Preschool Development Grant
Birth to Five (PDG B-5)
Technical Assistance Session

March 12, 2020
AGENDA AND OBJECTIVE
Agenda and Objective

Objectives:
• Begin planning for 2020-2021 by reviewing and reflecting on your data, identifying strengths and opportunities for growth and determining key goals and action steps
• Do a deep dive on strengthening quality and building relationships

Agenda:
• Welcome
• Focus: Strengthening Quality
• Focus: Building Relationships
• Lunch and Discussion
• Funding and Budget Schedule Overview
• Next Steps
THE BIG PICTURE
Accomplishments to Date

In one year we have:
• Completed a needs assessment and strategic plan
• Registered more than 575 sites and 2,500 teachers across family day home, child care, Head Start and schools in 27 jurisdictions
• Collected more than 2,000 survey responses from teachers
• Collected more than 2,800 survey responses from families
• Conducted enrollment self-assessments and produced plans to better coordinate enrollment in all communities
• Completed 1655 CLASS observations, representing 96% of classrooms
• Designed, built and launched a new data portal (LinkB5) with information entered by 90% of publicly-funded sites; and
• Distributed more than $3 million in funds via 2,700+ checks, to 1,972 teachers and 497 sites.

_Pilots are strengthening their own systems and building models for other communities. Lessons learned are informing statewide policy and practice._
# Timeline: March – September

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Engage Families

- Complete family engagement self-assessment by 6/1
- Develop collateral to inform families at participating sites about PDG
### Big Picture: Annual Timeline

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<th>Summer</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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<td>Convene community partners and begin initial program outreach to communicate goals of PDG</td>
<td>Funding begins</td>
<td>Support Verification Activity</td>
<td>Convene quarterly meetings, ensuring engagement with all stakeholder groups</td>
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<td>Determine fiscal agent/develop MOUS/Develop Pilot Team</td>
<td>Support Site Registration in Link5S</td>
<td>Convene quarterly meetings, ensuring engagement with all stakeholder groups</td>
<td>Take Pilot team to state TA session</td>
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<td>Begin to develop/design communication methods, strategies, platforms</td>
<td>Coordinated Enrollment Self-Assessment</td>
<td>Support Link5S data entry at site, classroom, teacher level to complete classroom count</td>
<td>Develop and produce a plan for improving access, enrollment, transitions</td>
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<td>Increase Access</td>
<td>Inventory CLASS® observer capacity, develop plan to ensure sufficient observers</td>
<td>Provide foundational training to site leaders and teachers</td>
<td>Review and analyze data from fall observations</td>
<td>Observe all classrooms using CLASS® and provide teacher feedback; adjust schedule as needed</td>
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<td>Develop plan to provide foundational training to site leaders and teachers</td>
<td>Support school site entry in Link5S</td>
<td>Provide and/or facilitate PD targeted to areas revealed through fall observations</td>
<td>Support observation data entry in Link5S</td>
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<td>Engage Families</td>
<td>Create schedule for observations and feedback sessions</td>
<td>Prepare for family survey dissemination; alert site leaders and help with distribution</td>
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Note that communities are responsible for additional responsibilities in subsequent years (e.g., fiscal mapping)
Pilots = Foundation for Transformation

Pilots are building the foundation for a more unified statewide system by:

• Building relationships with all publicly-funded programs, including child care, family home, Head Start and school-based programs to help them understand what is being measured and why;
• Providing foundational training on CLASS, observing infant, toddler and preschool classrooms using CLASS, building local capacity to conduct CLASS observations and collecting multiple other sources of quality data (e.g., teacher credential, use of curriculum) via LinkB5.
• Using data to better understand strengths and opportunities for growth, and aligning supports and resources for educators and children
• Developing new, community-specific approaches to coordinating enrollment, increasing access (e.g., new state funding) and deeply engaging families; and
• Incenting participation of sites and teachers.
Committing for Year 2

All current community leads are strongly encouraged to commit to Year 2 to deepen their impact and expand to include all publicly-funded partners.

**Funding:**
- Communities will be eligible for sustaining funding to coordinate, complete CLASS observations, bring on new sites and engage families
- Communities will also be eligible to apply for innovation funding

**Partners:**
- Communities are expected to engage all publicly-funded providers
- Communities are encouraged to involve a broader set of partners (e.g., home visiting)

**Action Step:**
- Leads must sign assurances and submit form by March 25
STRENGTHENING QUALITY
Strengthening Quality
About the Data in this Presentation

• Workforce surveys
  • Administered in May 2019
  • Lead teachers, directors, and family day homes
  • Individuals employed 30+ hrs/week

• LinkB5 data
  • Collected from October 2019-February 2020
  • Lead teachers and aides, directors for centers, public schools, and family day homes
  • Sites and classrooms
What have we learned about strengthening quality?
Takeaway 1:
We provide a lot of professional development, but it does not seem to meet the individual needs of birth-to-five educators.
Many early educators experienced PD but expressed wanting more.
Takeaway 2:
Through PDG, we have much more information on Infant, Toddler, and PreK classrooms.
Across sectors, almost all classrooms are represented through observations in LinkB5.

Total Observations Collected: 1,655

- Complete: n = 1,655
- Not Complete: n = 76
Across sectors, almost all classrooms are represented through observations in LinkB5.
Many Infant, Toddler, and PreK classrooms entered CLASS data into LinkB5.
Takeaway 3:
However, the ability to use and understand the data is variable.
Across sectors, educators have different experiences getting introductory training on the CLASS measure.
Takeaway 4:
There is a lot of variation in overall Infant, Toddler and PreK classroom quality by sector and there are opportunities for improvement across all sectors.
CLASS scores for Infant Classrooms
Across centers, there was a range of CLASS scores for Infant classrooms.
CLASS scores for Toddler Classrooms
Across sectors, there was a range of CLASS scores for Toddler classrooms.
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CLASS scores for PreK Classrooms
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Takeaway 5: Coaching, as a practice that ensures individualized feedback and support, is a promising, data-driven approach to consider.
Across sectors, coaching is a familiar context for many educators.
Teachers agree that coaching is helpful in their development, often more than “sit and get” training. Having classroom-level information enables PDG B-5 communities to better align efforts and individualize feedback and supports.
Where do we go from here?
Current Investments in Early Childhood Professional Development

PDG B-5 Communities are **not** expected to provide all training and professional development for participating leaders and educators. Rather the goal is to collaboratively develop a plan that uses **existing** resources to meet the individualized needs of their educators.

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<th>Child Care</th>
<th>Head Start</th>
<th>School-Based Programs</th>
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<tr>
<td>Infant and Toddler Support Network (ITSN)</td>
<td>Head Start Training and Technical Assistance (TTA)</td>
<td>CASTL at UVA – Advancing Effective Interactions</td>
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<tr>
<td>Virginia Quality (VQ)</td>
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<td>Training and Technical Assistance Centers (TTACs)</td>
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<td>Impact Registry</td>
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<td>Scholarships/Pathways</td>
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**Other Notes**

- ITSN provides on-site services that include individualized consultation, targeted training, classroom-focused mentoring, and feedback as well as resources and materials to Increase quality of care provided to infants and toddlers
- **VQ** focuses on providing high quality, targeted Technical Assistance to programs for the purpose of improving the quality of childcare
- Approach often varies by grantee
- National Centers offer range of online resources for **CLASS**
- All VPI Divisions completed a professional development plan in 2019-2020
- VPI and ECSE professional development is now more integrated
Reflection and Share Out

We **strongly** recommend that your pilot community team schedules a follow-up debrief and discussion session as soon as possible following this online TA Session to discuss the following questions and devise a community-level plan, utilizing your community-specific data that you have received.

You may also utilize the lunch break or time immediately following the close of this virtual TA Session.
Reflection and Share Out

With your team, please discussing the following:

• What are our community's strengths? What are the opportunities for growth?
• What are the big takeaways that we want to share with partners? How will we do this?
• What do we want to be different next year? What steps will we take to achieve this?
• How will we develop a collaborative plan for professional development with all PDG B-5 partners?

Teams should begin planning for 2020-2021, using an approach similar to the Coordinated Enrollment Plan. Identify at least three goals, noting that each goal should be Specific, Measurable, Achievable, Realistic, and Time-Bound (SMART).

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<td>SMART Goal:</td>
<td>Action</td>
<td>Lead Personnel</td>
<td>Other Key Personnel</td>
<td>Timeline/Location</td>
<td>Process Notes</td>
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BUILDING RELATIONSHIPS
Building Relationships
Takeaway 1: Who Is In PDG?
PDG B-5 Pilot Communities successfully onboarded a diverse range of early childcare sites and providers.
Many sites across a diversity of communities and a diversity of sectors came together in one place.

**PDG B5 Communities**

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1. Alexandria
2. Charlottesville-Albemarle
3. Chesterfield
4. Fairfax
5. Fauquier
6. Harrisonburg-Roanoke
7. Rappahannock
8. Roanoke (Craig County on the Blue Ridge, Salem, Botetourt, Franklin County, Harrison City, Roanoke County)
9. Southwest-Roanoke Valley (Montgomery, Pulaski, Giles, Floyd, Radford, Bristow, Carroll, Russell, Tazewell, Wythe)
10. Southwestern Virginia-Staunton
And across those sites, a diversity of providers also became part of PDG B5, and shared information.

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Takeaway 2: Who Is Not In PDG
PDG R is an opportunity for growth towards 100% participation from all publicly-funded sites and providers at those sites.
Many sites were represented in LinkB5, but there is much more room for inclusion.

709 publicly funded sites in pilot communities*

393 publicly funded sites are represented in LinkB5
55%

*Note: “publicly funded sites” include licensed child care sites accepting subsidy, Head Start, and VPI
PDG B5 participation was highest among public schools.
There was substantial variation across communities.

- By sector across the communities
  - FDH coverage: 0-100%
  - Center coverage: 18-70%
  - School coverage: 23-100%

- Some communities achieved high participation across the board
  - Southwest-NRV: 71% FDH, 70% centers, 98% schools
Takeaway 3: Who We Are
Looking closer at the people we connected to in PDG B5
Child care lead teachers mirror demographics of young children in the Commonwealth. There were substantial differences in racial composition across sectors.

Note: data on child population by race in Virginia come from the Kids Count Data Center: https://datacenter.kidscount.org/
Forty percent of child care lead teachers have a household income below $25,000.
Many early educators struggle to pay for basic needs

Question item: In the past three months, have you had enough money to pay for... (graph shows % saying “no”)
Many lead teachers are financially or food insecure
Takeaway 4: Building Connections
Reflecting on LinkB5 as a case in how the networks and relationships unfolded to support success in the work of PDG
Just a reminder of what you all have accomplished: Many communities, many sites, many providers

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The information shared was broad and deep. This reflects the power of relationships to foster behavior change, not just activity completion.
Through and because of relationships, information and support could stretch down to the site level

Data Window Tools
- LinkB5 Manual
- Quick Start Guides
- Tutorials
- Office hours live Q&A
- Office hours live tech walk through
- Phone/chat/email support
- Weekly progress reports

Data Assurance Tools
- Individualized plans
- Color coded spreadsheets with every sites progress
- DataBoost Site visits, in-person tech support geared towards Site Admin
The system was designed to pull upon relationships and build engagement at all levels and in a cascading way.

**LinkB5 Onboarding Timeline**

- **Sept. 23** Community Leads Invited
  - Sept. 23-27: Community Leads Verify Information

- **Sept. 30** Site Leads Invited
  - Sept. 30-December 31: Community Leads Outreach to Site Directors, Site Leads Enter Data

- **Oct. 14** Teachers/Aides Invited
  - Oct. 14-December 31: Community/Site Leads Outreach to Teachers, Teachers/Aides Enter Data

- **November 15-December 31**
  - CLASS Data entry/Data Assurance
  - CLASS data continues to be entered
The patterns of relationships influenced the approach to the work

**ECE Community**
- Central
- Diffuse

**PDG Participation**
- Asymmetrical
- Evenly distributed

**Leadership**
- Single lead
- Divided responsibility

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TA Session
March 12, 2020
What did we see?

Existing Networks of ECE Providers and Leadership

• Leveraging existing opportunities to convene
• Sharing responsibility with true leadership team
• Recognizing different needs of different sectors and being able to individualize support
• Promoted local/individual site accountability
• As work is divided the information flow could sometimes be ad hoc and the messaging or ‘why’ could be lost without intentional effort on communication
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**Strong Lead and Asymmetrical Effort**

- Close contact between the lead agency and all sites
- Individualized approaches to building trust and convening within a sector
- Hands on support offered and often required for progress and buy-in
- Strategies reflected awareness of how to take a ‘first-step’ towards change but continued progress is needed for scalability
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What did you see?

Work with your team to consider...

• How connected were you to the diversity of sectors in your community and how connected to each other were they?
• Were there areas of mistrust or dynamics that required trust building before action could occur? How did you approach these?
• Did clear leaders emerge within different sectors? How did you involve or engage these leaders? Were there surprises?
• How did you connect to the site level? Did you have a structure in place that allowed you to divide the work?
• How did the information and communication flow? Was there intentional approaches to ensuring messages from the PDG team would get to the site level?
Questions & Answers
Thank you!

If you have any questions please email us:

Anita McGinty: as2g@virginia.edu
Carolyn Gosse: cls3p@virginia.edu
BREAK FOR LUNCH 11:45-12:30

Opportunity for group discussion and planning
2020-2021 BUDGET
Establishing a Baseline Budget

Going forward, we will fund pilots using a baseline based on the number of publicly-funded classrooms participating. The baseline funding schedule:

• Helps address core costs related to activities while ensuring parity statewide.
• Has been set by range (e.g., 21-40) based on the number of publicly-funded classrooms, assuming funding at the higher end of the range.
• Dollar amounts are **up-to amounts** for Cohort 1 based on participation of all publicly-funded classrooms in Year 2. If significantly fewer classrooms participate, these amounts will be adjusted downward. Conversely, if significantly more classrooms participate and funding is available, communities may receive additional funding based on new range.
• Per-classroom cost has been adjusted to account for economies of scale.
Funding for 2020-2021

To plan for 2020-2021, Cohort 1 Pilots should:

• Estimate how many publicly-funded classrooms within their current jurisdictions will participate this year to eligible amount

• Calculate additional funding based on expansion; note that schedule includes an up-to amount for every community in Virginia

• Understand that funding starts July 1, 2020 and run through June 30, 2021. Note that carryover is available with the PDG Renewal; however Virginia has not received guidance on how this work.

• Consider this as sustaining funding: these are the levels of funding that your community can expect to receive through 2023 with the key caveat that final amount is based on number of participating publicly-funded classrooms.

• Note that this does not include incentive funding or innovation funding. We will finalize details related to these areas once we have a better sense of participation.
Additional Budget and Funding Guidance

Please attend Office Hours next week to further discuss budget and ask questions about budgeting and planning for Year 2 activities.

• Tuesday, March 17th at 2:00 pm, on the regular Office Hours GoToMeeting link
• New Guidebook includes general guidance on budgeting; as needed we can provide additional guidance
NEXT STEPS
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We hope you can join us on Tuesday, March 17 at 9:00 AM for our Early Childhood Stakeholder Update Call.

We will be joined by Vivien McMahan from Smart Beginnings Greater Roanoke, who will discuss and offer insights about their Smart2Start coordinated enrollment application process.

Please click here to register for the webinar
Next Steps

Here are the next steps and upcoming deadlines:

• 3/17—VECF Early Childhood Stakeholder Call, Focus: Increasing Access
• 3/20—Letter of Intent for Mixed Delivery due
• 3/25—Commitment for Year 2 due
• 3/31—Notification of Invitation to Apply for Mixed Delivery
• April-May—Year 2 MOUs and Budgets sent to current pilots for signature and completion
• 5/15—VPI Applications due to VDOE
• 5/20—Applications for Mixed Delivery due by 5 pm
• 5/30—Spring CLASS Observation data inputted into LinkB5
• 6/1—Family Engagement Self-Assessment Due
• First week of June—PDG and MDG grants announced
• 6/11—PDG TA Session
• 7/1—Year 2 Funding begins
QUESTIONS?