Changing Practice through Professional Development

2007 Child Care Bureau's State Administrators Management Institute (SAMI) and the Office of Planning, Research and Evaluation's Annual Meeting of the Child Care Policy Research Consortium (CCPRC)
The Intersection of Research, Policy, and Practice

August 1, 2007

Welcome and Overview

Sarah LeMoine
Information Services Manager, National Child Care
Information Center, A Service of the Child Care Bureau

Welcome

- Introductions
- Goals and agenda

Professional development that incorporates knowledge about changing practices to better support children's development and family well-being.

What have we learned *from* research?
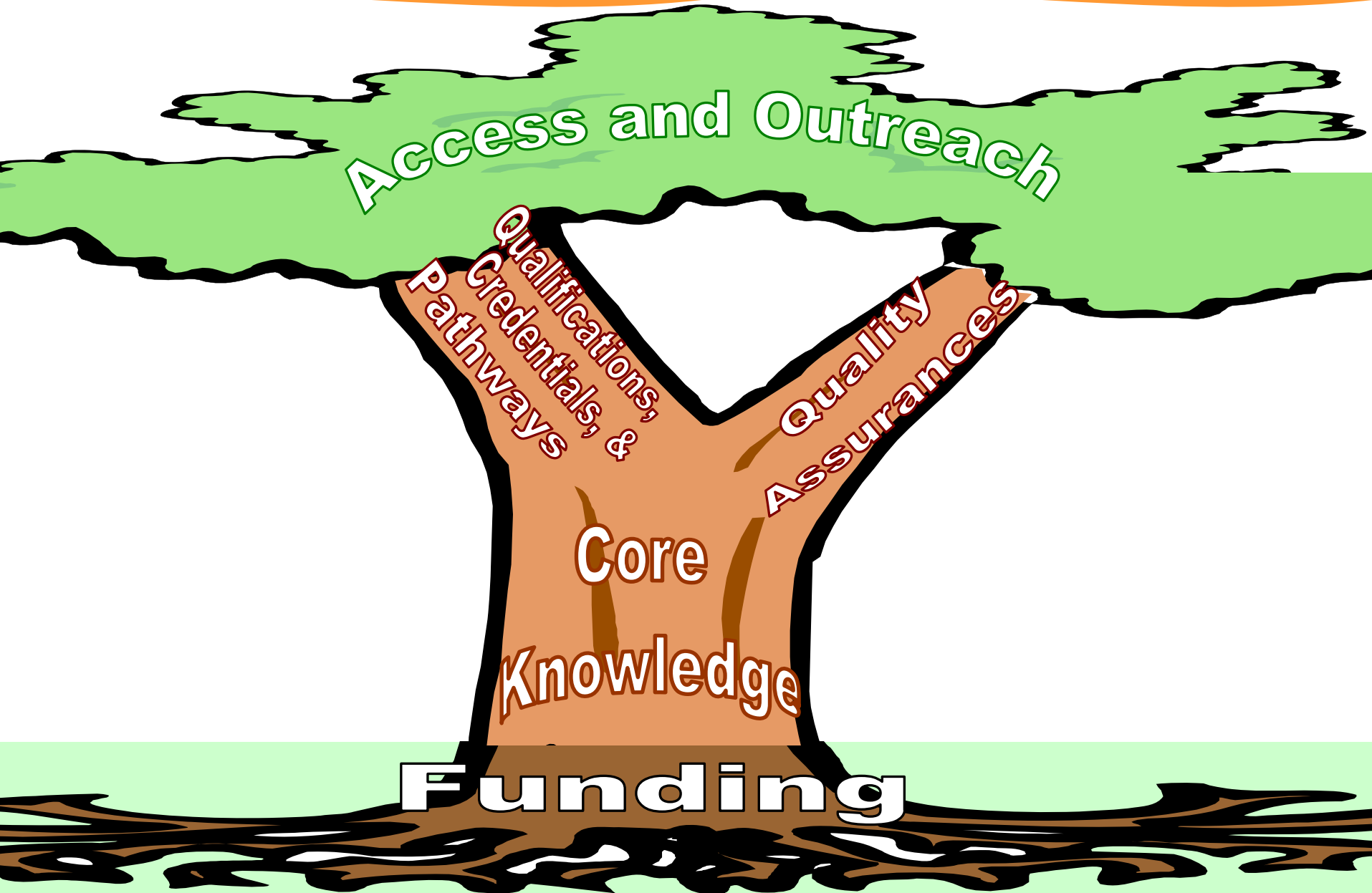
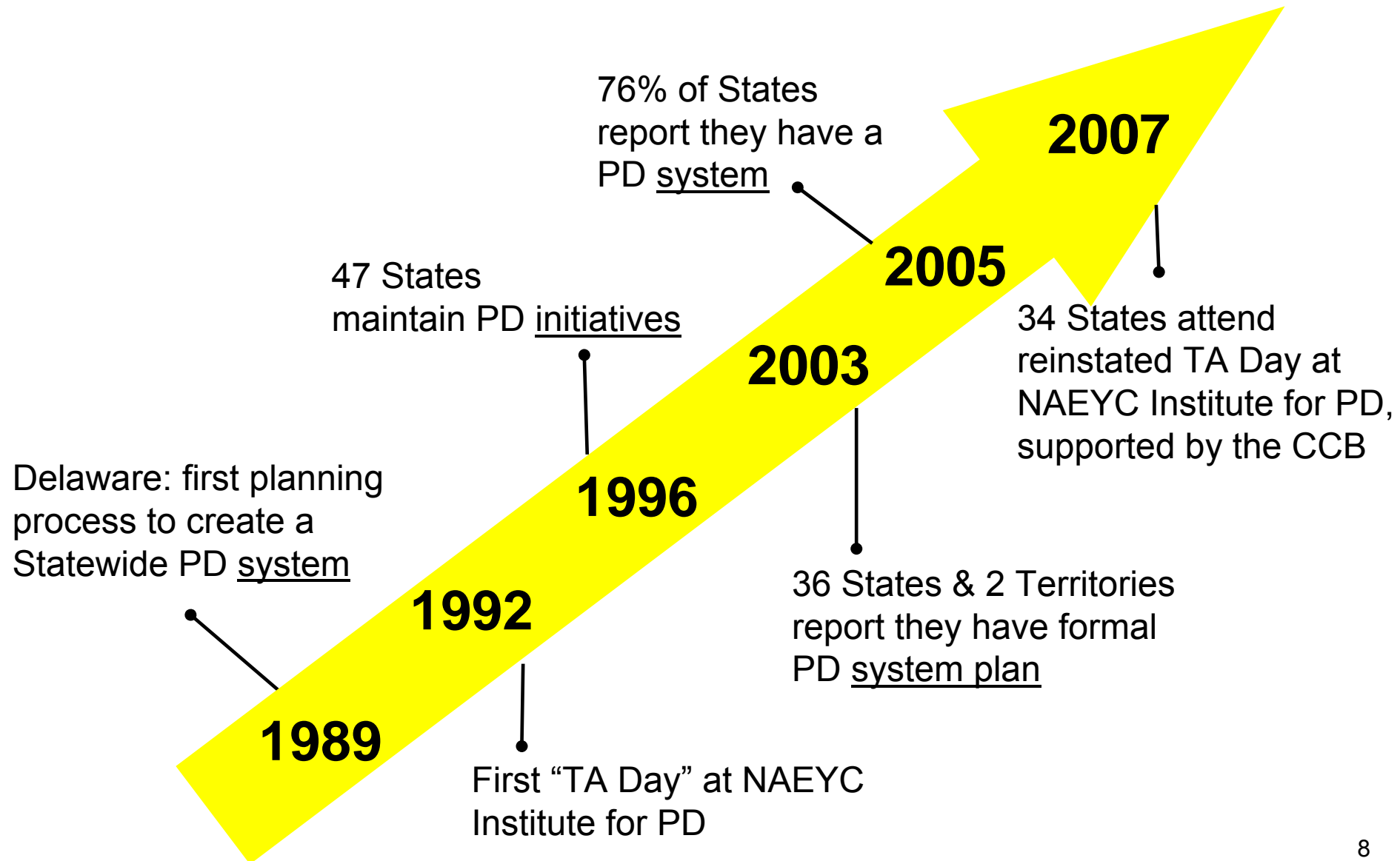What are systemic changes in the works?

Research

Standards

Professional Development

Practice

Goal:
Quality Early Care and Education for All Children

QUALITY

QRS Criteria

Professional Development

Best Practice

Accreditation

Funding

Operation

Facility Licensing

Zoning

Health & Sanitation

Building Safety

Fire Safety

REDUCING THE RISK OF HARM

Evolution of State Activities

76% of States report they have a PD system

47 States maintain PD initiatives

Delaware: first planning process to create a Statewide PD system

2007

2005

2003

1996

1992

1989

34 States attend reinstated TA Day at NAEYC Institute for PD, supported by the CCB

36 States & 2 Territories report they have formal PD system plan
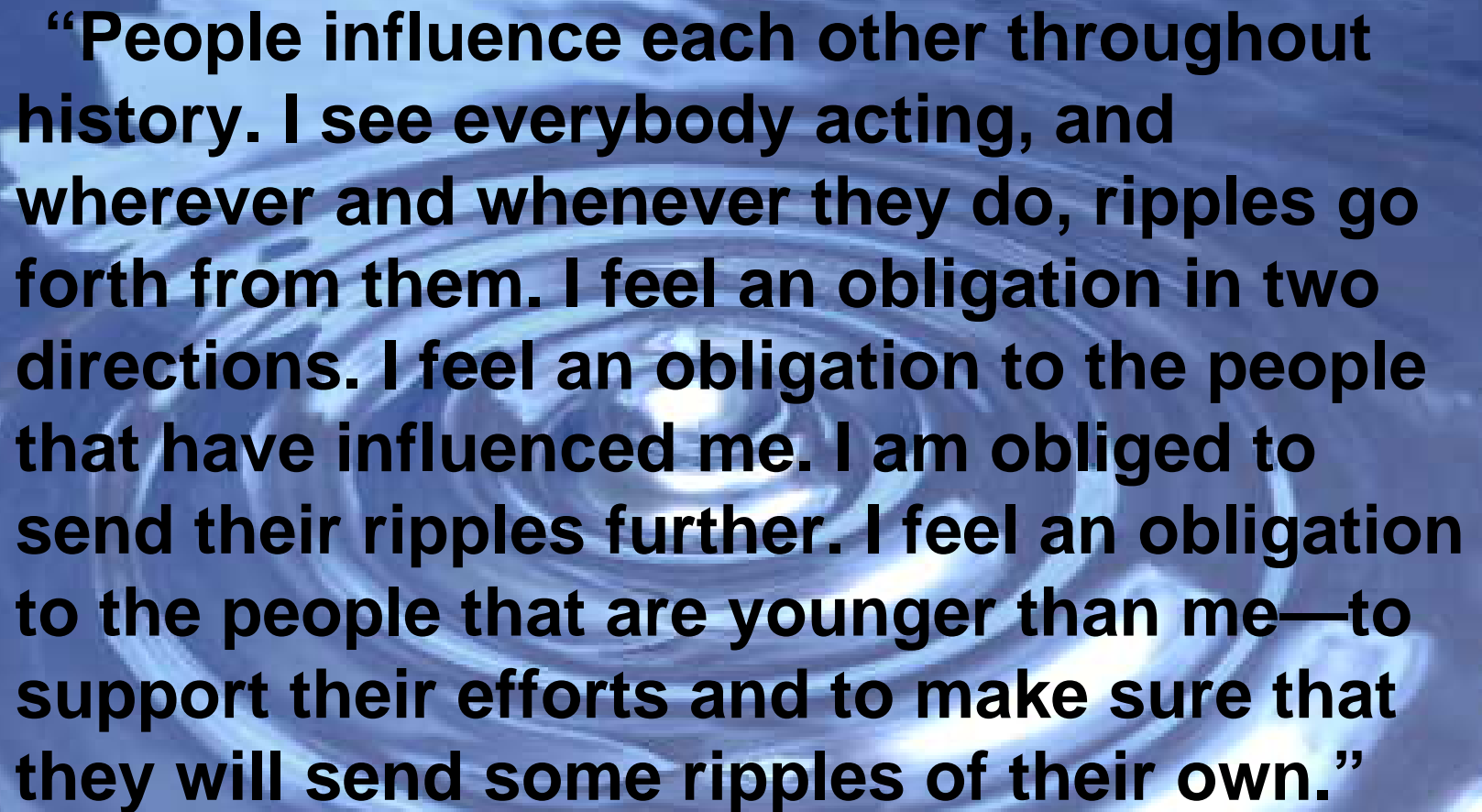
First "TA Day" at NAEYC Institute for PD

Where are We Today?

- Lack of consensus on metrics
- Confusion over standards, regulatory systems, and high quality
- State and local innovative policies and strategies with cross-sector emphasis

PD Support through CCDF

- All 56 States and Territories report they use quality funds to provide professional development, including training, education, and technical assistance

"People influence each other throughout history. I see everybody acting, and wherever and whenever they do, ripples go forth from them. I feel an obligation in two directions. I feel an obligation to the people that have influenced me. I am obliged to send their ripples further. I feel an obligation to the people that are younger than me—to support their efforts and to make sure that they will send some ripples of their own."

-Gwen Morgan, 2002

Changing Practice through Professional Development in the District of Columbia

Barbara Ferguson Kamara
Administrator, Early Care and Education Administration

Professional development that incorporates knowledge about changing practices to better support children's development and family well-being.

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What are systemic changes in the works?

District of Columbia

- Population – 582,049
- Children 0–4 37,723
- Children 5–9 – 27,746
- Children 10-14 – 30,562
- Median Income $47,221
- Children in Poverty – 32.2%
- Low-Income children -53.7%
- Children Needing Services
  - 0-5 – 25,805 (59.2%)
  - 6-17 – 47,186 (69.5%)

Washington

DISTRICT OF COLUMBIA

Professional Development Vision

DC early care and education workforce

- Culturally competent
- Highly qualified
- Well compensated
- Empowered
- Supports and prepares children and their families for successful school and life experiences

Professional Development in DC

- DC follows many of the best practices found in other states.

- DC follows the "Professional Development Systems: A Simplified Framework with State Examples" as published by the National Child Care Information Center (NCCIC).

Access & Outreach

Qualifications & Credentials   Quality Assurances

Core Knowledge

Funding

Cross Sector Participation

Family child care	Head Start	Funders
Centers	Early Head Start	Parks and Recreation
Public and private schools	Infant/ toddler	Advocates ---------------------- Licensing
Faith based	Prekinder- garten	Researchers Evaluators

Cross Sector Participation

Advisory Committee	Child care providers	Parents
DC Government Agencies	Federal Government Agencies	Higher Education
Provider Organizations	Credentialing Organizations	Public Schools
Training Organizations	Multicultural Reps	Health/Special Needs

Pieces to a System: DC PROS

Professionals

Receiving

Opportunities and

Support

Historical Perspective

- 1973 – Washington Child Development Council – provided training and workshops
- 1987 – Office of Early Childhood Development (now ECEA) created
- 1992 - $10,000 in ECE higher education scholarships
- 1993 – Early Childhood Collaborative created
- 1993 – Public Schools made 10% of its training slots available to child care
- 2000 – Professional development goal in DC Early Care and education Strategic Plan
- 2005 - $2 million in early childhood professional development

MACECD Creates Building Blocks

Early Childhood Leadership Institute

- Credential and Degree Programs
- Professional Development Registry and Career Lattice
- Trainer Certification Process
- Early Childhood High School Intern Program
- Child Development Specialist Apprenticeship Program
- Standards Academies and Management Institutes

DC PROS Plan

Six Strategic Issues

1. Core Knowledge

2. Access and Outreach

3. Qualifications, credentials and pathways

4. Funding

5. Quality Assurance

6. Governance and Finance

DC PROS Plan

Each Strategic Issue has
1. Strategic Goals
2. Strategic Objectives
3. Short-term/Long-term Priority
4. Measures/Outcomes
5. Responsibility

Research Agenda

- Early Care and Education Research Consortium
- Longitudinal Child Development Associate study
- Training Surveys: Family Homes, Center Staff and Center Directors completed
- Researchers of Color – focused on the literacy of child care professionals
- Strengthening Language and Literacy Stimulation in Early Childhood Care and Education Classes in the District of Columbia: An Observational Study (Child Trends and UDC ECLIi
- ELOA Evaluation in the District of Columbia (Child Trends)

The Pre-Kindergarten Incentive Program presents…

Journey to "Wow!" Developing Qualified Teachers

The Pre-Kindergarten Incentive Program is a collaborative effort between the District of Columbia Public Schools and the Department of Human Services, Early Care and Education Administration.

PreK Incentive Program PROS Model

- Professional Development and Training
  - Teachers must be given adequate and appropriate training and support to ensure that their teaching practices address all the Standards
    - Colleges/Universities should offer relevant courses
    - Core Competencies must also address the Standards
    - Certified trainers will be needed
  - All stakeholders must be committed to fulfilling the Standards by receiving training on them

PreK Incentive Program PROS Model

- Project Management Training
- Instructional Staff Training
- Programmatic Training
- Center-Based Site Training

PreK Incentive Program PROS Model

Assessment System

- Children's Assessment
- Programmatic/Environment Assessment
- Teachers Assessment
- Parents Assessment
- Informal Assessment

Results of Assessments in PreK

We use the Creative Curriculum Implementation Checklist, the ECERS, the ELLCO and other assessments to guide training and technical assistance as well as for immediate programmatic improvements such as room arrangement

Examining Impact: Kentucky's Story

Professional Development Framework
Research Collaborative

Beth Rous, Ed.D.
Researcher and CCPRC Member, University of Kentucky

Kentucky information also prepared by Megan Cox, MA (ABD)

Professional development that incorporates knowledge about changing practices to better support children's development and family well-being.

What have we learned *from* research?

What are systemic changes in the works?

Focus of the PDFRC Research

- Determine the degree to which a unified professional development system developed at the state level enhances classroom quality and positive child outcomes.

Kentucky PD Framework
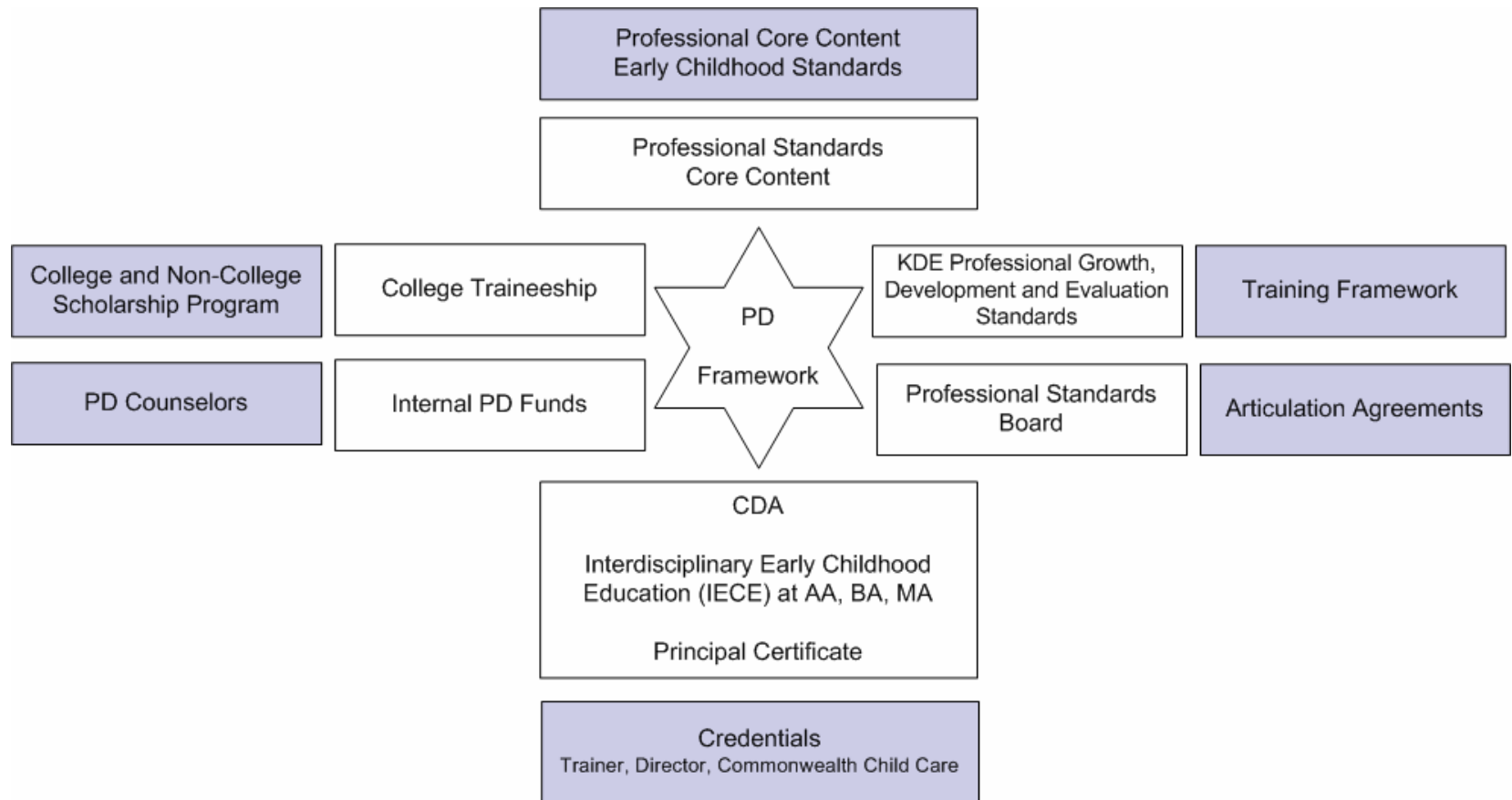
Key Provider/Teacher Variables

- Program Type
  - Head Start, Child Care, Public Pre-K
- Education
  - No degree; CDA/AA; BA, MA or higher
- Experience
- Annual Wage
  - $20,000 or less; more than $20,000
- Personality - 5 traits
  - extraversion, agreeableness, conscientiousness, openness, neuroticism (negative emotionality)

PD System Variables

- PD Index for Overall Usage of PD Components (N= 6)
  - External PD funds (N= 3) - scholarships and supports
  - Core content usage (N = 2) PD Growth Plan, training choice
  - Internal PD funds (N = 1)
- Perception Scale on PD Component Impact
  (1 – 5 with 5 being high degree of impact, range 9-45)
  - Teacher perspectives on PD *(internal consistency .82-.94)*
    - Retention, Quality, Child outcomes
  - Administrator perspectives on PD *(internal consistency = .93 - .94)*
    - Quality, Child outcomes

Providers/Teachers and Employment

A majority of teachers view their position as a career

How do you view your current position?

42%

58%

A career

A job
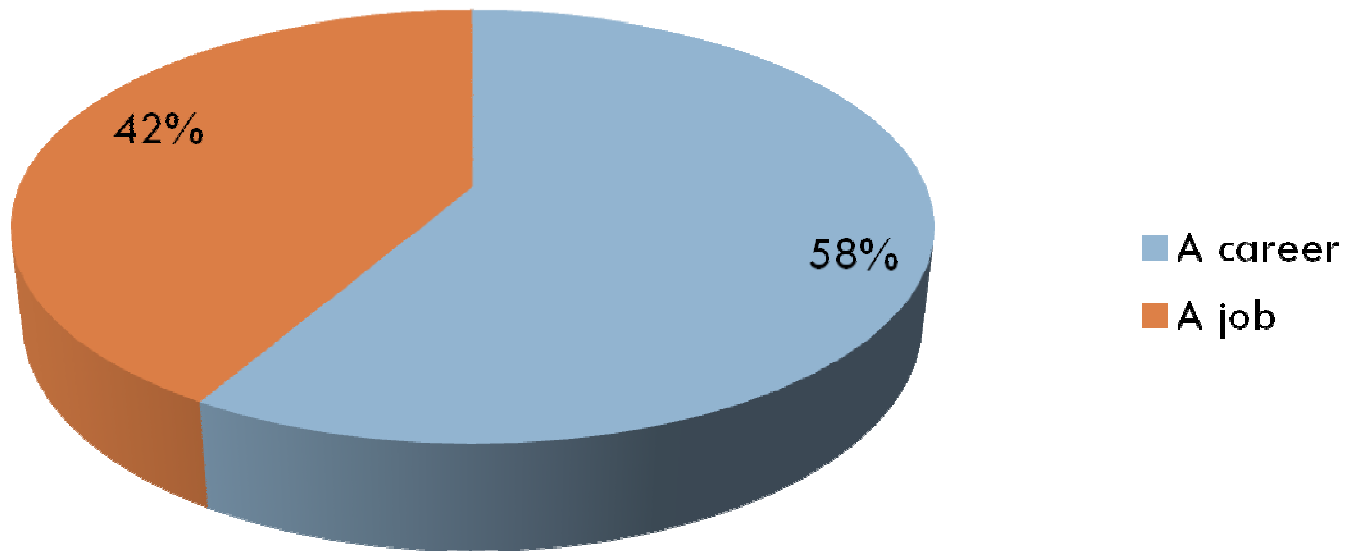
Providers/Teachers and Employment

A strong majority would both stay in early childhood and choose early childhood again as a career.

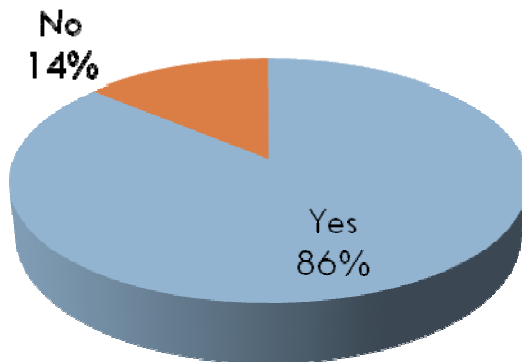**Do you see yourself working in Early Childhood 5 years from now?**
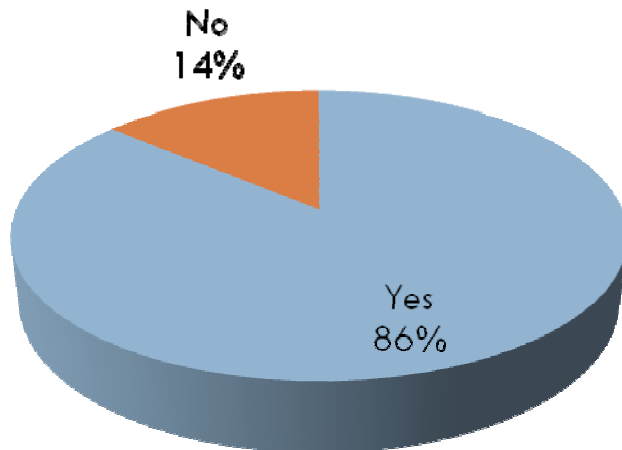
No
14%

Yes
86%

**If you could go back, would you choose the field of early childhood again?**

No
16%

Yes
84%
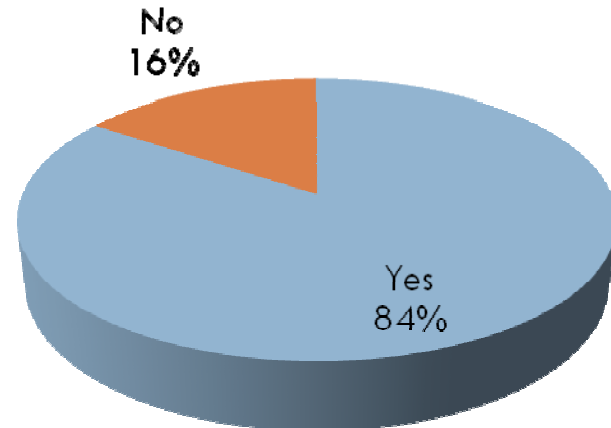
Providers/Teachers and Employment

- Those who made less than $20,000 per year indicated the would neither stay in the field nor choose early childhood again at **significantly higher rates**.
- Education level and PD Usage (Index) were not factors

Do you see yourself working in Early Childhood 5 years from now?

No
14%

Yes
86%

If you could go back, would you choose the field of early childhood again?
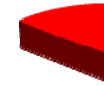
No
16%

Yes
84%
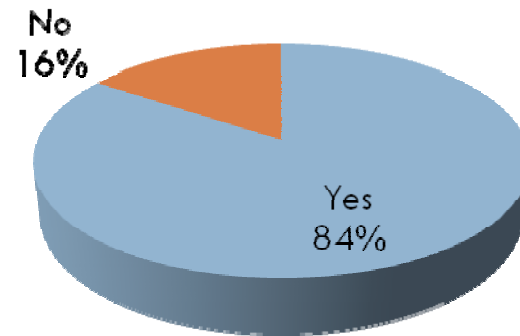
Head Start providers indicated they would not choose early childhood again at significantly higher rates.

Employment Status

o Retirement

o Changing career

o Pay/job demands

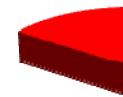Do you see yourself working
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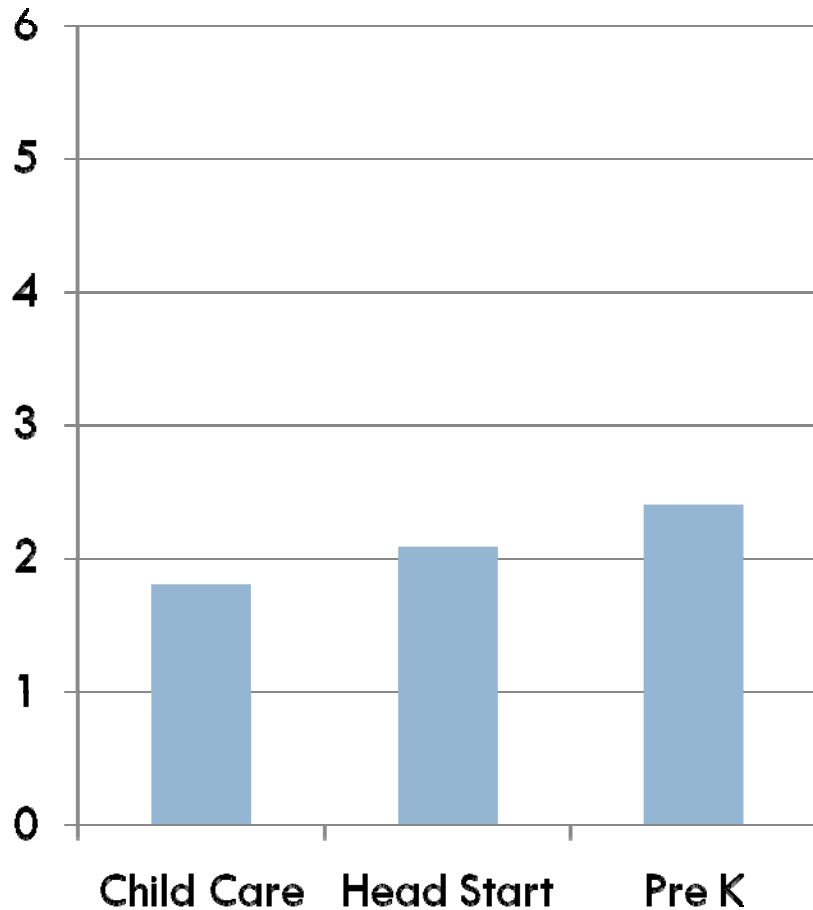No
14%

o Pay

o Higher expectations

o Too stressful

If you could go back, would
you choose the field of early
childhood again?
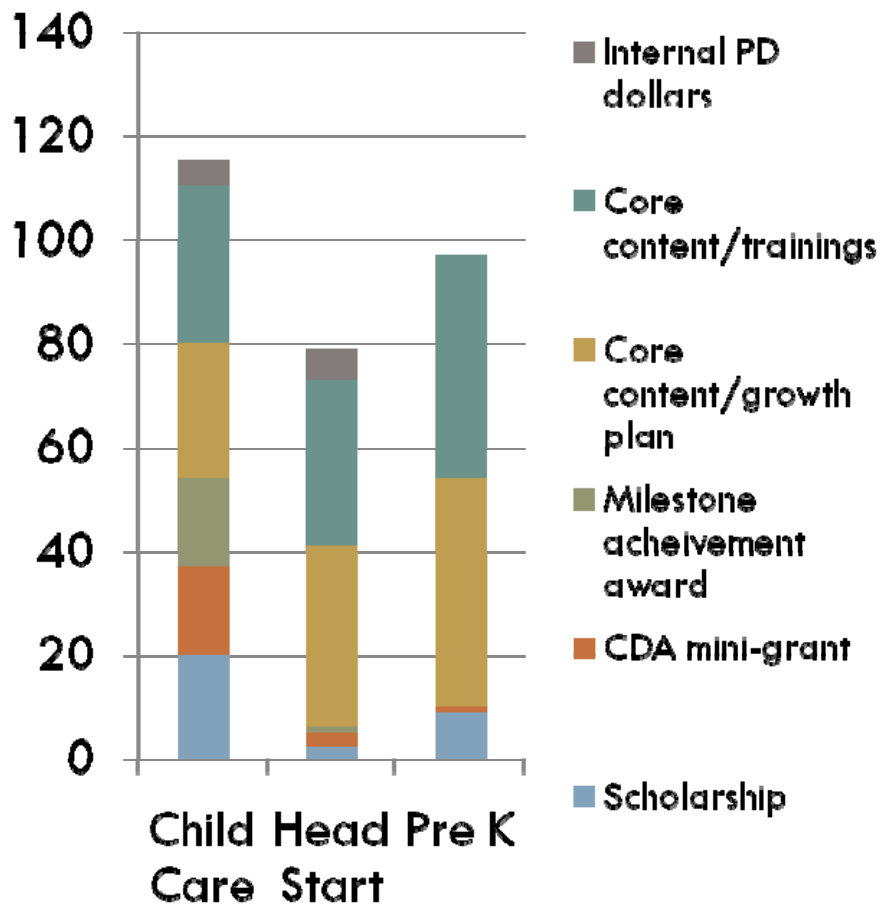
No
16%

Overall PD Usage

PD Index = # PD opportunities

Scholarship/traineeship

CDA mini-grant

Milestone Achievement

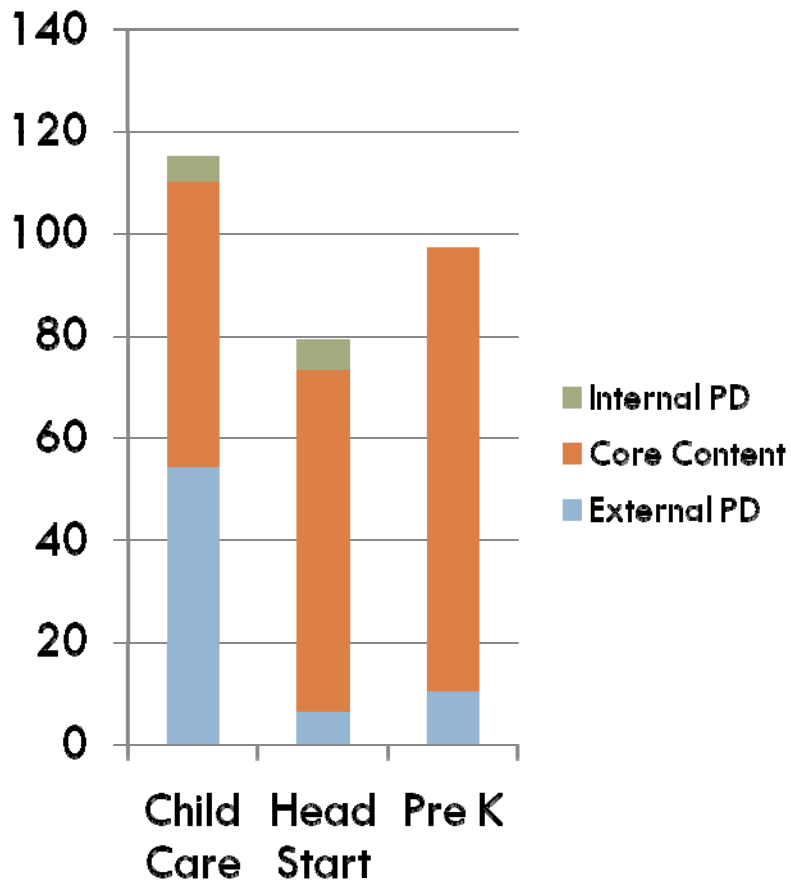Core Content for training

Core content for growth plan

Internal PD
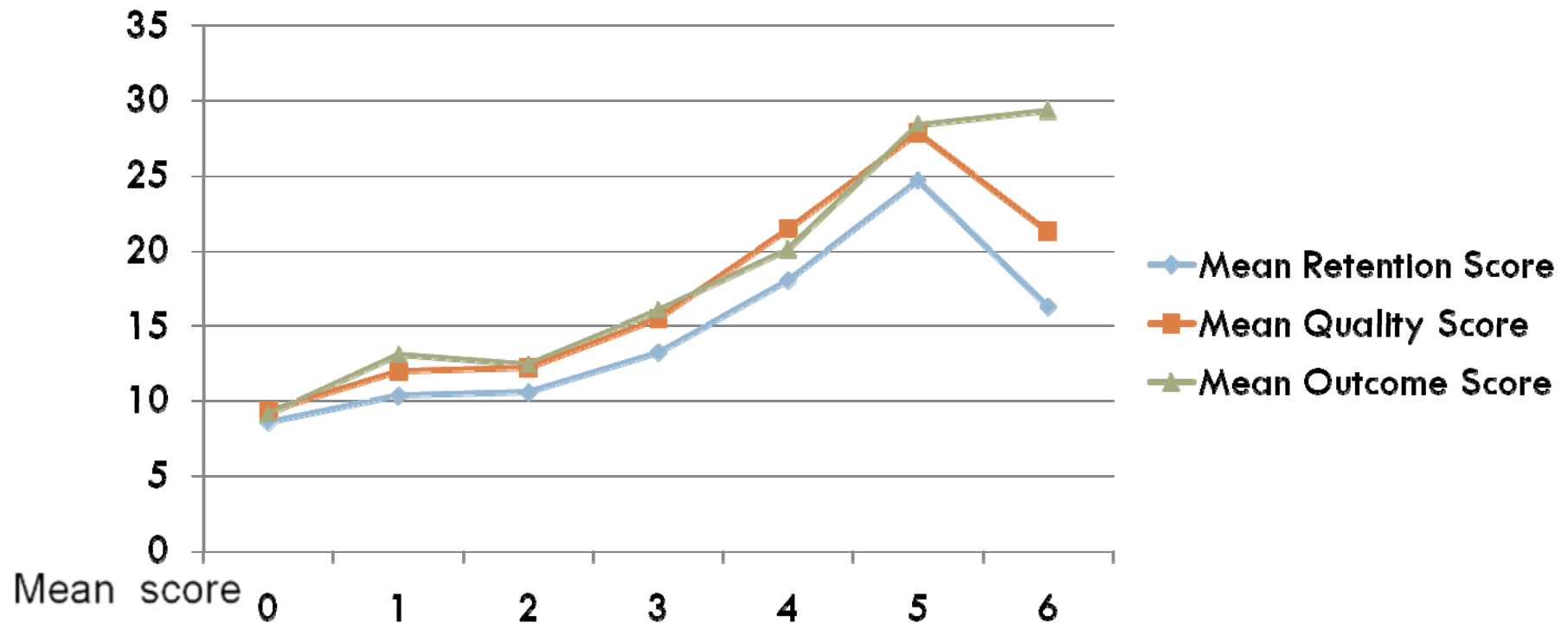
PD Supports

PD and Teacher Perceptions

PD positively related to teacher perceptions on retention, quality and outcomes
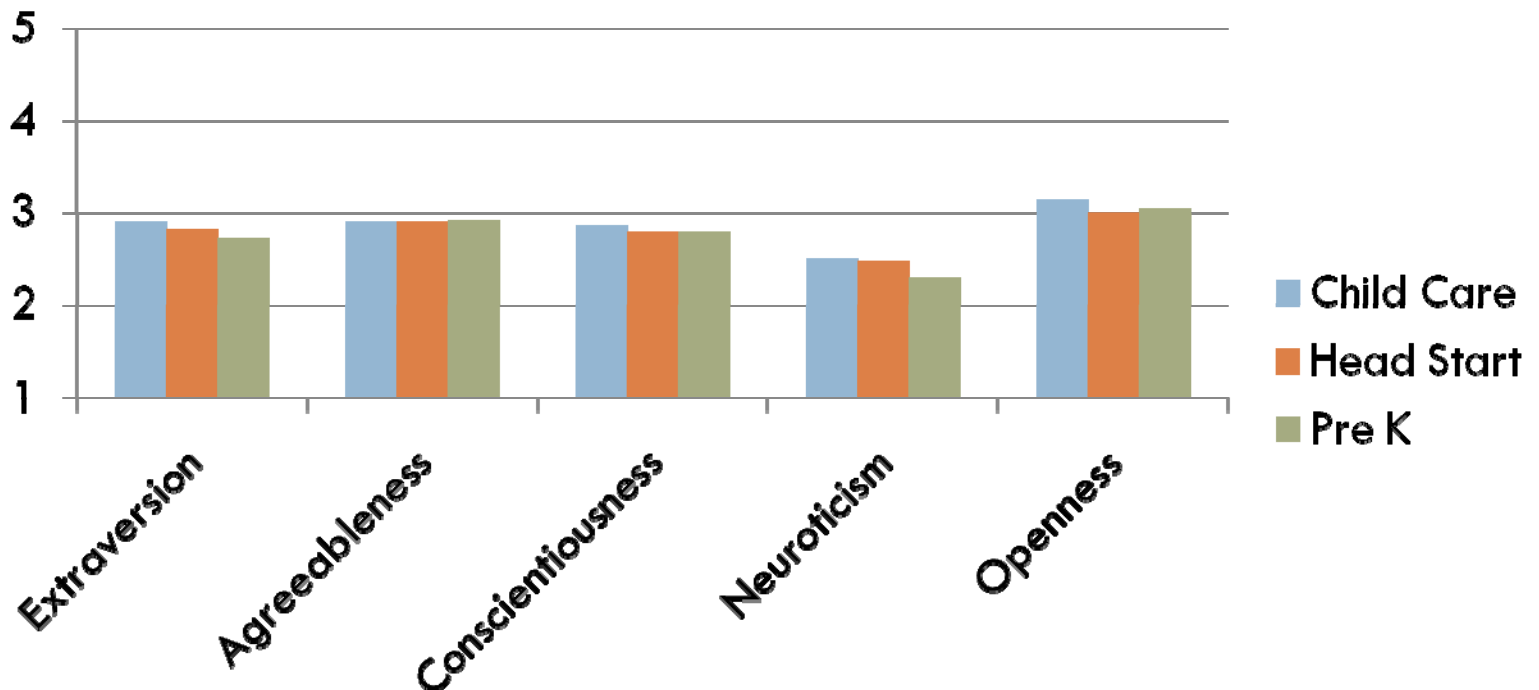
Provider/Teacher Personality

Openness to new experiences is significant predictor of perceptions of quality and child outcomes

More Open = Higher Positive Perception of PD Impact on Quality and Child Outcomes

Mean Score

Big 5 Personality Traits

Legend: Child Care, Head Start, Pre K

Categories: Extraversion, Agreeableness, Conscientiousness, Neuroticism, Openness

Teacher Perceptions

- **PD Index** was significant predictor of Scores on Perception Scales on PD Component Impact:
  - Retention, Quality, Outcomes
  - *More PD Usage = Higher Perception of Positive Impact on Quality and Child Outcomes*
- Income, Education, Experience or program type were **not** significant predictors of Scores on Perception Scales on PD Component Impact

For Further Information

Visit us online at:

www.ihdi.uky.edu/pdfrc

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From Silos to a System:
Missouri's Dream for a Professional Development System

Kathy R. Thornburg, Ph.D.
Center for Family Policy & Research, University of Missouri

Becky Houf
Missouri Department of Social Services

Professional development that incorporates knowledge about changing practices to better support children's development and family well-being.

What have we learned *from* research?

What are systemic changes in the works?

What Missouri Has to Build Upon

- Core Competencies (both EC and School-Age)
- Early Learning Guidelines (for preschoolers)
- Career Lattice
- Registry for Professionals
- Trainer Registry
- Some Mentoring and Coaching
- Research and Evaluation Projects that can help in decision-making
- Coordinating Board for Early Childhood (new)
- Strengthening Families
- State-funded EHS
- First Steps and Part B
- T.E.A.C.H.
- Approved QRS Models
- ECIT (Early Childhood Interagency Team)

Silos for Professional Development

On-site TA provided by state (DSS, DESE, DHSS) and federal funds, and by grants:

R & R	Inclusion Coordinators
Accreditation Facilitation	Success by Six (United Way)
Educare	Vocational Schools (CDA)
MPP (pre-k programs)	Project Construct
Start-up and Expansion TA	PAT (for providers)
Strengthening Families	Title I
Head Start (Region VII TA)	Nurse Consultation
School-age Resource Centers	USDA CACFP
QRS Coaching (grants)	

Goal: To have a Professional Development System that is assessable and easily understood by all providers.

1. Improve the skills of all providers by serving all types of programs (from FFN's to accredited programs)
2. Use ELG and Core Competencies
3. Coordinate with formal education
4. Use the QRS as an improvement tool for all licensed programs

Supports for FFN's

- Educare (support groups and on-site TA)

- CACFP (100 FFN's enrolled since January)

- Start-up and Expansion Grants (increase slots for children birth to age 2 (must be licensed within one year)

- Child Care Subsidy

- Nurse Consultation (117 FFN's last year)

Educare

Educare serves 67 (out of 115) counties in Missouri (mostly rural) with 49 FTE's providing on-site technical assistance, seminars and support groups for FFN's)

Last year Educare:

- **Held 267 support groups for FFN's**
- Helped 75 programs obtain licensure
- Served 2,612 FCC Homes (at least monthly visits)
- Served 2,007 Centers (9,586 teachers) (monthly)

ELG and Core Competencies

- All approved trainings at conferences must identify which guidelines and competencies are being covered in each session

- Bi-state core competencies—both for early childhood and school-age

- ELG printed in English, Spanish, and Bosnian

- Need to develop I-T ELG

Coordination with Higher Ed

- Department of Higher Education representative sits on all EC committees
- DHE is in process of analyzing all EC courses/degrees
- Need more work with articulation between 2 and 4 year colleges/universities

QRS Components

Program Personnel
- Administrator Education and Training
- Staff Education
- Education Specialization
- Annual Training

Program Content
- Learning Environment
- Program Curriculum

Program Management
- Family Involvement
- Business and Administrative Practices

Case Study: One Community

All QRS component scores were increased with coordinated professional development efforts based on the QRS feedback reports (24 programs over a 12-14 month period):

- Curriculum Training
- On-site Coaching
- Literacy Training and TA
- Incentives
- Education Scholarships
- Family Involvement Activities
- Networking Opportunities for Directors

Overview of Component Ratings (Times 1 & 2)

Tier level	Teacher Training Hours		Director Ed & Training		Teacher Education		Ed Spec/ Program Curr	
	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2
Tier 1	4	3	3	2	16	11	2	1
Tier 2	7	1	7	3	3	4	4	1
Tier 3	6	7	7	7	2	6	15	8
Tier 4	2	4	3	4	0	0	0	6
Tier 5	3	7	2	6	0	0	1	6
Mean tier level	2.68	3.50	2.73	3.41	1.32	1.73	2.73	3.68

Overview of Component Ratings (Times 1 & 2)

Tier level	Family Involvement		Admin & Business Practices		Learning Environment	
	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2
Tier 1	0	0	6	5	8	3
Tier 2	12	7	5	2	4	2
Tier 3	3	0	0	1	10	10
Tier 4	3	6	5	4	0	6
Tier 5	4	9	6	10	0	1
Mean tier level	2.95	3.77	3.00	3.55	2.09	3.00

Overview of Overall Star Ratings (Times 1 & 2)

	Overall Star	
Star level	Time 1	Time 2
1 Star	3	1
2 Star	10	5
3 Star	8	8
4 Star	1	8
5 Star	0	0
Mean star level	2.32	3.05
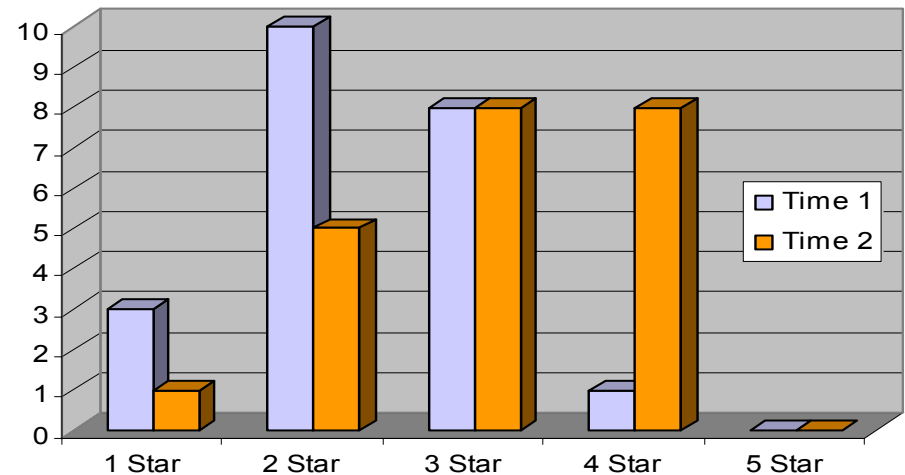
ERS Mean Scores (1-7 scale): Year 1 = **3.85**; Year 2 = **4.66**

Hope

Coordinating Board for Early Childhood

- Look across departments at all programs and funding (eliminate duplication and identify gaps)

- Make recommendations to departments and governor

- Develop a coordinated professional development system to serve all programs

Professional Development: Nebraska

Helen H. Raikes, Ph.D.

Professor, Department of Family and Consumer Sciences, and Associate of the Center on Children, Families and the Law, University of Nebraska-Lincoln

Professional development that incorporates knowledge about changing practices to better support children's development and family well-being.

What have we learned *from* research?

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Themes

- Lessons from Midwest Child Care Research Study of 2001

- Pre-Post and Experimental Studies-

  QRS: On Year Pre-Post

- Public-Private Partnership-New Opportunities

# 2001 Baseline Study—Midwest Child Care Research Consortium—4 state study

- Randomized, *representative* study of over 2000 providers in 4 Midwestern States
- In Nebraska we found *36%* of the care was *good quality*; 46% mediocre and 18% poor quality.
- In Nebraska, *13%* of the providers had a *Bachelor's* degree or more, 21% had 2 year degrees.
- Providers reported an average of *29 hours of training*; however, 57% reported 24 or fewer hours.
- 76% reported training hours from video tape training, 75% reported workshops in their communities. State, regional conferences were reported by 53%.
- Only 8% held a teaching certificate from the state; 7% CDA. NE was lower than neighbors in both of these.
- 13%--significantly more than for neighboring states had completed High/Scope Training and NE specific training initiatives but fewer had completed West Ed, Creative Curriculum than in neighboring states.
- Significantly more CPR/First Aid Certified than in neighboring states—93%.
- 60% said they receive the kind of training they need to do their work right.
- 75% participated in Child and Adult Food Program.

14 Assets Predicted Quality

- Completing a *1-year degree* or more (42%)
- Completing a *Child Development Associate* (CDA) certificate (17%)
- Completing *24 hours of child care-related training* or more (39%)
- Completing *CPR and First Aid* within the past 2 years (78%)
- Completing a form of *intense training* (a multi-meeting program of training guided by a curriculum, e.g., High/Scope, Heads Up! Reading, Creative Curriculum training) (43%)
- Attending a child care or early education regional, state or *national conference* (46%)
- Completing a formal *conference with every parent* once/year (80%)
- Using a *curriculum* (55%)
- Participating in the *USDA/Child and Adult Care Food Program* (63%)
- Contracting to follow the *Head Start Performance Standards* in partnership with an Early Head Start or Head Start program (9%)
- Being in a recognized *accredited program* (e.g., National Association for the Education of Young Children, National Association for Family Child Care) (3%)
- Having someone who *talked with the provider about her progress* such as a center director (in centers-66%) or an Educare Consultant (family child care-15%)
- Receiving *health insurance* from center-based child care employer (56%)
- Receiving *earnings* higher than $12,500 a year (55%)
- *Licensure* among family home providers (33%)

# Higher Levels of Assets Associated with Higher Levels of Quality

Percent Quality Good Quality at 3 Asset Levels
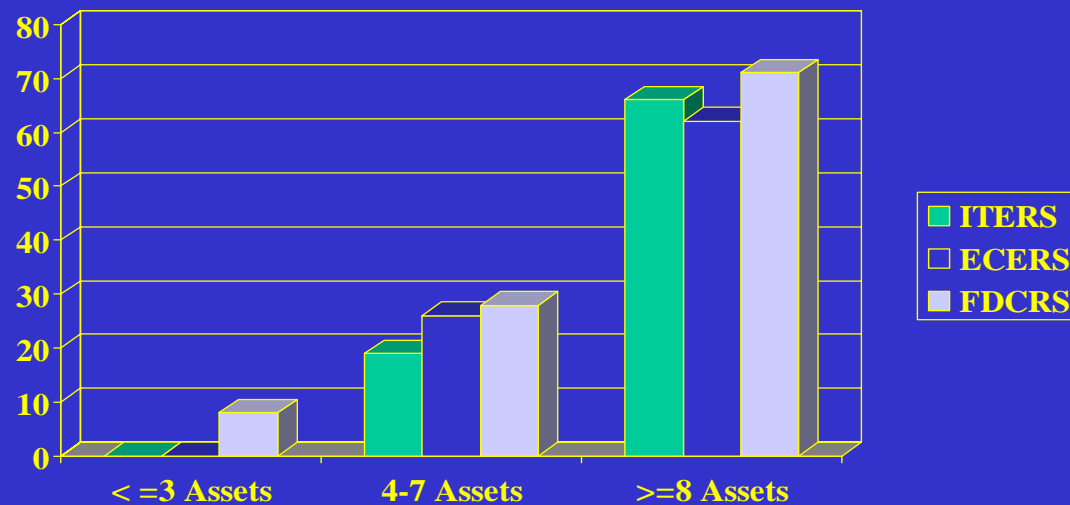
QRS Pilot Study

- 1-5 star levels
- Studied 57 family child care homes and 24 centers in Urban and Rural areas
- Embedded a study of 10 Hispanic urban providers
- Of the 91, 10 family child care and 4 centers dropped out of the study
  - 64% of these were no longer providing care
  - 29% of these thought it was too time consuming
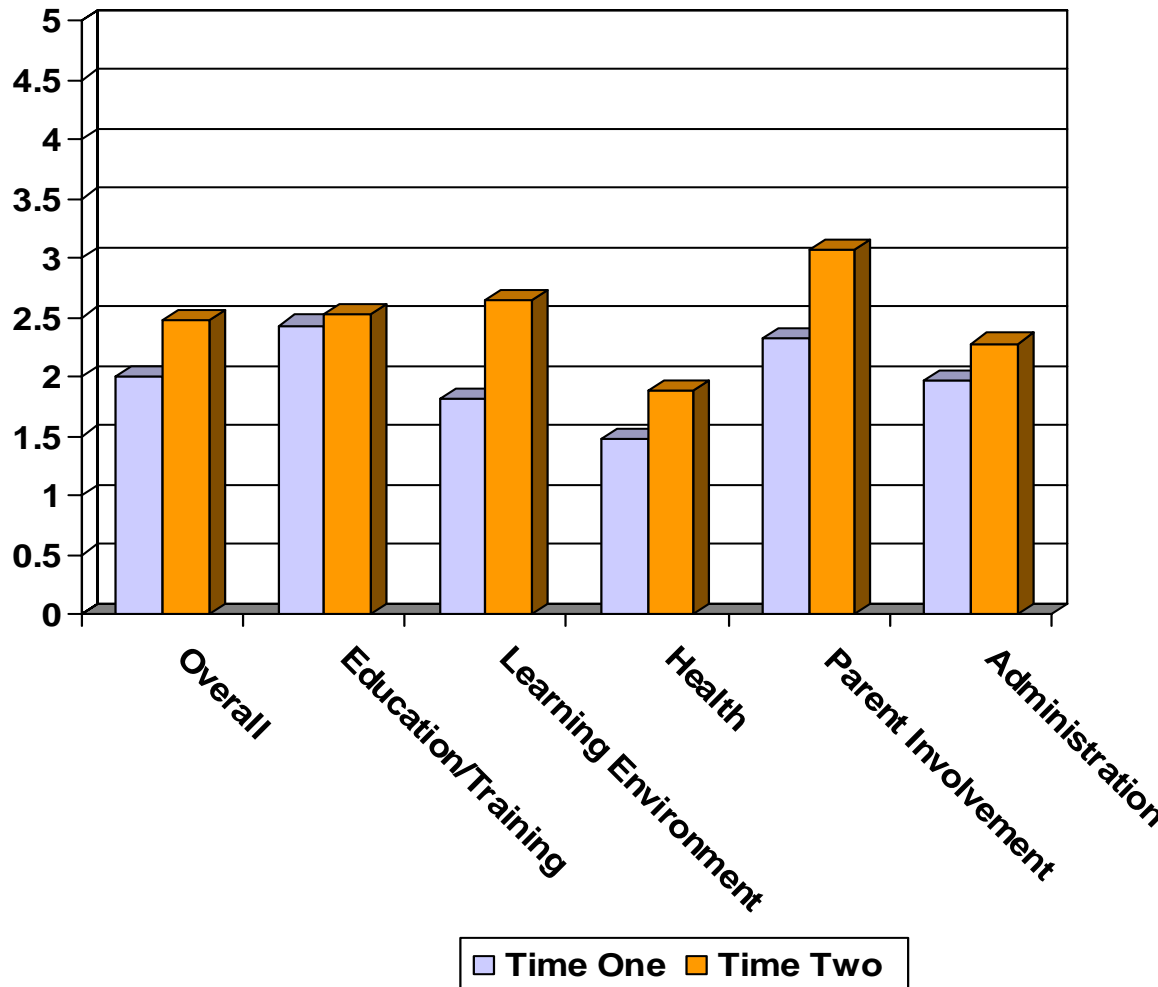 - 7% did not agree with the philosophy-Montessori program

Change in Average Star Level from 2005-2006 to 2006-2007 Among Nebraska QRS Participants
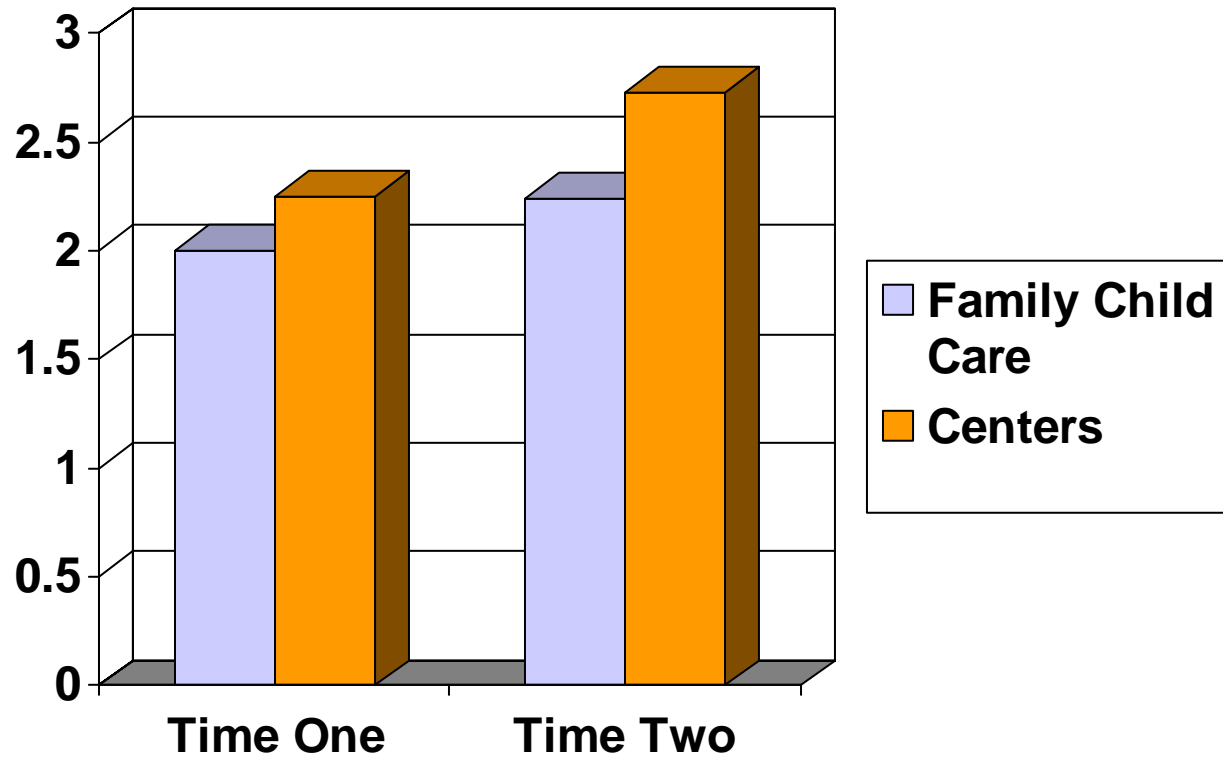
Change in Environment Ratings from 2005-2006 to 2006-2007 Among Nebraska QRS Participants
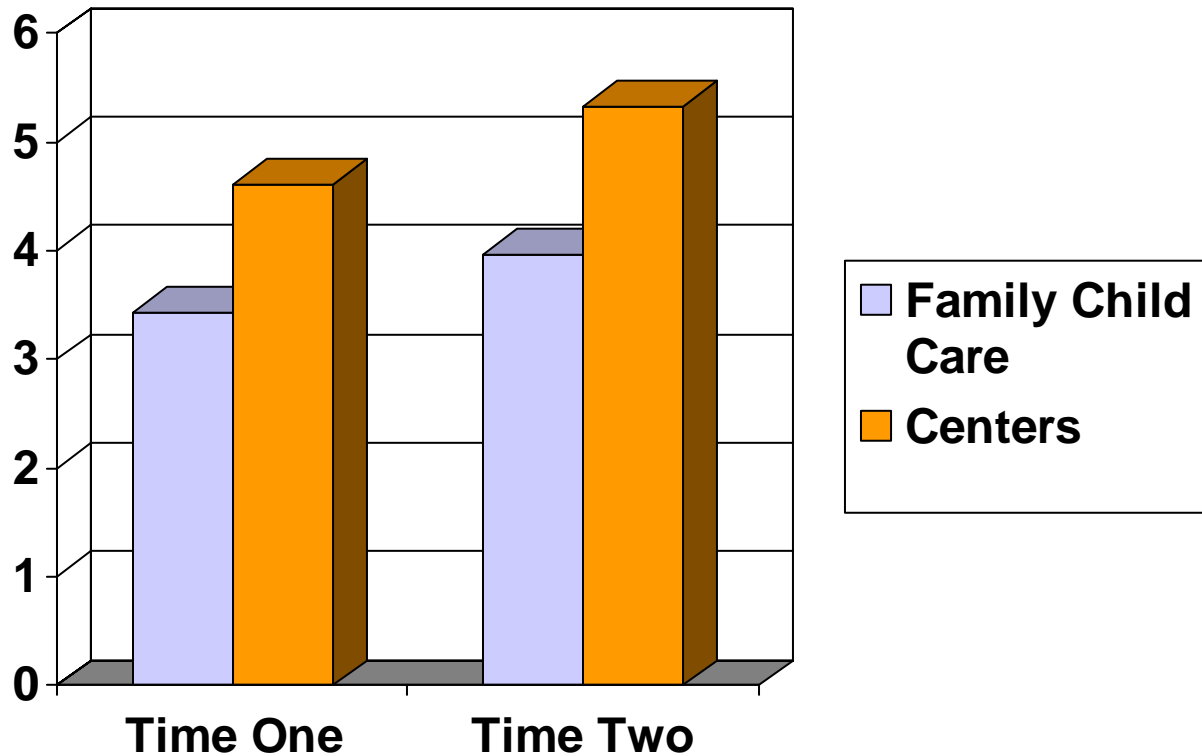
Change in Average Star Level Components from 2005-2006 to 2006-2007 Among Nebraska QRS Participants—Family Child Care

Greatest Change
Learning Environment-- increased FDCRS scores & linked to NE Early Learning Guidelines
Parent Involvement- increased communication and conferences with parents

Change in Average Star Level Components from 2005-2006 to 2006-2007 Among Nebraska QRS Participants—Centers
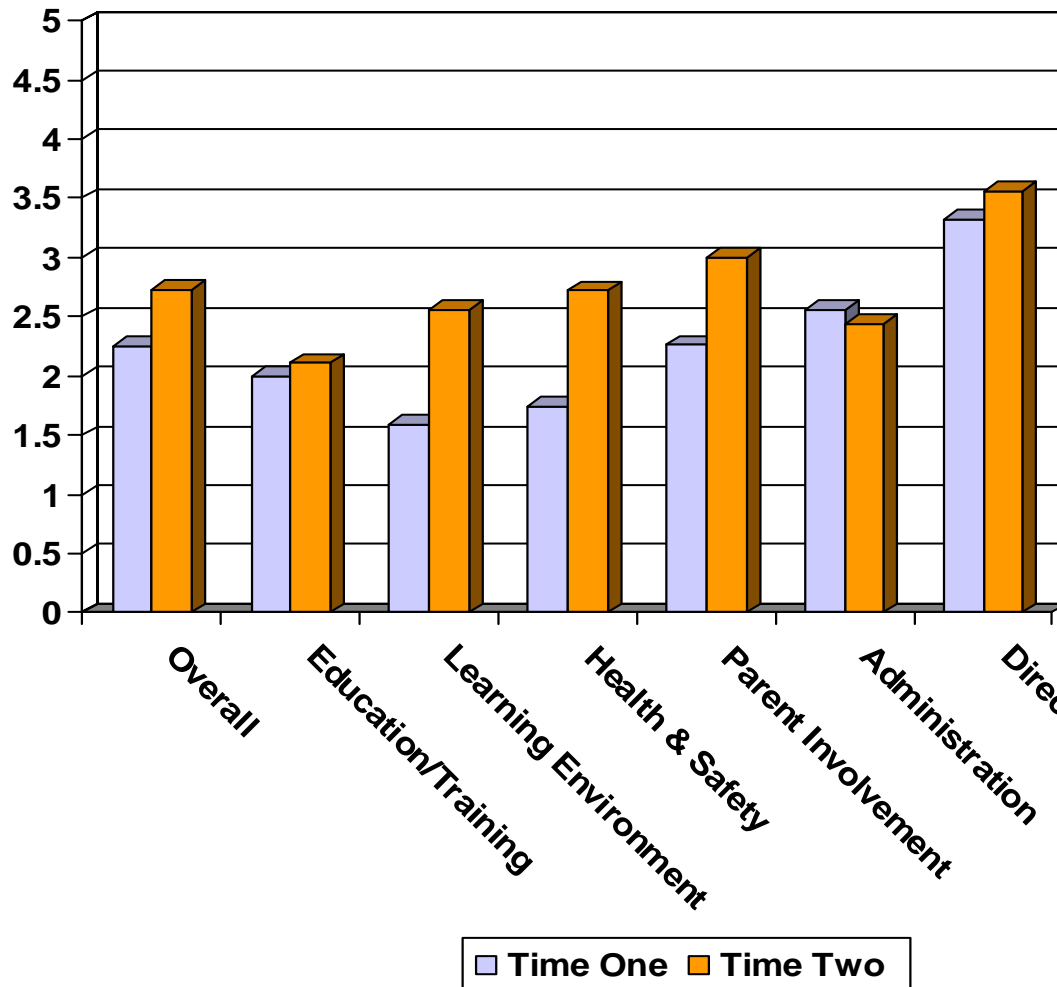
Greatest Change—***Learning Environment*** increased ECERS-R scores & linked to NE Early Learning Guidelines ***Health & Safety*** completed NE requirements and improved Basic Care scores on ECERS-R

Public Private Partnerships

- Educare Programs-- centers of Excellence as a beacon for programs for low-income children

- Private funds helping to create positions at university especially for training 0-3

- Building Bright Futures in Omaha area is exploring ways to raise quality in entire metro area

- 0-3 Endowment will examine combination of higher standards in 0-3 programs, potentially Centers of Excellence

- Early Childhood 3-4 Programs set a higher bar through local schools, often build on existing programs

Wrap-Up

Thank You

NCCIC

A service of the Child Care Bureau

Compiled by the National Child Care Information Center
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