

GAS Summit Meeting Summary. February 18, 2005. Eugene, Oregon.

Introduction

Historically, the majority of child care providers in Oregon have worked with children without training in the field, formal or informal. There is a large body of research that links training in early childhood education with positive child outcomes, particularly in the areas of mental health and readiness to learn. Oregon's Child Care Division and others in the state have developed quality training for providers and acknowledgment of this training with recognition of "Steps" on the Oregon Registry.

Child care providers are completing training in growing numbers. Most are engaged in the informal system. Tackling college credit classes is more daunting for the provider. With the funding of the State's CARES initiative, working providers are completing college classes for the first time. The CARES initiative provides money to cover tuition and texts, monetary rewards for completers, tutors for classes, new classes designed for working providers, and classes designed to assist providers with career planning and registry application.

We have discovered the reasons providers have trouble accessing community college and university classes. This project addresses these issues and as a result, will look different from any existing community college early childhood education program. The project proposes a "virtual program" that is capable of:

- awarding college credit for the achievement of different steps on the Oregon Registry that can be taken to any college,
- meeting the need for classes offered at nontraditional times, for example via distance delivery methods, and
- allowing program completion for providers who can not access a local community college.

Previous attempts to work on articulation questions among community colleges have bogged down when reviewing "classes", whether looking for matches in course numbering, title or content. The "virtual program" will look at knowledge, skill, and behavioral outcomes for students in areas defined as "core" by community colleges, the Oregon Registry, and early childhood professional organizations.

Project Working Concept

Develop and implement a two-year Early Childhood Education degree designed for the working professional (child care provider) that grants credit for community education and training programs, including the steps on the Oregon Registry.

Build and implement a collaborative process to keep all interested parties informed and supportive.

Action Plan

Committees were created on February 18 to implement the action plan. The action plan is organized into committee action items. Committee participants will give four hours a month for the next two years to complete the work IF the committee work can be done under the following criteria.

Committee criteria: No travel for meetings. Work is facilitated by outside professional and action items are clearly communicated prior and post meetings. Meeting notes, research, coordination of meeting times, and report writing are completed by outside support person (facilitator), and posted on listserv. Meetings start on time and end on time.

Fusion Committee

1. Identify what's missing in the current fusion chart. Collect information from other Community Colleges. In addition to collecting information about ECE programs, identify who is offering the General Education requirements online.
2. Complete fusion chart. Fit classes from Community College ECE programs into the fusion areas.
3. Bless fusion chart. Create language to explain acceptance of another CC's classes.
4. Identify holes for virtual student. Where and when will "next" class be offered? Identify challenges and solutions for virtual student overflow issues.
5. Identify how to consolidate into a degree if classes did not fit.

Core/Registry Committee

1. Identify what the Registry needs to issue a Credit Certificate of differing values (up to 15 credits).
2. Review the Registry steps/associated clock hours, related 10 CKCs¹, and number of CCC². Review the fusion areas. Identify what fusion areas the "core" classes would come from and what CC classes would make up the "Core" transfer hours. Determine values and identify the number of classes and the related credit.
3. Draft language of how a host of the virtual program would accept the certificate from the Registry and translate it into class credit that could be transferred and accepted statewide in the CC system.)
4. Resolve "paying for credit" issue.

Practicum Committee

1. Identify the behaviors and outcomes to be completed during a Practicum. Gather data from other programs on their on campus practicums. Evaluate and revise³.

¹ Core Knowledge Category

² College Course Credit

³ Review CDA Validator for possible model or guidance.

2. Identify optional ways that the Practicum could be completed via distance. Determine the number of hours, and composition of the evaluation component and the observation component.
3. Define the role of a local mentor. Define the minimum training and qualifications for a local practicum supervisor. Discuss how this might be integrated with the current mentorship program that is in place.

Administrative and Strategic Issues Committee

1. Add additional persons to the committee lists.
2. Write a project statement about the project and development process to share with all stakeholders. Statement is to include goal and benefits.
3. Research and resolve the residency and additional institutional barriers.
4. Address the virtual Program and the content acceptance into a 4-year degree program.
5. Identify the strategies for implementation of the “virtual program”.
6. Create a plan for building relationships with stakeholders.
7. Address the challenging questions (see below).

Questions/White papers for Administrative/Strategic Committee

Should the virtual program be located neutrally and centrally in a state office?

The virtual Program must be exempt from the CC residency requirements. Can other CCs exempt their Early Childhood Programs from the residency requirements?

Virtual Program Components

What does the model look like⁴? What work needs to be done? (no implied order to boxes below)

Credit Certificate

A Credit Certificate issued equal to a Step in the Registry for a combination of experience and community education classes, valid for credit at a participating Community College (CC) or with the Virtual Program for required Early Childhood Education classes.

CCs will work with the Registry to clarify foundation components and outcomes for CC to accept Credit Certificate.

The Registry will evaluate the Providers data and issue Credit Certificates.

Dollars may be available through a grant through the Registry, if necessary, to pay for Provider credit at the CC.

⁴For example, a prospective student with experience and community education classes equal to Step 7 in the Registry might be given a 12 credit certificate for credit at a Community College that would transfer/translate for core classes in the Early Childhood Program.

Early Childhood Classes

Complete Fusion project to show which classes are available where and if available online.

Complete Fusion project to show which Early Childhood classes are equal to others with different titles and numbers from different CCs.

Virtual Program breaks their classes into modules and offers to distant student.

Practicum via distance

Identify behaviors and outcomes. Identify options for completing outside “home” lab through virtual Program.

General Education Requirements

Work toward online classes with real world contextual learning experiences.
(To be addressed later.)

Additional Electives to Graduate

Identify number of credits needed to complete virtual Program.
Review the virtual Program’s content acceptance by 4-year degree programs.

Committee Membership

Committee members will hold the following dates until April 1 (at the latest) to verify that the Committee criteria have been accepted, and to allow for additional participant scheduling.

FUSIONiers

Sue Doescher

Bev Hickey

Eileen Micke-Johnson

Laurie Potts

Christyn Dundorf

First meeting: meeting dates on hold until April 1.

May 6, 1-5 pm

April 20, 12-4 pm

May 4, 12-4 pm

Core/Registry

Alice Lyman
Martha Moehring
Barbara Malloy
Phyllis Castle
Connie Denham
Patsy Kohout
Additional person from OCCDCCE

First meeting: meeting dates on hold until April 1.
April 26, 9 am-12:15 pm
May 10, (?same time)
May 12, (?same time)

Behaviors: Matching w Practicum

Jen Beudert
Bev Hickey + LCC staff
Laurie Potts
Cathy Thompson
Eileen Micke-Johnson + Rogue staff
Kim Williams
PCC-Faculty

First meeting: meeting dates on hold until April 1.
April 22, 12-4 pm
April 29, 12-4 pm
May 13, 12-4 pm

Administrative and Strategic Issues

Beth Hogeland
PCC Faculty
No meeting dates held.

NOTE:

At the end of the day or when we believe that things are resolved.....a trouble shooter collects concerns, finds additional “problems” or conflicts and works on resolving them. A project this challenging will need follow up after implementation begins.

Challenges and Roadblocks

What are the Challenges and Roadblocks to completing the Project Working Concept? (This was a brainstorming session at the beginning of the facilitation. The items below are not prioritized. The final draft of the action plan should be cross-referenced with the list below to make sure that all important issues are included.)

1. All involved need to feel comfortable with the Project.
2. Territorial issues between community colleges need to be resolved.
3. Provider motivation: add a mandate or incentive to complete the Program.
4. Funding for the creation of a virtual Program.
5. Design and frame a holistic Program for transferability to a 4-year degree program.
6. Resolve practicum issues.
7. Create the role and identify local instructional mentors who understand the issues of the Program.

8. Build advocates for the Program.
9. Build the Program with non-English components or options.
10. Complete fusion of content areas. Finalize fusion process.
11. Figure out how to bring it all together: Staff and support. Time. Geography. Put data from stakeholders together.
12. Identify who should be doing what: CCD and others
13. A neutral location for the Program.
14. Identify where the “home” would be for the degree.
15. Identify the “win” for the community colleges.
16. Determine the standards for challenges. Build sample models and examples.
17. Represent all stakeholders in conversations, including providers.
18. CCs to develop concepts and steps for giving credit for experience and community education classes by working with the Registry. Take the PCC “deep breath” plunge.
19. Create a safety net for providers enrolled in the Program who may not be succeeding. Look for learning disabilities and undiagnosed learning disorders.
20. Create contextualized general education opportunities for the Program using real world learning experiences.
21. Evaluate Provider technology needs for online classes. Identify and resolve support and access challenges.
22. Identify and work with the “real” decision makers.
23. Identify a source of funding for coursework.
24. Resolve potential conflicts when adding distant learners doubles class size and the CC does not have monies to offer a second class.

Background Information

GAS Summit Working Outline, February 18, 2005

Project Working Concept

Develop and implement a two-year Early Childhood Education degree designed for the working professional (child care provider) that grants credit for community education and training programs, including the steps on the Oregon Registry. Build and implement a collaborative process to keep all interested parties informed and supportive.

Why is the above important to the State of Oregon?

*Quality child care is directly related to the education and training level of child care providers.

*Moving non-credited child care community education and training into an existing certificate or degree program at the community college level is difficult at best.

*The child care provider who needs this educational opportunity is located in scattered and rural areas, works more than fulltime to meet the market need, and traditionally has had a lack of external incentives for further education.

*Many credit classes are not local and are not offered at a time a child care provider can attend.

*Out of state online private programs are expanding attracting local providers and Oregon dollars.

Characteristics of the degree program

What needs need to be met?

An option for students with time and distance restrictions relative to their "local" community college program.

Gentle entry system options present in program. For example: tutor with class, on site registration, classes located in a familiar location or building, encouragement for the individual who doesn't view her/himself as a college student.

An opportunity to challenge credit classes (including core requirements) by recognizing prior training and experience.

Credit for core requirements given for successful challenges.

Classes to be transferable to other community college ECE programs, including credit for challenges.

Evaluation of challenges to be housed in one location with one state wide standard.

An option for demonstrated skills and behaviors in lieu of a practicum for working providers.

Thoughtfully analyze program development for the ability to transfer AA classes to the core of a 4-year degree program.

Components of the degree program

Identify measurable (clear, concise, objective) outcomes (competency) that graduates would demonstrate.

1. Knowledge in core categories
2. Skills and behaviors

Identify qualifying work credit parameters.

Identify parameters that a community education class must meet in order to be part of the degree program.

Identify classes that can be challenged by prior training and experience.

Set the standards for "challenges. What determines "pass", "review" (?), and "fail".

Identify the core of classes needed for transfer to four year degree programs.

How to achieve the goal? (Draft Plan)

1. Clarify the characteristics of a degree program and the components of this degree program at the Great Articulation Summit (GAS) in February 2005.
2. Involve all participants of GAS 2005 and other interested parties in process by setting up a list serve that updates each individual, regularly identifies where

feedback is needed and solicits opinions, and promptly responds to any concerns, feedback and/or opinions.

3. Form Committees to define and identify clear, concise objectives for each component and subcomponent of the degree program.

4. Present the "plan" (draft steps, characteristics, components) to the Community College Council of Instructional Administrators in March 2005. Update this group as requested.

5. Repeat GAS as needed to offer feedback on committee work.

6. Identify a host school or request that Child Care Division put out rfp to Community Colleges.