



Creating an Effective Technical Assistance System to Develop High Quality Early Learning Programs

Session #5, Cohort A

Using Data to Build an Effective and Efficient Cross-Sector Technical Assistance System



Agenda



- State Goals and Homework
- Collecting Data to Strengthen TA
- Overview: Data driven administration and assessment of TA systems
- PA: QRIS Data System
- Data sources
- AZ: Evolution of Statewide TA Data



State Goals for Data Systems

- To develop a coordinated cross sector TA data system that is
 - Cross sector
 - Coordinated
 - Identifies training and support needs for TAPs
 - Includes formal feedback loops and evaluation of TA services
 - Supports responsiveness of TA to changing environment
 - Increases understanding of the impact of the nuances of TA on program quality improvement, e.g., effect of TA strategy used, dosage, etc., to identify TA that is demonstratively effective
 - Uses TA data to track program improvement



State Goals for Data Systems

- To develop a ...shared vision and approach for delivering TA...that is *measurable, consistent* (where appropriate) and *flexible*(where appropriate) and meets individual program needs in ways that *result in measurable children's outcomes*.
- To create a database that captures key elements to inform the state of the *outcomes of the TA system*.
- To learn how to use data collected *to move the system forward*.



Focus on Data Systems...

- To inform management of TA in QRIS and other Quality Improvement initiatives
- To evaluate the effectiveness of the TA initiatives



Preparation Homework

- What questions do you want to answer with your TA data?
 - To manage and administer your TA.
 - To assess the effectiveness of the TA provided, the impact it is having on programs.



Questions States Want to Answer To Help Administer and Manage TA Systems

Case Management

- What is range of caseload sizes for TAPs?
- Frequency of visits to programs?
- How do states structure the mentoring component?
- Linkage of TA to levels/tiers of QRIS?
- To assist with matching, what are profiles of TAPS and program contacts by discipline?



Questions States Want to Answer To Help Administer and Manage TA Systems

Supporting TAPs

- How have states embedded training and financial support into the system to provide support to TA providers?
- Is compensation for TAPs based on higher qualification or credentialing requirements?
- Maintaining quality control/fidelity: contractors versus employed and supervised TAPs?
- How do we promote adult learning to guide mentors and organizational decision making?



Questions States Want to Answer
To Help Administer and Manage TA Systems

Building Supported TA Systems

- Who have states involved in developing the system?
- What supports are other states utilizing to sustain a quality system?
- How do states make decisions about allocating TA resources: pilot vs. mandatory participation; considering the readiness factor, offering coaching vs. TA?
- How to support PD for organizational management to support their knowledge of best practices and strategies for effective implementation?
- How to use common data points to measure inputs: processes, outcomes across a cross-sector TA system?



Questions States Want to Answer
To Assess the Impact of TA on Quality Improvement

Indicators of Change

- Are practices changing based on TA assistance provided?
- Are educators prepared as they enter the workforce?
- Are program able to sustain quality practices when TA has ended?
- How do you assess the impact of TA if TA is embedded in a comprehensive system?



Questions States Want to Answer
To Assess the Impact of TA on Quality Improvement

Assessing Individual Components of TA System

- What are good examples of evaluation design and reports?
- What evaluation instruments do states use to measure effectiveness?
- What are key components of successful implementation and maintenance of fidelity?
- For coaching, what are outcomes related to coaching only versus combining training and coaching?
- What measures are used to assess coaching and outcomes and their reliability and validity?
- What is the impact based on dosage of TA?
- What are levels of competence of TAPs?



Collecting Data to Strengthen TA

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Overview



- What features of TA are important to learn about?
 - The **dimensions of quality** that TA Providers address (e.g., aspects of the environment, teaching practices)
 - The **methods** used by TA Providers (e.g., talking to the teacher or director, modeling/observation/feedback)
 - TA providers' **support and training needs**



Overview, cont.



- Opportunities to collect important data through formal evaluations, the records TA Providers use to document visits; and targeted surveys



Dimensions of Quality



- Features of the physical environment:
 - Specific items on the ECERS related to quality
 - Literacy materials in Centers (print models, sign-in page, and writing tools to encourage writing)
 - Materials/games to promote early math learning



Dimensions of Quality



- Teacher – child interactions and teaching practices
 - Specific items on the CLASS
 - Teaching practices that support language development
 - Teaching practices that promote social-emotional growth



Dimensions of Quality



- Uses of information about dimensions of quality
 - Assess whether TA providers are focusing enough on practices that can promote children's foundational competencies – skills that predict school readiness (social-emotional, language, literacy, early math)
 - Learn whether targets of TA are appropriate to standards, levels, and goals of quality improvement plans
 - See if patterns suggest the need for additional teacher training or resources



Methods



- Information about methods used by TA Providers includes:
 - Individuals TA Providers work with (e.g., Director, Lead Teacher, Assistant Teacher; teaching team)
 - Modeling/observation/feedback
 - Talking about the use of new practices



Methods



- Uses of information about methods
 - Learn if promising methods are being used; e.g., coaching that gives teachers a chance to intentionally practice new teaching strategies and receive feedback
 - Learn if TA providers are building site capacity for ongoing quality improvement by working with the site director and entire teaching team



Collecting data on targets and methods



- Consider designing user-friendly forms or on-line systems that allow TA Providers to record key information about quality targets and methods after each visit
- Collect data on TA Provider quality targets and methods in states' QRIS validity studies and related evaluations of quality improvement efforts



Training and Support Needs



- Information about needs of TA Providers can inform ongoing training/support for effective TA
 - Content knowledge
 - Coaching skills and methods
 - Special concerns: working with resistant teachers, assessing progress at site; building site capacity for continuous quality improvement



Training and Support Needs



- Targeted surveys of TA Providers provide a good way to collect this information
- Consider administering surveys at training events to reach larger numbers of providers
- Ask for information on the survey about what settings TA Providers typically work in and other factors, such as experience and current supervision, that might affect their needs



Contact information



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Data Driven Decisions

Accountability and Responsibility



Evaluation and Accountability

Formal Evaluation and Accountability

- No formal evaluation of TA – 68%
- Unsure if there is formal evaluation – 25%

(Young, 2012)

Other Methods of Evaluation and Accountability

- Supervisory evaluations – 37%
- Customer evaluations – 32%
- On-site observations – 19%
- Use of outcome data – 22%



Improving TA Data Collection for Quality Assurance

- Use common terminology and clear standards with consistency across sectors and QI initiatives to enhance data collection and data consistency
- Cross sector, cross setting
 - include in-state workforce data systems mentors, coaches and consultants working within and across ECE settings and sectors
 - Include information on providers and provision of TA assistance to mentors, coaches and consultants across settings and sectors
- Articulated QA and monitoring systems for TA strategies
- Invest in evaluation of access, consistency, and quality of TA and outcomes

(Young, 2012)



Characteristics of Effective Data Systems

- Articulated need for data
- Agree upon indicators to respond to need
- Consistent and reliable data
- Use of consistent analysis process
- Plan for communication to stakeholders

(Lugo-Gils, 2011)



Ten Fundamentals of Coordinated State ECE Data Systems*

- Fundamental 5: Unique program site identifier with the ability to link with children and the ECE workforce –
- Fundamental 6: Program site data on the structure, quality and work environment
- Fundamental 7: Unique ECE workforce identifier with ability to link with program sites and children
- Fundamental 8: Individual ECE workforce demographics, including education, and professional development information
- Fundamental 9: State governance body to manage data collection and use
- Fundamental 10: Transparent privacy protection and security practices and policies

*Early Childhood Data Collaborative <http://www.ecedata.org/>



CCAA

Best Practices for Local Agencies

- Element 3: Information and Assessment
 - Databases
 - Needs Assessment
 - Evaluation
- Element 7: Provider Services
 - Training and technical assistance
 - Evaluation, Assessment and Monitoring



<http://www.naccrra.org/programs-services/naccrra-best-practices-program>



Plan for Collecting and Using Data

- Agreement upon questions that need to be answered
- Prospective use of response to questions
- Data elements
- Data sources
- Analysis of data
- Use of findings and conclusions

(Lugo-Gils, 2011)



Challenges in Using Data

- Inadequate time and resources to build systems
- Need for better integration and more detailed information on quality and outcomes that are focus of work
- Determining all potential uses of data in beginning
- No time to pilot systems with users
- Changes in technology
- Lack of integration between individual databases
- Continuing need to capture more data at deeper levels



PA QRIS: Keystone STARS



- Promotes continuous quality improvement in early learning and school-age environments.
- Proven to improve the quality of child care programs in PA.
- Provide families with a tool to gauge the quality of care and early education their child will receive.
- Over 4,200 child care programs participating in Keystone STARS. (As of April 1, 2012)
- Over 169,000 children served in STARS programs. (As of April 1, 2012)

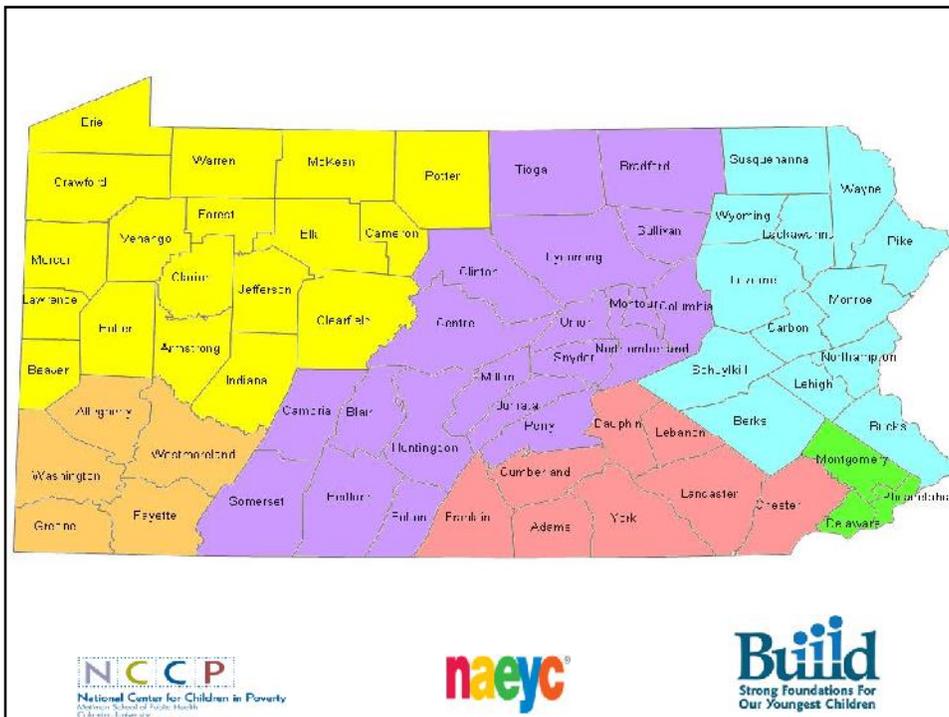


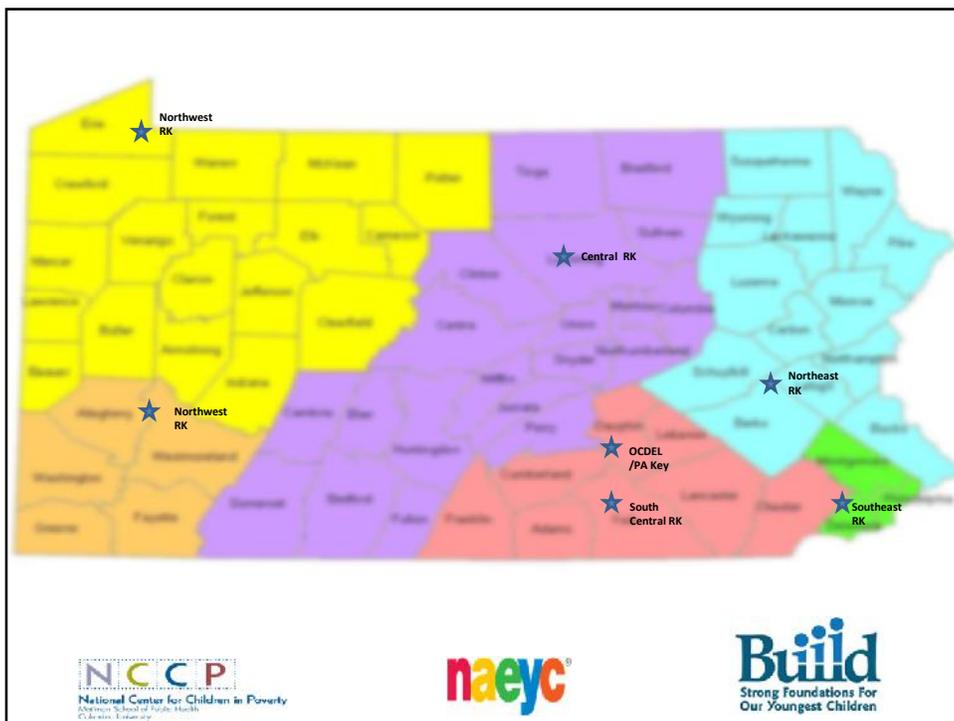
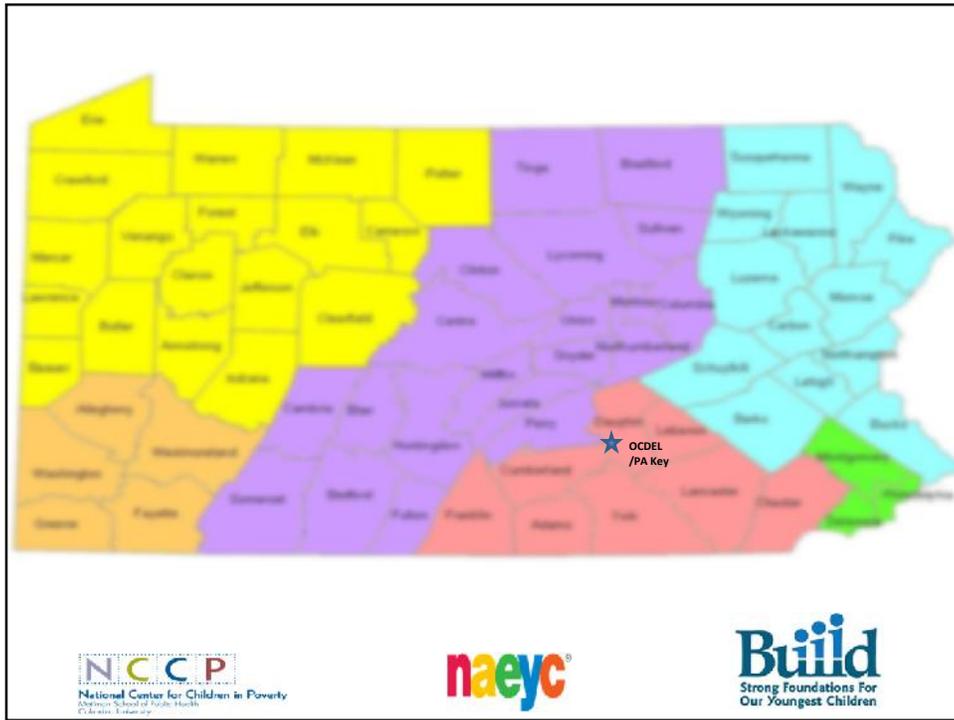


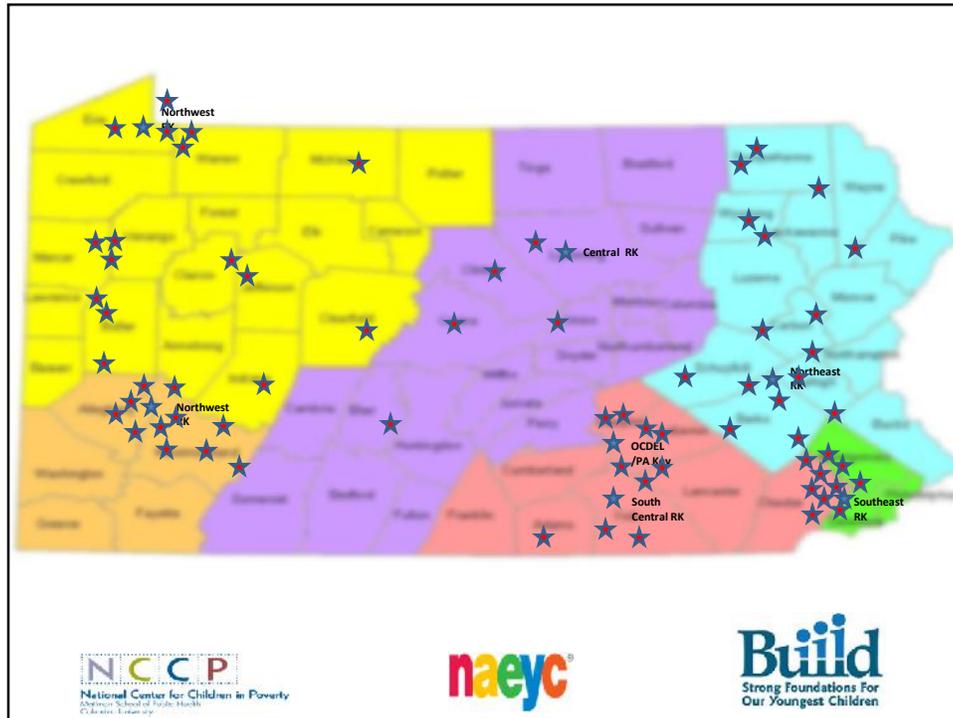
Pennsylvania STARS

Technical Assistance

- Providers request TA through their Regional Key, which will support them to maintain or increase their STAR level, thereby enhancing their grant eligibility
- A STARS Organization and STARS TA Consultant will be assigned to work with the facility to develop an Action Plan. The Action Plan will include goals the facility will work towards in order to improve their standards and ultimately achieve their target STAR level.







PELICAN Overview

Department of Public Welfare's initiative to create a system that integrates the Department's child care programs under a single management information system

- All child care services information is managed in PELICAN
- Prior to 2011/12 STARS Technical Assistance (TA) Process was predominantly paper-based
- K2Q Phase 2 initiative incorporated the STARS TA program into the K2Q system

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graph TD
    Certification --> KeysToQuality[Keys to Quality]
    KeysToQuality --> PAPreKCounts[PA Pre-K Counts]
    KeysToQuality --> EarlyLearningNetwork[Early Learning Network]
    KeysToQuality --> TechnicalAssistance[Technical Assistance]
    EarlyLearningNetwork --> ChildAssessment[Child Assessment]
    TechnicalAssistance --> ChildCareWorks[Child Care Works]
    
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What is collected in PELICAN?

Technical Assistance

- Program/ Facility Information
- Contact Log
- Action Plan
- Progress Interaction Log
- TA Organization and consultant
- Goals Met/Not Met and STAR Level (change)
- Close-Evaluated Process



Reviews plans Closed-Evaluated between April 1 and March 31 on the following factors:.

- Achievement of specific goals as identified in Action Plan (80%*)
- STAR level change (min. 33% meet)

* Up to 10% may be justifiably exempt



- Basic eligibility
- Knowledge of system, standards, process
- Required and ongoing professional development
- Appropriate preparation for consultation

- Timeliness, accuracy of reports
- Records maintained for referrals
- Timely follow-up and completion of referral
- Communication with Regional Key
- Meets targets



Research Brief

Measureable Impact on Provider

- 425 providers received some form of STARS TA
- Average of 17.9 Hours Direct Service per Action Plan
- Odds of moving up a STAR level 4.3 times higher than for those providers who did not receive TA
- Most effective for Group Child Care providers
- Most effective at lower STAR Levels

Pennsylvania Early Learning Keys to Quality



Goals and “Sticky”

Before

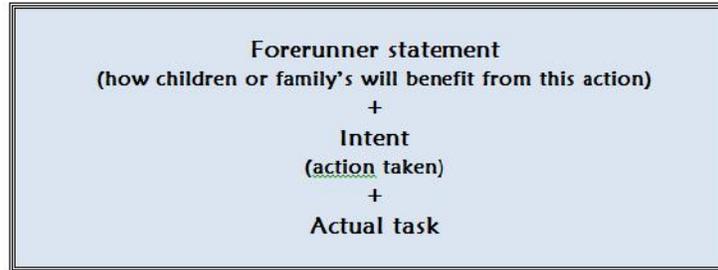
- TA consultant will assist program in ensuring that teacher lesson plans reflect use of Pennsylvania Learning Standards.
- A written Improvement Plan is developed to address any ERS subscale score below a 3.50.

After

- Teachers lesson plans will reflect use of Pennsylvania Learning Standards in implementing a learning curriculum.
- The art center will be a developmentally appropriate learning environment that will meet or exceed the ERS 3.5 rating requirement for the relevant indicators.



Action Plan Goal Statement Formula



Goals and “Sticky”

Before

- The art center will be a developmentally appropriate learning environment that will meet or exceed the ERS 3.5 rating requirement for the relevant indicators.

After

- Children will have the opportunity to explore, create, and to integrate new skills and knowledge by improving the art center so that it is a developmentally appropriate learning environment.



Working Together to Make Learning Stick (00:01 / 32:43) ATTACHMENTS

Pennsylvania Early Learning
 Keys to Quality

Outline | Thumbnails | Notes | Search

1. Pennsylvania Quality Assurance System for Consultants

2. Slide 2

Pennsylvania Quality Assurance System for Consultants:
 Working Together to Make Adult Learning "Stick"

Start

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4:00 | SLIDE 1 OF 4 | PAUSED | 00:01 / 00:32

NCCP
 National Center for Children in Poverty
 Anderson School of Public Health
 Columbia University

naeyc

Build
 Strong Foundations For
 Our Youngest Children

Next Steps

- TAAP for other types of TA
 - Infant Toddler
 - Child Care Health Consultation
 - School-age
 - ECMH
- Technical Assistance Sustainability Plans
- Connect TA Consultation to Child Outcomes

How do you use data?

- Do you collect data to inform management of TA?
- Do you collect data to assess the impact of data on programs?



Quality First, Arizona's Quality Improvement and Rating System

Evolution of Statewide TA Data



Ginger Sandweg
Director,
Quality First



Dr. Roopa Iyer
Senior Director,
Research and Evaluation



TA COMPONENTS

Quality First Components

- QIRS Coaching
- Child Care Health Consultation

Regional Based Strategies

- Mental Health Consultation
- Inclusion of Children with Special Needs
- Pre-Kindergarten Mentoring



ANECDOTAL DATA

Feedback from ECE Providers

- Number of people visiting program
- Conflicting information from different people

Feedback from Coaches/Consultants in Program

- Coordination – what other consultation is at this site?
- What are they doing?



MOVING TO A COHESIVE SYSTEM

Collaboration Meetings – TA Providers

Joint Service Collaboration Meeting – TA Organizations

Extranet – QIRS Data base to house data/share information



EXTRANET

Connecting Made Easier

Current Users and Assignments

Role	Name	Title	Phone	E-Mail
Coach	Jaki Vurich	Jaki Vurich	180-825-0500 X1154	jvurich@ascraz.org
Mental Health Consultant	Charee Washington	Charee Washington		cwashington@duke.edu
Inclusion Coach	Malissa Lemon	Malissa Lemon	902-918-5259	mlemon@sonnc.org
Main Contact	n/a	Director	902-604-6137	n/a
Primary Program Designer	Jessica Sumner	Assistant Director	902-604-6137	N/A



EXTRANET

TA Work Summary

Date	Category	Duration	Type	Purpose
04/24/13	Regular Visit	1 hour 30 Minutes	Personal Visit	1:00-2:30 Introduced new coach Allison to administration and staff. Took her on a tour of the site. Met with assistant director and director to discuss order and ECERS assessment observation reflections. Planned May visit for 5/15/2013 @ 8am to observe afternoon transitions, 5/15/2013 @ 8am to do classroom assessment, and 5/15/2013 @ 1pm to observe nap room observation based on observations from 5/14/2013.
05/15/13	Regular Visit	1 hour 30 Minutes	Personal Visit	1:00-2:30 Coaches Adam and I made this visit due to illness. Met a coordinator with each coach. Walked through classrooms to observe room arrangements. Assistant director has made several changes in the classrooms, entry way and office to be more inviting for parents and children. Checked recess items from the order. While going through the boxes of items received we identified several items that were incorrect. Met with assistant director to get motor kit into the classrooms. Included coach, director and I discussed some specific child needs in each classroom. Provided QI and Inclusion overview to director. Collected how-ends from coach and assistant director. Assistant director let me know that assessment called last week to let them know they are now in their three week window. Next visit scheduled for 4/24/2013 @ 1:00pm to introduce new coach and to meet with director to answer questions and talk about next steps.



EXTRANET

Data Collected

Quality First Activity Log

Date of Activity *

Activity Category *

Activity Duration *

Activity Type *

Purpose *

[Scroll Check]

Save Cancel



DATA ANALYSIS

Linking TA to Quality Rating – Questions

Is TA type connected to assessment scores and rating over time?

Is Dosage connected to assessment scores and rating over time?

Cumulative over all TA providers at the site

Individually for each TA provider at the site

Is there a combination of TA type and Dosage that is optimal?



TA DATA SUBCOMPONENTS -- WARM LINE

Onsite Consultation vs. Phone Consultation

Number of providers requesting support

Topics of the call received

Calls addressed

Quality First vs. Non-Quality First providers



FUTURE DIRECTION

Add Pre-Kindergarten Mentors to Extranet

Use Data Analysis to inform TA services



Thank You!

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Strengthening Evidence Base

- Details on coaching models and sequencing of activities
- Details on dosage
- Measures of fidelity of implementation
- Supervision, documentation, evaluation
- Context of intervention
- Effects of coaching long term



References

- Caronogau, P., Kirby, G., Malone, L., Boller, K. (2011). OPRE Report # 2011-29. *Defining and Measuring Quality: An In-Depth Study of Five Child Care Quality Rating and Improvement System*. Washington, DC: U.S. Department of Health and human Services, Administration for Children and Families, Office of Planning, Research and Evaluation.
- Lugo-Gil, J., Sattar, S., Ross, C., Boller, K., Tout, K., & Kirby, G. (2011). *The Quality Rating and Improvement System (QRIS) Evaluation Toolkit*. OPRE Report #2011-31. Washington, DC: U.S. Department of Health and human Services, Administration for Children and Families, Office of Planning, Research and Evaluation.
- Young, B. (2012). *Strategic Directions: Technical Assistance Professionals in State Early Childhood Professional Development Systems*, Washington, DC: NAEYC.



Questions, Reflections, Comments?



Wrap Up



Session 6: Implementing the Technical Assistance System Building Plan: Next Steps



Review the PDW Center Technical Assistance Planning Guide and the Strategic Directions Policy Advocacy Tool documents to inform the development of your state's TA plan or a "plan to plan", and identify:

- one to three areas you want to focus on, and
- one to three next steps.



Thank You

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