

Professional Development Advisory Council Meeting

February 7, 2011

- Members present:** Angele Passe, Ann McCully, Cardina Esparza , Cheryl Smoot, Gayle Kelly, Marisol Chiclana-Ayala, Mary Vanderwert, Sharon Bergen, Susan Rydell
- Unable to attend:** Barb Fabre, Bev Bauman, Casandra Williams-Sims, Catherine Wright, Eileen Nelson, Huda Faarah, Janice LaFloe, Jeanette Rydberg, Joyce O’Meara, Mary Kelsey, Kate Onyeneho, Kelly Monson, Laura Lacroix Dalluhn, Lisa Backer, Ruth Krueger
- Guests:** Karen Gaides, Mike Brown (MDE)

Morning Session

Updates

QRIS Program Standards

- Deb Swenson-Klatt updated the council on the QRIS Planning Process. See powerpoint handout.
- Questions:
 - Gayle Kelly: During the public comment process, were professional development goals presented and discussed? Yes. Deb noted that significant changes were made in response to the public comment process, in particular, to reduce complexity.
 - Gayle Kelly noted that the new Teach America legislation could change things for some of the documents that come through. Are we thinking about how that needs to fit with that. Teach America allows teachers to begin teaching and then get their CDA over time. The issue of “related degrees” is getting a lot of scrutiny at the federal level. Our people need to have extensive backgrounds. But with the new teach America, anyone can just walk in and teach. Have we created a system that’s so difficult for our own folks, but anyone can come in. Beginning teachers don’t have to demonstrate competencies before they come in – they can develop them. Gayle wants to be sure that we don’t have two different standards: some can walk in and work their way up later, and our own people from Minnesota who need to prove their qualifications before they can teach. Deb noted that, within the context of a QRIS, we need to be able to revisit standards and indicators over time, since federal government comes in and imposes new standards. We need flexibility in infrastructure. It’s important not to legislate program standards and indicators. Gayle concerned that our legislation must not be too restrictive.

CCDF Advisory Group proceedings

- Deb gave a brief update about the CCDF Advisory Group and noted that we will be sending out our proceedings on Friday this week. DHS worked to synthesize the work around 5 themes. We have difficult decisions to be made; perhaps they could be done incrementally. There was discussion in the Advisory Group about professional development – it is recognized as a key component about what constitutes a high quality program. If not linking subsidy to QRIS, at least attempting to link subsidy to standards. We heard encouragement to not change professional development, but to keep doing what we’re doing, and communicate it more to the public. The Advisory Group’s work has helped to move us forward.

Building Quality initiative

- Ann McCully updated PDAC on Building Quality. The last legislature shifted \$500,000 dollars into Building Quality. Ann noted that the BQ checklist has been downloaded from the website 497 times. It is being distributed widely through the CCR&R system. The checklist can be used very broadly, and is based on Parent Aware categories. It is a self-assessment tool.

- 200 providers are going through the Building Quality program. There have been some challenges for CCR&R staff, but generally, they are enjoying this work, especially the one-on-one aspects and the fact that the results they're seeing are very encouraging. Some have used their funding for the Child Care Credential.

Early Childhood Advisory Council Professional Development Committee

- Angele Passe gave an overview of the committee's recent work.
- Discussion:
 - The committee's goals seem to be focused on early learning. ECAC cuts off at 5. We suggest that they should be aligned. That could change based on Head Start act; MDE is starting to look at early childhood going up to grade 3.
 - Compare with PDAC vision. What is missing from ECAC PD? We think ECAC PD and PDAC are talking about the same thing.
 - We decided to propose a system to ECAC. Start with Core Knowledge. Then from that an Early Childhood Educator Credentialing Board. It would look like the board of nursing, for instance, maybe creating a continuum, like the career lattice, where a person would present their credentials to this board, and then get a document or whatever that shows they have the credentials. We're hoping it would elevate the profession, and would allow people to prove their competence without degrees: could use tools like observation, portfolio submission, so people who can't go to college might be able to achieve higher credentials. Someone entering the field needs a more streamlined flow of moving through system, using MNCPD and higher education having the same concepts of PD and being required to collaborate.
 - Several PDAC members objected to this: retracking happens frequently. They expressed worries about hierarchical powers having too much power. As it is, the Registry is flexible, is a verification process, and is not required in statute. Don't lose the power of the field to make changes.
 - Members were concerned about access throughout the state.
 - In some communities, MNCPD is already viewed as higher education. Who would be part of that board that represents everywhere in the state, and all the systems that already exist. Decision making needs to be shared throughout state.
 - Standardized tests can destroy the diversity of the field. Early childhood is a different animal. Could we have different ways of credentialing people.
 - Sometimes things become complex for a reason. Has group looked at all disparate pieces of confusing model and made sure that the new model includes all the routes. Some disorganization has to do with where the funding originates.
 - We need to make sure we don't lose important pieces in the name of simplification. Other states have tried to simplify through legislation, and are losing access.
 - We can continue this discussion in May.

Professional Development System Annual Report

Karen Gaides shared the recent report with PDAC members. We were happy to note the numbers of underserved communities using services.

- There is a continuum between TEACH, REETAIN and Eager To Learn.
- It would be nice in the future to measure what effects we are making in school-age care?
- Our intentionality about serving underserved is working.
- There is a strong relationship between ECRTC, the Network and RCC.

MN Child Care Credential (MNCCC) Update

- Ann reported data updates and provided 2 handouts.
 - There are 101 participants taking the MNCCC w/15 on the waiting list for the Eager to Learn delivery option
 - The range of provider experience is 1 month – 34 years
 - 52 of the participants are FCC providers
 - Cohort model seems to be providing a good learning community
 - There are reimbursements of up to 75% for providers who continue with and earn the credential

Guided discussion:

- **Impact of assessment and consultation to the CDS team**
- **Key leverage points and accomplishments needed in 2011 and 2012 to move toward 2015**

Dennis Cheesebrow facilitated a discussion to generate goal ideas for CDS to consider as they draft the 2012-2013 federal CCDF plan. Reflecting on the information shared from the CCDF Advisory Group Proceedings and the Professional Development section of the CCDF plan preprint draft members were asked to brainstorm ideas and then select their top three as priorities. The results are below and include the number of votes each received, with the three capturing most votes in bold.

CCDF Professional Development Goal Ideas

- **5** **Build Capacity of MNCPD**
 Integrating the diverse portfolios of providers
 Access & communication
- **0** Link from MNCPD Registry to the STAR system (MDE teacher data base)
- **2** Align, rationalize & limit data gathering to what is used & useful
- **4** Increase % of individuals moving up on career lattice
 Certificate of completion
- **5** **Building Quality – continuous improvement**
 Increase in funding for access/quality
 ID what measures make a difference (IE intrinsic)
 Reflective practice
- **4** Compensation parity (including FCC versus Center care)
- **7** **Multiple languages in MNCPD & PD system (on-line, advocacy, training/education opps)**
 Issue of access
 Use of technology
 Use of partnerships

**Increase the cultural competency of the field (in all parts of the PD system)
Support providers**

- 3 Increase use of the quality of RBPD
Increase the coordination/cross training (mentors)
- 3 Increase the use of new technologies
Access – training- advising
- 2 Support trainer competencies
- 4 Better coordination between/link to higher education
Training through CCR&R & MNCPD
TEACH & lattice
Credits for CDA
Link for each lattice step to higher education

Deepening our skills at consultation and self-management

Dennis lead the members through a discussion about using tools for self- management . Considerations for ongoing operation:

- Organize meetings to minimize updates and focus on developing consultative statements.
- Consider discussions in the a.m. when most members tend to be in attendance. Although often times it is helpful to bring learnings/updates into conversations for consideration.
- This is and needs to continue to be a dynamic group that is always responding and reacting while systems are changing.
- A good question for the PDAC might be what should leave the system, or be modified? to help assess efficiencies.
- The group needs an outside realist to play the devil’s advocate. Maybe pass the role around.
- Pay attention to the voices of people who don’t speak up first. Break into small groups and allow more people space and time to speak passions.
- Pay attention to the importance of how questions are framed, consider group framing questions. Questions drive consultation, not issues. Frame questions 3-4 weeks prior to meetings.

Next meeting

The next PD Advisory Committee meeting is **Monday, May 2, 9:45 a.m. to 3 p.m.**
at 444 Lafayette Road N, Saint Paul, room L3148