

**CHILDHOOD CARE AND EDUCATION COORDINATING COUNCIL**  
**Professional Development Committee**  
**Qualifications, Credentials and Pathways Work Plan**  
**Finalized – April 19, 2010**

<b>Qualifications, Credentials and Pathways to Professional Development</b>		<b>Facilitators: Pam Deardorff, Merrily Haas</b>	
<b>Purpose Statement: This sub-committee will ensure a) that pre-service and ongoing training for licensing meets the needs of the child care workforce, and b) that multiple, articulated pathways are available for the workforce to achieve a progression of training and education for credentials, certificates, and degrees, and c) the professional development framework provides diverse opportunities that engage adult learners in professional growth.</b>			
<b>Goals, Strategies, Activities, Tasks</b>	<b>Responsible Parties</b>	<b>Process or outcome</b>	<b>Completion, review, or proposed start dates</b>
<b>Goal 1. Examine licensing standards for training requirements, both pre-service and in-service, and make recommendations.</b>			
1.1 Review national standards and compare to Oregon standards or Research NCCIS to see if this has already be done. 1.1.1 Pre-service <ul style="list-style-type: none"> <li>• Minimum qualifications –required training</li> <li>• Overview length and content</li> </ul> 1.1.2 In-service <ul style="list-style-type: none"> <li>• Number of hours</li> <li>• RRCAN updates</li> <li>• Repeated trainings</li> </ul>	QCP workgroup – Lilli Colette, Jeanette, Carol, Kathryn,	Increased number of child development and health and safety training hours and content areas required for directors and teachers in certified centers approximate standards defined by AAP/APHA. <b>(PATT 1.3)</b>  Increased number of child development and health and safety training hours and content areas required for certified and registered family child care providers approximate standards defined by AAP/APHA <b>(PATT 1.4)</b>  Other?	Timelines will be reported on at May meeting
1.2 Create a chart to include 3 columns (National, other states (MA,MD, NC,WY), Oregon)			
1.3 Analyze the information gathered.			
1.4 Draft recommendations.			
1.2. Survey partners to determine if drafted recommendation meets the needs of Oregon’s providers, children, and staff	QCP workgroup with input from QCP		July – August
1.3 Prepare final recommendations to go to PDC and appropriate partners.	QCP		September 2010

<b>Goal 2. Provide professional development framework that creates diverse opportunities to engage adult learners in professional growth.</b>			
2.1 Develop School Age Credential 2.1.1 Develop plan for School Age Credential 2.1.2 Review School Age training availability 2.1.3 Provide input into specific criteria for school age credential. 2.1.4 Explore articulation of new credentials into Registry and community college system 2.1.5 Draft issue Brief and bring to QCP.	SAC workgroup - <b>Patsy Kohout</b> , Jackie Jones, Tammy Marino, Jennifer Merrill, Tennille Wait, Robin Lloyd, Julie Petrokubi, Bonnie Baird, Shannon Vandehey	Completed School Aged Care Credential with available training to meet training requirements.	Meeting #1: Friday March 5, 2010 Meeting # 2: Tuesday March 16, 2010 Meeting #3: Tuesday April 6, 2010 Meeting #4: Tuesday April 13, 2010 Monday April 19, 2010 present Issue Brief draft (if ready) to QCP for input, guidance.....approval?  Monday May 17 or Monday, June 14, 2010 present issue brief to PDC for review and approval
2.2 Compare requirement for Early Head Start personnel, Oregon Registry Infant Toddler Credential and CDA to see how they could be used as an option for meeting qualifications. 2.2.1 See H. S. Approval for IT Credential and Step 7. 2.2.2 Report to QCP & seek input	I/T workgroup – <b>Lilli</b> , Pam, Patsy, Kim, Joy, Kara, Laurie, PD Network members	Alternative Credential is available to Early Head Start programs to meet staff qualifications. Submitted to Regional Head Start Manager, next will got to ACF national office	Report on timelines at May meeting.
2.3 Explore the development of other Credentials. 2.3.1 Report on development of Licensing Credential and seek input as appropriate. 2.3.2 Identify other appropriate credentials to be developed and develop rationale. 2.3.3 Make recommendation to PDC and appropriate funding agency.	QCP	Potential credentials to be developed: <ul style="list-style-type: none"> <li>• Preschool</li> <li>• Family Child Care</li> <li>• Home Visitor/Family Advocate</li> <li>• Community College Instructor</li> </ul>	Report on Licensing Specialist Credential at May meeting.  Others - Later 2010-11 Activity
2.4 Incorporate RBPD into credentials 2.4.1 Receive ongoing reports from RBPD work group. 2.4.2 Provide input as appropriate for incorporating into Credentials.	RBPD workgroup – <b>Pam Deardorff</b> , Beverly Briggs, Robin Hill Dunbar, Dawn Norris, Pam Everitt, Donalda Dodson  QA and QCP	Reports to QCP.	Pam D. will provide ongoing updates as QCP meeting.

<p>2.5 Encourage Credit Bearing Training</p> <p>2.5.1 Develop a checklist/paper to describe what training needs to include and how to partner with local community colleges to fit into their programs and/or build around what is required around the program.</p> <p>2.5.2 Explore Set Two trainings as being credit bearing ready.</p> <p>2.5.3 Gather information about CC Certificate options.</p> <p>2.5.4 Make recommendations</p>	<p>QCP workgroup - <b>Pam, Patricia, Lilli, Laurie, Tammy</b></p> <p>(Julie will send info)</p>	<p>Checklist and/or paper is developed.</p>	<p>Group will meet at the GAS and provide report at May meeting with timelines.</p>
<p>2.6 Monitor and provide input to Training and Education Database</p> <p>2.6.1 Ensure that the work of QCP is reflected in the development of TED.</p> <p>2.6.2 Receive ongoing reports and provide input as appropriate.</p>	<p>QCP</p>	<p>Informational Reports to QCP.</p>	<p>Sept. meeting – Presentation from Dawn with a one pager on TED.</p>
<p>2.7 Provide continued monitoring of Oregon Registry and provide input to the Oregon Registry Evaluation Plan.</p> <p>2.7.1 Create evaluation questions.</p> <p>2.7.2 Identify groups/data sources to gather evaluation information from:</p> <ul style="list-style-type: none"> <li>• Survey/focus groups</li> <li>• Network reports</li> <li>• OCCD Reports Info from Start</li> <li>• OACCD</li> </ul> <p>2.7.3 Provide input into the Evaluation Plan Design</p> <p>2.7.4 Receive report from OCCD</p> <p>2.7.5 Provide input on recommendations for improvement.</p>	<p><b>Patsy, Pam and QCP</b></p>	<p>Oregon Registry Evaluation report</p>	<p>2010-1011 activities</p>

<b>Goal 3 Support multiple, articulated pathways for the workforce to achieve a progression of training and education from community-based through degree programs.</b>			
3.1 Support articulation of certificates and credentials, community-based, high school, and community college childhood education coursework, and four year degree programs. 3.1.1 Maintain and support articulation of Registry and CDA into community college credits. 3.2.1 Ensure articulation information is readily available. <ul style="list-style-type: none"> <li>• Review charts and Brochures</li> <li>• Identify Career Pathways</li> <li>• Create communication plan.</li> </ul>	QCP workgroup – <b>Merrily</b> , Lilli, Laurie, Patricia, Joy, Patsy, Kara, Julie P.  With help from CCD - Teresa Stevenson	Updated Transcription Chart on CCD Website and posted as new update.	By May 15, 2010
		Updated Fusion chart on CCD Website. Communication plan developed.	By Nov 2010
3.2 Identify ECE equivalency between Oregon’s colleges and universities 3.2.1. Review fusion chart 3.2.2 Identify career pathways 3.2.3 Identify Knowledge and Skills 3.2.4 Identify how many courses are included 3.2.5 Look at Oregon Registry as guide.	QCP workgroup – <b>Merrily</b> , Lilli, Laurie, Patricia, Joy, Patsy, Kara, Julie P.	Document that includes: <ul style="list-style-type: none"> <li>• What’s out there</li> <li>• What are gaps</li> <li>• Who should be involved</li> <li>• How to address the gaps.</li> </ul>	September 2010
3.3 Explore options for 4 year degrees in school age care.	QCP with <b>Tammy</b> and OregonASK PD group.	Develop a list of possible degree options and which colleges offer them for school-age professionals	Spring 2011

Move to other sub-committees?

2.8 On-line Training and other distance education

- 2.8.1 Standards for accepting – to QA
- 2.8.2 Compile what already exists – to AO
- 2.8.3 Look for Gaps – to AO
- 2.8.4 Make recommendations – to AO

2.9 Credit Bearing Training to AO

- 2.9.1 Compile what already exists
- 2.9.2 Look for Gaps
- 2.9.3 Make recommendations