

Supporting Quality Programs for Infants and Toddlers through Professional Development and Technical Assistance

Child Care and Early Education Policy Research Consortium

Annual Meeting 2018

February 7, 2018

Session Objectives:

Gain an awareness of current projects that are supporting quality programming for infants and toddlers that:

- Integrate current research, professional recommendations, and policy; and
- Develop innovative professional development and technical assistance.

Discuss what is needed to further enhance quality through professional development including:

- Collaboration between researchers, state personnel, and practitioners;
- Personnel preparation; and
- Development and incorporation of state competencies.

Our Presenters:

Patricia Del Grosso, Mathematica Policy Research

Sally Atkins-Burnett, Mathematica Policy Research

Kelley Perkins, State Capacity Building Center, Infant/Toddler Specialist Network and Becky Mercatoris, Office of Child Development and Early Learning, Pennsylvania Departments of Education and Human Services

Susan Adams and Bentley Ponder, Georgia Department of Early Care and Learning



We Grow Together:
Q-CCIIT Professional
Development System

Child Care and Early Education
Policy Research Consortium Annual Meeting

Washington, DC February 7, 2018

Sally Atkins-Burnett

We Grow Together goals

- **Build a professional development (PD) system rooted in high-quality practices that are based on evidence-based principles**
- **Provide tools and resources that strengthen and support growth in caregivers' interactions with infants and toddlers**
- **Support responsiveness and relationships, which are central to interactions between caregivers and children.**
- **Help local PD providers build trusting relationships with caregivers, strengthen skills, and locate resources**

We Grow Together

- **Q-CCIIT observational measure**
 - Support for social-emotional development
 - Support for cognitive development
 - Support for language development
- **Within each area is a set of modules that contain key practices for caregivers to implement in their settings**
- **PD providers support caregivers in increasing their knowledge and strengthening their skills for working with infants and toddlers**

Examples of key practices

Support social-emotional development: Regulation of behavior and emotions	Support children's language use
Responding to emotional cues	Responding to children's cues
Using responsive routines	Asking questions
Managing behavior and setting limits	Extending children's language use
Supporting self-regulation	Taking turns in conversations
	Supporting children's use of new words

We Grow Together overview

- 9 modules, each with 4 to 5 key practices
- Key practices: skills that caregiver focuses on within each module
- Materials within each key practice:



Brief narrated presentations



Brief videos of caregivers



Handouts



Activities and self-reflection exercises



Step-by-step guides



Checklists



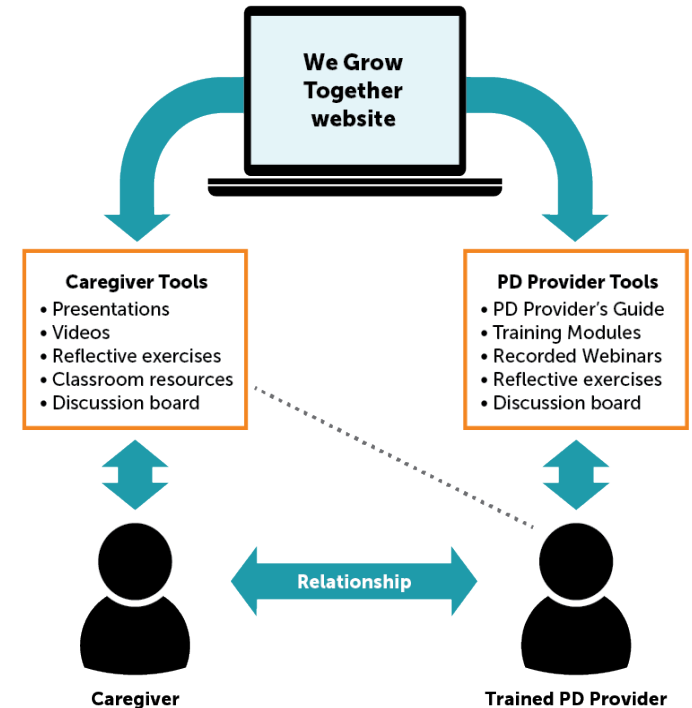
Classroom supports



Progress charts

We Grow Together professional development system

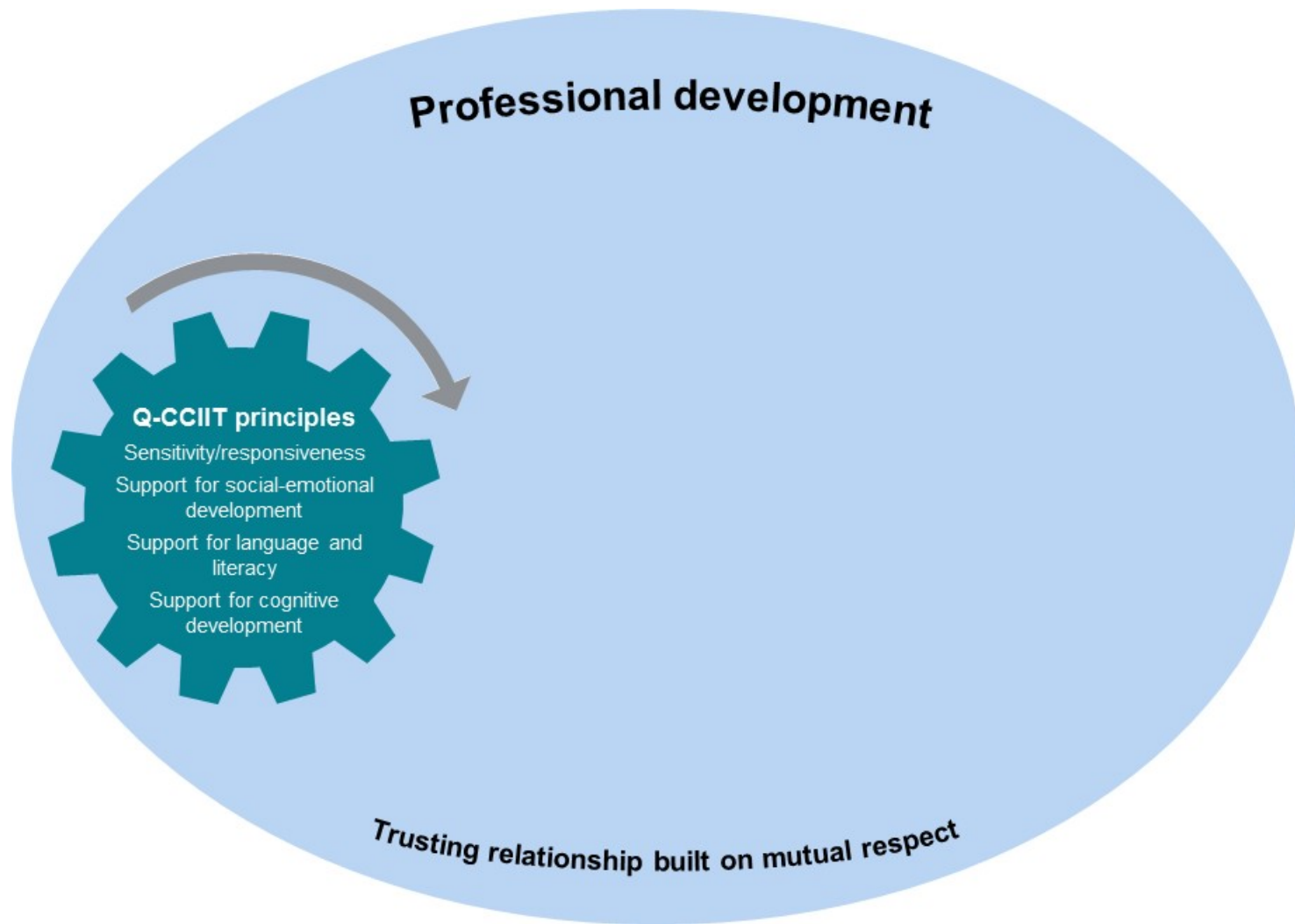
- We Grow Together PD materials are provided on the We Grow Together website
- PD providers will access the provider and caregiver components of the website
- Caregivers will use the website to access information about the key practices and find activities and resources



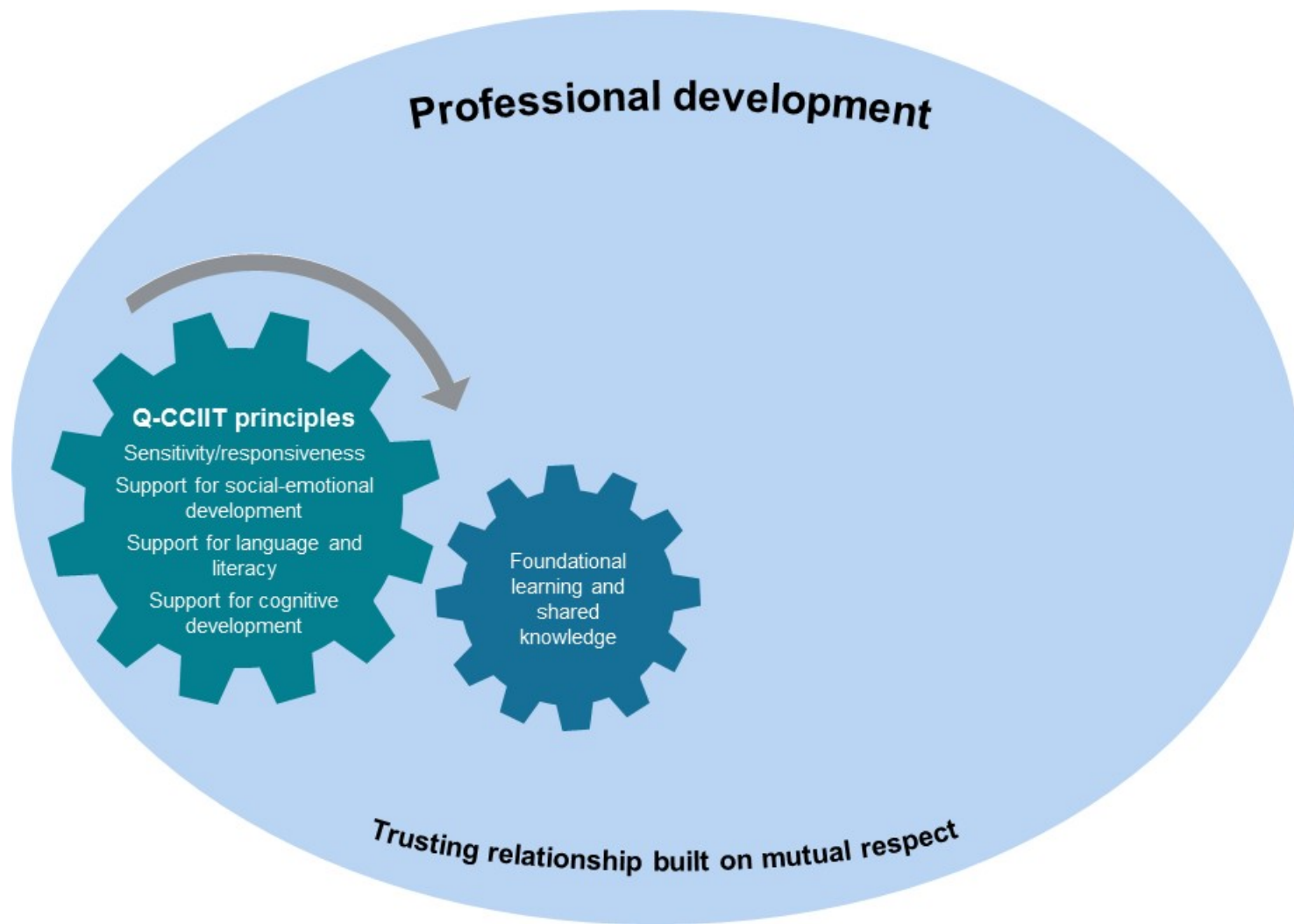
Adult learning principles

- **Use the areas in which the caregiver identifies a need for help as a starting point**
- **Provide a sufficient explanation when introducing a new practice or strategy – including how and why it might be valuable to implement**
- **Include opportunities for practice with targeted feedback on performance**
- **Provide caregivers the skills to reflect and assess for themselves how well new practices are being implemented**
- **Provide opportunities for ongoing contact and support as he or she tries to implement new strategies and practices**

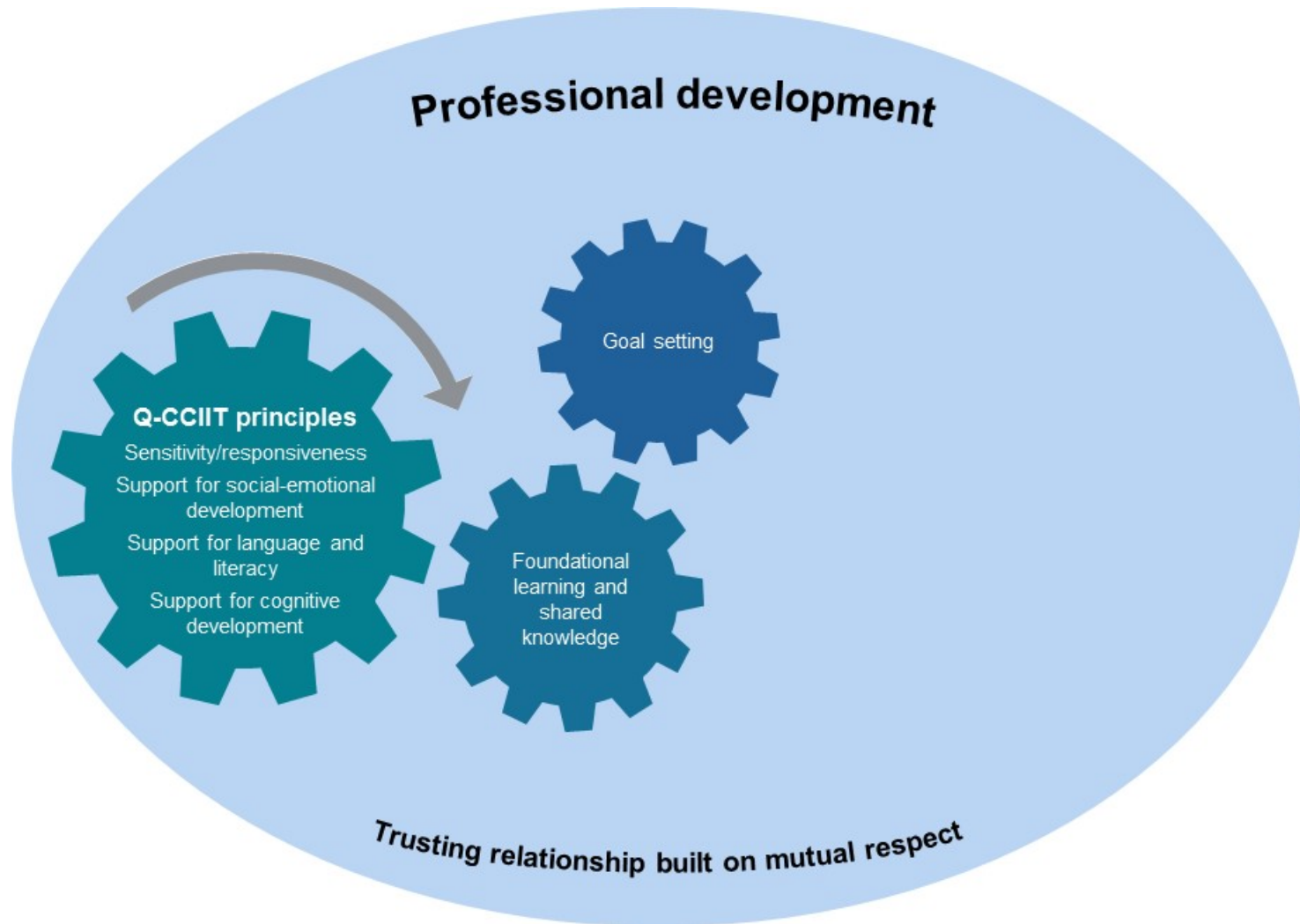
We Grow Together professional development process



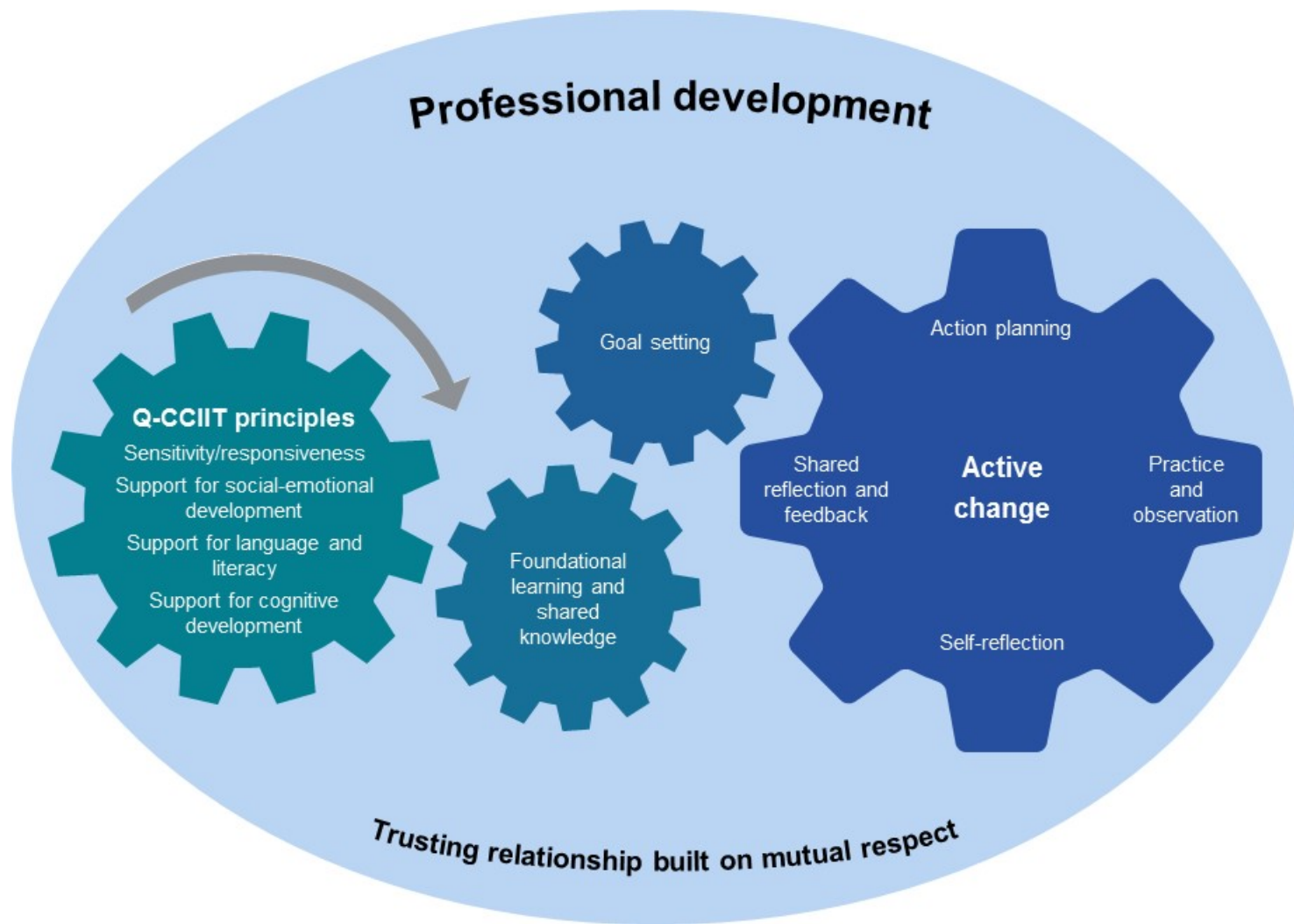
We Grow Together professional development process



We Grow Together professional development process



We Grow Together professional development process



Development of content and resources

- **Input from experts and technical assistance providers**
- **One month review and pretest of content using paper versions (9 caregivers and their PD providers)**
- **Develop a user-friendly website and revision of materials**
- **Pretest of abbreviated PD provider training and website materials (9 caregivers and their PD providers)**
- **Any additional revisions made**

Field test study

- **Recruit in late spring and summer after OMB approval**
 - 300 caregivers and their PD providers
- **Fall 2018: PD provider training; Q-CCIIT observations; Background survey**
- **Fall 2018 to Spring 2019: Caregiver and PD provider use We Grow Together for 5 months**
- **Spring 2019: Q-CCIIT observations; Feedback survey**

For More Information

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Questions?



CHILD CARE

State Capacity Building Center

Strengthening State and Territory Infant/Toddler Child Care System Policies and Practices: A Tool for Advancing Infant/Toddler Child Care Quality

Kelley Perkins, Ph.D.

State Capacity Building Center, Infant/Toddler
Specialist Network



Infant/Toddler Child Care: A System within Systems

- ◆ Infants, toddlers, and families are served within loosely coupled early childhood comprehensive systems (ECCS).
- ◆ Historically, infant/toddler (I/T) initiatives have taken a backseat to preschool initiatives.
- ◆ Recent ECCS progress—and federal leadership—has enabled an increased focus on I/T.
- ◆ How can we take advantage of these trends to better support the I/T workforce and the families they serve?



CHILD CARE

State Capacity Building Center

Resource Overview: Background, Purpose, Design, and Implementation

Background

Evolution

Office of Child Care
Identification of Need

BUILD and State
Capacity Building
Center 2016
Infant/Toddler Peer
Learning Group

Conceptual Framework/ Drivers

Policy Levers/State
Child Care Partners

Program for Infant/Toddler
Care (PITC) Essential
Program Practices

User Friendly

Strategies with Biggest
Impact on Quality

Continuous Quality Improvement

BUILD Infant/Toddler
Peer Learning Group

ZERO TO THREE
Policy Center

Child Care and Development
Fund Administrators

National Technical
Assistance Centers

State and Territory
Volunteers

Activities to Improve the Supply and Quality of Child Care Programs and Services for Infants and Toddlers Reported by States and Territories

Infant/Toddler Quality Activities	# of States Investing Quality Funds
Establishing or expanding high-quality community or neighborhood-based family and child development centers	18
Establishing or expanding the operation of community or neighborhood-based family child care networks	18
Providing training and professional development to promote and expand child care providers' ability to provide developmentally appropriate services for infants and toddlers	55
Providing financial incentives to increase the supply and quality of infant/toddler care	30
Providing coaching and/or technical assistance on this age group's unique needs from statewide networks of qualified infant-toddler specialists	44
Coordinating with early intervention specialists who provide services for infants and toddlers with disabilities under Part C of the Individuals with Disabilities Education Act	34
Developing infant and toddler components within the state's/territory's quality rating and improvement system (QRIS)	31
Developing infant and toddler components within the state/territory's child care licensing regulations	30
Developing infant and toddler components within the early learning development guidelines	47
Improving the ability of parents to access transparent and easy-to-understand consumer information about high-quality infant and toddler care	37
Carrying out other activities determined by the state/territory to improve the quality of infant and toddler care provided in the state/territory	37

Purpose

- ◆ Support states and territories to identify infant/toddler child care system policies and practices landscape.
- ◆ Intended to answer the following question:
 - “How is our state/territory working to strengthen the quality and supply of child care services and programs for infants, toddlers, and their families?”

Potential Tool Uses

Conducting a needs assessment to inform opportunities for strengthening infant/toddler child care services and programs.

Providing data for informed decision-making for strategic planning and prioritizing specific infant/toddler quality activities.

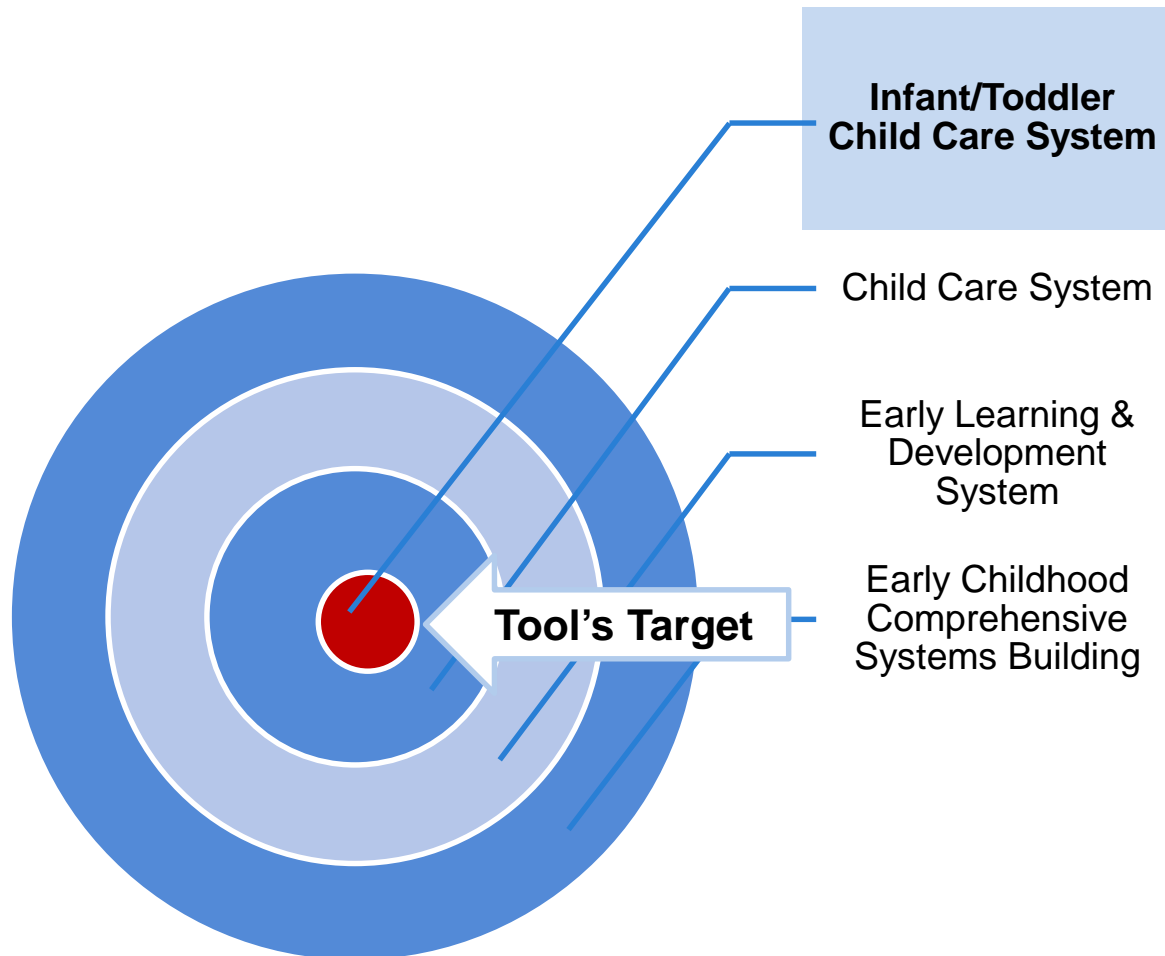
Answering the Child Care and Development Fund Plan question:

“Describe the measures relevant to this activity that the State/Territory will use to evaluate the State’s progress in improving the quality of child care programs and services in the State/Territory (7.3.2).”

Infant/Toddler Child Care Instrument System-Level Focus

States/territories address:

- ◆ Desired priority level
- ◆ Relevant child care system policy partner(s):
 - Child care licensing;
 - Subsidy;
 - Professional development; and
 - Quality frameworks/quality rating and improvement.
- ◆ Indicator implementation stage



Tool Content and Organization

Section I: Policies Inventory

- Assessment of strategies across five goal and subdomain areas.
- Identification of the following:
 - Implementation readiness;
 - Priority level; and
 - Child care system partner stakeholders.

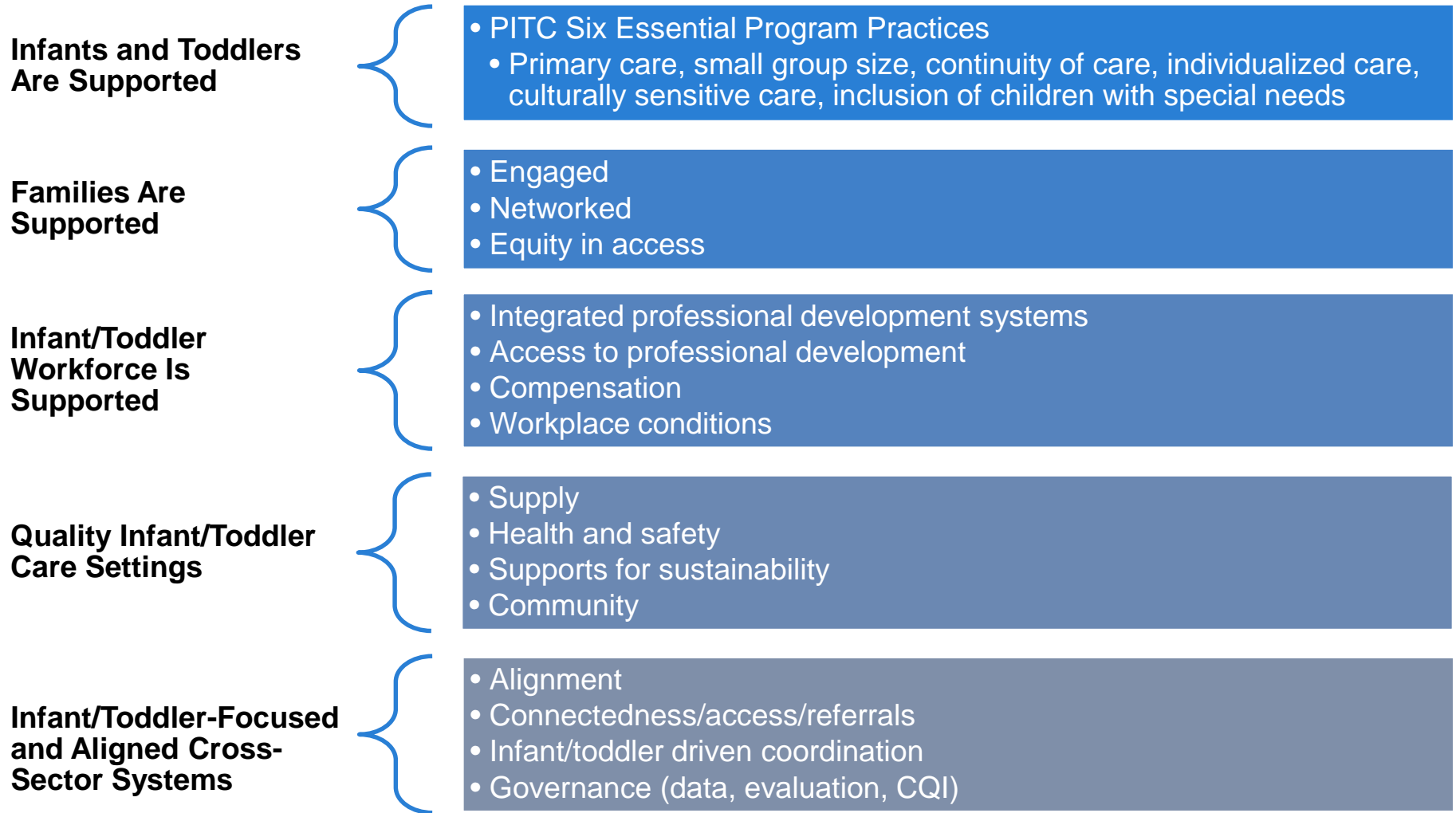
Section II: Action Planning

- Designed to help states and territories easily identify:
 - Data-informed priorities and goals;
 - Individualized next steps for infant/toddler child care policy implementation;
 - Essential resources to support state and territory infant/toddler child care policy; and
 - COMING later in 2017: An online interactive format.

Section III: Continuous Quality Improvement (CQI) Check

- States and territories:
 - Check in on status of policy development, integration, and/or implementation; and
 - Revisit policy goals, assess planning and implementation, and celebrate progress.

Goal and Subdomain Areas



Sample Policy Indicator

Indicator	Relevant Child Care System Partner(s)	Priority Level	Implementation Stage	Comments
1.1.1: Implement an infant/toddler workforce recruitment initiative to attract and retain an infant/toddler workforce.	<input type="checkbox"/> Licensing <input type="checkbox"/> PDS <input type="checkbox"/> Subsidy <input type="checkbox"/> Quality framework/QRIS <input type="checkbox"/> Unsure	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High <input type="checkbox"/> Unsure	<input type="checkbox"/> Not started <input type="checkbox"/> In review <input type="checkbox"/> Implementing <input type="checkbox"/> Fully implementing <input type="checkbox"/> Unsure	

Sample Policy Indicator in Action Plan

Policy Indicator	Priority Level	Child Care System Stakeholder(s)	Implementation Stage	Potential Action Step(s)	Desired Completion Date	Resources to Support Policy Adoption and Implementation	Comments
1.1.: Implement an infant/toddler workforce recruitment initiative to attract and retain an infant/toddler workforce.	High	All	Not started	<p>Develop infant/toddler workforce recruitment and retention workgroup.</p> <p>Develop targeted infant/toddler workforce assessment.</p> <p>Request technical assistance/peer-to-peer with states that have successful workforce recruitment initiatives.</p>	January 2018	<p>National Resources and Support</p> <p>Policy Statement on Early Childhood Career Pathways</p> <p>Build It Better: Indicators of Progress to Support Integrated Early Childhood Professional Development Systems</p> <p>Strengthening the EC and SA Workforce: A Tool to Improve Workplace Conditions, Compensation, and Access to Professional Development.</p> <p>State Examples and Supports</p> <p>Colorado's Early Learning Professional Development System Plan</p> <p>Wisconsin: Attracting, Supporting and Retaining a Qualified Workforce</p>	Will also want to engage higher education partners in achieving this goal.

Instrument Pioneers: Pennsylvania Strategic Planning, Integration, and Strengthening of Infant/Toddler Child Care

- ◆ Connecting its usage with a larger, upcoming statewide infant/toddler strategic planning process
- ◆ Using it as a needs assessment
- ◆ Providing the facilitator lots of context in advance
- ◆ Gathering a diverse group of stakeholders





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State Capacity Building Center

Thank
you!



**State Capacity Building Center,
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Questions?

Implementing and Evaluating Early Language and Literacy Grants

Susan Adams
Bentley Ponder

Georgia Department of Early Care and Learning



Why Focus on Improving Language and Literacy in Infant/Toddler Classrooms?

- ✓ Development of language skills begins at birth.
- ✓ Foundations for learning to read and write are set long before a child enters school.
- ✓ Very young learners, even a young as a few months old, are already acquiring the skills and tools necessary for reading.
- ✓ Foundational emergent literacy skills children develop in the early years set them on a positive reading trajectory in school and frame lifelong attitudes towards reading and writing.
- ✓ Disparities in vocabulary development can be seen as early as 18 months of age.

Language and Literacy Development for Infant and Toddlers: What It's NOT



Language and Literacy Development for Infant and Toddlers:

What It IS



What is this Initiative?

- ✓ 50 infant and toddler classroom grants.
- ✓ Grants are applied for at the center level.
 - Minimum of 2 classes; maximum of 4 classes
 - At least one Infant class and one Toddler class
- ✓ Participation Requirements (Georgia's Pre-K and Quality Rated – GA's TQRIS)
- ✓ Funding: \$20,000 per class

Key Players...

Program Level

Directors

Teacher Leaders

Classroom Teachers

State Level

Infant/Toddler Specialists

Program Leadership

Internal Evaluation

Agency Leadership



Grant Components

- ✓ Intensive professional development for infant and toddler teachers, center administrators, and teacher leaders:
 - Weekly Coaching Sessions;
 - Monthly Literacy Leader Forums;
 - Monthly Professional Learning Community; and
 - Quarterly Early Language and Literacy Institutes.
- ✓ Language and literacy classroom materials and supplies.
- ✓ Data collection for feedback and evaluation.

Evaluation

Grant data collection and evaluation activities are aligned with the following:

- ✓ Georgia's CCDF Phase One Research Grant
- ✓ DECAL's Early Head Start – Child Care Partnership
- ✓ Infant Subsidy Grant Evaluation



Data Collection & Evaluation

✓ Evaluating the Evaluation

✓ Data Collection:

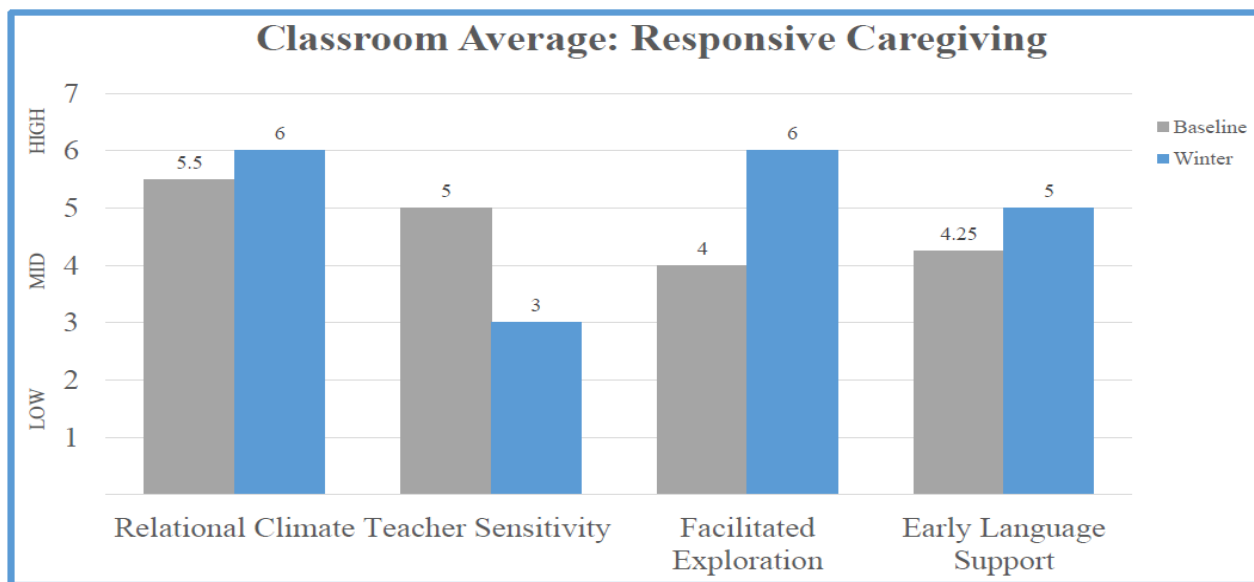
- CLASS observations
- LENA recording reports
- Interviews and Surveys
- TA Plan and Visit Notes

✓ Evaluation:

- Conducted in partnership with GOSA and Child Trends
- *Reports*
- *Case Studies*

Data Collection & Evaluation: Sample CLASS Report

Site Name: DECAL Academy
Site License Number: CCLC-00000
Lead Teacher: Bentley Ponder
Day of Observation: 8/28/2017
Notes: N/A



What Have We Learned Thus Far?



- ✓ Coaching
- ✓ Retention and Teacher Turnover
- ✓ Administrative Buy-In
- ✓ Challenges with Evaluation
Planning as Project is Developing
- ✓ Internal Professional Development
and Growth

Questions

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