

Professional Development Advisory Council Meeting

May 3, 2010

Members present: Angele Passe, Ann McCully, Catherine Wright, Cheryl Smoot, Eileen Nelson, Gayle Kelly, Huda Faarah, Janice LaFloe, Joyce O'Meara, Mary Vanderwert, Susan Rydell

CDS Team present: Catharine Cuddeback, Deb Swenson-Klatt, Haregewoin Tsegaye, Lora Kussman,

Unable to attend: Barb Fabre, Bev Bauman, Brian Siverson-Hall, Casandra Williams-Sims, Jeannette Rydberg, Kate Onyeneho, Kelly Monson, Laura LaCroix Dalluhn, Lisa Backer, Marisol Chiclana-Ayala, Mary Margaret Reagan Montiel, MayKao Hang, Ruth Krueger, Sandra Williams, Sheryl Warner

Guests: Karen Gromala, Laurie Davis, Ofelia Lopez

Facilitator: Dennis Cheesebrow

Key Messages and Consultative Statements

- Navigator system envisioned and recommended for future development
- “Cultural _____” language and definition recommended
- 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
- 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
- Work to align county licensing with the PD system and Parent Aware

Minnesota Center for Professional Development Update (see handout)

- 493 in MNCPD Registry as of today
- 50 percent in Parent Aware
- 249 approved trainers
- 22 people with professional development plans
- 64 sponsors with 20 offering trainings; believe the number will grow
- Note: “underserved” includes “rural”
- Professional development plan and resource guide web pages are highly visited, then core competencies and then career lattice
- Relationship-based professional development web page has increased in views in the past months, possibly due to increased awareness especially from views from higher education from across the country
- Piloting the practitioner learning survey from training being offered; 87 percent of forms to-date filled out by Caucasian participants, which in itself raises the need for translations for the survey; however, another influence is that the majority of respondents do not list ethnicity
- Most current trainings are offered through the CCR&R system
- 54 percent of participants were from licensed family child care

- Training needed for some communities just in filling out survey: part of training if survey response is an expectation ?? i.e., oral response to survey
- **More detailed information and assessment at the August 2010, PDAC meeting**
- **Suggestion: Have PDAC members fill in a PLAT survey before the next meeting, maybe use to reflect on the outcomes of the August 5, 2010, PDAC meeting**

CCR&R

- Market rate survey and business update have been combined; results are in final processing
- Optional satisfaction survey as part of the above research: 439 providers in the total group
- About 30 percent of providers are doing the full survey online
- Most ratings are “excellent” with growth over past years
- **More detailed information and assessment at the August 2 PDAC meeting**
- ARRA funds are still available on a specific basis for the CDA now through December, 2010
- **Request for grant opportunities for a Somali women CDA cohort of 10+**

PDAC Annual Report (see handout)

- Annual Report coming out this summer
- Request for consultative input on the Annual Report based on the questions on page 2
- Shifting focus from the logic models to the outcomes provided
- Report goal is to show progress of the Professional Development System for the first time publicly
- Discussion of the measures with data (yellow highlighted) compared to those without data (non-highlighted). All of the data fields will be completed for the July 2011 Annual Report
- There is a need for transparency regarding the logic models, that what we said was important to measure we, in fact, have measured. Use the logic model to format the Annual Report
- Questions regarding use of website alone, input to consider a hard copy is the one most would pay attention.
- Annual Report needs an Executive Summary with the key 5 – 7 bullet points, implications and recommendations/plans for moving forward next year
- Executive Summary should include a summary of the history (timeline) of the development of the Professional Development System
- Key talking points are needed for communications to a variety of constituencies
- How do we compare to other states in the key measures for both context and comparison?
- Send to directors of community education state-wide
- Idea for a “cube” for communications
- MN Alliance for a Healthier Minnesota: results need to be in a non-disposable form

Communications Brochure (see handout)

- DRAFT language for a brochure sent to the designers provided to members
- **Big Idea:** all involved in “care and development” are potential members of the Professional Development System
- Outstanding key issue: access and acceptability for underserved populations
- **Can the communications alienate the education market by “claiming space” in the market for everybody?**
- **How do we reinforce that all public education and care are included in the audience and conversations**
- **Possibly two brochures: differentiate child care and early education**
- **Reframing the language might allow for all types of trainers and providers to enter into the Professional Development system and the Registry, as well as the importance of the two Minnesota agencies (DHS and MDE) to guide the market in a shared rather than disconnected manner; also (PDAC and ECAC)**
- **Consider starting the re-framing the discussion with those who provide rather than those who fund the system such as Head Start, CCR&Rs, directors of special education and community education, superintendents, etc.**
- **Start with the TACSSI trainers as a way of expanding the use of the Registry**

Building Quality Aware / Parent Aware / PD System Intersections (see handout)

- Left side of chart (green) is the Building Quality side while the right side is the legislative-required and funded side
- Parent Aware-based checklist is not provided here but can be reviewed in the near future
- Four Building Quality Initiative Components offered through the CCR&R system:
 - Building Quality Grant
 - Environmental Rating Scale (ERS) Consultation
 - PD Advising
 - Welcome Training
- Legislative action is moving with this Building Quality Initiative design and intent and a statewide Minnesota Quality Rating System – targeting 200 providers and the children within those settings with a focus on “at-risk” children; the focus is on the children being served, which is the criteria for selection of providers under the funding provided by the legislation through June 2011
- Current legislation does not provide for the quality rating assessment funding but is taking a services improvement
- Current design will most likely undergo some level of rework
- **Can the PD system provide for the Quality Rating System and structures? It is a good status if we have all the components**
- **Parent Aware, PD and the CCR&R systems are merging into a coherent whole system which is a good thing, so allow the legislative funding to assist in completing the design including the standards and requirements of both quality rating as well as licensure**
- ELL provider populations will continue to experience access and integration issues
- **Can CCAP be a possible partner in these discussions, works and delivery?**
- **How can we assure wrap-around services for all kids?**

Parent Priorities Presentation (see handout)

- FFN providers can be exclusive and culturally specific while licensed child care centers need to be inclusive and more culturally generic, based on finances, unless specialized funding provides those services and training
- Cultural Connections trainers have met with the MNPDC regarding curriculum for culturally competent training and embedded curriculum strands
- There is no one answer; this is a complex issue with differing needs and assumptions on the part of both parents and providers; information, services, supports, training, etc.
- Is it realistic to rate cultural competence: it is possibly too contextual and individualized to standardize a single approach
- Survey does not account for location and expense which are key drivers of parent choice and access

Weaving Accessibility and Cultural Competency Discussion

Strengths of Current PD System	Weaknesses of Current System
<ul style="list-style-type: none"> • Alternatives available to sign up electronically or on print • Some mentoring available (ELL) for trainers 	<ul style="list-style-type: none"> • Written evaluation feedback forms • What is our definition of “cultural competency” <ul style="list-style-type: none"> ○ Open, welcoming, accessible ○ Knowledgeable about cultural differences ○ Includes members of different cultures in the key positions ○ Friendliness to other cultures ○ Understanding, respectful of others cultural values and life stories ○ Acceptance needed for experience, other education and knowledge; who are the translators and judges of acceptability • Ability to “self-define” oneself, i.e., American Indian trainers

Strategies and Ideas

- Developing and integrating Cultural Connections into the PD training and curriculum
 - This is about awareness, a way of being vs. just knowledge and skill
 - Culture with a “face,” not just facts
 - Providing trainers and providers with tools and adaptations for access and appropriateness
- Relationship-based services to create a more holistic and balanced approach such as co-trainers who provide a higher level of cultural awareness, language and experience
- Developing culturally appropriate training for what is appropriate for kids across most cultures is fairly common

- Within the professional development system, develop people who can act as mentors and system navigators with a “child first, adult second” approach which is proactive and early vs. reactive and later
 - Pathways in the PD system exist today and are easier to establish than navigators
 - Points for flexibility for trainers’ and providers’ past education, experience and backgrounds, especially those coming from other countries and cultures
 - Points of flexibility for those who currently serve in education, community education, special education, etc.
 - PD System guides the provider to the trainer / co-trainer who best fits their needs
 - Consider developing a tiered system of supports
 - Website alone
 - Website plus podcasts targeting specific cultures and languages
 - System Navigators
 - **Facilitator Note: this is a good opportunity for grant funding for DHS and the PD system**
- Establish the PD system language and definition for culturally competent:
 - Culturally comfortable
 - Culturally aware
 - Culturally proficient
 - Culturally skilled

Reminders

Future PDAC meeting dates for 2010 and 2011 have been scheduled

2010: August 2, November 1

2011: February 7, May 2, August 1, November 7

Next meeting

The next PD Advisory Committee meeting is **Monday, August 2, 2010**, 9:45 a.m. to 3 p.m.
at 444 Lafayette Road N, Saint Paul, room L3148