

Minutes

Early Learning Coalition of Broward County, Inc.

Community Partners System Gathering

10/20/08

10:00 a.m.

6301 NW 5th Way, Suite 3400

Ft. Lauderdale, FL 33309

Attendees:

Gloria Addo, Stacy Angier, Teicia Baptiste, Julie Bergstrom, Penny Bernath, Verna Boatwright, Nicole Borrero, Willie Cameron, Sharon Cohen, Claudia Dean, Ethel Edwards, Suzanne Ford, Ana Maria Garcia, Jill Gelman, Ilene Gevirtz, Lorene Gillislee, Yanick Goutier, Jane Hafer, Maria Hernandez, Aldean Hill, Jack Kelly, Maria Kelley, Monica King, Gloria Leonard, Doreen Moscowitz, Anita Platt, Gilbert Rincon, Gail Skipper, Terri Shermett, Chris Sieber, Wendi Siegel, Jenny Turnquest, Karla Walker, Carol Wasserman, Dorit Weintraub, Mary Jean Woika

Staff in Attendance:

K. Lee Tirpak, Chief Program Officer, Lisa Feeney, Sr. ECE Program Specialist, Leticia Strasser, ECE Program Specialist, Janice Carter, ECE Program Specialist, Inez Webb, Administrative Assistant

I. Welcome and Call to Order

K. Lee Tirpak

The meeting was called to order at 10:10 a.m.

II. Introductions

Self-introductions were made.

III. Review and Approve Agenda

The agenda was approved by consensus.

IV. Review and Approve Minutes – 9/17/08

The minutes were approved by consensus after the following corrections were made:

Page 4 “C-QuELL program will be funded by the Jim & Jan Moran Foundation.”

V. Presentation

Penny Bernath, MS

1. Kid Vision VPK

Ms. Penny Bernath and Jack Kelly were introduced to the group as the persons responsible for bringing the free on-line training and resource for pre-kindergarten teachers, sponsored by the Community Television of South Florida.

Ms. Bernath stated that the credibility of Kid Vision VPK is based on specific goals of the Florida VPK Education Standards. The program offers training for pre-kindergarten teachers to get the tools needed to understand the VPK Education Standards. The goal and vision is that all children are ready for kindergarten.

Kid Vision supports teachers in the VPK Standards to achieve the skills needed by:

- Learning each domain
 - Teachers take a preempted on-line pre- and post test
- Planned Learning Experiences and Instruction
 - Thematic Units include:
 - i) Viewable community-based field trip
 - ii) Standard-based classroom lesson plans
 - iii) Standard-based student assessments
 - iv) Take home learning prompts
 - Ongoing Pre- Teacher professional development www.KidVisionVPK.org
 - i) Online Education/Entertainment delivery
 - ii) Content knowledge pre/post tests and certificates
 - iii) Teacher and student performance portfolios
- Assessment is evidenced by Certification of completion which offers one hour CEU training for Kid Vision VPK, and can be printed from the website.
 - Certificates are given after teachers pre-view the learning unit and obtain 100% on the post-test.
 - Pre- and post test involves all the major VPK domains and a sample of the learning unit. The test is reliable, and is given after each unit, there is another opportunity to go back and take the test again if the 100% score is not gained. Individual progress may be monitored on the website.
 - Additionally, the website calculates the teacher's progress from pre- to post test for group information, how many took the test and the amount of time each teacher logged in to retake.
 - Two professional performance portfolio may be maintained during and after the training:
 - i) A Teacher Performance Portfolio – Documented Standards Lesson Plans
 - ii) A Student Performance Portfolio – Documented Student Standards Achievement

Question

Is there a part of the lessons geared towards diverse learning techniques that will help teachers to present to diverse population for them to understand?

Answer

The lessons are geared toward small groups; cultivate visual and auditory awareness and to the notion that people are attracted to movement. Picture books can supplement the learning technique.

Ms Tirpak recognized Jack Kelly, WPBT Kid Vision, of Channel 2 for stepping into the role of supporting Early Care and Education by engineering the project.

Action Items:	Person Responsible	Deadline
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VI. System Celebrations and Updates	Partners
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The Early Learning Coalition of Broward County, Inc.

- Henderson Foundation has given the coalition \$50,000 grant to add to professional development program; an increase in scholarship funding is planned.
- Invitation extended to participate in the School Readiness Early Learning Volunteer and Transition sub-committees. (Clipboard with sign-up sheet was passed around.)

School Board of Broward County (SBBC)

- Invitation extended to the First Quarterly Provider Meeting Quality Improvement System (QIS) on October 30, 2008. Special guest Laura Duksta, author of “I Love You More,” the New York Best Seller Children’s book, will be speaking at the meeting.
- SBBC received funds from the Early Reading First Grant to provide early literacy training to three (3) child care facilities in Broward County. SBBC extended an invitation to Family Central, Inc. coaches to participate in the Opening the World of Learning (OWL) training. QIS/SBBC mentors will participate in various training events funded by the Early Reading First Grant.

Family Central, Inc.

- The VPK Celebration and Conference Committee meets monthly at 8:30am prior to the Systems Gathering in preparation for the next conference. The date for the next conference is August 8, 2009. Partners are invited to get involved.
- VPK enrollment for 2008 exceeds 12,000 children.

Broward County Child Care Licensing & Enforcement

- On Saturday, September 20, 2008, Family Central, Inc., and BCCL&E QRS held a family child care Mini Conference and Retreat at the Anne Kolb Nature Center, West Lake Park in Hollywood, introducing the FCERS QRIS program; it was well attended.
- Many staff in QRIS will have an opportunity in November and December to attend in-depth training on ECERS-R.
- Today is the first meeting of this school year for Broward Association for the Education of Young Children (BAEYC), (local affiliate for NAEYC). It will be held at Jack and Jill Child Care Center.

Technical Assistance & Training System (TATS)

- Technical Assistance & Training System for Programs Serving Prekindergarten Children with Disabilities(TATS) is a statewide project designed to assist pre-k programs serving Pre-kindergarten children with disabilities by providing technical assistance and training. www.tats.ucf.edu
- Primary recipients of services are coordinators for programs serving prekindergarten (Pre-K) children with disabilities in each of Florida's 67 school districts (in Broward, it is Terri Shermett).
- There are 7 Regional Facilitators working for TATS across Florida. Dorit Weintraub is the Regional Facilitator for TATS, serving Miami-Dade, Broward and Monroe Counties.

- TATS provides support to districts in meeting the 4 State Performance Plan (SPP) indicators, which are included within TATS priority areas 1) Curriculum and Instruction, 2) Evaluation and assessment, 3) Family Involvement, 4) Inclusion, 5) Program Quality/Effectiveness, and 6) Transition
- TATS invites anyone to be part of any/all of the 6 Communities of Practice: 1) Curriculum and Instruction, 2) Evaluation and assessment, 3) Family Involvement, 4) Inclusion, 5) Program Quality/Effectiveness, and 6) Transition. Being part of a Community of Practice costs nothing, and has no time commitment. As a member you will receive updates on any TATS activities, events, and E-updates for the particular Community of Practice to which you belong. E-Updates are monthly best practice briefs. TATS E-Updates have been quite well-received.
- To enroll in a Community of Practice (which will automatically sign you up for receiving E-Updates) click on this link: http://www.tats.ucf.edu/Forms/EnrollForm_Community_of_Practice.html

Child Care Provider

- Ms. Hafer, Director of North East Focal Intergenerational Child Care Center made the following announcements regarding her career development:
 - Attended the Early Childhood Association convention in Orlando on September 2-4, the workshops offered were great for directors.
 - Attended meeting October 2, 2008, on “Anti-bullying” for public schools held at Monarch High School. Broward is one of the first to introduce the program in the public schools.
 - Begins BECE classes at FAU on Saturday, October 4, 2008.

Will be attending the first meeting of the Child Care Broward Advisory Committee for Broward College; topics to be discussed include articulation and director’s program.

Action Items:	Person Responsible	Deadline
Bring ideas on how to spend additional funds.	Partners	Next meeting

VII. Broward County ECE Professional Development & Training Infrastructure Lisa Feeney, Anita Platt

1. Develop Annual Goal

Palm Beach ECE system has a comprehensive Professional Development & Training Infrastructure with a provider training registry; Miami-Dade also has a successfully operated training model. Fortunately Broward has these two models to help get us started. We can develop ours while seeking their guidance.

2. Build Annual Action Plan

- Infrastructure building goals and actions:
 - Bring presentations from Palm Beach and Miami/Dade
 - Articulate programs GED to CDA to AS to BS, etc.
 - Identify provider training needs and gaps including funding gaps
 - Develop registry with Career Advisors, Practitioners, Trainers and training institutions
 - Look at High School graduate among providers to see if there is a need for GED training

Action Items	Person Responsible	Deadline
Invite Palm Beach to Present	Anita/Sharon	Next meeting

Public Comments		
None.		
IX. DOE Testing/Expectations for VPK		Partners
<p>Department of Education (DOE) has plans to replace DIBELS with a more appropriate test for Emergent Literacy skills. The purpose of this discussion is to get talking points for ELC Board Chair to take to the ELAC meeting, and to ensure that child care providers have voiced their opinions.</p> <p>Specific question asked of DOE: Why do we need the DIBELS? Problems surrounding the use of the DIBELS testing:</p> <ul style="list-style-type: none"> • Discreet skills are being tested when they are already looked at in the ECHOES • The tool is unreliable and inconsistent across counties; need dependability and research based tool • Appropriate testing standards are not evident • Score for Low Performing Providers are undetermined; need to be set • Current practices are not respectful of individual differences of children • Set appropriate Post test • The measure does not reflect of the VPK domains • Who determines the right of the emergent literacy skills are equal to the whole child • Changing the testing format mid-year before providing proper training and information to providers • Providers need to know the priorities form the test in regard to domain in VPK standards • Teachers cannot teach to the test if it measures the whole child, need to know the parameters in order to meet VPK standards expectations • Need guidelines on what is going to be assessed • Inter-reliability county to county/teacher to teacher to ensure that tool is credible while being administered in the classroom <p><u>Consensus</u></p> <ol style="list-style-type: none"> 1. The testing tool used should be developmentally appropriate based on observation, as opposed to testing or letter recognition, onset on rhyme, going through math fundamentals and even awareness. Things that are normally products of performance and teaching in kindergarten as opposed to pre-school. Why are we concerned about using a tool that will develop the testing performance? Research shows that developmentally appropriate for pre-kindergarten students entails more than in-class activities. Testing pre-k students with DIBELS is driving the classroom to a goal that is really not our goal to drive the classroom. 2. Determining Low Performance Providers. 		
Action items:	Person responsible:	Deadline:

X. Adjourn

The meeting was adjourned at 12:35 p.m.

Next Meeting: November 19, 2008

These minutes contain the action items of the Community Partner Systems Gathering. They do not contain all items discussed. A tape recording of the meeting is held in the Coalition office. Submitted by: Inez Webb