

**Infant / Toddler Initiative Steering Team**

MUGC

December 2, 2003

**Member Present:** Ann Nutt, Kelley Worley, Judy Curry, Beth Hall, Margie Hale, Randy Bridgette, Rashida Dickerson, Kim Tieman, Joan Faris, Helen Post-Brown, Karen Duckworth, Bill Huebner, Barbara Myers **Guest Present:** Mary Hayden

KEY POINTS DISCUSSED	KEY DECISIONS MADE
<b>Welcome/Review of Agenda</b>	
<b>WV I&amp;T Logic Model/SWOT Summary:</b> Final Logic Model with Timelines submitted to committee  Kelley provided overview of Logic Model and SWOT Summary	
<b>Federal Technical Assistance Update :</b> Ann reported out on Federal Technical Assistance: <ul style="list-style-type: none"><li>• Karen Heying -Zero- Three has staff that can Build On One Step at a Time</li><li>• Ann reported that Zero-Three has a new curriculum which could possibly be used as an enhancement to One Step at a Time (strong emphasis on social/emotional)- Curriculum scheduled to be field tested with community colleges. The training guide is currently at the printers</li><li>• Karen Heying can set up conference call between committee and Kansas/Iowa</li><li>• Child Care Bureau extended grant to September 2004 with possible additional resources</li><li>• Douglas Klayman to obtain Models of Evaluation for possible use in WV (Model In house). He will get in the next month/two</li><li>• Zero-Three has resources to assist with 2 Day Retreat</li></ul>	Ann will speak further with Karen about obtaining Zero-Three consultant and building on One Step at a Time and request copies of their curriculum when available for committee to look at.  Committee members said that they are interested in being present at the conference but did not suggest dates. Requested that date be scheduled and if available will attend  Ann states she will follow up with Douglas on Models of Evaluation  Ann states she will place Karen Heying on her calendar for regular telephone conferences ( Bi-Weekly) .

KEY POINTS DISCUSSED	KEY DECISIONS MADE
<p><b>Report Out/Researching Effective Practices(Goal #1):</b>  Judy discussed article on Issues and Recommendations in the Training of Infant and Toddler Caregivers (ZERO-Three)- article discussed in service training model, issues in training caregivers and recommendations in providing training. Judy also gave handouts on State Developments in Infant and Toddler Care 2001 and what other states are doing with I&amp;T earmark dollars.</p> <p>Beth provided handouts on NACCRRRA(EXECUTIVE Summary) and the National Center for Children in Poverty research. Beth gave overview of research (see handouts) on training .</p> <p>Ann reported out on Zero- Three Trainer Model: Their model trains caregivers to care for children. Ann also stated: Nancy Cheshire found out that Government sponsored CC does not have a system for I&amp;T care. Nancy also found out that Department of Defense uses modules by "Teaching Strategies". Nancy is waiting for more information to arrive and will report out when information is obtained. Helen Post Brown is still researching Corporate Models and will report out when information is obtained.</p> <p>Margie Hale reported out on the Abecedarian Study(hand out) which used a highly individualized curriculum based on Child's need and provided handouts on number of minority Infant and Toddlers living in WV and also discussed a study titled " The NICHD Study of Early Child Care and Youth Development", which is a longitudinal study that looks at the correlation between child care experiences and child developmental outcomes. The researchers are in Phase III of the study. Margie also reported out on Caring for Infants and Toddlers: Analysis and Recommendations. ( Handouts)</p>	<ul style="list-style-type: none"> <li>• Randy Bridgette will look at Training Methods /Best Models and report out</li> <li>• Randy will also will research whether WV R&amp;R 's can still participate in online NACCRRRA training</li> <li>• Barbara Myers discussed Early Head Start Mon. Counties Home based Model: Parents as Teachers Curriculum ( Staff receive a week of training /renew each year- Use SW)</li> <li>• Mon. County Centers use Creative Curriculum - Staff obtain training from Teaching Strategies in DC. Staff are called Curriculum specialist and coach and offer TA to centers. Also receive training from West Ed, ITERS-R.</li> <li>• Bill will find out and report out on what the other Early Head Start grantees are using.</li> </ul>

KEY POINTS DISCUSSED	KEY DECISIONS MADE
<p><b>Report Out/ Data Collection Update(Goal #2):</b>  Kelley Worley reported out on FACTS database (<b>see attachment</b>) and provided snapshots of FACTS screens.  Bill provided Head Start Information Report to committee and offered to conduct survey for information if more is needed. Bill hopes to integrate TA (Sally Byard and Pat Gracey) into R&amp;R and Training Connections  Mel Woodcock not in attendance.</p>	
<p><b>Recommendations for Action:</b>  Consensus Points  Decisions  <b>(See attachments)</b></p>	
<p><b>Next Meetings:</b>  Decided to cancel the two day retreat in Feb. until consultant can attend.</p>	<p><b>Dates are:</b>  February 3, 2004 -Family Enrichment Center  March 30, 2004-MUGC Room 135  April 20, 2004- Family Enrichment Center</p>
<p><b>Next Agenda:</b>  Welcome/review of Day  Fed. TA Assistance Update  Report Out of Final Lit. Review  I&amp;T Sub group report from Jan Meeting  Update on Consultant  Report Out- Judy ( Implementation  Plan/research Subsidy and Kelley- ITERS-R database  Vote on Subsidy  Discussion Goal #2 ( how to proceed)  Consensus on Goal 1&amp;2 for Recommendations  Next Steps and Assignments  Future Meeting Dates  Wrap Up and Adjourn</p>	

## **FACTS DATA Collection:**

- Collects Number of caregivers and educational backgrounds
- Does not collect how many in ACDS
- Does collect if Family Child Care provider has received Infant and Toddler Training
- Does not collect how many providers in a center/facility that have completed One Step at a Time Training
  - or total still working or other training
- Does track Director if entered as contact person
- Does collect number of Infant and toddler in each county who receive subsidized care (poverty)
- Does track how many centers are licensed to provide Infant and Toddler Care
- Does collect waiting list Information for Infant and toddlers
- Does collect licensed capacity but not specifically infant and toddler for centers but does for family CC
- Does track years of experience of provider
- Does track provider education
- Does track provider race, gender, date of birth
- Does not track trainers and where located
- Does track whether NAEYC approved
- Does not track turnover rate
- Does track race/ethnicity of subsidized infant and toddlers
- Does track subsidized infant and toddler with special needs
- Does track location of providers
- Does track compliance with regulations
- Does not track training R&R offers; however has the potential Training connections tracks number of sessions being offered ... training connections tracks who is being trained if on career pathway
- FACTS has potential to collect continuing education record of trainer
- Other Issues; who is responsible to enter to make sure current and reliable?
- May be based in future

## Summary of Recommendation for Action/Consensus Points (Group 1 & 2)

### Four Main Priority Areas:

1. Content/Curriculum Goal #1	2. Trainers Goal #1	3. Infant and Toddler Resources Goal #1	4. Quality Assurance Goal # 2
<ul style="list-style-type: none"> <li>• “One Step at a Time” <b>Revise:</b> <ol style="list-style-type: none"> <li>1. Student manual</li> <li>2. Trainer manual (Fed. Consultant)</li> </ol> </li> <li>• West Ed Training (PITC) Model</li> <li>• Zero-Three may have wrap-around</li> <li>• Incorporate ITERS-R</li> <li>• Work closely with Higher Ed/ Articulation (Professional Development /credit)</li> </ul>	<p><b><u>Trainers: Qualified</u></b></p> <ul style="list-style-type: none"> <li>• Train the trainer process</li> <li>• Ongoing Meetings</li> <li>• Standardized Training Procedures</li> <li>• Cross systems trainers/training</li> <li>• Availability/ class size, location</li> </ul>	<ul style="list-style-type: none"> <li>• Materials to implement</li> <li>• Stipend</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback loop</li> <li>• Continuous Improvement Evaluate/How?               <ol style="list-style-type: none"> <li>1. Participant’s knowledge/skills (pre/post test?)</li> <li>2. Trainer Evaluation</li> </ol> </li> <li>Knowledge Quality Skills</li> <li>• Impact/ Change in Practice ITERS-R (environmental assessment)</li> </ul>

<b>Goal # 1: To improve the availability and quality of training for Infant and Toddler caregivers in West Virginia</b>		
<b>Decisions (12/2/030)</b>	<b>Requirements of Consultant and Training</b>	<b>Timelines</b>
<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Authorize securing Consultant to Build on One Step at a Time (Trainer/Provider) and other most effective practices ( West Ed , PAT, Zero-Three)</li> <li>• Explore Contracting with Zero-Three</li> <li>• Ann work with I/T Sub group to review/make final decisions on consultant.</li> </ul> <p><b>Members include:</b> Ann Nutt, Helen Post-Brown, Nancy Cheshire, Joan Faris, Karen Duckworth, and Cherise Starcher</p> <p><b>Committee Charge:</b> To assist Ann in decisions (i.e.: consultant selection, etc) and work with consultant on rewrite.</p>	<ul style="list-style-type: none"> <li>• Meet needs Home/Center based</li> <li>• Incorporates Time frames</li> <li>• Incorporates ITERS-R</li> <li>• Training Manual</li> <li>• Train Trainers Model</li> <li>• Evaluation Component</li> <li>• Link with higher Ed/Articulation/ Professional Development and Train-Trainers</li> <li>• Pre-Post Measurements</li> <li>• Consultant to also develop evaluation component of training curriculum piece</li> <li>• Multi-faceted Training Plan- Included level of staff</li> <li>• Coordinate First Round of Training of Trainers</li> <li>• Consultant to work with Training Module Steering Sub Group</li> </ul>	<ul style="list-style-type: none"> <li>• Timeline/Calendar to be determined by I/T Steering Team Sub group</li> </ul> <p>No later than Time frame:</p> <ol style="list-style-type: none"> <li>1. Consultant Start Date: <b><u>March 01, 2004</u></b></li> <li>2. Money/grant in place by <b><u>September 2004</u></b></li> <li>3. Outline of Content: <b><u>June 30, 2004</u></b></li> <li>4. Final Training Module <b><u>July,2005</u></b></li> <li>5. Implementation Plan: <b><u>September 2005</u></b></li> <li>6. Consultant to Submit detailed action plan/timetable within <b><u>30 days of awarded contract or no later than May 1, 2004</u></b></li> </ol>
<b>Goal # 1 Decisions Cont.</b>		
<b>Trainers:</b>		

- Cross Trainer System with Quality safeguards/accountability
- Ongoing Meeting of/with Trainers with State Oversight (i.e.: Training Connections Model- One oversight entity
- I&T sub group to make recommendation on such things as job description and collaboration
- I&T Committee will write training policy that outlines minimal standards and procedures (i.e. Class size, location, frequency etc.)
- I&T Committee recommend to PIECES how to systematize I&T training

**I&T Resources:**

- Materials
- Stipends

***Recommendations:***

- Judy will research what other states are doing with center implementation plans ( i.e.; upon completion of training submit plan about how center will implement training and what resources they need to implement)
- Judy will find out if Center gets \$400.00 stipend if they do not accept subsidy ( private pay only)
- DHHR Early Care and Education staff review Judy's research on subsidy and bring recommendations to I&T committee
- Vote on recommendations/options at Feb., 04 meeting

***Subsidy Option(4):***

1. Give majority to center/rest to caregiver
2. Center reimbursed flat rate per participant caregiver with portion going to provider
3. Whole stipend to Center
4. Reimburse center minimum wage for one participant per year –small stipend to provider

***Goal # 2: Develop a quality improvement system to ensure accountability and continued program improvement for Infant and Toddler caregiver training systems***

**Decisions (12/2/03)**

**Quality Assurance**

- Quality Assurance (pure evaluation vs. systems)
- Establish process within system to evaluate self
- Link to performance plans in areas of weakness
- Needs to focus on I&T training system to target (Model)
- Pre-Post Measurement with ITERS-R
- Consider focus on Directors receiving ITERS-R training
- Peer Evaluation using ITERS-R

**Goal:**

1. Improve ITERS-R Score
2. Improve/Impact Practice
3. Quality Assurance of I&T system

**Considerations:**

Cost of training

Implementation

**Recommendations :**

- Kelley to research new ITERS-R database

