A New Approach to Data-driven Quality Improvement in Early Childhood Programs

December 5, 2022
Welcome and Introduction
State Perspectives on Initiatives
LENA - Basics
State Experiences with LENA
Discussion and Questions
Wrap-up
Quality Initiatives: Moving to a Coherent Approach

- Defining Initiatives/Activities/Projects
- Level in the System
- How did they get here?
- Strategic Decisions
- Review and Evaluation of Initiatives
- Scaling and Funding
Examples of Continuous Quality Improvement State Supported Initiatives

- Program Administration Scale (PAS) or Business Administration Scale (BAS) and other Business practices initiatives
- SEQUEL
- CLASS™
- The Inclusive Classroom Profile (ICP) SpecialQuest and other Inclusion Supports
- Environment Rating Scales (ERS)™
- Classroom Assessment of Supports for Emergent Bilingual Acquisition (CASEBA)
- Self-Evaluation of Supports for Emergent Bilingual Acquisition (SESEBA) or other DLL supports
- Home Based specific Supports (Networks etc.)
- Strengthening Families
- CSEFEL Pyramid Model and Positive Behavioral Interventions and Supports
- Center on the Social and Emotional Foundations for Early Learning (CSEFEL)
- Early Childhood Mental Health (IECMH)
- Cultural Competencies and Anti Bias Curriculum
- Race Matters
- Mind in the Making
- Accreditation support initiatives
- STEAM Initiatives
- Go Green Scale for Early Childhood Settings, Eco Health Initiatives
- NAP SACC, I Am Moving-I Am Learning
- VROOM
- LENA®
- The FIND Program
- ASQ-3 and ASQ:SE-2
- Infant Toddler Initiatives (PITC, Infant-Toddler Specialist Network)
- Help Me Grow
- The National Farm to School Network
- Workforce Initiatives (TEACH, Career Advising etc.)
- State Specific Initiatives
Panelists

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LENA

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LENA Grow Program Coordinator  
Virginia Infant & Toddler Specialist Network
North Carolina Partnership for Children and the Smart Start Network
Coming Soon

Smart Solutions: Effective Birth-to-Five Investments
the CONTEXT
the VISION

- **Expand the “menu”** – comprehensive set of initiatives, tools, programs, and investments for 75 agencies to enhance locally responsiveness

- **Widen the “gate”** – how we define what is evidence-based, evidence-informed for the menu

- **Enhance the “the choice”** – Shift from .pdf list of options to a web-based searchable catalog

the LINK TO QRS

- State funding for local agencies to (1) Increase children’s literacy. (2) Increase the parents’ ability to raise healthy, successful children. (3) Improve children’s health. (4) Assist four- and five-star-rated facilities in improving and maintaining quality.

- 70% of these state funds are invested in early care and education programs, which is typically:
  - Training/technical assistance for QRS and quality beyond QRS
  - Compensation and support for higher education for QRS educational attainment and beyond
Value statements: We value having an expansive list of evidence-based and evidence informed options and recognize the role local knowledge and experience plays in adapting and modifying interventions. We value diverse evidence sources that increase equity and access to services, particularly among rural and minority communities.

Evidence-based programs, practices, and tools are interventions, which independently show consistently* positive outcomes for participants when tested using comparison groups.

Evidence informed programs, practices, and tools are interventions which show consistently* positive outcomes for participants through methods other than the use of comparison groups, such as program evaluation, qualitative studies, quantitative research, and/or are generally held solutions within the fields of early care and education, infant, child and family health, and parent education.

*In these definitions, ‘consistently’ refers to the number of studies outlined in NCPC’s EBEI criteria and catalogue.
the Journey
Key Elements of Success

Dedicated staff  Model Purveyors  Templates  Funding  Partners  Mission
EBEI Review Process

NCPC’s Learning & Evaluation Dept and Strategic Initiatives Dept collaborate to review evidence for all interventions—reviewing for the quality and independence of evidence and if interventionsestrategies consistently result in positive outcomes.

Review involves a thorough search of the research literature, contact with the purveyor, clear delineation of the model, identification of required outputs and outcomes for state level reporting, and then creation of a Program ID (PID)

- ~6-8 weeks to complete a review.
- New interventions added on a rolling basis from July to April
Examples of New ECE Solutions in the Catalog

- LENA Grow
- Help Me Grow Affiliate
- Developmental Day
- Infant Early Childhood Mental Health Endorsement
- LearnERS
- Positive Early Childhood Education program by Triple P
- KinderMusik
- Brazelton Touchpoints
- ECE affordability
- ECE Full-Day Child Care Supply Building
- DCDEE approved curriculum and formative assessments
- Stabilization Grants
- TA Coaching: NC Breastfeeding Certification
- The PLAY Project
- Integrated Playgroups - ECE

Coming Soon with public access

Smart Solutions: Effective Birth-to-Five Investments
Organizational Information: Early Learning Indiana

Early Learning Indiana is on a mission to ensure children throughout Indiana are empowered with essential skills to be successful in kindergarten and beyond.
WHAT WE DO: We educate and activate an ecosystem of stakeholders to create accessible, high-quality early education opportunities for children in our state.

Practicing What We Teach
Operate a network of premier community-based lab schools, advance the science of early learning, train the next generation of teachers and instill essential skills.

Sharing What We Know
An expert partner enabling early learning partners and providers to build capacity, transform operations and improve learning outcomes.

Driving System-Level Change
We drive system-level change to address barriers to accessible, affordable and high-quality early education.
Impetus for Change

• QRIS ripe for change
• Results-driven focus
• Honoring the wisdom and insights of early educators
Colorado Shines Quality Improvement Funding (CSQI)
Our Quality Improvement work focuses mainly on supporting Programs through funding and coaching. Federal and State Funding is tied to increasing or maintaining quality levels, with a separation of Funding between whether a Program has a fiscal agreement with their county to accept families receiving the State’s child care assistance program.

We also partner with Early Childhood Mental Health Consultants and the Office of Economic Development and International Trade (OEDIT) to connect parents and professionals to local resources that support children in their care, and enhance the business acumen of licensed child care providers. Small Business Development Centers (SBDCs) across the state offer business training courses and one on one consulting to licensed child care providers at no cost to support this goal.

In addition to these supports we have a growing number of Federal Initiatives that focus on opening and expanding the support of our workforce, building better business practices, and expanding Infant and Toddler Care across Colorado.
A few Additional Initiatives

Child Care Stabilization and Sustainability Grants - $221,694,958

Licensing Incentive - $2,400,000

Quality Incentive - $3,278,380

Emerging and Expanding Grants - $22,000,000

Free ECE 101 and 103 Coursework - $12 Million

CIRCLE Grants - $24,800,000

Employer-Based Child Care Grants - $18,800,000

Resources: https://www.coecstimulus.com/
Colorado Federal Stimulus Strategies
Percentage of Spending Breakdown

Totals:

- Access - $462 Million
- Workforce - $109.9 Million
- Family Strengthening - $177.3 Million
THANK YOU!
Questions?

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Gain early language insights in research and clinical applications.

Make every interaction count in early childhood education.

Build school readiness and strengthen families with parent-group classes.

Add an early language focus to any home visiting program.

Gain early language insights in research and clinical applications.
You can’t improve what you don’t measure.
Do quality improvement systems reflect individual experience?

• Approximately 1 in 4 children experiences very little interaction, even in 5-star centers.
• Almost as many children in 1-star centers experience optimal language environments as children in 5-star centers.
Teacher Perception Survey Results

Survey Domains

- Beliefs and actions that support equitable language development
- Job satisfaction
- Self-efficacy
DECA Results

- Significant pre/post increases across all DECA domains
- Largest gains in Attachment/Relationships
- Children were 10x more likely to move up a category than to regress
Stay connected

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Find us on YouTube @LENAEarlyTalk

...And sign up for LENA’s newsletter to stay in the loop about future webinars and opportunities!

LENA.org/newsletter
# Early Head Start Child Care Partnership Network

<table>
<thead>
<tr>
<th>Program</th>
<th>Classrooms</th>
<th>Children</th>
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<tr>
<td>Day Early Learning</td>
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<td>100</td>
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<tr>
<td>Children’s Village Childcare Center</td>
<td>5</td>
<td>24</td>
</tr>
<tr>
<td>East Tenth United Methodist Child and Youth Center</td>
<td>5</td>
<td>24</td>
</tr>
</tbody>
</table>
LENA: Why and How

Why
• Network data collection
• Focus on quality interactions

How
• Staggered approach
• Quality coaching support
• Post data collection
Achievement FY2022

- Enrolled 106 infants and toddlers
- 2 VA ITSN coaches piloted the new LENA Grow3

All classrooms
- Conversational turns/talk, increased by an average of 15%

Lower talk classrooms
(Those below the national median, 15 or fewer turns)
- Conversational turns/talk increased by 50% !!

- The Virginia Infant & Toddler Specialist Network’s LENA Grow program is a national best practice model
Priority list of eligible classrooms

ITS/ITBC make connections with programs, family day homes and Ready Regions

Additional information may be shared to determine which services are appropriate

Coaches forward classroom(s) that require language or communication support to LENA Grow coordinator

LENA Grow coordinator forwards classroom materials to coaches after parent consent forms are received

Program evaluation forwarded to teachers at completion of the LENA Grow sequence

LENA Grow classroom referral process
Resources

• Analysis of QRIS scores and adult-child interaction: https://www.lena.org/qris-and-interaction/
• ”Research Shows Links between LENA Grow Participation and Social-emotional Growth”: https://www.lena.org/research-shows-links-between lena-grow-participation-and-social-emotional-growth/
• LENA’s 14 Talking Points: https://info.lena.org/14-talking-tips
• Virginia Infant & Toddler Specialist Network (VA ITSN): https://va-itsnetwork.org/
• “Changing the Lives of Babies, Young Children and Their Families”: https://www.cdr.org/
• “Colorado Quality Initiatives Brief Overview” (uploading to BUILD website)
• “State and Federal Stimulus Strategies: Ensure All Families Have Equitable and Easy Access” (uploading to BUILD website)
• “Colorado Early Childhood Mental Health Support Line: Answers to Frequently Asked Questions” (uploading to BUILD website)
• “Colorado Office of Early Childhood Federal Stimulus Funding FAQ” (uploading to BUILD website)
Thank you!

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