



EARLY LEARNING COUNCIL PRESENTATION EARLY LEARNING PROFESSIONAL DEVELOPMENT CONSORTIUM

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Oregon Early Learning Division Goals

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- Early Childhood Systems are aligned, coordinated and family-centered
- Children are supported to enter school ready to succeed.
- Families are healthy, stable and attached

Transforming the Workforce for Children Birth to 8: A Unifying Foundation Research

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Institute of Medicine and National Research Council Report Recommendations:

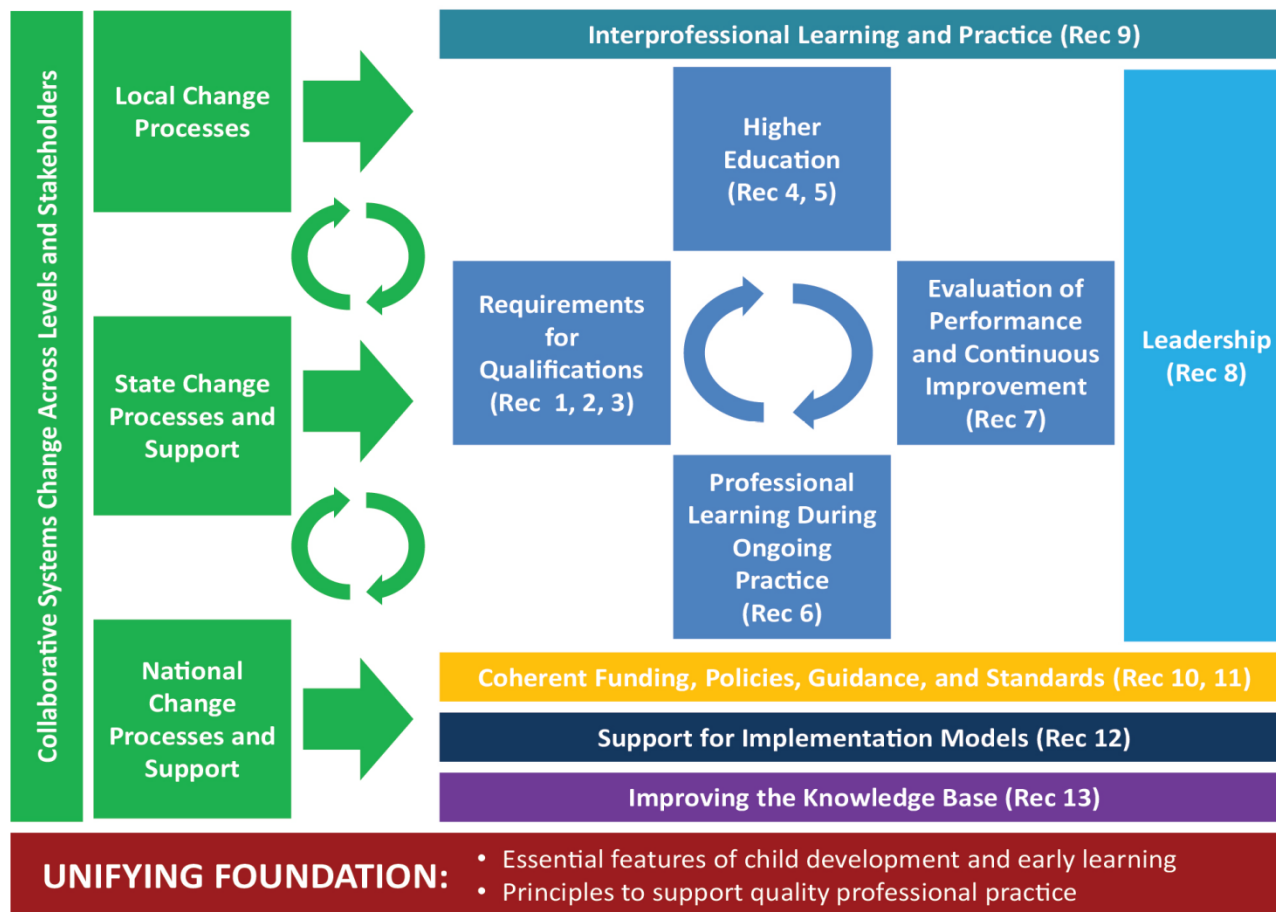
- Develop and implement ***comprehensive pathways*** and multiyear timelines for transitions to a bachelor's degree qualification
- Develop and enhance ***programs in higher education*** for care and education professionals.
- Support the consistent quality and coherence of ***professional learning supports during ongoing practice*** for early learning professionals.

Transforming the Workforce

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Figure 12-2.

A blueprint for action with a unifying foundation, a framework for collaborative systems change, and interrelated recommendations.



Early Learning Professional Development Consortium

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The Early Learning Professional Development Consortium Grant \$400,000
Investment in the Early Learning Workforce to:

1. Expand and scale up partnerships involving community colleges to create early childhood stackable and portable certificates, credentials, and degree programs that prepare more non-traditional, dual-language educators and that support more seamless transitions from high school to degree completion.
2. Scale up AA degree programs to be flexible in meeting the needs of the existing early learning workforce and provide a comprehensive array of supports to individuals completing degrees in Early Childhood Education.

Key components

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Pathways:

- Relevant Course Selection
- Shared database among the colleges
- ePortfolio Systems across colleges
- Regional 4-Term course schedules across institutions
- SOU credit workshops in each community

Professional Learning Supports:

- Portable and stackable credits, certificates and degrees
- Scholarships
- Coaches/Mentors/Navigators

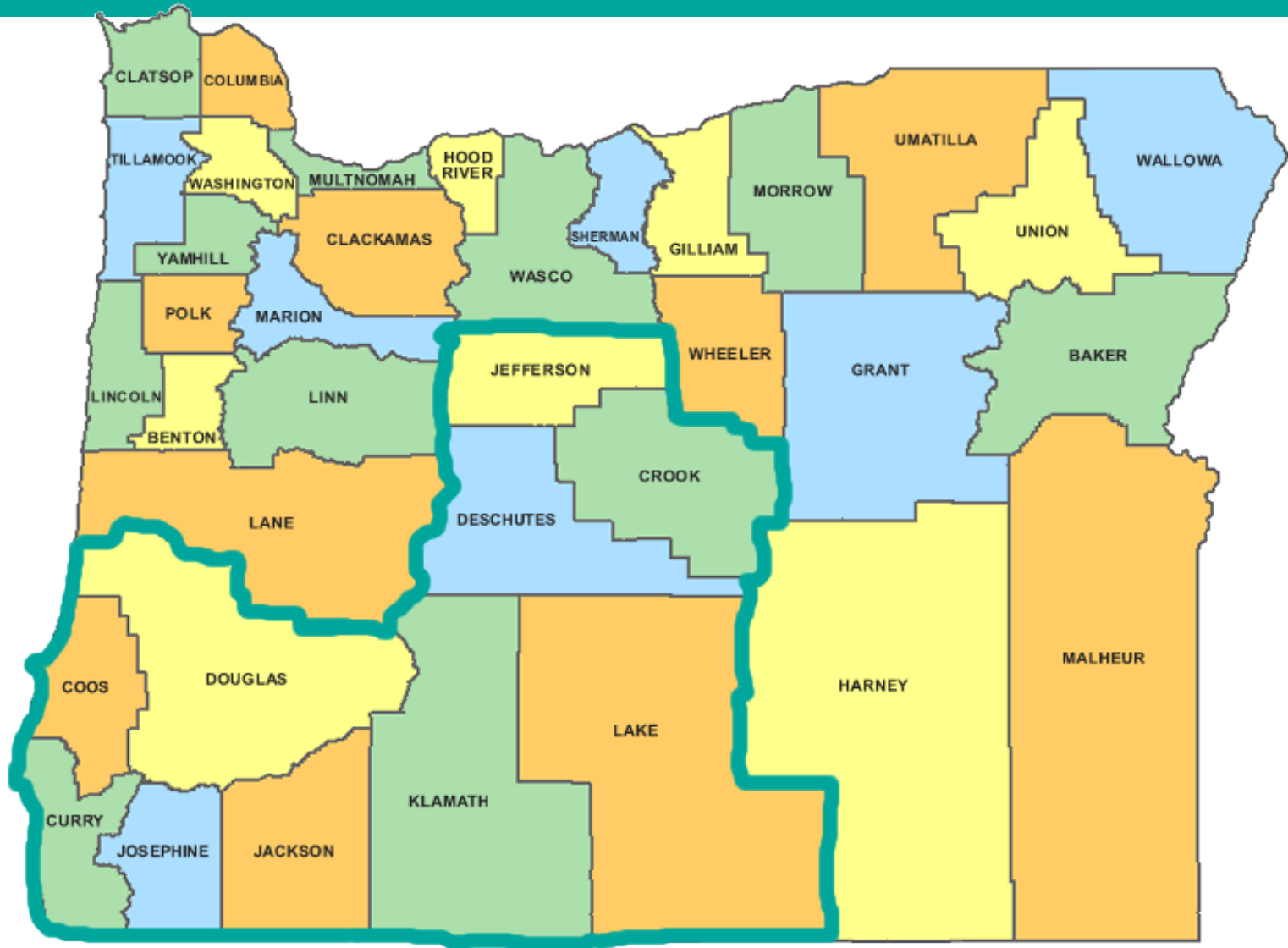
Diversity Strategies:

- Spanish CDA Cohort
- Bilingual Peer Navigators
- Flexible class offerings
- Intentional Outreach to under-represented populations
- Early Childhood Education VESL



Coverage Areas

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Innovative Practices

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- ❑ Navigation Coaches/Peer Mentors
- ❑ Scholarships, stipends, waived fees
- ❑ Collaboration among partners
- ❑ Cohorts
- ❑ Electronic Portfolios articulated across colleges for smooth transfers
- ❑ Established conferences to jump start college credit
- ❑ Face to face orientation for online instruction
- ❑ Southern Oregon University weekend traveling 1 credit workshops
- ❑ Classes offered in home communities, home languages, career to college times
- ❑ Dual Credit ECE coursework in High School

Central Oregon: Partners in practice:

\$149,709.00

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- **Counties:** Crook, Jefferson, Deschutes; serving 90 Child Care Providers
- **Lead Agency:** Central Oregon Community College
- **Partners:** Central Oregon Community College; Oregon State University-Cascades; University of Oregon; Southern Oregon University; Oregon Child Development Center; Head Start; NeighborImpact Child Care Resource & Referral; High Desert ESD; Better Together (Cradle to Career Collaborative); Jefferson County; Confederated Tribes of Warm Springs; WEBCO Early Learning Hub

Central Oregon Partners in Practice Results 2015

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- 125 Scholars*
- \$81,000 in Scholarships
- 838 Credits earned
- 2 Certificates awarded
- 11 Degrees completed
- 58 Scholars have moved up the Oregon Registry
- ECE Classes offered in Bend, Redmond, Warm Springs & Madras
- Outreach to Spanish Speaking and Native American Early Learning Professionals



* Child Care Provider Students receiving scholarships

Southern Oregon Early Learning

Professional Development: \$249,616.00

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Counties: Coos, Curry, Douglas, Jackson, Josephine, Klamath, Lake; serving 517 Child Care Providers

Lead Agency: Rogue Community College

Partners: Rogue Community College, Southwestern Oregon Community College, Klamath Community College, Umpqua Community College, Southern Oregon University, The Job Council Child Care Resource Network, Family Connections of Lane and Douglas Counties, Southwest Oregon CARE Connections, Lake County ESD, Head Starts, Oregon Child Development Coalition, South Central Early Learning Hub, Southern Oregon Early Learning Services Hub

Southern Oregon Early Learning Professional Development Results 2015

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- 792 Students
- \$79,000 Scholarships offered & tuition waived
- Over 2200 ECE** Credits earned
- 74 Certificates & 20 Degrees completed
- 350+ Providers moving up the Oregon Registry
- Dual Language Course Options:
 - 27 VESL student achieved their ECE Career Pathways Certificate
 - 43 students from Medford, Coos Bay, Brookings and Roseburg enrolled in the Spanish Cohort
- Southern Oregon University Credit Workshops: 318 Students attended workshops offered in Klamath Falls, Medford, Coos Bay and Roseburg.





Early Learning Professional Development Consortium Grant

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\$400,000 awarded to

8 post-secondary institutions partnering with

12 CBOs, 4 ESDs, 3 EL Hubs, 1 RAC and 1 Tribe impacting

917 Students in Early Childhood Education

Fall 2014 – Sept 2015

Early Learning Professionals

917



3089 ECE Credits earned; \$160,156 Scholarships

76 Achieved Certificates

31 Completed Degrees

400+ Professionals Advancing in
Oregon Registry



Spanish Cohort

Brookings, Coos Bay, Medford, Roseburg: 43 Early Learning Professionals



Southern Oregon University Workshops: 4 Communities; 318 Professionals

180 obtained College Credit

138 received Professional Development Hours

Student Demographics

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Race/Ethnicity	
American Indian or Alaskan Native	20
Asian	11
Black or African American	8
Hispanic/Latino	244
Native Hawaiian or Other Pacific Islander	5
White	462
Two or More Races	46*
Unknown	111*

Child Care Type	
Registered Family	111
Certified Family	82
Certified Center	410
Exempt Provider	18
Other ECE Professionals	361
Increase in Culturally & Linguistically Diverse Providers	334
1 st Generation College Student	240*

*Estimates and show only what was reported; data was incomplete

Professional Development Progress

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Type of Professional Development	Number
Increased a step on the Oregon Registry	426
Involved in QRIS	168
ECE credits earned	3089
Certificates Completed	76
Degrees Completed	31
Increase in articulated, flexible, portable & stackable credentials, degrees and certificates	66



Real People, Real Results

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*Southern Oregon
Rogue
Community
College Spanish
Cohort became
the Focused Child
Care Network*



*This is a story
about a group of
Family Child Care
Providers who
decided to
participate in
Quality*



¡ Y todos hablan español!

Yes, all the providers are Spanish- Speakers!

It all begins with relationships

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The improvements
have come about
slowly, over
many months...

with the help
of many members
of our community



“¡Yo soy, porque *nosotros* somos!”
We subscribe to the belief... “I am,
because we are!”

The Providers started taking classes with “Maestra Robyn”

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After a full year (120 hours) of RCC college classes in Spanish which included the satellite Community College sites, the providers received the RCC Early Childhood Basic Career Pathways Certificate

and more classes ... and community based training

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We provided over 90 hours of community based training focusing on completion of our QRIS Portfolios

To understand quality we visited

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- 6 QRIS star-rated local programs of different types and sizes
- 1 Waldorf Program



Next steps

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- Home visits
- Technical support
- Incentive supports
- Quality Improvement Plans
- Dedicated time to environments
- Application of classroom learning



We are seeing substantial changes with all of the providers

Before & After

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Candy lives in the heart of a Spanish-speaking neighborhood which has been designated a high-poverty **hot spot**, and she first wanted to make sure her home was safe! She added a fence and planted trees for shade through her own funding. She also worked with the Community Action Agency to provide an energy efficient home by replacing windows and heating and adding insulation. All for the comfort of the children!

This was
Candy's child
care program
prior to QRIS.

She then
began making
changes.



In this same space,
she created
learning
areas





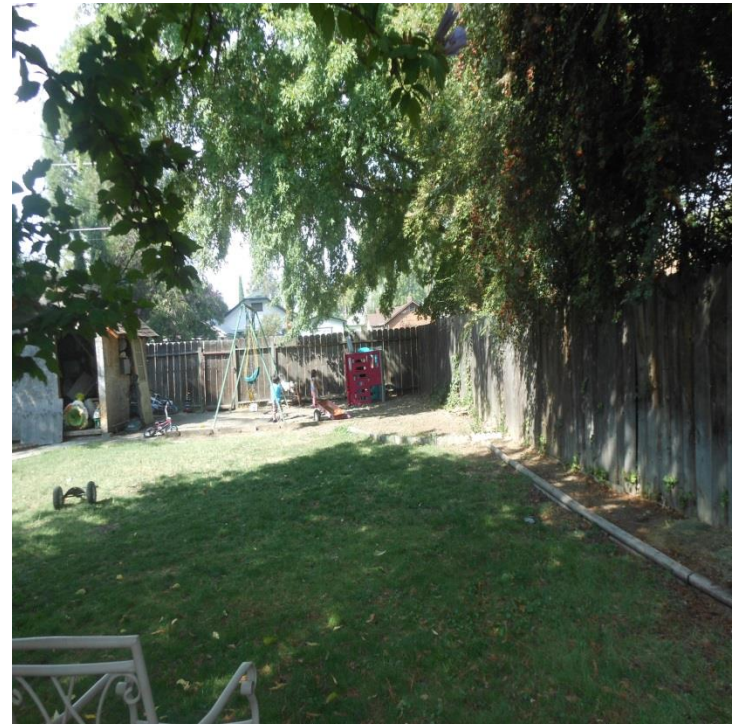
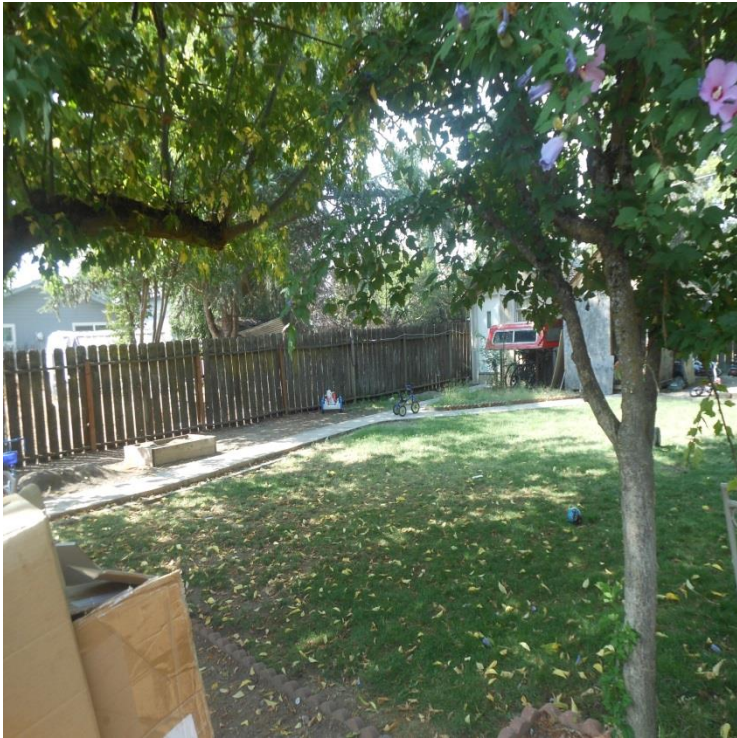
*This was Candy's main living space as
you entered her home*

Now she has
replaced her
television
with a cozy,
private
space



This was her outside area before....

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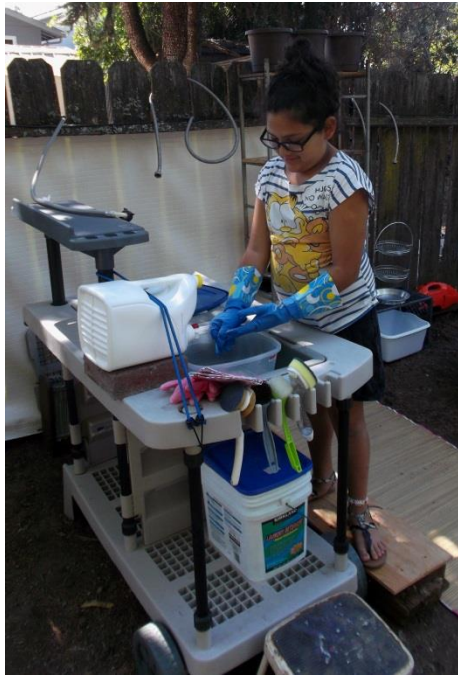


Candy purchased this playground structure with her support funds from QRIS



Outdoor area

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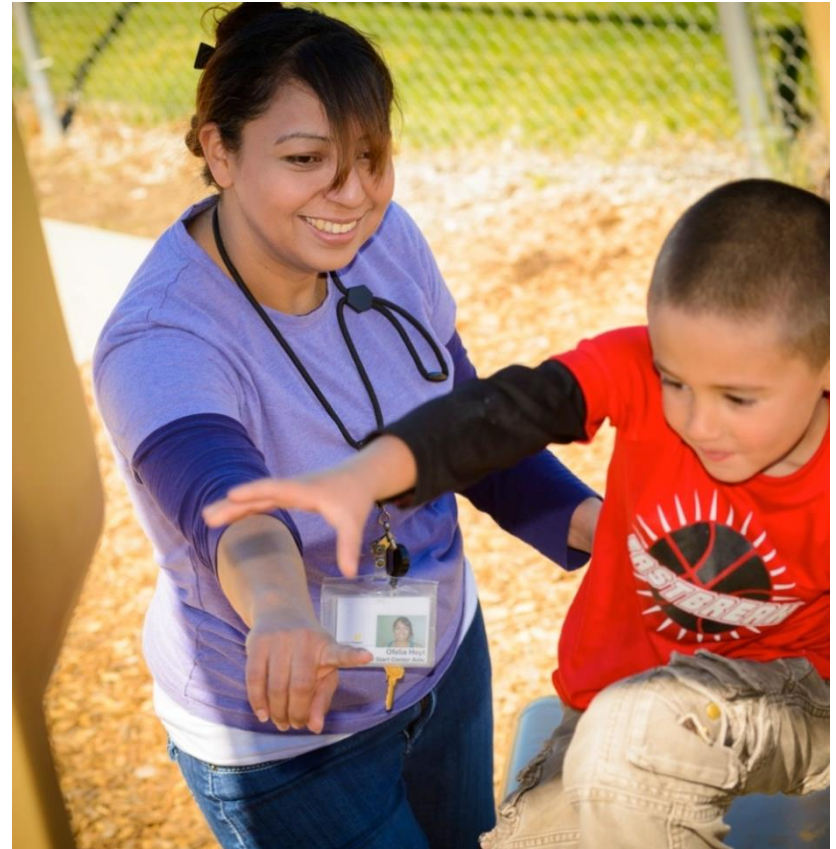


This mud kitchen was a collaborative work effort from many of Candy's classmates. She helped others with the areas they wanted to create.

Testimonials

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- Me han ayudado mucho estas clases, y tengo 11 años cuidando niños. These classes have been very helpful and after 11 years of caring for children!
- This was just the jumpstart I needed to get back into the groove of school. I am now actually looking forward to taking more classes and have my first term back teachers to thank for that. It was scary coming back but you guys made it that much easier. I now have some hope and courage that I will actually be able to succeed in College.



Testimonials

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- I learned that we can take care of children, or we can take care of children professionally and doing just that makes a big difference in their lives.
- My relationships with the parents of the families that I serve have greatly changed for the good of the child.
- I learned to adapt and to accept my private home as a little school.

Celebrations!

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