

MN Child Care Credential  
Advisory Meeting  
04-26-10

Present: Catharine Cuddeback DHS, Bryan Schachtele CCRR, Wendy Nielsen CCRR, Sharon Bergen writer, Michelle Thole MLFCCA, Nancy Dougherty MNSACA, Heidi Frankard MNCPD, Anita Beaton MNCPD, Diane Sjelin CCRR, public Health Nurse Elaine, Casandra Williams-Sims ECRTC., Oth Lo, Michael Earhart, Corey Woosley CCRR, Wanda Hill Parent Aware, Gabriella Ortega.

Scope and Sequence of Courses

Reviewed the changes including the addition of the Family Child Care is a Business and Working in Center-based Care and Education Programs. Also, reviewed the incorporation of Not By Chance Awareness and Using the Core Competencies primarily into the courses of Professional Development Planning and Program Evaluation.

Building Quality Checklist

DHS identified additional content and tools that they wanted the writers to incorporate into the credential. The plan is to get everyone in the state ready in case the QRIS goes statewide in MN. We will be building quality anyway even if we don't get the funds for QRIS. One tool is the Building Quality Checklist for providers to use. Writers were contracted with to help write the tool as well as embed it into the credential. DHS paid the writers to do the additional work.

Training of Trainers

Training of Trainers delayed until September. This does not push back the January 2011 date.

MN Child Care Credential Curriculum Proposal

The framework influences: career lattice, core competencies level 1 and 2, CDA, Initial Project Requirements, Parent Aware, ECIPS, ERS, CLASS, and Strengthening Families Model.

We put in higher level competencies to make it more hands on. We put in assignments and activities for the CDA resource file. Parent Aware is now referred to as Building Quality. There is a more explicit link between Building Quality and the Credential. ERS, CLASS are discussed to build basic awareness, not necessarily how to use the tools.

Curriculum features: Developed as a series moving from awareness to application, welcome course and capstone, courses that are developed to provide progressive knowledge, relevant to multiple audiences, commonly understood language. May develop a list of early childhood definitions for the TOT. Suggestion to also have one for the providers.

Evaluation is embedded.

Question: Exam? Writers did not write an exam.

DHS Response: We are thinking about the effectiveness of the credential and using the PLAT.

Learning objectives are observation based so trainer can see if the practitioners are meeting the objectives. Also, there is a summary of the objectives at the end of class as well as a learning log. The log will be a self report of what I learned and what I plan to transfer.

The Building Quality Checklist-is reviewed at the beginning of program and at the end of the program. We may be able to see changes over time.

CDA Requirements-portfolio development, practical application/practicum experiences.

Flexibility with each step, competency driven content, repetitive concepts threaded throughout the credential.

Adult learning principles: Meaningful learning, practical application, inclusive of adult experiences and diversity, flexible without compromise, challenging yet achievable-should be a realistic stretch for people. Honor real life experiences, real observation, work with their stories.

Trainer assumptions

- Will have a TOT prior to delivery.
- Have training delivery acumen.
- Have ECE experience to draw from
- Are able to adapt to needs of trainees such as:
  - Diversity
  - FCC and center staff
  - Knowledge level
  - Learning styles.
- I have the content knowledge expertise. The guide tells them how to activate it in the credential.
- Understand expectations of credential.
- Aware of resources such as interpreters, kits.

Progressive Path

- Steps
  - Threads
- For example: (taken from one training on families)
- Making connections: Building relationships, collaborative partnerships
  - Family and Community Development: Family Diversity, Community Connections
  - Partnering with families: Supporting families in stress, Conferences

Session Module Review

Consider:

Format

Audience  
Flow

Disregard:

Typos  
Margins  
Icons  
Inconsistency in titles  
Background Information sections  
Resources and References

Reviewing the Trainer guide for Promoting Health and Wellness: Clean, Safe, Sanitary Environments Session B. 2 hour session. Items included: how to use the module, session overview, the icons that are used to denote, presentation, activity , etc. There is also a closing and references.

Suggestion to bundle the entire credential together—you pay this much and you get all the trainings and handouts. One payment, not multi-payments. It was shared that they are already doing that with the CDA—one packet and pay for whole thing. We are doing that now.

What happens if they miss a class? Perhaps have make up sessions on Eager to learn, with webinar. Also, independent study pieces developed for those that cannot do online.

How are we going to put it in a different language? Takes more time for the trainer, will they get the same amount of money? It's not going to be that easy.

There were two meetings of the adaptation group and we have a start to a plan. We will be using the content outlines as a primary guide with these a resources. Hope to have an advisory committee and coordinator for each language and writers who can adapt so it does make sense in the language and the culture. No one will be asked to adapt and translate on their own. We will have community involvement and early childhood educators. Someone who will be a resource specialist, perhaps a trainer. We are still thinking about how this will be funded.

Adaptation meeting will be May 13 9:30-12:00.

Review form emailed to everyone and return electronically to Anita. **WE ARE NOT REVIEWING CONTENT!** Reviewing instructional methodology and clarity of the guides. Participant and Trainer Guides will be reviewed. Provide information on the strengths and the weaknesses. Also, suggest any changes, additions, or deletions. Guides will be on the Moodle website and people will receive a password. Files are listed by class numbers.

Suggestions might be additional resources you know about, ways to address diversity in a training.

Please let us know what are you not looking for like typos and Sharon's previous list...add to the form. Put Draft on everything or password protect it.

Review Form is Due Monday May 10<sup>th</sup>. Please turn comments in electronically.