

Hawai'i Careers with Young Children (HCYC) Steering Committee

October 8, 2009

8:30 am to noon

Minutes

Desired outcome of this meeting: draft a plan for a quality impact study of HCYC

ATTENDANCE: Linda Buck (**HCC**), Joanne Taira (**UH Systems**), Kathy Murphy (**HAEYC**), Elaine Yamashita (**MCC/Maui County**), Anne Mitchell (National Consultant), Laura Sakai (Consultant), Liz Chun (**GBA**), Lora Perry (**Eleu**), Gail Omoto (**PIDF**), Chris Jackson (**HS Collaboration**), Keiko Nitta (**DOH/ECCS**), Laurie Ann Dunn (**INPEACE**), Mike Fahey (**GBA**), Jacqueline Rose (Consultant), Marja Leivo (**DHS**), Melodie Vega (**HCYC**)

A. **Introductions (All)**

B. **Background on HCYC and the need for impact study (Mel)**

- Distributed and reviewed copy of Quality Improvement/Data and Evaluation section of 2008-09 HCYC final report
- Reviewed history of HCYC data and evaluation core group deep dive process that led to recommendation for a quality impact study

C. **Background on evaluation approaches, methods (Anne)**

- Need to discuss who needs study, why, what do we want to know, what do we hope to achieve

Discussion:

- at a point of process evaluation – formative
- do things fit together?
- the future of the system depends on its effectiveness
- definition of quality re to system and its relationship to

practitioners

-bringing orgs together who collect data – what data and how?

-sustainability and accountability of organizations

-commitment?

-HCC did mini analysis to identify who is in the workforce

-try to sort it into 3 sets of tasks:

1. Early Learning Guidelines - **children**
2. What do we know about the programs – **program** (possible QRIS?)
3. How do we know practitioners are providing a quality service – **practitioners**

-How is the system informed by the above

Early Learning Guidelines:

- a. Preschool Curriculum Content Standards
- b. Early Learning Guidelines (0-3 yrs) developed by Center on the Family – Learning to Grow
- c. GBA currently tasked by DHS to develop child outcomes (0-5 yrs)

Discussion:

-Needs to be translated into practice

-Rhode Island is example

QRIS:

- a. DHS has asked HAEYC, COF, HCC, PATCH to be like a think tank providing feedback on how to develop system
- b. What are the highest and minimal standards?
- c. Think of the this component as a way of tying early learning system together

- d. The ELC – QA and A subcommittee is currently working on analyzing current program assessments

Discussion:

- (ELCG) Early Learning Challenge Grant will need these components to be in place
- How are we going to construct a data system?
- Need to make sure that PATCH is at the table when talking about current data collection efforts re to practitioners.
- Standards for registries?
- A concrete thing all agencies can do is come together to discuss what we want to do.
- ***The purpose of a data system is to make the reporting and use of data easier.***
- ***The purpose of a data system is to track progress.***
- need unique ID# for program, participant (child), and practitioner

- QCP has incentives for programs that met staff requirements beyond licensing

Questions:

- What data do we want to collect for the workforce? What do we want to know?
- What do we have now that assists with that?

- Registry could be core data system. - PATCH needs to be at the table – NACRRA Ware?

- Criteria from National Registry Alliance
 - Not necessarily how its collected but how its verified
 - All data is verified

D. **Mapping HCYC and its potential/desired impact (All)**

What are the elements?

What do we expect from them?

What do we do to evaluate our expectations?

The pieces of HCYC:

Overarching Goal: *Increase quality services; create affordable system (Need to attach to QRS and program data)*

1. Core Competencies – higher ed and training content will match - How do we know that higher ed and training is using the cc?

- Assessment shows that students demonstrate cc
- College Accreditation
- Track professional development programs

Data says the higher ed programs are accredited.

Training and trainers are aligned. Registry keeps track of trainers and trainings. (Unique ID #'s) (Currently happening in some way with CSEFEL.)

Field test with higher ed and community based training for usability.

2. Higher Ed – practitioner feels like they are on a continuous path; create a seamless system; lots of ways to access (different media and how its offered); increase availability

Training – all training counts toward something, meets certain standards, training connects to higher ed

3. Registry – Concern w/ HANA system? Possible separate from HANA but still import info into HANA. DHS purpose is it makes the licensing process easier; FRAMEWORK – re-think – How does it benefit practitioner?

4. Qualifications – what is required to work; what the pathways are and what do they mean in a QRS?

E. **Plan to document/evaluate/study impact**

-Will review once next steps are accomplished

F. **Next steps and assignments**

1. Discussion w/ DHS – specifically requesting PATCH to participate in the data discussions – Marja will talk to Julie
2. Find out what the opportunities are with the DOE (Tammy Chun) – Liz will facilitate and schedule a meeting to include PATCH, Julie (DHS), and Mel.
3. Field test of core competencies with higher education and community based training organizations

Pau!