Made in VERMONT

AGENCY OF EDUCATION

Realizing the potential of each and every child.

Presented by Kate Rogers
Sunday September 7th 2014

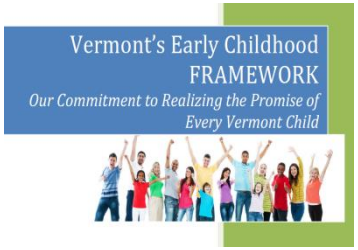
Just a few fun facts!

- Only Wyoming has a smaller population than Vermont, the total population of which is just over 625,000
- State capital Montpelier (population 8,000) is the smallest in the US, and the only state capital without a McDonald's
- Ice cream fans take note: Burlington was the birthplace of Ben & Jerry's
- Vermont is the leading producer of maple syrup in the US, producing around 40 per cent of the nation's supply
- And,

Cows Rule!
There are more
cows than
people in VT!
Photo.elsoar.com

Over the past year…

- Governors Early Childhood Framework and Action Plan



Six **goals** are the heart of the Framework:

- Goal 1: A Healthy Start for All Children
- Goal 2: Families and Communities Play a Leading Role
- Goal 3: High-Quality Opportunities for All Children
- Goal 4: Invest Now for Our Future
- Goal 5: Know We're Making a Difference
- Goal 6: An Innovative and Connected System

http://governor.vermont.gov/sites/governor/files/VT%20ECH%20Framework.10-29-13.pdf

- State Building Bright Future Council
  - Act 104 2010 and in 2011 became a non-profit public/private partnership
  - 12 Regional Building Bright Future Councils

2014 Award RTT-ELC Grant
$36.9 million

Cross Agency (AOE, AHS, DOH, Governors Office, BBF, private sector and foundations) Application and Implementation

Purpose:

- ✓ To improve quality and access of early learning and development opportunities
- ✓ To invest in a highly skilled workforce through professional development
- ✓ To empower communities to support young children and families
- ✓ To strengthen our capacity to ensure we are making a difference

23 Projects include:

- ✓ QRIS (STARS) evaluation and improvement
- ✓ VT Early Learning Standards (birth thru grade 3)
- ✓ Early Multi-tiered Systems of Support
- ✓ Help Me Grow
- ✓ Higher Education Initiative
- ✓ Home Visiting
- ✓ Promise Communities
- ✓ Comprehensive Assessment System
- ✓ Cross agency comprehensive EC Data system that includes linkages with SLDS

VT Legislature Passes ACT 166
Universal PreK Law

- Law entitles **all** 3, 4, and 5-year-old children not attending kindergarten to 10 hours of publicly funded prekindergarten education in a prequalified program
- State Joint Agency Rulemaking underway
  - Cross agency writing team (AOE, AHS)
  - Stakeholder comment period Oct thru Dec
  - Rules include language to support children with disabilities-- *"With respect to children receiving EEE services who are enrolled in the prekindergarten education program, comply with all requirements of state and federal laws governing IDEA Part B and Essential Early Education, including allowing access to EEE service providers"*
- http://education.vermont.gov/act-166-draft-rules

Early MTSS

Inclusion Project

Do you know where your children are?

64.36% receive services in regular ed setting > 10 hours

All for one and one for all…

- Since the mid 70's VT has embraced and remains a strong proponent of inclusion
- Since 2006, AOE conducts focus monitoring visits to targeted school districts and supervisory unions that includes 619
  - Based on LRE data, Drop-out rate and AYP
  - Site based visits reveal:
    - some LEAs reporting LRE inaccurately
    - concerns about quality of community-based childcare program
    - concerns about capacity to serve children within community-based childcare programs
    - service delivery models vary greatly across state

And a little more…

- PreK Partnerships established under Act 62 (2007) include Head Start
- VT becomes a CSEFEL state (2008) and provides PD to implement Pyramid Model Practices now called Early MTSS
- OSEP memo on LRE 2012
- IEP revised to include ECO and language to support inclusion (access, participation and supports) 2012-13
- Universal PreK Law 2014
- VT hosts DEC New Possibilities Conference 2014
- New DEC Recommended Practices 2014

Inclusion Project Goals

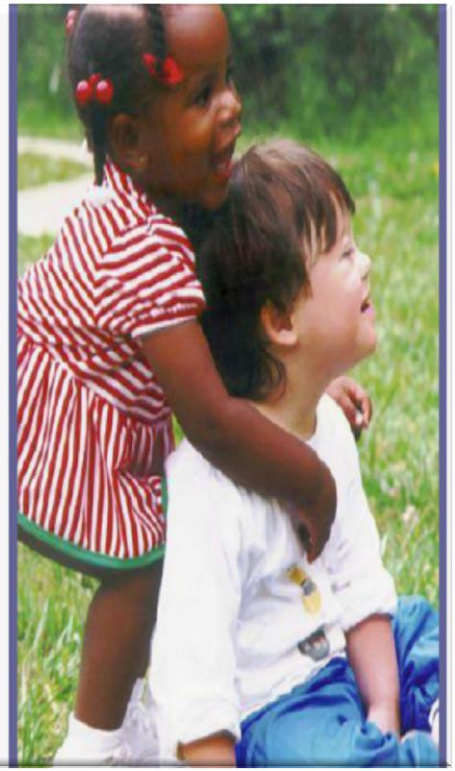
- To Provide High Quality Inclusion for Young Children with Disabilities
- To enhance practitioner knowledge and use of EBPs to support inclusion
- To provide systems design to ensure program wide implementation and sustainability of EBPs
- To increase LEAs capacity in offering a full continuum of placement options

How do we really know if we are practicing *high quality inclusion?*

Elena P.
Soukakou
Inclusive
Classroom
Profile

Young children with disabilities can experience low quality in classes that are otherwise rated as being of high quality

Wolery, et al., 2000



The ICP is designed to compliment existing classroom quality measures and standards

The ICP measures 12 inclusive, classroom level practices that support the individual needs of children with disabilities

Early MTSS Inclusion Project Pilot Site
Focus on Systems to support Practice

Leadership Team

- Administrator, teaching staff, parent, special educator
- Early MTSS Agreement *
- Ensures sustainability with necessary resources

External Systems Coach

- State Cadre of Systems Coaches receive intensive and ongoing training
- Supports completion of systems inventory
- Supports development and follow through of systems implementation plan
- Collects, analyzes and reports pre/post data

Inclusion Practice Coach

- State Cadre of Practice Coaches receive intensive and ongoing training in Practice Based Coaching from University of Florida (Pat Snyder, Crystal Bishop)
- Supports teaching staff EBPs for inclusion
- Completes Inclusive Classroom Profile as pre and post data
- Supports ICP action plan with teaching staff and informs leadership team

Pilot Site

- Become demonstration sites
- Receive train-coach-train PD
- Internal coaches
- Materials and resources to share with families
- Strategies to include families

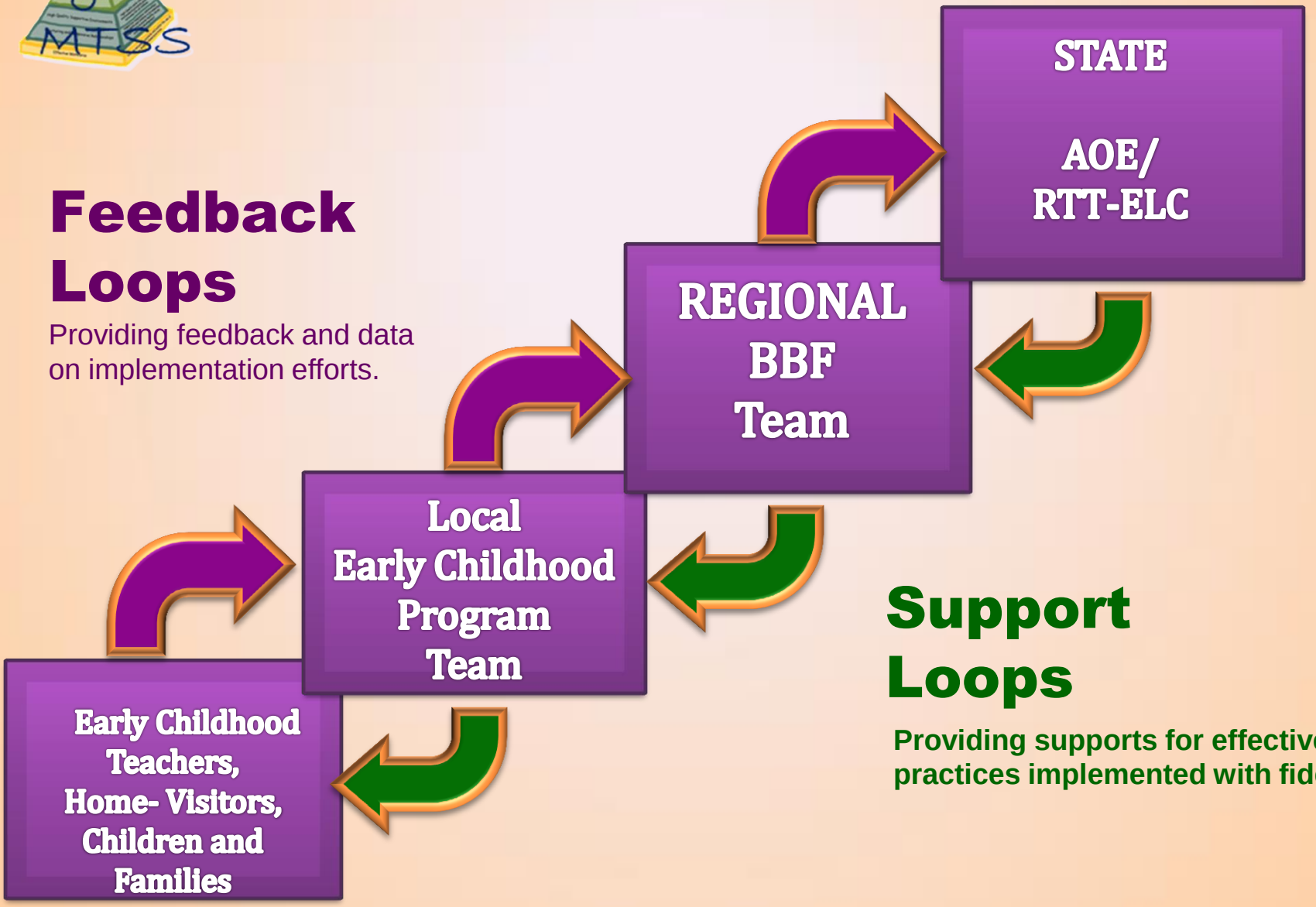
Evaluation Fidelity Measures

- Program wide Systems Inventory
- TPOT
- ICP
- SSIS

Early MTSS

Feedback Loops

Providing feedback and data on implementation efforts.



Support Loops

Providing supports for effective practices implemented with fidelity.

Early MTSS

Feedback Loops

Providing feedback and data on implementation efforts.

State

- Implementation Coordinator
- Cadre of Systems & Practice Trainers/Coaches
- Establish contracts with natl experts
- Data Analysis/Reporting

BBF Council

- Designates member as internal systems coach
- Develops Regional Systems Inventory

Program-Wide

- Leadership Team
- Designates internal practice coach
- Receive Training
- Receives external coach
- Early MTSS Inventory

Classroom

- All staff receive training on EBPs
- Coach supports practice implementation
- Coach conducts pre and post via Inclusive Classroom Profile

Support Loops

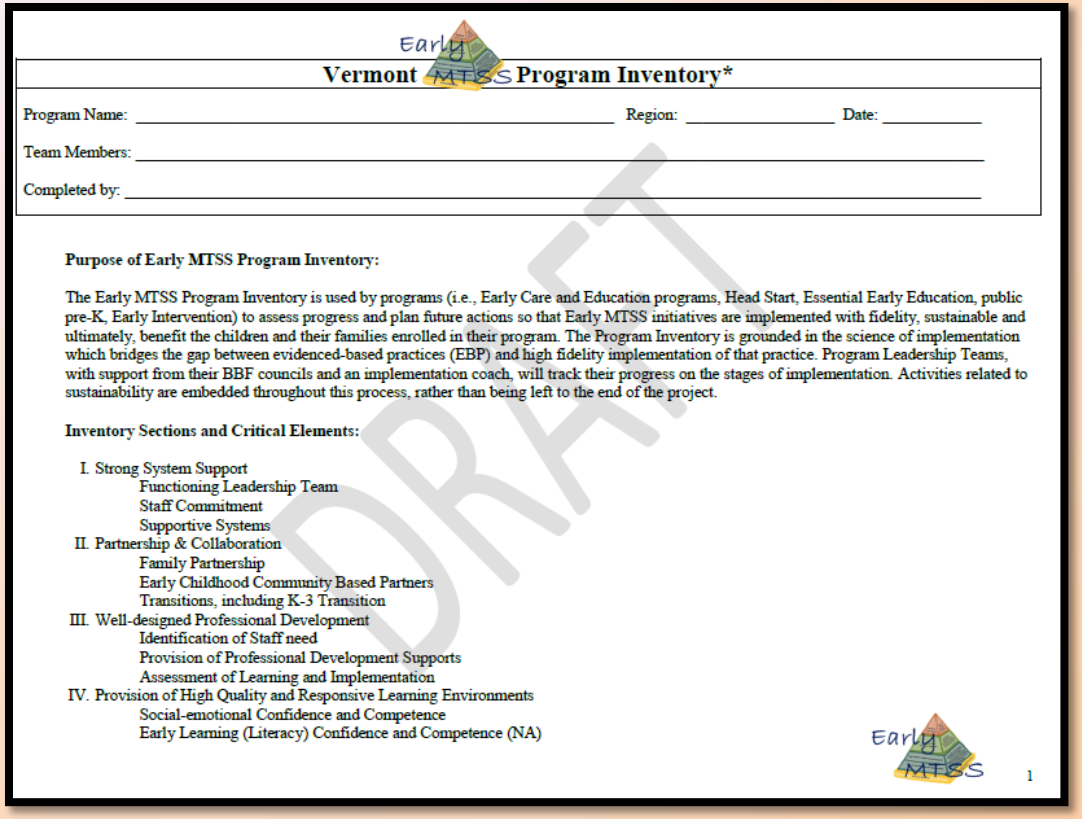
Providing supports for effective practices implemented with fidelity.

PROGRAM WIDE SYSTEMS INVENTORY

Used by programs to assess progress so that Early MTSS initiatives are implemented with fidelity, sustainable and benefit children and families

Grounded in the science of implementation

Bridges gap between evidence based practices (EBP) and high fidelity implementation of practice



Vermont Program Inventory*

Program Name: _____ Region: _____ Date: _____

Team Members: _____

Completed by: _____

Purpose of Early MTSS Program Inventory:

The Early MTSS Program Inventory is used by programs (i.e., Early Care and Education programs, Head Start, Essential Early Education, public pre-K, Early Intervention) to assess progress and plan future actions so that Early MTSS initiatives are implemented with fidelity, sustainable and ultimately, benefit the children and their families enrolled in their program. The Program Inventory is grounded in the science of implementation which bridges the gap between evidenced-based practices (EBP) and high fidelity implementation of that practice. Program Leadership Teams, with support from their BBF councils and an implementation coach, will track their progress on the stages of implementation. Activities related to sustainability are embedded throughout this process, rather than being left to the end of the project.

Inventory Sections and Critical Elements:

I. Strong System Support
- Functioning Leadership Team
- Staff Commitment
- Supportive Systems

II. Partnership & Collaboration
- Family Partnership
- Early Childhood Community Based Partners
- Transitions, including K-3 Transition

III. Well-designed Professional Development
- Identification of Staff need
- Provision of Professional Development Supports
- Assessment of Learning and Implementation

IV. Provision of High Quality and Responsive Learning Environments
- Social-emotional Confidence and Competence
- Early Learning (Literacy) Confidence and Competence (NA)

DRAFT

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Systems Coach Training

- November 12 and 13th
- Facilitation by nat'l expert in systems design and implementation science
- Early MTSS Program-wide Inventory (PWI)
- 5 Key components
- Indicators
- Ratings
- Designing Action Plan

- Pilot Site Leadership Team and BBF Council Rep conduct Fish Bowl
- System Coach practices with leadership team to complete PWI

Thank Moo!
Hay (is for horses)
Include us too!
Photo.elsoar.com

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