

Professional Development Advisory Council Meeting

November 2, 2009

Members present: Angele Passe, Ann McCully, Susan Rydell, Bev Bauman, Catharine Cuddeback, Cheryl Smoot, Deb Swenson-Klatt, Dru Osterud, Eileen Nelson, Gayle Kelly, Haregewoin Tsegaye, Huda Faarah, Marisol Chiclana-Ayala, Mary Vanderwert, Ruth Krueger, Sheryl Warner, Susan Rydell, Casandra Williams-Sims

Unable to attend: Barb Fabre, Brian Siverson-Hall, Catharine Wright, Jeanette Rydberg, Karen Erickson, Karen Schaub, Kate Onyeneho, Kelly Monson, Laura LaCroix Dalluhn, Lisa Backer, Mary Margaret Reagan Montiel, MayKao Hang, Megan Waltz, Sandra Williams, Lora Kussman

Guests: Sarah Caruso, Karen Gromala

Facilitator: Dennis Cheesebrow

Notes: Mary Firth, Catharine Cuddeback, Dennis Cheesebrow

Morning Session

Overview of today's meeting

American Recovery and Reinvestment Act (ARRA) funds: Deb Swenson-Klatt

- Dennis explained that today's meeting will have a different procedure. There will be updates on the Early Childhood Advisory Council (ECAC) and cross-agency meetings. This afternoon we will identify key questions about how ECAC work affects Child Development Services (CDS) work, and thus, the work of this Council (PDAC), and the relationship between ECAC and PDAC.

Conversation about the Minnesota Early Childhood Advisory Council

ECAC: Sarah Caruso, Chair

- See Handout 1 for background on the ECAC
- The Council, working and speaking on behalf of Minnesota's youngest citizens, was formed through federal and state legislation, and is a recommending body to the Governor, the House and the Senate. We need to produce clear, succinct recommendations that the Legislature and Governor can act on.
- There is federal interest for each state to have a unified view of early childhood education across agencies. The Council's work needs to be cross-departmental with no boundaries or silos.
- ECAC has a broad-based membership: state agency members, legislators from the House and Senate, parents, early child care community.
- ECAC has prepared a draft strategic plan to reach the goal of all children being fully ready for kindergarten by 2020. The most likely way to do that is to focus on at-risk kids. The longer-term work of ECAC will focus on the transition to kindergarten.
- Our work is not simple. How we support parents needs to be broad enough to support great variation in what parents want/need.
- How does PDAC fit with ECAC and a quality improvement system? We need to have statewide perspectives.
- Sees a growing commitment at MDE and DHS to work together. We need to keep working on how to partner with other agencies, and thinking as a whole rather than as parts.
- BUILD model is acknowledged in this strategic plan: a holistic understanding about the whole life of the child. Although the statutes we are bound by are very specific and focused mostly on services provided by MDE and DHS, we try to acknowledge this broader focus on the child.
- Sarah acknowledges there is a lack of diversity on the council, that we have tried to address at the committee level.

- Minnesota is fortunate to expect \$1million in federal stimulus money, and ECAC committees are working on proposals to spend these funds. A draft will be posted in December, and public input will be sought. We hope at least half will be spent in the field: training/mentoring for providers to help build skills in anticipation of a statewide quality rating system. We also want to fund community demonstration projects that link integrated programs at the community level.

Questions:

How can we merge BUILD ideas about the whole child with current legislation? Do we need changes in the statutes to make ECAC feel less constrained by legislation?

- Sarah agreed we need to include in our recommendations that we not ignore the whole child; we need to broaden and push these constraints to make sure all discussions are reflective of the whole child.

How can we help the Governor see that there should be broader, more diverse representation on the council?

- Sarah noted that members are appointed for 2- or 4-year terms. In the summer and fall of 2010, there will be openings for the next term; it's important to bring forth good candidates.
- Gayle Kelly noted that federal statute does not limit the number of members to 17; most other states have very large committees.

Overview of ECAC Sub-committees

1. Early Learning Standards: Deb Swenson-Klatt, Ann McCully

- See page 28 of Handout 1: Appendix D. Preliminary Strategic Plan - June 2009 for the duties this committee is charged with
- This committee has had robust discussion about recommendations that go beyond our specific charges. One proposal is coaching and mentoring to help providers understand early learning standards for children; a second is to support demonstration projects at a local level
- We still have a lot of work simply to get people ready for a quality improvement system. For example, many providers still do not know about or use ECIPs

2. Accountability: Karen Gromala

- See page 22 of Handout 1 for list of charges for this sub-committee
- We are well along with the inventory of child care services
- Re C: designing a unified data collection system, we are starting to think about indicators of success. Our proposal discusses linking data systems across MDE, MDH and DHS. The document "10 Essential Elements" is the framework. Health data will be included.

3. Access and Finance: Sarah Caruso

- See page 24 of Handout 1 for list of charges for this sub-committee
- This sub-committee is looking at the unit cost of many different programs, and tying unit costs to quality programs

4. Professional Development: Angele Passe

- See page 26 of Handout 1 for list of charges for this sub-committee
- 8 members of PDAC are on this ECAC sub-committee.
- Charge A is what PDAC is doing. Charge B takes us further.
- PDAC and MNCPD are achieving a great deal of what was envisaged in a study done 12 years ago on a professional development system for Minnesota.
- It's important that we don't recreate elements we already have. For instance, we already have standards in the core competencies.

- Our committee is interested in aligning standards for professionals and for programs.
- We are looking at revising the core competencies, and providing more awareness about MNCPD. We recommend that MNCPD be fully funded.
- We want to establish a set of core competencies that all early learning could use, including school-based, centers, families. Standards and licensing should be aligned.

ECAC Sub-committees - Questions, Discussion and Suggestions:

Where is this going to get us down the road? We want to be sure that this work will move us forward.

- We need to be less cautious. For instance, we should be able to agree on standards very quickly.
- We need to look at what has stopped us in the past.
- Since the needs of children and their families are more complex, the system needs to be able to change to meet these more complex needs.
- One concrete task we can do is update the core competencies
- Internal conflicts in a large system are what slow things down

Conversation about ECAC work informing CDS PD work

1. NAEYC State Policy Blueprint Planning Guide: Eileen Nelson

- See handouts 2 and 3
- This guide/blueprint is a way to link how different areas think and talk about the same things; provides a common language and structure that can cross committees. It can help to see if your policies are affecting something specific, if you have gaps in your policies, if the policies meet the principles.
- It can help with a system that will continue to change

2. Update on logic models: Karen Gromala

- see Handout 4
- Karen noted that we need to update the logic models, and there are questions that the PDAC can help with

3. Integrating logic models and the NAEYC blueprint: Catharine Cuddeback

- see Handout 5
- CDS team is looking at ways to integrate the logic models and the NAEYC blueprint
- There is consensus with DHS, MDE and MDH to use the NAEYC model

Afternoon Session

Conversation about defining the future work of the PDAC

- ✓ Identify work & tools development to date
- ✓ Define uniquenesses of & relationship between both councils
- ✓ How does morning discussion effect planning future work?
- ✓ What are key questions for PDAC to focus on for next 2 meetings?

Considerations for PDAC

Key Questions

- Where, who has the presentation/document that describes, maps, and provides support and direction to providers?
- As a system are we culturally competent? Understanding population needs & how the system responds to those needs.

Key Concerns

- What external/internal contradictions exist or have slowed our collective progress?
- Shift in language and differing definitions

Key Benefits

- Similarities between models exist

Key Concepts

- PDAC work can shift from design model (external) to implementation and delivery (internal)
- PDAC can:
 - look at this as “we” collective responsibility, rather than creating tasks for others
 - help define what information and data is helpful, what isn’t & what is missing
 - take information to other partners, parents & communities & other parts of the system
 - work to make sure that the system development is culturally inclusive & responsive
 - provide input to communications consultant

Request of CDS for next meeting:

- a road map of the PD System and Parent Aware to help clarify direction and impact on PDAC
- output information on who is using the system & how it is being used

List of handouts in “Handouts PDAC November 2 2009”

Title	Page
1. Appendix D. Preliminary Strategic Plan - June 2009 (ECAC)	1
2. NAEYC State Policy Blueprint Planning Guide	11
3. NAEYC Workforce Designs Brief	18
4. Revision of PD System Logic Models	20
5. Crosswalk of NAEYC workforce Designs Policy Areas and NCCIC Elements of a PD System (and our logic models language)	21
6. PD System Container Diagram	24

Reminders

Future PDAC meeting dates for 2010 and 2011 have been scheduled

2010: February 1, May 3, August 2, November 1

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

Next meeting

The next PD Advisory Committee meeting is **Monday, February 1, 2009**, 9:45 a.m. to 3 p.m. at 444 Lafayette Road N, Saint Paul, room L3148