

## Professional Development Advisory Council Meeting November 1, 2010

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**Members present:** Angele Passe, Ann McCully, Cardina Esparza, Casandra Williams-Sims, Catharine Cuddeback, Catherine Wright, Deb Swenson-Klatt, Haregewoin Tsegaye, Hudah Faarah, Janice LaFloe, Joyce O'Meara, Kate Onyeneho, Kelly Monson, Kim Stone, Lisa Backer, Marisol Chiclana-Ayala, Mary Vanderwert, Ruth Krueger, Sharon Bergen, Susan Rydell

**Unable to attend:** Barb Fabre, Bev Bauman, Gayle Kelly, Laura LaCroix Dalluhn, Cheryl Smoot, Eileen Nelson, Jeannette Rydberg, Lora Kussman, Sheryl Warner

**Guests:** Karen Gromala

**Facilitator:** Dennis Cheesebrow

**Notes:** Mary Firth, Dennis Cheesebrow

### Morning Session

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#### Overview of today's meeting

- Catharine noted that Dennis Cheesebrow will lead a guided discussion this afternoon, and that several Council members will be unable to join until this afternoon.
- At the February 2010 meeting, Council members discussed trainers: how to support them, recruit trainers, and help them grow. The MNCPD is working on a full-blown strategic plan for this, in coordination with other systems doing the same.
  - MNCPD is looking at making the process for trainer approval more streamlined and friendlier.
  - Hand-copying will be eliminated; online submission and revision of training are being developed.

#### QRIS Program Standards and Building Quality (BQ) – Deb Swenson-Klatt

Building Quality is developed on the quality rating improvement system (QRIS) standards framework we used for Parent Aware (PA). We don't yet have statewide standards. When the PA evaluation findings come in soon, we will be able to start talking about what might be different from the PA pilot.

- ERS consultation (understanding the tool and readying providers) is important because it's one of the PA rating tools.
- Providers are required to take the first class of the Minnesota Child Care Credential (MNCCC).
- BQ participants have access to a small grant in consultation with their local CCR&R for PD purposes.
- CCR&Rs recruited in the spring, summer and early fall of 2010. There are now 83 providers on the waiting list. People are interested. We've made an effort to prioritize providers, especially those serving higher at-risk children.
- Simultaneous with the BQ initiative is continuation of the PA pilot through June 2011.
- Funded with ARRA funds. Private MELF dollars ended June 2010.
- 339 providers/programs as of July 1, 2010.
- Twin Cities United Way has a related initiative called "Getting Ready" to help move providers into QRS.

- The CCAP pilot, School Readiness Connections, involves a small number of child care programs (13). If they can document that they are higher quality and are Parent Aware rated, they receive a higher rate. Continues through June 2011. This is providing information about how child care subsidies might be connected with a quality rating system in state.

A cross agency workgroup has been working on QRIS program standards, and is in the process of sharing with stakeholders.

- Deb invited everyone to provide feedback on the direction we're heading.
- There is not funding in place now for a statewide QRIS system.

Q: Is there a projection for how much a statewide system would cost?

A: The Early Childhood Advisory Council (ECAC) requested assistance from national experts who created scenarios, based on Parent Aware, based on cost in other states. \$50 million (based on full participation, and including allowances). A workgroup is looking at those figures. Costing out work will happen.

Q: How will PDAC be invited to be part of the public that gives feedback?

A: Everyone on this council will receive an invitation for feedback through their own organizations. There will be online submission, four public hearings around the state, several invitation-only meetings, and some organizations who have high-stakes interest will be invited to submit a letter of comment. Sharon Bergen helped us with a stakeholder analysis. We identified dozens and dozens of stakeholders; facilitators are developing a plan.

Q: How many people do you want to hear from?

A: Not sure; we have large groups of people listed. We'll be making invitations through organizations to providers and programs statewide.

Q: Will any of these meetings be held in languages other than English?

A: Deb will ask facilitators. Ann McCully suggested that we could use some CCR&R outreach staff to help with that.

Deb continued by noting that DHS contracted with seven national content experts to review our draft version of standards and indicators of a QRIS. one of standards will be about PD.

- We'll see evaluation findings from Child Trends also on the draft standards and indicators.
- Our work in December and January will be to pull all of this together to prepare our submission to the legislature.

Q: Are there any licensors in the mix?

A: When the draft standards and indicators document is released, you'll see recommendations about licensing intersecting with them. Center and county licensors are identified stakeholders.

Q: Aside from funding, has there been any discussion about making anything non-voluntary?

A: No, the statute states that QRIS will be non-voluntary.

Q: Are there any other ways to raise the bar?

A: Potential changes to licensing might be one avenue, with common program standards, as well as a possible QRIS pushing the current system and our system partners to work towards that., Minnesota doesn't have the authority to set requirements for Head Start programs for (federal performance standards). But school readiness funded programs are also in law and dictated by the school districts in which they reside. Mary Vanderwert noted that there is some flexibility with state Head Start money, especially regarding eligibility.

Q: When you make recommendations about a QRIS, are you talking about wage supports, or ways to increase providers' compensation?

A: We don't expect these to be embedded in a QRIS, but discussions continue.

Q: As you establish focus groups, how do you plan to specifically hear the voices and involvement of communities of color who are underrepresented in the licensed world of child care? It seems like a QRIS is one more separating step. Casandra asked that DHS please involve these people in the stakeholder groups and, more specifically, engage those who are not already part of the groups we're already working with – e.g., FFN.

A: Deb hasn't yet seen the final plan for this public comment process, but there are specifics about holding workshops and focus groups with communities of color. S

### **ECAC PD Subcommittee Update – Mary Vanderwert**

See ECAC webpage on the MDE website:

[http://education.state.mn.us/MDE/Learning\\_Support/Early\\_Learning\\_Services/Adv\\_Groups/Early\\_Child\\_Adv\\_Council/index.html](http://education.state.mn.us/MDE/Learning_Support/Early_Learning_Services/Adv_Groups/Early_Child_Adv_Council/index.html)

The ECAC Professional Development subcommittee provided recommendations for ARRA funding. Three of our proposals went into the ARRA proposal:

- Update and revise core comps for early child care so they are relevant. An RFP has been issued and applicants are being reviewed.
- Provide for translation for some of the key messages for child care providers. That contract (along with other communication strategies) is part of an interagency agreement for funding. When it is in place, DHS will conduct an RFP process for \$13,000 dollars to be completed by the end of this FY.
- Contract to work with two- and four-year educational institutions to assess capacity and effectiveness. Include decision-makers to look at data to see what we want people to learn in those institutions, and establish a systemic method for ongoing evaluation. We're figuring out how we can look at their programs, how prepared their students are to teach. We're just getting started.

Through Macalester College, we're working on survey that will go to program leaders, graduates of those institutions. Data will be analyzed.

Our next tasks, already begun, are to work on some recommendations to increase the number of students of color and underrepresented communities in those institutions, and some financing recommendations.

Q: How many two- to four-year institutions are there in Minnesota?

A: About 25-30.

### **Centers of Excellence – Lisa Backer**

See handouts.

ARRA dollars have been used for startup. Funding is exclusively special education at this point. Our PD initiatives need to be very cross-sector, as we work to build capacity at the regional level.

- An activity in January, the Landscape, will give us information about the PD capacity in state.
- We are working to build leadership teams at the regional level. You'll receive an email in January about the Landscape. Please forward this link to a listserv of people who may be working in PD – trainers, people responsible for delivering content. We are interested in higher education faculty, program leaders, those who do Professional Development as a key part of their role.

Q: How is this applied to the Registry?

A: TACSEI has linked with the Registry – that content is being approved. Lora Kussman, Catharine Cuddeback and Mary Vanderwert are on the Centers of Excellence leadership team. See TACSEI website: <http://www.challengingbehavior.org/>.

Q: What's the purpose of this work?

A: Content specialists at the regional/local level, who are part of a leadership team with each region. Regions in Minnesota vary greatly.

Q: Will these people be available to do onsite consultation?

A: Not necessarily, but people trained through TACSEI will be available

Lisa explained that our intent is to have a contractor study child care associations, because we don't know the role family that child care associations play. They may be mediators. Lisa wants to identify people at regional level, part of a leadership team within regions. Regions are so different in MN.

Cassandra asked how will you distinguish between various cultural/ethnic groups? Please be very careful not to lump all native-born African-Americans into the same group as immigrants, because their needs and strengths are very different. Minnesota is much more diverse than other states.

### **MNCCC Update – Ann McCully, Susan Rydell, Catharine Cuddeback**

MNCPD has a dedicated webpage about the MNCCC (<http://www.mncpd.org/Credentials/MNCCC.html>) which includes background and overview, and links to the CCR&R Network's page about MNCCC ([http://www.mnchildcare.org/providers/cc\\_credential.php](http://www.mnchildcare.org/providers/cc_credential.php)).

### **Training of trainers update: Susan**

MNCPD conducted 2 TOTs on most of the credential in two 2-day trainings. Twenty-six trainers were trained and are now qualified to deliver this training. There was an additional separate TOT on Class 2a (11 or 13 trainers are trained to deliver this), and another separate trainings on Classes 17 and 18.

- Welcome class is first being rolled out statewide. 15 of the 26 trainers are being used for that.
- The Eager-to-Learn class is almost finalized.
- Materials for trainings were delivered to Professional Development Coordinators to take back to the home sites.
- Trainers will have a separate Moodle site where they can get materials, have online discussions.
- We are rolling out, in essence, a pilot of this new curriculum. MNCPD will be keeping track of comments and suggestions about the curriculum.

### **Roll-out: Ann**

- Our first step is to offer the welcome training to 200 providers
- We expect that all trainers will train
- Effort now is to identify sites for trainings
- Marketing/promotion push is starting to roll out
- Next step is training catalog where ads will appear
- We use lots of social networking
- We don't know how quickly it will gear up; it's a big commitment.
- DHS has committed some funds to help subsidize. There are incentives for those who are part of the first cohort.
- There is a one-year Eager-to-Learn expedited version.
- Adaptations of the curriculum to Hmong, Somali and Spanish are coming

Q: Where does this fit into PD?

A: People who complete MNCCC will have met the training requirements for the CDA. More tailored package, aligned with PA. They still need experience. Core competencies are embedded in the MNCCC.

Q: Are there some Spanish-speaking trainers already?

A: Yes, but we're looking for funding for a complete adaptation of the training.

Q: Are trainers prepared to do mentoring and tutoring?

A: At this point, the trainers realize there will be a demand and face-to-face mentoring and tutoring would make the training more effective, but they have a concern about how that gets paid for. Casandra noted that her clients need mentoring and tutoring, and it's the only way we can assure they will pass the CDA, regardless of not being paid. She expressed concern that some students may not achieve success with mentoring and tutoring. Susan noted that the students are required to complete assignment, so the supports must be available for students, and that the program is being rolled out slowly and we'll have time to identify supports.

### **Professional Development System Data – Karen Gromala**

Writing the PD system annual report is underway. At the last PDAC meeting, we looked at the draft indicators for the PD system, a snapshot of what's happening with the PD system. The handouts Karen distributed are drafts at this point. They are based on the logic models.

The report represents what DHS funds. How to accurately report on and portray activities in partnerships has been a big challenge in PD system activities. We've started with the core of what we're working on – the logic model. These are the outcomes from all the PD system activities.

- Can we include the Accreditation Facilitation Project?

### **Afternoon Session**

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See attachment/handout: Understanding the Frame of Reference and Shifts in Theory of Change

### **Reminders**

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**Future PDAC meeting dates for 2011 have been scheduled:** February 7, May 2, August 1, November 7

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### **Next meeting**

The next PD Advisory Committee meeting is **Monday, February 7, 2010**, 9:45 a.m. to 3 p.m.  
at 444 Lafayette Road N, Saint Paul, room L3148