



**EEC Board Committee
Planning and Evaluation**

January 14, 2014
9:00am-12:00pm

Department of Early Education and Care
51 Sleeper St. 4th Floor
Boston, MA 02210

AGENDA

Members of the Committee Present

Eleonora Villegas-Reimers, Committee Chairperson
Joni Block, Board Member
Cheryl Stanley, Board Member
JD Chesloff, Board Chair

EEC Staff Present

Chris Pond, Educator Provider Support Specialist

Guests/Board Members

Kristin Flanagan, American Institute for Research, by phone
Emily Rosenthal, American Institute for Research, by phone
Natalie Tucker, American Institute for Research, by phone

Members of the Public

The meeting was called to order at 9:10 am.

Welcome and Introductions

Committee members were welcomed to the meeting.

Routine Business:

Minutes

Members had an opportunity to review the minutes. No changes were necessary for the December 5 minutes.

Disclosures

Committee Chair Eleonora Villegas-Reimers disclosed that she works for Wheelock College which is a recipient of EEC grant funds.

Board Member Joni Block disclosed that she works for Brockton Public Schools which is a recipient of EEC grant funds.

New Business and Commissioner/Committee Updates

- Board member Joni Block wanted to hear from the rest of the Committee if there was any update or movement on the BA with EEC licensure that was discussed about a year ago. She spoke to someone in the field who mentioned it had been approved; however, she didn't believe it had come before the Board for a vote. She also wanted to know which Committee this would go to for discussion. EEC

Educator Provider Support Specialist Chris Pond noted that it had gone to the Policy and Research committee. The question arose as to whether this would be part of the ESE/EEC joint Board Meeting at the end of the month. EEC staff member Jennifer Louis will ask Kathleen Hart or Commissioner Weber if it is on the agenda.

Discussion

Strategic Plan

(Materials- Strategic Plan version 4)

Committee Chair Eleonora Villegas-Reimers introduced the two documents in the Committee's packets. One document is the Strategic Plan with feedback from Commissioner Weber, Board Chair JD Chesloff and Board Member Chi-Cheng Huang. The second document was feedback from Board Member Joan Wasser Gish.

The Committee went through the first document and discussed the feedback and made modifications to the Strategic Plan based on the feedback. The changes did not change the content of the Plan but was mostly clarifying or word changes.

The Committee then reviewed the feedback document from Board Member Joan Wasser-Gish. As with the previous document, the Committee reviewed the comments, discussed them and made decision on whether changes should be made to the document. The Committee felt many of the comments were more specific than the expected content of a strategic plan, and should be addressed in the Implementation Plan developed by the Department.

The Committee decided to hold off on finalizing bullets that relate to Residential and Placement programs and agencies until next time when the committee will have had a chance to get more information about these programs. EEC Deputy Commissioner of Field Operations Dave McGrath will attend part of the next meeting to assist the Committee in working out how to accurately include Residential and Placement programs and agencies in the Plan.

The other remaining outstanding issue the Committee is hoping to get feedback on is how to incorporate transportation in the Plan. The Committee felt it was included but two people provided feedback saying that it was missing. The Committee will revisit how to make it clearer that transportation is included in the Plan.

Validation of Educator Competency Study

(Materials- PowerPoint and Annual Report Executive Summary)

The Research Team from the American Institute for Research (AIR) provided the Committee with an overview of the Validation of Educator Competency Study they are conducting as well as a summary of first year findings.

The team from AIR walked the Committee through a PowerPoint presentation which discussed the four study goals, the sampling plan, the data collection plan, and some key preliminary findings.

The study focuses on four areas, social-emotional development, literacy, numeracy, and digital strategies. The four goals of the study are as follows:

Goal 1: To measure the relationship between the quality of classroom practices with children from birth to age 5 in a variety of settings and children's developmental outcomes.

Goal 2: To identify the importance of particular classroom practices for children's development.

Goal 3: To identify the structural elements, professional development, and instructional supports (including digital strategies) associated with educator competency.

Goal 4: To identify the structural elements and parental supports associated with parent engagement.

The sampling plan included 60 early education and care providers (38 center based programs, 20 family based programs and 2 afterschool programs). Included in those programs were 100 educators and 700 children (350 who would be sampled in 2013 and 350 children who would be sampled in 2014). The team plans to collect the data through classrooms observations, educator surveys, administrator surveys, parent surveys and child level surveys (indirect educator assessment of social-emotional, language and literacy, numeracy development and parent engagement).

Board Member Joni Block asked whether the sample was inclusive of children with special needs. The team noted that it was.

The team from AIR than discussed the preliminary findings which are described in more detail in their annual report. The preliminary findings included:

Finding 1: A greater percentage of classrooms demonstrated higher quality in terms of emotional support compared to the percentage of classrooms that scored in the high-quality range for instructional support and support for learning.

Finding 2: The quality of instructional support practices for children was significantly and positively associated with educator reports of preschool-age children's developmental outcomes in language and literacy skills but not with numeracy skills. Educator's quality of engaged support for learning, as measured by the CLASS Toddler, was significantly and positively related with toddler-age children's developmental outcomes in language, literacy and numeracy.

Finding 3: For preschool-age children, educator competency in early language and literacy practices, as measured by the modified EELCO and ELLCO checklist, was significantly and positively related to educator reports of children's early literacy skills.

Finding 4: For preschool-age children, educator competency in numeracy or early mathematics practices as measured by the modified COEMET, was significantly and positively related to educator reports of children's early mathematics skills.

Finding 5: More than half of educators had a low level of instructional supports available to them, according to a composite measure of the level of instructional supports for educators overall. The examined instructional supports were as follows: total professional development hours, total amount of coaching received, total time given to plan, access to additional planning materials, and access to technological/digital devices.

Finding 6: A majority of sites (67 percent) did not report expelling any children during the past six months; 26 percent reported that less than 5 percent of enrolled children were expelled; and 7 percent reported that more than 5 percent of enrolled children were expelled. For the sites that reported expulsions during the past 6 months, 40 percent were due to financial hardship or difficulties and 28 percent were due to physical aggression by the child toward peers or adults.

Finding 7: About half of educators reported using digital devices for children's learning activities, and about one third of educators reported the use such devices at least on a weekly basis. Lack of use may in part be an issue of access to the devices because approximately 30 to 40 percent of educators reported that they did not have access to such technological devices for these types of learning activities. However, some educators did report having access to the devices but reported that they never used them.

Finding 8: A majority of parents engage regularly with their child in activities such as reading books (65 percent), singing songs (64 percent), and counting aloud (63 percent). However, few parents engage in writing activities with their child (less than 20 percent) or activities for learning basic mathematics operations (9 percent).

The next steps for the study include the 2014 data collection and to reexamine the literacy and numeracy research questions with pooled data from the 2013 and 2014 data collections. The final report is due to EEC in September 2014.

Commissioner's Evaluation

(Materials- none)

Board Chair JD Chesloff provided the Committee with an update on the Commissioner's Evaluation. It was decided that the Evaluation will reside in the Planning and Evaluation Committee as it has in the past. The Committee discussed the options of doing something similar to last year or to rethink the Evaluation. The Committee agreed that this year it should be similar, however, next year should be different as the new Strategic Plan will be in effect. Also it was requested that Commission Weber provides the Committee with updates on the progress toward the Department's goals every 4 months.

The Committee and Board Chair JD Chesloff agreed that a timeline of completing the evaluation in April/May would be doable and best.

The Committee also discussed whether all staff or just senior leadership should be asked about the Commissioner's management competencies. The Committee agreed if it's possible, then yes. In addition to the survey for Board members and EEC staff, it would again be beneficial to have both a self evaluation and an interview with Commissioner Weber. Committee Chair Eleonora Villegas-Reimers suggested that possibly Board Vice Chair Chi-Cheng Huang could assist with the interview as he did in the past.

The Committee will start discussing the Commissioner Evaluation in more detail at the February meeting.

The next meeting of the Planning and Evaluation Committee is Monday February 10 from 12-3.

Possible Agenda items:

- Strategic Plan
- ECIS- strategic reporting (Tan)
- Commissioner's Evaluation

The Committee adjourned at 12:05 pm.