

Professional Development Committee
(of the Childhood Care and Education Coordinating Council)

Meeting Minutes

March 12th, 2012

Willamette Education Service District; Polk Room

Attendance:

Melinda Benson, Dianna Picket, Carol Peterson, Crystal Persi, Lisa DeMoe, Kelli Walker, Linda Nelson, Helen Visarraga, Dee Wetzell, Pam Dunn, Autumn David, Collette Brown, Pam Deardorff, Beverly Briggs, Ingrid Anderson, Penelope Jones-Vaughn,

Task Master: Melinda Benson

Time Keeper: Diana Pickett

Update on the Professional Development Summit

Pam Deardorff

- On January 30th, a group met to continue and enhance conversations on professional development in cross sectors of the childhood care and education system in Oregon. The conversations were centered around collaboration, integration, and alignment.
- Kara Waddell took the lead on coordinating this event.
- Billie Young from NAEYC helped to plan the event and facilitated the day.
- Each group gave information around their professional development system. Each sector spoke about their standards, mechanisms, certification requirements, and how they provided the mechanism to meet these professional standards
- The group agreed on a vision statement as they move forward in collaboration.
- The group also used the NCCIC framework as discussion topics to see where alignment already existed. The framework areas are; Credentials and Pathways, Quality Assurance, Governance and Finance, Core Knowledge and Competencies.
- These discussions are added to a cross walk document to easily view alignment topics.
- The group left with some short term and long term activities to work toward.

The Training and Technical Assistance Glossary Update

Beverly Briggs

- NAEYC and NACCRRRA put together a glossary that helped to define training and technical assistance.
- This document serves as a guide, as we speak and work on training and technical assistance activities such as coaching, mentoring, training, etc.
- In September, PDC adopted the terms in this glossary as the definitions that we will refer to when we continue our ongoing work on training and technical assistance.
- Nationally, some colleges and universities felt that they didn't get a chance to give input on the education portion of this glossary. The glossary currently does not contain a section on education definitions.
- The next conversation is around standards for these activities. What should the standards for coaches be? What should the standards be for trainers? These are just an examples of standards and questions that we need to ask and work on.
- There is coaching around several training such as TRAC, BAB, etc. However, we don't know how to give training for time spent in coaching.

- We also need to ask if technical assistance should be counted as training, and if so what are the standards around this, and what are the standards for the individuals delivering the TA.?
- Helen stated that the CCR&R looked at the role of developing, strengthening and building capacity for training and technical assistance. The glossary will make TA more consistent as we begin to brainstorm standards for TA. These could begin to be used in the CCR&R networking meetings. We could brainstorm venues that we could use these, such as in our partnerships between Head Start and the CCR&R, etc.
- Pam voiced that we all could benefit from training on coaching. This would be a chance to build strengths, competencies and abilities. We could be more clear on how we apply these and what our outcomes are.
- Merrily suggested that now that we have adopted these definitions, then we should all use these definitions, develop the standards, and decide who and how it's to be done. What are the competencies and the qualifications for each type of TA? Perhaps there could be credentials for those who qualify to deliver various types of TA.
- What would be our next steps on this? Bev is presenting a 3 hour, Set 2 workshop which qualifies for adult education, at the Spring Oregon AEYC conference. .
- Ingrid stated that we need to inform the professional development groups about this glossary. We should also introduce the concept of how it's used in Oregon. We should also answer questions such as, "Why did we adopt this glossary? How are we going to use it?"
- Dee stated that it we are really talking about quality. What is quality training? What is quality mentoring? .

Training Academy Demonstration

Presented by: Dee Wetzel

Dee presented the Online Training Academy that is available through the local CCR&R's. Each CCR&R now has a link to access to the Training Academy and to allow providers to purchase training.

- Providers can go to the OCCR&RN website and find the Training Academy. They then put in their zip code. They will then be directed to the landing page of their local CCR&R and then they could purchase the training that they choose.
- The Training Academy was brought into Oregon in response to the need to have more online training especially for the rural areas where a lot of training is not as accessible.
- The Training Academy comes from the National Association for Child Care Resource and Referral.
- There is enough training in the Training Academy to achieve 2 types of CDA credentials and 2 types of child care essentials.
- Providers can access training 24 hours a day, 7 days a week.
- These trainings are also offered in Spanish as well.
- Providers could purchase bigger training, or customized trainings.
- The prices for the packages are visible for the participants.
- Providers can listen and read the presentations. Participants can not go faster than the presentation allows, or skip slides. There is a quiz at the end as well as smaller sets of questions throughout the presentation.
- All trainings have been assigned CKC's and have been assigned an age group when applicable.
- If providers pass the test with a minimum score of 70%, they can print a certificate immediately.

- The participants will then submit the certificate to wherever it is needed. If it's needed for licensing, then they should submit it to ORO. If the training needs to be submitted to a supervisor then it should be submitted there.
- There will be more online training to come.

Rule Revision

Presented by: Kelli Walker

- The rule revision is a very thoughtful process involving input from several sources.
- A consultant review of the rules has already occurred. This also included comparison's with national research and licensing trends in other states.
- There will be input from licensing and compliance staff, multi-stake holders, including subject matter experts such as fire marshals, and Sanitarians.
- CCD is expanding the conversation to include public feedback from the CCD website on proposed rules.
- Licensing Specialist will use a platform known as Gov Space for providing feedback about specific rules as they are posted.
- CCD will look at the fiscal impact on providers as a result of new rules
- A rule advisory committee is being formed to provide input on rules.
- Opportunities for public input will include, the rule advisory committee, public forums, meeting, webinars, and internet feedback.
- It is not anticipated that the changes will be huge, but there will be changes to rules.
- There will be methods of communicating new rules out to the public.

Access and Outreach

Lisa DeMoe and Dee Wetzel

Both Lisa and Dee are new leaders for this committee. At their first meeting, they began to look at the work plan with the committee. It was decided that this committee will meet every other month on the 2nd Tuesday. A sub-committee has formed to look at language issues for training topics. This committee also includes staff from CCR&R's and licensing staff,

Quality Assurance

**Beverly Briggs, Linda Nelson,
Carol Petersen**

We're working on the quality assurance standards for trainers and training sessions. A sub committee has been formed. There have been some standards that have not been implemented for trainers. We need to get to the big questions first such as, what is quality training and how do we know that trainers are doing a good job? Quality Assurance is also just beginning the evaluation of the Early Words training.

Qualifications, Credentials and Pathways

**Merrily Haas,
Pam Deardorff**

The group viewed and gave feedback on an updated document regarding how to get community college credit for training and how to work with your college or university to accomplish this. This document is not yet complete but continues to be worked on. The QCP participants also received a progress report from a workgroup looking at a family advocate credential. The subcommittee is still working on this. The participants continue to have discussions on the need

for an Oregon preschool credential. There is some contradictory information on whether or not Head Start could or would be able to use this credential towards meeting qualifications for positions. The committee asked the representatives from Head Start that are a part of the QCP to get an answer from Head Start to share at the next meeting.

Another workgroup of this committee is Articulation. This group advises the articulation summit. The Articulation Summit is scheduled for April 20th. At the summit, the participants will receive an update from the state on the changes that are happening with the Oregon Education Investment Board, and the Early Learning Council. The Summit hopes to learn about expectations and pathways for professional development. Some of the research that Pam went into for the Race to the Top application showed where there are some gaps in our state. In the afternoon, the Summit will look at the transfer process from community college to university, particularly the issue of the loss of credit. They will hear from students who were successful and not so successful in this endeavor.