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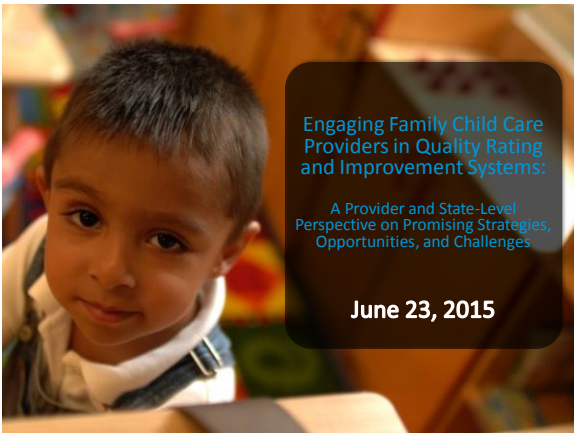
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Erin Silva, M.A.  
Assistant Director of  
Distance Learning  
and Continuing Education

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You will automatically be connected the Audio Broadcast with your computer

Ask questions in the Q&A panel

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...and more.

- **Continuing Education**
  - Special events, with national speakers
  - Half- and full-day face-to-face workshops and series
  - Webinars
  - Online modules (coming soon)
- **Customized training**
  - For groups of professionals, or individuals
- **Consultation and protracted training**
  - For organizations, designed to develop a deep impact in practice

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Juliet Bromer, Ph.D.  
 Herr Research Center  
 for Children and Social Policy  
 Erikson Institute



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### Acknowledgements

- The Family Child Care Specialist Training project is funded by the W. Clement and Jessie V. Stone Foundation
- Sharon Syc, Ph.D. and Lisa Ginet, Ph.D. for content and module development
- Margaret Reardon for administrative support




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### Webinar Learning Outcomes

- Learn about provider perspectives on the challenges of and opportunities for engaging in quality systems
- Enhance understanding and knowledge of one state's effective strategy to include family child care providers in a quality rating and improvement system
- Enhance understanding and knowledge of relationship-based technical assistance and professional development approaches to engaging family child care providers




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### QRIS and Family Child Care

- 38 states have QRIS
- Nearly all include FCC yet low engagement
- Most states have dramatically less FCC engagement in QRIS than center engagement
- Only 8 states have more FCC than center-based participation
- Family child care providers may need additional support to participate in QRIS

From 2014 QRIS Online Compendium  
<http://qriscompendium.org/>




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### Challenges of supporting FCC within QRIS

- Monitoring vs. supporting
- Focus on product not process (checklists rather than interactions)
- Administrative burden (paperwork)
- Short-term goals
- Environment rather than relationships – most states use FCCRS; only a few using the CLASS to measure quality




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### Components of High-Quality Support

- Relationship-based
- Opportunities for networking and sharing
- In-home technical assistance, coaching, and consultation combined with training / workshops
- Ongoing technical assistance – frequency and intensity
- Feedback opportunities
- Peer support

*From: Bromer, vanHaitma, Daley, & Modigliani, 2009; Bromer & Korfmacher, 2012; 2015*




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### FCC Specialists Online Resource!

<http://www.erikson.edu/family-child-care-modules>

- Intended for agency supervisors to use as a guide in training staff members
- Use the resources to more deeply understand work within the family child care setting and to more fully support family child care providers.
- Webpage Includes:
  - Background Information
  - Links to articles and training resources
  - Online Modules
  - Webinar Information including archives and slides




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## Online FCC Modules

### Modules Include:


- The Module
  - (narrated with introductory and summary video clips)
- Trainer PowerPoint notes for slides
- Trainer Module Preparation Notes
- Recommended Readings
- Handouts and Suggested Activities

**Experience the modules**

We invite you to experience the **Looking into Family Child Care** modules.

**Orientation to Family Child Care (available mid-February 2015)**

This module orients trainers to the core elements of practice for family child care providers. It also guides the trainer in supporting staff in ongoing discussions of what they know and how they think about some key aspects of family child care.



Available mid-February 2015

**Future modules**

- What is Family Child Care? (available late February 2015)
- Engagement of Providers (available mid-March 2015)
- Working with Mixed-Age Groups (available mid-April 2015)
- Culture (available early June 2015)

To be notified when new modules are available, contact Juliet Bromer at [jbromer@erikson.edu](mailto:jbromer@erikson.edu).

**Resources for getting started**

- How to Use Module Training Materials (PDF, 362)
- Tips for Planning and Setting up a Training Session (PDF, 102)
- Improving Support Sessions for Family Child Care Through Relationship-Based Training (PDF, 502)

Forthcoming: Online Modules Technical Support Guide



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<http://www.erikson.edu/family-child-care-modules>

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## NEW Module!

<http://www.erikson.edu/family-child-care-modules>



Cultural Considerations  
Module – Live on June 29<sup>th</sup>



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## Today's Panel



- Patricia A. Twymon, NAFCC Accredited Provider, Kohl McCormick 2009 Teaching Award Winner, Chicago, IL



- Rena Hallam, Associate Director, Delaware Institute for Excellence in Early Childhood, University of Delaware



- Martha Buell, Director, Delaware Institute for Excellence in Early Childhood, University of Delaware



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Patricia A. Twymon, NAFCC Accredited Provider



- Operated a Group Family Childcare Home for 21 years
- “Wee Are The World Home Day Care” is NAFCC Accredited and has been featured on “A Place of Our Own”, as its “Provider of the Week”
- Pat’s program has won several awards to include the 2009 Kohl McCormick Early Childhood Teaching Award
- Advocating for children, their families and fellow providers fuel Pat’s desire to work hard towards change.




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Wee Are the World Home Daycare




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Patricia Twymon-Family Childcare Provider

I’m the owner and lead provider of, “Wee Are the World Home Daycare”, the married mother of three grown sons, and two granddaughters. Staying home with my children was what motivated me to start my own business, twenty years ago. Our motto is: “Children are the results of their experiences” We provide our children with the very best experiences, each and every day.

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- We are a NAFCC Accredited “Group Family Childcare Home” that cares for sixteen children throughout an average day. I employ two full-time staff members. We are licensed to operate Monday through Sunday from 6am until midnight.




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### Participation in Advocacy and Support

- 2009 Kohl McCormick Early Childhood Teaching Award
- Featured on “A Place of Our Own”, as their “Providers of the Week”.
- Department of Children and Family Services (DCFS) Licensing Committee
- IL Department of Human Services (IDHS) Co-Chair Quality & Assurance Committee
- Providers in Action (PIA)
- President, Supporting Providers Network Association (SPNA)
- Community Partner Advisory Boards

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### What is the most important thing we do for children?

Our goal is for every child in our program to be equipped with the skills for successful learning and transition into kindergarten and beyond by age 5. We currently use Creative Curriculum for Family Childcare, Ages & Stages (ASQ), the IL Early Learning and Development Standards (IELDS) and the IL Early Learning Guidelines (IELG).

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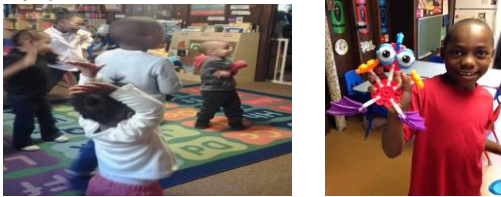
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**What is the most important thing we do for children? Cont....**

- We plan and implement age appropriate activities, as well as, follow each child's individual interests. We simply make learning fun!



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**FCC Providers and ExceleRate Illinois**

Most Family Child Care Providers want to be active participants in ExceleRate IL. There have been several occurrences over the last few years that have made it difficult for providers to concentrate on anything other than survival. If providers are expected to buy-in to this new quality system, the process will need to be as smooth as possible.

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### Barriers and Challenges Provider Complaints

- Inconsistency of Information
- Unsure of what trainings are needed
- Unsure if trainings already completed will count
- What is NAFCC Accreditation and CDA
- Specialists are spread too thin working with both centers and providers
- Support staff may lack clarity, therefore unable to answer provider questions
- Classes aren't always offered in every community

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### Provider Strategies and the Role of Provider-Led Associations

- Provider associations (where providers have built trust) should be viewed as a valuable resource
- Partnerships with associations may help increase participation in QRIS

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### Role of Provider-Led Associations What is Offered

- Offer approved trainings, assist members in translating materials, set timelines
- Offer CDA Classes to members/assistants
- Link State information websites to Association website for easy access
- Develop an Association Manual with PIA
- Meet with members on a monthly basis
- Take the fear out of the ExceleRate process for providers
- Update providers on budget issues

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## Final Thoughts

Quality is defined as “The totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs”(Dictionary.com).

Our focus has to be on the children, but the only way to reach the children in our care, is through “informed” providers!

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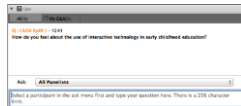
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## Q & A



Ask questions in the Q&A panel



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### Rena Hallam, Associate Director, Delaware Institute for Excellence in Early Childhood, University of Delaware



- Associate Professor in the Department of Human Development and Family Studies
- Her research focuses on strategies for improving the quality of both center-based and family child care environments with an emphasis on the design and implementation of state systems and policies
- Dr. Hallam has significant research and practice background in working with low-income, culturally diverse children, families, and staff in both Head Start and child care settings
- She has served as program coordinator for an Early Head Start program, Director of a university laboratory preschool, and Director of Delaware's Quality Rating and Improvement System (Delaware Stars)

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### Martha Buell, Director, Delaware Institute for Excellence in Early Childhood, University of Delaware



- Professor in the Department of Human Development and Family Studies at the University of Delaware,
- Director of the Delaware Institute for Excellence in Early Childhood (DIEEC).
- DIEEC provides quality assured professional development and the professional registry for the state's early care and education workforce as well as administering the state's QRIS Delaware Stars for Early Success
- Martha's work with family child care providers includes offering targeted professional development, supporting Early Head Start/family child care partnerships, studying models of technical assistance support for family child care providers, and exploring factors that contribute to family child care providers' decisions around joining QRIS.

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### Examining Family Child Care Participation in Quality Rating and Improvement Systems

Lessons from Delaware



Rena Hallam, Ph.D.  
Martha Buell, Ph.D.

Delaware Institute for Excellence in Early Childhood Education  
University of Delaware

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### Presentation Overview

- Review of research regarding family child care participation in QRIS
- Overview of Delaware approaches to engage the family child care community
- Summary of OPRE funded child care partnership grant

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## Literature on Family Child Care

- Family child care participation in voluntary QRIS is significantly lower than center-based programs. Family child care programs who do participate are generally rated lower than center-based programs (Tout, et al, 2011; Tout et al., 2010).
- Family child care providers who participate in QRIS often do not access the resources and supports available to them (Smith, Schneider, & Kreader, 2010).
- Effective PD for FCCP is situated to meet the unique needs of the setting, coordinated over time, linked to on-site assistance, and includes a social support component (e.g., Bromer et al., 2009; Hallam & Bargreen, 2013; Koh & Neuman, 2009)
- Community of Practice models are an evidence-based strategy for teachers, however, there has been little application of COP with family child care in QRIS (Buyse, Sparkman, & Wesley, 2003; Vesicio, Ross, & Adams, 2008).

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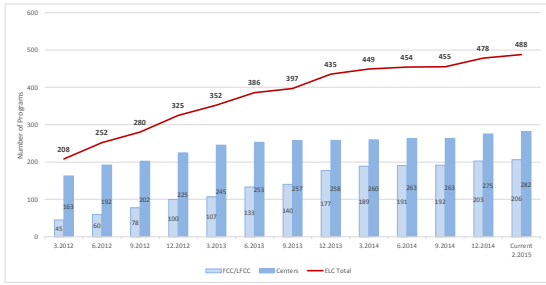
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## Stars Participation for Centers and FCC



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Using Implementation Science to Frame Participation and Engagement Strategies

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### What Does it Mean to Participate?




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### TA in the Context of QRIS:

- Data-Informed
- Relationship-Based
- Partnership

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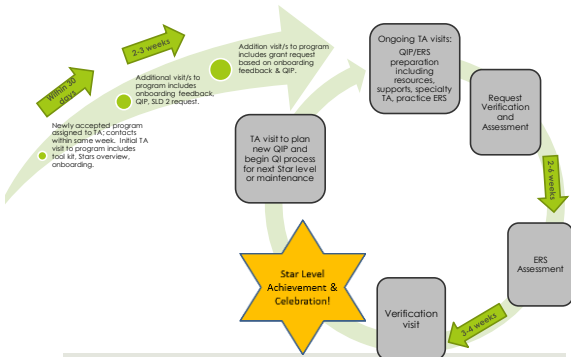
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### Technical Assistance Timeline




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### Engaging FCC Providers: Ambassadors



- Family Child Care Ambassadors nominated by TAs
- July 2013- 10 Ambassadors began meeting monthly
  - Topics: public speaking, marketing, recruitment, leadership
- Assist with outreach during town meetings and recruitment sessions
- Second ambassador group began in September
  - 13 FCC providers
  - First group of ambassadors will support this new group




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### Engaging FCC Providers: Family Child Care Caseloads



- Specific TAs predominantly serve family child care providers
- Provide mentoring and support to TAs on unique issues in the family child care community
- TAs hold monthly meetings for their caseloads to focus on professional and social support

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### Engaging FCC Providers: Stars Plus



- Stars Plus targets high subsidy programs
- Model Components
  - **Technical Assistance**
    - Higher Intensity (weekly with flexibility)
    - All driven by Quality Improvement Plan
    - Relationship-Based
  - **Community of Practice**
    - Monthly CoP meetings facilitated by TA
  - **Coordinated Professional Development**
    - Providers and TA attend together
  - **Grants and Awards**

It's like our cohort is like family and our TA is like family. She's the one that keeps us going and gives us advice on how to better ourselves.  
- FCC Provider

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## Respondent Policy Changes

- Revision of QRIS Program Manual – Family Child Edition
- Implementation of “Practice Observations” and resultant policy change




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**Keeping Track**

- Monthly reporting on recruitment and participation
- Quarterly review of standards selected by family child care providers
- Tracking of number of providers enrolled in family child care PD




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## Stars Plus: Promoting Quality Improvement for Family Child Care Providers in QRIS using a Community of Practice Model

- Document the experiences of family child care providers across two different states and with different QRIS systems.
  - Focus groups with participating and non-participating providers
  - Administrative data
- Study the impact of a novel quality improvement framework for family child care providers on QRIS participation and engagement.
  - Literacy PD for participating cohorts (n=8)
  - Observation every 6 months using Family Child Care Environmental Rating Scale[Harms, Cryer, Clifford, 2007], and Child/Home Early Literacy Observation[CHELLO](Neuman, Dwyer, Koh, 2007).

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### Professional Development on Literacy

- 5 modules, one module per month
- Each PD is about 3 hour/quality assured
- Delivered by faculty at UD
- Weekday nights or Saturday morning

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### Topics of 5 modules

1. Literacy Environment
2. Supporting Oral Language and Storybook Reading
3. Writing
4. Alphabet and Phonological Awareness
5. Linking Play and Literacy

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### Module 1. Literacy environment

- Physical literacy environment and interaction
  - Book area
  - Books
  - Writing
  - Materials (toys)
- CHELLO and FCCERS-R

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## Module 3. Writing in FCC

- ▣ Developmental sequence of writing
- ▣ Writing Experiences
  - ▣ Name Writing
  - ▣ Shared Writing/Interactive Writing
  - ▣ Scaffolded Writing
  - ▣ Learning Area Writing
  - ▣ Dictation
  - ▣ Writing workshop

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## Writing Experiences

- ▣ Name Writing
- ▣ Shared Writing
- ▣ Scaffolded Writing
- ▣ Learning Area Writing
- ▣ Dictation
- ▣ Writing Workshop

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## THE RESULTS OF THE PD WITHIN THE FCC HOMES

- ▣ Applied concepts to other activities within the program
- ▣ New knowledge shared with families

**Provider Quote:** "I am looking into how I can share what I am learning about language and literacy with parents, as I feel that if parents know more about what is important with early language and literacy acquisition, they would be more inclined to do things at home to support it."




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## Lessons Learned

- Scheduling
  - Providers working two shifts
  - Weeknights or weekends?
  - How much time between trainings
- Encouraging providers to implement new ideas
  - TA support
  - Reinforcing content at COP meetings
  - Giving literacy materials

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## Lessons Learned

- Making content relevant
  - Incorporating mixed ages in all topics
  - Aligning content with QRIS and ERS
  - Using observational data to tailor content
- Encouraging active participation
  - TA support
  - Sharing ideas they'd tried
  - Incorporating hands-on activities with guided support

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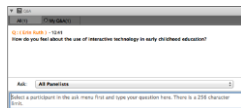
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## Q & A

Ask questions in the Q&A panel




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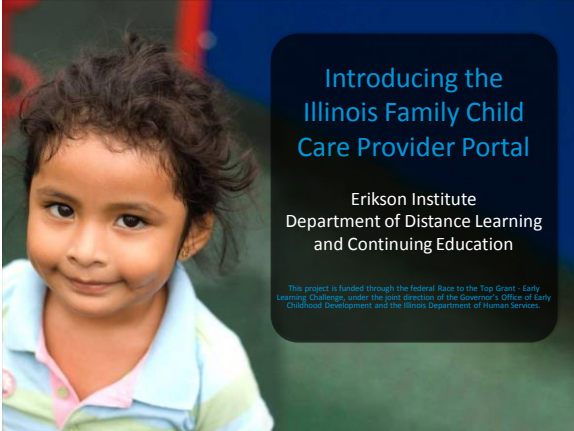
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### FCC Portal project overview



- Our content team is focused on FCC
- Purpose of the project
  - Create a family child care focused online resource
  - A space where FCC Providers feel valued and respected as professionals
  - A space where they can find answers and share ideas

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### Joining the family of child care sites



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## Creating content and curriculum

- Quick answers section
- Developing new Erikson modules and webinars
- Home visits for filming



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## Curating resources

- FCC specific online search
- Search for resources, tools, literature
- Curate for the best of the best
- Identify the holes



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## Other Erikson Upcoming Webinars

- **Mandated Reporting: The Essentials**  
With James Grabowski, M.A., LCPC  
Wednesday, July 8, 2015  
10:00-10:30am CST
- **Connecting Child Development and Technology: What We Know and What It Means**  
with Alexis Lauricella, Ph.D. & Michael Robb, Ph.D.  
Thursday, August 13, 2015  
1:00pm – 2:30pm CST
- **Technology Tools for Strengthening Communities**  
with Luisa Cotto  
Wednesday, October 14, 2015  
1:00pm – 2:30pm CST

Check out our complete offerings by visiting:

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