



EARLY LEARNING COALITION OF DUVAL

Helping parents choose, preparing children to learn

GUIDING STARS OF DUVAL – PHASE I (GSOD-PI) QUALITY CONNECTIONS

Presentation at the Board Meeting
June 24, 2009



COALITION VISION STATEMENT

All Jacksonville Early Learning Programs will provide high quality care and early learning services that result in demonstrated positive school readiness outcomes for all children.



GSOD-PI – QUALITY CONNECTIONS PROGRAM OBJECTIVE

To empower school readiness providers to offer quality early learning experiences to school readiness children as required by Florida Statute 411.01, based on a system of environmental assessments, sustained support, and professional guidance.

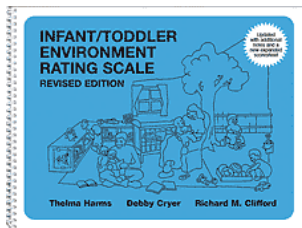


MEASURABLE OUTCOME – FY 08-09

School readiness centers (2 classrooms) will achieve an overall AVERAGE score of 3.0 or above on **ITERS*** + **ECERS*** after six months of support during fiscal year 2008-2009.

*ITERS – Infant Toddler Environmental Rating Scale – 0 to 30 months

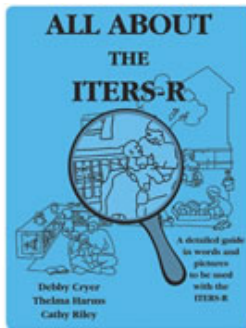
*ECERS – Early Childhood Environmental Rating Scale – 31 to 60 months



ITERS-R / ECERS-R SUBSCALES

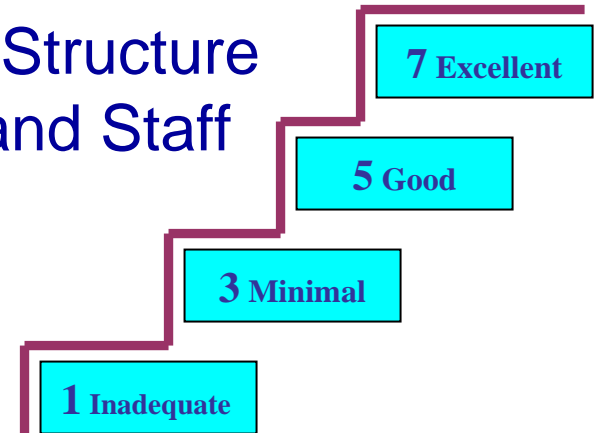
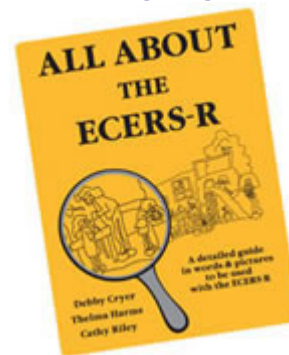
ITERS-R – Birth to 30 months

- Space and Furnishings
- Personal Care Routines
- Listening and Talking
- Activities
- Interaction
- Program Structure
- Parents and Staff



ECERS-R – 31 months to 5 years

- Space and Furnishings
- Personal Care Routines
- Language and reasoning
- Activities
- Interaction
- Program Structure
- Parents and Staff



THE PROCESS OF ENVIRONMENTAL SUPPORT

- ✓ Began the process with pre-ITERS (infant or toddler room) in July / Aug 2008, and pre-ECERS (VPK room) in Sept / Oct. 2008 – 2 classrooms on average in each center
- ✓ ***PRE-ASSESSMENT - Average scores – ITERS – 2.95; ECERS – 3.15***
- ✓ Purchase of materials based on materials gaps indicated by the assessments,
- ✓ Ongoing support and technical assistance to the teachers in the assessed classrooms
- ✓ All support completely anchored to environment rating scales
- ✓ Average length of support for the 2 classrooms in each center – approx. 6 months
- ✓ Centers which scored the benchmark to be recommended to phase II if the director / owner of the center was interested in participation, and showed commitment



TECHNICAL ASSISTANCE – ENVIRONMENTAL SUPPORT

- ✓ Specialists set up an introductory meeting with the Director of the center to discuss the support timeline and support process.
- ✓ A center staff meeting was set up subsequently to ensure that the staff understood the expectations, and were assured that the Specialists were there to help with the changes.
- ✓ The support was strictly anchored to the indicators and subscales of ITERS and ECERS.
- ✓ The Specialists did not get into curricular support or any other areas of support during their weekly or bi-weekly visits.
- ✓ Each center director received a copy of the ITERS / ECERS books, which became the ‘teacher’s manual’.
- ✓ Specialists explained to the staff about how improvements can be made.
- ✓ Some providers were extremely receptive and some were resistant to change but with patience and persuasion, most of the providers embraced change.

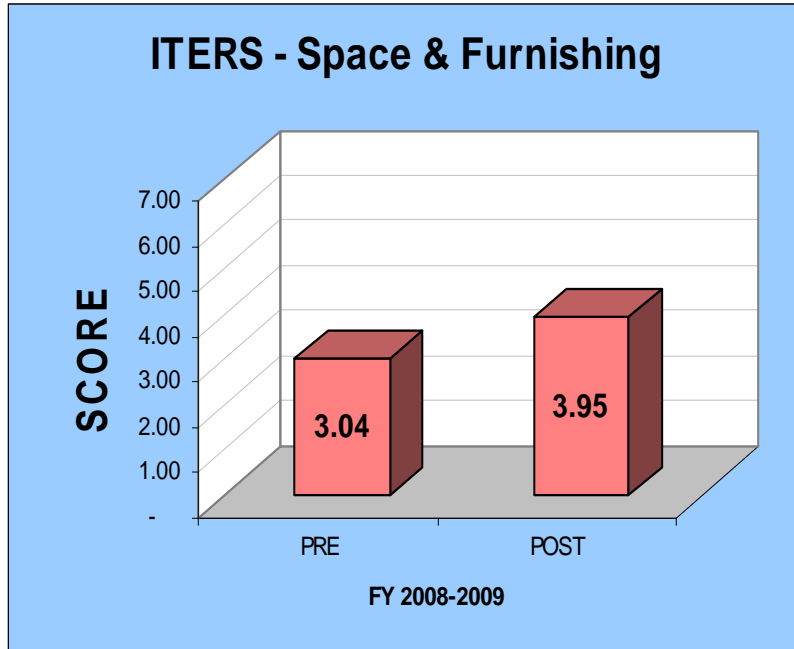
BABY STEPS.....



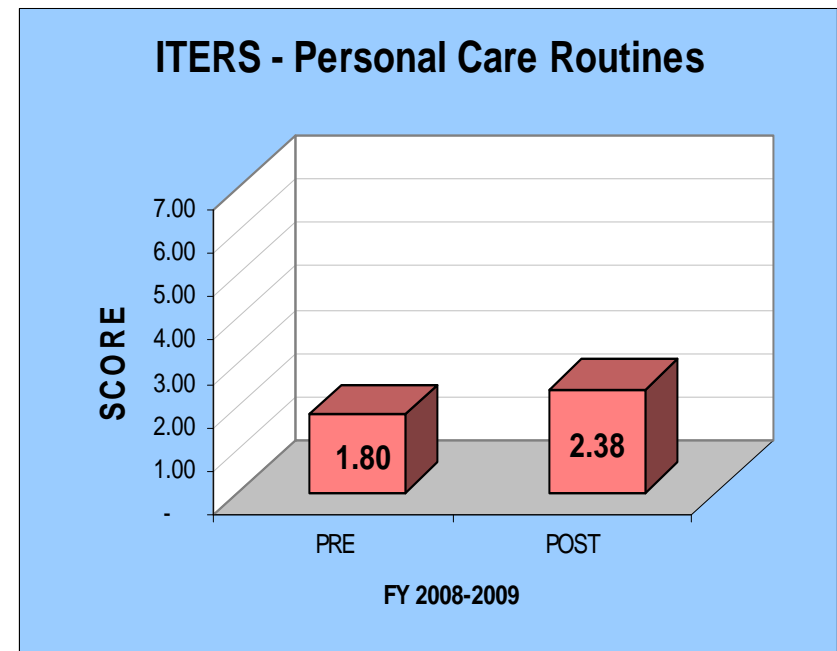
..INCREMENTAL IMPROVEMENTS

PRE-ITERS / POST-ITERS SCORES

Space & Furnishings / Personal Care Routines



- Indoor Space
- Furniture for Routine Care and Play
- Provision for Relaxation & Comfort
- Room Arrangement
- Display for Children

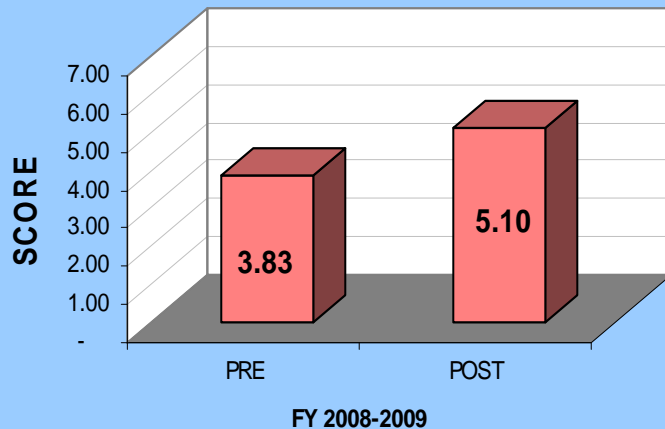


- Greeting and Departing
- Meals / Snacks
- Nap
- Diapering and Toileting
- Health Practices
- Safety Practices

PRE-ITERS / POST-ITERS SCORES

Listening & Talking / Activities

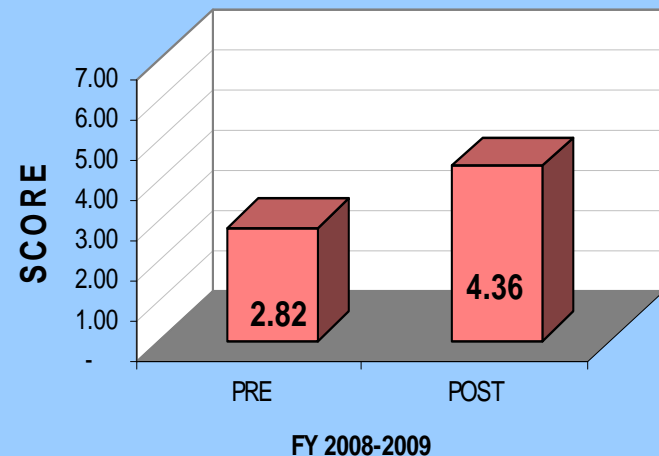
ITERS - Listening & Talking



- Helping children understand language
- Helping children use language
- Using Books

- Fine Motor
- Active physical play
- Art
- Music and movement
- Blocks
- Dramatic play
- Sand and water play
- Nature/science
- Use of TV, video, and/or computer
- Promoting acceptance of diversity

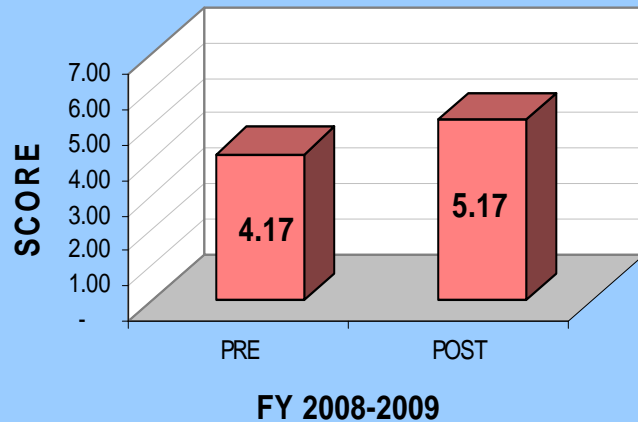
ITERS - Activities



PRE-ITERS / POST-ITERS SCORES

Interaction / Program Structure

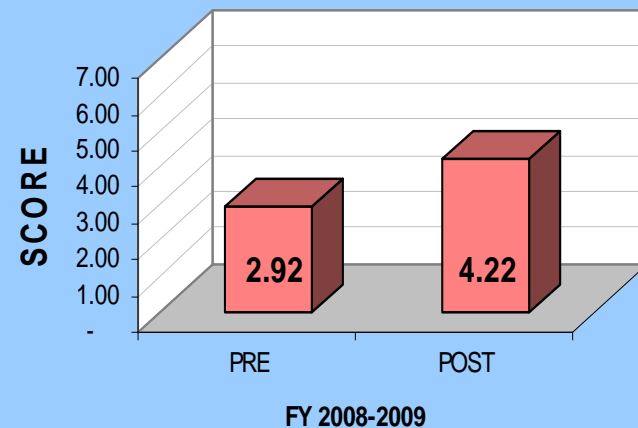
ITERS - Interaction



- Supervision of Play and Learning
- Peer interaction
- Staff-child interaction
- Discipline

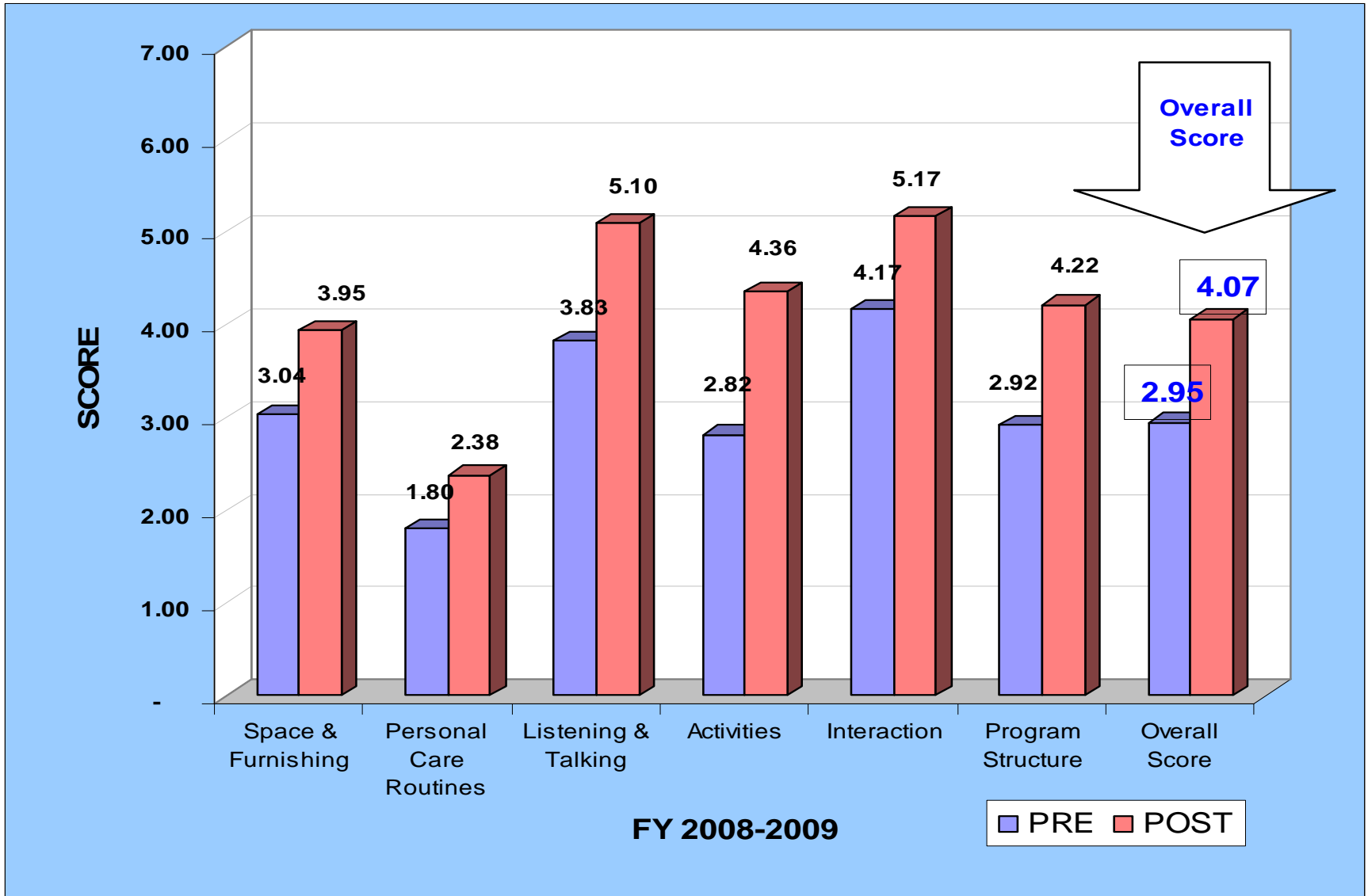
- Schedule
- Free play
- Group play activities
- Provisions for children with disabilities

ITERS - Program Structure



PRE-ITERS / POST-ITERS - ALL SUBSCALES & OVERALL SCORE

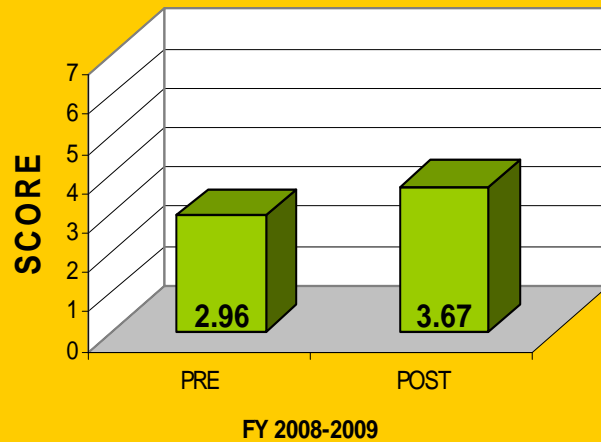
Pre ITERS – 2.95; Post ITERS – 4.07 – Increase of 1.12



PRE-ECERS / POST-ECERS SCORES

Space & Furnishings / Personal Care Routines

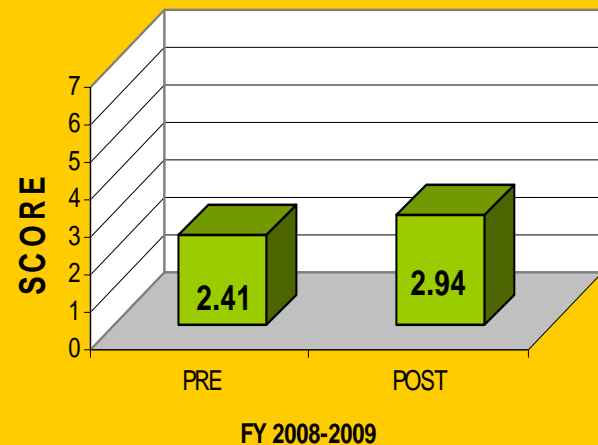
ECERS - Space & Furnishing



- Indoor Space
- Furniture for routine care, play and learning
- Furnishings for relaxation and comfort
- Room arrangement for play
- Space for privacy
- Child-related display
- Space for gross motor play
- Gross Motor Equipment

- Greeting and Departing
- Meals/snacks
- Nap/rest
- Toileting/diapering
- Health practices
- Safety practices

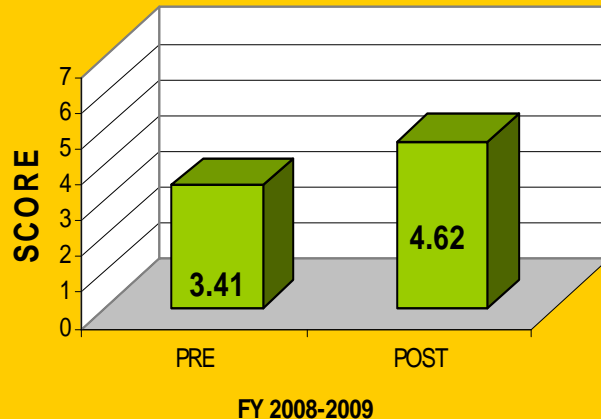
ECERS - Personal Care Routines




PRE-ECERS / POST-ECERS SCORES

Language & Reasoning / Activities

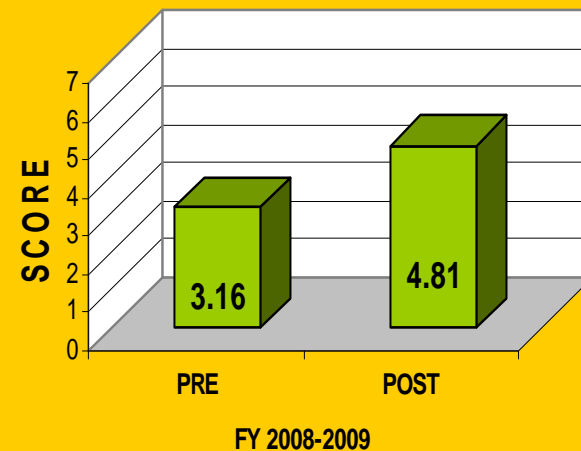
ECERS - Language & Reasoning



- Books and Pictures
- Encouraging children to communicate
- Using language to develop reasoning skills
- Informal use of language

- 
- Fine Motor
 - Art
 - Music/movement
 - Blocks
 - Sand/water
 - Dramatic play
 - Nature/science
 - Math/number
 - Use of TV, video, and/or computers
 - Promoting acceptance of diversity

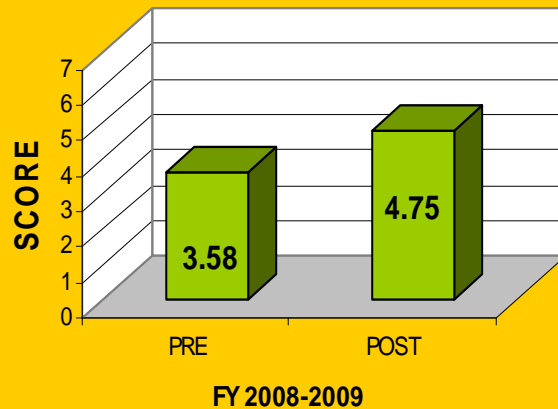
ECERS - Activities



PRE-ECERS / POST-ECERS SCORES

Interaction / Program Structure

ECERS - Interaction

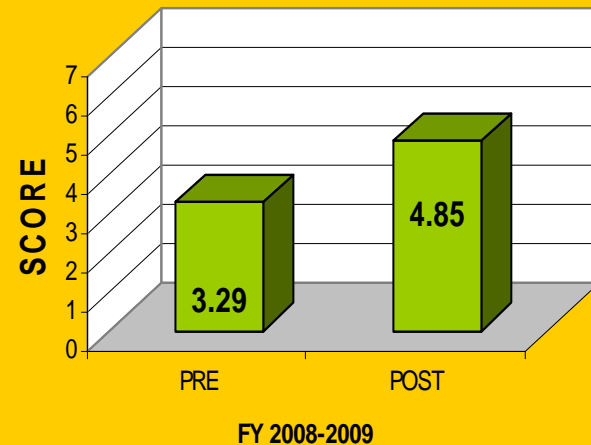


- Supervision of gross motor activities
- General supervision of children (other than gross motor)
- Discipline
- Staff-child interactions
- Interactions among children



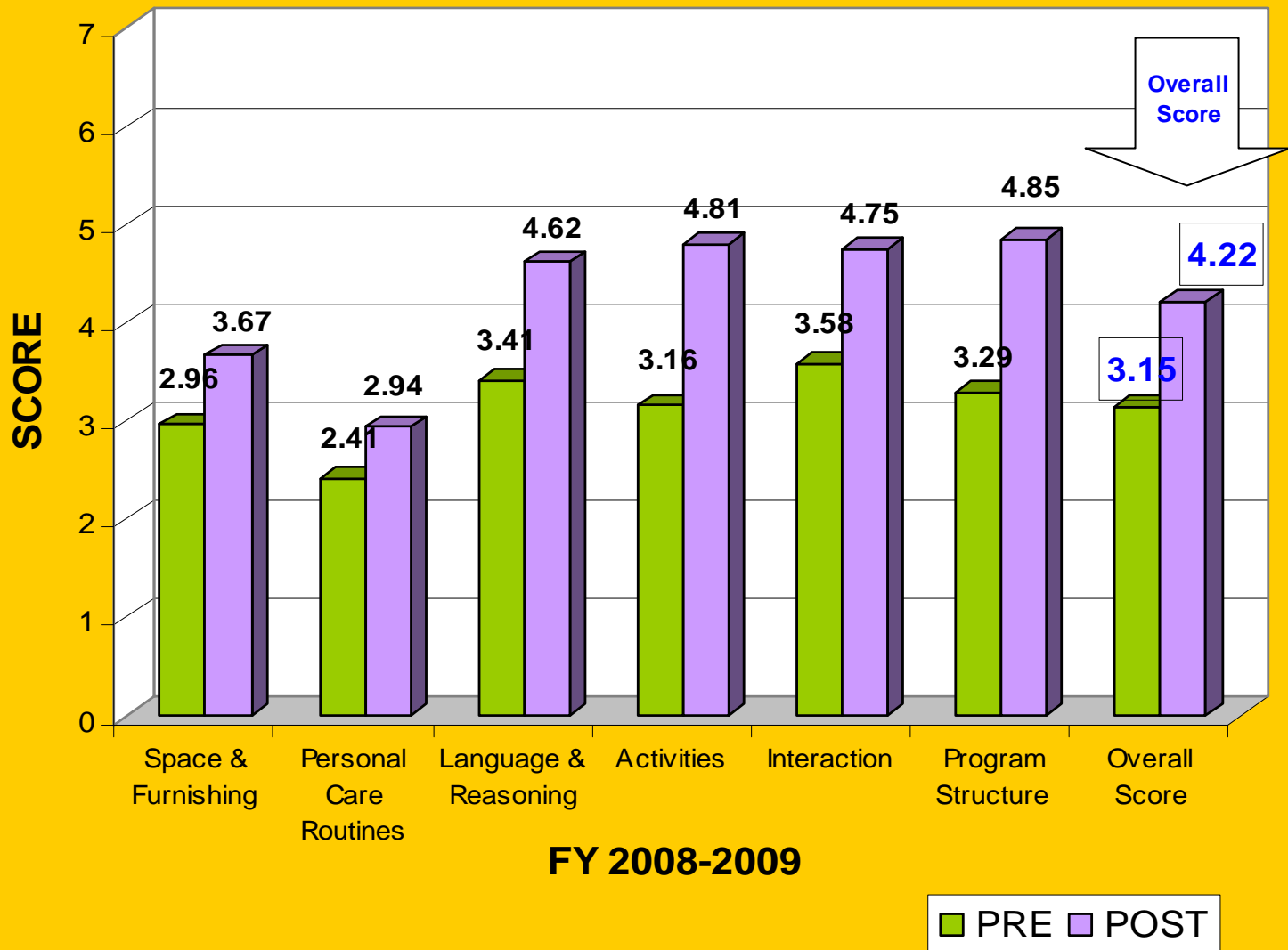
- Schedule
- Free play
- Group time
- Provisions for children with disabilities

ECERS - Program Structure



PRE-ECERS / POST-ECERS - ALL SUBSCALES & OVERALL SCORE

Pre ECERS – 3.15; Post ECERS – 4.22; Increase of 1.07



PROGRESS....



IMPROVEMENT IN QUALITY.....



HOW WAS THIS SUCCESS ACHIEVED?

- ✓ Created an awareness in the minds of the providers about what it means to run a quality program as defined by **ITERS / ECERS**
- ✓ “Baby Steps” – very deliberate with the support; structured and organized, without being intrusive, always anchoring it to the environment rating scales
- ✓ Materials purchased were specific to the materials gaps indicated by the assessments
- ✓ Specialists (mentors) worked very diligently throughout the intervening support period
- ✓ Providers / teachers proved that they have the capability to improve the quality of child care provided in each of their centers



CENTERS WITH REPEAT ASSESSMENTS; CENTERS WHICH MISSED THE BENCHMARK

- ✓ 5 centers missed the benchmark based on the post ITERS score
- ✓ 1 center - based on post assessment ECERS score
- ✓ 1 center - based on both ITERS and ECERS post assessment scores
- ✓ All 7 centers went through the 30-day corrective action plan phase
- ✓ Another round of ERS assessments were completed at the 7 centers
- ✓ One center on the Southside missed the benchmark based on repeat assessments
- ✓ Since the center missed the benchmark, this center's school readiness agreement was terminated and will be allowed reentry after one year
- ✓ School readiness families in this center are being guided through a smooth transition to other centers of their choice
- ✓ The provider cannot sign a VPK contract, because a VPK - Low Performing Provider (LPP) improvement plan has not been submitted.

“HANDING OVER THE BATON”

TRANSFER OF CENTERS FROM GSOD-PHASE I TO GSOD – PHASE II

- ✓ JCC and ECS are the two organizations which give support for GSOD-Phase II
- ✓ 32 sites which were in the Quality Rating and Improvement System, exited with a star rating between Fall 2008 and Spring 2009
 - 13 centers – 5-star rating
 - 6 centers – 4 star rating
 - 8 centers – 3 star rating
 - 4 centers – 2 star rating
 - 1 center – star rating not yet determined
- ✓ Centers in Phase I were referred to Phase II based on the ERS scores (pre or post) and director commitment
- ✓ Handing over the baton / the center to JCC / ECS happened when the center director signed the GSOD-Phase II agreement

WHERE DO WE GO FROM HERE DURING FY 09-10?

- ✓ The Board members made a decision to increase the average benchmark to 3.50.
- ✓ Two new classrooms will be assessed in each center; July / Aug 2009 – Pre-ITERS; Sept / Oct 2009 – Pre-ECERS.
- ✓ The Specialists will provide complete environmental support to the two new classrooms based on the Pre-ITERS and Pre-ECERS of FY 2009-2010.
- ✓ The Team Leader & Specialists will provide maintenance support to the classrooms which met the benchmark during FY 2008-2009.
- ✓ Post assessments in Spring 2010 will be done in 2 classrooms which will be randomly selected from the group of 'maintenance' classrooms and the newly supported classrooms.

The 21st Century children and preschool!!!



A BlackBerry for babies?





"OKAY, YOU'RE HIRED – NOW, I WANT YOU TO FORGET EVERYTHING YOU LEARNED IN PRE-SCHOOL."



Thank you to the team leader and specialists for making this a successful year, and to the providers for providing quality care to the children!

