

**Professional Development Committee  
Meeting Summary  
September 14, 2009**

**Attendees:** Melissa Benson, Bev Briggs, Colette Brown, Pam Deardorf, Donalda Dodson, Pam Everitt, Jeanette Ewald, Merrily Haas, Patsy Kohout, Tammy Marino, Heidi McGowan, Linda Nelson, Dawn Norris, Sue Norton, Sonja Svenson, Bobbie Weber.

**Meeting Summary Corrections**

No corrections

**Announcements**

- OAEYC – Fall Conference is October 12 and 13 in Portland.
- Tom Olsen is retiring effective September 1; his last day at the Child Care Division is November 13.
- Oregon Afterschool Conference, November 21 at the Red Lion/Salem. Partnership between the Oregon Recreation and Park Association and OregonASK. Six hours of training for \$35.
- OACCD – Fall Conference – partnership with CCR&R of Crook, Jefferson and Deschutes counties on September 25. Colette and Dawn asked partners to get out the word.

**Old Business**

- EQUIP
  - Strategic Investments is now EQUIP Steering Committee – had a meeting this morning to discuss roles and responsibilities. Primary role is sustainability, funding and advocacy for child care quality initiatives.
  - Training and Education Database – Dawn passed around the TED Issue Brief Executive Summary that went to the TED Steering Committee – emphasized the Policy and Planning and Technical Workgroups. The TED Issue Brief is a 37 page document that describes the project and components. The TED leads of specific components of the project have met to ensure that all partners agree to certain aspects. There are some initial system implications that the TED leads will line out, determine resources, and coordinate with the impacted agencies. Learned that the statewide Training Calendar is a critical access point to populate TED and utilization of the Oregon Registry. A Communication Plan with all the project pieces, such as how QI gets out to providers, has been developed.
  - Education Awards: to date 731 awards distributed, totally \$241,900 since June 1, 2009. The distribution of checks is a continual process. Initially, just distributed checks to current Oregon Registry participants. New applications are coming in on a daily basis; participants that are moving up a step are receiving awards (one per year). Because of adjustments to the Oregon Registry review process, the workload is heavy, but manageable. Historically, in the first few years of the Oregon Registry about 100 applications were processed. Center staff do not anticipate the rush will slow down any time soon; if providers want to know the status of their application, they can call any time. The next phase is to send out communication to folks that are at enrollment (Step 1 and 2), about 4,000 people, to let them know about the Education Awards. Staff also want to motivate them to move to a higher step.

Question: With that correspondence will you give the contact info with the local R&Rs? Yes.

Question: Do you know how many are currently enrolled on the Oregon Registry but haven't turned in their eligibility packet? Yes, but there are many that aren't eligible for the award. Current participants are still a priority, but we don't know if we can easily research who is eligible but hasn't applied. The information we collect on the application is self-reporting. Staff are excited about embarking on the Oregon Registry campaign and having the training session this Friday.

- Director Series Training – Scholarships – Discussion/Update: ARRA funding has been allocated to fund one cohort in 2009 and 2010. In the past, local commissions and other entities have funded most of the 20 slots in the training. Merrily asked the Director Series Training steering committee about funding the slots. They would like the participant to provide a small part of the fee and then have employers also provide a small part. The ARRA scholarship would pay the rest. The ARRA dollars also will ensure that participants across the state are eligible rather than just those that had local commission funding or employer funding. Linda – for my area, the local commission has never funded this series so the ARRA dollars makes it a great equalizer. The information on the scholarships will go to all certified centers.

Question: Has the training ever gone to Southern Oregon? No, but this will open up opportunities statewide for the fourth year of the series. The first three years most applicants came from the Metro area. The tax credit program at Neighborhood House also funded some participants. The series offered 60 hours of training in program management. In the planning stages now for a similar series for certified family child care called Certified Family Child Care Management.

- Infant/Toddler Mental Health Certificate/PSU – ARRA funds have been allocated for 10 scholarships in the next cohort starting September 2010. We need some volunteers to form a small group to look at criteria for these scholarships and how to market it.

Question: What is the certificate? It is a graduate level certificate out of the PSU/Early Childhood Extended Programs and is a combination of distance and classroom training. The cohorts are typically leaders in their profession and are very involved with infants/toddlers. Jon Reeves was in an early cohort. The college has criteria on who they will accept into the cohort. Jeanette Ewald – the network ran a contract for scholarships like this in the past with forms and processes. Will pull the old file and share with the criteria selection group. We issued the scholarships each term. Colette volunteered to be on the work group.

- Relationship-based Professional Development – Proposed curriculums – Discussion: RBPB is another component of EQUIP. How do we take selected training curriculums and ensure there is more indepth, more intensive follow-up with providers? Dawn – would like this group to brainstorm on the different types of curriculums that have a follow-up component. For example, curriculums that already have a follow-up component that includes coaching, or curriculums that may only need some tweaking to add that follow-up. The movement toward RBPB a result of the literature review and the Registered Family Child Care survey. Linda – back in the 1980's OCCI funded \$315,000 to recruit and train family day care providers. It replicated another grant funded by Ford Family Foundation in California. Some of this training was extended by 30 hours to include RBPB (wasn't called the same term). Project was a national

curriculum out of Colorado (like Second Helpings). Bobbie – was called Family to Family. Target was family childcare of mixed ages. It was intensive 30 to 45 hours. Other suggested curriculums: TRAC (Center for Inclusion at WOU); First Connections (WestEd). Bobbie – RBPB must be intensive, ongoing, have a on-on-one feedback loop; needs to have strict criteria. Dawn – would like to have a complete list by the end of the month. Need volunteers for a group to review the criteria, look at the curriculums, make a recommendation as to what should be funded. Donalda – would like to look at Head Start curriculums. Sue – Eileen Mickey-Johnson is really good adapting community college curriculums. Bobbie – we should not rule out credit bearing options. Dawn will take the lead.

- Director and Infant/Toddler Credential – discussion on the five (5) recommendations in the Issue Brief (attached) and the field test report (attached). With the small changes to the recommendations, Center/PSU staff are ready to roll these two credentials out statewide. Will have a presentation at the OAEYC conference in October. The draft application forms will be on the Center website as close to November 1 as possible. Make the announcement that providers can apply by December 1.

## **New Business**

- Tell It Like It Is (TILII) Quality Indicators training for certified facilities – Starting in January 2010, Quality Indicators for Certified Family Child Care will be rolled out statewide. What the Quality Indicators Workgroup learned from the QI center-based training is that center directors and employees need training on the QI and forms. Roni Pham developed a Set 2 training to explain the research behind quality indicators, what is contained in the reports, and how they will be used. Eight Master Trainers attended an orientation in August to disseminate the TILII training statewide. The Child Care Division contracted directly with the trainers or their organization to speed up the delivery of training. It is anticipated that up to 1,700 center directors and CFCC providers will need the training before April 1 when data for the QI reports will be generated.

Questions: In the process of developing contracts to go statewide, how are trainers connected to local R&Rs? Contracts contained language that working with the local R&R is required was to work with the local R&R.

Question: So they will get paid to go around the state and deliver this training? Yes, they will be paid by the Child Care Division. Bobbie – we found that providers don't know the research base; if they saw where they were on the QI reports, they would put their resources – time, dollars – where they would get the best outcomes. The training is very much in alignment with the core of improving quality – putting our money where the research says it will get outcomes for kids. It's not just about making the QI report better, it is improving the quality for kids.

Question: How is this different than My Quality, My Program? The second training is geared solely to registered family child care. It is slightly different than the TILII training and is Set 1. RFCC don't need to know the depth of the research, but they do need to know why the information on their report is important. They don't have to report every year, so if they miss important information, it won't be on the report for two years. The report should reflect all the training they receive. Again, it isn't about having a better report, it is about improving quality. Linda – I know you are doing this as a Set 1, but I wish they could have

had the Set 2. Bev – anyone who is a Master Trainer can develop a Set 2 training from the Set 1 curriculum. We had to create training for all RFCC providers, not just those that are ready for Set 2 or beyond. We had to get the training to the maximum amount of providers as possible.

Question: are these trainers contracted by CCD as well? Bev – no this is just like any other standardized training offered by the R&Rs and community trainers. Sue – this is another training that isn't being offered to the Spanish community. Also, in a rural area, can we have this training online at some point? We can do this in a quality way, and it is prohibitive not to have anything online. Bev – we will look at it. Dawn – it will be conversation that we can address in our restructure of TQC. It is the same issue that comes up with all the training – there could be some policies, practices or ideas about offering the training in alternate languages. Important to have some criteria, policy and practices in place before we launch training in alternate languages. Sue – it would be good to have the TOTs online, use the ESDs for teleconferencing. Especially for trainers that have done many TOTs – they should be a way to do this. Jeanette – what about videotaping the training? Pam – it really doesn't work, teleconferencing works better. Sue – we are doing videoconferencing for Overviews right now for Florence and Douglas Counties; we can do it for very low cost. Pam – there are also some best practices; we want to make sure we are adhering to them.

### **Open Forum Dialogue**

- Purpose, structure, and roles of the Training/Quality Committee – discussion of recommendations:
  - Based on the 'tree' developed by TQC members last Spring, a small group worked on how to restructure TQC to match the mapping of the PD system. Dawn went over the professional system outcomes, stakeholders, guiding principles and goals that were developed and approved in 2002. About 98 percent of those goals have been achieved. The small group took the NCCIC framework for professional development and charted a new way to look at the PD system in Oregon. Moved all the workplan from the existing subcommittees and placed them under the structure of three new subcommittees:
    - Degrees, Qualifications, and Pathways
    - Access and outreach
    - Quality assurance

Discussion: Need to think about the make-up of the new subcommittees in terms of members of the old TQC committees. Bobbie – are we just professional development or are we both PD and quality? Donald – doesn't quality lead us in a specific direction; there has to be some bar that our PD should be achieving. Dawn – the name should reflect what we do, but the purpose should also describe what we do. Linda – we all have a common understanding of the meaning of professional development. Melinda – why not have training in the name? All agreed that we are much bigger than training. Colette – I don't work for the state, so I have a question. Why is this an issue? If we are committee of the CCECC, wouldn't they direct the work we do? Dawn – we need to take a recommendation to CCECC. Colette – if we remove quality from this committee, where will it be addressed? Bobbie – we are talking about the quality of the workforce which means training and education.

DECISION: name change to Professional Development Committee. The tree becomes the PD framework. Take a recommendation to CCECC. Co-chairs for each of the three sub-committees need to be decided. Dawn – would like us to move away from the ‘way it was’ and really look at how it can be within the new structure. Merrily – in the past some of the committees have been staffed by various agencies; how does that happen or get changed? I have an interest in the QCP committee, but I don’t have the resources to staff one of these sub-committees. Linda – we did have a structure in which agencies released staff to participate. Colette – makes sense to have the chairs be from agencies that already have staff involved. Dawn – want to make sure that everyone has a sub-committee that continues the work in which they were involved. I have already talked to Jeanette about having R&R co-chair with someone from another agency for Access and Outreach.

- Family, Friends, and Neighbors Subcommittee – Discussion: In the small group work regarding the restructure of TQC, this subcommittee did not seem to fit with the goals and guidelines of the TQC. FFN uses the seven high level outcomes for the Child Care System Logic Model and PATT to guide its work. Although training and education is a component of FFN, it is not the core work. FFN is also about subsidies and rates, providing outreach to providers where the bulk of children in the state are receiving care, increasing quality of care (through more than training), and connecting these providers with other services and programs in their community.

DECISION: Recommend to CCECC that the FFN Subcommittee of TQC become a committee directly reporting to CCECC. The training and education components of their workplan will still be discussed and addressed through topics/areas of discussion place on the PDC meeting agenda.