

OregonAEYC in collaboration with the Child Care Division
THE GRAND ARTICULATION SUMMIT XV, Friday, February 17, 2006
Center for Meeting & Learning, Lane CC, 4000 E 30th Ave., Eugene, OR 97401
MEETING MINUTES

Welcome – Purpose of the Day – Merrily Haas, OAEYC, reviewed the history of the GAS. The first Articulation Summit was held in 1990. After many years of work OAEYC was successful in convincing the Teacher Standards and Practices Commission to adopt an Early Childhood Endorsement as an optional addition to Teacher Licensure in 1989. The purpose of the GAS, named to fit the NAEYC Week of the Young Child logo of a hot air balloon, was to foster improved articulation between community college early childhood programs and 4 and 5 year college and university teacher education programs.

Tom Olson, Administrator of the Child Care Division of the Employment Department, welcomed the participants.

Key points of information about the Child Care Division:

- is the lead agency for the Child Care and Development Fund, which provides over 90% of the financial support to Oregon's child care system
- is responsible for regulating over 5,000 child care businesses in Oregon – businesses with over 14,000 employees
- contracts with the Oregon Child Care Resource and Referral Network to administer 17 local CCR&R agencies
- contracts with the Center for Career Development in Childhood Care and Education at Portland State University to administer training and career development
- has four program outcomes, one of which is quality
- has two advisory bodies, one of which is the Childhood Care and Education Coordinating Council

Training needs in Oregon:

- The majority of the 14,420 adults in Oregon who work in the child care industry lack training, formal or informal.
- Informal training falls short of providing the depth of information necessary for children to reach their potential. Studies show correlations between years of college education and increased positive outcomes for children.
- Seven of Oregon's 31 Head Start programs do not meet the federal mandate for 50% of their teachers to have associate degrees. Two of these have **no** teachers with associate degrees. Trained teachers in migrant and seasonal Head Start programs are hard to find.

Major issues:

- how to link the informal training system (primarily the Oregon Registry) with college credit classes
- helping all child care providers find accessible classes close to home

Project Summary was delivered by Beth Hogeland. Last year we developed the working proposal of a "Virtual Degree" which had the following goals:

- award college credit for the achievement of different steps on the Oregon Registry that can be taken at any community college
- meet the need for classes offered at nontraditional times, most likely via distance delivery methods
- allow program completion for providers who can not access a local community college

We created the following work groups:

- core/registry group – to link the Oregon Registry steps with community college classes
- fusion group – to develop and plan distance delivered classes
- practicum group – to address the experiential component needed in ECE programs
-

The connection to the community college system is critical and we appreciate the time and knowledge that our college administrators are giving us today to help move the project forward. We are working with the Council of Instructional Administrators [Thank you to Joanna Blount, SOCC, Edward Watson, LBCC, and Lori Murphy, Chemeketa] and the state Office of Education Improvement and Innovation at Oregon Department of Education [Thank you to Colleen Mileham and Suzanne Daggett] to support a program that looks different from other “state-wide” degrees, for example:

- i. Designing a program with the hope of having few graduates from the program – because a goal is to ease entry into local community colleges for graduation.
- ii. Not requiring residency – because we hope the fusion group designs a plan that allows all community colleges with distance education classes to participate.
- iii. Honors credit for prior training – supporting the work of the Center for Career Development in Childhood Care and Education.

Information from all of the workgroups and the project in general is available on the web at

http://www.oregon.gov/EMPLOY/CCD/GAS_home.shtml.

Fusion Work Group Presentation – information is available on the web at

http://www.oregon.gov/EMPLOY/CCD/Fussion_page.shtml

Registry Work Group Presentation – information is available on the web at

http://www.oregon.gov/EMPLOY/CCD/core_regisrty_page.shtml

Practicum Work Group Presentation – information is available on the web at

http://www.oregon.gov/EMPLOY/CCD/Practicum_page.shtml

Answering the Unanswered Questions – Identification of Major Issues:

For the “virtual program”...

- We need to build a “virtual program” so no one loses. We need to resolve the fear of losing FTEs and the fear of the differences in our individual ECE programs.
- We need agreement on the ultimate goal/definition of the “virtual program” which will provide a better understanding and will help administrators and outsiders “get the picture” of what we are trying to achieve. We need to define what someone will get from this program (a certificate, one year certificate or AA or AAS Degree).
- We need to communicate, advocate, and lobby collaboratively for this “virtual program” and all ECE programs in Oregon.
- We need common standards.... we need to develop the trust that these varied requirements result in equivalent knowledge. We need to account for the variation in requirements from college to college (Child Development can vary from 3 credits to 12 credits required). We need shared numbers or equivalencies for courses. How do we develop standards and uniformity that translates across Oregon’s CC system and beyond. We need to trust each other and the student to be accountable for the outcomes/proficiency levels that are part of the program(s).
- Need a common agreement as to outcomes for the “virtual program”. We need to show how individual programs meet NAEYC Standards for Associate Degree programs.
- We need a statewide system for the “virtual program” and all ECE programs that talks to itself with one entry point or shared data.

For the provider, the potential student, not yet in the CC system

- Streamline registration and fee issues for distance ed (enrollment and admission fees for multiple campuses)
- Affordability of classes.
- Identify incentives (not just dollars) for providers to continue in this system once the barriers are removed.
- Need to look at issues of other languages (use fusion chart - shared courses between schools with different colleges taking on different languages for the same courses).

- On-line only may be a barrier to some. Need to look at other avenues in distance delivery.

Following lunch the group convened for **Task Identification:**

Fusion Work Group:

1. Add Klamath CC, Central Oregon, Treasure Valley, others?
2. Add a column for the “Virtual Degree”.
3. Look at course alignment and content.
4. Examine course numbering for consistency and see how this could be addressed.
5. Identify the goal, possibly in phases (Certificate, degree, other)
6. Look at the CAS system in the Atlas Project which identifies course equivalency between community colleges and Oregon University System colleges. It is designed for use by individual students. Basic information is at:
<http://www.leg.state.or.us/05orlaws/sess0600.dir/0636ses.pdf>
<http://www.ous.edu/workinggroups/EDP/work/ATLAS%20CB.pdf>
 Several of the universities also have links through their websites.
7. Discuss and propose language expansion of classes: Spanish, Russian, Vietnamese

Core/Registry Work Group:

1. Add numbers to the chart of early childhood employees by county, Registry participants by county and CDA’s by county.
2. Include the Registry step data not just general numbers by county.
3. Look at the possibility of double crediting of classes both to get to Step 7 on the registry and to also use as a transfer college credit.
4. Once the first transition is settled (i.e. Step 7), are there other steps that would get to other levels or classes?
5. Funding for incentives for classes and registry steps, also funding for transcribing costs.
6. Upon graduation, where do high school students step into the Registry?

Practicum Work Group:

1. Use established standards, such as NAEYC standards, to get to demonstrated outcomes, content, competencies and levels of competency.
2. Define levels of competency. Match levels of competency with certificates and degrees. Standardize.
3. For geographically accessible providers, how to get them to on-site practicum –time of day, time of year, substitutes.
4. For geographically inaccessible providers, how to access competency and improve teaching practice.
5. For overloaded, currently working providers, how to determine and manage competent, quality off-site practicum. Do we need train the trainers opportunities?

Possible Scenarios (if we get this to work, what might it look like):

- Identify one (or more) college to be the “host school” for the virtual degree. The community colleges currently have a “host provider” model for on-line classes. Tuition goes to provider college and FTE goes to host college which lists the course in it’s catalog and website with it’s own course number. Need to find someone who knows this system well to advise us.
- Some programs could address various languages so we have more covered statewide.
- Keep focused on the overall goal of quality programs for children, families and communities. The student, the community college, and the children and families (the community) are the three legs of the stool.
- Identify sources of money for a statewide effort and addressing different languages. The Federal Department of Education has some statewide grants.
- Create a model to show Community College administrators that shared resources would strengthen programs.

- Articulate clearly the impact of Early Childhood Education on workforce issues. Link the workforce report to the GAS page on the website.

Reflections from Tables:

- Our key message should be “The Student is the Heart of the System.” We need to be sure that their previous work “counts” in a meaningful way. Advising is critical.
- Our goal is to open college to all who need or want to attend. We need to continually look at barriers we have in place.
- Identify the body of knowledge and skills that all students would need.
- We need to keep both “MINE” and “OURS” in providing opportunities to students.
- Don’t reinvent, use the mechanisms in the existing system like “host school.”
- We’ve made progress and have a good framework so this could be more appealing to funders.
- We need incentives – funding, training requirements – to help providers see this as a career and to consider college.
- There will still be a group who won’t make it to the Associate degree level so we should consider certificates also such as 15 credit, 30 credit, 45 credit or 1 year
- This could be at individual institutions as well as through a single institution model.
- Stop worrying about losing FTE and instead focus on marketing.
- We need to add an Advocacy and Marketing Work Group to sell this project. We need to build our political clout with Oregon Community College Association to have them include this as a priority.
- Continue staff support for Work Groups until we get to full implementation.
- Let’s not duplicate efforts.
- Review course content to see if same names are really the same.
- Figure out how not to compete by complementing by offering same courses in different languages.
- Collaborate with Child Care Resource and Referral Programs.
- Look at the project holistically with community colleges, community-based programs, Registry, CCR&R’s, mentors, etc. as important partners.

Next Meetings (conference calls):

Fusion: Monday, March 6, 2006, 10:30 -1:30
Monday, April 17, 2006, 9:00 -11:30

Core/Registry: Thursday, April 13, 2006, 9:00 – 11:30
Thursday, May 11, 2006, 9:00 -11:30

Practicum: Monday, March 13, 2006, 3:00 – 6:00 (may start later or end earlier)
Monday, May 1, 2006, 3:00 -5:00

GAS 2007: February 17, 2007 – will try to find one or two other sites that would be Interactive Video Conference accessible for those who cannot travel to Eugene. We would try to have at least 5-6 participants at these sites to make the work time productive.

THANK YOU to Tom Olsen and the Child Care Division of the Employment Department for making this work possible! THANK YOU to Carolyn McVicker for supporting us in this process and keeping us on track and organized.