

Maryland Developmental Disabilities Council

Program Report

Submitted (2018-07-11 15:31:50)

Period 2 - 18-CC-01 Child Care: Building Capacity through Technical Assistance - Abilities Network

Last modified: 2018-07-11 15:31:50 by Morgan Horvath

Report Year:

Funding Organization Comments

Period Overview

Project ACT has spent the second quarter marketing STAR Technical Assistance (TA) to child care providers across the state of Maryland and providing TA services. Trainings with a focus on special needs have been provided as a strategy for promoting TA services and encouraging providers to sign up. During a training focused on typical and atypical development, for example, Project ACT was able to enroll family child providers in Prince George's County in the STAR TA program on the spot. Project ACT's Director and Strategic Project Specialist attended the National Research Conference on Early Childhood and accessed valuable information and resources for the effective delivery of technical assistance services in early childhood settings. Project ACT's multidisciplinary team has continued to meet monthly to discuss active cases and support each other in order to ensure high quality service. STAR TA services were also a focus of the Project ACT Advisory Board meeting, which consists of both local and statewide child care stakeholders. Current progress on the grant was discussed, and Advisory Board members offered feedback as well as support in how to market this service more effectively outside of the Baltimore region. Fifty providers began participating in TA during the second quarter, for a total of 78 individual providers to date. These providers are part of child care centers or family child care programs in the Baltimore, Capitol and Eastern Shore regions. The majority of these cases are currently active. Seven of cases have been closed to date, with a total of fifteen child care providers having completed the TA model and successfully implemented inclusive practices. Focused marketing efforts are being made in the Southern and Western regions, as well as with after school programs.

In the Capitol region, 14 providers have participated in services, with a target of 26 total providers. Project ACT is collaborating with the Frederick Y to provide TA services in their after school programs and is in the process of opening several new cases. Project ACT has also partnered with the Prince George's Child Resource Center to identify child care programs that would be interested in receiving this service. Through this partnership we have connected with several large programs that have a number of children with special needs enrolled and are in the process of making referrals for technical assistance services. Free or reduced cost trainings on special needs topics have been offered to large centers and professional associations as an incentive to participate in technical assistance. Project ACT is confident that we will meet, if not exceed, the target of 26 providers.

In the Eastern Shore region, 4 providers have participated in services, with a target of 6 total providers. Project ACT is using contacts through the CCRC network and ECMH projects to reach providers in this region. Project ACT is currently partnering with the Judy Center in Cecil County to identify additional providers who would benefit from this support.

In the Western region, we have not provided service to any providers to date. The target for this region is 3 providers. Project ACT has reached out to directors associations, family child care associations, and the ECMH projects in these counties to share information and promote the availability of this service. Project ACT has also reached out to specific programs who have partnered with us in the past for special needs support, such as Washington County Head Start, to generate referrals for service.

Referrals to provide both training and technical assistance services to these programs are currently in process. Project ACT will also reach out to the child care licensing branches in each county to share marketing materials.

In the Southern region, we have not provided service to any providers to date. The target for this region is 6 providers. This region has proven to be the most difficult to access. Attempts to partner with the ECMH program in this region have not been successful, however contacts are still being made with the CCRC program. Project ACT has reached out to directors associations and family child care associations in these counties in an attempt to promote this service. Additional contacts have been made with a child care program in Charles County that has committed to participating in technical assistance services after their summer break. Project ACT is hopeful that additional referrals will be generated through networking and word of mouth once we have developed a relationship with this child care program. Project ACT will also reach out to the child care licensing branches in each county to share marketing materials. Project ACT is considering some targeted mailings and Facebook marketing to reach this area.

In the Baltimore region, 60 providers have participated in services, exceeding our target of 34 providers. At this time, Project ACT does not anticipate these high numbers impacting the delivery of services to other regions. However, referrals from these regions will be placed on a waitlist while referrals to the other regions have been secured to ensure that time is spent equitably across the state according to the proposed plan. With approximately 60% of the budget for specialist time remaining, Project ACT is confident in being able to provide high quality technical assistance services to the remaining providers that were identified in the proposal and have not been served to date, while continuing service to those providers who are actively participating in technical assistance services at this time.

Workplan

Objective - 1

Increase the capacity, knowledge, and skills of child care providers about children with developmental disabilities throughout MD.

State Plan Objective: Not assigned

Timeline: 2018-01-01 through 2018-12-31

Activity - 1

Conduct outreach to child care providers so that they are aware of the availability of technical assistance.

Activity Timeline: 2018-01-01 - 2018-12-31

Staff:

Narrative:

Project ACT has been in contact with various center based and family child care professional associations throughout the state to provide information regarding the availability of StAR technical assistance. Additionally, Project ACT trainers discuss the services available at all child care trainings that include special needs. As Project ACT staff interact with child care providers in the community, StAR technical assistance is explained along with marketing materials. During the Project ACT Advisory Board meeting, stakeholders were provided with updates on the grant, as well as marketing information to assist with reaching a wider scope of child care providers. The Project ACT website continues to include StAR technical assistance (<http://ccrcbc.com/programs/star-technical-assistance/>). A flyer was developed featuring a success story from recent technical assistance which will be used as a marketing tool. (flyer included in attachments) Targeted marketing in the regions that have not received STAR technical assistance will be a primary focus of the third quarter. Project ACT will leverage

strategic partnerships in those regions to ensure that providers in those areas have access to services.

Activity - 2

Meet with Child Care Resource Centers, Infants and Toddler Programs, and Child Fine Programs in each region of the state so that they are aware of the availability of technical assistance.

Activity Timeline: 2018-01-01 - 2018-03-31

Staff:

Narrative:

Project ACT staff have continued to provide updates and marketing materials when attending LICC (Local Interagency Coordinating Council) and ECAC (Early Childhood Advisory Council) meetings throughout the state.

Activity - 3

Develop intake and assessment process.

Activity Timeline: 2018-01-01 - 2018-01-31

Staff:

Narrative:

N/A

Activity - 4

Develop formal written protocols for the StAR Technical Assistance model.

Activity Timeline: 2018-01-01 - 2018-01-31

Staff:

Narrative:

N/A

Activity - 5

Provide technical assistance using the StAR model to improve the ability of child care providers to support children with disabilities in their programs.

Activity Timeline: 2018-02-01 - 2018-12-31

Staff:

Narrative:

Project ACT has provided technical assistance for a total of 78 providers to date. 50 of these were begun in the second quarter and are still in the process of receiving services.

OEC.1.1.4 - number of child care providers supported

Component	Prior	Current	Cumulative	Target
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Component	Prior	Current	Cumulative	Target
PM Values	28	50	78	75

Narrative: During the second quarter, 50 additional child care providers began receiving STAR technical assistance.

OEC.1.1.6 - number of materials produced

Component	Prior	Current	Cumulative	Target
PM Values	6	0	6	2

Narrative:

OEC.1.1.8 - number of resources disseminated

Component	Prior	Current	Cumulative	Target
PM Values	28	50	78	50

Narrative: Each provider has received a copy of the Inclusion Handbook which was developed as part of this project.

OEC.2.1.7 - Child care providers considering improvements

Component	Prior	Current	Cumulative	Target
PM Values	28	50	78	75

Narrative: All providers who have requested inclusion support have been willing to consider making changes and improvements to their practices in order to better include children with special needs in their programs.

SC.1.1 - The number of policy and/or procedures created or changed.

Component	Prior	Current	Cumulative	Target
PM Values	3	6	9	56

Narrative: An additional five cases reached completion during the second quarter. At the close of these cases, the child care providers had implemented new strategies that support inclusion, including visuals in the classroom to support communication, social stories, the use of visual timers, and making adjustments to the physical set up of the classroom environment.

SC.1.4 - The number of people trained or educated through Council systemic change initiatives.

Component	Prior	Current	Cumulative	Target
PM Values	28	50	78	75

Narrative: A total of 78 child care providers have participated in technical assistance to date.

SC.2.1.4 - The number of promising and/or best practices that were implemented.

Component	Prior	Current	Cumulative	Target
PM Values	3	6	9	75

Narrative: An additional five cases reached completion during the second quarter. At the close of these cases, the child care providers had implemented new strategies that support inclusion, including visuals in the classroom to support communication, social stories, the use of visual timers, and making adjustments to the physical set up of the classroom environment.

Objective - 2

Increase the number of child care providers capable of supporting children with developmental disabilities alongside their peers without disabilities.

State Plan Objective: Not assigned

Timeline: 2018-01-01 through 2018-12-31

Activity - 1

Assess providers who participate in the TA regarding their confidence and ability to include children with developmental disabilities through pre- and post-services evaluations

Activity Timeline: 2018-02-01 - 2018-12-31

Staff:

Narrative:

All providers have been asked to answer pre-service Inclusion Competency Questions by completing a self rating scale. The same questions are asked post-service. Only a small percentage of providers have completed the post-service questions. A preliminary analysis of the data available for the providers who have completed the model to date showed that 100% maintained that including children with special needs was highly important to them. Eighty percent of these providers either maintained high levels of confidence, or showed increased levels of confidence, in including children with special needs at the conclusion of service. The final question on the scale asks how ready providers feel to include children with needs, and 70% report an increased or maintained level of readiness. However 30% reported a decrease in readiness. Although this data is preliminary and a small sample size, Project ACT hypothesizes that this result could be due to the fact that the participants are left with strategies and action steps to complete on their own following the conclusion of services. As this service targets capacity building, there is a focus on helping providers reflect on what they need to expand on and how they can generalize strategies on a larger scale. This may leave providers with the

recognition that they have more work to do to be truly ready to fully include children with special needs.

Activity - 2

Assess the number of child care providers served who changed practices to support children with developmental disabilities during a 6-month post service follow-up review.

Activity Timeline: 2018-03-01 - 2019-06-30

Staff:

Narrative:

A 6-month follow up is not yet applicable to any completed cases.

Activity - 3

Document and report on lessons learning and develop recommendations to improve support to child care providers.

Activity Timeline: 2019-01-01 - 2019-01-31

Staff:

Narrative:

N/A

OEC.2.1.3 - providers with increased knowledge and skills

Component	Prior	Current	Cumulative	Target
PM Values	4	11	15	75

Narrative: During the second quarter, an additional 11 providers have increased knowledge and skills as evidenced by their successful completion of the technical assistance model.

OEC.2.1.6 - Child Care providers with more positive attitude

Component	Prior	Current	Cumulative	Target
PM Values	4	11	15	75

Narrative: During the second quarter, an additional 11 providers have a more positive attitude as evidenced by their willingness and commitment to participating in this technical assistance model.

SC.2.1.3 - The number of promising and/or best practices improved as a result of systems change activities.

Component	Prior	Current	Cumulative	Target
PM Values	3	6	9	56

Component	Prior	Current	Cumulative	Target
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Narrative: An additional five cases reached completion during the second quarter. At the close of these cases, the child care providers had implemented new strategies that support inclusion, including visuals in the classroom to support communication, social stories, the use of visual timers, and making adjustments to the physical set up of the classroom environment.

Objective - 3

Increase the number of children with developmental disabilities in inclusive child care settings.

State Plan Objective: Not assigned

Timeline: 2018-01-01 through 2018-12-31

Activity - 1

Assess the number of children who benefit from the technical assistance that are currently enrolled in each provider's program at the opening of each TA case.

Activity Timeline: 2018-02-01 - 2018-12-31

Staff:

Narrative:

The data pertaining to the number of children enrolled who will benefit from technical assistance is collected either upon referral or by each specialist at the onset of each case. This is done in an attempt to streamline the referral process and delivery services in a timely manner. Because of this, for some cases this data is not submitted to the grant manager until the close of the case. Therefore the data for this activity is only available for 12 cases, which include the 7 cases that have been closed to date. The providers have reported 40 children with special needs who would benefit from technical assistance.

Activity - 2

Track the number of children needing specialized care that are enrolled in each provider's program as reporting during a 6-month post service follow-up interview.

Activity Timeline: 2018-01-01 - 2019-06-30

Staff:

Narrative:

N/A

OEC.2.1.8 - number of child care providers more likely to care for CWDD

Component	Prior	Current	Cumulative	Target
PM Values	4	11	15	75

Narrative: During the second quarter, 11 providers completed the technical assistance model and gained knowledge and expertise that make them more likely to care for children with special needs.

SC.1.3.2 - The number of promising practices supported through Council activities.

Component	Prior	Current	Cumulative	Target
PM Values	3	6	9	75

Narrative: An additional five cases reached completion during the second quarter. At the close of these cases, the child care providers had implemented new strategies that support inclusion, including visuals in the classroom to support communication, social stories, the use of visual timers, and making adjustments to the physical set up of the classroom environment.

Attachments

File	Title	Author	Abstract	Keywords	Level	Council Comments
DD Council Q1-2 Survey Data.xlsx	Survey Data for Quarters 1-2	Morgan Horvath	Survey data collected for the first 2 quarters.		Programmatic report period2	
STAR Technical Assistance in Action.docx	StAR Technical Assistance in Action	Morgan Horvath	This features a recent success story after a child care provider received technical assistance. This flyer is being used for marketing purposes.	success, inclusive, strategies	Programmatic report period2	