

Professional Development Advisory Council Meeting August 2, 2010

Members present: Angele Passe, Ann McCully, Cardina Esparza, Catherine Wright, Cheryl Smoot, Eileen Nelson, Jeanette Rydberg, Joyce O’Meara, Mary Kelsey, Kate Onyeneho, Ruth Krueger, Michelle Thole, Susan Rydell

Unable to attend: Barb Faber, Brian Siverson-Hall, Casandra Williams-Sims, Gayle Kelly, Huda Faarah, Janice LaFloe, Kelly Monson, Laura LaCroix Dalluhn, Lisa Backer, Marisol Chiclana-Ayala, Mary Vanderwert

DHS staff: Catharine Cuddeback, Lora Kussman, Haregewoin Tsegaye

Guests: Kathryn Tout, Rebecca Starr, Michael Earhart, Karen Gromala

PD System Communications Strategic Plan Update

See the two handouts in your package. MNCPD is beginning to saturate the early child care field with the brochure. Next steps include more intentional marketing of specific tools such as the MNCPD Registry.

The second piece is a draft mock-up of cubby hooks to let parents know that staff have participated in trainings. When we can begin to distribute these is dependent on funding.

Early Childhood Advisory Council, Professional Development Committee Update

ECAC is still in the “idea stage,” with lots of good ideas being discussed. ARRA stimulus funds were made available to ECACs nationally – Minnesota received \$1 million. Our Professional Development projects include:

- Research, analysis and updating of the Minnesota Core Competencies
- Implement outreach strategies for the Minnesota PD system (the MNCPD marketing pieces could be part of that)
- Recommendations based on our charges.

Minnesota Child Care Credential Update

Handouts provide an overview of the credential.

- Last week an invitation was sent to a group of trainers who met specific criteria (approved through the MNCPD Registry), especially experience that would allow them to teach the entire credential.
- The rollout will be strategic and slow. Professional Development Coordinators (PDCs) have identified areas in their districts where they believe providers are most likely to stay with the credential training.
- There will be 4 trainers per district. If PDCs cannot identify enough trainers, we’ll be recruiting from 2-year community and technical colleges that would have staff who meet the criteria.
- The full credential requires 2 years if taken face-to-face; can be accelerated through online Eager-to-Learn
- We are targeting family child care providers now – it’s unrealistic for them to be able to take many classes in a short time
- Classes need to be completed in sequence

- We are discussing possibilities for make-up sessions (e.g., online self-study), as well as a hybrid model – in order to make the system flexible and accessible
- Focuses on birth to 5. Based on this pilot, CEED will prepare a curriculum for infants and toddlers
- The credential will meet 120 hours of training for the CDA
- Our ultimate goal is to adapt the credential in Spanish, Somali and Hmong, so that it is relevant in these cultures

Questions/comments:

- Would fit well with MDE’s TACSI
- Good opportunity to integrate common language about training across all our systems
- Another benefit is that if individuals complete a CDA on their own, they are not always sure which CDA content area will be met. The Minnesota Child Care Credential is aligned with CDA content areas.

MNCPD Website Update

PDAC has a spot on the website. Beneath that is a link to the credential advisory committee.

PLAT (Practitioner Learning and Training Survey) Pilot – Overview and Results

Previously, we haven’t had a way to compile data about training throughout the state. DHS, the Network and MNCPD came up with a new PLAT form that works through Scantron. The PLAT evaluates the effectiveness of trainings and trainers.

- See all handouts

Questions/comments:

- Can we figure out from the results which cultural groups found that a trainer was not sensitive to particular cultural backgrounds? It would be useful for trainers to know if their efforts are successful.
- Do we have a common definition for what “culturally responsive” means? It would be easier for those who take the PLAT to have a common understanding. Should this definition be specific to each culture?
- Ruth Krueger met last week with family child care providers and counties. Discussion shared providers’ frustration with inconsistent requirements across counties – counties have the authority to specify which trainings meet licensing requirements. The current legislation almost encourages autonomy; specifying acceptable trainings could be a simple amendment to the statute. Standardization would ease frustration (standard core trainings, statewide). This can be a recommendation of the PDAC.

Continued Discussion: Weaving Accessibility and Cultural Competency into Professional Development Work

Culturally competent (Note: some are now using the term “Cross Cultural Competence”)

Define how the following terms are demonstrated:

- Culturally:
 - Comfortable
 - Aware
 - Proficient
 - Skilled

Description of how cultural competency is demonstrated by trainers

- Body language is relaxed
- Exhibits in talking about culture
- Okay with inviting discussions about difficult situation and topics
- Self-aware
- Facilitation skills
- Demonstrates knowledge about culture
- Acknowledges that he or she doesn't know everything
- Is at ease with shifting frameworks
- Okay with a little ambiguity at certain moments
- Demonstrates open-mindedness
- Exchange program for trainers to practice in other cultural settings
- Knows how to use diverse instructional strategies
- Knows how to gain access to resources (e.g., video) for the people in the classroom
- Wants feedback
- Is continuously learning
- Conveys trustworthiness
- Is respectful
- Demands respect
- Picks up cues
- Brings out the cultural strengths
- Provides practical exercises to practice
- Assesses if student understands
- Uses culture to reach goal of wellbeing
- Very clear about their own culture – examples: safety, communication, independence, toileting, eating
- Asks questions about how culture might play out – examples
- Partners with audience
- Has to do homework = basic knowledge of audience's cultures
- Knowledge about rules in U.S. and Minnesota
- Cultural guidance
- Does not use generalizations
- Has conflict resolution skills

Uses of the list of demonstrated skills

- Trainer screening: displays "some" (a combination)
- Appropriate to the context – goal is the child
- Uses categories as examples (clump the skills) possible resource = "Developing Cross-cultural Skills" by Lynch and Hanson
- Assessment skills about resources
- Knowledgeable about content, ethics and morals
- Generic
- Current in own learning
- Cross-culturally competent
- Customer skills
- Credibility

- Business skills – marketing
- Gives practice opportunities that are real examples
- Answers questions
- Pricing – cost – more than one way to accomplish
- Knowledge of health issues
- Experience with the field
- Additional skills in specialty
- Confidence and inspire confidence

Considerations for trainer skills options

- Apprenticeship okay
- Consider whether training delivered is formal or informal training
- Business?
- Professionalism?

Strategies for current trainer categories/approved system

- Communication
- Marketing
- Q & A = provide examples of questions asked
- Develop pathway to new, younger trainers
- Identify/recruit new potential trainers from within training participants/newly degreed graduates student group

Overview of Current Trainer Types and Approval Process

The MNCPD looked at all state approval processes. Requirements vary from having a GED and 5 years experience, to having a B.A., to delivering specified credential training only. Minnesota appears to have the most variety of pathways into trainer types. Most states have content experts and specialty trainers; Minnesota takes that further, adding the Safety Trainer. Trainers can have dual types (i.e., Master and Specialty trainer). The Provisional Trainer type that sunsets in December, 2010, was meant to be a gateway to come into the system and support in ongoing education. Trainer Sponsor might be a good way to address Family Child Care licensors.

How can we support people to access pathways?

- MNCPD investigates international licenses
- MNSCU has a process to review experience for ability to teach in higher education

What do we want to pay attention to?

- The data doesn't show flexibility. Develop a statement to help clarify. This might be more of a communication/marketing issue than a process/system issue.
- MNCPD should continue to work with applicants to find the best fit for them.
- Consider how we, as a system, recruit trainers and facilitate the approval process
- Make some pathways more prominent: how do new trainers break into the system if they don't have experience?
- Consider additional ways of tracking potential trainers from within participant and student groups, i.e., higher education students are very diverse and might be interested in becoming trainers. (K-12 has struggled with this. The Bush Foundation is exploring strategies).
- Develop Q & A piece

- Consider capacity. As we grow trainers, make sure that we have the trainings to deliver. Determine how much training is needed and where.

Key Messages

- There are many opportunities to integrate the MNCCC across other training/consultation efforts being developed (such as the TAECSI model).
- Considering points of flexibility is important to professional training.
- Consider how to pass on experience/knowledge of current (yet ongoing) trainers to younger/new possible trainers.
- Consider how to match/mentor/utilize trainer pool across the state, with all culturally competent.
- Training/Trainers = Communication is key to getting the best to apply
- The message of the trainer approval process is still unclear
- There is a gap from training to actual work. Revisit the concept of independent contractors.

Next Meeting

The next PD Advisory Committee meeting is **Monday, November 1, 2010**, 9:45 a.m. to 3 p.m.
at 444 Lafayette Road N, Saint Paul, Room L3148

Future PDAC meeting dates for 2010 and 2011 have been scheduled

2010: November 1

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