

**Training/Quality Committee**  
**Meeting Summary**  
**May 11, 2009**

**Attendees:** Mark Anderson, Kim Ashley, Bev Briggs, Colette Brown, Kim Cardona, Lillie Carrillo (Head Start), Pam Deardorf, Pam Dunn, Pam Everitt, Merrily Haas, Patsy Kohout, Tammy Marino, Heidi McGowan, Gayle McMurria Bachik, Linda Nelson, Dawn Norris, Sue Norton, Teresa Stevenson, Sonja Svenson, Rosetta Wangerin, Bobbie Weber, Billie Young (NCCIC).

**Meeting Summary Corrections**

No corrections

**Announcements**

- Bobbie – Oregon Population Survey profiles are almost completed. We do them by county, region, and state. They will be printed within the next month.
- Pam Deardorf – got the first ARRA eligibility packet into the office today. Brought a packet for perusal and a one-pager on the Education Awards.
- Kim Cardona – FFN Tool Kit revision is almost done; discussion on the kit at the FFN meeting this Wednesday. Will share report at next TQC meeting. The survey on the state plan and PATT done by the local Commissions on Children and Families is completed and results will be submitted to the Child Care Division.
- Bev Briggs – the new school age curriculum will be completed this month; TOT is June 18-19. Trainers will be ready to deliver the curriculum after the TOT.
- Heidi McGowan – had the press conference for EQUIP this morning at Peninsula Child Care Center in Portland; representatives from both Senators Wyden and Merkley were present. The initiative is a private/public partnership with The Children's Institute and The Oregon Community Foundation. Sen. Merkley is on the Health, Education and Labor Policy Committee which oversees CCDF dollars. Jon Isaacs, Sen. Merkley's staffperson, said EQUIP was exactly what was intended for the ARRA child care dollars.
- Linda Nelson – Licensing Credential for licensing staff will include training being offered next week. The OAEYC conference in Eugene was very successful, good attendance and great programs.
- Dawn Norris – the Registered Family Survey Report is complete and will report more on it in June as part of the regular agenda.
- Sue Norton – new study from Oregon Research Institute has received a \$500K grant over four years. The Carescapes Efficacy study will test the efficacy for the Carescapes program "Promoting Children's Social Competency". This video based training program was developed to improve home-based child care providers' practices and the quality of the child care environment to facilitate children's social development and prevent the escalation of behavioral difficulties that interfere with learning. The proposed research will be the first large-scale randomized efficacy trial to investigate the extent to which training promotes positive caregiver practices in family child care and examines subsequent children's social outcomes. The research is funded by the National Center for Special Education Research, Institute of Educational Sciences (IES). Year 1 - 2009 - Lane, Douglas, Jackson, Josephine. Year 2 - 2010 – Multnomah. Julie Rusby is the grant principal investigator.

- Mark Anderson – tomorrow is the advocacy day for all One Voice members. Rep. Tina Kotek will be the featured speaker. Rosetta will talk about Commission for Child Care sponsored bills. Depending on the May 15 state economic forecast, may see many more cuts to programs like Employment Related Day Care.
- Gayle McMurria-Bachik – will retire as of May 30 from the Head Start PreKindergarten Programs at Department of Education – Laurie Danahy will take Gayle’s place at TQC.

### **Old Business**

- **Infant/Toddler and Directors Credential** – OCCD is on target with both these credentials and participants are putting together portfolios for the field test – six for each credential. Jackie Jones, OCCD staffperson, is working with Patsy; review teams are also being put together for both credentials. Will present information at the September TQC meeting. Information on the field test is on the OCCD website: [www.centerline.pdx.edu](http://www.centerline.pdx.edu)
- **Oregon Registry Trainer Survey** – survey of all certified trainers was done with 35.1 percent response rate. Findings were shared in short summary. Some findings:
  - CCR&Rs are using Oregon Registry trainers;
  - trainers don’t know much about distance learning delivery options or how to develop them;
  - missing information on developing powerpoint presentations and other distance technology;
  - confusion on the sets and level of content;
  - developing objective-based evaluations of their training sessions.

Will be working with OAEYC on a track for both new and seasoned trainers. Need to encourage more trainers to use standardized curriculums; also need more Set 2 and 3 trainings as the professional development system grows. As OCCD works on their ‘brand promise’ they will continue to focus on one-to-one technical assistance as they develop their training sessions. Full report will be available soon and will be posted on the OCCD website. Question: are Oregon Registry approved trainers given training that already has messaging? Yes, a trainer guide with scripts, powerpoints, and materials is given to all trainers; this is not provided to independent community trainers.

- **Oregon’s Registry Campaign** – Kim Ashley – a workgroup has been meeting on the campaign and potential strategies. Did find that many SDA’s are already working with many providers on professional development career development. A training session with all SDA directors and staff will be conducted on May 28 in Salem. Mark will send out the information to all TQC members that duplicates what was sent to SDAs last week.
- **Training Review – Child Care Health & Safety** – a workgroup has been working for the past eight months on the curriculum. A survey to providers was done early this year to gauge the usefulness of the handbook. Will continue to provide some sort of resource or handout to training participants. Will be done within the next year along with a revision to bring it up to current best practices on adult education and health rule changes. Rosetta – if there is anything that could be put into the FFN Tool Kit as a standalone resource, please let Kim and

her know. Gayle – since Head Start is looking to do more community placements, would like more materials that meet their standards.

### **Open Forum**

#### **Professional Development Mapping Activity – Billie Young, NCCIC, facilitator**

TQC members spent the remainder of the meeting time mapping the child care professional development system in Oregon. Initial questions from Billie prior to the mapping exercise: What is a system; what are the components? Spent about 40 minutes working in three groups on a ‘picture’ of what the child care professional development system.

Each group came up with a different ‘map’ of the system based on participants in the group. Gaps were identified within all three groups. Most noticeable were public engagement and awareness of the child care system, articulation agreements between community colleges and universities, licensing requirements, linkages with Head Start, linkages with Title 1 and IDA (Dept of Education), lack of intentional linkages with OregonASK and other school age organizations, dependence on CCDF as the main funding source.

Mature aspects were the Oregon Registry (core knowledge) and Oregon Registry Trainer Program, partnerships between OCCD and CCR&Rs, and regulatory system. All showed the system is complicated, but very connected. Another large gap is policy; there is no single policy board for the child care and education system and child care is a very, very small piece of the agenda’s of other systems that serve children in Oregon (public education system, university system, community college system, commissions on children and families). The result is that boards/commission/higher education have a great deal of power to shape policy and the child care system has very little influence on their agendas.

However, within the limits of the child care system, there was a clear governance structure. The Commission for Child Care is the policy and accountability entity – but in itself does not exert significant influence over other systems. Funding from CCDF will never be enough money to train the child care workforce, this means other systems that get federal, state, and local dollars are needed to meet professional development needs. The Higher Education Act, which includes a mechanism for professional development dollars for child care providers, has a board requirement that might be the mechanism for future inclusion of child care professional development as a focus.

Billie asked the group which mapping effort best represented the Oregon system. The decision was made to meld the three maps into one that clearly represented the professional development system.

**ACTION: Dawn will convene the group and a representative from each organization within the system will attend. The mapping project will be presented at the June meeting for discussion.**

Dawn gave a brief overview of EQUIP. Added, new, and expanded elements of the professional development system will include: training and education database (TED), education awards for providers (incentives), relationship-based professional development, evaluation of the professional development system, funding from new sources (private, foundations), a new vision

or perspective of how childhood care and education can be funded, more accountability (TED and Quality Indicators), EQUIP facility fund (initially with ARRA funds) that moves them to higher quality and more accreditation (program improvement), more public awareness of the child care workforce and their importance to working families. EQUIP provides some of the glue to connect providers and facilities.

The discussion also provided a window to a more formal governance structure that can survive a change in leadership. Regardless of how effective CCECC has been, it is not in statute. This also means that TQC needs to do self-examination as its role has and must change as the child care system matures. Group recognized that the 'structure' of the child care system will always be messy and we need to be comfortable with that and not see it as a barrier to progress. We have all worked within a 'messy' system for quite some time.

Next steps are: 1) combine the best of all three mapping exercises, 2) name Oregon's professional development system, 3) expand the map given the implications of the EQUIP initiative, and 4) begin discussions on the purpose, structure and role(s) of the Training/Quality Committee.

### **Meeting Task Sign-ups**

Sign up will be passed around at the June meeting for the September 2009 to June 2010 period.

### **Future Meeting Dates**

June 8, September 14, November 9

### **Future Agenda Items**

#### **June**

- Registered Family Child Care Provider Survey – results and implications for provider training
- Complete professional development mapping exercise and name the system

#### **September**

- First draft of TQC Workplan
- Report on/Rollout of Infant/Toddler and Director Credentials
- Open Forum – Purpose, structure, and roles of Training/Quality Committee

#### **November**

- Final TQC Workplan for 09-10