

Quality Assurance Subcommittee
March 22, 2010
9:00-11:00 a.m.
Chemeketa Community College Child Development Center
Meeting Notes

Present: Mandy Bennett, Pam Everitt, Berni Kirkpatrick, Barbara Malloy, Roni Pham, Maureen Keough Summers, Shiela Carter, Liz Caravaca, Linda Nelson, Co-Facilitator, Beverly Briggs, Co-Facilitator

Welcome & introductions

Two new members were in attendance:

- Shiela Carter is from Department of Human Services.
- Liz Carvaca is from NIKE Child Development Programs, representing employer-sponsored child care.

Good news and updates

- **Oregon Association of Child Care Directors (OACCD) conference.** Maureen reported a successful conference and a commemoration of their 30th year.
- **Oregon Association for the Education of Young Children (OregonAEYC) upcoming conference** on April 23 and 24 in Eugene at Lane Community College. Friday will include a targeted infant and toddler track that is being organized by NIKE staff. Additionally on Friday will be the Grand Articulation Summit (GAS) with an emphasis this year on articulating community college associate degrees to 4-year institutions for bachelor's degrees. Go to the website: www.oregonaeyc.org for more information and to register for the conference.
- **OregonAEYC's move and new address: 5427 Glen Echo Ave, Gladstone 97027, (503) 496-3991 or 1-800-452-3610.** The move has gone well and all are invited to visit the new space. An Open House was held on the past weekend with about 35 in attendance.
- **OCCD's move and new physical address: 527 SW Hall, Suite 300, Portland 97201.** OCCD's move also went well. We were closed for 3 days for the move. All are welcome to visit. We will have an Open House.
- **Update from Professional Development Committee meeting.** Linda summarized the meeting. Each of the three subcommittees gave reports and shared ideas for membership. There were updates on EQUIP and the statewide database (TED), Quality Indicators Program, and Oregon Programs of Quality. There is now a link to the Professional Development Committee and its subcommittees on the Child Care Division website: http://www.employment.oregon.gov/EMPLOY/CCECC/subcommittees.shtml#Professional_Development_Committee. Click on "Subcommittees" to get meeting notes from all three subcommittees.

- **EQUIP** (Education & Quality Investment Partnership). Information on EQUIP can be found at the Child Care Division website: http://www.employment.oregon.gov/EMPLOY/CCECC/popularity_boxes/EQUIP_Summary_7-15-09.pdf.

2/22/10 meeting notes were approved.

Work Plan draft

Linda distributed copies of the draft work plan for Quality Assurance Subcommittee. We discussed the various goals and activities, with special attention to those that are planned for the rest of the current fiscal year through June 2010. Those who were not in attendance may receive a copy of the draft work plan by contacting Beverly Briggs, babriggs@pdx.edu.

Main activities for the remaining 3 months of this fiscal year are:

- Analyze and develop revised criteria for distance learning
- Develop a Set Two training series on program management for Certified Family Child Care Homes
- Continue work on a revised Child Care Health & Safety participant manual
- Conduct evaluation of Starting Points Training Series
- Develop framework for conducting evaluations of standardized training curricula
- Analyze current standardized curricula for currency, trainer support, and sustainability

Our work plan will be integrated with those of the other two subcommittees into the Professional Development Committee Work Plan.

We anticipate that the research and actual planning will be done mostly in Work Groups, which will be ad hoc and will report to our committee. The work will then be taken to the Professional Development Committee for final review and approval. Work Groups will be developed per activity and will include specialists who are knowledgeable about the topic. Quality Assurance Subcommittee members may serve on Work Groups as they are interested.

Next step for the Work Plan is to finalize it and take it to the Professional Development Committee for integration with the other two subcommittees' plans.

Distance learning criteria

Our first activity was handed to us at the last Professional Development Committee meeting. Bev walked the committee through the current distance learning criteria by showing the session planning form. The current criteria are:

- a. Describe opportunities for participant interaction or conversations with the trainer and/or Sponsoring Organization
- b. Describe opportunity for the trainer or Sponsoring Organization to evaluate the participant's learning of content,

- c. How did you determine the training hours earned, based upon the content of the training and a “reasonable” amount of time that it should take a participant to complete it?
- d. What are your procedures for issuing training certificates directly to the participant based upon satisfactory evidence of training completion?

We next discussed identified characteristics and issues and brainstormed ideas for revision. Discussion points were:

- We need to get the word out to participants, CCD licensing specialists, and Oregon Registry point people about these criteria. The criteria are currently on the Training & Education criteria document, available on OCCD’s website, but do practitioners know to look there? They may take on-line training, for example, that doesn’t meet the criteria and then not get to use the training for Oregon Registry or CCD renewals.
- There are lots of questions about the third criterion—the # of hours it takes to complete distance learning. We need to examine that criterion carefully and perhaps come up with clearer guidelines on how to determine the number of clock hours.
- We should list the training that is not appropriate by distance learning, such as CPR/1st Aid.
- How to break on-line offerings into core knowledge categories
- Do webinars count as distance learning? Webinars would have to meet the criteria.
- How do you get that relationship with the trainer when the format is distance learning?
- Should the system put limits on the percentage of training through distance learning that professionals can take?
- We should use on-line degrees from accredited universities as a model.
- And, perhaps the “virtual degree” in Oregon could be a model.
- Consider the needs of those who speak alternative languages and cultural relevance.
- Should standardized curricula have a distance learning option?
- We should look at “hybridized models” that combine face to face with distance strategies.
- Distance learning makes sense for staff that work long hours or are far from face to face training opportunities. The flexibility is important.
- Can people by-pass the actual training content and still pass the test and get the certificate?
- It is hard to judge the time it takes because there are individual differences among participants in speed of completion. We need to come up with a fair measure of the amount of time it takes to complete.
- Bev will send the web address of one sponsoring organization that offers distance learning and is working on some training session approvals.

A work group was formed consisting of Roni, Bev, Linda, Mandy, Liz, and Barbara to continue the work on this. They will meet and develop some ideas

back to the April meeting. (Note: after the meeting, Linda Craven, who is joining this subcommittee, agreed to be on the work group as well.)

Next meeting dates:

April 26, 9:00-11:00—Chemeketa Community College Child Development Center

May 24, 9:00-11:00—Location TBA