QRIS work. Ginna will share information on the Oregon Department of Education pilot study on virtual home visits in Early Intervention programs. Dianna will share information from a CaCoon evaluation.

3. ICCP Inclusive Child Care Training Plan

Melinda reported on ICCP's plan for basic, 2 hour training on inclusive care. This would help fill a gap in the training system for introductory training that is more readily available in Oregon communities. The following are key parts of the plan:

- The training will emphasize individualizing care for all children, a core concept for inclusion.
- It will be a standardized training within Oregon's professional development system.
- It will be a "starter training" designed to encourage trainees to seek further training and information.
- ICCP will develop a Train the Trainers to develop qualified trainers in communities. This will start with the 6 CCRR subcontractors.
- Base content will come from modules made available by the University of North Carolina's Center to Mobilize Early Childhood Knowledge. ICCP and its partners will add or adapt additional materials, then pare down to two-hour training.
- Next fiscal year ICCP will seek funds to translate the training.

Committee members noted the importance of connecting with the Coordinating Council's Professional Development Committee (PDC), and through the PDC with Early Intervention/Early Childhood Special Education.

Action:

- Melinda will be the lead person on this project.
- Hillary agreed to help compile and select materials.
- Melissa, Ginna and Dianna will review drafts.

4. Announcements and updates

QRIS

Gary reported on the four QRIS pilot field test sites. 329 pilot area practitioners or settings participated in the Increasing Quality training; 295 applied to be on the QRIS system. Of the 295, 275 achieved the "Commitment to Quality" rating, 20 were not yet eligible. The 275 included 129 centers, 80 certified family programs, and 66 registered family programs.

On January 1st the field test will become statewide. There will be Quality Improvement Specialists and quality incentive funds available in all counties.

TRI has done crosswalks of QRIS standards with the National Association for the Education of Young Children, National Family Child Care Association and Oregon Programs of Quality. There will also be a crosswalk with Head Start standards.

Heidi McGowan is working on QRIS provider input forums. They'll be held in different parts of the state.

CCRR Central Coordination

Melissa reported on Western Oregon University/Teaching Research Institute (TRI) CCRR Central Coordination. The transition was completed September 30th. TRI was able to keep the same '800' phone number. There have been over 600 calls since July 1st (65% from providers, 30% from parents, and 5% other).

The transition to the new NACCRAware system will be complete by the end of October. Central Coordination will have a student intern during this school year.

Race to the Top Grant

Meredith shared an update on Race to the Top. Oregon received an additional \$10 million from the federal grant. Most will go to QRIS and access for children with higher needs. "Higher needs" includes children living in poverty, minority status, and special care needs.

Partners are looking at ways to identify and reach out to children and families in the targeted groups.

Meredith reported that 23% of young children in Multnomah County are in programs at the Commitment to Quality level. This shows significant involvement with the QRIS system.

5. Next meeting

The next regular quarterly meeting will be **Tuesday, January 14th, 2014**. Hillary agreed to facilitate the meeting. Agenda will focus on these items:

1. QRIS and reports from the work group,
2. ICCP changes, and,
3. Committee work plan.

Terry will get a meeting room in Salem or Wilsonville.

Members recommended holding Tuesday, December 10th, 9 am to noon, for a possible interim meeting. Please hold the date. We'll confirm early November.

ICCP QRIS Work Plan
Questions for Inclusive Child Care Committee
October 8, 2013

1) Do you have information that might affect ICCP's QRIS work plan (e.g., things you've heard or learned in your area of work)?

- QRIS is a “moving target” at this time. Keep in mind there are an array of things getting worked out.
- There will be an evaluation study. How will ICCP's work be included?
- “Inclusion” in QRIS also means cultural, ethnic and economic groups being involved. Be sure references are clear.
- EI/ECSE, OCYSHCN, and others are looking at video and other models for distance coaching. ICCP may be able to learn from these models' practices or evaluations.
- At least some Quality Improvement Specialists are using a structured interview/questionnaire format to gather participants' interests and needs. ICCP may be able to use or adapt these in the information-gathering process.
- University of Oregon offers training to early care and education providers on use of the ASQ. Liz Twombly is the contact person for this.

2) Is there anything that you want to make sure we know about, or that we consider in our planning?

- How does this work relate to contracted slots? What can we learn from evaluation research regarding contracted slots, especially about stability of care, etc?
- Look at how this ties in to health and safety requirements. If health and safety training becomes a requirement, how can inclusion training be a part of it?
- Know where and how to highlight, or make implicit, inclusive values and practices within current QRIS standards and indicators.

- Screening is becoming an important part of the early care and education system. Can ICCP TA help practitioners speak to parents about results? Who else is looking at this topic?
- ICCP needs to coordinate with the Crystal Persi, the Special Populations QIS Specialist. (“Special Populations” is the term replacing “Targeted Populations” under Oregon’s plan for the federal Child Care and Development Fund.)

3) What do you think of Activity # 1, using the ICCP’s QRIS document as a reference point? Are there other guiding documents we should use?

- Continue to use the document to highlight issues related to inclusive care. The approach of embedding inclusion issues, rather than a separate section, is still preferred. But the document helps to balance that approach.

4) What are your questions, concerns or suggestions regarding the quality incentive funds?

- How does this relate to incentive funds through Teaching Research Institute (TRI)? These are dedicated to supporting quality improvement plans. What kinds of these can the TRI funds be used for? What are criteria? Look at ways to align the two types of funds as much as possible.
- How can this be tied to monitoring of QRIS incentive funds? Could logistics (e.g., distribution of payments) be managed outside ICCP? ICCP should still maintain approval and oversight.
- Is it realistic to look at child-specific results? The Council’s contracted evaluator may be able to help with this.
- Can data from this be connected to EI/ECSE data on outcomes for inclusive care?
- Need to tie this into Race to the Top emphasis on access for children with “high needs” (poverty, minority status, etc.).