



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 25, 2008**



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.

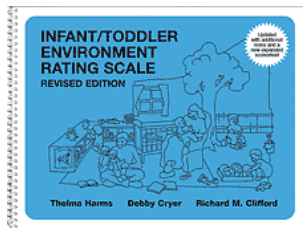


MEASURABLE OUTCOME – FY 07-08

All school readiness centers will achieve an overall AVERAGE score of 3.0 or above on **ITERS*** + **ECERS*** after six months of support during fiscal year 2007-2008.

*ITERS – Infant Toddler Environmental Rating Scale

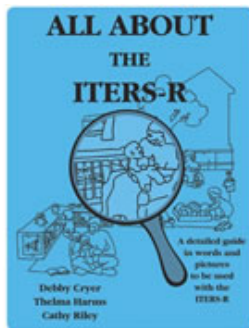
*ECERS – Early Childhood Environmental Rating Scale



ITERS-R / ECERS-R SUBSCALES

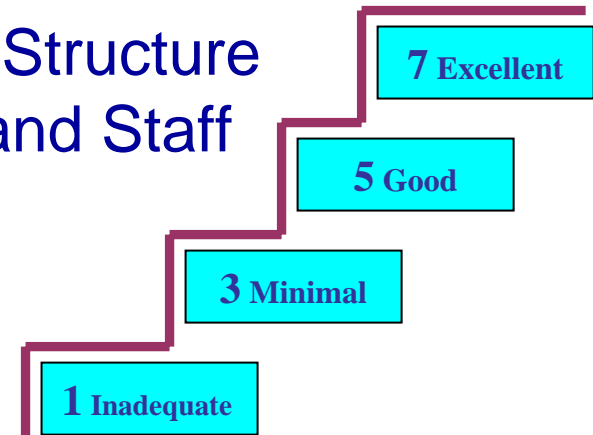
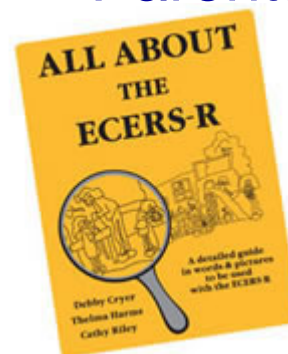
ITERS-R – Birth to 30 months

- 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



USE OF ENVIRONMENT RATING SCALES IN QUALITY RATING & IMPROVEMENT SYSTEMS

- ✓ Many states which have already implemented quality rating systems or currently working on implementing one, include the environment rating scales as important components.
- ✓ ITERS and ECERS have been tested over and over again for reliability and validity.
- ✓ The ERS scales are used in program improvement in many states across the US and also used in research studies and program improvement efforts in countries like Canada, Germany, Italy, Sweden, Russia, Poland, Hungary, Spain, Austria and Greece – to name a few.



THE PROCESS OF ENVIRONMENTAL SUPPORT

- ✓ Began the process with pre-ITERS (infant or toddler room) in July / Aug 2007, and pre-ECERS (VPK room) in Sept / Oct. 2007 – approximately 100 classrooms each
- ✓ ***PRE-ASSESSMENT - Average scores – ITERS – 2.63; ECERS – 3.22***
- ✓ Purchase of materials based on materials gaps indicated by the assessments,
- ✓ Ongoing support and technical assistance to the teachers in the two 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



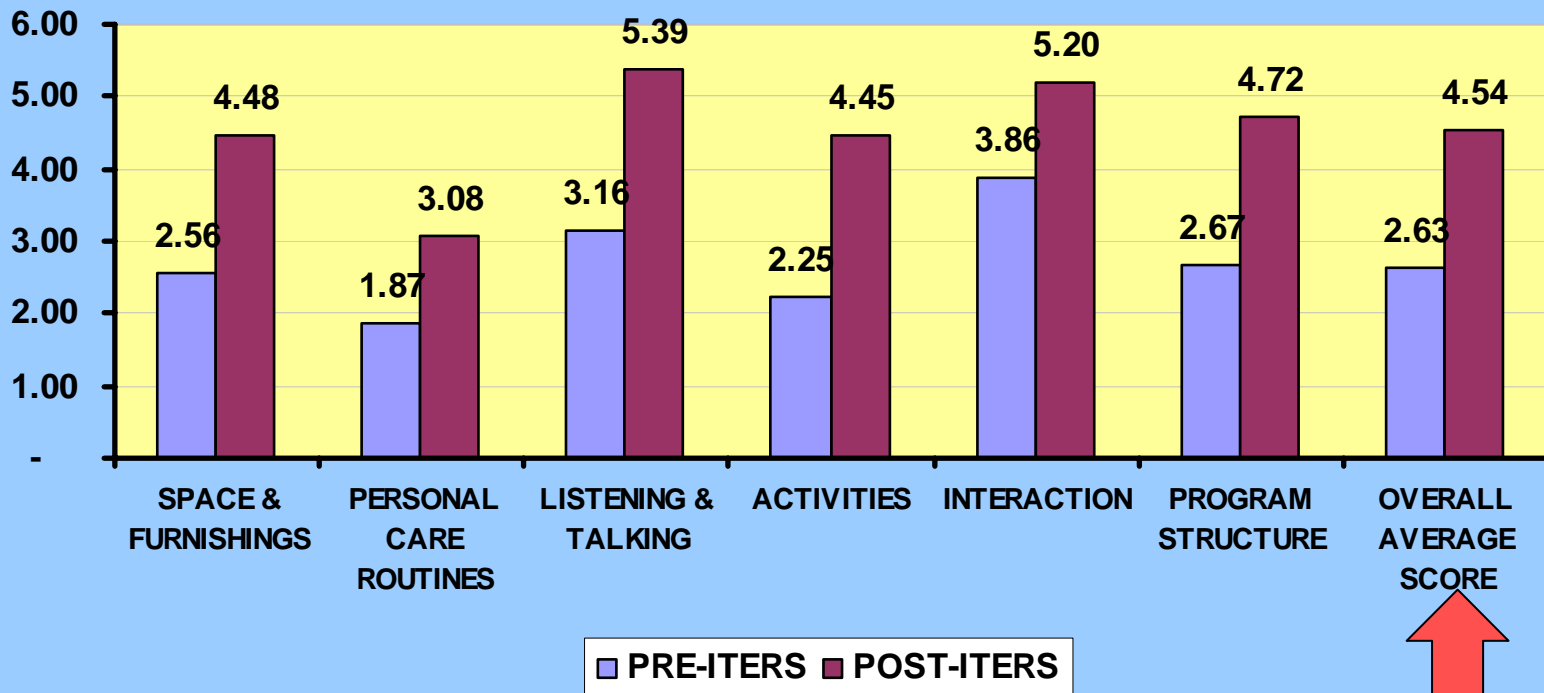
TECHNICAL ASSISTANCE – ENVIRONMENTAL SUPPORT

- ✓ 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.

PRE-ITERS / POST-ITERS SCORES

Average overall score increased by 1.91 points on a scale of 1 to 7

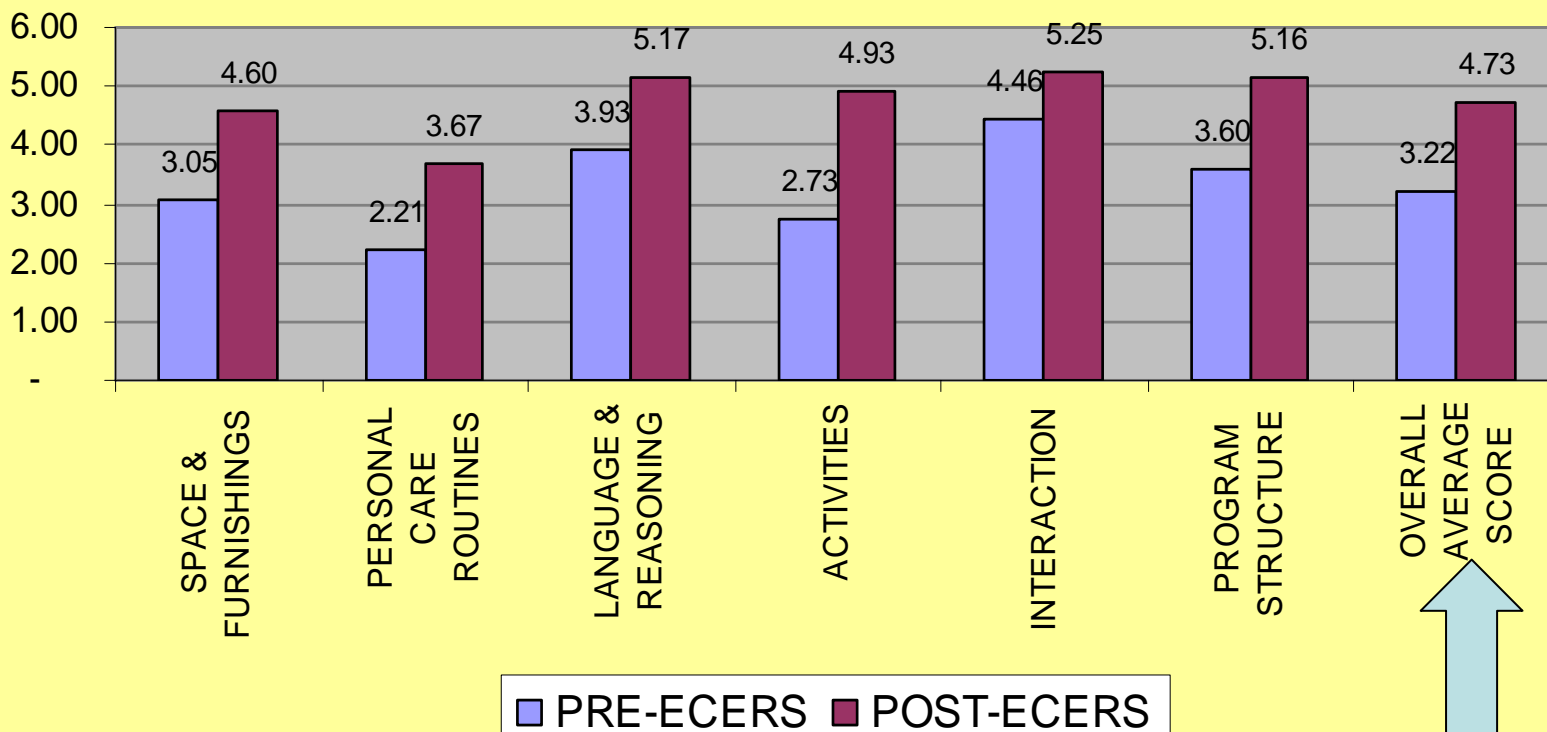
PRE-POST ITERS SCORES - FY 2007-2008 QUALITY CONNECTIONS - GSOD - PHASE I



PRE-ECERS / POST-ECERS SCORES

Average overall score increased by 1.51 points on a scale of 1 to 7

PRE-POST ECERS SCORES - FY 2007-2008 QUALITY CONNECTIONS - GSOD - PHASE I



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 clinical, without being intrusive, always anchoring it to the environment rating scales
- ✓ Materials purchased were specific to the materials gaps indicated by the assessments
- ✓ Providers were not overwhelmed because the support was only in 2 classrooms per center
- ✓ 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



SUPPORT PROCESS - SPECIALISTS' REFLECTIONS

Easiest part of the support process:

- ✓ People skills of the Specialists; knowing how to build relationships with the directors and center staff
- ✓ Ordering materials for the centers; allocated \$3,000 per center for materials purchases; providers loved receiving the materials
- ✓ “Being with children was easy; teaching adults to teach children was exciting and fun”
- ✓ “Stay dependable and honest – the providers invite you with open arms”

Challenging part of the support process:

- ✓ Teacher Turnover
- ✓ “Making the providers ‘buy into’ the system”
- ✓ “Getting the teachers to embrace change”
- ✓ “A personal challenge was getting past the sadness of how these children spent their days”
- ✓ Room Arrangement



“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**
- ✓ **Over 38 sites which were in the Quality Rating and Improvement System, were exited between summer 2007 and December 2007**
- ✓ **Centers in Phase I were referred to Phase II based on the ERS scores (pre or post) and director commitment**
- ✓ **Meeting was set up among the Guiding Stars of Duval Manager, the Specialist for the center, the Director of the center, and JCC / ECS staff**
- ✓ **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 08-09?

- ✓ **The Leadership Committee made a decision to keep the average benchmark at 3.00.**
- ✓ **Two new classrooms will be assessed in each center; July / Aug 2008 – Pre-ITERS; Sept / Oct 2008 – Pre-ECERS.**
- ✓ **The Specialists will provide complete environmental support to the two new classrooms based on the Pre-ITERS and Pre-ECERS of FY 2008-2009.**
- ✓ **The Specialists will provide maintenance support to the classrooms which met the benchmark during FY 2007-2008.**
- ✓ **Post assessments in Spring 2009 will be done in 2 classrooms which will be randomly selected from the group of ‘maintenance’ classrooms and the newly supported classrooms.**



FY 2007-2008 - WHAT A YEAR IT HAS BEEN !!!

**THANK YOU TO ALL THE PROVIDERS AND
SPECIALISTS FOR MAKING THIS A
SUCCESSFUL YEAR!**

**It is a privilege and honor to be able to
continue the work of improving quality in the
child care centers in Jacksonville.**

QUALITY EARLY CARE & LEARNING MATTER!!!





““Investment in early childhood development yields an extraordinary return, far exceeding the return on most investments, private or public.....” Art Rolnick and Rob Grunewald

<http://www.minneapolisfed.org/pubs/fedgaz/03-03/earlychild.cfm>

Thank you.

