

Virginia's Early Childhood Network
Scope of Work

The Virginia Early Childhood Network assists VDOE in developing and implementing activities related to young children with disabilities, birth through five, and their families, that:

- Promote the use of evidence-based practices
- Foster collaboration with VCPD, early childhood interventionists, services providers, agencies, and school and community programs
- Provide professional development and resources
- Promote and support state priorities and federal guidance
- Build the capacity of early childhood systems and programs to provide supports and services and expand and enhance inclusive programs

Goal: Create a system of partnerships with leaders in early childhood special education in order to build and sustain capacity of quality early childhood programs

- Contact special education administrators to determine who is responsible for preschool special education programs, create a contact list, and where gaps exist, guide administrators in identifying key staff
- Develop and administer a survey of preschool special education leaders to determine needs/interests and determine key areas in which to build capacity (e.g., reliability on the Inclusive Classroom Profile, inclusive practices, data collection, assessment, curriculum, program quality)
- Develop and maintain a Web site for preschool special education leaders to host information and resources and to provide a forum for interaction with stakeholders
- Develop an annual plan for ongoing communication and training opportunities, including a summer institute, for preschool special education leaders
- Support attendance at state PD events (e.g., CCSS, VAECE, Head Start conferences, and National EC Inclusion Institute)
- Promote availability of current resources including, but not limited to, lending libraries, TTAC Online, and responding to regional requests
- Participate in the VCPD Higher Education Work Group and activities

Goal: Promote collection and use of valid, reliable, and accurate data for Indicators 6 and 7

- Utilize needs assessment of preschool leaders to gather information on data collection, procedures, and use
- Analyze data from leadership survey to determine priorities and needs
- Develop a comprehensive online training series for collecting Indicator 6 and 7 data
 - Identify and post applicable ECTA and IPOP resources
 - Identify and post online resources that provide information related to typical child development
 - Determine and develop additional online resources required to address gaps and/or Virginia specific procedures
 - Post online resources to VDOE, T/TAC Online, and the new ECSE Web site
- Disseminate resources through a variety of means including Special Education Directors' meetings, memos, TA activities, and communication with individuals responsible for early childhood programs

- Utilize Indicator 6 and Indicator 7 data to identify LEAs in need of information, resources, and technical assistance
- Through the preschool special education leaders group, determine additional training/technical assistance methods or materials needed to address identified needs (e.g., statewide webinars, face-to-face training, fact sheets, set up model sites, visits to ECSE programs using Indicator 6 and Indicator 7 for program development)

Goal: Promote the use of quality curriculum-based assessment practices

- Develop a work group to provide guidance, develop resources, and review and map existing resources specific to the Assessment and Scope and Sequence components of a preschool curriculum framework (including those developed by the previous curriculum framework subgroup)
- Develop or modify existing resources where gaps exist and post to the VDOE, T/TAC Online, and new ECSE Web site
- Identify appropriate assessment practices and curriculum-based assessments for young children that assess the three child outcomes required by OSEP and use internally to provide guidance to LEAs and child care providers
- Post links to the ECTA instrument crosswalks on VDOE, T/TAC Online, and new ECSE Web site which describe the frequently used assessments and how the three child outcomes are measured
- Disseminate resources through a variety of means which may include CTA, Special Education Directors' meetings, memos, TA activities, and communication with individuals responsible for early childhood programs
- Promote best practices related to assessment (choosing a quality CBA, assessment practices, appropriate use of PALS, data use) through delivery of professional development events

Goal: Explore how preschool VTSS will be implemented and connect to K-12 VTSS to provide a full continuum of supports

- Research other state models of Preschool Tiered Systems of Support (e.g., Kansas, Michigan, Florida, and Vermont)
- Each ECSE Network TTAC member complete training on the VTSS
- Collaborate with Special Education Student Services at VDOE, the RIC Center at VCU, ODU, and other knowledgeable professionals
- Resource map available EC resources (such as Pyramid Model and RTI) and terminology to VTSS
- Research and identify 1-2 classroom-based assessments which LEAs can use to evaluate the effectiveness of an early childhood program and use internally to provide guidance to LEAs and child care providers
- Provide information to partners (e.g., VPI, Head Start) and determine interests and needs as well as strategies to build capacity
- Collaborate with ECMH related to work with Rob Corso and leadership TA around tiered models
- Conduct a pilot in division(s) implementing K-12 VTSS and outline a framework for future implementation

Goal: Promote quality inclusive practices aimed at increasing access, participation, and supports for preschool children with disabilities

- Compile, review, and analyze data on preschool placement for children with disabilities and location of special education services (e.g., Indicator 6, VPI+, Head Start)
- Use data to prioritize programs / classrooms to provide technical assistance to improve implementation of quality inclusive practices
- Produce a compendium of guidance information that will provide standards to guide training activities, parent information, and supports so schools can implement quality inclusive practices and programs
- Provide technical assistance aimed at enhancing quality inclusive practices in preschool programs in RDA Divisions
- Provide technical assistance aimed at enhancing quality inclusive practices in VPI+ classrooms
- Provide technical assistance to preschool programs through an IPOP approach (e.g., community, Head Start, VPI, VPI+)
- Work in conjunction with divisions identified to participate in the Content Teaching Academy and mentoring program
- Develop and disseminate resources through a variety of means including LEADS events and website
- Provide direction on statewide and regional needs for the Inclusive Practices Work Group through the VA Cross Sector Professional Development (VCPD) network