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 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

<table>
<thead>
<tr>
<th>Support social-emotional development: Regulation of behavior and emotions</th>
<th>Support children’s language use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responding to emotional cues</td>
<td>Responding to children’s cues</td>
</tr>
<tr>
<td>Using responsive routines</td>
<td>Asking questions</td>
</tr>
<tr>
<td>Managing behavior and setting limits</td>
<td>Extending children’s language use</td>
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<tr>
<td>Supporting self-regulation</td>
<td>Taking turns in conversations</td>
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<td></td>
<td>Supporting children’s use of new words</td>
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</table>
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
  - Handouts
  - Step-by-step guides
  - Classroom supports
  - Brief videos of caregivers
  - Activities and self-reflection exercises
  - Checklists
  - 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

Professional development

Q-CCIIT principles
- Sensitivity/responsiveness
- Support for social-emotional development
- Support for language and literacy
- Support for cognitive development

Trusting relationship built on mutual respect
We Grow Together
professional development process

Professional development

Q-CCIIIT principles
- Sensitivity/responsiveness
- Support for social-emotional development
- Support for language and literacy
- Support for cognitive development

Foundational learning and shared knowledge

Trusting relationship built on mutual respect

CCEPRC 2018 Annual Meeting
We Grow Together
professional development process

Professional development

Q-CCIDT principles
- Sensitivity/responsiveness
- Support for social-emotional development
- Support for language and literacy
- Support for cognitive development

Goal setting

Foundational learning and shared knowledge

Trusting relationship built on mutual respect
We Grow Together
professional development process

Professional development

Q-CCIIT principles
- Sensitivity/responsiveness
- Support for social-emotional development
- Support for language and literacy
- Support for cognitive development

Goal setting

Foundational learning and shared knowledge

Active change
- Action planning
- Shared reflection and feedback
- Self-reflection
- Practice and observation

Trusting relationship built on mutual respect
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

• Contact:

• OPRE
  – Ann Rivera: ann.rivera@acf.hhs.gov
  – Amy Madigan: amy.madigan@acf.hhs.gov
  – Jenessa Malin: jenessa.malin@acf.hhs.gov

• MATHEMATICA
  – Louisa Tarullo: ltarullo@mathematica-mpr.com
  – Sally Atkins-Burnett: satkins-burnett@mathematica-mpr.com
  – Shannon Monahan: smonahan@mathematica-mpr.com
Questions?
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?
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

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

![Infant/Toddler Child Care System](image_url)
### Tool Content and Organization

<table>
<thead>
<tr>
<th>Section I: Policies Inventory</th>
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<tbody>
<tr>
<td>- Assessment of strategies across five goal and subdomain areas.</td>
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<tr>
<td>- Identification of the following:</td>
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<tr>
<td>- Implementation readiness;</td>
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<tr>
<td>- Priority level; and</td>
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<tr>
<td>- Child care system partner stakeholders.</td>
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<tr>
<th>Section II: Action Planning</th>
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<tbody>
<tr>
<td>- Designed to help states and territories easily identify:</td>
</tr>
<tr>
<td>- Data-informed priorities and goals;</td>
</tr>
<tr>
<td>- Individualized next steps for infant/toddler child care policy implementation;</td>
</tr>
<tr>
<td>- Essential resources to support state and territory infant/toddler child care policy; and</td>
</tr>
<tr>
<td>- COMING later in 2017: An online interactive format.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Section III: Continuous Quality Improvement (CQI) Check</th>
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<tbody>
<tr>
<td>- States and territories:</td>
</tr>
<tr>
<td>- Check in on status of policy development, integration, and/or implementation; and</td>
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<tr>
<td>- Revisit policy goals, assess planning and implementation, and celebrate progress.</td>
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</table>
## Goal and Subdomain Areas

<table>
<thead>
<tr>
<th>Subdomain Areas</th>
<th>Practices/Supports</th>
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</table>
| Infants and Toddlers Are Supported           | PITC Six Essential Program Practices  
• Primary care, small group size, continuity of care, individualized care, culturally sensitive care, inclusion of children with special needs |
| Families Are Supported                       | Engaged  
• Networked  
• Equity in access |
| Infant/Toddler Workforce Is Supported        | Integrated professional development systems  
• Access to professional development  
• Compensation  
• Workplace conditions |
| Quality Infant/Toddler Care Settings         | Supply  
• Health and safety  
• Supports for sustainability  
• Community |
| Infant/Toddler-Focused and Aligned Cross-Sector Systems | Alignment  
• Connectedness/access/referrals  
• Infant/toddler driven coordination  
• Governance (data, evaluation, CQI) |
### Sample Policy Indicator

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Relevant Child Care System Partner(s)</th>
<th>Priority Level</th>
<th>Implementation Stage</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1: Implement an infant/toddler workforce recruitment initiative to attract and retain an infant/toddler workforce.</td>
<td>□ Licensing □ PDS □ Subsidy □ Quality framework/QRIS □ Unsure</td>
<td>□ Low □ Medium □ High □ Unsure</td>
<td>□ Not started □ In review □ Implementing □ Fully implementing □ Unsure</td>
<td></td>
</tr>
<tr>
<td>Policy Indicator</td>
<td>Priority Level</td>
<td>Child Care System Stakeholder(s)</td>
<td>Implementation Stage</td>
<td>Potential Action Step(s)</td>
</tr>
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</tbody>
</table>
| 1.1.: Implement an infant/toddler workforce recruitment initiative to attract and retain an infant/toddler workforce. | High | All | Not started | Develop infant/toddler workforce recruitment and retention workgroup. Develop targeted infant/toddler workforce assessment. Request technical assistance/peer-to-peer with states that have successful workforce recruitment initiatives. | January 2018 | National Resources and Support  
Policy Statement on Early Childhood Career Pathways  
Build It Better: Indicators of Progress to Support Integrated Early Childhood Professional Development Systems  
Strengthening the EC and SA Workforce: A Tool to Improve Workplace Conditions, Compensation, and Access to Professional Development.  
State Examples and Supports  
Colorado’s Early Learning Professional Development System Plan  
Wisconsin: Attracting, Supporting and Retaining a Qualified Workforce | 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
Thank you!
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 as 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
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

Classroom Average: Responsive Caregiving

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relational Climate</td>
<td>5.5</td>
<td>6</td>
</tr>
<tr>
<td>Teacher Sensitivity</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Facilitated Exploration</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Early Language Support</td>
<td>4.25</td>
<td>5</td>
</tr>
</tbody>
</table>
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