

Educator Provider Support Grantees Meeting

Monday, May 23rd
9:30am-1:30pm
Mass Bay Community College

Meeting Objectives

1. Reflect on the accomplishments of the past year relative to EPS objectives
2. Think together about the future of EPS for 2011-2012
3. Discuss strategies for communicating with the field
4. Achieve closure for the 2010-11 year

Agenda

- I. Welcome
- II. Reflections
 - Valora Washington
 - Phil Baimas
 - Lucinda Heimer
- III. Group memory and Synthesis
 - Small group work
 - Group consensus
- IV. Looking Forward
 - Phil Baimas
 - All EPS partners
 - Valora Washington
- V. Closure/Future Communications/Next Steps

Phil Baimas:

- *Commissioner Killins had planned to be here today but had to go to Washington instead. She asked me to extend her thanks to you for the important and often challenging work you have accomplished over the past year.*
- *I wish to add my own thanks to each of you for your hard work and assistance and most of all for your faith that the bicycle will eventually be built. We're getting there; I think we have a unicycle so far.*
- *What we have embarked on together is no less than systemic **change** - building new relationships and reconfiguring old ones. As we all have learned this is no easy task to leave the familiar behind and venture in a new direction. This has been a year of adjustments and learning and we have learned much.*
- *We started this work as individual entities with a common set of core beliefs-- better defined pathways to competency; coherent, intentional support our entire field; raising the quality of ; available PD; a commitment to positive outcomes for children-- now we are partners in common work —even if we don't always (often?) agree on how to do it.*
- *In one year, together we*
 - *established functioning partnerships in each region*
 - *linked those partnerships into a system*
 - *assessed needs and figured out what was working and what was not*
 - *expanded upon existing collaborations and filled gaps with new ones*
 - *designed new tools, policies, and procedures*
 - *wrestled with governance, communication, and most of all managing change*
- *While doing all this you somehow found time to*
 - *Help **1,597** educators plan their professional growth with IPDPs*
 - *Help **over 800** programs plan to improve quality through accreditation or QRIS*
 - *Offer **1,758** educators the opportunity to take a college course and **2,117** educators the chance to earn CEUs*
 - *Offer **2,129** educators the opportunity to benefit from coaching/mentoring**And, that is only through the end of April*
- *One can only guess at the number of children who benefited from the support you provided to the educators who care for them and to the programs they attend.*

- *Our collective work is by no means finished but we have made a good start because of your commitment and dedication to the children and families and the educators who work with and for them.*
- *We believe that all children can succeed and that we have a responsibility to help them do just that. Fulfilling this responsibility requires a diverse workforce that has the knowledge and skills to help them succeed.*

Lucinda Heimer:

- *currently immersed in second wave of data collection*
- *interviewed people from 6 partnerships*
- *had interim report with initial insights and recommendations*
- *have started 2nd wave of interviews, follow-up interviews with people from fall; there was a strong report back that communication was strong within regions*
- *there was a great need and request for ability to continue to build infrastructures*
- *strong call for clarity from Dept for how to work with sense of autonomy; CAYL meetings seen as strength*
- *regional leadership was committed to building a system that is responsive to building diverse system*

Group Memory: Part I- Reflections

Today we will identify the *theme, ideas and accomplishments* that have characterized our work together in 2010-11. The product of this will be a “**group memory and synthesis**” document that will stand alongside our “**Principles**” as a record of this first year.

To begin the process, we ask you to think together in cross-regional teams to address the following questions. From this process, we will come together as a whole group to discern the overall themes, ideas and accomplishments of our year together.

Please reflect on the past year’s accomplishments with respect to the goals of our facilitated meetings. Consider the following keeping in mind that our work together is the FIRST year of what must be a multi-year strategy of achievement.

<p>Consider the three core areas of professional development:</p>	<p>Examples</p>	<p>Effectiveness/Impact</p>
<p>Educator and Provider Planning</p> <p><i>Goal: To implement professional development pathways for educators and providers in the mixed delivery system regardless of setting, age group, and position level. The development of pathways includes an assessment of each educator’s knowledge, skills, and abilities (competencies) and a plan that reflects individual experience, and self-identified goals. Pathways include individual professional development plans (IPDPs) that begin by addressing basic academic needs and achieving a credential or certificate and lead to a college degree. Pathways for providers (programs) include supports to increase program quality through attaining and maintaining accreditation and upward movement in the QRIS system.</i></p>		
<p>Coaching and Mentoring</p> <p><i>Goal: To empower educators and providers in making informed educational choices that advance their professional growth by delivering services that include individual career and academic counseling and by providing</i></p>		

<p><i>coaching and mentoring that support the goals of individual educators and providers through varied levels of support.</i></p>		
<p>Competency Development</p> <p>Goal: <i>To ensure educators are gaining the skills and knowledge necessary to increase individual competency, enhance program quality, and improve outcomes for children. Competency is achieved through professional development that addresses theory to practice, utilizes reflection, adapts to individual educator and provider needs. It aligns EEC Core Competencies with ESE Curriculum Frameworks, and supports the use of environmental rating scales and evidenced-based assessments. Increased competency leads to the attainment of a degree, certificate, or credential for educators and, for providers, accreditation and upward movement on QRIS.</i></p>		

<p>Consider the goals of EPS: To what extent were these goals accomplished?</p>	<p>Examples:</p>	<p>Effectiveness? Impact?</p>
<p><i>1. Educators are supported to increase competency and earn a degree, certificate, or credential in ECE or related field.</i></p>		
<p><i>2. Educators have access to the resources and supports (coaching and mentoring) to set and achieve professional and academic goals.</i></p>		
<p><i>3. Providers receive supports and resources to achieve and maintain accreditation.</i></p>		
<p><i>4. Providers are supported in upward movement on QRIS system.</i></p>		
<p><i>5. Educators and Providers are working on specific activities based on IPDP to achieve one of the core goals listed above</i></p>		

Consider the goals of the facilitation process: Did we:	Examples:	Effectiveness? Impact?
1. Develop and strengthen a common vision and sense of purpose across partnerships?		
2. Establish and implement guiding principles?		
3. Facilitate alignment and coordination needed to build a statewide workforce development system?		
4. Connect this work with other state wide professional development and workforce development initiatives?		
5. Achieve any goals/accomplishment not mentioned above?		

Group memory: Part II- Synthesis

What major ideas emerge from your reflections?

A.

B.

C.

Identify at least three themes that emerge from our work together:

A. **Themes about the process:**

B. **Themes about accomplishments:**

C. **Lessons learned:**

D. **Anything else?**

Anything else:

What are the three major accomplishments of EPS in 2011-2011

A.

B.

C.

Group memory: Part III- The Future

What recommendations do you have for 2011-2012 group processes?

- *Interactive process*
- *State regional quarterly gatherings*
- *Assignments sent back to regions to get feedback*
- *The partnerships/regions need to continue to meet and share- have more time to discuss successes of regions*
- *Bring this group together regularly but let us have input into agenda*
- *Reflective work can be initiated prior to state meetings so that when meeting there could be more concrete decisions/next steps*
- *Each meeting have a focus*
- *Subsequent meetings will touch on previous meeting but will primarily look at new focus*
- *Groups (inter-region) work well: goal of learning is achieved*
- *Statewide meetings good, more focus on content of system- value of CEUs' to educators*
- *Developing youth development certificate; pathway for school-age model exists*
- *Communication/results report- results of evaluation, etc.; statewide coordination of reports*
- *Bring in outside experts on some topics*
- *Let groups set their own agenda*
- *Continued cross-regional meetings*
- *Be clear: if policies are developed don't change them in 6 months*
- *Complete the OST QRIS and career pathway; these educators can't move where you want them if those are not complete*
- *More work together statewide with regions and with EEC Lead Agency meetings*
- *Engage with licensing and PQ groups at EEC more directly*

What recommendations do you have for 2011-2012 group content?

- *How to collaborate with higher ed, support regions, etc.*
- *What infrastructures work for regional partnerships?*
- *Out of school time credential we all agree on*
- *How best can we support PQ Registry*
- *Evaluation and feedback review*
- *What is working, how regions are doing things, communications, logistics, etc.*
- *Best practices; pitfalls & solutions to dealing with them*
- *More on QRIS*
- *Forms used*
- *Governance*
- *Coaching/mentoring details and support systems*
- *Content to be connected to the current work at hand*
- *Updates of new initiatives and other current events at EEC*
- *State-wide system: are we going to keep co-pays? Are we trying to develop new trainings for CEUs? Needs-assessment: one model or tool?*
- *Share best practices, models for marketing, communication to providers educators*
- *Organize not only in regions, but for conversation/input by age group to get recommendations for specific providers (school=age, IT, etc)*
- *Should be group driven, may be based on current issues groups are facing*
- *Feedback from grantees that will guide discussions/agenda*
- *The opportunity to come together across regions and disciplines*
- *The opportunity to understand the blending of resources across EPS, QRIS, CFCEs, RCPs*
- *Do more research on OST assessments and evaluations; the ERS is not the best/most known tool (SAYO, APT, etc.)*
- *Data collection and management*
- *QRIS support/rollout*
- *ELL supports/resources*
- *Higher Ed- articulation from CEUs, to credit (where possible) from 2 to 4 yr degrees*

What recommendations do you have for 2011-2012 next steps?

- *How to measure child outcomes*
- *Relate our work to improving child outcomes*
- *Lead agencies work together to communicate and share how they are working on QRIS- how they are being leaders in promoting QRIS*
- *Time to really look at plan for statewide initiatives that can be rolled out; knit things together*
- *Keep the meetings, they have been very helpful*
- *Identify a couple of strategic issues to work on for next year (online courses, school-age certificate, CEU course calendar from MAEYC, what is available?)*
- *Identify key competency areas that outside sources are supporting (literacy, other?)*
- *Does EPS coordinate resources, messaging, promotion?*
- *Participants should have agenda prior to meeting in order to prepare as necessary*
- *Continued clear communication regarding changes*
- *Sharing information on internal (regional) systems*
- *Share lessons learned*
- *Establish best way for educators/programs to reach out to EEC when EPS can not for requested training; online form, calling who, etc*
- *EEC: sit down with each regional lead as partners to talk through regional statewide next steps as FY11-12 expectations*
- *Coordinators retreat- share FY2012 plans*

Headlines:

Follow me and we'll be lost together

Onward and upward on QRIS

Coach Killins reflects on another great EPS year!

Shifting gears at EEC

Early childhood/OST is shifting gears

Climbing a mountain...the upward climb raises our community higher

The uphill climb is worth the view

Skilled educators promote future prosperity

EPS is a see-saw to success



An investment in your education is an investment in theirs

Education and learning is time worth spending

You can teach a mature educator new tricks

EPS: Everyone plays in sandbox

Working together works: state invests in early childhood professional development

Game change day one: ECE professional development

One size does not fit all

Head in the sand won't work- early childhood educators must get degrees

Out of school time counts

Educators getting educated: EPS underway

Ready educators mean ready children: stat invests all

"It's about the children" says early educators

Investment in EC workforce pays off for children

Hardwork & diligence= better outcomes for kids

Early educators moving up professionally: how will that affect children?

Whose job is it anyway? Encouraging educators/programs to succeed

You want me to do what for how much?

Who's paying for this?

Who's guiding the ship?

QRIS: All pathways lead to it

Early childhood ed: building programs one educator at a time

Building futures: one educator at a time

EEC depends on professional development to succeed



The buck stopped before it got to me

All aboard for change in professional development system

Mass moving forward in development of PD system

Child care is a profession, not just a job

“I can go to college now” says educators

Many paths lead to quality

EPS helping child care and education system move toward quality

IHE’s Integrating into ECE/OST PD System