

**VCPD Meeting Summary**

**March 8, 2016**  **10:00-3:00**

**Tuckahoe Library in Henrico**

**Present**

|  |  |  |
| --- | --- | --- |
| Allan, Mark  Brock, Jackie Robinson  Buck, Deana  Cacace-Beshears, Toni  Cook, Cathy  Flores, Selina  Gillikin, Kathy  Grifa, Bonnie  Harvey, Jaye  Henderson, Cheryl | Hill, Cori  Hooper, Belinda  Ingram, Kristen  Kern, Cindy  Lange, Karen  Lawson, Aleta  L’hospital, Ann  Mahmood, Sue  Meyers, Kris  Miller, Brandi | Moore, Leslie  Rakes, Susanne  Roberts, Jodi  Stepien, Debi  Strobel, Cheryl  Taylor, Kimberly  Tobin, Mary  Watkins, Peggy  Wilberger, Sandy |

**Introductions/Opener**

VCPD members engaged in an opening activity by completing the following: “As learners, children and adults differ because…” and “As learners children and adults are alike because…” Ideas shared included:

* Information needs to be meaningful for both
* Adults worry about what others will think of them
* Attention spans are limited
* They have different life experiences
* Both learn best by doing
* Adults bring rich life experiences, while children do not
* Both like fidget toys
* Both need to get involved and be interactive
* Both respond better to dynamic speakers
* Both need to have the content connected to real world examples and experiences
* Both can be headstrong
* Adults have more barriers to learning something new
* Both are easily distracted
* Both are curious
* Both like to play outside
* Both build on previous experiences and knowledge
* Both need to be activity engaged in learning,
* Adults have choices and sometimes children do not
* Both need and like encouragement
* Both like to have fun

**VPI/VPI+**

Cheryl Strobel, Associate Director for Early Childhood at the VDOE, shared a handout (separate document attached) describing the history of the Virginia Preschool Initiative (VPI). In addition, she shared data on the recently revised eligibility criteria for VPI and successful compliance from LEAs with the new criteria. Cheryl noted that proposed General Assembly budget language would allow LEAs to fill up to 15% of their slots using local criteria (e.g., parental incarceration, dual language learners, and military deployment.) It is anticipated that the per child allocation will increase from $6000 to $6200.

Mark Allen, Preschool Expansion Grant Coordinator at the VDOE, shared information regarding the VPI+ grant (Handout is attached.) Mark noted that this federal funding is for 4 years and is aimed at increasing the number of children served as well as improving the quality of the services provided. The sole eligibility criteria is 200% of the poverty level for children age four by Sept. 30th. A total of 65 new classroom across the 11 participating divisions were created this year. 95% of grant funds went to the 11 divisions with only 5% remaining at the state level to provide support. There is a requirement that 6.4% of VPI+ enrollment consist of children with disabilities. Currently, the enrolled percentage is approximately 4%. Several ideas were discussed related to increasing the percentage including the VDOE reaching out to Directors of Special Education in the 11 divisions to facilitate a partnership between VPI+ and ECSE programs.

Task: T/TAC personnel volunteered to send Mark the names and contact information for the Special Education Directors in the 11 divisions. (FYI… Task completed by Sandy.)

**Strategic Planning**

Draft copies of the new VCPD strategic plan were distributed. Members reviewed the plan by forming small groups and rotating through charts for each goal area. Ideas for additional objectives and for accomplishing the goals were noted. Notes from the charts are attached.

**VCPD Initiatives Updates**

* + **VCPD Partnership Agreement**

There were eight signatures on the agreement to date. VECF and the Community College Peer Group representatives signed the agreement while at the meeting. Bonnie Grifa will take the signed agreement to Angela Langrehr, the ARC representative, tomorrow at the VICC meeting, and then give it to Aleta Lawson. Aleta will give to Kathy Gillikin to have Barb Newlin at VDSS sign it and return it to Sandy. Sandy will mail it to Novella Ruffin for her signature.

* + **Early Childhood Personnel Center Leadership Technical Assistance**

The VCPD Governance group is Virginia’s Leadership Team for ECPC. A small group will be attending the institute in May in Connecticut to bring back new information and PD resources.

* + **Higher Education Workgroup**

The Steering Committee provided input related to location/time and content for a Fall, 2016 institute. This group also discussed content for several webinars throughout the year. The Fall Institute will be held sometime around the end of September in Charlottesville or Staunton.

* + **Regional Consortia Updates**

Central reported that they are doing an e-newsletter now and are providing trainer tips, relevant information on PD events, etc. They try to draw PD providers to the website. They are planning a summit on April 29th at the Jewish Community Center.

Eastern shared that they held their Summit at the end of January. Donna Lieberman talked about the IMPACT registry, and Dana Childress shared information on the use of technology in professional development.

Northern’s next summit is on May 19th.  Tag Greason has been invited to be the morning speaker, and Rae Pica author of *What If Everybody Understood Child Development?* is the closing speaker. There also are breakout sessions planned.

Piedmont’s last summit was held in November. Piedmont members each invited three PD providers from different agencies to participate. VCPD 101 was the summit program. They are now planning another summit for June. Since the region is so large, they are considering offering the same content as the November summit but in another area of the region.

Western is planning for their next Summit occurring on May 20th in Wytheville. In addition to other speakers, Jaye is presenting VCPD 101 in the morning and an afternoon breakout. They expect around 100 participants.

**Workgroup Meetings**

* + **Creating Connections to Shining Stars Conference**

The CCSS Workgroup recommends that CCSS 2017 be July 19-21, 2017 at the Hotel Roanoke. (There is insufficient hotel space in Virginia Beach for a group of 500-600. Williamsburg does not have hotels that will honor state rates in July [We checked.] Northern Virginia was ruled out due to expense.) It was suggested to try and push dates to include a Saturday so childcare providers could attend. Unfortunately, it seems that these are the only dates available, but Cori will check. Conference co-chairs are Jaye Harvey, Cori Hill, Cathy Cook, and Cheryl Henderson (JMU T/TAC). Planning committee leads include:

* Contract- Cori Hill (PPD)
* Registration- Cheryl Henderson and Cathy Cook (JMU T/TAC)
* Program App- Sandy Wilberger and Krystle McCabe (VCU T/TAC)
* Phyllis Mondak Scholarship- Sandy Wilberger (VCU T/TAC)
* Vendors- Peggy Watkins (CCA)
* Volunteer/Session Hosts- Deana Buck (PPD) and Pat Popp (Homeless Education) if she agrees. Task: Deana to check with Pat.
* Call for proposals- Kristen Ingram (ODU T/TAC)
* Theme, decorations, signage- Toni Cacace-Beshears (VAECE)
* Local Arrangements- Selina Flores (VT T/TAC)
* AV- VT T/TAC Margo Vaughan (VT T/TAC) and Kristen Ingram (ODU T/TAC)
* Publicity- Cori Hill (PPD)
* Keynote Speaker- TBD

Task: Let Cori know if anyone would like to help with the keynote speaker.

Task: Cori will send out a Doodle to identify a regular monthly meeting time.

* + **Quality Assurance**

QA discussed trainer competencies and a set of questions/checklist drafted by Christy John that may be used to interview a potential professional development provider. They discussed how to get performance based interview questions. QA will seek input from entire group prior to finalizing the document.

Task: Kathy to format the draft document.

* + **Regional Consortia**

Leslie Moore from Central will share their e-news with the other regional consortia.

**Announcements**

* Region 6 & 7 T/TAC will hold a conference on April 5th at Hotel Roanoke focusing on social-emotional development. Tweety Yates is the keynoter. Local speakers will present breakout sessions on blended practices and Tools of the Mind
* The VAECE Conference is March 17-19, 2016 at the Richmond Marriott.
* The Early Childhood Mental Health Conference is planned for May 12th at the Stonewall Jackson in Staunton.
* The Early Head Start Conference is March 27-24, 2016. A new round of federal funding for early head start expansion has been announced
* April 5-7, 2016 are the dates for the Virginia Head Start Conference in Fredericksburg.
* June 11th is the date for the Evelyn Reed Early Childhood Symposium at VCU.
* Project SEED is offering CSEFEL Level 3 training. Check their website for details.
* Project SEED is offering ASQ-3 and ASQ-SE provider level training in 5 areas of the state.

**VCPD 101 Module 2: Understanding Adult Learners**

Jaye briefly shared the *Understanding Adult Learners* VCPD 101 module so that VCPD members could get an idea of what these modules entail.

**Upcoming VCPD Meetings**

|  |  |
| --- | --- |
| * April 12 | * September 13 |
| * May 10 | * October 11 (Face-to-Face) |
| * June 14 (Face-to-Face) | * November 8 |
| * No July Meeting | * December 13 (Face-to-Face) |
| * August 9 |  |

**Upcoming VCPD Events**

* VCPD 101 Presentation at VAECE: March 17
* Central Consortium Summit: April 29
* Northern Consortium Summit: May 19 in Manassas
* Western Consortium Summit: May 20 in Wytheville
* Piedmont Consortium Summit: June date and location TBD



As a result of the federal Preschool Development Grant (PDG), Virginia has been successful in increasing the number of eligible children served in high-quality preschool programs. Since VPI+ (Virginia Preschool Initiative Plus, the name Virginia gave to its PDG) augments the already existing state-funded Virginia Preschool Initiative (VPI), the number of additional slots available for at-risk four-year-olds in a preschool setting has increased by 1,230 *new* slots across 65 newly-opened high-quality preschool classrooms for Year 1 of the grant (2015-2016). One hundred thirty-five (135) Virginia Preschool Initiative (VPI) classrooms with 1,574 eligible children have been *improved* by providing additional comprehensive services to children and families and by providing high-quality professional development to teachers and assistants. As of December 2015, the total of new and improved preschool slots served by PDG funds is 2,804.

**Development of a Statewide Infrastructure for Early Childhood Education in Virginia**In addition to the focus on increasing preschool enrollment, the most significant efforts and accomplishments in the implementation of VPI+ occurred largely in the development of a statewide infrastructure that will ensure implementation of a high-quality preschool program in Virginia’s VPI+ classrooms, with options for school divisions to use many of the features (professional development, curriculum, assessments, etc.) in their non-VPI+ preschool programs as well. Thus the stage is set for enhancing the quality of all early childhood programs in the Commonwealth. Significant elements of this infrastructure are described below.

* **Development of the VPI+ Implementation Team**An integrated management team to oversee Virginia’s preschool program has been established. The VPI+ Implementation Team consists of agency partners, both public and private and state and local, to intentionally integrate the components of high-quality preschool programs to provide supports and services for Virginia’s at-risk children. The team meets quarterly to discuss the roles of each partner in the grant implementation. Of note are the following grant partners and a brief description of their roles.
* **Virginia Department of Education (VDOE) –** administers the VPI and VPI+ programs and serves as the PDG grant lead agency; also administers Virginia’s Title I preschool program, Parts B and C of Section 619 of IDEA, and programs for homeless, migrant, and foster children as well as for English learners.
* **Virginia Department of Social Services (VDSS)** – provides collaboration and leadership with Virginia’s Head Start program; has developed and maintains the [Virginia Early Childhood Professional Development Registry (IMPACT)](http://registry.fivehokies.com/), a voluntary, statewide tool to document and recognize the professional achievements of practitioners and trainers who work in early childhood education in Virginia. The IMPACT Registry gathers and maintains data submitted by individuals and reviewed by Registry staff.
* **Virginia Department of Health (VDH)** – provides guidance to subgrantees in funding opportunities for required daily snacks and other nutritional and well-being needs as part of comprehensive services. Representatives from the VDH serve on the VPI+ Cross-Organizational Data team to improve statewide preschool data.
  + **Virginia Early Childhood Foundation** **(VECF)** – serves as the lead on the implementation of Virginia’s Quality Rating and Improvement System (QRIS), which establishes quality ratings of early childhood programs for parents and families and provides support so that programs can voluntarily improve the quality of the services they provide.  New VPI+ classrooms were rated with the Quality Rating and Improvement System (QRIS) in fall 2015 as a baseline measure for future improvement. VECF also supports Virginia’s [Smart Beginnings](http://www.smartbeginnings.org/home.aspx) network, which brings public and private leaders together to collaborate on priorities for young children.
* **Center for Advanced Study of Teaching and Learning (CASTL) at the University of Virginia** – provides support to subgrantees through a process of continuous quality improvement, including setting goals with a focus on professional development, and using data to inform changes at the program-, teacher-, and classroom-levels. CASTL provides ongoing technical assistance and professional development for VPI+ coaches.
* **SRI International** – conducts the evaluation of the VPI+ program providing for quality improvement planning and also administers the direct summative assessments.

**Provision of Professional Development Opportunities**Virginia has provided broad technical assistance and professional development to VPI+ subgrantees in a number of ways. The Virginia Department of Education (VDOE) has conducted a series of webinars and meetings on numerous topics related to early childhood development and education. The Center for Advanced Study of Teaching and Learning (CASTL) at the University of Virginia has provided technical assistance to subgrantees in the development of an individualized professional development plan for each VPI+ teacher, and teachers will record the professional development they received in a professional development registry maintained by the Virginia Department of Social Services. Additionally, through a competitive Request for Proposals (RFP) process, Virginia established a menu of approved professional development opportunities on a number of topics related to early childhood education that subgrantees may purchase for use in the individualized professional development plans being developed for each VPI+ teacher.

**Selection of an Early Childhood Curriculum**

Through a competitive RFP process, Virginia selected a curriculum and formative assessment system to be implemented in its VPI+ classrooms. *The Creative Curriculum for Preschool* is a comprehensive set of resources that assists teachers as they plan content-rich programs for children with diverse backgrounds and developmental levels. Accompanying *The Creative Curriculum for Preschool* is *Teaching Strategies GOLD,* an observation-based system for assessing the development and learning of children from birth through kindergarten.

**Procurement of a Rigorous Program Evaluation (Including Formative Measures, Summative Assessments, and Cost-Effectiveness)**Through a competitive RFP process, Virginia selected SRI International (SRI) to provide evaluation services that will support the implementation of VPI+. SRI has subcontracted with School Readiness Consulting (SRC) to assist with this work. SRI and SRC will collect and use formative program measures, summative child assessments, cost-effectiveness data, and data from the Virginia Longitudinal Data System (VLDS) to provide feedback for continuous improvement of instruction and program implementation, administer predictive tests and analyze results to answer pressing questions, and communicate results with VDOE, school divisions, and teachers.

**Participating VPI+ School Divisions**

Brunswick County Public Schools

Chesterfield County Public Schools

Fairfax County Public Schools

Giles County Public Schools

Henrico County Public Schools

Norfolk City Public Schools

Petersburg City Public Schools

Prince William County Public Schools

Richmond City Public Schools

Sussex County Public Schools

Winchester City Public Schools

**VCPD Strategic Plan: Notes from Charts**

**March 8, 2016**

**Goal 1 Promote collaboration in early childhood professional development.**

Chart notes not available at this time.

**Goal 2 Enhance the knowledge, skills, and abilities of early childhood PD providers.**

Coaching/Mentoring hasn’t been captured – perhaps identify programs that have coaching and study best practice models. Could develop guidelines for organizations that need them. (CASTL)

* Add how to be an effective facilitator – community learning
* Facilitate Peer-to-Peer observation/feedback opps
  + Video taping with reflective feedback
* Coaching for coaches
  + Add resource on-line about coaching
* Add list of VCPD 101 modules to plan
* Videotaping what’s effective and not as a trainer

2.2

* Address generational differences so trainers can adapt delivery (i.e., update technology usage)
* Newsletter – share tips for trainers.
* Identify levels of training and skills/strategies so trainers. Don’t get complacent / in a rut.

**Goal 3 Improve the knowledge, skills, and abilities of early childhood direct service providers.**

How can we advertise and make people aware of CCSS? And submit proposals

* Profit/non-profit childcare providers
  + Why there is a gap?
* Do agencies/”higher ups” understand how this conference fits for them?
* Focus on perception and relevance
* Particularly B – 3 age providers
  + Survey – include what is preferred location
  + Strengthen marketing
    - Theme
    - Social media
    - How to reach those who’ve never attended; not on “list”
    - Not linked to organization like VACEC
      * Consider similarities to Inclusion Institute
* Huge Identity Crisis
* Consider data to identify what content is needed
* Promote VCPD at ALL Agencies
* Explore more scholarship opportunities (and travel money)
* Consider track for childcare providers
  + Intermediate/Advanced track for ECSE and EI - Smart Beginnings, ITSN, HVD, Extension
* Tracks at other conferences (VAECE, HS)
  + RE: Children with DD/disabilities

**Goal 4 Support faculty in preparing early childhood direct service providers**.

* Focus on what students need for application/implementation
* How to link CDA registry so they can be connected to CCs
* Use and apply career ladder
  + Identify where “student” is using data
* Consider PD providers/teachers – are they current? Updated?
* What is communication mechanisms to keep faculty “in the loop”? And what does faculty say they need?
* Common curriculum for 4 year colleges?
* Use QRIS, VPI, and (data driven) to identify what strengths and needs of providers are
  + And what time of PD best meets needs for application
* Targeted marketing to tell them RE: VCPD

**Goal 6 Promote high quality professional development**

* Offer regular/structured trainings for PD providers in a systematic way. (Schedule)
* Define what “High Quality” is
* Newsletter – each region would contribute – email (PD list from each regional summit) Quarterly?
* Training content – must tie back to Prov. Or trainer. Competencies develop criteria for training content
* How to evaluate your training and effectiveness – impact/implement (process)
* Levels of PD – identify and list competencies being addressed

**Goal 7 Embed VCPD into Virginia’s early childhood initiatives**

* Develop a master list of reps who could assist with 7a/7b. A core group of VCPD members in different areas of the state that Jaye can call on to attend meetings when she can’t. They would attend as a representative of VCPD and not their primary agency.
* Ensure that there is discussion at each regional Governance meeting about anything going on within the state that we should have VCPD represented.
* School Readiness Council, if formed, may pave the way for VCPD as a leader in ECE/ECSE PD.
  + Get into named group who are to be representatives.
* VQ has a stakeholder advisory group they are reconvening. Would be good to have a VCPD representative as a part of this
* Review/develop work scopes together in order to do more cross-sector/agency PD.

**Goal 8 Increase awareness of VCPD and VCPD resources**

* Do we need a PA work group
* Continue with local summits
  + Increase 40 to 140 with more to come in northern expanded partners to invite i.e. HV programs Jaye helped to 10 others to invite
* Are there other conferences and groups to present at? Explore who to target. Do also let brochure out there?
* Id how to fund/print VVCPD brochure and other materials and strategy for how to get it out to regions etc.
* Military? KL
* Invite VCPD – Jaye to talk at regional QRIS
* HS association – See AEYC
* Brochure – embed a link to brochure – we each put this in our newsletter or other emails etc.
* Add VCPD website address to logo
* Facebook? Need person though “GRANT”? PD
* Link on VCPD website of listserve (do thru regions) – do a monthly email highlighting an activity, program, suggestion
* VCPD ribbons for conference badges – PD by program
* Summit – ID ways to get together in regions between summits
* On evaluation + ? RE: do you receive newsletter etc.
* **Local AEYC reps in Regions? Have we reached out? How to do?**

**Goal 9 Build VCPD capacity by sustaining and expanding financial, administrative and operational support**.

* Include a section in the Partnership Agreement about financial support
* Organizations/Departments need to include VCPD support in budget
* Determine what current costs have been to sustain VCPD efforts – share with all
* Tap into new monies – ESSA
* Collect data on the impact of VCPD
* Identify funding steams – Private, grant funded