

## The 2007 Grand Articulation Summit Report

The 2007 Grand Articulation Summit (GAS) was a transition. Workgroups of leaders within the community colleges Early Childhood Education Programs have been meeting via conference calls over the last two years. The second phase of their work was presented. The summary of their work is included in this report's appendices. One chart describes the community college credit that a Child Care Provider can receive with a completed Registry Step 7 or CDA. Another chart, the Fusion Chart (and an attached spreadsheet), show classes offered by community colleges and the increasing number of classes offered to students via distance that provide flexibility for the busy Child Care Provider.

The next step of the Virtual Degree Project is to share with additional Child Care Providers the options available to them and to assist them in transitioning into community college classes. This step moved forward at this meeting. Sixty-five people came together. They included community college advisors and professors AND Professional Development Mentors, Child Care Providers, and CCD licensing staff. These people continued the discussion, revised a brochure, and created components of an Outreach Plan. These people have committed to continuing their work in regional workgroups via two follow up teleconference calls. In addition, each of them agreed to share the meeting contents with ten additional Child Care Providers. And finally, those who were not signed up on the Oregon Registry (about 50% of attendees) have now or will be doing their best to complete this task.

The table notes from the conference discussions are provided below. We hope that these notes will be used as resource material as the regional workgroups move forward. In addition, we hope that each attendee will find the information useful for their organization and will take the opportunity to move forward the education of the valued Child Care Providers in Oregon. Please pay special attention to the ideas on how to distribute the brochure on page 5 and the components of the Outreach Plan on page 6.

One last note. The meeting comments have been integrated into the new brochure and it has been forwarded to the experts at the Child Care Division who will polish, print, and orchestrate the major part of the distribution of the brochure. We will keep you apprised of the readiness of this new tool.

We will also post this document and other GAS materials on the web site to make it convenient to find this information in the future. The information will be on the Child Care Division's web site at [www.oregon.gov/employ/ccd/](http://www.oregon.gov/employ/ccd/), in the very near future. At that time, you will choose "CCD Funded Programs" in the left panel, then choose "Virtual Degree Program" from the list of options. Currently, to view historical data on this project and the current Fusion Chart, go to [www.oregon.gov/employ/ccd/gas\\_home.shtml](http://www.oregon.gov/employ/ccd/gas_home.shtml).

Thank you again for your attendance and support of this meeting.

### GAS 2007 Table Notes

#### **What are the student/provider barriers to enrolling, taking classes, and graduating from Early Education Programs?**

Money, access to information about scholarships. Access to computer or college campus. Nervous about going to college. Need classes at night. Practicum that's paid, Value - what's the payoff.  
\$. Practicum requirement for working adults. Placement tests and lack of computer access to enroll imposing goals for environment options. Instructor realizing where the students are coming from. Language barriers, anxiety/school in general.

Travel, #, not important to parents, barriers within family, no internet, no financial incentive, state incentive by increasing rate to those with education.

Travel time after work, confusion on class names, not consistent titles between , Tech difficulties with online classes. \$, time to go to school, fear of getting started, intimidation. Frustration when no one is available by phone (answering machines & no prompt call backs). Not understanding how continuing education will help you, the difference between training and coursework, unknown system. What's in it for me? I've been doing it for years why do I need to...lack of encouragement/guidance, no incentives, concerns of negative past educational experience or it finally worth it? If you raise your rates because you have higher quality---some can not afford you. Need support from teachers for family child care providers. How do we get very rural providers to take advantage of training opportunities? time/at end/availability for fee focus not ?, for example: self esteem (believing they could do it), ages of provider may make changing the harder. Re-energizing needed-maybe a targeted audience of experienced seasoned providers may see no value to training.

Child Care, class Schedule, tuition cost, language barriers, technology issue, no CC-knowledge of availability of courses, no high school diploma, higher rates, do we truly need to do this? Access scholarships, more collaboration RR & local CC & head start.

\$ - cost of classes, level of income & incentives for ed. Other folks (industries) pay more when you have a degree. Access to internet, time online Ed isn't for everyone new technology to learn, format difficult for some.

Time - \$ - Availability

Time- \$-Compensation already @ 7.5, need higher level distance, 4 yr OUS transcription, Advisor access, Access to information regarding training, uneven CCR support, view of professionals, community education/support, rural sense of isolation, no prospects for long-term growth of business.

### **How do we resolve these barriers and communicate the results? What are the simplest and most efficient methods?**

Mentors to motivate why go back to school. Mentors to explain options. Scholarships for classes/computers? CCR&R class to deal with going back to college-college tour-meet advisors.

Dual enrollment options, who are the partners-network w/providers to get through the process. Information – targeted mailings-constant flow of info. Have classes at a college w/info/scholarships John & Betty Gray.

Self study packets, increase DHS subsidy based on education. Education public about quality child care, make advances on registry provide salary increases, general fund \$ for child care, employers.

Training for faculty regarding teaching online courses.

CARES program with \$ for training and higher levels. EEP-Early Education Partnership @ Linn Benton, Rogue College - evening classes, mentors for each eligible student (in field, ECE track, provider, new student) scholarships -3 yr. federal grant –Jobs available connections, folding in to coursework (Rogue).

Times-evening/weekend with availability – Excitement at validation of importance of gaining knowledge. Taking a holistic approach – all Oregon schools work together, not community by community.

Bring down to the local level what is available. Cohort members working in agreement between state and local levels. Efficient scholarships – Efficient articulation agreements – worthy wage article from Rhode Island. Advocacy. Child Care/ECE respect. (tough but necessary!).

New on-line training calendar [www.oregonchildcaretraining.org](http://www.oregonchildcaretraining.org).

Provider input > training needs. Stipends & \$\$\$\$. Create > awareness for entry levels teachers. Packet of information from CCR. Redesign Overview Class break into 2 parts → professionalism & business emphasis. Market → media re: economic impact of an educated workforce working with young children.

### **How do we track and measure these remaining barriers?**

Dual enrollment options on fusion chart. Track #'s of college courses through CCD licensing. Training to all groups who are information givers to keep the flow of information. Initiatives ~ for college credit \$ if attend college classes use mentoring & create a cohort of providers.

CC Intake questionnaire for classes, enhanced payments log, get on Registry, DHS #, school secretaries. Meetings for ECE providers. \$ for internet service or computer. Making classes look familiar by having video show family home, Co-ops, centers, etc.

Email group - capture the issues and report back to the summit. Community College faculty is available.

Instructors need to be recognized for the intensity of time that needs to put in to be successful

Hybrid classes

Online great because it fits into schedule.

Support groups for online students

Use professional development mentors to assist new students.

Pay the professional development mentors.

There are many people who need/want mentors

Reinstate CARES!!!

Provide trainings in multiple languages.

John & Betty Gray scholarships.

Increased participation in classes

Survey → not when leaving/CCR members to reply/focus group

Study relationship of new ideas to increased students/providers.

Reflect CARES reports (evaluation)

Survey student needs

Watch geographic dimensions on access.

Survey (CCR). Providers, center – based report

Focus groups, union participation - report on economic impact

### **How do we inform the ECE Providers of the flexibility of the Host/Provider System of Distance Education and the volume of online classes available?**

Mentors and Professional Development contacts; CCR&R provider consultants & newsletter; website. Beef up online information @Host/Provider site to make it more student friendly.

CCR&R mentors, academic advisors, public access, PRO

Fliers @ overview trainings, newsletters, Child Care food programs, forum with a Community College advisor – who do you go to Community College advisor, mentors, provider consultants, email lists through CCR&R databases.

Quality advising/contacts

CCR&R's professional development mentors.

Cohort & Mentoring groups → mailing

CCR&R, Commission on Children & Families, ESD's and local child care associations.

Newsletters –CCR&R – centralized training calendar

Websites – CCR&R – [www.oregonchildcaretraining.org](http://www.oregonchildcaretraining.org) - SOCC brochure - links to OR Registry

Give instructions on the web page.

Head Start, EI/ECSE & CCR need to have this info, CCD certifiers, OAEYC, PRO

Use different methods of continual communication - class, in person, peers.

Have list serves so students could connect across the state.

### **What role will politics play at your CC in encouraging students to take online/ Host/Provider classes from another institution to encourage flexibility?**

Loss of FTE; educational experience maybe compromised @ online classes; can appear to be weakening program through farming out members practicum inclusion for completing credits is important and can be a hurdle.

“Turf wars” between community colleges for number of ECE student: “If I list six classes from other community colleges I will run the risk of diluting the population, cancelling classes, and eventually seeing the demise of my ECE program.

FTE issues, quality matters, program competition, if we do it for ECE – will all be expected to do its curriculum content issues.

\$ issues as host – loss of student to another CC- instructor workload – transcribing ->common courses #s > course development/outcomes. Communication gaps between instructors – Technology expense/updates.

FTE Tuition/Dollars > Money

Internal departments within a college - credits vs. continuing education.

Possible loss of FTE; scarcity of fund; loss of face to face contact with student - quality control.

Quality Control - how to check?

Library links to CCED Division,- OAEYC, OCCD, PRO, SALEM CC

NAFCC – state to state (WA, OR, CA, ID etc)

Counselors need info

Students need to have a contact, CCR&R's have "intro to college" classes.

Complex to understand, need to break it down to easy to understand language. Need to collaborate across programs.

### **How do we convince our local community college to participate? What are the politics?**

Advocacy; numbers (situational)

Invite local long distance education person to meetings/classes or education for providers

Show #s, or potential students – make it simple – policy – don't tell about other colleges to not lose FTE.

-student centered – projection of students #s

-instructor need workload flexibility – will this impact their face to face classes

-“completers” is a measurement standard -how will this effect that measurement?

Convince leadership of the need & benefit

-Departments competing for turf.

-Community colleges involved in family child care –

-Advisors help take baby steps

CCR&R Professional Development Mentors Advisors need to provide a link between the providers & college advisor

FTE and funding driven – need to be able to show that hosting will not create a deficit.

Talking in numbers-unions help to promote

What's in it for them/coach students with what to ask for.

### **Do we encourage students who need flexibility to take SOCC's online program? Should each CC put their ECE program online? Or will collaboration and cooperation be most effective and efficient for the CCs and the students?**

No choice – have to be collaborative. Ongoing communication between Community Colleges continue

-should offer options to students to move forward to graduation.

-Warn about losing FTE

-Each CC should put some/if not all classes online.

-Remember the students who are not online/learners and need traditional classes registration, etc. They may need support, too.

-yes (pockets throughout state)

-Community colleges need to offer more diverse schedules - 6-9 pm, weekends, etc.)

-Collaborate/cooperate

CCR & Head Start should encourage the online programs

Plan laid out so that students can go from one to another and get done.

### **Do we coordinate to offer a continual rotation of classes online of which all online students can take advantage?**

If we had an online degree – coordinate rotation around that with a nice mixture of face to face classes at local community college.

Continue to offer multiple options – online, face to face, modules, etc.

Classes for Spanish speakers in Spanish that “count” for certification hours and towards degree programs.

Organize work groups to address this issue

Need continuing coordination to achieve this goal

Break down credit classes so students would have to take all 3 credits but only a credit at a time.

### **Discuss the following questions. 1) In your opinion, what are the three best ways to make contact with and reach out to Providers in your community? 2) Getting to and staying in school to graduate takes time and perseverance. How can we support our providers at the local level?**

Small local organizations-PRO, PACE, CCD certifier CCR&R

1. Mentoring, personal contact - expect to say the same thing over and over again.
2. Start Rumors - true ones – about the opportunities out there.
3. PRO chapters, CCD sees everyone

Word of mouth. Hear it from the success stories. Loosely defined. Participating in the system. Not necessarily waiting until graduation.

1. Personal goals
2. Fully fund.
3. Understanding family child care reality - good teaching those who work w/a room full of 4 yrs old.
4. Respect for professional experience. Providing relevant content.
5. Computer training college success
6. Word of mouth one on one
7. Resource & referral staff w/newsletters, etc.
8. Membership organizations, PRO, OACCD, OAEYC, etc. formal & informal
9. Child care resources
10. Local college class calendar – post website for Oregon colleges online.com
11. Local organizations OAEYC, R&R and people, P.R.O, USDA
12. Bulletin Boards, Newspapers
13. Offer more evening classes /Saturday - > that are needed to complete degree program.
14. Make scholarships & grants more available and well known
15. More higher step training classes available. Find a way to make it less overwhelming -☺

**Identify 3 specific best ways to use the brochure, and how will we measure the success of your idea?<sup>1</sup>**

Initial Distribution

1. CCD will mail the brochure to all registered and exempt providers. CCD should distribute the brochure yearly, statewide including the insert with renewal letters (including certified family renewal packets). Choose a brochure paperweight as to not increase postage costs.
2. With a cover letter, CCD will mail a large number of brochures to the R&Rs and unions for distribution at trainings and meetings. We ask that each person hand out the brochure at each and every class the R & R offers.
3. With a cover letter, CCD will mail a small volume of brochures to all Centers, encouraging distribution of materials to ALL staff.
4. CCD will have brochures available per request of any Child Care Provider or related professional.
5. CCD will place the brochure on CCD web site, section: For providers.
6. The Career Development Center will send the brochure with requested John & Betty Gray Scholarship information.
7. NAEYC will send the brochure to presidents of all child care related organizations with an introduction letter on how to use and how to obtain more brochures.
8. The letters sent to organizations with the brochures will encourage one-on-one conversations with brochure distribution...not second hand data. The R&R in each SDA will distribute brochure to local sites (Community Job Council, High School, Child Care Center, YMCA, local library story time, certifier hand out). The person distributing the brochure will identify a person at each site who understands the brochure data at the basic level who will call when they need more.
9. The R&Rs will be asked to note the number of inquiries due to the brochure for six months. In addition, the R&Rs will be asked to solicit information about the barriers and challenges of Child Care Providers as they try to move forward with their training and education.

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<sup>1</sup> Just in case you are reading only sections of the report, the edited brochure in the hands of the Child Care Division to polish and print. We will keep you posted of it's completion and distribution plans.

Ongoing Distribution

1. Yearly, the registry will send a brochure to all those child care providers approaching steps 6 or 7.
2. Yearly, we ask that the community college advisors have a conversation the instructor/professor teaching the ECE introduction class at each community college and ask them to use it. We'd like the advisor to follow up with a telephone call for questions. This request will be included in the letter to the college community advisors when they are sent the initial group of brochures.

Brochure/plan goal:

The regional conference call discussions will include creation of a regional outreach plan that attempts to measure the success of the brochure and other parts of the proposed plan. Number of yearly graduates from community college programs, etc will be solicited.

**What should be the components of a Coordinated Outreach Plan? What are the goals for 2007? What are the best and specific ways to get Providers into the ECE Programs? How will we collect and track our successes?**

Coordinated Reach Out Plan: Ideas/Components for each SDA and/or Regional Conference Call Group

Theme: "No wrong door" approach to providers. We're all here to help you find the best option for you.

1. Create *script* for "Fusion Chart" for "Transcription Chart" for use by those who are not as knowledgeable yet.
2. Each of the community college instructors will come up with one idea that they can implement to get a new provider into a class.
3. Linking from one site to another: work to link all web sites related to child care together in an organized fashion (ie one link page of which the contents could be place on every site).
4. Create the opportunity where every Step 7 provider gets an individual invitation and in person or telephone consultation from their mentor/college advisor for continuing their education. Twice a year, February 28 & August 30, the Registry will email a list of all providers at step 6 & 7 to the current list of community college advisors and professional development mentors. The community college advisors will mail a letter to their "home" school providers, letting them know that the Step 7 can be converted to college credit.
5. Encourage providers to sign up for the Registry. The Registry will make an insert for the brochure that talks about the importance of the Registry for creating a voice for the profession that can result in better scholarship opportunities and better pay.
6. Identify and use opportunities for collaboration within the profession between the child care providers, the community college ECE program advisors, the professional development mentors, and the licensing staff.
  - a. Hold quarterly, regional conference calls between members of the above groups. Especially when college registration opens and after a major outreach event or mailing.
  - b. Hold regional meetings for above identified groups.
  - c. Provide an open house opportunity at the local community college for new student providers. Include representatives from the groups above in planning and implementing the event. Track the cost, the attendance and the number of providers who then take their first class within 6 months.
  - d. During the week of the young child events & the children's activities & conferences have an information table staffed by knowledgeable people from the above groups.

7. Create one credit Career Exploration Class (PCC)/Tuition Free College Success Skills (MHCC) at different community colleges. Have 20-25 slots per section. Costs per section: \$2040 (includes tuition, food, admin fee, transportation if needed if comp). AM agenda: tour, ITV experience, online experience, validate providers, meet students. Provide a really lovely lunch. PM agenda: travel to 2nd campus (or lab school), tour, breakout groups: financial aid, OCCD, Early Education Programs.  
Attendee followup: most important course for planners to take.
  - a. Tell 5 people about your experience (expands contact to 100-125 more providers)
  - b. Write/describe your reaction to the day.
  - c. Identify barriers/goals: similar to you/different to you.
  - d. Forward contact information to R&R. (R&R to send brochure, make contact.)
8. New child care provider college orientation/Buddy Cohort Luncheon. Quarterly/regional/hosted by a different group, but at the same regional site. (Provider will see it as a regular event, the changing of the guard will come to them.) Use brochure with local insert/return mail interest card to solicit child care providers to lunch.
9. R&R Information: An evening of Conversation with children & food, with past students & current students.
10. Incorporate introduction of ECE Programs with local training. Invite an ECE Instructor to attend a class and to talk about opportunities and introduction classes
11. Help CCR&R mentors to develop targets and give them the tools to meet the targets.
12. Organize ongoing provider support: formal & informal.
  - a. Provide positive experiences from successful students.
  - b. Coordinate with professors/instructors who understand the student provider group, their learning styles, their time limits, to provide support
13. Lobby to increase licensing requirements at CCD. Create rewards for doing so.
14. Develop a cohort of CDA classes to continue with college education. CDA is required for licensing. Goal is to provide one cohort of 10-15 people.
15. Create a local/regional insert for the brochure. Identify scholarships/regional resources.
16. Connect and communicate with child care providers
  - a. Create a buddy system of providers to hook up with new student providers for getting started.
  - b. As awareness increases, create a list serve/blog for child care providers with all of the information.
  - c. Link all related state/local child care related web sites. One entity responsible at state level.
  - d. Reestablish provider networking group (local PRO).
17. Partner with Union to include information on college online info and make it a part of their presentation.
18. Create the expectation in the profession that becoming a child care provider is a professional move. Recruit persons for this profession.

*What are the best and specific ways to get Providers into the ECE Programs?*