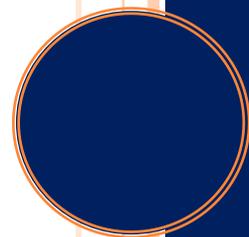


INFANT TODDLER SPECIALIST NETWORK

Year One Evaluation Summary

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ACKNOWLEDGEMENTS

The Center for Inclusive Child Care's (CICC) Infant Toddler Specialist Network is funded by the Minnesota Department of Human Services. The CICC team includes Cindy Croft, M.Ed., Executive Director; Priscilla Weigel, Associate Director, Rebekah Gillard, M.A., Health and Safety Coordinator, Kimberly Harmon, Outreach and Engagement Coordinator; and Becky Esperson, Administrative Assistant. The project is managed by Kathleen Schwartz, Infant Toddler Professional Development Specialist within Child Development Services at the Minnesota Department of Human Services.

The evaluation team at the Center for Early Education and Development (CEED) sincerely thanks the CICC team and the MN DHS project manager for their collaborative effort, their quality and timely input, and their overarching supportive nature. The CEED team is extremely grateful to work with these talented colleagues.

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PURPOSE

The Minnesota Department of Human Services allocated resources to develop an Infant Toddler Specialist Network (ITSN) within the state to support licensed child care providers. The intent of the network is to provide relationship-based coaching, technical assistance, and consultation to licensed child care providers who want to enhance and improve their knowledge of and skills with high quality services for infants and toddlers. The Center for Inclusive Child Care (CICC) at Concordia University—St. Paul is charged with leading these efforts and has hired experienced coaches to work with child care providers to meet the goals of the network.

METHODOLOGY

Coaches

- Pre- and Post- Knowledge, Attitudes, and Skills Surveys (Fall and Spring 2017-2018)
- End-of-Event Surveys (2017-2018)
- Continuous Quality Improvement Plans
- Interviews (Spring 2018)

Providers

- Pre- and Post- Knowledge, Attitudes, and Skills Surveys (2017-2018)

RESULTS

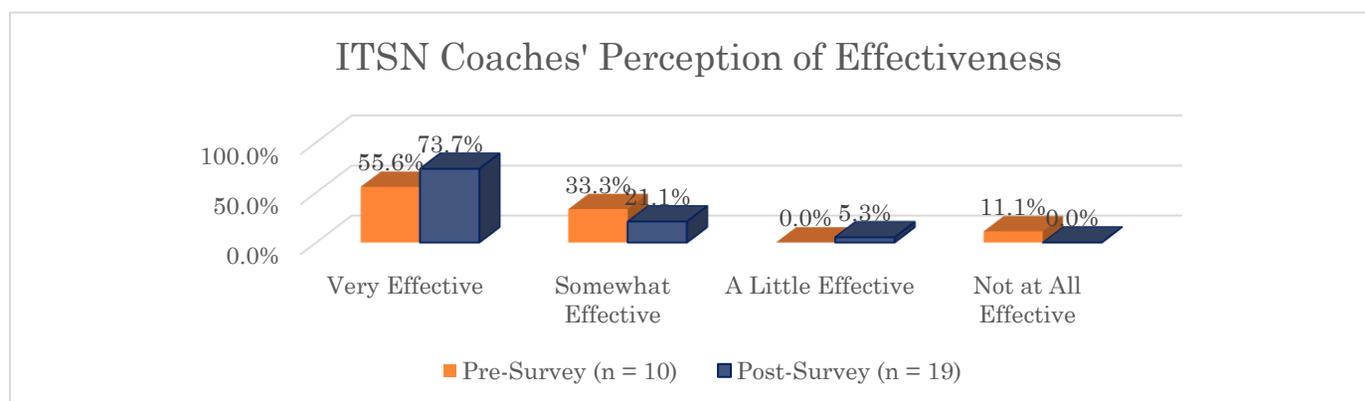
ITSN Coaches are:

- Well educated (12 out of 19 with post-graduate degrees)
- Experienced in the field of child care (average = 17.3 years of experience)
- Primarily white (2 non-white)
- Improving their already high levels of competency with infant toddler content

ITSN Coaches feel:

- That their knowledge of all three versions of the Minnesota Knowledge and Competency Frameworks (i.e., Family Child Care, Infant and Toddler, Preschool and School-Aged) has *improved* as a result of this project.
- That their coaching skills are *proficient*, while still recognizing the need to enhance their skills with *cultural competency* and *active listening*.
- Confident in their ability to share content with child care providers.

Coaches and providers want additional training on trauma-informed care, social-emotional development—attachment, and referral to early intervention for infants and toddlers.



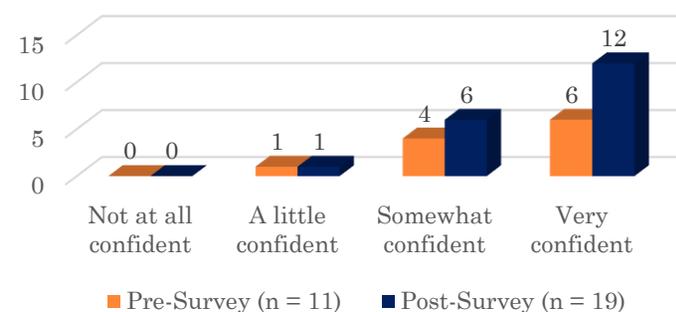
RELATIONSHIP-BASED PROFESSIONAL DEVELOPMENT

- All coaches were able to clearly define relationship-based professional development and how they use those principles and skills in their work. The coaches also described a coaching model based on relationship development, modeling, asking questions, and meeting providers “where they are.”

- One coach said, *“When I go on to a site I’m really working on building the relationship right away, I think that’s first and foremost most important because if we don’t have that relationship with our teachers they’re not going to trust us. . .”*

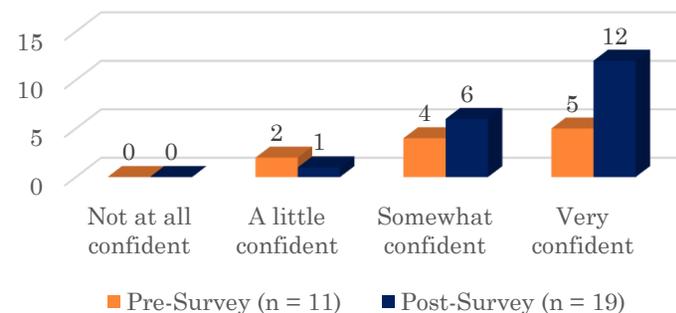
- Another coach said, *“When a coach has an opportunity to work one-on-one with a person caring for a child who is presenting some sort of challenge, you not only support her in discerning, figure out, and problem solve with that child, you support the whole group, everyone in the room benefits from anything that we’re doing. And when providers have an opportunity to put into practice, with you there, ways that are different, they tend to make it part of their practice.”*

Coaches' Confidence in their Knowledge of Relationship-Based Professional Development



84% (n = 16) of the coaches stated that their effectiveness had increased during the past year.

Coaches' Confidence in their Ability to Apply Relationship-Based Professional Development



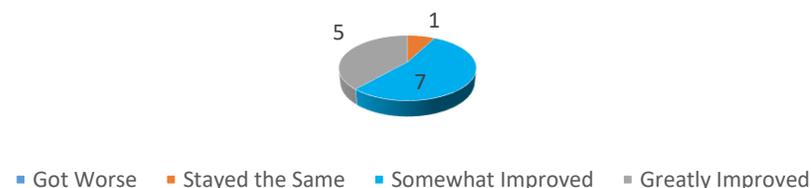
ITSN CHILD CARE PROVIDERS

- Providers (n = 59) had an average age of 40 years (range = 19 to 70 years old); 55 identified as white; 74.1% stated that they work in center-based child care programs; and the average number of years of experience was just over 11 years.
- Fifty-one percent (51%) of the providers stated that they work in the Twin Cities metro area, 24% in the Northeast district, 12% in the Southern district, 10% in the West/Central district, and 3% in the Northwest district.
- Providers have access to training and still want training on caring for children with special needs, play for infants and toddlers, infant toddler curriculum, and provider mental health/self-care.
- Providers most often chose caring for children with special needs, infant and toddler curriculum, referral to early intervention for infants and toddlers, cultural responsiveness, and developmentally appropriate practices around individualized instruction and group instruction as the topics *most difficult to implement*.
- Providers' familiarity and use of the Knowledge and Competency Frameworks increased as a result of coaching.

Providers' Pre-Survey Confidence Levels in their Infant Toddler Knowledge (n = 51)



Providers' Post-Survey (n = 13) Report of Change in Infant Toddler Knowledge Confidence after Coaching



ITSN Provider Goals by Standards of Quality

