C3: *System-Level Innovations and Measurements for Infant and Toddler Early Childhood Education*
Wednesday, April 17, 2019
4:00 p.m. – 5:15 p.m. | *Latrobe*

1. Descriptive Information

C3: *System-Level Innovations and Measurements for Infant and Toddler Early Childhood Education*	**Facilitator**
Over the past several years there has been great emphasis on raising early care and education (ECE) quality for infants and toddlers. This includes recognizing the importance of adopting a "system-level" approach aligned with other ECE programs and supports and aimed at making comprehensive impacts. This session includes four presentations that demonstrate innovations in applying a system level approach to improving infant and toddler ECE with details around design, implementation, measurement, and sustainability. The first two presentations will detail statewide programs aimed at improving responsive caregiving in infant and toddler classrooms in Georgia and Texas. Each presentation will include an overview, key aspects of the program, initial evaluation results, and sustainability considerations. For Georgia, this entails using administrative and evaluation data for on-site coaching, professional learning communities, and professional development. For Texas, this includes courses, curriculum, and developmental checklists disseminated in coordination with the state's CCDF and QRIS administrator. The third and fourth presentations will showcase new initiatives designed to improve and measure system-level work. The third will highlight the Early Child Technical Assistance Center (ECTA) System Framework designed to guide state early intervention and preschool special education leaders in evaluating and improving their systems and services. The fourth will highlight the National Collaborative for Infants and Toddlers' Outcomes Framework, which has identified system, program, family, and child outcomes and indicators related to infant and toddler wellbeing. Both will detail the development, implementation, and sustainability of their work and how each can be individualized for states, communities, families and children.	**Dale Epstein** **(Absent) Bentley Ponder**, Georgia Department of Early Care and Learning - absent **Presenters** **(Absent) Bentley Ponder**, Georgia Department of Early Care and Learning	*Using Data for System Level Infant and Toddler Supports: Georgia's Approach* **April Crawford**, University of Texas Health Science Center at Houston| *Statewide Efforts to Increase Quality of Infant and Toddler Caregiving* **Christina M. Kasprzak,** Early Childhood TA Center (ECTA) | *Building and Sustaining High-Quality Early Intervention Systems using the ECTA System Framework* **Dale Epstein**, Child Trends | *Developing a System Level Outcomes Framework to Support Infant and Toddlers* **Scribe** **Nazran Baba**, ICF

2. Documents Available on Website
1. Infant and Toddler Early Childhood Education

3. Brief Summary of Presentations

- **Summary of Presentation #1: Christina M. Kasprzak**

  - ECTA was charged with developing a system framework to assist in developing high quality early intervention and preschool special education systems and ultimately the provision of quality services.
  - A key benefit of a systems framework is having common definitions. It also helps states think about where their current system is, and where they'd want to go. To assist them further, ECTA developed a compatible self-assessment tool.

- The framework ECTA developed answers the key question: what needs to be in place to make it all possible? There are six components of a high-quality system:
  - Governance
  - Finance
  - Personnel
  - Data
  - Accountability and Quality Improvement
  - Quality Standards
- The theory of action is that a high-quality system provides supports for local implementation of evidence-based practices which in turn results in positive outcomes for kids and families.
- The framework was developed over a 2-year iterative process. We started with the literature and soon discovered a lot was missing. Then we partnered with a wide group of stakeholders, including state partners, a technical workgroup of researchers, policy makers and national/regional TA providers. These partners helped to co-create the content of the framework that describes what quality looks like in the system components.
- Each component of the framework has subcomponents. Each subcomponent has quality indicators and elements of quality under them.
- When states engage in the self-assessment process, they can look at all components or they may choose to begin with just one or two. A team of individuals at the state reviews the elements of quality and rates each on a four-point scale:
  - No, not there yet
  - No, but planning to do
  - Yes, partially
  - Yes, fully
- Across all the elements of quality, the ratings roll-up into the quality indicator rating which is a 7-point scale.
- We've created an accessible Excel based tool to capture the self-assessment ratings and qualitative notes:
  - The auto-generated charts show where a state is on the quality indicators.
  - The data allows a state to examine their quality (based on the self-assessment data) and then determine priorities for improvement.
  - The self-assessment can be repeated over time to show changes in the quality of the system. There is an online Excel file called the self-assessment comparison tool that can be used by states to house and track this data.
- The national landscape data show that:
  - At least 35 states have used the framework in some way
  - More Part C programs have used it than 619, according to our data
  - And our project evaluation data has shown that embedding it in TA has been an effective way to support states with self-assessment and improvement planning for their EI/ECSE systems

- **Summary of Presentation #2: Dale Epstein**

  - Overview
    - National Collaborative for Infants and Toddlers (NCIT) – supports the healthy development of infants and toddlers in states and communities across the country, with the goal of having one million infants and toddlers on track for school readiness by age three.
  - Development of an Outcomes Framework
    - Child Trends, with other NCIT partners, developed an Outcomes Framework which includes a set of outcomes and indicators that can be used to chart progress for school readiness and well-being for infants, toddlers and their families.
  - Framework purpose:
    - It is meant to be a roadmap that gauges progress made in three overarching areas:
      - Healthy beginning

- o Supportive families
- o High quality care and learning
- ▪ Child Trends also developed a data guidebook that provides operational definitions, research evidence, and data sources for each of the indicators in the Outcomes Framework.
- o Guiding principles in selecting the outcomes and indicators:
  - ▪ Research-based, can be tracked over time, comparable and reliable across states/communities, sensitive to interventions.
  - ▪ Feasibility –thinking about what is feasible to collect and what is available to collect. We need think about reach as well. Some components might not be readily available, but we know they are very important.
- o Outcomes Framework:
  - ▪ Used to track and measure success for NCIT communities and states
  - ▪ Includes three levels:
    - Foundational systems level outcomes such as: data systems, coordinated planning, finances, R&R, workforce development. These are presented along with examples of what each would look like across different stages of implementation (planning, in process, and advanced implementation).
    - Program and policy expansion outcomes (e.g., families' access to prenatal care, access to preventative and comprehensive health care, and affordable and quality child care)
    - Child and family outcomes (e.g., healthy births, nurturing and responsive care in safe settings)
  - ▪
- o Next steps:
  - ▪ All NCIT Communities (29) submitted action plans identifying which framework outcomes and indicators they will work to advance
- o **Question:** is there a coach working with them?
  - ▪ Yes; we provide TA as part of Child Trends. We work with communities to help them think about the data they are interested in collecting related to their program and policy goals, and how to align their work to the NCIT Outcomes Framework.

- **Summary of Presentation #3: April Crawford**

  - o CIRCLE Infant and Toddler Teacher Training Program
    - ▪ This is more in the classroom level and it can be plugged in for various system level improvements. It was developed in iterations. It features:
      - Evidence based content
      - A framework for continuous improvement
      - Tracking of children's development
      - Quality learning experiences
      - Individualized teacher support
      - Online coaching tools
    - ▪ CLI Engage delivers all these resources for B-1st grade. This includes kindergarten entry assessment, child progress monitoring, states training requirements. It also has about 300 hours of professional development content and a goal setting tool for individuals to track online where they set their professional development goals.
    - ▪ The tool also provides professional development courses – these show examples of effective practices.
    - ▪ CIRCLE Activities:
      - 119 classroom activities and 64 family activities – includes prompts for practice. The videos are annotated.
      - Sample development checklists are available for download. This can be used for rostering or online tracking for both care givers and families. This is our 8th most visited page.

- CIRCLE teacher goal-setting system: this is for coaches, center directors and teachers. Here they can track their progress directly. They can also write and document action plans. For example, here's what your teacher wants to work on can be shared with leadership to inform policy. Texas is moving towards satisfying some needs on documentation for continuous improvement and this is one way we are doing it. We are also working on a reflection system that allows for users to add reflections via comment features and notes.
  - Alignment with QRIS
    - Moving towards a more coordinated system. In Texas, we are well integrated with QRIS. We have been developing our standards to align with the coaching protocols to ensure QRIS standards align with the competencies.
    - We have trained 275 specialists in our state who can assist others in using the system. This has been very effective. **We have learnt that if you build a system, your users don't necessarily come just because you have a system. You must find ways to see how they can engage with it. Build it so that they can train people on it and others can train others.**
    - **Question**: are the courses approved for child care credits in other states?
      - This has appeared to be less of an issue. What we have found is that most states don't care as much, they just tend to look at the clocked hours. However, we are currently working on getting accredited CEUs. This is in the pipeline.

4. Brief Summary of Discussion

a. We looked at a few different large systems. One was focused on children with different abilities and the other on infant and toddler well-being.

b. In our field, frameworks keep coming up. This is likely because of the need for common definitions and a way to be able to measure and track the work being done in communities, states and nationally.

c. How do we think about quality and help folks be on track, and how do we think about data in a global way, with a focus on birth to age 3.

d. **Question:** How long has this CIRCLE project been going on for? How did you manage this "beast" that keeps growing arms?
   i. **Response:** At NCLI we do a lot of work with parents and B-3 child care settings, preschool quality, and so there was a need to take an evidence-base and apply it to the child care settings. This seemed like the first logical step. We serve 1000s of preschool providers and have such a massive base so there was a need for an effort to have a more rounded approach to support child care. In the state plan, we needed to put a road map, so we knew we wanted to see more components. We see that teachers benefit more instead of using siloed approaches, and we found that we build teachers' skills more effectively if we coordinate various components.

e. **Question:** What about other contexts, children with disabilities, older children etc. How do we align with other populations?
   i. **Response:** we are all trying to work towards the same goal, to improve quality. We know kids need interactions, teachers need coaching etc. We need to improve communications more with the public and private sectors so that we are speaking and learning from one another as well to serve the various other populations.

5. Summary of Key issues raised

a. Each state has unique needs and situations, but we also need to look at what is common to best support all children and families. We don't need to recreate something just because it is different. **What we can do is create and adapt a national framework or set of indicators and outcomes with outcomes and indicators that are unique to the needs of each state or community or sub-population.**

b. Also we can think about what can early childhood learn from the k-12 system or other systems in terms of global standards or alignment.