

Professional Development Advisory Council Meeting

May 4, 2009

Members: Marisol Chiclana-Ayala, Susan Rydell, Cassandra Williams-Sims, Lora Kussman, Cheryl Smoot, Kelly Monson, Sheryl Warner, Haregewoin Tsegaye, Ruth Krueger, Huda Faarah, Ann McCully, Mary Vanderwert, Gayle Kelly, Deb Swenson-Klatt, Kate Onyeneho, Karen Schaub, Lisa Backer, Catharine Cuddeback

Visitor: Karen Gromala, Karen Pitts

Facilitator: Dennis Cheesebrow

Notes: Mary Firth

Morning Session

Legislative updates

Deb Swenson-Klatt

The Governor's proposal, "Invest in Early Learning," includes two initiatives specific to child care quality. School Readiness Connections would continue for two years, in order to ensure solid evaluation. The Parent Aware pilot would continue for another year, until June 2011. There is interest in both the House and Senate in continuing Parent Aware with stimulus funds. Only the House bill includes School Readiness Connections. Both initiatives target achieving higher standards.

Questions

- Is FFN part of Parent Aware? No, because being licensed is a requirement of Parent Aware.
- Is the Governor's plan an expansion or a continuation? Deb noted that she hasn't heard CCAP speak to that yet.

Ann McCully

T.E.A.C.H. funding went into both the House and Senate bills, which will likely mean ongoing funding for T.E.A.C.H. scholarships.

Funding

Deb Swenson-Klatt

Deb noted that DHS is simultaneously working on the draft CCDF Plan and stimulus funds, and invited Council members to the CCDF Public Hearing on Wednesday, May 6. (See handout 1.) We are trying to embed proposals for stimulus funds into the Plan (see handout 2).

Catharine Cuddeback

Catharine described the CCDF public hearing process and encouraged council members' input through June 10. The Plan shows ACF how our professional development system plans are progressing, including mention of PDAC. Most federal dollars have been used to create the support infrastructure; we want to get these funds to providers and trainers as soon as possible, including using stimulus funds.

Questions and comments:

- Are there two or three things in the Plan that have changed appreciably? Good Start, Grow Smart is no longer explicitly described in the Plan. This was a Bush administration initiative that we responded to in the previous two Plans. It's no longer explicitly in the Plan, but the same activities are still there — specifically, our plans and activities for the ECIPs, and for professional development. Another difference in the 10-11 Plan is that states are asked to describe their plans and activities regarding quality rating systems. We had also described this in previous Plans.
- With the focus on quality rating systems, does DHS plan to change ratios or payments? Those are not things we would change through the Plan process. Ratios are set by licensing law and rule, whereas the Plan describes what states do.
- Will Minnesota change work requirements to allow children to stay in the same care regardless of changes in family life? CCAP is mostly in rule and statute; the Plan reflects what current law is but does not create that kind of change. Karen Pitts noted that we welcome questions and comments even if they may not be within the Plan's purposes.

- Ruth Krueger noted that early childhood will likely come out of this session in good shape, and congratulated DHS staff who continue to work on important issues behind the scenes.

PD updates

PD Evaluation update - Karen Gromala

- We are working with Child Trends to complete two implementation initiatives by June 2009.
- We are also working with Elizabeth Cooper of the CCR&R Network and Charlotte Nitardy of Metro State University on identifying key stakeholder groups and target populations. We'll present to the Council on this in August 2009.
- PDAC is helping us to identify strategic gaps, activities in logic models related to strategies. The most important PDAC work is about strategies, and aligning implementation activities with strategies. We aim to align long-term outcomes with five-year goals. Short-term outcomes and interim outcomes will align with annual performance measures.
- We can't work on all five components of the PD system at once. We are looking at quality assurance right now: the Registry, trainer and training approval. At the next PDAC meeting, we will have a work produce from these initiatives.

Core knowledge logic model update - Catharine Cuddeback

- See handouts 3 and 4 to see how we responded to PDAC consultation you provided at the last meeting. A lot of that discussion was about balance.
- We have added language to Activities boxes to broaden activities.
- We moved the yellow "Engagement" boxes from after activity boxes to before them, to show how they drive the activities
- We have integrated adult learning in the model: training, career guidance and credential programs. We are assuming that trainers will also be receiving professional development. Trainers are required to demonstrate their knowledge of adult learning.

Qualifications and Credentials logic model update - Catharine Cuddeback

- We added language to underlying assumptions ("articulating evidence-based"), and added arrows to show connections

Questions and comments

- Outputs say "number" of people, rather than quality of what they access or how much they've gained by these activities? This would be a number of, for instance, home visits per month. Other measures (outcomes) will describe the impact, and will occur later on in the process.
- Concern was expressed that this system is very complicated and we will never be able to measure the information we need, nor have the money we need to get the information we need (if the Legislature doesn't support it)
- We will be discussing priorities at the August PDAC meeting: we need to prioritize where we put the dollars. We need to prioritize soon so we don't compromise our ability to get outcome information.
- Dennis noted that we first measure outputs of the process to see that the system is working. We can then measure the outcomes, the impacts of the program, further down the road. If you attempt to measure impact right away, you are not taking into account start-up and cycles of program.

Other PD updates

- Catharine Cuddeback noted that MDH, MDE and DHS staff have started to meet on a regular basis to look at core cross-sector PD work. We had a planning meeting last week. Want to involve a national consultant. We meet on May 19 again for a full day to discuss the following: mapping work across agencies, maximizing resources, completing cross-sector career lattice, implications of revisiting the core competencies.
- Mary Vanderwert described the Governor's Early Childhood Advisory Committee (ECAC). The committee met in February to establish guiding principles; it is charged with making recommendations to the Governor on a number of issues, including professional development. The larger council will establish four work groups: the professional development committee will likely convene first in August. Its membership is diverse. Mary hoped that some PDAC members will apply to be on this committee. Catharine hoped that PDAC work can be a significant resource for ECAC.
- Lisa Backer noted that the stimulus dollars are a great opportunity but create a lot of work. With Part C, the part of IDEA that's specific to infant/toddler, we have some discretion. We are looking at half-time PD coordinators in the governor's planning regions to work with children with disabilities, and want to partner with CCR&Rs, providers, Head Start, school readiness and ECFE programs. The PD coordinators would be knowledge mediators within the regions.

Qualifications and Credentials Logic Model

- See handouts 5 through 8.
- We need to provide a framework that will support professional growth across sectors; to help individuals get credentials, and to raise the quality of the profession itself. There is no clear framework now.
- Lora Kussman walked through the learning continuum (handout 8).
 - The learning continuum must support Parent Aware requirements.
 - Core competencies would be standardized, and would be a framework for organizing training. We'll call our core curriculum the Minnesota Child Care Credential.
 - Our system previously was a series of scatter-shot two-hour trainings; we need a more structured planned building-on-earlier-training system.
 - ELL needs to be addressed now; not later.
 - We want an infant/toddler credential. Lora read from a study (which she will distribute to the Council) that shows very low infant/toddler expertise.
- Catharine noted that the core knowledge model shows how evidence-based standards are articulated. This leads to the qualifications and credentials model; we need to develop pathways to get there. We must also align work with Parent Aware, because it's about quality and quality improvement.
- Career lattice (handout 6) shows what increased levels of learning might look like. The Minnesota Child Care Credential would be the core of what we expect providers to have.
- Handout 7 is a draft, demonstrating a possible cross-sector framework for defining many pathways to reach different credentials.
- Dennis noted that this logic model is more complex, and we need to understand the other handouts to understand this logic model. We'll discuss this afternoon.
- Lisa asked about a place in this logic model for maintaining whatever credential a provider has (e.g., licensing, other continuing education requirements, etc.). Could a sidebar be added to the career lattice that describes continuing requirements.

Logic Model Discussion Notes in the Morning

- In-service and maintaining one's status/level of credential
- International certificates/degree recognition
- Continuing education
- Registry renewal
- Steps/levels/core blocks/Language design and consistency
 - Foundation of 2400+ (2 hour) workshop
 - Noncredit
 - Translation to credit
 - + Core competencies
 - + Quality indicators
- Pattern → Series: Promise: The clouds will part and all will be clear
- Community health worker example
 - Needed basic skills prior to foundational level
 - Need to understand cultural differences
 - Under lattice foundation awareness level
- Gaps are seen today with 4-year degrees, how will this be different
 - Incorporate known "gap fillers"
 - Integration across related markets
 - How is level 1-5 skills assured for degree level
- How does "experience" get accounted in system?
- Provider of education, Provider of care
 - Inside — technical language
 - Stakeholders — users language

Patterns from End of Discussion

Issues and Questions

- Competencies — Hours

- Experience in classroom
- Experience in practice
- Licensors
 - Importance and influence
- Guide and navigator
 - Basic info — real “basic” info
 - Where I “fit” or “place”
 - What choices/decisions/implications
 - With cultural knowledge
- Graphic — image from “up” to “next” CE

Consultation to Improve Logic Model

- Guidance activity
- “Suitability” activity/outcome
- Continuing training vs Continuing education (hours issue)
- System level model and metrics ~ PDAC
- Percent of total providers engaged in Registry annually as an outcome
- Satisfaction as an outcome
 - 1st year guidance
 - 1st experience

Key Messages

- A. Validation by PDAC of what we are doing (Center) but we can’t quite talk about it
- B. “Draft” stuff is really exciting: cross-sector work
- C. Clarity is coming
- D. I’m (PDAC member) a link to the community

Issues/Question – Group A

- Picture of Qualifications/Credentialing that providers can understand
- Apprenticeship/Guidance/Brokers to help navigate the system efficiently
- Experience fits where?
- Breaking it up into easier chunks
- Hours vs. Competencies
 - on-line learning vs. classroom

Consultation

- Represent the guidance system for the Qual/Cred in this logic model
- Are logic models interconnected and will activities be evaluated in separation or together?

Issues/Ideas – Group B

- Competencies vs. Hours
- Ongoing mentorship
- Building mentors
- Using licensing or other structures for mentorship and/or accountability
- Leveraging resources in field
 - Graduates coming back to do mentoring
- What level is good enough?
 - Can one stay at that level?

Consultation

- Add “suitability” for work with children to Logic Model
- Add continuing education with definition
 - Continuing education vs. continuing training

Input submitted by a PDAC member unable to attend the meeting:

Consultation Statement: What are the key attributes or signs of a cross-sector PD system?
How do we integrate the activities in the Qualifications, Credentials and Pathways Logic Model?

1. A key attribute of a cross-sector PD system would list cross sector participants under Resources. I believe, Dept. of Health, K-12 public school system (consumer science, FACTS classes, etc.) are missing as may be others. Should Head Start be listed? The current list of resources doesn't even list our current silos in the field of early care and education.
2. A cross-sector system needs to involve another yellow vertical line of engagement of/with public consumers. It's not just about providing a framework for pathways — there's no increased status and respect for increased professionalism, i.e., long-term outcome when there is little respect for what is deemed a low-wage occupation. (There will not be incentive or help given by the higher education system or Board of Teaching)
3. Suggestions for the activities:
 - a. Further develop the career lattice to include all resources listed plus those missing.
 - b. There should be arrows from the resources to the activities, specifically showing who is doing what.
 - c. Further define credentials/certificates as credit or non-credit, this could be established with the arrows from the resources.
 - d. Create a new activity of developing town meetings/ panels, some sort of round table or meetings of the resources to specifically look at pathways. (I know the recent articulation symposium would have fit under this activity-there were no power resources attending. You must go to them, integrate into their systems and schedules. This is not just a metro situation-especially when dealing with the underserved populations. A format should be established and take it on the road across and up and down the state. If we don't create a need for the discussion and find a way to bring in the resources, change will not occur.

Example: work with the coalitions- bring in employers who need employees who use childcare, the local school district supt., the most local dean or V.P. of the two year college, and the most local 4 yr. institution dean or V.P., DHS, most local Head Start coordinator/director, Dept. of Health commissioner or designee, etc.

Market; advertise for audiences to attend-much as legislative local opportunities to respond to legislative initiatives. Identify two questions: give each participant x amount of time to respond. Take 2-5 minute testimonies from participants from the audience. Ask the panel to summarize one or two action steps that could be pursued. Create a record all can access as to the meeting minutes.

List of Handouts

1. 2010-11 Federal Child Care and Development Fund (CCDF) Plan Public Hearing and Comment Notice
2. Child Care Development Fund Provisions of the American Recovery and Reinvestment Act (ARRA)
3. PDAC consultation about the Core Knowledge Logic Model
4. Core Knowledge Logic Model
5. Qualifications and Credentials Logic Model
6. Minnesota Career Lattice for Early Childhood and School-age Care Practitioners
7. Draft: Minnesota Cross-sector Career Lattice for Early Childhood and School-age Practitioners
8. Learning Continuum

Reminder

The next PD Advisory Committee meeting is Monday, August 3, 2009, **NEW START TIME** 9:45 a.m. to 3 p.m. at 444 Lafayette Road N, Saint Paul, room L3148