

Minutes

Early Learning Coalition of Broward County, Inc. ECE System Community Partners Gathering

QUALITY COUNTS
Early Care and Education Continuous Quality Improvement

6/16/2010
10:00 a.m.
6301 NW 5th Way, Suite 3400
Ft. Lauderdale, FL 33309

Attendees:

Julie Bergstrom, Penny Bernath, Lorraine Breffni, Ellen Breslow, Willie Cameron, Risa Demato, Renae Ellis, Ana Maria Garcia, Pam James, Jill Gelman, Elizabeth Gonzalez, Joy Gordon, Yanick Goutier, Sande Gruskin, Maria Hernandez, Debbie Kay, Helen Magnuson, Angelina Michel, Ilene Miller, Doreen Moskowitz, Al Murray, Julia Musella, Mark Phoooge, Layne Polakoff, Chris Priester, Gilbert Rincon, Cecily Roberts, Jenny Turnquest, Nurit Sheinberg, Terri Shermitt, Chris Sieber, Wendi Siegel, Michelle Sponder, Melissa Trentham, Thomas Walker, Carol Wasserman, Mary Jean Woika,

Staff in Attendance:

K. Lee Tirpak, Chief Program Officer; Lisa Feeney, Sr. ECE Program Specialist; Jessica Novak, ECE Program Specialist; Leticia Strasser, ECE Program Specialist; Inez Webb, Administrative Assistant

Presenter:

Dr. Lorraine Breffni, MSI/NSU
Willie Cameron, BCCCLE.

I. Welcome and Call to Order

K. Lee Tirpak

The meeting was called to order at 10:05 a.m.

II. Introductions	
Self-introductions were made: Attendees announced their name and agency or organization.	
III. Review and Approve Agenda	
The agenda was approved by consensus.	
IV. Review and Approve Minutes – 4/14/10	
The minutes were approved by consensus, with the following corrections: Page 2 – (V) Presentation by Dr. Nurit Sheinberg Page 3 – (VII) Broward Early Childhood Educators Conference on Saturday, October 16, 2010 at Piper High School, Sunrise Page 4 - (VII) Community-Based Connection (3rd sentence): The project started by Community-based Connection (CBC) involves:	
V. Presentation	
(1) Part 2 - Overview of Programs at Mailman Segal Institute at NSU & Research Review	Dr. Lorraine Breffni, MSI/NSU
(2) School-Age Summer Camps-Why don't they need to be licensed?	Willie Cameron, BCCCL&E
(1) Best Practice in Pre-kindergarten Curriculum	
Dr. Breffni gave a hand-out with the PowerPoint presentation. She stated that during conversations with Ms. Tirpak certain gaps were identified in the early childhood teacher Professional development. Thus, in her dissertation she completed a study in Professional Development and applied the concept for completing her Degree. Focus in this area led to design of a need survey to determine what teachers in Broward county thought about the access they now have to professional development. Indications were they needed more. Research focused on designing a course to meet the needs of VPK teachers and began with the following questions:	
<ol style="list-style-type: none"> 1. To what degree does targeted early childhood curriculum training improve state-funded pre-kindergarten teacher knowledge, beliefs and instructional practice? 2. To what degree is there an association between teacher qualifications and the standardized score results in early childhood? What difference did the levels of teacher qualifications make? <ul style="list-style-type: none"> • Research Design: An experimental pre-post casual comparative research designed to evaluate the effect of training targeted at improving VPK teacher knowledge, beliefs and instructional practice. • Teacher educational levels revealed very little variations between early childhood teachers who possess a CDA credential as their highest level of education and teachers who have an Associate or Bachelor degree. 3. Participants included VPK teachers in Broward County: A sample of 20 VPK teachers; 10 who possess the maximum of a CDA and 10 who possess either an Associate or Bachelor's degree were selected to participate. Based on the level of education, teachers were randomly assigned to either the control or the experimental group (see hand-out for details). 	
<u>Conclusion</u>	
<ul style="list-style-type: none"> • Results strongly indicate that the more teachers are actively engaged in discussion, planning and practice, the greater the change in teacher practice. 	

- Teacher educational level did not mediate the outcomes in any of the measures used.
- Teacher understanding about how to promote early learning effectively in the context of nurturing and emotionally supportive classrooms is critical to reforming current early childhood classroom practice.
- Teacher educational levels revealed very little variations between early childhood teachers who possess a CDA credential as their highest level of education and teachers who have an Associate or Bachelor degree.
- Increasing the quality of education provided at the pre-kindergarten level may depend greatly on designing and instituting sequenced, ongoing, evidence-based professional development which explicitly and intentionally equips teachers with the knowledge and skills necessary to effectively mediate children's learning. In order to be successful, such training must be useful and tied to classroom practice.

Building Literacy Toolkit

The Building Literacy Toolkit program was funded by a Federal grant for the first two years and continued two more years by a grant from A. D. Henderson Foundation. The objective was to provide individual center directors with a comprehensive framework for instituting center-wide, sustainable change. Goals are set below:

- Enhance center director's knowledge and understanding of best early literacy practice
- Help directors develop the leadership, mentorship, and coaching skills necessary to guide and support staff.
- Offer directors a range of training activities they can conduct at their centers
- Provide directors with ideas to create stimulating, literacy enhanced early learning environments.
- Strengthen parent knowledge about their role in children's literacy development.
- To support this project:-
 - Mentors were assigned to directors
 - Monthly director meetings were held
 - Directors present training sessions at the centers
 - Mentors provide feed-back/guidance
 - Teachers record progress in competency journals
 - Programs host at least four story time events
- Six Centers participated in this study; indications were that the project was viable when the center had a certain level of quality.
 - Directors who participated demonstrated positive changes in leadership and supervisory behaviors.
 - Directors were successful at instituting change in their centers, as reflected in an improvement in teacher-child interaction and in the quality of the overall classroom environment.
 - The Building Literacy Toolkit was perceived as a useful resource; effective to enhance the environmental and curricular elements predictive of reading success.

Questions and Comments

How did the educational level of the director affect the outcome? The difference in success was minimal; success mostly depended on the director's involvement.

Next steps:

- Encourage more participation in the initiatives
- The Coalition will begin with the Creative Curriculum Training; follow up dates are being set; also sessions to open networking opportunities to teachers.

- Expectations for centers will be looked at on an individual basis.
- Parents and teachers should be involved as partnership. A sign- up sheet was circulated.

Dr. Breffni was invited to present at the Broward Early Childhood Educators Conference in October 2010.

(2) School Age Summer Camps – Why don’t they need to be Licensed?

Summer camps are in an exempt category of Licensure by Statutory definition of child care facility and the Broward County Ordinance. Section 409.175, Florida Statutes requires that owners, operators, employees and volunteers working in the day or residential summer camps be screened as outlined in Chapter 435, Florida Statutes. Though Summer camps are not licensed, the requirement for operation during the summer months only are Level I screening for employees and Level 2 screening for owners and operators. Annually, the State Screening Unit send mailings to existing summer camp facilities for screening requirement. Licensed preschools also run camps during the summer months for ages 5 and up.

Due to the process of approval for summer camps, standards would have to be achievable within a short time. Programs that serve children age 5 and up in After Care are reviewed on a case-by-case basis. Determination for licensure is made by BCCCLE, considering the purpose and intent of the program. Changes to the definition of child care facility that exclude summer camp from licensure can begin through revisions of the law in the Florida Statutes, or the standards in the County’s Child Care Facility Ordinance.

Question: Are there any Broward county regulatory agencies that look at safety issues for summer camps?

Answer: Exemption of licensure for summer camps provide no standards to be monitored by the County. Abuse and neglect complaints are reported to the Abuse Hotline; other city, county or national organization may also take regular complaints.

Question: Who identifies the degree of supervision at after care programs?

Answer: The general public can file a complaint of suspected programs. Based on an investigation and/or legal review, a determination is made regarding a program’s licensure status.

Note: State Representative Ari Porth is interested in working to change legislation that addresses the unregulated School Age Summer camp program.

Comments

1. Mr. Rincon at FCI stated that from his understanding, businesses in Florida are required to be registered under Department of Agriculture and Consumer Services and follow certain regulatory guidelines: We should decide if we want to regulate care for every child in Broward County, or only children participating in School Readiness.
- 2.

Action Items:	Person Responsible	Deadline
Work with State Representative Ari Porth to change laws on School Age Summer Camp regulations.	Risa Demato/SOREF JCC of Sunrise	ongoing

VI. Old Business

Hurricane Preparedness: Share Stories

1. FCI has Systematic procedures of communication for providers during an emergency; providers are responsible to check accuracy of information for emergency contact agencies. It was a good

experience to see the neighbors in the community join forces to restore centers to safety for the children.

2. Lesson learned from past hurricane is to take the preparations seriously; set an individual plan and become aware of that plan in case of emergency; listen for updates on the local news.
3. Be knowledgeable about evacuation plans and alternatives for parents; be prepared to make alternate accommodations if there is damage to building. Last hurricane, some schools were unprepared to deal with centers and schools closing because there was no action plan. Hold meetings in advance, with directors and managers to review plan of action, financial plan, etc., and to keep teachers and parents informed.
4. Check insurance coverage. Be proactive with cutting trees, overhanging branches, and remove awnings; think about alternative to provide the shade required for your playground, if your shade structures are removed or damaged during the hurricane, how will it affect the shade regulations.
Note: In the aftermath of a hurricane CCLE will visit the child care facility to determine the degree of damage to the shade structure or playground, consideration will be given as to whether additional time is need to comply with the shade requirement; based on the situation, a Provisional license may be given.
5. Make preparations for loss of electricity and the use of generators: Last hurricane season, one center temporarily accommodated neighboring children from centers that were damaged so that parents could return to work until their regular center was opened.
Note: Contact BCCCL&E and City/County Fire Departments for fire codes to ensure safety of children.
6. Activities to prepare children: Teachers do doll-house stories to help prepare children for what to expect during and after hurricane; children collected twigs from fallen trees to create indoor garden.

Action Items:	Person Responsible	Deadline
Centers should contact FCI and BCCCL&E for updates, telephone numbers	Centers	June 1, 2010
Inform parents of center closing policies well in advance.	Centers	June 1, 2010

VII. System Celebrations and Updates Partners

ORIS (BCCCL&E)

The Quality Count Assessors annual reliability training was held in the first week in May. Updated information from the authors’ representatives is on the blog for coaches and providers to see at www.qris.blogspot.com

FAMILY CENTRAL, INC.

Family Central, Inc., through the Department of Family Support Services, under the initiative of Maria Hernandez, the received a Federal grant participating in The Partnership for Reading. This program supports Fathers involvement in the lives of their children, and recognizes the Father’s role in the growth and education of their children. Brochures are available with stories from fathers who have played a role in the literacy of their children.

AWI/OEL

1. A Voluntary Prekindergarten (VPK) Provider Readiness Rate Rule Development Workshop is scheduled for Tuesday, July 13, 2010, 4:00pm to 7:00pm, at the Broward County Library Stirling Road Branch located at 3151 Stirling Road in Hollywood. A similar workshop will be held Wednesday, July 14, 2010, 4:00pm to 7:00pm at the United Way of Miami-Dade County, located at 3250 SW 3rd Avenue in Miami. Additional information about the workshops will be sent to committee members later today.
2. A VPK Provider Readiness Rate Rule Workshop is being held today via a webinar from 3:00pm to 5:00pm. The link will be forwarded to the committee later today, or visit DOE/VPK website at www.fldoe.org/earlylearning.
3. The Workforce Professional Development committee recently had a presentation from staff at Workforce One of Broward County (WF1). The speakers presented information about work requirements for cash assistance recipients and the possibility of having these participants perform this work requirement in a child care facility. WF1 would pay for screening and other work related costs for individuals who are interested and qualified. We hope to have WF1 share this information with additional details at a future ECE Systems Partners meeting.

Early Learning Coalition of Broward County, Inc.

1. Thanks to Dr Lorraine Breffni and Dr. Nurit Sheinberg for the presentation.
2. Reminder: Children’s Service’s Council CSC website and the training collaborative offers low cost training; visit their website for upcoming workshops: www.cscbrowar.org

Broward County Child Care Licensing and Enforcement

On June 22, 2010, the County Commissioners will be signing the county’s budget.

Child Care

1. Ms. Julia Musella sent two prepared documents via email to providers:
 - The role of BCCCL&E and their impact on families who are affected by the enforcement of licensing regulations.
 - Providers were given a link to send an email to the legislator prior to the budget signing. A follow up email will be sent.

Action Items	Person Responsible	Deadline
1. Information on VPK Provider Readiness Rate Rule Development Workshop	Doreen Moskowitz AWI-WFI	June 16, 2010
2. Forward link to committee members for VPK Provider Readiness Rate Rule Workshop	Same	
3. Share information about work requirement in a child care facility for cash assistance recipients	Doreen Moskowitz AWI-WFI	To be announced

	VIII. New Business	Partners
None.		
Action Items	Person Responsible	Deadline
IX. Public Comments		
None		
X. Adjourn		
The meeting was adjourned at 12:17 p.m.		
Next Meeting: September 15, 2010		

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