

A4: Supporting Quality Programs for Infants and Toddlers through Professional Development and Technical

Wednesday, February 7, 2018,

10:45 a.m. – 12:00 p.m. | Roanoke

1. Descriptive Information

A4: Supporting Quality Programs for Infants and Toddlers through Professional Development and Technical Assistance

This session will highlight innovative professional development and technical assistance efforts to support the infant and toddler workforce and ultimately support quality improvement in infant and toddler education and care programs. Presenters will discuss We Grow Together – The Q-CCIIT Professional Development System, the State Capacity Building Center’s Tool for Advancing Infant/Toddler Child Care Quality, and Georgia’s Bright from the Start DECAL program. Attendees will gain an understanding of current efforts to support infant/toddler program quality as well as discuss important next steps to enhance quality through workforce development. This interactive session will encourage discussion between presenters and attendees around the following topics: collaboration between researchers, state personnel, and practitioners; provider pre-service and in-service professional development, and development and implementation of workforce competencies.

- **Gain awareness of current projects that are supporting programing for infant and toddler**
- **Discuss what is needed to further enhance infant and toddler development**

Facilitator

Patricia Del Grosso, Mathematica Policy Research

Panelists

Sally Atkins-Burnett,
Mathematica Policy Research |
We Grow Together – The Q-CCIIT Professional Development System

Becky Mercatoris, Bureau of
Early Learning Services,
Pennsylvania Office of Child
Development and Early Learning

Susan Adams and Bentley Ponder, Georgia Department of
Early Care and Learning |
*Implementing and Evaluating
New Language and Literacy
Supports for Infant and Toddler
Teachers in a Statewide Initiative*

Discussant

Patricia Del Grosso,
Mathematica Policy Research

Scribe

J.R. Sayoc, ICF

2. Documents Available on Website

- a. <https://custom.cvent.com/E3ECECFAE7AA4566BD7321CBEC4C249D/files/f31e4750603740a19f13fe16a2d25bd8.pdf>
 - i. Link to all three presentations

3. Brief Summary of Presentations

- **Summary of Presentation #1: Sally Atkins-Burnett - We grow together Program**
 - Goal of We Grow Together: provide professional development (PD) system rooted in high quality practices
 - Provide array of tools and resources that strengthen and support care giver growth
 - Support responsiveness and relationships; central to interactions between caregivers and children
 - Help local PD providers build trusting relationships with care givers, strengthen skills
 - Three domains of Q-CCIIT observations model (incorporated into part of We Grow Together)
 - Support social emotional development
 - Support cognitive development
 - Support language development

- 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 presentation
 - Handouts
 - Step by step guides
 - Classroom support
 - Brief videos of caregivers – less than 2 minutes
 - Activities and self-reflection exercise
 - Checklist
 - Progress charts – tracks children progress, caregiver PD
- All materials are on We Grow Together website
 - Caregivers will access through website
 - Access information about the key practices
 - Provide sufficient explanation
 - Include opportunities for practice
 - Provide skills to reflect and assess
 - Opportunities for ongoing contact and support
- Adult learning principles
 - Uses the area in which the caregiver identifies a need for help as a starting point
- We Grow Together Professional Development process
 - Q-CCIIT Principles
 - Foundation of learning and shared knowledge
 - Preference for communication in learning
 - Goal setting; SMART Goals
 - Uses goals to create action plan – Active Change
 - Emphasis for PD provider to learn about caregiver to engage better
- Development of content and resources
 - Input from experts an TA providers
 - One month review and pretest – paper
 - Develop a user-friendly website and revision of materials
 - Pretest of abbreviated PD provider training (9 caregivers and their PD providers – pretesting beginning soon)
- Field Test Study – 2019
 - Recruit in late spring and summer
 - 300 caregivers and the 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
- **Summary of Presentation #2: Becky Meractoris (in place of Kelley Perkins) – Strengthening State and Territory Infant/Toddler Child Care System Policies and Practices: A tool for Advancing Infant/Toddler Child Care Quality**
 - Infant/Toddler (I/T) Child Care: A system within systems
 - Infant, Toddler, and families are served with loosely coupled EC comprehensive programs
 - Historically, I/T initiatives have taken backseat to preschool initiatives.
 - Recent early childhood comprehensive systems progress and federal leadership has enabled an increased focus on I/T
 - Policy scan tool background
 - Evolution

- Office of Child Care identification of need
- BUILD and State Capacity Building Center 2016 I/T Peer Learning Group
- Concept 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 (CQI)
- Activities in place

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 of tool
 - Pull us out of thinking about what are QRIS policies subsidy; look at the entire system
- Potential uses
 - Conducting a needs assessment to inform opportunity for strengthening's I/T child care services and program
 - Providing data for informed decision making for strategic planning
 - Answering the CCDF Plan question: (7.3.2)
- Infant/Toddler child care instrument system level focus
 - State and territory address
 - Desired priority level
 - Bring in needed partners
 - QRIS
 - Licensing
 - Subsidy
 - Indicator implementation stage
- Tool and content Organization
 - Policy inventory
 - Assessment of strategies across five goals and subdomain areas
 - Identification of implementation readiness, priority level, and child care systems partner stakeholders
 - Action planning
 - Deigned to help states and territories easily identify:

- Date informed priorities and goals
- Next steps
- Essential resources to support
- CQI check
 - States and territories:
 - Check in on status of policy development, integration, and/or implementation
 - Revisit policy goals, assess planning and implementation, and celebrate progress
- Sample Policy Indicator (screenshot from presentation)

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	

- Instrument of Pioneers: Pennsylvania Strategic Planning, integration, strengthening of I/T Child Care
 - Using a policy scan tool to connect with larger state wide strategic plans
 - Using it as a needs assessment
 - Providing facilitator lots of context
 - Gather diverse group of stakeholders
 - Making sure it is not the same faces as usual
- **Summary of Presentation #3: Susan Adams and Bentley Ponder- Implementing and evaluating Early Language and Literacy Grants**
 - New initiative being implemented in Georgia (GA)
 - Why focus on Improving language and literacy in I/T classroom
 - Development of language and skills begin at birth
 - Foundations for learning to read and write are set long before a child enters school
 - Very young learners, even young as a few months old, are already acquiring the skills and tools necessary for learning
 - In GA language and learning literacy is a very hot topic in GA. GA Governor is a big supporter of early learning initiatives.
 - Disparities in language development as early as 18 months
 - Studies show that pre-k kids are doing well, but studies show lower development than peer group and are not catching up.
 - Language and literacy development for infants and toddlers
 - Holding babies and talking to them
 - Helping teachers interact with children
 - Having appropriate materials
 - Caregiver to child ratios
 - What is this initiative

- 50 I/T classroom grants
- Grants are applied at center level
 - Minimum of 2 classes; maximum 4 classes
 - At least on 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
 - Teaching leaders
 - Classroom teacher
 - State level
 - 16 infant toddler specialists
 - Program leadership
 - Internal partner
 - Agency leadership
 - External partners
 - Readwritefromthestart.org
 - LENA
- Grant components
 - Intensive development for teachers, admins, and teacher leaders
 - Weekly coaching sessions
 - Monthly PD community
 - Monthly literacy leader forums
 - Quarterly Early language and literacy institutes (takes place on Saturday's for accessibility)
 - Language and literacy classroom materials and supplies
 - Data collection and evaluations
- Evaluation- grant data collection and evaluation activities are aligned with the following
 - GA CCDF phase one Research grant- planning grant
 - DECAL's EHS-CC partnerships
 - Infant subsidy grant evaluation
- Data and collection of evaluation
 - Evaluating the evaluation
 - How well the program is doing not the development of children yet
 - Data collection
 - CLASS observations
 - LENA recording reports
 - Interviews and surveys
 - TA plan and visit notes
 - Evaluation
 - Conducted in partnership with Governor's office
 - Reports
- What have we learned so far?
 - Coaching
 - Teachers are trained
 - Retention and Teacher Turnover
 - Significant issue, being tracked
 - Admin Buy-in
 - Admins at centers love it
 - Challenges with Evaluation planning

- Internal PD and growth

4. Brief Summary of Discussion

- a. We Grow Together - How explicit is any alignment between PD and caregiver?
 - i. More generalized opposed to concentrated
 - ii. Originally had 9 modules but narrowed down to 3?
 - a. We have 9 modules but narrow down to 3 for the start. Caregiver has choice to take on more than 3 modules at a time, but suggested to start with 3.
- b. Strengthening State and Territory Infant/Toddler Child Care System Policies and Practices: A tool for Advancing Infant/Toddler Child Care Quality
 - i. No questions
- c. Implementing and evaluating Early Language and Literacy Grants - Georgia
 - i. Why weren't centers at lower level of QRIS able to be engaged?
 1. Programs couldn't score enough to get rated due to:
 - a. Retention issues
 - b. Ratio issues
 - c. Compliance issues
 - ii. How do the IT specialist work with the QRIS coach without overwhelming?
 1. 3 year cycle for QRIS systems, a lot of programs have just been rated
 - a. QRIS TA has not been heavily received
 - b. Pre-k consultant working in classroom
 - c. Licensing visits still occur
 - iii. Next iteration, planning on including FCC, any different plans
 1. Licensed FCC working with subsidy
 2. Focused on teacher leader model in centers but won't be included in FCC
 3. Have several specialist who have strong backgrounds in FCC
 4. Did not do two models of initiative due to key differences
 - iv. Language
 1. Not a match in this program right now, but has some Spanish speaking providers
- d. General Discussion
 - i. GA has a really active professional association for FCC
 1. Really helpful for support
 - a. Applicant service unit
 2. Center grants required centers to buy computers and have Wi-Fi
 - a. For specific uses only
 3. One center is providing health care with grant money
 - ii. PA business model is not working for family providers.
 1. Several closures over the past few years
 - iii. PA centers will only accept a child that is 6 weeks old
 1. Issue of mother's being required to go back to work after 10 days from giving birth

5. Summary of Key issues raised

N/A