



National Child Care Information Center

A service of the Child Care Bureau



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PROFESSIONAL DEVELOPMENT SYSTEMS: A SIMPLIFIED FRAMEWORK with STATE EXAMPLES

Comprehensive professional development systems for early care and education personnel are accessible and based on a clearly articulated framework; include a continuum of training and ongoing supports; define pathways that are tied to licensure, leading to qualifications and credentials; and address the needs of individual, adult learners. Enhancing a spirit of life-long learning is one goal of any professional development system; similar to this goal, a professional development system itself is never a finished product and should continually evolve and be refined to best meet the needs of the population it serves.

Within professional development systems are several interconnected components. These components fall under five broad elements: 1) Funding; 2) Core Knowledge; 3) Qualifications and Credentials; 4) Quality Assurances; and 5) Access and Outreach. A one-page document that outlines and defines this simplified framework is available on the Web at <http://nccic.org/pubs/goodstart/pdsystem.html> or in PDF format at <http://nccic.org/pubs/goodstart/pdsystem.pdf>.



The following pages include descriptions of specific components under each of the five broad elements, and State examples related to the specified components. The National Child Care Information Center (NCCIC) can provide further information, resources, and technical assistance on these topics and other early childhood issues. NCCIC staff can be reached at the contact information listed above, or via e-mail at info@nccic.org.



The following components fall under the element *Funding*:

🌳 Scholarships for Professional Development, Courses, and Degrees

🌳 Compensation/Retention Initiatives

Strategies for increasing compensation to retain qualified personnel and linking increases in qualifications to increases in compensation.

🌳 Program Quality Awards

- **Tiered reimbursement:** Increased payment rates based on quality in State child care subsidy system.
- **Tiered quality rewards:** Direct payments based on quality not tied to State child care subsidies.

Staff turnover in early care and education (ECE) programs is a national problem that has a direct impact on the quality of care young children receive. In a physically challenging, time-consuming, and typically low-paid profession, incentives and supports for staff to pursue ongoing professional development are essential.

State Examples/Resources

🌳 Scholarships

- *New Jersey*

NJ Early Childhood (Abbott) Scholarship is available to individuals employed by licensed child care centers which are contracted with public schools in Abbott Districts. Funds are available to individuals working toward a Child Development Associate (CDA) or Certified Childcare Professional (CCP) credential, an early childhood education Associate's or Bachelor's degree, and the P-3 Early Childhood Teacher Certificate.

The Child Development Associate (CDA) Assessment Fee Scholarship is for individuals working at Non-Abbott centers and covers the cost of the final step in obtaining a CDA credential. Individuals apply for this scholarship when they are ready to submit their Direct Assessment Application after their CDA training is complete.

The Certified Childcare Professional (CCP) Application Fee Scholarship is for individuals working at Non-Abbott centers and covers the cost of the CCP application packet.

NJ Early Childhood Education and Training Reimbursement Program is for individuals working at non-Abbott centers. This program will help pay for credit or non-credit classes completed within the past year for those working toward a CDA or CCP credential, an Associate's or Bachelor's degree, and the P-3 Early Childhood Teacher Certificate. Income eligible candidates may be reimbursed for a maximum of nine college credits at \$167 per credit with a required minimum grade of "B" for early childhood or CDA coursework, or \$300 for completed non-credit CDA coursework, per year.

Additional information is available on the New Jersey Professional Development Center's Web site at <http://www.njpsc.org/pages/scholarships.html> or by calling 908-737-5900.

Compensation/Retention

- *Illinois*

The Great START (Strategy to Attract and Retain Teachers) program is funded and administered through the Illinois Department of Human Services and contracted through the Illinois Network of Child Care Resource and Referral Agencies (INCCRRA). The goal of the Great START program is to improve children's developmental and educational outcomes by encouraging increased professional preparation and retention of child care personnel in Department of Children and Family Services (DCFS) licensed centers and homes. Great START rewards child care professionals by supplementing their income based on the level of education they have already attained above DCFS licensing standards. Additional information is available on the Web at <http://www.ilchildcare.org/Providers/GreatStart/overview.htm> or contact INCCRRA at 866-697-8278 (MY START).

- *Minnesota*

The R.E.E.T.A.I.N. (Retaining Early Educators Through Attaining Incentives Now) program, developed by a Statewide advisory committee in Minnesota, aims to reduce the turnover rates among early childhood employees working with young children by awarding scholarships/grants to applicants based on longevity in the early childhood field, type and level of degree completed, and salary. The awards range from \$2,000 to \$3,500 and are considered additional salary for the recipient. In exchange, recipients must commit to continue to work with their current employer for one year beyond the grant period. For more information, contact the Minnesota Child Care Resource and Referral Network at 651-290-9704 ext.102 or 888-308-3224 ext.102, or on the Web at <http://www.mnchildcare.org>.
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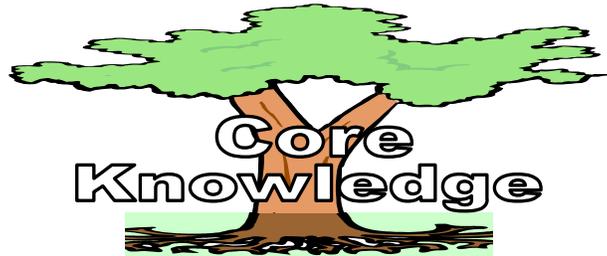
- *Multi-State Information on Compensation Initiatives*

Building a Stronger Child Care Workforce: A Review of Studies of the Effectiveness of Public Compensation Initiatives (November 2002), by Jennifer Park-Jadotte, Stacie Carolyn Golin, and Barbara Gault, Institute for Women's Policy Research (IWPR), reviews and evaluates seven programs designed to improve the compensation of the child care workforce. The programs included: Alameda Child Development Corps (California CARES), Child Development Program, Caregiver Pay Program (U.S. Department of Defense), Georgia Early Learning Initiative (GELI) [now Smart Start Georgia], T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood® Project (NC), Child Care WAGES® (NC), Washington Early Childhood Education Career Development Ladder, and the Wisconsin Child Care Mentor Project. The report is available on the Web at <http://www.iwpr.org/pdf/CCW.pdf>.

Program Quality Rewards

- *Tiered Strategies*

In July 2004, an analysis of tiered quality strategies by Judy Collins and Tracy Dry of the National Child Care Information Center (NCCIC) showed that 36 States have implemented a tiered quality strategy, noting not all of these systems have been implemented Statewide. Additional information is available in the document titled, *Tiered Quality Strategies: Definitions and State Systems*. This document, along with additional information, is available on the NCCIC Web site under the Tiered Quality Strategies topic in the Popular Topics section at http://nccic.org/user/government.html#tiered_strategies.



The following components fall under the element *Core Knowledge*:

🌳 Core Knowledge and Competencies

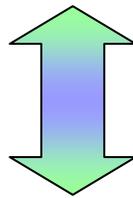
The range of knowledge and observable skills that adults working with young children need to facilitate child learning and development, linked to early learning guidelines.

🌳 Career Lattice

Levels of mastery connected to a progression of direct service roles in the field (e.g., teachers, directors and administrators, family child care providers and operators).

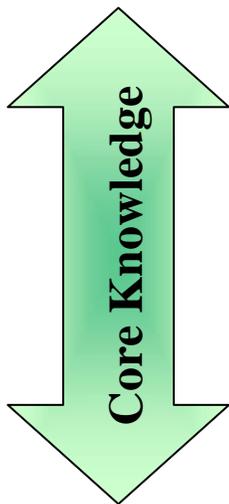
When *core knowledge areas* that early childhood professionals acquire and put into practice (*competencies*) align with the desired child outcomes in early learning guidelines, practitioners can more readily attain approved training that supports their abilities to create and sustain an environment that prepares children in their care to succeed in school and in life.

Early Learning Guidelines
*what children need to know, understand,
and be able to do*



Core Knowledge Areas and Core Competencies
*what adults who work with children need to know,
understand, and be able to do to support children in
reaching desired outcomes*

Core knowledge and competencies can create a framework for a professional development system. Examples in each of the five elements of the professional development system simplified framework include:



1. ACCESS AND OUTREACH

Career development advising plots out training schedule that covers core knowledge areas and moves practitioner through career lattice

2. QUALITY ASSURANCES

Trainers and training are approved in core knowledge and/or core competency areas

3. QUALIFICATIONS AND CREDENTIALS

Licensing regulations' require ongoing training content in core knowledge categories

4. CORE KNOWLEDGE

Levels in Career Lattice/Ladder are tied to core knowledge and competency acquisition

5. FUNDING

Compensation/Retention Initiatives are tied to levels in career lattice

State Examples/Resources

🌿 Core Knowledge/Competencies and Career Lattices

- *Hawaii*
Hawai'i Careers with Young Children: Attitudes, Skills, and Knowledge for Early Care and Education Practitioners Center Based (Birth - 5 years old)(December 2000), and the *Framework for Early Care and Education Practitioners* (April 2001), by the Hawaii Careers with Young Children Initiative, Hawaii Early Childhood Career Development Coalition. Available on the Web at http://www.hawaiiececareers.com/pdf/ask_for_ec_ep.pdf and http://www.hawaiiececareers.com/pdf/framework_for_ec_ep.pdf, respectively.
- *Iowa*
Core Body of Knowledge for Best Practices (October 2001), the *Iowa Early Care & Education Career Matrix* (October 2001), and the *Professional Development Pathways and Options* (October 2001), by The Iowa Early Care & Education Professional Development Project. Available on the Web at http://www.iaeceprofdev.org/training_resources/core_body.html and http://www.iaeceprofdev.org/training_resources/career_matrix.html, and http://www.iaeceprofdev.org/training_resources/pathways_and_options.pdf, respectively.
- *Missouri and Kansas*
Core Competencies for Early Care and Education Professionals First Edition (January 2001), by Opportunities in a Professional Education Network Initiative in Missouri (OPEN), Kansas Association of Child Care Resource and Referral Agencies, and Mid-America Regional Council Metropolitan Council on Child Care and *Missouri's Career Lattice: Professional Achievement and Recognition System (PARS) Education Levels*, by the OPEN Initiative. Available on the Web at <http://www.openinitiative.org> and <http://www.openinitiative.org/pdfs/Career%20Lattice/careerlattice.pdf>, respectively.



The following components fall under the element *Qualifications and Credentials*:

Preservice Requirements

Minimum qualifications that staff are required to have prior to assuming their position

- Child care licensing regulations: Family child care, center staff, administrators
- Public School regulations: Teacher certification, administrator certification
- Head Start Performance Standards regarding staff: Teaching staff, component coordinators, directors

Continuing Education Requirements

Ongoing training staff are required to obtain to remain in their position

Credentials

Documents certifying that an individual has met a defined set of requirements set forth by the grantor of the credential, usually related to skills and knowledge and may include demonstrations of competence

Pathways Leading to Qualifications, Degrees, and Credentials

- Articulation agreements among levels of higher education
- Training Registries
- Credit-bearing workshops and training series (CEUs and college credit)
- Credit for prior learning

Optimally, professional development systems provide a continuum of activities and supports that engage adult learners in appropriate personal and professional growth. Regulations and standards can serve as the foundation for higher qualifications and credentials, and can help to move the professional development expectations forward for the entire ECE field.

State Examples/Resources

Preservice and Continuing Education Requirements

Minimum ECE preservice and continuing/ongoing training requirements from State child care licensing regulations, by Sarah LeMoine of NCCIC, are available on the Web for:

- Small and large family child care providers at <http://nccic.org/pubs/cclicensingreq/cclr-famcare.html> and in PDF format at <http://nccic.org/pubs/cclicensingreq/cclr-famcare.pdf>.
- Center teachers and master teachers at <http://nccic.org/pubs/cclicensingreq/cclr-teachers.html> and in PDF format at <http://nccic.org/pubs/cclicensingreq/cclr-teachers.pdf>.
- Center Directors at <http://nccic.org/pubs/cclicensingreq/cclr-directors.html> and in PDF format at <http://nccic.org/pubs/cclicensingreq/cclr-directors.html>.

✿ Credentials

In 2001, 51 percent of States had implemented some type of ECE credential. Typically, States develop role-specific credentials; center teacher, center director, family child care provider, infant/toddler and school-age caregivers. A few States are awarding topic-specific credentials or certificates for completion of focused training, for example in early literacy.

Director Credential

- *Florida*

The Florida Child Care and Education Program Director Credential is sponsored by the Department of Children and Families and administered by the Florida Children's Forum. Legislation was passed in Florida that requires child care and education program directors to have a credential as part of the minimum licensing standard by January 1, 2004. Additionally, every applicant for a license to operate a child care facility or a license for a change of ownership of a child care facility must document that the facility director has a Director Credential, prior to issuance of the license. For additional information, contact the Director Credential Coordinator at 877-358-3224 or on the Web at http://199.250.30.126/pdffiles/dcfctwebsite/Florida_Child_Care_and_Education_Program_Director_Credenti.pdf.

Child Care Credential

- *Maryland*

The Maryland Child Care Credential recognizes child care providers who go beyond the requirements of State licensing and registration regulations. There are six credential levels, each one recognizing a child care provider's achievement of a specified number of training hours, years of experience, and professional activities. The Credential is a voluntary program, and all regulated family child care providers and child care center staff are eligible and encouraged to participate. Additional information is available on the Department of Human Resources, Child Care Administration, Office of Credentialing Web site at <http://63.236.98.116/cca/creden/mdcred.htm>. For additional information, contact the Maryland Department of Human Resources, Child Care Administration, Office of Credentialing at 410-767-7852.

Family Child Care Credential

- *South Carolina*

The Center for Child Care Career Development (CCCCD) administers a credentialing and career development process for South Carolina in collaboration with the South Carolina Department of Health and Human Services (SCDHHS). The CCCC administers Statewide early child care training through the 16 State technical colleges in South Carolina. The training is designed to meet the criteria for the established ABC Child Care Credential and to meet the South Carolina Department of Social Services (SCDSS) licensing requirement. Small and large family child care providers are required to participate in 30-hours of specific child care training to receive the credential. Additional information about CCCC is available on the Web at <http://www.scteched.tec.sc.us/ccccd> or contact the Center for Child Care Career Development at 864-250-8581.

Early Literacy Credential/Certificate

- *Arkansas*

Pre-K ELLA (Early Learning Literacy in Arkansas) was developed in Arkansas to assist early childhood educators in their efforts to provide a literacy foundation for young children. The goal of Pre-K ELLA training is to provide child care professionals with the knowledge and skills to implement developmentally appropriate experiences that promote emergent literacy skills for children (ages 3 to 5) prior to their entry into kindergarten. This 30-hour training is for child care professionals in registered homes, licensed homes, and child care centers. The training is coordinated by the University of Arkansas Child Care and Early Childhood Education Projects in cooperation with the Division of Child Care & Early Childhood Education, Arkansas Department of Human Services; the Arkansas Department of Education; and the Arkansas Head Start Collaboration. Additional information is available on the Web at http://www.uark.edu/depts/awecc/Brochures/Pre-K_ELLA.html.

🌿 Pathways Leading to Qualifications, Degrees, and Credentials

According to the *Report on 2001 Early Childhood/School-Age Career Development Survey* (July 2002), published by Wheelock College Institute for Leadership and Career Initiatives, 33 States offered credit for the Child Development Associate (CDA) credential; 27 States had some articulation agreements in place and 18 were developing some; 22 States offered and 17 States were planning to offer credit for prior learning; and 45 States either had or were developing computerized training registries.

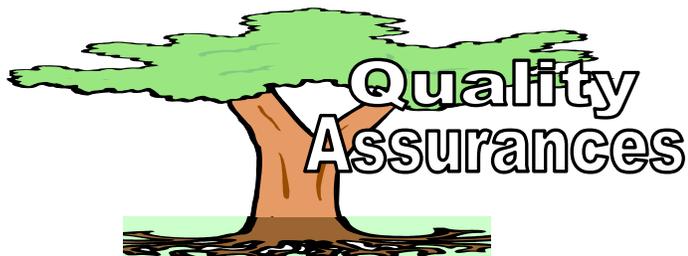
- *Connecticut*

The Early Childhood Pathways Exams can help turn provider's experience and workshop training into six college credits by testing their knowledge in two subjects: Introduction to Early Childhood Education and Child Developmental Psychology. The Web site states that anyone whose experience or training matches the content learned in Early Childhood Education and Child Developmental Psychology should consider taking the exams. Generally, this knowledge is gained from work experience and in-service courses. The Connecticut Charts-A-Course approved Training in Child Development (CCAC modules that cover the Core Areas of knowledge) has been designed to cover most of the content. Additional information is available on the Web at <http://www.ctcharts-a-course.org/earlycpthtests.htm>.

Information about turning training into a CDA or college credit is available on the CCAC Web site at <http://www.ctcharts-a-course.org/turningtraining.htm>.

The Connecticut Early Childhood Education Articulation Plan is a recommended process for articulation of Associate Level Early Childhood Education Programs and Baccalaureate Level Programs leading to State Teacher Certification in Early Childhood Education. The plan was developed in response to the growing recognition that early educational experiences are crucial to the later success of children and that the level of education and training of child care providers and teachers of young children makes a difference in contributing to the preparation of children for later learning. The Connecticut Early Childhood Education Articulation Plan is available on the Web at <http://www.ctcharts-a-course.org/forms/articulation.doc>. Additional information about the Early Childhood Education Articulation Plan is available on the CCAC Web site at <http://www.ctcharts-a-course.org/earlycedartplan.htm>.

Information about Connecticut's training registry is available on the CCAC Web site at <http://www.ctcharts-a-course.org/registry.htm>.



The following components fall under the element *Quality Assurances*:

Trainer Approval (standards and registries)

Set of standards and qualifications for individuals who offer training; database of trainers and their qualifications and standards met

Training Approval

Set of standards that training must meet, usually linked to core knowledge and to principles of adult learning

Evaluation Processes

Approval of training and trainers is one method of assuring that appropriate and meaningful professional development activities are occurring, in line with the philosophical framework and direction of the professional development system. Competent, approved trainers are well equipped to support the various needs of adult learners.

Evaluation plays an essential role in effective professional development systems. Ideally, evaluations are planned for the overall system, built into each element and/or component, and are part of an iterative process that continually informs and improves the system. As system-level or component plans are developed, initial data can be gathered to serve as benchmarks for later collections. In addition, data and evaluations from individuals (both participants and trainers) can also instruct planning and revision processes.

State Examples/Resources

Trainer and Training Approval

- *Oklahoma*

The Center for Early Childhood Professional Development (CECPD) provides training opportunities within the State of Oklahoma. Educators teaching the training series must be registered through the Oklahoma Training Approval System. The training series includes a curriculum of 13 caregiver courses including the required Entry Level Child Care Training (ELCCT), three director and administrator modules, and five family child care home provider courses. All help to build advancing competencies in child care. More information on the Oklahoma Training Approval System is available on the Web at <http://www.cecpd.org/OK%20TAS/oktaseducator.htm>. For additional information, contact CECPD at 888-446-7608 or 405-799-6383, or on the Web at <http://www.cecpd.org>.

- *Delaware*
The *Delaware First: Career Development for Early Childhood Professionals* program is working to streamline the training approval system. The Office of Child Care Licensing and Delaware First have one program for approving training that meets annual licensing requirements. Potential trainers can submit a curriculum approval outline, which is then reviewed by a committee of three licensing staff members. If approved, the workshop is assigned a course number for tracing purposes. This course number is used in conjunction with the Personnel Registry to verify the training providers take to meet their requirements. The office is working to streamline and eliminate confusion regarding approved training, and to ensure a higher quality of training is being offered to child care providers. The Training Approval Process one-pager is available on the Web at http://www.state.de.us/kids/pdfs/occl_defirst_trainapprovalprocess_2003.pdf. The Curriculum Approval Application and Trainer Registry Application are also available on the Web. Additional information is available on the Web at http://www.state.de.us/kids/occl_defirst.htm or contact the Delaware Department of Services to Children, Youth and Their Families at 302-892-5800.

Evaluation Processes

- *California*
Over 40 counties in California are developing and implementing compensation programs based on the CARES (Compensation and Recognition Enhances Stability) model. As part of an evaluation of CARES and other child care workforce retention programs, Policy Analysis for California Education (PACE) has collected information about CARES recipients in Alameda, Contra Costa, Marin, Mendocino, Napa, Nevada, San Francisco, San Luis Obispo, Santa Barbara, Siskiyou, Solano, Sonoma, and Ventura counties. An evaluation of staff and provider retention initiatives in 11 counties, conducted by PACE, has been commissioned by the California Children and Families Commission to build on PACE's evaluation of two such programs in Alameda and San Francisco Counties. The goals of the evaluation are to evaluate the effectiveness of alternative child care retention incentive models, to examine how different compensation and retention strategies work under varying conditions, and to assess how the level of program implementation affects these outcomes.

The above information about CARES is from the California Child Care Workforce Resource Center Web site at <http://www.w4qcc.org>. Additional information about PACE's Early Education and Child Development Projects is available on the Web at http://pace.berkeley.edu/pace_early.html.

- *Pennsylvania*
The Capital Area Early Childhood Institute is a community-based initiative designed to provide training and information to parents and child care providers of children birth through age 3. In 2000, the Institute created a mentor program to provide ongoing intensive on-site technical assistance to selected caregivers of infants and toddlers in child care centers. Additional information about this Infant Mentoring Project, including relationship building and tools used to document the mentoring time, goals, and objectives, is available on the Capital Area Early Childhood Training Institute Web site at <http://caecti.org>. *The Effectiveness of an Infant Mentoring Project* (February 2001), by Richard Fiene, Pennsylvania State University, is also available on this Web site. For additional information, contact Richard Fiene, Director, Capital Area Early Childhood Training Institute, at 717-233-5276.



The following components fall under the element *Access and Outreach*:

Online Database of Training and Education Opportunities

- Training calendars: Published lists of trainings for personnel, which generally include short descriptions, locations, dates, and times of training sessions
- Directory of college degree programs
- Training registries: A database that tracks all completed personnel training

Career Development Advising

Process of informing individuals about entry and continuing education requirements for professional roles in the ECE field and supporting the individual to assess current qualifications, identify education resources, and plan his/her own career advancement with attention to population's cultural and linguistic frameworks.

Multiple Professional Development Delivery Methods

- Distance learning
- Courses as modularized workshops: credit-bearing courses that are deconstructed into a set of related workshops

Reaching all ECE caregivers in a State is a huge challenge. Rural and urban locations, multiple languages and literacy levels, and different professional (or nonprofessional) aspirations are just some of the differences that make the ECE workforce so wonderfully diverse and yet so difficult to support. Outreach efforts, activities, and ongoing supports must incorporate relevant cultural, background, linguistic, and individual frameworks to effectively support the population served by the professional development system.

State Examples/Resources

Online Database of Training and Education Opportunities

Online Training Calendar/Opportunities on the Internet

- *Georgia*
Georgia Childhood Care and Education Professional Development Calendar
Sponsored by Care Solutions, Inc.
http://tc.caresolutions.com/search_calendar.cfm
- *Maryland*
Maryland Committee for Children: Statewide Training Clearinghouse
http://mdchildcare.org/mdcfc/for_providers/provider_training.html
- *Montana*
Montana Early Childhood Project: Training Calendar
<http://www.montana.edu/ecp/calendar.html>

- *New Mexico*
New Mexico Kids: Early Care, Education, and Family Support: Training Calendar
<http://www.newmexicokids.org/Educators>

Online Registries

- *Arizona*
Arizona's Career Registry S☆CCEEDS (Statewide Child Care and Early Education Professional Development System)
<http://www.asccaz.org/scceeds>
- *Washington*
Washington STARS (State Training and Registry System)
<https://wvs2.wa.gov/dshs/stars/training.asp>
- *Wisconsin*
The Registry
<http://www.the-registry.org>

Career Development Advising

Individual Professional Development Plans

- *New York*
The New York State EARLYCHILDHOOD.ORG Web site was developed by the NYS Council on Children and Families' Head Start Collaboration Project to support professional development and improve the quality of early childhood and school-age programs. It is designed to provide a one-stop source of information for those exploring careers in early childhood and school-age programs as well as those already working in the field and looking to advance in their careers. The *Career Development Resource Guide* is available on this Web site at <http://www.earlychildhood.org/cdrg>. The guide was developed for three main purposes: 1) to provide people considering a career in early childhood and school-age programs basic information about the field, the many career opportunities that are available, and how to prepare for particular positions; 2) to assist people already working in the field in evaluating their current status and developing plans for their ongoing professional development; and 3) to assist program administrators and supervisors in helping their employees develop professional development plans. This Web-based tool provides a comprehensive array of information that can be obtained in a variety of ways.
- *Vermont*
In June 2001, the Professional Preparation and Development Committee of the Vermont Early Childhood Work Group prepared a guide titled *Planning Your Professional Growth: Creating an Individualized Professional Development Plan for Early Care and Education*. This 34-page document provides an overview of professional development plans, sample formats via three vignettes, sample forms and templates, and appendices with further information on Vermont's professional development system. The paper is available on the Web at <http://www.ahs.state.vt.us/EarlyChildhood/publications/IPDP.pdf>.

🌿 Multiple Professional Development Delivery Methods

Distance Learning

- *Alaska*
Information on credentials, certificates, accreditation, and degree programs available for Alaska's child care providers is available on the Web at <http://childcareconnection.org>. This site provides links to University of Alaska Certificate and Degree Programs that include distance education programs. The University of Alaska Anchorage contains programs for CDA preparation classes, a certificate in ECE, and an Associate of Applied Science in ECE. Some courses are available via telecourse, Web-based, tapes, and/or audio conferences. The University of Alaska Southeast also provides distance education; courses leading to a CDA, certificate, or Associate's degree in Early Childhood are available on-site or via distance delivery. Courses for the credential, endorsement, or Master's degree in Early Childhood Education are available only through distance delivery using online computer conferencing. The distance delivery courses in this program are taught by audio conference, videotape, electronic mail, computer conferencing, correspondence, and summer face-to-face seminars.
- *Nebraska*
Nebraska's Early Childhood Training Center (ECTC) provides support and training to staff working with young Nebraska children and their families, and serves as a resource to parents and families about parenting. The ECTC's Web site (<http://www.esu3.org/ectc>) contains a section titled Training and Consultation that provides information on training topics; consultation services; an information "Child Line"; registry; Nebraska training partners; regional training coalitions; and Statewide staff development. The Early Childhood Training Center supports a broad array of training initiatives through direct participation and media services. The University of Nebraska Cooperative Extension is a Nebraska Training Partner; they offer an independent study course for early childhood professionals via the Internet. Information on this course is available on the Web at <http://nerec.unl.edu/childcare.htm>.

Modularized Workshops

- *Maine*
In 1999, the Office of Child Care and Head Start contracted with the Muskie School of Public Service to manage a comprehensive, coordinated career development system for Maine—the Maine Roads to Quality: Child Care and Early Education Career Development Center (MRQ). MRQ's Core Knowledge Training Program is offered in a series of modularized workshops. Maine's 11 Child Care Resource Development Centers offer the 180 hours of approved core knowledge training in the following categories: healthy, safe environments; observation and assessment; child development; developmentally appropriate practice; guidance; relationships with families; individual and cultural diversity; and business and professional development. In addition, the centers offer a three-hour course titled Preparing Your Portfolio for Credit, which covers the guidelines practitioners must meet to complete their portfolio for college credit. For additional information, contact MRQ at 888-900-0055 or on the Web at <http://muskie.usm.maine.edu/maineroads>.

🌿 Reaching Family, Friend, and Neighbor Caregivers

- *Kansas*
The Kansas Association of Child Care Resource and Referral Agencies instituted a Relative Care Provider Outreach Project, funded by the Kansas Health Foundation. Through this project relative child care providers received training and education through home visits. The Project

included the following: identifying relatives providing child care to a member(s) of their family; contacting each of the relative care providers by an initial letter; following up with telephone calls; and offering to bring a child care gift package to their home. Each gift package included a children's book, flyers on child care tips, a checklist of health and safety issues, a book about how to become a licensed family child care provider, and a local resource and referral training calendar. During home visits, project staff discussed with the providers the daily routines of child care offered by the providers, child development, developmentally appropriate activities, and other topics of interest.

Relative Care Provider Outreach Project, by Linda M. Mitchell, Wichita State University, is a report on the results of the project. This resource is available on the Web at http://www.kaccrra.org/story_files/180/180_ss_file1.pdf.

The National Child Care Information Center does not endorse any organization, publication, or resource.