Meeting Notes

In attendance:

Task Force Member	Department
Kate Bloomquist	Manatee County Migrant Education Program (MEP)
Lilli Copp	Head Start Collaboration Office – Office of Early Learning (OEL)
Margarita Di Salvo	Florida Identification & Recruitment (ID&R) Office
Lucia Esquivel	Panhandle Area Educational Consortium (PAEC)
Sophia Han	Department of Teaching and Learning – University of South Florida
Chandra Hayes	Florida Department of Education – FMEP
Tara Huls	Voluntary Prekindergarten (VPK) – OEL
Carol Mayo	Hillsborough County MEP
Julie McLeod	Hillsborough County Schools
Ray Melecio	Florida ID&R Office
Maria Pouncey	PAEC
Lizaida Ramos	Myakka Center – East Coast Migrant Head Start
*Matti Garcia Friedt	Polk County Preschool Programs

Matti was an invited guest to the task force meeting.
Not present: Jodi Bell, Hendry County MEP

After introductions, the group reviewed the Preschool Initiative (PI) and Florida Pre-K Task Force (TF) accomplishments from year one.

PI -

- All the PI member states successfully conducted town hall meetings in 2016.
- The PI have developed interactive rubrics to disseminate information on curricula and other educational materials for yearlong pre-k services, summer pre-k and jumpstart to kindergarten programs as well as for home-training.
- The PI Clearinghouse website (http://www.preschoolinitiative.org/) has added useful resources as well as links to news and policy statements that impact services to young learners.

TF -

- Since forming this group, the TF has effectively supported the objectives of the PI.
- The TF was instrumental in planning the state town hall meeting that resulted in affecting a change to the VPK residency documentation requirements.
- The TF developed the Migrant Parent Preschool Checklist brochure available in English, Spanish, Haitian Creole, and Vietnamese. The tool can be downloaded on the FL Recruiter website (http://flrecruiter.org/Pre-KTaskForce). TF members talked about using the brochure to leverage parent engagement during MEP/parent meetings, home visits and other MEP related events.

Year Two Activity -

Next on the agenda was planning the PI activity for year two, which is to:

Field test four high quality assessment and/or instructional materials that contain evidence-based and promising practices.

The TF discussed how the field tests could be accomplished. Since only a few weeks remain in the regular school year, the group agreed to concentrate on conducting field tests during the summer programs. Some initial concerns came up while the group was reviewing the field test guidelines (*Appendix A)* and selection forms (*Appendix B and C*).

Following the meeting, Margot reached out to the PI Coordinator, Michele Cheney, for clarification. Below are the questions and Michele's responses. *Note: These were shared with the TF via email prior to the dissemination of the meeting notes.*

- **TF Question:** What happens if a classroom falls short of the minimum number of 10 migrant students? Is it acceptable if the cohort for all classrooms that are field testing an assessment or instructional material is at least 10 students? Or, are you expecting each class to have 10? This may be harder to achieve.

  Response from PI Coordinator: I think it's important to remind folks that we're not conducting research; consider the field testing as "collecting information on the effectiveness and efficacy of the resources/assessments you're using." The 10 students per cohort can be made up of kids in different areas/classrooms. Other states are doing this. Behind the scenes, I would consider the following questions:
    - Are all the classrooms in the same school?
    - Are they all using the same materials, lessons, or curriculum?
    - Will all the teachers have the same level of training?

  These are the kinds of things that will impact one cohort across different classrooms and trying to determine to what degree the resources impacted student outcomes. But, I think it can be done if need be.

- **TF Question**: Rather than field testing an entire curriculum, can we focus on one domain? For instance, one of our districts is interested in testing HighScope, but they would like to concentrate on the math components because the data are saying this is where their pre-k children need the most support.

    Response from PI Coordinator: Absolutely.

Field Testing -

The TF outlined the following ideas for conducting the field tests:

1. Hillsborough County MEP plans to field test two instructional materials during their summer services.
   a. Carol will complete the selection forms.
      i. DLM Early Childhood Express
      ii. Teacher Created Materials
2. Manatee County MEP will not have summer services for pre-k students. However, Kate will speak to the pre-k teachers that have migrant students to determine if there is interest in participating in the field testing before the regular school year ends. If so, they plan to field test one instructional material.
   a. Kate will complete the selection form
      i. Teacher Created Materials
3. PAEC plans to field test one instructional material.
   a. Maria and Lucie will complete the selection form.
      i. PBS Kids Super Why
4. Polk County plans to field test one instructional material. Since Matti is not directly connected to the Polk MEP, she will coordinate the activity with the MEP Coordinator, Andrew Baldwin.
   a. Matti will complete the selection form.
      i. HighScope Preschool Curriculum Mathematics Component
5. In addition to field testing the instructional materials mentioned above, all the districts involved with the PI activity will field test the same assessment instrument.
   a. Tara will complete the selection form.
      i. Bright Beginnings VPK Assessment

Each district will participate in a brief call with the PI Coordinator to review the field test plan. For this reason, Margot asked that the group complete their field test selection forms no later than April 14.

Other business -

Matti talked about the importance of coordinating with non-MEP programs that are also focused on providing services to pre-k children and their families. She would like to see the TF continue to improve collaboration efforts. Margot asked Chandra if we could use the bimonthly

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coordinators' call for this purpose. One idea is to feature one district during each call and allow that district to invite a non-MEP program to talk about how services are coordinated.

The group also discussed concerns migrant parents have expressed recently about the potential for their families to be separated. Lizaida mentioned how ECMHS has started putting together emergency kits for their families. Maria also shared that PAEC is working to keep their migrant families informed about what to do in case of an emergency.

No firm plans were discussed, but Margot asked the group to give this topic some thought. The TF could possibly draft an "emergency kit" template that could be shared with all the local MEPs.

Next Steps -

- Margot said she will contact districts individually to follow up on the field test selection forms.
- No date was set; however, the group expressed interest in reconvening via conference call in early August at the conclusion of the field tests.

Appendix A

Field Test Guidelines

This document describes the Preschool Initiative (PI) field test expectations, guidelines and recommendations. PI member states are required to field test four high quality assessments and/or instructional materials that contain evidence based and promising practices during year two of the grant cycle (October 1, 2016-September 30, 2107). The purpose of the field testing is to further the PI's goals of building state capacity and knowledge related to serving the pre-kindergarten (PK) migrant student population more effectively. Results from the field testing will be shared across the national migrant education program (MEP) through the Consortium Incentive Grant (CIG) network and at a CIG dissemination event in 2018.

It is important to note the policy context in which this work is being conducted. The reauthorization of the Elementary and Secondary Education Act in 2015 as Every Student Succeeds Act (ESSA) encourages state and local education agencies to select and choose evidence-based options. Rather than asking state education agencies to produce lists of approved programs, the focus is on building capacity at the state and local levels to make data driven decisions. As Fleischman, Scott, and Sargrad (2016) note:

> Providing state education agency-selected lists of approved or preferred approaches may serve to narrow local education agency choices prematurely or to promote a compliance mentality in which making a good match receives insufficient attention and the goal becomes merely to check the box that indicates that the selection process has been completed. Rather, state education agencies should focus on developing clear guidance and useful guides, pointing to existing evidence clearinghouses, and offering supports to encourage a reflective decision-making process by local education agencies.

The PI field test design reflects this focus on capacity building. Member states have the flexibility to select and implement instructional practices that meet a minimum set of standards established by PI Expert Work Groups and PI Executive Committee. The following sections describe field testing to assist members in their work.

What is field testing?

The PI defines "field test" as the opportunity to plan, select, use, and reflect upon a program, curricula, material, or assessment with a small number of students for the purposes of:

- Using/refining a systematic, data driven (qualitative and/or quantitative) decision making process for selecting evidence based instructional and/or assessment materials;
- Implementing instructional programs, curricula, materials or assessments with fidelity to the model; and
- Collecting and analyzing data to determine student gains and outcomes.

Why field test?

"While there is a wealth of material on early childhood education (ECE), many approaches are not appropriate for migrant programs/children. PI will focus our collective knowledge, expertise, and resources to identify strategies/materials that lead to outcomes for young migrant children preparing for kindergarten."
(page 4 of PI CIG proposal)

- To gain more in-depth knowledge about a variety of programs, curricula, materials, or assessments that can be used to meet the needs of migrant pre-kindergarten (PK) students.
- To closely establish, monitor, and analyze implementation of selected programs, curricula, materials, or assessments.
- To acquire meaningful qualitative and quantitative data about the use and effectiveness of the treatment.
- To assist in the selection of priority models to be shared across the national MEP.

How many students need to participate in field testing?

- A cohort of 10 migrant PK students, ages 3-5, in each field test.
- A single cohort of 10 migrant PK students may participate in more than one field test treatment (i.e. one group of 10 kids participates in an instruction and an assessment field test).

How do we plan for field testing?
- Establish a small team (3-4) of MEP administrators and key staff to address field testing goals, implementation, data collection and data submission.
- Determine PK service needs.
  - Where are new MEP PK services needed and why?
  - Where is there a desire to change MEP PK services and why?
  - Is there a region or area lacking established or accessible PK sites or providers?
- Select item(s) to be field tested.
  - Selected items must align to the type of service (site based v. outreach) and duration of service (Regular School Year, summer) that will be provided.
  - When selecting materials, consider the following:
    - Cost of materials and related components
    - Staff education and training requirements
    - Ability to field test with fidelity to the model
    - Degree to which selected materials meet program and student population needs
    - Ability to connect with existing early learning programs that may have resources to share
    - Inclusion of parents/caregivers in the program
- Submit Field Test Selection Form to PI Coordinator.
- Participate in field test resource selection sharing call with PI Coordinator.
- Receive confirmation from PI Coordinator that selected materials meet minimum criteria for field testing.
- Create a field testing implementation plan to share with PI Coordinator. You may use the provided template, although use of the template is **not** mandatory.

How do we implement field testing?
- Purchase or procure all necessary resources to fully execute the program or service.
- Provide training and resources to the service providers carrying out the selected treatment.
- Monitor and ensure that the treatment was implemented with strong fidelity to the model.
- Monitor/document parent engagement activities that take place.
- Engage with community partners to help support students' experiences and knowledge.
- Collect feedback about the field testing from several different stakeholders to inform process and outcomes.

What field test data do we submit to PI CIG?
- Field Test Feedback Forms that will include a summary of student outcomes
- Implementation Rubrics

What do we do now?
- Participate in field test information webinar. Field Test information provided to TST on 1.26.17
- Create a state field test plan. On-going
- Submit field test selection form(s) to PI Coordinator for review. On-going
- Participate in field test selection/sharing call(s) with PI Coordinator. On-going
- Field test the approved items before August 31, 2017.
- Complete Implementation Rubric and Field Test Feedback Forms by Sept. 30, 2017
- Submit Implementation Rubrics and Field Test Feedback Forms. Sept. 2017

PI Member Q&A
- Can you field test more than one treatment with the same cohort? For example, can you field test a curriculum and assessment with the same cohort? YES
1. If the curriculum selected comes with an assessment component, does that count as two field test items? YES, providing both the curriculum and assessment are vetted and approved for field testing.

Appendix B

Field Test Selection Form
For Instructional Materials
(Performance Measure 2.d)

Please complete a Field Test Selection Form for each item you wish to field test.
Submit the Selection Form electronically to Michele Cheney, PI CIG Project Coordinator.
Schedule a call with Michele Cheney for you to review the selected materials with the Field Test Committee.

Please mark your State	☐CO	☐FL	☐GA	☐ID	☐ME	☐MO	☐OR	☐PA	☐WA

Name of Person Completing this Form: _____

Instructional Resource Name/Information: _____

Description of Instructional Resource

Description of Field Test Service & Population

Rationale for Resource Selection

RESCOURCE REVIEW

SECTION I: Required Evidence Based Components

The instructional resource must contain the following elements:

- ☐ Content is developmentally and age appropriate (3, 4, 5 yr. old)
- ☐ Resource/program incorporates students' using higher order/critical thinking skills
- ☐ Activities are developmentally and age appropriate (hands-on; use of manipulatives; songs, play, centers, etc.)
- ☐ Resource/program includes a component that evaluates effectiveness/provides feedback on student performance immediately for data driven decision making
- ☐ Resource/program includes parent engagement component as part of the learning process (i.e. parent and child time activities)
- ☐ Designed for the environment in which the instruction will take place (classroom, home, etc.)

SECTION II: Additional Evidence Based and Promising Practices

Resource/program needs to contain a minimum of *four* elements from Section IIA and/or Section IIB.

A. ADDITIONAL-Evidence Based Practices

Please check all additional evidence based practices addressed by selected instructional resource.

- ☐ Incorporates multiple domains of early childhood development (3 or more) as they are interconnected (language, literacy, social-emotional, fine & gross motor, approaches to learning, play, etc.)
- ☐ Vocabulary, literacy, and language development are a core part of the resource/program.
- ☐ Places children in position of "active learners," constructing their own understanding.
- ☐ Resource/program is differentiated (for age, language acquisition, learning style, etc.)
- ☐ Resource/program accounts for children learning at different paces
- ☐ Contains multilingual and/or multicultural components to strengthen home language and/or home school connection.
- ☐ Allows for student choice and voice among tasks and activities to promote executive function skills (organizing, prioritizing, self-monitoring, etc.)

B. ADDITIONAL-Promising Practices

Please check all additional promising practices addressed by selected instructional resource.

- ☐ Relevant to migrant lifestyle and culture
- ☐ Resource/program is aligned to state standards
- ☐ Resource/program is aligned to local district curriculum/practices
- ☐ Materials/activities are sequenced over time with repetition
- ☐ Includes technology components (apps, online learning)

Appendix C

Field Test Selection Form
For Assessments
(Performance Measure 2.d)

Please complete a Field Test Selection Form for each assessment you wish to field test.
Submit the Selection Form electronically to Michele Cheney, PI CIG Project Coordinator.
Schedule a call with Michele Cheney for you to review the selected materials with the Field Test Committee.

Please mark your State	☐CO	☐FL	☐GA	☐ID	☐ME	☐MO	☐OR	☐PA	☐WA

Name of Person Completing this Form: _____

Assessment Name/Information: _____

Description of Assessment

Description of Field Test Population & Type of Service They Will Receive

Rationale for Assessment Selection

ASSESSMENT REVIEW

SECTION I: Required Components

The assessment instrument must meet the following criteria:

- ☐ Developmentally and age appropriate (3, 4, 5 yr. old-sufficiently measures above and below targeted age).
- ☐ Measures are aligned/linked to content and skills being taught.
- ☐ Can be administered by (MEP) staff who have received appropriate training (does not require certification or advanced training for administration).
- ☐ Administered in the language for which it was developed and administered by a native/proficient user of the target language (i.e. not translating an English assessment into Spanish).
- ☐ Presents scores/results/outcomes in a way that are easy for instructors/tutors to understand and use (to plan instruction, show gains, etc.)

SECTION II: Additional Components

Assessment needs to contain a minimum of *two* features from Section II.
Please check all additional features addressed by selected assessment instrument/tool.

- ☐ Assesses multiple domains of early childhood development (3 or more) as they are interconnected (language, literacy, social-emotional, fine & gross motor, approaches to learning, play, etc.).
- ☐ Evidence is gathered from realistic settings and situations that reflect children's actual performance.
- ☐ Includes a parent input component (survey, questionnaire, etc. about how their own children respond or perform).
- ☐ Includes a way to share results/outcomes with parents in a manner that they can understand.
- ☐ Is culturally relevant and sensitive.