Coordinator Report  May 2023

Grant Review: attestations, scores, budgets, grant review comments. (see handouts)

Legislative update:

School Readiness full day spaces are expecting an increase from the governor’s budget to $10,500. However, the increase is slated for the 24-25 fiscal year. We are working with advocates around the state to increase the new rate and to have it start in the next fiscal year. We have a meeting with Commissioner Bye this Friday in Danbury to talk about local concerns.

Professional Development:

The last professional development event of 23-24 is tonight. Twenty-one staff are registered. Since our March meeting, we hosted 4 professional development workshops, one lunch and learn, a legislative breakfast and we will participate in the ECE fair this weekend. Overall, staff had the option to attend 24 different professional development events. Our event in August is planned for August 25th at the Ethan Allen Inn. Please let us know if you would like to attend.

Programs:

Third monitoring visit completed for all programs this Spring. No outstanding issues. Programs still are having difficulty hiring staff. The two programs who received Infant and Toddler funding are hesitating to open new classrooms due to the staffing shortage.

Data:

The DOTs assessment data has been analyzed. The data is still in draft form, but the preliminary results will be used to plan professional development for the upcoming year. DOTS will be reviewed at future monitoring visits not only for compliance, but accuracy. We have monitored for compliance but had not realized that some staff did not understand the process. Some teachers will receive 1:1 training, so we can get better data from their evaluations. The data is also not as clean as we would like it to be. There were some large errors, as well as incomplete forms, and concerns over the age of the children at the time of the final assessment. These issues are being addressed with the providers.

Literacy scores were lower than usual, while math scores increased. Creative and social skills were the highest scores. One thing to note- there was no significant difference in ELL and English-speaking children and no significant gap between low income and above income children’s scores.

Positives- over 88% of children saw growth in all tracked standards. The percentage of children at goal, after one year of services was significant.

Areas of concern: phonemic awareness. Age-appropriate activities to improve phonemic awareness and other literacy skills will be the focus of trainings in the Fall.