

Minnesota Early Childhood and School-age Professional Development System Advisory Council

Meeting August 2, 2010 • Agenda

Minnesota Department of Human Services – 9:45 a.m. to 3 p.m., room L3148

9:45	<ul style="list-style-type: none"> <li>• Welcome, housekeeping, introductions</li> <li>• Key Messages and Consultative Statements from PDAC meeting 5.03.10             <ul style="list-style-type: none"> <li>• Navigator system envisioned and recommended for future development</li> <li>• “Cultural _____” language and definition recommended</li> <li>• Annual Report to be developed as a key communication tools for a wide variety of constituencies with differentiation between “care and development” and “learning and development” markets</li> <li>• DHS and MDE need to enter into a substantive conversation to create a more coherent and unified approach into the community versus the current disconnection and contradictions</li> <li>• Work to align county licensing with the PD system and Parent Aware</li> </ul> </li> <li>• Overview of day’s agenda</li> </ul>
10:00	<p>Updates:</p> <ul style="list-style-type: none"> <li>• PD system communications strategic plan</li> <li>• Early Childhood Advisory Council PD Committee</li> <li>• MN Child Care Credential</li> </ul>
10:45	PLAT Pilot overview & results
12:15	Lunch (will be on your own; bring your own or purchase in the DHS cafeteria or Subway next door)
1:00	<ul style="list-style-type: none"> <li>• Continued discussion on Weaving Accessibility and Cultural Competency into PD system work</li> <li>• Future PDAC meetings</li> </ul>
2:45	Closure and wrap-up
3:00	Adjourn

*MN Early Childhood and School-age Professional Development System*

*Vision: A seamless, integrated system that raises the capacity and competencies of those providing early care and education for children beginning at birth, aligns with K-12 education and links to higher education to support child development and school success.*

*This vision will be accomplished through the following goals:*

- *Equip early childhood and school-age care practitioners with the knowledge, competencies, tools and confidence needed to effectively work with children and families*
- *Promote coordination across all sectors of early childhood and school-age care and education*
- *Ensure that educational opportunities for practitioners are grounded in a foundation of high ethical and quality standards and linked to the Quality Rating System*
- *Ensure access to all system components for practitioners, trainers and community partners regardless of geography, economic status, race or ethnicity, or language.*