

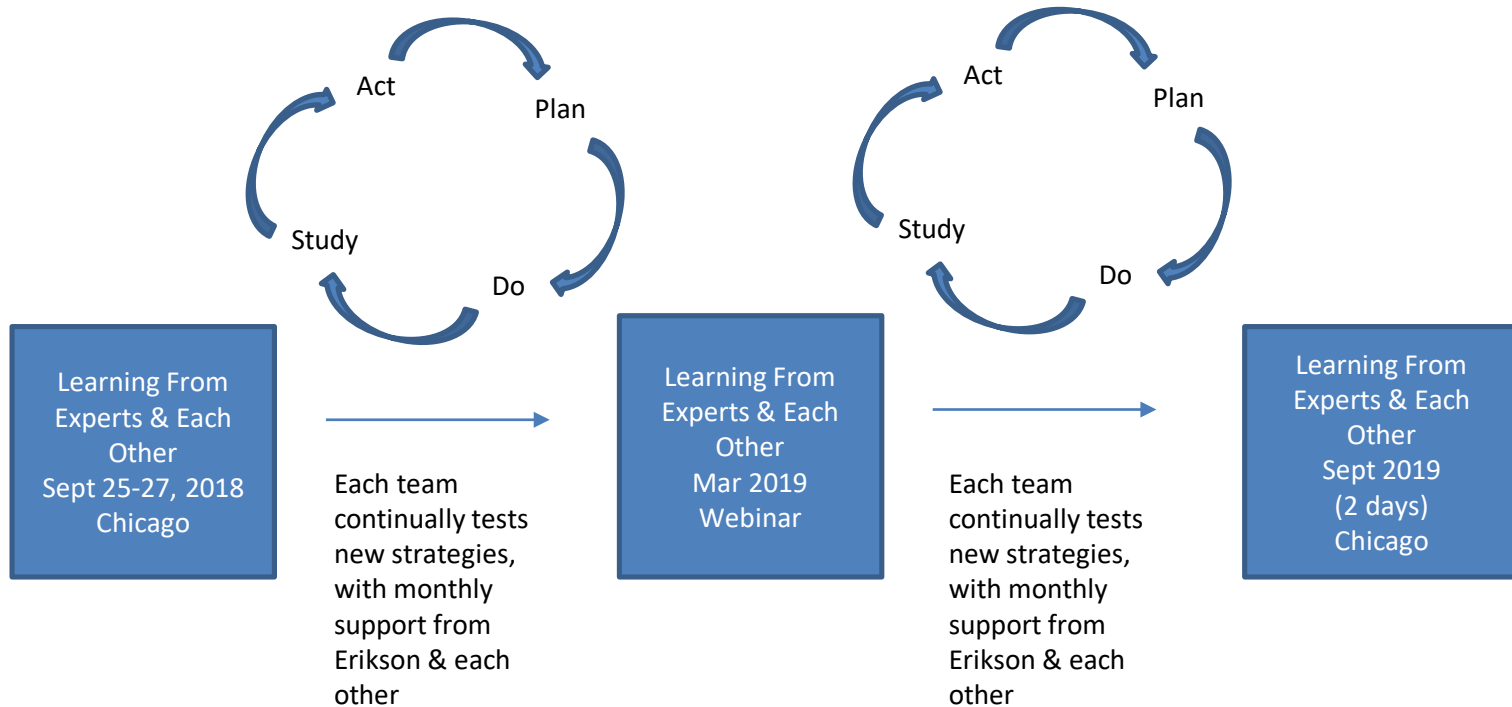
Using Learning Collaboratives in Family Child Care Networks

Juliet Bromer, Erikson Institute

Toni Porter, Early Care & Education Consulting

Jon Korfmacher, Erikson Institute

What's a QI learning collaborative?



Global Aim

Improved quality of toddler care in family child care homes.



Global Aims/Vision:

- Improved quality of toddler care in family child care homes.
- Improved child and family outcomes in family child care homes.

AIM

By September, 2019, networks will report an increase in the % of providers in participating staff caseloads who use intentional planning of caregiving and learning routines to support toddlers in mixed-age groups

Primary Drivers & Collaborative Measures

PD1 (PROVIDERS): Receive helpful support from agency around using observation to plan for toddlers in mixed-age groups

PD3 (STAFF): Meaningful staff strategies focus on frequent technical assistance or facilitation of peer-to-peer learning for providers around **observation, recording, and planning for** toddlers in mixed-age groups

PD2 (PROVIDERS): Effective **observation, recording, and intentional planning for** toddlers in a mixed-age group

PD4 (PROVIDERS): Providers use **one another as resources** for learning and support related to toddlers and mixed ages

Innovations/Changes

PDSA measures

Technical assistance for providers focused on supporting toddlers

- Staff use visits to family child care homes to help providers develop strategies for observing and recording toddler behaviors in mixed-age groups and for planning based on observation
- Staff trainings, workshops, professional development sessions focus on helping providers develop strategies for observing and recording toddler behaviors in mixed-age groups

Peer support opportunities where providers can use each other as resources for learning and support related to toddler care

- Staff develop opportunities for providers to come together to share ideas and strategies around supporting toddlers, using observation and recording to plan for toddlers in a mixed-age group

Engagement and recruitment

- Needs assessment (What challenges do providers face around toddler care? What help would providers like?)

Logistics/implementation

- Clear protocols for TA visits
- Supervision of staff/ staff training on mixed ages and toddlers
- Communication strategy between agency and providers

Network of networks approach

In September 2018, we brought together 10 teams of family child care networks that support home-based child care providers across six states. Each team includes 2 agency staff and 1 family child care provider.

Monthly newsletters:

- Stories from the field
- Sharing and making sense of collaborative data
- Giving feedback on tests of change (PDSAs)
- Sharing common challenges

Family Child Care Learning Collaborative

February 2019 Newsletter

Monthly Highlights



Here's some of the content that our FCC Mentor provider is posting on our new private Facebook group. We are also putting the link to the surveys here and the video of providers explaining the survey.



Want to learn more? Contact the teams for more information!
All contact information is in the folders on the Google Drive.
You can also read each other's complete monthly reports online.

Erikson Institute

What Teams are Working On: Peer Support

- “Toddler teams” where providers exchange ideas about toddler care and learn from agency specialists
- Support group to discuss strategies for supporting toddlers in mixed-age groups
- Facebook page focused on providers sharing challenges and solutions for supporting toddlers
- Provider to provider mentoring around toddler care (coaching visits; phone calls; zoom conferences)
- Provider leader hosts community of practice focused on toddler care

Using FB for peer-to-peer sharing about toddlers and mixed ages

“Good Morning! I have a question. How do you teach personal space to your kids? I have a 3yr old, two 2 yr olds and a 4yr old and there is constant conflict amongst the toddlers and the big kiddos about space. My toddlers are fighting too because someone is sitting next to them too close. I have tried giving them specific areas of where they can play. I turn my back and they are back pasted to the same kid that was screaming “give me space”.

“I used yoga mats that I cut in half to create “work mats”. Basically, it's a take on the Montessori work rugs. The kiddos get their mat, pick a spot and then go pick their materials. The mat is for the materials, not their body, it helps keep their work contained and it delineates their space for all of the other kiddos to see.

What Teams are Working On: Technical Assistance from the Network

- Reducing administrative time spent on provider visits to focus on caregiving and planning for toddlers
- Connecting visits to training: Focused workshop on observation and recording for cohort of providers in specialist's caseload
- Using video to observe and record toddler behavior
- Facilitation of provider-child interactions during visits

Some providers are using the methods to test changes to their practice

OCTOBER 2018 – FEBRUARY 2019

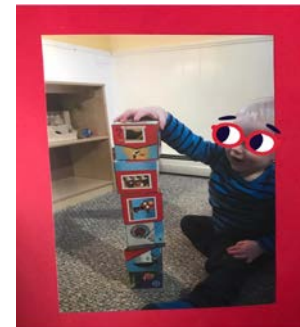
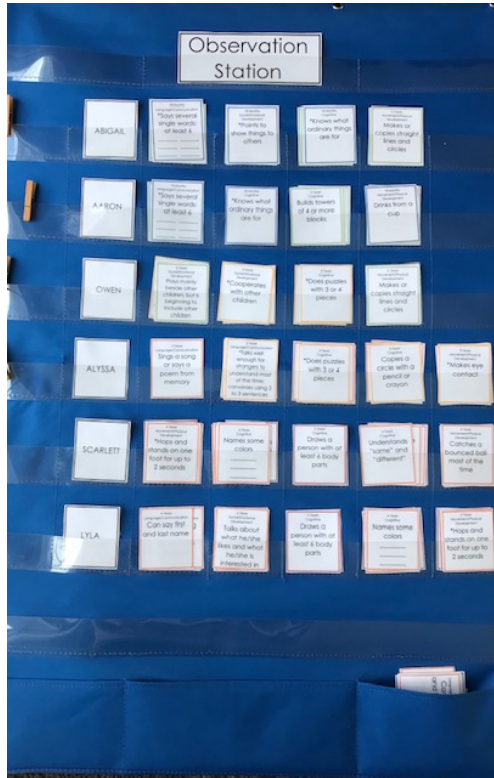
10/5/18: BEGAN PARTICIPATING IN WEEKLY 'PROVIDER' SURVEY

10/12/18 - 10/31/18 **REFLECTION:** Current Observation, Recording & Planning strategies

11/1/18 - 11/16/18 **CREATED the "OBSERVATION STATION"**

11/19/18 - 11/31/18 **WEEK 1 & 2** Identified that the youngest toddler 'Toddler A' was observationally overlooked as her easy-going temperament and perceived skill level allowed for her to "slip through the cracks" in a mixed-age group.

12/1/18 – 2/8/19 **WEEK 3 - 12** Continued weekly observations; intentionally observing, recording & planning.



Using data for improvement: What works? How do you know?

Examples of data collected by teams

- How many providers attended a peer support group? What was their reaction? What did they value? Among those who didn't attend- why not?
- How long does a TA visit take? Do both the provider and the agency staff person find it useful? What would they suggest changing?
- How many toddlers were observed? What did providers learn? How long did it take?



Observation Data

Toddler A

OBSERVATIONS INCREASED
from 0 to 7

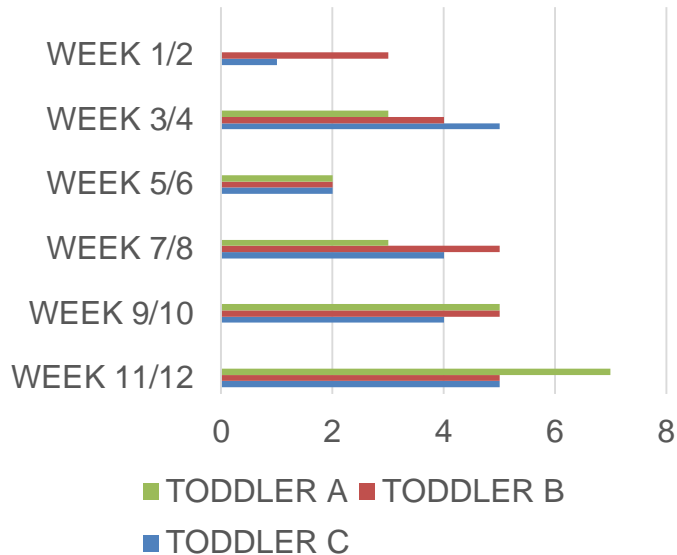
Toddler B

OBSERVATIONS INCREASED
from 3 to 5

Toddler C

OBSERVATIONS INCREASED
from 1 to 5

TODDLER OBSERVATIONS TWELVE WEEK TEST PERIOD



Process measures: How are we reaching our AIM?

Measuring our AIM

Examining the success of the BSC method with FCC networks

Midpoint successes

- Learning session evaluations
- Webinar polls
- Detailed memos of monthly coaching calls
- Notes from all-teams webinars

- Teams are testing many innovative ideas.
- Tests of change are leading to preliminary shifts in practice, especially around observation of toddlers and facilitation of provider-to-provider sharing about toddler care.
- Teams report an increased understanding of how to use practical data for weekly decision-making around quality improvement and see the value of documentation for improvement of their work.
- Increased sharing and collaboration across agency staff and providers and across networks in the EIFCCQIC.
- Providers emerging as a driving force in spreading change and innovation and helping networks test ideas that make sense for home-based child care providers

“We focus so much on the overall picture that we need to break things down in parts so we are more successful with providers. Too many multiple things we are doing, feels overwhelming for us as well as providers.”

“I feel like I better understand quality improvements versus quality assurance.”

“I think we’re still practicing analyzing our data and keeping up with small tests, but are getting better at it...”

“I think I’m finally getting the idea of the PDSA ramps and even feel like I could think of ways to incorporate these concepts into other parts of my work.”

“it’s helping me understand a way to feel more actively engaged in a process of real change - not just hoping and wishing. It’s helping me to focus on small steps to bring about small shifts, that may hopefully, one day, lead to bigger shifts.”

Midpoint challenges

- For network staff
 - Network culture of compliance
 - Lack of leadership engagement
 - Paperwork burden
 - Discomfort with data
 - Not used to team work
- For providers
 - Seeing the value
 - Time to participate

Midpoint implementation challenges

- Agencies working in different policy and regulatory contexts
- Lack of evidence for and measurement of “what works” in family child care and toddler care
- Who is the change agent?

Contact information

Juliet Bromer

Erikson Institute

jbromer@erikson.edu

<https://www.erikson.edu/research/learning-collaborative/>