

# Transformative Professional Development

The CHILD Center – Early Learning Coalition of Alachua County – UF Anita Zucker Center

Year 2 Annual Update

September 2020

**Brief Program Description:** The Transformative Professional Development (TPD) initiative focuses on increasing access to high-quality early care and education service for children birth to age five in Alachua County. The innovative TPD initiative leverages cross-sector community collaborations to increase and sustain the supply of quality early care and education services in two ways. The first way is to create more affordable quality programs, which has been accomplished in part by opening the CHILD Center. The second way is to increase the quality of existing programs by providing professional development supports for early care and education (ECE) providers. Through the collaborative efforts of the University of Florida Anita Zucker Center for Excellence in Early Childhood Studies, the Early Learning Coalition of Alachua County, and the CHILD Center, the TPD initiative has established an innovative and sustainable evidence-based professional development system for early care and education providers. These professional development supports include (a) knowledge and skill development through provider workshops, (b) job-embedded practice-based coaching (Snyder et al., 2015) to help providers learn how to use effective teaching practices in the classroom to support child development and learning, and (c) establishing the CHILD Center as a model demonstration center for quality early care and education services.

## What we have done and how many have we served?



### Professional Development

**3 full-time coaches** and 3 part time coaches have supported **148 ECE providers** since the program began

**53 ECE providers in 13 Early Learning and Care Centers** were supported through evidence-based practice-based coaching (Snyder et al., 2015)

Year 1: 7 Early Learning and Care Centers (including the CHILD Center)

Year 2: 13 Early Learning and Care Centers (including the 7 programs from Year 1)

**456 Practice-Based Coaching Sessions** have been provided to ECE providers in Alachua County

Year 1: 157 sessions provided

Year 2: 299 sessions provided

The CHILD Center developed materials for 6 ECE provider professional development events and 17 curriculum support meetings

The Early Learning Coalition of Alachua County developed materials for 4 ECE provider professional development events and 1 virtual professional development event

Collaboratively, the Early Learning Coalition of Alachua County and Anita Zucker Center provided an orientation to practice-based coaching for 87 members of Association of Early Learning Coalitions



### Family & Community Engagement

CHILD Center hosted **34 family events and workshops** during the first 2 years of operation

Year 1: **405 family members** participated in (Aug.-July)

Year 2: **218 family members** participated (Aug.-Feb.)

Early Learning Coalition of Alachua County provided individual child and family supports in collaboration with the Social Emotional Development (SED) program at 2 Early Learning and Care Centers

**35 community organizations** visited the CHILD Center, a model demonstration center for transformative practice implementation



### Young Children

**Child capacity of 1,443** among early care and learning programs served through TPD initiative (including 57 at the CHILD Center)

The CHILD Center conducted **81 child screenings** for potential developmental delays and referred 3 children for further evaluation

2018-2019 – 40 children screened; 1 child referred for further evaluation

2019-2020 – 41 children screened; 2 children referred for further evaluation



# How well we have done it?

Quality and integrity



## Professional Development



Training for TPD Coaches was rated 3.9 out of 4 by training participants.



Practice-Based Coaching Session Implementation with Quality

Year 1: 90.7% (77.3 – 100)

Year 2: 94.9% (79.6 – 100)



## Children & Families

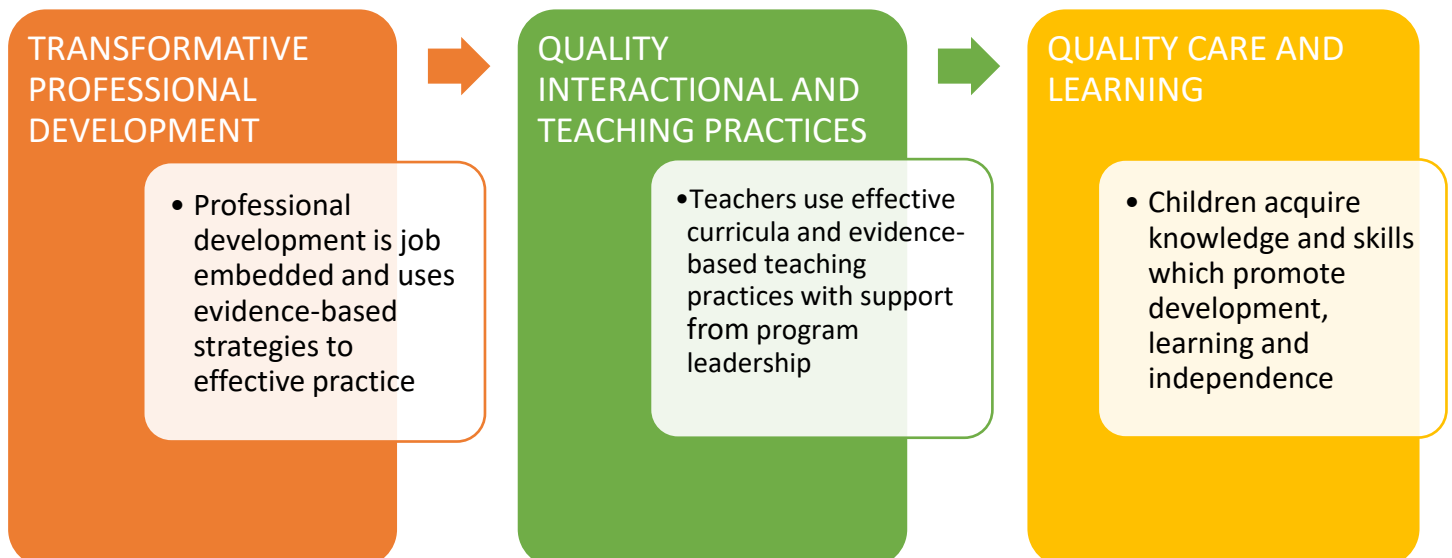


Satisfaction surveys completed by families at the CHILD Center revealed 100% of families are satisfied with quality and availability of services.

## Is anyone better off?

Impacts on people

The theory of change guiding the Transformative Professional Development initiative begins with transformative professional development that helps teachers learn to use effective teaching practices. When teachers use effective teaching practices children experience enhanced learning environments and interactions with their teachers. Over time, when children repeatedly experience quality early learning environments and interactions, they learn important skills. We have gathered information about child learning during the first two years of the innovative Transformative Professional Development initiative that demonstrate teachers and children have made meaningful progress towards the intended goals of the initiative. Teachers who have participated in transformative professional development experiences, including practice-based coaching, have increased their use of effective teaching practices and children in their classrooms have acquired important knowledge and skills.



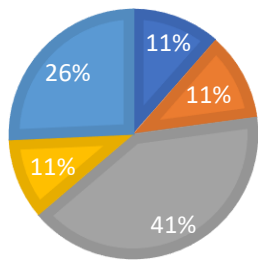


## Quality Interactional and Teaching Practices

During year 2 of TPD, 100% of the 13 classrooms that participated in practice-based coaching increased the number of effective teaching practices implemented with quality.

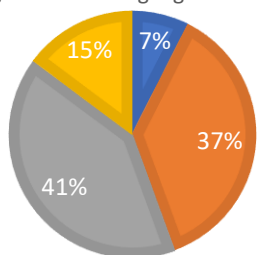
### Practice Focus of CHILD Center Coaching Sessions by Domain

- Schedules, Routines, and Transitions
- Teaching Behavior Expectations
- Supporting Children's Engagement
- Supportive Conversations
- Multiple Domains



### Practice Focus of Alachua County Early Learning Coalition Coaching Sessions by Domain

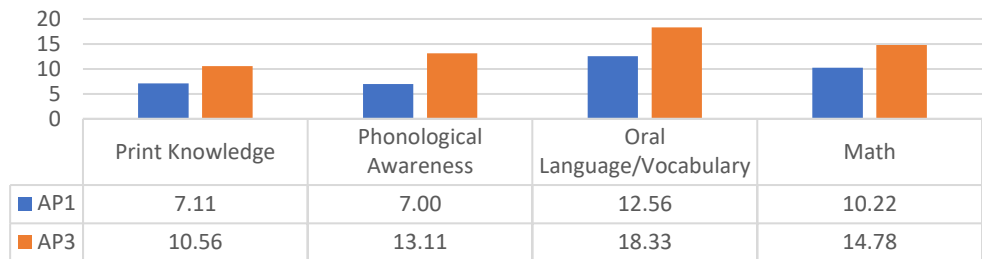
- Positive Relationships
- Safe and Supportive Environments
- Social Emotional Skills
- Cognitive and Language Development



## Quality Care and Learning

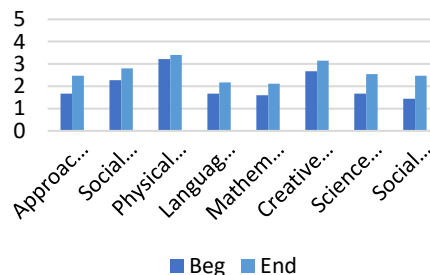
All children enrolled in the Florida Voluntary Pre-Kindergarten (VPK) program at the CHILD Center demonstrated growth as measured by the VPK assessment. The assessment is administered 3 times per year (AP1, AP2, AP3). The children ( $n = 9$ ) who were present for both the beginning and end of the year assessment periods are shown below.

Florida VPK Readiness Assessment at CHILD Center ( $n = 9$ )

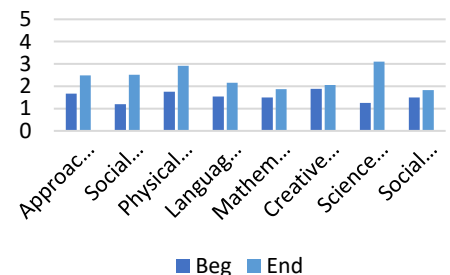


During the 2019-2020 academic year, all children attending the CHILD Center were assessed using the COR Advantage early childhood assessment to document acquisition of knowledge and skills that are supportive of development and learning in eight domains. The charts below show the average child scores by domain for each classroom.

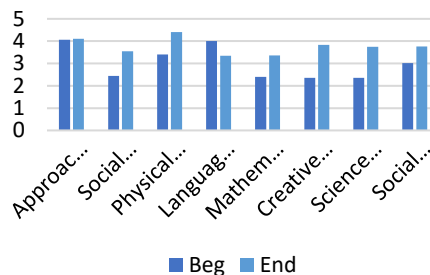
### Freshman Class



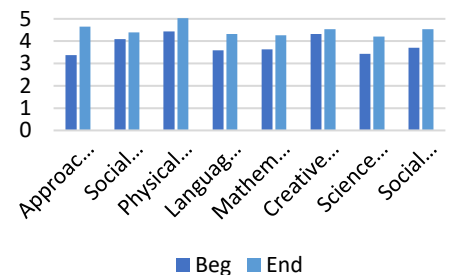
### Sophomore Class



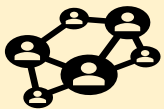
### Junior Class



### Senior Class



The framework guiding the TPD initiative suggests it can take 3-4 years to see significant and sustained effects on child learning once teachers are regularly using quality practices. The child information presented above show children are making progress. In future years, we would expect enhanced child outcomes. We plan to collect additional data to examine these relationships in the future.



## COVID-19 Impacts on the Transformative Professional Development Initiative

The impact that that COVID-19 pandemic has had on individuals, organizations, and systems throughout the Alachua County community has been significant. While the delivery format of services has changed, the TPD initiative and program leadership have demonstrated resilience and dedication in providing continued services to children, families, and teachers. Additionally, TPD sites have strengthened their collaborative partnerships with community stakeholders and clients to identify additional services and supports needed during these turbulent times.

Throughout the COVID-19 pandemic, the early care and education providers supported by the TPD initiative maintained their use of effective practices with practice-based coaching supports and have added an assortment of additional safety/health procedures to meet all DCF, CDC and local COVID-19 related safety regulations. The CHILD Center and Alachua County Early Learning Coalition have also worked to alleviate stress and concern for enrolled families, many of whom have experienced hardships (e.g., reduced work hours, lost jobs, and in poor health conditions). Some examples of the extra supports provided include: ongoing supplies of food, drive by events for families to pick up resources (e.g., diapers, backpacks filled with school items), learning resources that families can use in their homes to support child development and learning, and regular contact by phone with families that are not able to attend the CHILD Center and early care and education programs in person.

