

Professional Development System Overview: Minnesota



National Center on Child Care Professional Development Systems and Workforce Initiatives (PDW Center)
Jointly funded by ACF's Office of Child Care and Office of Head Start

State	Minnesota	
Professional Development (PD) System	Title: Minnesota Early Childhood and School-Age Care Professional Development System	
Infrastructure/ PD System Governance	<p>Type of Governance: Overseen by the MN Department of Human Services (DHS) in coordination with MN Office of Early Learning partner state agencies, MN Department of Education, and MN Department of Health and guidance from the MN Early Learning Council. Funding from DHS supports:</p> <p>The Child Care Aware[®] child care resource and referral system: Designated by DHS as its primary training delivery system for non-credit PD opportunities and resources to early care and education and school-age (SA) care practitioners. Web Site: http://childcareawaremn.org</p> <p>The Minnesota Center for Professional Development (MNCPPD) provides a comprehensive virtual gateway to PD and career planning resources including the registry, career lattice, trainer and training approval, and learning and career guidance. MNCPPD is operated by the Registry, Inc. and works closely with the Child Care Aware[®] system and other stakeholders to provide PD tools and resources. Web site: www.mncppd.org</p> <p>Key Contacts: Scott Parker scott.j.parker@state.mn.us, Lora Kussman lora.kussman@state.mn.us, and Kim Stone kimberly.stone@state.mn.us</p>	
Head Start (HS)/ Early Head Start (EHS)	<p>State HS Collaboration Director: Jeanne Dickhausen, Jeanne.dickhausen@state.mn.us</p> <p>State HS Early Childhood Manager: Brenda Hall, brenda.hall@stginternational.com</p>	
Target Population	<ul style="list-style-type: none"> Licensed child care center staff; licensed family child care providers; school readiness and preschool staff; HS/EHS staff; early childhood (EC) special education staff; SA child care staff; family, friend and neighbor caregivers 	
Early Learning Guidelines (ELGs)	Ages Included in ELGs and Alignment with K-12	Notes
	<ul style="list-style-type: none"> Birth-3 years 	<p>Title: Early Childhood Indicators of Progress: Minnesota's Early Learning Guidelines for Birth to 3 These ELGs designate progress indicators for infants and toddlers in gaining competencies, knowledge, skills, and behaviors.</p>

<p>ELGs cont'd</p>	<ul style="list-style-type: none"> ▪ 3–5 years ▪ 5–12 years 	<p>Web site: https://edocs.dhs.state.mn.us/lfserver/Legacy/DHS-4438-ENG Title: Early Childhood Indicators of Progress: Minnesota’s Early Learning Standards Designates areas of development for 3–5-year-old children. Web site: https://edocs.dhs.state.mn.us/lfserver/Legacy/DHS-4576-ENG</p> <p>Title: School-Age Indicators of Progress: Minnesota’s Learning Guidelines for Ages Five to Twelve Developed as a companion document to the Early Childhood Indicators of Progress. Web site: https://edocs.dhs.state.mn.us/lfserver/Public/DHS-6398-ENG</p> <p>Information on State ELGs references to dual language learners is available at http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/center/state-guidelines/dll_guidelines.html</p>
<p>Core Knowledge and Competencies (CKCs)</p>	<p>Roles</p> <ul style="list-style-type: none"> ▪ Professionals working in a variety of settings and programs including child care centers; licensed family child care homes; family, friend, and neighbor caregiver settings; school readiness and preschool; HS, EC special education; SA child care; and others 	<p>Notes</p> <p>Title: Minnesota Core Competencies for Early Childhood Education and Care (ECEC) Practitioners Who Work with Children Birth Through Age Eight and Their Families Competencies include eight content areas and five levels of competency from preliminary skills necessary to enter the field to an advanced level of academic preparation and varied experience. Web site: http://www.mncpd.org/docs/cc_early_childhood.pdf</p> <p>Title: Infant-Toddler Companion Guide to the Minnesota Core Competencies Emphasizes specialized areas of knowledge and skill required for working with infants and toddlers. It also includes vignettes and a list of related resources. Web site: https://edocs.dhs.state.mn.us/lfserver/Public/DHS-6079-ENG</p> <p>Title: Minnesota School-Age Core Competencies for School-Age and Youth Practitioners Who Work with Children Ages 5 Through 12 and Their Families Competencies are outlined in the same eight ECEC competency content areas across five levels. The competencies correspond with traditional curricular areas in SA and youth care. Web site: http://www.mncpd.org/docs/cc_school_age.pdf</p>
<p>Approval Systems</p>	<p>Trainer/Training</p> <ul style="list-style-type: none"> ▪ Trainer/training approval ▪ Trainer/training database and registry (searchable) 	<p>Notes</p> <p>Title: Trainer and Training Approval In the trainer approval process, trainers are assigned to a trainer type. Designations include Trainer I & II, Master Trainer, Cultural Community Expert/Designated Community Elder, Content Expert, Specialty Trainer, Qualified Safety Trainer, and Guest Trainer. Web sites: http://www.mncpd.org/trainer.html and https://www.developoolmn.org/</p>
<p>Workforce Registry/Data System and Career Pathways</p>	<p>System(s)</p> <ul style="list-style-type: none"> ▪ Voluntary ▪ Career pathways (lattice/ladder) 	<p>Notes</p> <p>Title: The Minnesota Registry Registry participants receive a MN career lattice certificate and a learning record as recognition of their achievements. Participants can search for MNCPD-approved trainings offered by approved trainers that count toward advancement on the MN career lattice. Web sites: https://www.developoolmn.org/ and http://www.mncpd.org/career_lattice.html</p>