A Study Prepared for the Florida Office of Early Learning

A Comprehensive Evaluation of Florida's Early Childhood Professional Development System

Strengths, Challenges and Recommendations for Improvement

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Overview

Florida's Office of Early Learning (OEL) understands that children's early learning experiences directly impact their success in school and life. The early childhood years are a remarkable period of human development that builds the foundation for lifelong social and emotional skills, literacy, curiosity and approaches to learning. Hundreds of thousands of young children in Florida regularly attend early learning programs. The state's 23,000 licensed and license-exempt early childhood programs and licensed and registered family childcare homes employ more than 55,000 early childhood professionals who work as family child care providers, teachers, caregivers, directors and support staff.

Early childhood professionals who understand child development and know how to provide high-quality early learning programs help set children on a path of lifelong success. Driven by this fact, Florida's Office of Early Learning, the state's 31 early learning coalitions, provider associations, and other partners are commited to improving the quality of early childhood programs and developing the skills and knowledge of early childhood professionals.

In 2011, during a time of growth and change in the state's early childhood professional development landscape, Florida's Office of Early Learning commissioned the University of Florida Lastinger Center for Learning to engage the voices of stakeholders in the state's early childhood professional development system and complete an analysis of this system's strengths and gaps. The Office of Early Learning sought to identify actionable steps to improve the quality, availability, affordability and access to professional development.

To accomplish this goal, the UF Lastinger Center assembled specialists with experience in early childhood systems, professional development, Head Start, early learning coalitions, early childhood programs (centers, family child care homes, school-based programs), technology, and cutting-edge teacher preparation. A UF Lastinger Center early learning study team listened to the stakeholders' needs, challenges and successes related to professional development. The study team gathered the opinions of providers and directors in for-profit, nonprofit, faith-based, school-based, Head Start and family childcare programs; and trainers, early learning coalitions, provider associations and higher education institutions. The team completed an exhaustive review of reports, minutes and other documents about work at the state and local levels.

The study team:

- organized the extensive feedback into a coherent summary of the state's professional development system
- identified overarching issues that Florida's Office of Early Learning needs to address as it takes the next steps in professional development systems building
- developed actionable recommendations for how Florida's Office of Early Learning can take bold steps forward in building a cutting edge professional development system for early childhood professionals in the state of Florida.

Throughout this process, the UF Lastinger Center study team invited feedback from leaders across the state to ensure that the analysis reflected their reality and that the resulting recommendations would make a measurable difference for early childhood professional development in Florida.

This report includes:

- a detailed overview of the study
- information on the early childhood workforce and primary deliverers of professional development in Florida
- an assessment of the early childhood professional development system
- key issues facing professional development for early childhood professionals
- detailed recommendations to strengthen the state's early childhood professional development system
- extensive attachments documenting the conversations and work to date on early childhood professional development.

Study

STUDY SUMMARY

The Office of Early Learning commissioned this study based on the understanding that teacher and provider knowledge and skills are paramount to children achieving their potential and entering school prepared for success. The Office of Early Learning engaged the UF Lastinger Center to conduct this study based on the Center's history of recognized innovations in professional development. With this grounding, the Center engaged a team of early childhood and other experts to assess Florida's early childhood professional development system and identify strengths, limitations and recommendations for how the Office of Early Learning could best support future professional development efforts.

The UF Lastinger Center met with and learned from stakeholders throughout Florida to examine the state's professional development syst em and determine unmet needs. The study team also completed an extensive review of materials, reports, meeting minutes and other resources to learn about the state and local work to build an early childhood professional development system. With this grounded in the realities of providers from all sectors of early childhood programs, including directors, trainers, organizations and institutions working on professional development, the UF Lastinger Center team crafted an analysis of the present system, surfacing key issues the Office of Early Learning needs to address. After checking this analysis and the issues broadly to ensure the information was accurately and appropriately captured, the UF Lastinger Center developed actionable recommendations for ways the Office of Early Learning could best advance professional development in Florida. Leaders in the state had multiple opportunities to hear and help refine the conclusions that emerged from the study to ensure that these results reflected the needs of the field and supported improved early childhood professional development opportunities. More than 700 individual early childhood professionals contributed their ideas and feedback to this report.

STUDY OBJECTIVES

Florida's Office of Early Learning commissioned this study to:

- provide an assessment of the state's early childhood professional development system through existing data and a comprehensive landscape analysis of providers, partnerships, and initiatives
- identify barriers to and opportunities for professional development, along with the strengths and limitations of the state's early childhood professional development system
- identify current articulation practices, including barriers and successful strategies
- issue recommendations for how Florida's Office of Early Learning can strengthen the early childhood professional development system.

STUDY CONTEXT

The Office of Early Learning commissioned this study in 2011 to inform its work during a time of dramatic growth and change in the state's early childhood professional development system. Key events contributed to the need for a comprehensive landscape analysis and recommendations for the state's next steps in development, including:

- **2007:** The Early Care and Education Professional Development Initiative (PDI) was created to lead the development of a comprehensive early childhood professional development system. Created by the Office of Early Learning (then under the Agency for Workforce Innovation), members included representatives from the

Department of Education, the Department of Health, the Department of Children and Families, the Head Start Collaboration Office, higher education, provider associations, early learning coalitions, and other leaders in professional development in the state.

- **2008:** The Office of Early Learning, in partnership with the Department of Education, the Department of Children and Families, and the Department of Health, supported the development of the Florida Early Childhood Framework to create a shared vision, goals, and strategies for the state's early childhood system. Over 130 leaders from throughout the state actively participated in the development of this Framework (Attachment A).
- **2009:** The American Recovery and Reinvestment Act (ARRA) funding in 2009 supported development of quality initiatives in the state. The Framework, along with extensive feedback from early learning coalitions and many other partners, helped inform a focused strategy to invest in professional development as well as program assessment and child screening/assessment (Attachment B).
- **2010:** Guided by the vision and support of the Early Care and Education Professional Development Initiative, Palm Beach State College's Institute of Excellence in Early Care and Education developed and piloted the core competencies, a professional development registry, a career pathway, and a career advising approach. As part of this work, Palm Beach State College created the Career Compass that summarizes the state's professional development system; over 100 volunteers were also trained in the Outcomes-Driven Training (ODT) model to improve the design and quality of professional development.
- **2011-2012:** The major professional development system elements were refined with input from the Early Care and Education Professional Development Initiative, and piloted in ten communities by Palm Beach State College: the professional development Registry; 14 training modules (7 early childhood, 5 after-school and 2 online); career advising; training approval; trainer approval; and a trainer support network. Because the Department of Children and Families Registry expansion was not completed, the Palm Beach Registry was used. (Note: this contract ended early and the Pilot was not completed.)

As all of this growth and development took place, the Office of Early Learning wanted an outside perspective and feedback to ensure the system development efforts that were underway were meeting the needs of the diversity of practitioners and partners throughout the state.

STUDY TEAM

The UF Lastinger Center assembled a team of talented professionals with diverse backgrounds and experience to conduct this study. Led by Donald Pemberton, Ph.D., Lastinger Center Director; Abby Thorman, Ph.D., early childhood consultant; Donna Rippley, M.A. early childhood consultant; and Lisa Langley, Ed.D., senior project manager, the team's background included state early childhood systems development, university faculty, specialists in teacher professional development, technology experts well-versed in maximizing technology to serve the professional development needs of teachers, as well as professionals with experience working in Head Start, early learning coalitions, communities in Florida, early childhood centers, family child care homes, and early childhood programs within school districts.

This team met weekly by phone and regularly in person to check on study progress, share successes and challenges, and problem solve to maximize the study potential. National experts – either those with broad national expertise and perspective on early childhood professional development or those managing or running large professional development initiatives in other states – were engaged to provide feedback and insight on the current system, on successful strategies from other states and on the proposed recommendations. We are grateful to these experts for offering important resources, knowledge and perspective to ensure the recommendations benefitted from lessons learned from other states: Harriet Dichter, National Director, First Five Years Fund; Sarah LeMoine, National Association for the Education of Young Children; Deborah Mathias, Pennsylvania Office of Child Development & Early Learning;

Davida McDonald, National Association for the Education of Young Children; Anne Mitchell, Co-founder, Alliance for Early Childhood Finance; Geoff Nagle, Ph.D., Tulane University; Helene Stebbins, Birth to Five Policy Alliance and Louise Stoney, Co-founder, Alliance for Early Childhood Finance. A complete listing of the consultants and individuals who informed this work can be found in Attachment C.

STUDY METHODOLOGY

The UF Lastinger Center implemented this study as part of a five-stage process. Over the course of the study, more than 700 individual early childhood professionals contributed. The study included the following phases:

Research (months 1-2). To fully understand Florida's early childhood professional development landscape, the study team employed ethnographic research through initial interviews with key professional development leaders and qualitative research methods to include website and document review. The team also completed an extensive document review that included three years of minutes and attachments from Professional Development Initiative meetings; documents such as core competencies for practitioners, directors, technical assistance specialists, and trainers; and the career pathway developed and adopted by the Professional Development Initiative; detailed review of local professional development systems from throughout the state; careful examination of the feedback from the 2009 Professional Development Survey; and reviews of many other meeting minutes and other documents. Also, the team consulted more than 50 national, state, and local reports on professional development for the early childhood workforce to learn more about the state context, national trends, and promising practices.

Interviews (months 3-13). With this background, the study team completed focus groups, site visits, and interviews throughout the state. The team employed an intentional strategy to listen to and learn from practitioners, directors, family child care providers, faith-based providers, Head Start programs, provider associations, trainers, higher education faculty, early learning coalitions, and other stakeholders to gain a full understanding of the early childhood professional development system.

Between June 2011 and April 2012, the study team engaged more than 450 professionals through focus groups in English and Spanish, interviews, onsite visits, and meetings with provider associations. These conversations intentionally included providers working with children receiving school readiness services or participating in Head Start/Early Head Start programs and providers serving children receiving multiple funding streams (including private pay).

The general questions and protocol employed in the provider focus groups of 10-15 professionals is shown in Attachment D, and the general questions and protocol employed with groups larger than 20 in Attachment E; these questions were modified based on the conversation and participant feedback during the focus groups to ensure a friendly and conversational tone. For the summary of focus group feedback, see Attachment F.

Leaders of the provider associations offered their perspectives on the professional development system and the strengths and challenges experienced by their members (summarized in Attachment G). The Florida Family Child Care Home Association, Florida Association for the Education of Young Children (FLAEYC), and Child Development Education Association (CDEA) convened meetings to share feedback to date and request improvements on the ideas during the contract period. Multiple attempts to meet with Florida Association of Child Care Management leadership were unsuccessful, as there was a leadership change during this period of study. The summary of the ideas shared by the provider associations is given in Attachment H.

The study team also interviewed the professional development leaders at 15 of the state's 31 early learning coalitions to find out more about how early learning coalitions plan and deliver professional development opportunities. The general questions and protocol for these conversations is provided in Attachment I; these questions were modified based on the conversation and participant feedback during the focus group or interview to ensure a friendly and conversational tone. The summary of the feedback from the coalitions is provided in Attachment J.

As part of the same contract that funded this study, the UF Lastinger Center completed a thorough analysis of the higher education degree programs that offer early childhood degrees. The early childhood degrees offered by community and state colleges in Florida (Attachment K), articulation agreements for credentials and degrees (Attachment L), and classes required for each degree (Attachment M) are included in this report. Through this process, the study team conducted many conversations with early childhood faculty members about the strengths and challenges of the professional development system generally and support for early childhood degrees specifically.

The listening tour continued until clear themes emerged and recurred. The team documented, charted, and analyzed the ideas voiced during the listening tour. These ideas naturally grouped into themes and then clustered into overarching issues.

Summarizing, checking overarching system issues and preliminary recommendations, refining based on stakeholder feedback (months 12-14). When the same themes and issues began to be repeated, the strategy shifted from listening into summarizing these overarching issues and starting to develop potential recommendations. The UF Lastinger Center shared drafts of the strengths, challenges, and key questions, along with preliminary recommendations, with providers and professional development leaders in focus groups, at conferences, and in presentations to early learning coalition executive directors, Professional Development Initiative leadership, and the Office of Early Learning. The study team solicited and documented the feedback in each of these conversations, using it to refine the recommendations. The team took particular care to create recommendations that would be viable in the current political and fiscal context, but not limited by these factors.

Refining the recommendations (months 15-16). The study team refined the overarching system questions and recommendations, sharing these widely to ensure the needs of the field were captured. The team made presentations and solicited additional feedback from the statewide Professional Development Initiative, the Office of Early Learning, the Florida Association of the Education of Young Children's regional leaders, and attendees at the One Goal Conference.

Finalizing and writing the final report (months 17-18). The study team made modifications based on the feedback from the stakeholders and then finalized the overarching issues and recommendations.

STUDY LIMITATIONS

The Office of Early Learning commissioned this study to inform its work on professional development and to create a learning system for early childhood professionals. The Office of Early Learning oversees the school readiness, voluntary pre-K (in partnership with the Department of Education), child care resource and referral (CCR&R), and Child Care Executive Partnership (CCEP) programs.

Other departments and organizations that also play an important role in the development and implementation of a comprehensive early childhood professional development system in Florida include, but are not limited to: Department of Children and Families, Department of Education, the Florida Board of Governors, Department of Health, children's services councils, early learning coalitions, provider associations, Head Start grantees and the statewide Head Start Collaboration Office, higher education institutions, private training organizations, and others. Each has jurisdiction over elements of the state's early childhood professional development system. Partnerships with these entities are vital to upgrading Florida's early childhood professional development system.

Finally, this report includes no survey methodology to gather statewide quantitative data or direct data on the early childhood workforce. The Florida Children's Forum is collecting workforce data through a workforce study scheduled for completion in early 2013.

Florida's Early Childhood Workforce

To put this report in context, it is important to understand general information about the early childhood workforce in Florida.

Of the 55,000+ early childhood educators in the approximately 23,000 child care programs (including licensed centers, license-exempt, licensed and registered family child care homes) across Florida, less than 4% report college degrees (303 with Bachelor's degrees and 1,748 with Associate's degrees, according to the Department of Children and Families' Child Care Program Office training database).

In the nation's largest Voluntary Prekindergarten Education Program (VPK), with more than 165,000 children participating during 2010-2011, only 29% of Florida's VPK early childhood educators held a Bachelor's degree and 9% had an Associate's degree.[1]

Although Florida's Head Start grantees are making good progress on meeting professional development/college degree goals (30% with Bachelor's or graduate ECE degrees and 17% with Associate ECE degrees in 2011),[2] many continue to struggle with access to and completion of degree programs.

Most early childhood professionals complete the ten hours of in-service required for licensing and do not exceed this requirement.

Without a statewide professional development registry, there is no detailed information on the credentials and training of the early childhood workforce in Florida.

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[1]Children's Movement. (2011). Voluntary Prekindergarten Program. Miami, FL: author.

[2]Center for Law and Social Policy. (2010). Florida Head Start by the Numbers. Washington, DC: author.

Barriers to Participating in Professional Development

A national assessment of the barriers to professional development noted the myriad of challenges related to economics, time, and educational limitations that the early childhood workforce faces in accessing high-quality professional development. Although no Florida-specific data are currently available, these national barriers mirror those heard during the listening tour. Florida appears to reflect the national picture.

Economic challenges include limited personal economic resources to pay for professional development or transportation costs to access professional development. Many early childhood professionals also have children, making accessing professional development in the evenings or on weekends challenging and, in the cases when child care is needed, expensive.

Time challenges reported by early childhood professionals are created by the competing demands of work, family, and their professional development needs. After working full time (and in some cases, additional part-time work to make ends meet) and taking care of family, they have little time or energy to pursue professional development beyond the minimum requirements.

Educational challenges are significant. Many early childhood professionals have limited academic skills themselves, with poor reading, math, and writing skills. Many early childhood professionals report having negative experiences in school and limited or no experience with college (along with no family and limited community precedent for attending college). Most early childhood professionals are unfamiliar with the professional development options available to them or how to access what is available. Although most people have experience with smart phones and other technology, many early childhood professionals have limited experience with the computer skills needed to be successful in a traditional classroom, such as those applied to writing academic papers.[3]

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[3]Presentation by Sue Russell on July 10, 2012 at the Institute of Medicine/National Research Council Board on Children, Youth and Families Meeting: Bridging the Early Years to the Early Grades.

Early Learning Professional Development Delivery in Florida

There are a number of organizations that deliver early childhood professional development in Florida.

EARLY LEARNING COALITIONS

The Early Learning Coalitions are one of the primary providers of professional development to early childhood professionals in Florida. The 31 coalitions vary widely in the professional development offered, the degree to which providers and other stakeholders are engaged in helping to plan the professional development offered, and financial and other resources to support professional development of providers. Some coalitions have sufficient funding to have trainers on staff and/or contract with community-based organizations to deliver training either through their own funding or in partnership with other funders; other coalitions have very limited staff or contract options and therefore offer less variety in topics and provide professional development on a more limited basis.

The study team interviewed the professional development lead staff at 15 of the coalitions that represent the diversity of coalitions in Florida to learn more about the local delivery of professional development through the coalitions. The Interview Protocol for these conversations is in Attachment I, and the summary of the interviews is provided in Attachment J.

PROVIDER ASSOCIATIONS

Provider associations are important sources of early childhood professional development in Florida, primarily through their conferences; associations also offer trainings and other non-conference-related professional development. The four primary provider associations in the state include (descriptions from association websites):

Child Development Education Association (CDEA): The mission of CDEA is to provide the highest standards of educational excellence within Christ-centered child care, kindergarten, and preschool programs (cdealliance.org).

Florida Association of Child Care Management (FACCM): FACCM is a professional organization of providers dedicated to ensuring quality in the early learning industry through advocacy, education, and accreditation. Membership in FACCM is open to early care and learning providers, child care centers, preschools, and early childhood advocates (faccm.org).

Florida Association for the Education of Young Children (FLAEYC): FLAEYC is the Florida affiliate of the National Association for the Education of Young Children. FLAEYC has more than 3,600 members who come together both through the statewide organization and through 15 Affiliate Chapters and 11 Community-at-Large State Chapters that provide programming at the local level for members (flaeyc.org).

Florida Family Child Care Home Association (FFCCHA): The mission of the FFCCHA is to provide a united voice on behalf of all children to promote and encourage quality professional family child care through education, legislation, advocacy, mentoring, caring, and love (familychildcare.org).

Two smaller Florida provider associations are:

Alliance for Early Care & Education (AECE): AECE is a collaborative, tiered-membership charitable organization. Led by early learning practitioners and inclusive of key stakeholders, the organization is dedicated to ensuring that all children are offered an enriching early childhood experience upon which they can build a lifetime of success (myaece.org).

Early Care and Education Consortium (ECEC): ECEC is a non-profit alliance of America's leading national, regional, and independent providers of high-quality child care and early learning and development programs for young children (ececonsortium.org).

The study team interviewed the leadership of each provider association and held or attended meetings of the provider associations to learn more about their work and their perceptions of the strengths and challenges of professional development in Florida. Summaries of these conversations are shown in Attachments G and H. Presentations of the study results and recommendations were also shared for feedback and improvement at provider association meetings and conferences to ensure the results reflected the realities and needs of early childhood professionals in the state.

CHILDREN'S SERVICES COUNCILS

Florida is the only state that has Children's Services Councils (CSCs), which are countywide special districts created to fund programs and services that improve the lives of children and their families. Children's Services Councils are created by ordinance and approved by voters. In 2010-2011, Florida's 11 CSCs collectively invested more than $370 million in hundreds of local programs and services for children and their families, primarily in prevention and early intervention programs.

Many of the Children's Services Councils make extensive investments in professional development for early childhood professionals through scholarships for degrees in early childhood education and other training. There are numerous examples across the state of dynamic partnerships between Children's Services Councils, Early Learning Coalitions, and other partners to fund innovative early childhood professional development. For example:

Palm Beach County has a comprehensive Quality Rating Improvement System (QRIS) that includes scholarship funding to improve the education and training of early childhood professionals and wage incentives to attract and retain a well-qualified workforce. Palm Beach has a comprehensive professional development registry supporting this work.

Miami-Dade County also has a comprehensive Quality Rating Improvement System that includes scholarship funding, wage incentives, and training throughout the county for providers, specifically on the Classroom Assessment Scoring System (CLASS) and topics related to the Quality Counts standards. Miami-Dade has a comprehensive professional development registry supporting this work.

The Children's Board of Hillsborough County provides funding for a united training plan for early childhood. Nine agencies have come together-including the coalition, university, school district, YMCA, and others-to provide a plan that builds on each of their strengths and offers training across the community.

Other Children's Services Councils invest in either Quality Rating Improvement System initiatives or in early childhood professional development projects. Links to the annual reports of the CSCs are available at http://www.floridacsc.org/about_csc/annual_reports.php.

HEAD START GRANTEES

More than 60 Head Start/Early Head Start grantees in Florida serve 42,667 low-income children and their families: 4,040 children starting in pregnancy with Early Head Start until the child's third birthday and another 38,627 children ages 3-5 in Head Start. The Head Start Act as amended Dec. 12, 2007, outlines specific requirements, declaring that by Sept. 30, 2013, at least 50 percent of Head Start teachers nationwide in center-based programs need to have bachelor's degrees in early childhood education or in another field with coursework equivalent to a major in early childhood education, with experience teaching preschool age children. The Act further spells out requirements for Head Start education coordinators and curriculum specialists to ensure they have the knowledge and education to support the professional development of the staff and providers working directly with children and families.

This significant education requirement has been a major driver for Head Start grantees to improve staff education. Head Start grantees have invested time and funding in professional development in their communities, often in ways that benefit early childhood professionals outside of Head Start. These investments include formal education and also training opportunities. Overall, professionals who work in Head Start-funded programs are more likely than others to report access to methodical, comprehensive professional development opportunities specifically designed to improve their skills in working with and teaching young children, to have onsite support for this professional development, and to have individualized support to directly improve their practice working with children and families.

More information about Head Start in Florida is available through www.floridaheadstart.org

THE FLORIDA CHILDREN'S FORUM

Among the diverse work the Florida Children's Forum contributes to the state of Florida, the Forum administers the Florida Teacher Education and Compensation Helps (T.E.A.C.H.) Early Childhood® Scholarship Program. T.E.A.C.H. provides scholarships for early childhood teachers, family child care providers, and center directors to work toward credentials or an Associate's degree in early childhood education. The scholarships are a three-way partnership for sharing expenses by the caregiver receiving the scholarship, the sponsoring child care center or family child care home, and T.E.A.C.H. The majority of tuition and book costs are paid for, and most T.E.A.C.H. participants receive a per-semester stipend for travel or for internet access; caregivers who complete their scholarship contract receive a bonus.

The Florida Teacher Education and Compensation Helps (T.E.A.C.H.) Early Childhood® Scholarship Program works with 48 colleges, universities, and vocational technical schools, and 14 community-based training institutions. Since 1998, more than 22,000 scholarships have been awarded. Just over $3 million is invested annually in T.E.A.C.H. scholarships in Florida from the Office of Early Learning; partners like The Children's Trust also make local investments. The 2011 annual report on T.E.A.C.H. in Florida is available at http://www.teach-fl.com/downloads/teach/Annual%20Report%202011.pdf. For more information please see http://www.teach-fl.com/general-info.php.

COMMUNITY AND STATE COLLEGES

Twenty-eight community and state colleges in Florida offer two-year and four-year early childhood degrees. The issue of articulation across and among higher education institutions is one that is often raised in relation to creating career pathways for early childhood professionals. Articulation refers to the ability of students to move seamlessly through the higher education system in a way that supports their continuous advancement in learning across institutes of higher education. In states that do not have articulation mandated between two- and four-year institutions and among two- or four-year degree programs, individual articulation agreements are needed to ensure students can move seamlessly from one program to another. Absent this infrastructure, students often do not get full credit for classes they have completed and need to take similar or identical classes to fulfill graduation requirements.

Of the 28 community and state colleges in Florida offering two-year and four-year early childhood degrees, some institutions offer more than one degree option:

- 2 institutions offer AA degrees
- 5 institutions offer AAS degrees
- 23 institutions offer AS degrees (note: some institutions stopped offering early childhood degrees during the time of this study, including Edison State College and Florida Keys Community College)
- 8 institutions also offer four-year degrees
- 3 more approvals for two-year degree programs to offer four-year degrees are pending. These programs would provide seamless and efficient paths for early childhood professionals in these communities to move from a two-year to a four-year degree.

A summary of which institutions offer each degree is in Attachment K. These degrees vary in terms of course requirements and the number of early childhood credits required. The summary of existing articulation agreements, from credentials to four-year degree programs, is in Attachment L; details of which classes are required for each degree are summarized in Attachment M. As further outlined in Attachment J, some communities have carefully designed, fully articulated higher education opportunities where providers can receive credit for their Child Development Associate Credential (CDA) or Florida Child Care Professional Credential (FCCPC), have opportunities to complete infant/toddler, preschool, or other credentials, complete an Associate's degree, and then complete a Bachelor's degree while receiving full credit for their work.

Partnerships Working To Improve Florida's Professional Development System

Florida has two statewide partnerships that work to support the development of a statewide early childhood professional development system.

PROFESSIONAL DEVELOPMENT INITIATIVE (PDI)

Florida established its Professional Development Initiative (PDI) in 2007. Professional Development Initiative members include professionals from provider associations, higher education institutions, early learning coalitions, training organizations, state departments that invest in and work on professional development issues, and non-profit organizations. The most-recent PDI member list is in Attachment N.

Through consensus and building from the best practices in Florida and other states, the Professional Development Initiative developed core competencies for practitioners in early childhood programs, directors, technical assistance providers, career advisors, trainers, infant-toddler developmental specialists, and after-school practitioners. These competencies outline the knowledge, skills, and abilities needed for each of these roles and represent one of the most comprehensive sets of competencies in the nation. The development of the core competencies for early childhood practitioners included incorporating several state and national standards,[4][5][6][7][8][9][10][11] engaging subject matter experts on each topic, and pulling from national research and best practices. Similarly, comprehensive processes were used to develop the core competencies for the other roles. The Core Competencies for Practitioners served as the foundation for the 380 hours of training created by Palm Beach State College; 20 hours of training was written for each of the competency areas and printed in notebooks that were distributed to the early learning coalitions.

The Professional Development Initiative also developed draft Trainer Qualifications and Standards, which is a shared strategic plan for professional development systems building, and partnered with Expanding Opportunities to develop targeted Competencies for Inclusion Specialists. The Professional Development Initiative also drafted a career pathway, with the support and facilitation of Palm Beach State College, that was piloted as part of PBSC's professional development system pilot in 2011-2012 (Attachment O); this career pathway was edited by the Office of Early Learning in the spring of 2012 (Attachment P), and feedback was received; at the time of this report, the career pathway had not yet been finalized.

Note: There was varied feedback from the interviews about the degree to which the Professional Development Initiative had effectively advanced a professional development agenda in Florida. Most respondents felt that the partnership had been extremely successful, particularly because it was comprised of volunteers and had no funding to support its work; some expressed disappointment that the work had not resulted in more concrete systems improvements statewide and suggested that PDI may benefit from a change in its membership and/or charge.

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[4]National Association for the Education of Young Children. (2009). Developmentally Appropriate Practice in Early Childhood Programs Serving Children Birth through Age 8. Washington, DC: author.

[5]National Association for the Education of Young Children. (2007). NAEYC Program Standards and Accreditation Criteria. Washington, DC: author.

[6]Council for Professional Recognition. (2007). Preschool Competency Standards. Washington, DC: author.

[7]Council for Professional Recognition. (2010). Infant/toddler Competency Standards. Washington, DC: author.

[8]Zero to Three. (2010). National Infant and Toddler Child Care Initiative: Core Knowledge and Competencies. Washington, DC: author.

[9]National Board for Professional Teaching Standards. (2001). Early Childhood/Generalist Standards. Arlington, VA: author.

[10]National Association for Family Child Care. (2006). NAFCC Accreditation Standards. Salt Lake City, UT: author.

[11]Division for Early Childhood of Council for Exceptional Children. (1993). Personnel Standards for Early Education and Early Intervention. Missoula, MT: author.

Throughout this report, the Professional Development Initiative is identified as a key group to support the professional development work in Florida. In referring to the Professional Development Initiative, the authors mean a stakeholder group that represents the full diversity of early childhood professional development interests in the state of Florida, particularly one that includes providers from a variety of settings and informs the development of an early childhood professional development system. Whether the Professional Development Initiative remains, in its current form, the primary state advisory committee on issues related to professional development or is reconstituted in either its mission or its participants, it will be important to have a strategic, diverse, well-facilitated stakeholder group for the credibility and effectiveness of any professional development directions or strategies.

FLORIDA COMMUNITY COLLEGE EARLY CHILDHOOD EDUCATORS' NETWORK (FCCECEN)

The Florida Community College Early Childhood Educators' Network is comprised of one early childhood faculty member from each community and state college in Florida. The faculty members collaborate to share best practices, examples of articulation agreements, and other tools to support each other's work. The Network actively participates in the Professional Development Initiative and the Expanding Opportunities Inclusion Grant. The Network also works with the Head Start Collaboration Office, provider associations, and early learning coalitions to ensure higher education offerings are meeting the needs of the early childhood profession. A representative of the Network, usually the President, sits on the Child Care and Development Fund Committee at the Office of Early Learning and the Department of Children and Families Credential Committee as well as supports other early childhood professional development and systems development opportunities as these arise.

The Network, established in 1986, officially meets twice a year, once in the fall and once in the spring. The Florida Community College Early Childhood Educators' Network member list as of fall 2012 is provided in Attachment Q.

Status of Professional Development in Florida

The study team interviewed more than 700 early childhood professionals across Florida; visited dozens of family child care homes, centers, and Head Start/Early Head Start programs; interviewed and met with dozens of training organizations and education institutions; and engaged providers through focus groups and meetings of provider associations. Collectively, from these voices, a comprehensive picture of early childhood professional development in Florida emerged.

FLORIDA HAS NO STATEWIDE PROFESSIONAL DEVELOPMENT SYSTEM

Although this may seem self-evident to those who work in the field, the lack of a statewide, systemic approach to early childhood professional development is starkly clear, as providers share their frustrations with this non-system. The gaps are glaring, the quality varies wildly, access is challenging for many, and the impact of this lack of a professional development system is profound. It compromises providers' ability to improve their knowledge and skills, and it saps their energy and commitment to pursue more training or education because their experiences are unpredictable and often poor.

Teachers, family child care providers, and directors are left to figure out independently what training exists in their community, how to meet their annual licensing requirements, and which expenditures of time and money are good investments because the quality of training varies so widely. The availability and quality of training depends on the decisions and resources of the community's early childhood professionals who may or may not be integrated into a local system. Even more mature local professional development systems in Florida vary tremendously, because there is no broader system in which to do this work, resulting in inefficient and uneven use of available resources.

Directors in particular expressed frustration at the lack of strong professional development options to meet their needs or the needs of their workforce. Although some directors pointed to coalitions with diverse and varied choices, most did not feel their needs were met or that there was an entity that consistently met the needs of their workforce. Directors also expressed frustration at the challenge of keeping up with the paperwork of managing their employees' professional development documentation. This time-consuming task became particularly cumbersome when sites had to meet licensing, accreditation, or other requirements, because each entity requires documentation in a different format.

QUALITY

Providers and directors expressed serious reservations and frustrations about the wide range of quality in professional development training options. In their experience, training-while it is sometimes good-is more often uninteresting, taught by people with little real experience in early childhood (particularly in family child care), presented poorly, and not designed to offer immediate new tools to improve their interactions with young children. Some could cite experiences with high-quality professional development that was interactive, delivered by instructors who understood the realities of early childhood education, and designed for immediate application to practice. But most felt this was the exception and not the rule. Providers who were more experienced or were seeking more challenging professional development content found the lack of quality options to meet their needs particularly frustrating.

ACCESSIBILITY

Geography also presents a challenge, particularly for those providers who live in rural communities or lower income neighborhoods.

Providers want professional development options that allow them to access good content on their own time and at their convenience. For providers who cannot attend training face-to-face, clear demand and interest exists for online or blended models of professional development. However, current options are limited, widely variable, and are often poor quality.

CONTENT

Providers perceive a narrow array of content available to them. The perception voiced repeatedly was that the same content was offered redundantly and that there were no other options if this content was not needed.

Some populations of providers who care for particularly vulnerable children- infants, toddlers, and children with special needs-report frustration about finding any professional development designed to meet their needs. The content is limited, the quality varies widely, and the options for deepening practice are few. Family child care providers and providers for whom English is not their primary language are also particularly challenged when it comes to obtaining professional development in their preferred language.

Some providers reported they had been asked for feedback and input into community training plans to ensure they were designed to meet provider needs; most had not been asked to do so in any way, either through surveys, by phone or in person.

PATHS TO PURSUE CREDENTIALS OR DEGREES

Providers who want to do more than merely complete the annual required clock hours feel frustrated by the confusing array of options and the lack of clear professional development paths. Most providers or directors who want to complete credentials or work toward national accreditation report that there are no clear paths for working toward these goals.

Professionals who want to become accredited, to pursue a Child Development Associate Credential (CDA) or Florida Child Care Professional Certification (FCCPC), or to work toward a degree are largely left to figure out how to get there on their own. For more experienced practitioners or directors who want to move beyond their CDA, there are few options to support them.

THE LACK OF A SYSTEM IS INEFFICIENT AND INEFFECTIVE FOR MEETING THE STATE'S GOAL OF IMPROVING SCHOOL READINESS AND LIFELONG SUCCESS

The lack of a system results in tremendous inefficiency: local communities have to build their own quasi-systems, create their own professional development content, and craft their own articulation strategies independently.

Every entity that is a professional development provider is creating content independently, even on required training. One community, having limited resources, might struggle to create new content to meet provider needs, while an adjacent community might have a well-developed set of trainings and strategies to meet those needs. But neither community knows about the other, because no formal mechanisms exist for sharing content or promising practices.

The capability of professional development providers—from coalitions to higher education institutions—to offer diversified training and get exceptional content varies widely. In urban areas, where there are often more resources and expertise, it is easier to find and contract for the training needed if that expertise is not already in-house. In rural communities and areas of the state where resources are more limited, the internal organizational staff is typically much smaller, and there are significantly greater challenges in finding and hiring the expertise needed. Without a professional development system, there are no streamlined mechanisms to bring needed content into underserved communities efficiently.

Although some entities regularly pack their training sessions, others struggle to fill theirs. A tentative connection seems to exist between the level and consistency of outreach and depth of relationships with providers and participation. For example, coalitions that had robust and regular ways of seeking provider feedback on content needed and

on the quality of training available reported that they filled their trainings consistently; other organizations that did not have such robust outreach appeared to struggle with attendance. Absent a professional development system, coalitions and partners that are hungry for strategies to better engage providers have no way to access the knowledge of their peers or use it to improve their local work.

There are many players in the professional development space. In some communities, strong partnerships exist between their local coalition, Head Start grantee(s), higher education institutions, provider associations, and others. These partnerships are designed to play to the strengths of the different partners and, through careful planning, develop training offerings that provide a diversity of content throughout the service delivery area. But in many communities these organizations do not collaborate, resulting in redundancy, underserved communities, partially filled trainings, and frustration among providers, directors, and training organizations.

With budgets tight and future funding uncertain, early learning coalitions, provider associations, and other training providers are in a precarious place for implementing effective, sustained, high-quality professional development for early childhood professionals. Quality investments are a small percentage of the Child Care and Development Fund (CCDF) funding that comes to early learning coalitions. With inadequate funding, the already challenging task of balancing access to slots and quality improvement becomes more difficult. In many communities, the impossible choice of quality vs. quantity is becoming more and more challenging to manage, as quality investments are seen as coming at the expense of school readiness slots. Provider associations also report decreased budgets as the sluggish state economy reduces the disposable income of programs that would allow individuals to travel to conferences or attend professional development opportunities.

EARLY CHILDHOOD PROFESSIONALS IN FLORIDA WANT TO DO THE BEST POSSIBLE JOB FOR THE CHILDREN AND FAMILIES IN THEIR PROGRAMS

In every conversation, in every community, in every program and family child care home, the commitment that early childhood professionals have to the children and families they serve and the work they do was clear and strong. They are working long hours with little compensation to educate, love, and support the development of hundreds of thousands of children.

Providers love the children they care for and the work they do. A number of providers teared up with pride as they shared stories of the children they served as babies and preschoolers who come back to see them as college graduates. Or they tell of children they cared for coming back to work in their program after they graduated from

high school with a CDA. Other providers displayed similar emotion as they thought about the children they cared for but did not have the tools or skills to reach toward meeting their emotional, behavioral, or other needs.

Providers expressed similar emotions over their lack of success in accessing the professional development they sought. Family child care providers, practitioners, directors, and others report being discouraged by professional development that wasted their time and money and gave them few tools for enhancing their daily work with children. They described being discouraged by the lack of funds to take training they needed, by the lack of available training that built their skills or worked toward their life obligations, and by having reached a certain point on their career path and being unable to go further due to job obligations or limited options.

Early childhood professionals clearly want to do the best possible job for young children in our state. They have few tools for doing so and no system currently exists in Florida to support their goals.

LOCAL POCKETS OF EXCELLENCE AND INNOVATION EXIST IN FLORIDA, PROVIDING A STRONG FOUNDATION UPON WHICH TO BUILD A STATEWIDE SYSTEM

Make no mistake, there are innovative and life-changing professional development strategies being implemented in many communities in Florida. Early learning coalitions have been important leaders in many areas in creating partnerships with Head Start, school districts, higher education institutions, and training organizations to provide training and educational opportunities for early childhood professionals. Many directors and providers shared examples of excellent professional development they received through their local early learning coalition.

In the communities with Children's Services Councils committed to early childhood education, a number of innovative partnerships have emerged that provide a deeper, wider, and more strategically structured array of professional development options.

Professional Development Associations offer important professionalization and networking opportunities and are a key resource to providers seeking to enhance their knowledge and skills.

In many communities, Head Start grantees have forged innovative partnerships to offer deep training, career pathways, and articulated credentials to degree options.

There are many promising local practices of professional development in communities or by organizations in Florida; these impressive local innovations provide a de facto professional development system in individual

communities. But these experiences-the exception rather than the norm-are often available to only a fraction of the providers in a given community (e.g., based on participation in a local quality rating improvement system or through a partnership with Head Start). These innovations provide important foundations from which statewide systems can build. On their own, however, they are inefficient and insufficient to serve Florida's early childhood professionals.

PREVIOUS ATTEMPTS TO BUILD A PROFESSIONAL DEVELOPMENT SYSTEM NEED TO BE REFINED AND IMPLEMENTED STATEWIDE TO MEET NEEDS THROUGHOUT FLORIDA

The elements of what is needed to build a successful early childhood professional development system are the same throughout the state and across the country.

The Professional Development System Pilot was implemented in 2011-2012 to help address some of these challenges. While this pilot was not completed, valuable lessons from this work should be used to inform the creation of statewide professional development systems. This pilot consisted of: the registry database; seven early childhood, five after-school, and two online training modules; career advising; training approval; trainer approval; and a trainer support network. Over 100 volunteers were also trained in Outcomes Driven Training (ODT), a backward-design process meant to ensure that professional development directly impacts the care and education of young children. As this study overlapped with the Pilot implementation, the study team solicited feedback on the Pilot.

Trainer Approval. Although there was a widespread desire to see quality control mechanisms for trainers, the feedback expressed that the Pilot requirements for trainers were too focused on what was on paper (e.g., having a degree in a specific field from an institution with specific accreditation) rather than on a holistic look at the combination of education, training, skills, and experience of trainers. Numerous examples were shared of people who have been trainers for years and have had extensive experience and a rich array of training (e.g., certifications to train in specific curricula, extensive training on early childhood issues) but were not certified at the level expected because of the stringent education requirements. The rigid requirements particularly impacted rural communities with a limited number of trainers.

Outcomes-Driven Training (ODT). A limitation in most training offered now in Florida is that it is not designed to improve the skills of professionals in their work with young children. The ODT model was established both to fill that gap by showing trainers how to design their training based on the specific goals they want to accomplish and to elevate the training beyond the level of in-service. Those who participated in the pilot liked many of the elements of the training but found the paperwork too complicated and the lead time to get training approved too long.

Career Compass. This comprehensive tool was created as a resource for early care and education professionals, career advisors, and early learning coaches. Career Compass users shared positive feedback about having resources that de-mystified the early childhood professional development work in Florida.

In short, the goals of the Pilot activities were widely supported, but the implementation was viewed as too heavy handed and overly complicated to meet the statewide needs in Florida. This feedback is very valuable, however, as these elements are necessary for a statewide professional development system. This feedback should be used to refine, improve, and integrate these system elements into a statewide system designed to meet the needs of early childhood professionals in Florida.

Synthesis of the Key Issues Facing Florida's Early Childhood Professional Development System

Given this feedback from practitioners, directors, family child care providers, faith-based providers, Head Start programs, provider associations, trainers, higher education faculty, early learning coalitions, and other stakeholders, the UF Lastinger Center identified the following overarching issues for Florida's Early Childhood Professional Development System:

QUALITY

- The state must improve the quality of early childhood professional development without creating a burdensome bureaucracy or limiting local flexibility to respond to local needs.
- Trainings and training organizations need mechanisms to share content and promising practices efficiently.
- Training organizations and coalitions need tools to support trainers.
- Strategies are needed to create mechanisms to spread excellence (and stop mediocre or bad professional development).

CONTENT

- Florida should develop and share high-quality content designed to build core competencies and support the early learning and development standards.
- Trainers and training organizations need resources to meet the needs of providers, particularly specific audiences, such as family child care providers or those serving particularly vulnerable populations: infants and toddlers, children with special needs, and dual-language learners.

DOCUMENTATION

- Providers and directors want a summary of training/credentials. Technology solutions that support an efficient, dynamic, and robust registry and professional development system are needed.

PATHWAYS

- Many providers will not pursue credentials and degrees. For the many others who want to, the appropriate partners in the state must create efficient and streamlined paths from credentials to two-year and/or four-year degrees.
- Credentialing and degree-granting institutions need tools to share good practices across the state.

DELIVERY

- There are many talented entities working in the early childhood professional development space. An inclusive system designed to play to the strengths of different partners needs to be designed and supported.
- Strategies for coalitions, provider associations, and independent training organizations to work together are needed to ensure providers have a rich array of content available to support their professional development needs.

ENGAGEMENT

- Providers and partners should be actively and consistently involved in identifying professional development content and effective delivery so professional development offerings can improve over time.

Recommendations

RECOMMENDATION #1

After carefully confirming with early childhood leaders in the state through multiple rounds of public feedback that these were the key issues, the UF Lastinger Center identified high-impact recommendations built from best practices in Florida and other states. Based on the needs of early childhood professionals, feedback from early childhood stakeholders throughout the state, and the current professional development infrastructure of existing initiatives, the study team challenged itself to answer two key questions:

- What are the most cost-effective and capacity-building actions that Florida's Office of Early Learning can take to improve the availability, affordability, and accessibility to high-quality professional development for Florida's 55,000 early learning educators?
- What additional steps can Florida's Office of Early Learning take to support the development of a statewide early childhood professional development system that serves providers and business owners in ways that enhance the care and education they provide to young children?

The study team designed recommendations answering these questions that involve cross-cutting solutions and that holistically address the issues identified. The recommendations were vetted multiple times with key leaders throughout the state to ensure there was widespread agreement and clarity about the recommendations. After each instance of sharing, the study team further refined and modified the recommendations to represent the full feedback of the stakeholders.

Work with stakeholders throughout Florida to create an Early Childhood Professional Development Challenge Fund that will ensure sustained, predictable professional development funding for a statewide early childhood professional development system. This public-private partnership should include federal, state, and local investment as well as opportunities for foundations and businesses to invest in systemic solutions for early childhood professionals. At a minimum, the state of Florida should commit an initial investment of at least $1 million annually to support strategic investments from this fund, Public funding would initially launch the Childhood Professional Development Challenge Fund. These funds would in turn be leveraged to stimulate financing from other sources and promote sustainability.

Florida children need well-educated early childhood professionals. If Florida wants a high-quality, statewide professional development system for early childhood professionals, it must invest in such a system. Florida can only build a successful system that consistently delivers high-quality professional development to early childhood professionals with sustained and predictable investment combined with state-level leadership.

Important consensus building in Florida has already taken place around key elements of the state's early childhood professional development system that are aligned with the recommendations of the National Association for the Education of Young Children:[12]

- The Core Competencies for practitioners in early childhood programs, directors, technical assistance providers, career advisors, trainers, infant-toddler developmental specialists, and after-school practitioners.
- The Birth-to-Age-Five Early Learning and Developmental Standards: There is now a unified set of early childhood developmental standards for children birth through age 5. This comprehensive document outlines age-appropriate expectations for young children and is designed for use by parents, caregivers, and teachers. To be effective, all early childhood professionals should be knowledgeable about and grounded in these early learning and developmental standards. Because the Birth to Age Five Early Learning and Developmental Standards are aligned with Florida's K-12 learning standards, using these standards as a guide can inform integrated professional development that leads to children's lifelong success.

[12]A Conceptual Framework for Early Childhood Professional Development: A Position Statement of the National Association for the Education of Young Children. Retrieved September 3, 2012. Available: http://www.naeyc.org/files/naeyc/file/positions/draft/psconf99.pdf.

Training and support on these core elements of the standards (what children should know and be able to do) and the core competencies (what early childhood professionals should know and be able to do) should form the foundation of the Early Childhood Professional Development Challenge Fund.

The Challenge Fund should also support systemic professional development system solutions, evaluate their effectiveness, and take them to scale as appropriate over time. As the professional development system evolves and improves, so too would this fund and the types of investments it makes. The Early Childhood Professional Development Challenge Fund is meant to add to, not supplant, existing professional development investments in Florida. All investments from the Fund should be made with an eye toward long-term sustainability, capacity building, and professional development systems creation.

The successful work of local communities, Head Start grantees, and other states should serve as models to ensure a system that builds promising practices from these diverse perspectives. Specific roles for early learning coalitions, provider associations, higher education institutions, and other partners should be defined to ensure that the strengths of each partner inform the design and implementation of the Fund.

The Office of Early Learning should convene a statewide task force to build on the work of the Professional Development Initiative to further define the statewide professional development system, create guidelines for what would be supported by such a system, approve appropriate quality control mechanisms (e.g., training guidelines and resources, trainer certification), and identify the types of local strategies to receive support from a state fund. *A tight and clear timeline must be placed on this work to ensure necessary decisions are made in a timely way.* Together, these partners should work to secure funding from appropriate public and private partners for the shared professional development vision.

The additional infrastructure outlined in the next recommendation will make the Early Childhood Professional Development Challenge Fund more effective by providing necessary infrastructure and support to the early childhood professional development system in Florida.

RECOMMENDATION #2

Build a powerful online professional development system that connects early childhood professionals throughout the state, provides high-quality training to early childhood professionals, and ensures effective content is available to every early learning coalition and to other professional development providers across the state. This system should contain a robust, multifaceted professional development registry that not only documents the professional achievements of providers and trainers but also supports the availability and quality of professional development in local communities.

The study team believes that ideally this system would be a single, integrated system that provides a robust online professional development system and a professional development registry together; for this reason, both elements are bundled in one recommendation. Existing software solutions can be procured for the professional development registry and adapted for Florida use that could link seamlessly with the DCF training system; an analysis of the DCF and other registry systems indicates this would be more cost-effective than expanding the existing DCF training system or building something new. The foundation for the other online professional development services and resources for early childhood already exists through LEAF (created by Florida's Office of Early Learning). At the time of the publication of this report, there was a push to dramatically expand professional development resources for K-12 teachers online that was seen as a unique opportunity through which early childhood professional development could also expand. Florida's Office of Early Learning could build on this existing foundation and have a state-of-the-art online professional development system designed to meet the needs of early childhood professionals in Florida for a limited investment.

The availability and quality of professional development options vary widely throughout the state. There is the core knowledge that all early childhood professionals need to provide high-quality early learning experiences to young children, yet there is no mechanism to ensure that this happens in Florida. Early childhood professionals in Florida have wildly varying access to excellent professional development content and opportunities to pursue credentials or degrees.

Trainers are hungry for new information and resources, but there is no cost-effective or efficient way for them to access promising practices from other communities or information from their peers. There are currently no centralized tools for sharing excellence or training resources across counties, organizations, or the state. This results in an inefficient system in which there is regular reinvention of similar training content, stagnant training content that is rarely improved or updated, limited ways for coalitions or other training organizations to collaborate with and learn from each other, and few opportunities to uncover new ideas and engage in continuous improvement in professional development.

Creating a state-of-the-art e-learning portal could provide immediate access to high-quality professional development resources to more than 55,000 early childhood professionals in the state. This online resource would give providers excellent training materials and trainers access to information currently unavailable to them and greatly strengthen local training offerings. An online professional development platform would democratize access to high-quality content and serve as a repository for early childhood professionals and trainers. The e-learning portal would offer many entry points, such as through provider association or early learning coalition websites to ensure early childhood professionals have many opportunities to access the information and resources through trusted sources. The online platform should be designed with stakeholders from coalitions, associations, training organizations, and other entities at the table to ensure it will meet stakeholder needs and support the primary training entities in Florida.

Although technology access and skills are a limitation for some providers, there is extensive experience in Florida of resources being made available through technology and early childhood professionals rising to the challenge. The limitations of some providers should not be used as a point against development of this system, which could be used by most providers and would add significant value to the resources and connections for trainers, providers, and other partners.

This platform will make the Early Childhood Professional Development Challenge Fund significantly more effective and efficient, provide quality assurance and accountability to these investments, and significantly strengthen the early childhood professional development system in Florida.

Based on ideas and feedback from providers, trainers, and other professional development stakeholders in Florida, the online platform should include an

E-Learning Portal and Professional Development Marketplace. The vision for the Marketplace is that it would be a single, go-to platform for early childhood professionals to access online learning opportunities from the state of Florida, nonprofits around the nation, and other vendors. This system should support stand-alone online learning opportunities and blended professional development opportunities that integrate online content and face-to-face learning experiences. As a central location for providers to access online opportunities from Florida organizations, associations, and higher education institutions, this space would also offer opportunities for companies or organizations to make online learning and other professional development resources available to early childhood professionals for a fee. This will ensure that all professionals, regardless of location, can access high-quality content. Topics appropriate for online learning and recommendations for delivery models should be carefully planned.

In a state as large and diverse as Florida, online and distance education provides a cost-effective and efficient way to create and make high-quality content available consistently. Online and blended learning opportunities, those that use online resources and face-to-face professional development to reinforce the online content, are increasingly available to early childhood professionals around the nation. When well designed and well delivered, these distance-learning modules offer a measurably positive effect on the quality of care provided to young children. By investing in online options for early childhood professionals, Florida can build on existing effective practice and lead the field in ensuring that professionals who work with young children have access to high-quality content designed to enhance their knowledge and skills.

There is an existing foundation on which to build this resource for early childhood professionals. The Office of Early Learning has already invested in building multiple online modules for early childhood professionals through a system called LEAF. Palm Beach State College also created 380 hours of professional development that could be repurposed into blended or stand-alone online professional development options. Some higher education institutions in Florida also offer online courses (Attachment L). (*Note: In full disclosure: the University of Florida's Lastinger Center for Learning has robust online resources that are deployed in K-12, as well as Florida's Office of Early Learning-commissioned early childhood online resources through LEAF*). Many have other online classes under development.

National organizations are increasingly creating online professional development content that can be accessed for free or for a nominal fee. The resources available through Teachstone to support use of the Classroom Assessment Scoring System (CLASS) are particularly well positioned for integration into a statewide system in Florida, given the investment Florida has already made in building capacity on the CLASS tools. There are also online early childhood courses offered by the federal Office of Head Start, many nonprofit organizations (e.g., NAEYC), and colleges and universities that could be made available through a central location.

Creating a new platform with high standards for online learning opportunities in Florida would also present a new opportunity to update and dramatically enhance existing professional development tools. For example, the 40-hour training that all early childhood professionals in the state must take is already offered online. There was widespread feedback from both focus groups and interview participants during the listening tour that ensuring all professionals have initial training is important, and equally strong and widespread feedback that the current 40-hour course is inadequate as currently constructed.

An online learning community for early childhood professionals. Early childhood professionals are typically working in isolation away from their peers, and they are hungry for new information and opportunities to learn from the successful practice of others doing similar work. The online learning community would provide new opportunities for provider associations to connect with their members, recruit new members and partners, and enhance the support they provide to their members. Early learning coalitions could connect with programs in their service delivery areas in new ways. The online learning community would provide opportunities for early childhood professionals to see the best practices in action through resources like the CLASS video library, view examples from peers (e.g., daily plans, video or pictures from centers or family child care homes), or share challenges and problem solve with peers online. Apps could also be created to make high-quality content available to early childhood professionals in bite-sized pieces, based on their needs, interests, and the age group served. Although computer access varies, the vast majority of people now have app-enabled smartphones. Content should be delivered to providers in a variety of ways, in whatever format best serves their needs.

Trainer alliance. There are many exceptional trainers, training practices, and training resources in Florida. The trainers are often isolated, however, and have few opportunities to learn from and partner with other trainers to enhance their knowledge or resources. This is particularly true in more rural communities or in cases where there are only a few trainers in a service-delivery area.

By creating a trainer alliance through the online professional development system, trainers in Florida would have a central location to access high-quality training materials, connect in real time with other trainers, post dilemmas or challenges, and support their peers by sharing their experience and tools. Like a combination between Facebook (to stay connected to peers and people of interest) and Pinterest (to document and save information that can support training practice), the trainer alliance would support trainers throughout the state. This central location would be a place where early learning coalitions, provider associations, higher education institutions, and other partners could access high-quality training materials, protocols for effectively engaging providers and building their knowledge and skills, videos of effective training delivery, PowerPoints, and other tools. Trainers could post materials, presentations, and other resources for others to access and could share dilemmas for responses from peers, who would share their own experiences in return. The availability of online, specialized groups for trainers, CDA/FCCPC providers, director's credential providers, higher education faculty, and other groups would enable professionals with shared interests to come together, share resources and successes, and learn from each other on topics relevant to their work.

Florida's Office of Early Learning has also invested in the development of an Interactive Field Guide that compiles best practices in Communities of Practice and provides resources for a learning community of peers to work together. This compilation of learning community tools and procedures should be expanded and built upon to improve the delivery

and effectiveness of professional development experiences for early childhood professionals.

A robust, multifaceted professional development registry. Nationally, 42 states have some system for documenting the professional development of their early childhood workforce.[13] Professional development registries serve many important functions. These range from merely documenting the training required to meet licensing requirements to providing a robust and comprehensive system of fully documenting the training and education of the early childhood workforce statewide; offering an easy-to-use interface for licensing and accreditation entities to evaluate professional development requirements efficiently; eliminating cumbersome paperwork requirements for providers and early childhood programs; providing information on local and regional training, including opportunities to efficiently sign up for participation and have it documented automatically; and many other functions designed to meet the needs of the early childhood workforce.

The idea of building a robust professional development registry has existed for many years in Florida. Two communities, Miami-Dade and Palm Beach, have developed robust local registries, but these are not available statewide. Today, Florida has a basic registry with the DCF training system, which helps document that providers have completed the annual in-service training requirements. Although DCF data can interface with local registries with broader capacities, the DCF Registry is built on a system that does not lend itself to easy expansion, seamless linkages with training organizations to download documentation of participation, or a robust and engaging interface to best serve the needs of early childhood professionals.

A robust professional development registry would document practitioner and trainer qualifications; provide an online training calendar to help providers find training in their local community; recruit providers to attend trainings to meet their needs and build on their interests; connect providers and programs to training based on their program assessments, child observations, or other data on their program; provide a trainer registry; and enable providers to rate professional development experiences. If the registry is designed to provide reports and analyses of providers' qualifications and needs, this information in the registry can inform local and state professional development planning. Currently, this lack of data causes inefficiency in planning and delivering professional development experiences that meet the actual, rather than perceived, needs of providers and trainers. Further, at this time there are no means for practitioners to rate or give feedback on professional development experiences or for them to review the experiences of their peers to inform their professional development choices.

See detailed information about the Early Childhood Professional Development Registry Components and Online Professional Development System Design Elements in Attachment T.

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[13]Office of Child Care, Administration for Children and Families. Retrieved September 17, 2012. Available: http://occ-archive.org/poptopics/quickfact_prof_dev.html

RECOMMENDATION #3

Support the creation of seamless, more consistent Career Pathways throughout the state that build on best practices in local Florida communities and nationally.

Career pathways are considered an important element of early care and education professional development systems because these provide clear steps for professionals seeking to improve their knowledge and proficiency working with young children. Many states use the career pathway (also known as a career ladder or career lattice) to organize their professional development registries and to report on the professionalism of the early childhood workforce in their state. States and communities also use career pathways as structures for awarding wage incentives, tiered licenses, or quality ratings in quality rating improvement systems.

Although many early childhood professionals do not want to work toward a degree, many do, and it simply should not be as hard as it is in Florida to accomplish that goal. In some parts of Florida, there are well-developed career pathways that lead from in-service training to credentials to two-year degrees to four-year degrees. This work to create a seamless professional development system exists in some communities but varies widely around the state (see Attachment J for summary of Early Learning Coalition Interviews and Attachment L for the Summary of Articulation Agreements for Credentials and Degrees). The most detailed of these career pathways comes from Palm Beach County, which has formal, informal, and hybrid path with specific training and/or education requirements at each level (Attachment R); the career pathway is tied to the local quality rating improvement system, which is funded primarily by the local children's services council.

Most communities in Florida do not have these options. Absent strong local leadership, providers have a hodgepodge of unarticulated and uncoordinated professional development options that are not aligned to any higher professional development goals. If they choose to pursue a credential, it may or may not articulate into a degree program. If they start a degree program at one college and transfer to another, they will encounter different requirements from the college in the neighboring community, even if they are pursing the same degree. If they achieve a two-year degree and want to seek a four-year degree, they will encounter anything from seamless articulation agreements to no agreements at all that require them to take additional classes before they start on the third and fourth year of their degree requirements.

The Professional Development Initiative developed a detailed career pathway in 2010-2011 (Attachment O). This pathway informed by the work in Palm Beach County was intended for use in guiding registry development; the Professional Development Initiative determined during the design that significant communications and marketing work were needed in developing the model for effective use with the field. Through the pilot implemented by Palm Beach State College in 2011-2012, feedback indicated that this draft career pathway was very helpful in some parts of the state but was too complicated and not practical for use in all parts of the state. Florida's Office of Early Learning staff simplified the career pathway and presented a draft to the Professional Development Initiative in April 2012 (Attachment P); this model received feedback at the time of this report, but it has not been modified or finalized. Regardless of the final career pathway adapted, it will be little more than a piece of paper without careful planning to integrate the pathway into local professional development work.

The same contract that commissioned this overall study specifically required the UF Lastinger Center to assess current articulation practices at the state's community and state colleges. To create a statewide view of the higher education landscape, the UF Lastinger Center completed a thorough analysis of the extent to which current training and credentials articulated into higher education degrees, as well as the extent to which higher education degrees articulated among and between higher education institutions (Attachment L). An evaluation was also done of the extent to which higher education institutions offered similar classes that could lead to a common core to facilitate articulation (Attachment M).

Given the current political and fiscal context, a five-part recommendation is proposed to maximize the career pathway in Florida and increase its acceptance by and support of providers:

- Create a summary of best practices from local communities; local communities can learn a lot from successful strategies developed and implemented by their peers.
- Review and revise the current career pathway draft to reflect these promising strategies so it is more detailed and more meaningful to providers and becomes an integrated element of the state's professional development system.
- Through the Early Childhood Professional Development Challenge Fund, invest in strategies that facilitate a seamless, articulated professional development system statewide.
- Through the Early Childhood Professional Development Challenge Fund, offer funding opportunities to communities that want to strengthen their local career pathways in ways that would best meet the needs of local providers.
- In partnership with the Professional Development Initiative, the Association of Early Learning Coalitions, provider associations, and other partners, develop a statewide plan that, over five years, will create career pathways that are strong, consistent, and enable providers to pursue different career options if they choose.

First, to expand and improve local career pathways, Florida's Office of Early Learning should create a summary of best practices for creating coordinated, articulated professional development systems at the local level. The interviews with early learning coalitions summarized in Attachment J provide elements of such a summary; this would need to be built out more fully, based on Florida's Office of Early Learning's priorities.

Second, Florida's Office of Early Learning should look at these local career pathway models and explore ways to strengthen the current statewide career pathway. In other states, career pathways have been integrated into the early care and education professional development systems primarily through tying the career pathways level to their quality rating improvement systems. Even in the absence of a statewide quality rating improvement system in Florida, these strategies are informative.

- Some states have created career pathways that balance education, training, and experience. For example, the Ohio career pathway is an innovative blend of a provider's formal education, training, experience, and professional credentials/ certifications. Each of these areas receives points that cumulatively determine a provider's Early Childhood & Afterschool Professional Designation. For more information, see: http://www.opdn.org/documents/career_pathways_ worksheet.pdf. Adapting this model for trainer approval may also be a successful strategy to balance education, experience, and other certifications to determine trainer abilities.
- Other states have developed creative ways to incentivize and reward professionals in progressing on their respective career pathways, dramatically increasing use of those pathways. In Louisiana, early childhood professionals can receive refundable tax credits (whether they owe state income tax or not) ranging from $1,500 to $3,048 per person. While Florida does not have a personal income tax, there may be ideas from this innovation that could be adapted to the Florida context. These Louisiana tax credits are part of the comprehensive School Readiness Tax Credits provided through Quality Start, the state's quality rating improvement system. Tax credits are provided to child care businesses based on their quality level, to providers based on their level of training and education, to businesses for making donations to child care programs or child care resource and referral agencies, and to parents for choosing higher quality child care programs. For more information, visit: http://www.qrslouisiana.org/child-care-providers/school-readiness-tax-credits In the state of Washington, providers can get incremental hourly wage increases based on the career pathway, providing real incentives for providers to improve their level of training and education. See http://www.eoionline.org/ early_learning/fact_sheets/ECECareerWageLadderWAState-FY10.pdf.

While these models are not transferrable to Florida as they exist in their home states, elements of these innovative practices may be helpful in informing innovative merit pay strategies for early childhood professionals.

Third, appropriate partners (e.g., the Professional Development Initiative, Association of Early Learning Coalitions) should identify promising strategies to improve the articulation of the career pathways that can be implemented statewide to support a seamless system for providers. The authority to design and implement some of these changes is beyond Florida's Office of Early Learning; this would require partnerships across departments.

- **CDA/FCCPC Articulation:** Creating consistency across the number of credits, higher education institutions grant for the Child Development Associate Florida Child Care Professional Certificate would enhance Florida's early childhood professional development system. As the analysis of higher education programs in the state of Florida shows (see Attachment L), the number of credits granted for CDAs/FCCPCs ranges from 0 to 15.
- **State Boards:** The authority for requiring articulation is held by the State Board of Education and the Board of Governors. Although Florida Statute 1007.23 outlines that the state should have a 2+2 system of articulation, this statute specifically states: "(5) The articulation agreement must guarantee the articulation of 9 credit hours toward a postsecondary degree in early childhood education for programs approved by the State Board of Education and the Board of Governors which: (a) Award a child development associate credential issued by the National Credentialing Program of the Council for Professional Recognition or award a credential approved under s. 1002.55(3)(c)1.b. or s. 402.305(3)(c) as being equivalent to the child development associate credential." As outlined in Attachment L, not all institutions provide this required 9 hours. (Note: while this is outside of the authority of Florida's Office of Early Learning, the appropriate department should address this issue.)
- **Institution-to-Institution Articulation:** Florida has the benefit of a common course numbering system. This means that an institution that offers EEF 2085, for example, shares the course title, learning objectives, and general course goals with a different institution that also offers the same course. However, Florida does not have a Common Core for early childhood degrees, which means that institutions design their degree programs independently. In fact, the analysis of the degree programs shows there is a great deal of similarity among early childhood programs in terms of course titles, subjects covered, and content (e.g., some institutions offer EEC 2401

Home, School, and Community while others offer CHD 1300 Home, School, and Community). But since the course numbers used vary so widely, the ability of early childhood professionals to transfer between institutions is inconsistent at best.

In analyzing the degree programs in Florida to determine how close the state's higher education institutions already are to having a common core, the courses required for each degree were pulled from the websites of higher education institutions and charted (see Attachment M). Of the 183 courses offered by the higher education institutions, only four classes were required by 10 institutions (EDF2085, EEC1601, EEC2401, and EME2040). Many classes were required by only one or a few institutions, creating widely varying degree requirements statewide.

A number of classes with different course numbers are considered commensurate by many higher education institutions and often articulate. This practice varies by institution and varies by the process the institution uses for articulation; at institutions where the question of articulation is forwarded to the early childhood faculty, more classes are likely to articulate. The key takeaway from the analysis, however, is that the articulation practice is still extremely inconsistent and there is no clear, reliable path for early childhood professionals who seek to transition between degree programs in Florida.

See detailed information on Strategies to Create a Common Core to Streamline Articulation in Attachment U.

RECOMMENDATION #4

Create an advanced credential for early childhood professionals in Florida.

Providers report that it is difficult to find challenging professional development experiences and content for more advanced practitioners; what does exist is limited in both content options and quality. For many providers, the leap from a Child Development Associate (CDA) or Florida Child Care Professional Certification (FCCPC) to an associate's degree feels overwhelming. At this time, there are no other options on the career pathway to incrementally move from a credential to a degree.

Nationally, there is a trend to create "stackable" credentials-smaller units carefully designed both to increase knowledge and competence independently and to cumulatively contribute toward degrees. This is particularly important in the early childhood field, where the challenges of accessing professional development and educational opportunities are many. As working professionals and often parents, early childhood professionals may take two to three times as long to complete degrees. Creating stackable credentials provides a clear professional development path that breaks typical degree content into more manageable elements. This is also a strategic way to build the knowledge and skills of the early childhood workforce. Experience shows that early childhood professionals often start but do not always complete degrees; building professional development opportunities in the form of stackable credentials ensures the strategic and systematic development of early childhood skills and knowledge regardless of where early childhood professionals are in their ongoing development.

By creating a statewide advanced credential, Florida would provide new options for practitioners to access higher level content, as well as additional career path options. This advanced credential should be designed to build upon the national Child Development Associate or Florida Child Care Professional Certificate and include content on areas identified as being particularly important for more experienced professionals. For example, this could include content on adult-child interactions generally and specifically related to the Toddler and Pre-K CLASS (and infant CLASS, when finalized); supporting the language and literacy needs of dual-language learners; and other topics identified by early childhood leadership in the state. The 380 hours of modules created by Palm Beach State College may be particularly useful in contributing to an advanced credential. The college designed higher-level content on each of the domains of the core competencies for practitioners.

To ensure that the content and delivery options are designed to meet the needs of early childhood professionals in Florida, a committee of professionals representing the full diversity of the early childhood field in Florida should be asked to review the content and design of the advanced credential. College and university faculty will be particularly important to ensure the advanced credential is designed so it will articulate into degree programs. The process should be designed and facilitated by Florida's Office of Early Learning or its representatives. A timeline for designing and presenting the credential should be defined by Florida's Office of Early Learning to ensure (to whatever degree possible) that the credential is designed in a timely and effective way.

This advanced credential should be offered by early learning coalitions, provider associations, higher education institutions, and other training organizations. Online, blended, and face-to-face-only options should be offered statewide to ensure maximum accessibility. The advanced credential should also articulate into early childhood degree programs to facilitate the advancement of early childhood professionals in the field.

RECOMMENDATION #5

Develop and implement strategies to improve the quality of trainers to ensure that trainers implement professional development experiences that provide rich content, utilize best practices for engaging adult learners, and are designed to improve practice.

Providers report the quality of trainers varies widely, with providers unable to assess the skills of their trainer until after they participate in a training session. Building from existing practice and best practices from other states, Florida should expand and strengthen its trainer certification in partnership with early learning coalitions, provider associations, and other partners to ensure sufficient trainer quality control without creating an overly burdensome bureaucracy. The need to implement trainer quality control mechanisms has been recognized for some time. As part of implementing the pilot in 2010-2011, Palm Beach State College piloted a method of evaluating and certifying trainers. It was the purpose of piloting the elements of the Palm Beach professional development system to identify modifications needed for statewide implementation. Lessons learned from this Pilot included:

- Like other elements of the Palm Beach Pilot, there was broad conceptual agreement with the goals of the certifying trainers among stakeholders, but the strong consensus was that the process used in the Pilot was too heavy handed and not well calibrated to meet needs statewide.
- The standards were seen as unnecessarily restrictive, so that many excellent trainers could not get certified.
- As the trainer certification was implemented, specific frustration was felt related to the requirement to have graduated from a higher education institution that had specific accreditation; this eliminated many professionals who had credible degrees from other well-regarded institutions.
- Also, trainers had to have a degree in the field or one closely related. Professionals with degrees in other fields with extensive early childhood professional development reported they were not certified at the level at which they trained. This caused particular challenges in rural communities where the number of high-quality trainers is limited.

In response to the feedback from the pilot, Florida's Office of Early Learning implemented a modified trainer certification system. At present, the Office of Early Learning has developed requirements for Lead Trainers from each of the early learning coalitions (Attachment S). The executive director in each coalition needs to identify the lead trainer for their coalition and sign the lead trainer application submitted to the Office of Early Learning. The lead trainers in each coalition then identify trainers who will best meet the needs of early childhood professionals in their community; no specific requirements are imposed upon and no forms of documentation are required of these trainers selected by the lead trainer in each coalition. The lead trainers for the coalitions completed training on each of the five Outcomes Driven Training-approved modules at the One Goal Conference in July 2012.

As designed, the Pilot provided rich feedback on what worked, what did not, and what is needed to implement effectively and efficiently early childhood trainer certification statewide in Florida.

Further strategies are needed to create consistent methods of ensuring that trainers have the early childhood and adult learning knowledge and skills to offer effective early childhood professional development. Through the Professional Development Initiative, the issue of trainer certification should be revisited; and cost-effective, non-bureaucratic trainer approval strategies need to be developed. These strategies need to be piloted in a few diverse communities to ensure they will work statewide in Florida, refined as needed, and then implemented statewide. Trainer approval can be supported by a Trainer Registry, which would be an element of the recommended early childhood professional development registry.

RECOMMENDATION #6

Provide examples of promising practices of engaging providers to inform professional development offerings and delivery and to ensure offerings meet the needs of early childhood professionals. Through the Early Childhood Professional Development Challenge Fund, offer competitive grant opportunities to communities/coalition areas that want to expand their provider engagement in new ways.

The majority of directors and providers report a disconnect between what is needed for professional development and what is available. Interviews with early learning coalitions and provider associations indicated diverse strategies to inform professional development offerings. These strategies ranged from substantial, with regular opportunities for providers to inform the professional development offerings and provide feedback, to nonexistent, with no opportunities for provider input.

To expand and improve the way providers are engaged in informing training plans, Florida's Office of Early Learning should first create a summary of best practices for engaging providers to inform professional development offerings and to share successful engagement strategies through a variety of formats. Existing examples are mentioned in Attachment J. Other examples certainly exist; these should be solicited from coalitions, associations, Head Start grantees, and other organizations and included in the summary of best practices.

Among the coalitions and organizations that were not actively engaging providers to inform their professional development offerings, a strong interest in doing so more effectively was voiced. Among those coalitions and organizations already active, there was a real interest in learning from others so this work could be enhanced. Rather than each coalition or provider association creating its own strategies for doing so, the summary of existing practices will provide proven strategies for engaging providers that each entity can customize to meet its local needs.

Florida's Office of Early Learning has recently expressed interest in providing mini-grants to support promising local practice; this would be an opportunity to do so strategically through the Early Childhood Professional Development Challenge Fund. Through this funding, local communities could apply for seed money to strengthen their provider engagement for the purposes of enhancing their professional development planning. Local communities could request small grants for activities such as designing and implementing new surveys or training assessment tools; hosting focus groups throughout the service delivery area; designing and implementing new or expanded advisory boards that engage providers to inform the professional development offerings locally; or offering incentives to providers to attend focus groups or participate on a local planning team. All plans should be designed toward sustainability, with the costs of sustaining the work not reliant on initial funding. Like all investments from the fund, the goal would be to evaluate and document the work, share it with others, and, as appropriate, take the work to scale. The availability of small grants would provide opportunities for those coalitions or organizations with fewer resources to develop and implement new strategies for engaging providers that might not otherwise be possible.

RECOMMENDATION #7

Expand professional development options for specific populations of providers: family child care providers, infant-toddler caregivers, caregivers serving children with special needs, and caregivers working with dual-language learners. Develop at least 20 hours of new content available statewide for each population.

The challenges of accessing professional development are particularly great for professionals who are family child care providers or who care for infants, toddlers, children with special needs, or children whose home language is not English. Particular professional development attention should be brought to those providers who are often the least likely to have high-quality professional development available to them and the most likely to be serving vulnerable children.

- More than half of infants and toddlers nationally are in some form of non-parental care; less than 10% of this care is characterized as high quality.[14]
- According to the U.S. Census, about 26% of households in Florida speak a language other than English at home.[15] Seventy percent of households in Miami-Dade County speak a language other than English at home.[16] A total of 64.3% of the early childhood workforce in this county identifies a language other than English as their primary language; this percentage is even higher among infant-toddler caregivers.
- Particular frustration was voiced by family child care providers about the availability of training designed for their needs. Florida has a high number of nationally accredited family child care homes, with more than 200 homes nationally accredited. Although Florida is fortunate to have an engaged and effective family child care provider association, there are many more needs than it has the resources to address.

Clearly the needs among these specific populations are great. Professional development content and options should be developed to specifically respond to these needs.

Florida's Office of Early Learning should commission the development and offering of new content designed for these populations. At least 20 hours should be created for each topic area to expand access to strong content designed specifically for these populations. This content can be developed through a variety of innovative partnerships, as long as the result is expanded content for providers that serve these specific populations. An online option for training should be created to ensure statewide access.

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[14]Kreader, J. L., Ferguson, D. & Lawrence, S. (2005). Infant and Toddler Child Care Quality. Available: www.nccp.org/publications/pdf/text_626.pdf.

[15]United States Census: Language Use. Retrieved September 26, 2012: http://www.census.gov/hhes/socdemo/language/

[16]United States Census: American Community Survey.

RECOMMENDATION #8

Create tools to support the creation of intentional partnerships among coalitions, provider associations, and other partners to provide coordinated professional development to early childhood professionals.

Many communities have multiple providers of training but inconsistent coordination among these partners. Some communities have created intentional partnerships, but most do not appear to have done intentional planning or coordination. This results in too much training being available on some topics or in some parts of these communities and gaps in both content and availability elsewhere.

By providing examples of successful community collaborations to create coordinated training delivery, coalitions and other partners will be better equipped to create successful local partnerships. Ideas and recommendations to communities on how to develop and sustain these partnerships would be helpful. Most communities have not tried to implement such partnerships, but they appear open to the idea. In interviews, many people noted that having ideas on how to create and structure such partnerships would be helpful for them to adapt to their local context. The Association of Early Learning Coalitions, the Professional Development Initiative, and the provider associations could be helpful in developing this information.

Examples of successful local strategies are included in Attachment J. Doubtless other successful strategies can be found in other coalitions, Head Start partnerships, provider associations, and other partners. Summarizing and disseminating these promising practices could help support coalitions seeking to create more effective partnerships to plan and deliver professional development in their communities.

The creation of such partnerships would also be the type of investment that should be supported through the Early Childhood Professional Development Challenge Fund. Local communities could apply for funding to support the creation of shared planning, initial implementation of promising practices employed in other communities, and other activities designed to create more intentional professional development partnerships in local communities.

Conclusion

Hundreds of early childhood professionals from every corner of Florida have spoken: they want high-quality professional development that is part of an integrated system designed to meet their needs. The early childhood professional development landscape has been thoroughly documented through this comprehensive and exhaustive study; Florida clearly has a strong base upon which to strengthen its early childhood professional development system.

The recommendations in this report are grounded in the needs of the field and the current reality of professional development capacity in Florida. Implementing these recommendations will make dramatic progress toward the goal of ensuring that the state's 55,000 early childhood professionals receive appropriate, high-quality, and timely professional development opportunities.

ACKNOWLEDGEMENTS

We gratefully acknowledge Florida's Office of Early Learning for the funding of this report.

The early childhood professionals who generously gave of their time, opened their programs, and shared their experiences with the study team were both the inspiration and the soul of this report. Leadership from Florida early learning coalitions, provider associations, Head Start/Early Head Start grantees, Office of Early Learning leadership and other state departments, higher education institutions and statewide partnerships provided invaluable information, counsel and feedback to informing this report.

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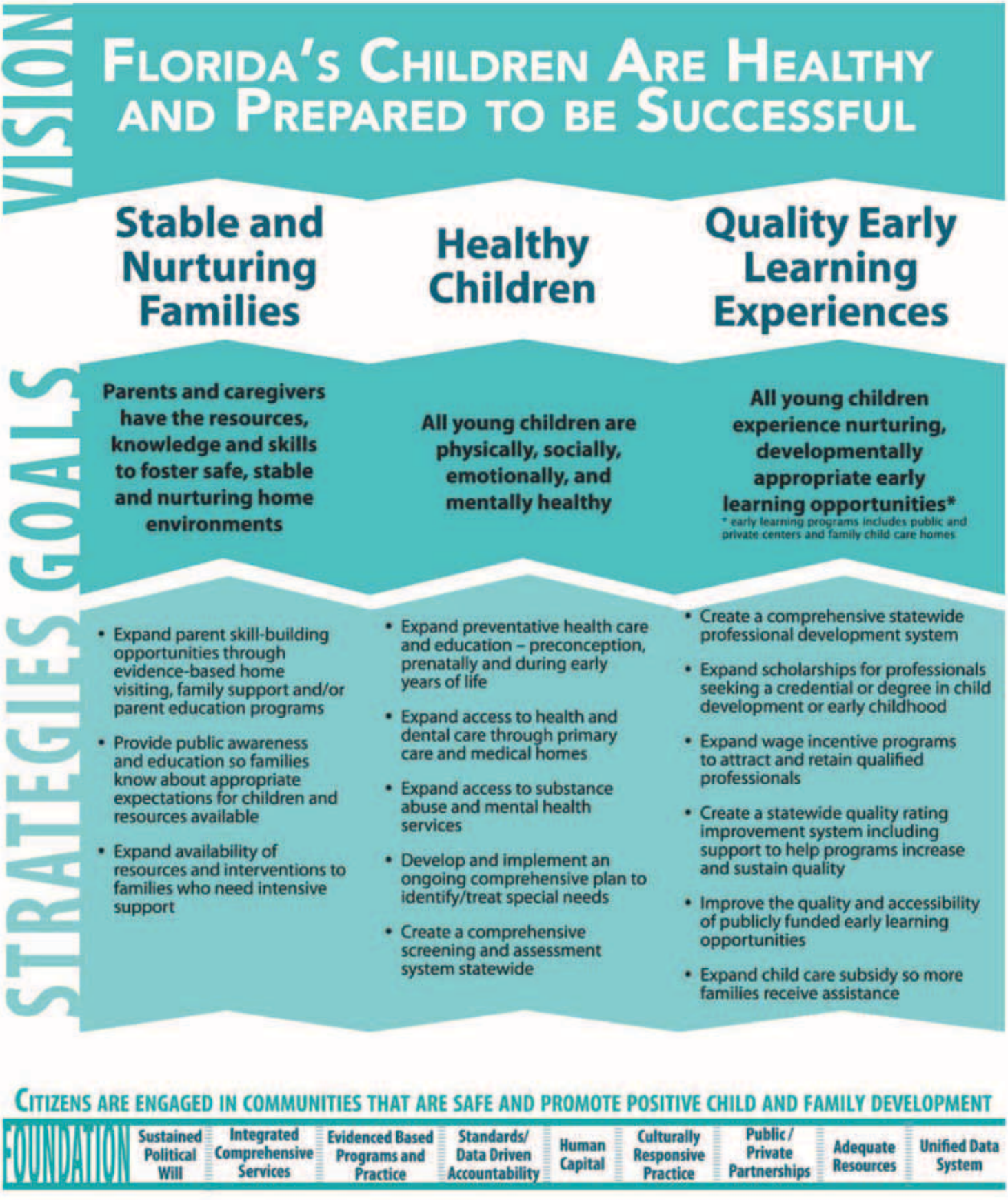
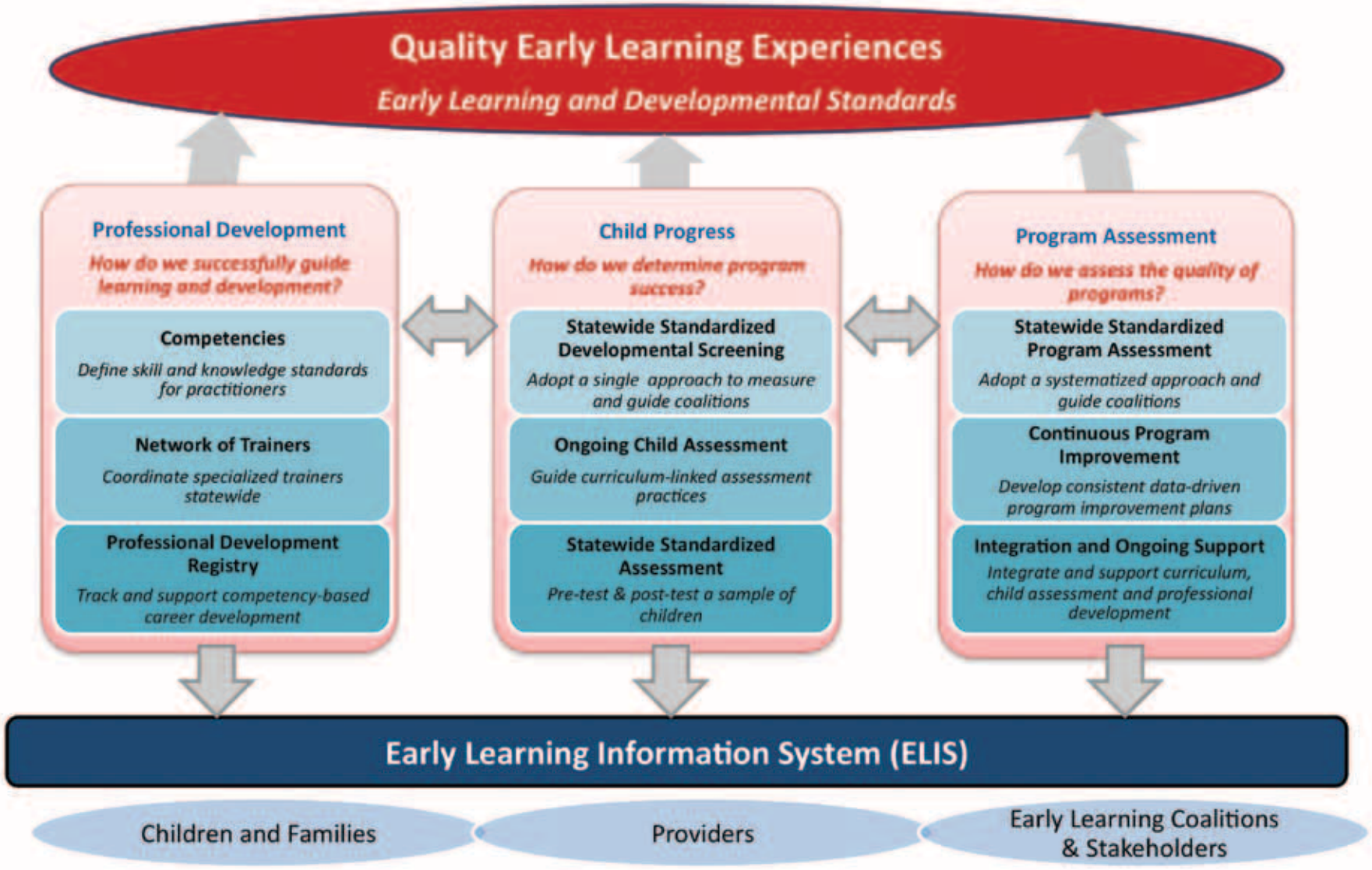
ATTACHMENT A



Early Learning Partners Initiative *Building Strong Sustainable Programs*



Note: Projects supported by federal ARRA funds.

September 22, 2010

ATTACHMENT B

ATTACHMENT C

Lastinger Project Personnel and Consultants for OEL Professional Development Report

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Focus Group Protocol

- Introduction of Focus Group Leaders
- Project Background Share
- Process Share: Participants talk; leaders record; flexible and follow participant's lead
- Participant Background Share

Share with us your experiences in training you have had toward a credential such as FFCP or CDA.

What worked in that training?

What didn't work?

What ideas do you have for improving the training?

General Training:

What works?

What doesn't work?

What can be done to improve the training?

Some of you are participated in Quality Counts training. Please share what has been good about this training and maybe even what hasn't been so good about this training. Do you have any ideas you want to share that might improve this training?

Now we would like you to think about trainers you have had, both the organizations and the individuals.

What works?

What doesn't work?

Tell us some things (attributes) about the organizations that were very effective in providing the training. How was the content?

Have you done any online training?

What works?

Doesn't work?

Share with us your experiences you have had in higher education. Did you get any help to access higher education classes? Some examples of help might be things like scholarships or release time.

Were there any things about the degree program that helped you as you worked on your degree? Some examples might include classes on evenings or weekends, classes close to their place of work, access to academic support or coaching.

How about any other ideas you might have for early childhood training in the state of Florida? We are here to listen…tell us what else you are thinking.

Thank you for your time and wisdom as we humbly approach this work.

ATTACHMENT E

Large Focus Group Protocol

- Introduction of Focus Group Leaders
- Project Background Share
- Participant Background Share
- Process Share for using sticky notes and sharing out at the end of each round

---

CHART SHARING WITH STICKY NOTES ROUND 1

- Have you participated in any particularly terrific trainings or professional development experiences that you felt really helped you in your work with children?
- What did you like about the training?
- Do you have any ideas for improving this training?

Share with us your experiences in training you have had toward a credential such as FFCP or CDA.

- What worked?
- What didn't work?
- What ideas do you have for improving the professional development system?

Leaders group ideas and share out at end of round 1

CHART SHARING WITH STICKY NOTES ROUND 2

QRIS

- Have any of you participated in QRIS work, or work that gives voluntary star ratings, in your community?
- What has your experience been with the training provided through this QRIS?

Leaders group sticky notes and share out at end of round 2

CHART SHARING WITH STICKY NOTES ROUND 3

We know that providing family child care has unique opportunities and considerations. (*delete if not family child care provider group*)

- How well do you feel the training in your community speaks to specific family child care issues?
- Are there some organizations or entities that do this better than others? Worse?
- How well do you feel the training in your community helps build your knowledge and skills for working with the youngest children?

Leaders group sticky notes and share out at end of round 3

CHART SHARING WITH STICKY NOTES ROUND 4

Tell us some things (attributes) about the organizations that were very effective in providing the training.

- What was the content; quality of trainers?
- Locations of the training; Scheduling of training?
- If the organization didn't meet your needs, what was it that wasn't working for you, that wasn't effective?
- Tell us some things about the trainers that you felt were very effective trainers.

Now think about the trainers that you didn't think were so effective.

- What was it that didn't meet your needs?

Are there any supports that would make it possible for any of you to increase your level of education?

Leaders group feedback and share out

CHART SHARING WITH STICKY NOTES ROUND 5

Online training

- Have you done any online training? If so what worked?
- What didn't work?
- Is there a site/company that was good? If so, what was the site? What made it good?

Suggestions

- How about any other ideas you might have for early childhood training in the state of Florida. We are here to listen…tell us what else you are thinking.

Leaders group feedback and share out

Thank you for your time and wisdom as we humbly approach this work.

Summary of Focus Groups

These notes were gathered from focus groups with, teachers, center directors, and family child care home providers. These process notes were taken during the meeting to represent the major ideas shared by each of the groups. They are meant to reflect general comments not direct quotes. The general outline for the interviews is provided in Attachment D. Each focus group was modified to follow the flow of the group feedback and conversation.

Group Represented: Teachers — Spanish Speaking
Location of Focus Group: Miami
Date: 11/7/2011

Share with us your experiences in training you have had toward a credential such as FCCPC or CDA.
What worked in that training?

- I did my CDA in trainer X and the kids were a part of the training: embedded, it was great
- Teachers are quite prepared when they come out. They are more prepared; they know how to do work (they do work there that they can apply at their centers)
- It gives teachers independence. They have to create a portfolio and they have to find out information (and resources) on their own and then put into practice. Teachers write about their work (the competencies).
- RCMA hires from within; so this kind of training is important for teachers who have never set foot in a college. We need this sort of training in order to get teachers into the program.
- Getting the credentials gives the teachers more self-confidence in working with their students. It takes them from there to the next step and possibly motivates them to pursue further degrees (such as an AA).

What didn't work?

- Centers have to go through re-accreditation. What they are asking for is National CDA. National agencies are not accepting the FCCPC; it has to be CDA, so those who have FCCPC have to now go back

What ideas do you have for improving the training?

- CDA National in Spanish with 9 Credits (Nova) through Quality Counts
- Having it in Spanish with credits (instead of CEUs) is important

General Training:
What worked?

- They help us learn about the age group (since my experience is with secondary). I am learning about High Scope and things I can put into practice.
- It's never enough. You have to continually seek out new information because you never know it all. There is always something new to learn. There should be more training.
- To update yourself (actualization). There are many things we need to learn in order to help the child's development. All trainings are good. We need to stay up to date, like with technology. We shouldn't stay stuck in things we learned 10 years ago. Assessments are new too; ECERS, VPK. There is always new stuff out there.
- Mind Making; 10 components; Infant Toddler is great. Each class is 45 hours and with CEUS to renew your CDA. The classes are very specific and the topics are embedded within their classrooms in order to improve quality. Quality counts. The classes are free (they are 249 dollars). If they take them in English they get credit; if they take them in Spanish they get CEUs. We would like the classes to be offered for credit and the location is very important. 1.5 hour drive.
- Free; near and realistic hours (flexible hours; like one day a week)

What doesn't work?

- Spanish trainings should be for credit (not CEU). It's the same course.
- The trainer talks too much and doesn't let the participants interact (engage).
- I want to learn MORE about Early Childhood. I am there to learn; don't ask me what do you think; show me. (Since I only have 2 years of experience).
- Sometimes the information is too basic. Trainings should be offered in levels to meet the diversity of experience.
- Sometimes participants drive far (with small kids). Try to make it geographically convenient. Most Spanish trainings are offered up North (Hialeah, North Miami)

What can be done to improve the training?

- Offer trainings in the South
- Offer credits
- Ask what trainings our staff needs in order to offer pertinent topics (survey needs). For example, we want the CLASS training. What is being offered now is far and in English.
- Offer training simultaneously in English and in Spanish (parallel).

Some of you are participated in Quality Counts training. Please share what has been good about this training and maybe even what hasn't been so good about this training. Do you have any ideas you want to share that might improve this training?

- It's the most fantastic thing we have ever done. They offer translations. We can pick up the phone and call the career center and get help.
- All the topics are relevant and free. They are paying for 18 credits (from NOVA); for if the BA is not in EC. Nova is in Spanish (Miami Dade pays too, but only for English).
- FIU has just started to offer scholarships in Spanish too. Nova is hoping to start an AA in Spanish (by January). This would make a difference to our teachers who could take it NOW.

Now we would like you to think about trainers you have had, both the organizations and the individuals.

What Worked?

- The trainer being prepared
- The trainer motivating us
- Allowing students to be interactive (engaged) vs. just up there talking and hearing our opinions.
- Help us with things we are uncertain about (through discussion or through shared experiences)
- I like to have things in writing (hard copy of the PPT in order to reference to it later).
- Power Points are effective, since I am very visual.
- Hands on materials in order to explore how it can be applied to children is helpful
- Using authentic materials, recycled materials, magnets
- Giving lots of ideas
- Bringing examples of what can be done
- We learn just like the kids

What didn't work?

- Not being prepared
- Talking too much
- Off topic personal, stories (tangents)
- Saying too much "Pero Bueno" (muletillas)
- To be told in front of everybody that "No, that is not how you do it". There is someone in particular who does that.

ATTACHMENT F

Tell us some things (attributes) about the organizations that were very effective in providing the training.

How was the content?

- High Scope was great
- Curriculum: Language and Literacy in Spanish was what we needed
- Math training is good to have
- Science was good training
- School Age programs (they really need some strategies)
- CLASS, need more

Have you done any online training?

- Everyone in the group had experienced online training

What worked?

- User friendly (for us it was easy, but I am not sure about how teachers would feel using webinars)

What didn't work?

- Lack of computer
- Time of training (6:00 PM)

What would support you in online training courses?

- Classes should be offered at convenient times .
- Self Paced

How about any other ideas you might have for early childhood training in the state of Florida?

- They require teachers to have X numbers of training a year, but then they don't get certificates for it (so it appears that it doesn't count). We need access to online courses, and to be the ones to facilitate it for our teachers and have it count for their inservice trainings.
- Professionalizing the profession is fantastic. Teachers should be teachers (not someone with 45 hours; I don't think a CDA is enough either). The way we are heading now is the right direction (regardless of being in English or Spanish).
- Infant Toddler should have high quality teachers too (the children deserve it too).
- There are a lot of teachers in the classroom that shouldn't be and maybe they should be weeded out.
- Teachers should feel more motivated. We come from an organization that pays more than your average center. We need to provide incentives when teachers complete a program (salary increase).
- The responsibility is big and the salary is low.

Group Represented: Family Child Care Providers

Location of Focus Group: Miami

Date: 11/7/2011

Share with us your experiences in training you have had toward a credential such as FCCPC or CDA. What worked in that training what didn't work? What ideas do you have for improving the training?

- Interesting but too tiring. Having to go to class after working with children all day. One class per semester is the limit.
- We are getting bombarded with requirements from licensing, extra rules and policies, quality counts, accreditation, Five star rating standards. Doing more now than in same standards that qualified you to begin. Have to go to school and maintain an A average. Had monitors three days in a row. It is too much.
- The requirements don't work together. Different groups are not collaborating on the requirements.
- Love the training because I gain more knowledge. Knowledge is power. Helps me with the children and the families.

Some of you are participants in Quality Counts training. Please share what has been good about this training and maybe even what hasn't been so good about this training. Do you have any ideas you want to share that might improve this training?

- Online with DCF website, take class and then competency exam…too much pressure and then have to go to a site that's available. It isn't very convenient. We are being rushed by licensing. When you don't pass, you can't see what you missed. Questions in exam have no relation to book.
- Behavior & Observation and Rules & Regulation are the ones. Seeing examine what we missed and what to work on is important.

Wrong with training?

- Teaching two groups (facilities and homes) in the same class is confusing. Would like separate classes. Confusing and can't help each other. Having an individual class for each group would be helpful. Requirements should all be the same.
- Not too many family child care providers speak English or have time for that class.
- Family childcare providers need accommodations
- English class needed for support. English class with credit is only level 4 and up.
- Creative Curriculum for Family Child Care but only did it for infant and toddlers., We need the other age groups?
- Too much of the same thing over and over again even though the course is called something different.
- 18 years ago clock hour courses are all the same. At the 1 -800 number they don't know what they are talking about. Miami Dade person is where I get the information I need.
- Ten minutes late couldn't take test…it was a driving rainstorm. Yet another time someone was allowed to take the test.
- Need big picture training…every year it is a different score and you are doing the same thing every year.
- There is a subjectivity to this testing.
- Rater, what I think is quality may not be quality; it is subjective some because there is the human factor there.

Other Feedback:

- We're not making any money.
- The best training for me is online training. It can be self- paced and on your own schedule.
- I need support so online is just where you can get that support.
- Need peer relationships.
- Training is networking for us.
- Some want hybrid training.
- A lot people don't know how to handle the computers.
- Training for how to use the computer, very important.
- Second Helping was some of the best training. Complete, in detail about you as provider. They covered business, 32 hours combination of the material and the trainer that made it so good. The trainer came from a home care provider background.
- When we go to university, we're getting the training geared to daycare centers.
- The trainers are not versatile to the home setting.
- One trainer had a bad attitude about family childcare…didn't get it.
- Many times family childcare is the only one of their kind in the class.
- No access to scholarships and that's important. Quality Counts, too hard to access, this promise and that promise.
- We are getting a lot of training in fact we are getting too much.
- Wanted to go from scholarships I get through Quality Counts, to move on to TEACH because I have a husband that is working. I really want to get that money for myself.
- Got AS and stayed out more than 3 years, had to repeat fitness, basic computer course, math and one more.

- Want a focus group to express our needs more often. We're asking for more of this type of opportunity to share our thoughts. Once every three months would be good
- Geographically want training to work better so that we can get there.

Group Represented: Directors
Location of Focus Group: Miami
Date: 11/7/11
Share your thoughts about training for your staff:

- I only have time to go around to staff in July and August and say you ought to be taking a class at Miami Dade. Then check back in December and say did you take a class. Having someone come in and talk to staff about that and follow through on it has made a big difference. I have had two teachers work on their bachelor at FIU, 3 on their AA and AS at Miami Dade and moved on to bachelors at FIU. Total of 11, all facilitated by career advisors sitting down.
- The challenge has been scheduling the three taking classes together. It has caused some staffing nightmares. Fortunately, others were willing to work overtime. One class was in the middle of the day. Asked counselor to try to schedule staff at different times in different courses.
- Lost the teachers during their internship, had to schedule around them. One was coming at 3:30, the other similar. Their internship was a close by location so it worked.
- What do you do now, they can't afford not to work and not get paid but they need to do their internship.
- In Head Start you have an array of things available. I can call and say my teachers need training on this and they will come out. For example, pyramid model.
- It takes awhile for the training to be offered in Spanish. That is one thing I would say for something to be looked into. (95% of my teachers are more competent in Spanish.)
- The CDAs were treated sublevel. Now Nova is offering the bilingual early childhood courses.
- The Nova courses are especially good for teachers that have degree another country. Another teacher accessed courses through FIA.
- I liked to see more training in curriculum. Not just participating in curriculum communities….it is a time issue.
- Most of training is related to HIghScope and Creative Curriculum. I have been working with High Reach. Hardly offer any training for that for the past 4 fours.

What's not so great about training?

- Refresher trainings are not so great. If its not from HighScope direct (Michigan) then I have found it is not the same. Difficult to get the teachers to receive the training the way you would want them to receive. I do some of it but would be great from MI.
- Would be great if Miami Dade would offer curriculum training and focus on one specific curriculum…it's an overview and general. If they could offer one course 4 weeks on HighScope, 4 weeks on Creative Curriculum. High Reach was mentioned by one participant as training that is needed.
- Staff pleased with Quality Counts workshops. For me personally, I have been in the profession for 41 years. The workshops are closer to 100 level instead of the 400 level I need. Teachers as well, some yes, some not. Depends on their years of experience. There needs to be more advanced level kinds of stuff.

Any training got you were really excited couldn't wait to go back.

- Pyramid model was much new info, really interested me…every year there are so many more children with challenging behaviors and issues. I thought it was great.
- Creative Curriculum — 3 or 4 day saturation was great but I would like to see the next step.
- Two years ago ECCRS, HighScope able to attend 5 day training reliability event. That training was great but it was a training with the authors. Can't get any better than that.
- Curriculum learning community started off slow but moved after awhile.

Question -Training for you as directors, how to be good director?

- There really aren't any. DCF does their training. They do a lot of updates to licensing requirements and they don't offer periodic updates and we need to be abreast of that. More frequent training of licensing requirements and a way for us to as questions about those requirements.
- We also need training in relationship to the paperwork. There is so much more now, quality counts, VPK and on and on.
- Between DCF, Quality Counts and VPK we need the paperwork more streamlined and done online.
- We need more training in what is being required in paperwork and how to do it and make it simpler and finding a way for the agencies to be talking to each other.
- When ELC presented ASQ 3s there was a workshop and you were given the kit. You were all set. I thought it was a very good workshop.

How have you learned your director skills…is it trial and error? Is there anything better?

- Even if there is you can't get around what the experience does for you.

What about the science part? Does Advanced Director Help?

- In Head Start there are so many different positions. We have a person who just focuses on budget, a family services person. Even though I still have to monitor it; makes it a lot easier.
- I use to do it myself, now have bookkeeper, she manages a lot of stuff
- SFAEYC use to have great management conferences. There was a booklet on business management. I learned everything about how to give raises. They had a lot of great people.
- Getting new info, on DCF or other similar things. Follow-ups are crucial for us. The way we learned to do things is lock the door and come in on Saturday.
- We are constantly feeling like we are behind and need to catch up. Support in a way of helping us bring in a part time person would make a big difference
- The #1 thing a good director should be is organized, if not organized there should be a training on time management.
- Directors course there were some thing in that how to get organized, how to analyze.
- I have created a partnership with an elementary school. Maybe doing some type of meeting where principals sit with directors to get to know each other. Most of the kids go to same school.

Thinking about your teachers. Mind in the Making classes teachers were on board right away after the training. Are there any other experiences where you sent your teachers and saw a big change in professional skills?

- Nothing at that level.

What was it that was so impactful?

- The trainers. And the fact it was the six of you (together as a group), and that what went on in the class was carried out in the discussion through out the week.
- Brought in a trainer to spend 2 days on conscious discipline. The more often we can have clusters of the staff or the whole staff…it encourages the staff to work.
- Parent Involvement falls on the directors so often. Parent training on conscious discipline, problem solving for children, a little bit of pyramid, would be impactful.

How great it has been with the scholarships and the support for teachers to go back to school.

- Wonderful, three great teachers of mine are now at FIU.

And what about the scholarships for those who aren't going back to school?

- Quality Counts really came in and motivated our teachers. If on the fence it helped, and then they got support and scholarships.
- One staff member is rubbing off on the other. We now have something to support you now that you are going to school.

- We now have a staff computer. It is just snowballing.
- The combination of the structure this is where you are and what you need to do and here's the money really works.

What was it like before the push to be more professional?

- Four Early Childhood conferences were held, smatterings here and there and then courses for those looking to get their associate's degree. Before Quality Counts the trainings were few and very basic.

Group Represented: Teachers
Location of Focus Group: Early Learning Coalition of Florida's Gateway
Date: 2/13/12

Share with us your experiences in training you have had toward a credential such as FCCPC or CDA. What worked in that training what didn't work? What ideas do you have for improving the training?

- Didn't learn anything, learned more to use in the classroom
- Online not learning as much as in classroom. Didn't have the computer skills to be successful.
- Having the training at the daycare is better, we learn more with kids.
- Online is very difficult pace at college; 3 chapters 150 pages a week
- Liked getting AS online at Ashworth, self pacing made it work

Some of you are participants in Quality Counts training. Please share what has been good about this training and maybe even what hasn't been so good about this training. Do you have any ideas you want to share that might improve this training?

- There is no Quality Counts or parallel here

We would like you to think about trainers you have had, both the organizations and the individuals. Tell us some attributes about the organizations that were very effective in providing the training. How was the content?

- Coalition has very good one shot training
- Getting physical with your kids workshop was hands on, participatory that was great
- Able to go right back and use the getting physical training mentioned above with the children
- Opportunities to have some local people, wish they would tap us to do training
- Training from peers is great training
- Follow-up with people training
- DCF inservice hours having to pay for it, have to pay for course, have to travel a good distance to take the test, pay for test. It is a hardship
- DCF system is losing track of transactions. This feedback came from multiple participants

Locations of the training, how did the locations work

- Mostly here (Coalition office in Lake City), have to come from Suwannee
- Responsiveness to provider needs would help
- One on one support from Coalition is good, they come to us

Scheduling of training how is that working?

- Some like it on weekends, some like on evenings

If the organization didn't meet your needs, what was it that wasn't working for you, that wasn't effective?

- Trainers coming in and giving opposite suggestions, (ELC). Not always alignment in suggestions
- People from Coalition coming into classroom and they don't have the classroom experience that matches what training was about
- *Interviewer note —The above comments were referencing environment rating scales.*

How about the trainers? Tell us some things about the trainers that you felt made them very effective trainers.

- Materials you needed were a part of the training
- A lot of our hands off stuff has been taken away.

Delivery of training; what worked?

- Learn by interacting, that is the kind of training we want

Support to you during the training; what works?

- Can always call here (Coalition) and get training
- Should always be the same person coming to our center

Now think about the trainers that you didn't think were so effective. What was it that **didn't meet your needs**?

- Special Needs children, the trainer had good ideas and they didn't meet fire code
- Then another trainer came in and she gave opposite suggestions, ELC. Not always alignment in suggestions.
- People from Coalition coming into classroom and they don't have the classroom experience matches what training is for

Share with us your experiences you have had in higher education. Did you get any help to access higher education classes? Some examples of help might be things like scholarships or release time.

- Scholarships for CDA, Florida Child Care Professional Certificate everyone received
- One for AS

Were there any things about the degree program that helped you as you worked on your degree? Some examples might include classes on evenings or weekends, classes close to their place of work, access to academic support or coaching.

- Learned how boss should be talking to us
- Learned a lot about the children including special needs children, came back and used it in classroom
- Psychology used what I learned in that training

Did you get a raise or promotion when you increased your level of higher education?

- 3 yes, when got Director's
- When changed positions and became the CDA for VPK

When you think about your higher education work, do you think it has helped you in your daily work with children? If so, how?

- Psychology helped me in the classroom
- Special Needs class made a difference for me

If not, what were you studying in your classes? What else did you need to be a part of your higher education experience?

- Theories never heard of and there is so much of it that you eyes just start going crazy.
- If I just read it I won't get it, I need to see it and talk about or no light goes off. Ex. Erickson's theory

While you were taking your classes, were you using what you were learning on the job with your children and then sharing that with others in the class in some way?

- Anybody that assists me in my room I will be happy to have.

Are there any supports that would make it possible for any of you to increase your level of education? Examples might include scholarships and release time.

- Funding to go AS to BS
- I want to go higher in my education level
- I eventually want to master's PhD.
- Sometimes it 's hard to take classes; they start before get off work
- Weekend scheduling helps

Have you done any online training? If so, what has worked in the training?

- College course — work at own pace. Being able to work fulltime.
- Being able get to the class on your schedule

What didn't work?

- Too rapid paced.
- Don't learn as much because I am never with people and able to talk about the content.
- Really like to be able to just go up to the teacher after class, instead of waiting a day for an email to be answered

What would support you in online training courses?

- Being able to get a hold of the instructor beyond a computer
- Taking the class with someone else we are able to complement each other and work better in the class. *Note - Many people in the group said this*

What was it that you took online?

- CDA work 40 hour inservice
- AS
- Like blended model of online maybe half and half or some ratio. Seeing the teacher and interacting with peers is nice. I do inservice because I like the interaction with the people. It makes it fun to learn.

Group Represented: Early Learning Coalition of Florida's Gateway Directors
Location: ELC — Florida's Gateway
Date: 2/13/2012

Share with us your experiences in training you have had toward a credential such as FCCPC or CDA. What worked in that training what didn't work? What ideas do you have for improving the training?

- Liked that it was online could do it on your own pace.
- Mentoring an employee doing online really helped
- Have people who wouldn't have done training without it without it being online
- Especially important in rural areas to have online training

Some of you are participants in Quality Counts training. Please share what has been good about this training and maybe even what hasn't been so good about this training. Do you have any ideas you want to share that might improve this training?

- Peer to peer doesn't happen much because of time & geography.

Now we would like you to think about trainers you have had, both the organizations and the individuals.

- Love hands on training. Actually have us to do something.

Tell us some things (attributes) about the organizations that were very effective in providing the training.
How was the content?

- Hands on is good
- Motivational important component of training
- Updates where they tell us what's expected, the standards, good to have a person to answer questions-that is the type of training we need

Locations of the training;

- Most of trainings are in Columbia, so coming from Suwannee is hard especially when the center closes at 6 and training starts at 6. Would be nice to vary locations

Scheduling of training?

- Like the way coalition sets it up, go online and pick what works for you
- Conferences are nice and the location varies. They are once a year now. The coalition and the college is the only training we get.

If the organization didn't meet your needs, what was it that wasn't working for you, that wasn't effective?

- Only the ones that nobody can answer like one year old biter, we need that kind of training but no one really has the answers, you just have to figure it out.

How about the trainers themselves? Tell us some things about the trainers that you felt were very effective trainers. What was their background?

- Pam Phelps was really good because she runs a center.
- One had a home day care and came from different experiences, gave you a different outlook.

Delivery of training;

- The style of training is important. One told real stories and you could relate. It was more motivational.
- Speaking engagements are good. Especially when the people will stay after and talk one on one.
- Small group works better.

Support to you during the training?

- None

Now think about the trainers that you didn't think were so effective. What was it that didn't meet your needs?

- Trainers that just do the book piece by piece and say here is how it is.
- Trainers that haven't been in a classroom. Just move through the material reading notes.
- Large groups aren't good

Share with us your experiences you have had in higher education. Did you get any help to access higher education classes? Some examples of help might be things like scholarships or release time.

- The Coalition helped us find the courses and contracted for scholarship funds.
- Two of staff receiving funds from coalition.

Were there any things about the degree program that helped you as you worked on your degree? Some examples might include classes on evenings or weekends, classes close to their place of work, access to academic support or coaching.

- No

Did you get a raise or promotion when you increased your level of higher education.

- The Coalition for staff degrees has mini grants, turn in teachers that have credentials and they supplement their salary.

College Coursework

- Elementary is offered now, looks like EC coming in fall, have applied. So what is offered now not helpful, hopeful it will be in the future when we have Early Childhood
- The VoTech has a lab school so that is good when taking CDA

If not, what were you studying in your classes? What else did you need to be a part of your higher education experience? O

- Needs something relevant. Directors need the whole business side of running a business. Running a centers and day care home need this. Budgeting, raises, cash flow. The new laws. Hours for children everything is geared for, need hours to make business successful. Changes all the time.

While you were taking your classes, were you using what you were learning on the job with your children and then sharing that with others in the class in some way?

- No

Have you done any online training? If so: What has worked in the training?

- Loved online training. With us being rural it made a big difference. All of our teachers have access.

What didn't work?

- If we had problems, we just asked around to get help. There was not a designated person to help us.
- What would support you in online training courses?
- Some way to build in a learning community
- How about any other ideas you might have for early childhood training in the state of Florida?
- More relevant college course
- Business practices included in the courses

ATTACHMENT F

Group Represented: Teachers Big Bend
Location of Focus Group: ELC — Big Bend
Date: 4/19/201

Share with us your experiences in training you have had toward a credential such as FCCPC or CDA. What worked in that training?

- Enjoyed it, even though we know the information it enhanced us with more ideas
- Working with children with disabilities, helped me learned how to deal with children
- Helped me to learn how to cope with children with disabilities
- Early Steps also helped me learn how to cope
- We were able to go on field trips and go into centers and view them. So that enhanced it a lot. We saw a set up environment.

What ideas do you have for improving the training?

- None offered

General Training: What worked?

- Enjoy online
- As soon as I finish one, wait about 2 weeks and then I am ready to do the next one
- Enjoy coming face to face trainings to even though I like online
- Miss the teacher lead
- Loved the conference of our own

What doesn't work?

- Haven't had any problems
- Teacher lead training just isn't as plentiful

What can be done to improve?

- More teacher lead training
- Everybody can't get online and not everybody can use a computer
- Our center allows computer use by teachers

Now we would like you to think about trainers you have had, both the organizations and the individuals. What worked?

- Trainers that have been in the classroom, haven't disconnected, understands where we're coming from, passionate about what they are doing
- Not just theory, but also practical training
- Energetic and using humor
- Open to your ideas and helps guides you in a comfortable way
- Risk free environment

Not Work?

- Dry, matter of fact
- Going through the motions
- Just giving you the materials
- No real world situations to apply
- Loose attention of the class because they are boring
- Others are talking when teacher is teaching, that doesn't work

Tell us some things (attributes) about the organizations that were very effective in providing the training.

- WFSU does training on literacy.
- Try to use 30 minutes blocks for training
- Starting point for all training is the kids

How about the trainers themselves? Tell us some things about the trainers that you felt were very effective trainers. What was their background?

- Came from the world of the classroom, hadn't disconnected

Style of training?

- Use humor, not dry
- Energetic, smile
- Delivery of training;
- Evening — fine time for training
- Occasional Saturday is fine

Support to you during the training?

- ELC use to provide support. How to tie art, science. Come to center and get credit for it. That supports us.

Now think about the trainers that you didn't think were so effective. What was it that didn't meet your needs?

- PP and read exact words, not interactive

Share with us your experiences you have had in higher education. Did you get any help to access higher education classes? Some examples of help might be things like scholarships or release time.

- Director credential through CCC. Jeanne Barker, good classes. They were classes we needed to empower us in EC. Like the management course. The administrative part. If a child gets hurt the appropriate way to handle accidents, payroll. I learned a lot from the management course.

Did you get a raise or promotion when you increased your level of higher education?

- No and that's one of the reasons why I want to go with the school board
- I feel like we get low pay. Have a problem with the salaries of some people that mistreat the children and get more pay than I do
- Coming in with a degree is what gets the person the higher salary and they aren't doing the job
- Use a matrix and with CDA they did give me some increase in salary

When you think about your higher education work, do you think it has helped you in your daily work with children? If so, how?

- Yes, because the management course helped me with my parents.

Have you done any online training? If so: What has worked in the training?

- Convenience
- Relevant topics
- State mandated, and curriculums used — subject matter on point
- If stop can go back and pick up

Doesn't Work?

- Registration issues but fixed with one phone call

How about any other ideas you might have for early childhood training in the state of Florida?

- We need better communication of the events that are going on.
- More collaboration with organizations giving training. Hours aren't accepted at some centers if they aren't part of that organization.
- Called DCF about my director's credential up in June, call different times, get different answers. Things aren't clear online.
- In some cases LAEYC will pay your CEUs
- Knowing our income and the requirements…have some funding for the training and the schooling.

ATTACHMENT F

Group Represented: Family Child Care Home Providers
Location of Focus Group: ELC Big Bend
Date: 4/19/2012
Share with us your experiences in training you have had toward a credential such as FCCPC or CDA. What worked in that training?

- Took 120 hours online
- Online was very convenient

What ideas do you have for improving the training?

- Having it in Spanish with credits (instead of CEUs) is important

How about the trainers themselves?

- One At TCC that was very picky about the words instead of the intent of the words
- Tearing down a participant because of their response was not good. We need a risk free environment.
- No sarcasm, it doesn't help
- A good trainer creates a more interactive class
- Makes you feel like you are valued
- Interactive but not make children crafts, that's not good training
- Bring the training back and implementing is a sign of a good training
- Good trainers provide you with a whole lot of info and you take what you are ready for and what you need
- Online we won't get that listening ear

Have you done any online training?

- Prefer the face to face
- Face to face and the interaction like but I don't want to do the crafts, don't make us do the 4 year old crafts. I'm not a 4 year old. Just share the idea.
- Nice to have the choice between online and face-to-face.
- Not everybody had access to computers and computer skills 101
- Have to make things dually availability
- Learn more in group environment, I learn from you and you and you
- Like blended but still think need both with just some face to face training
- Supportive to be with our peers. Especially for home daycare providers.
- Want comments on the assignment when I submit.

Any other comments you would like to share?

- Money up front on TEACH is hard.
- Our income is mandated by ratio. That is hard on us.
- Some of the classes on line requiring you to pay for CEUs even if you don't need them.
- Need to give us more classes we need that DCF requires us to take. CPR and First Aid, it is too expensive
- Need more classes on running our business; bookkeeping, taxes, marketing
- Fingerprinting needs to be handled in-house

Group Represented: Directors Big Bend
Location of Focus Group: ELC Big Bend
Date: 4/17/12
Training:

- Free thru Coalition
- Online good for some, barrier
- Some of it is generational on the online training…think 10 years from now it will be different

- The fact that free is available is good however we have to still widen scope of classes that are offered.
- One person here does online, courses are fabulous but we need to go wider and deeper, look at styles and abilities in our population
- We have a large base of people limited in their levels of education. Online is not the place they are going to get that.
- Very little face to face most thru coalition, then online is offered in the college or university
- One thing that has never been offered, basic computer skills…if that was offered it would be great.
- Still have to look at different needs and abilities of people that are participating in training
- Not fair to offer bulk of training online without some option and entry computer skills training. 99.9 online from coalition, even from DCF is online

What's not so great about training?

- When ongoing training, don't always have like the 3rd Tues. etc. switch it up.
- One day Sat. Conf. Coalition and WFSU and Bay County Coalition….it was a good conference and was an opportunity for 6 or 8 hours. Good speakers. Lots of public participation.

What is great about training?

- TEACH scholarships would pay for a sub so that if you had a teacher you could say for the next month you are booked for Fridays. That is big. Only good for TCC.

Question - Any training got you really excited couldn't wait to go back.

- Registering online for 20 staff members, was hard and every technical.
- Conferences want hard copy for center based staff, local conference did that
- After local conference teachers implemented different things.
- There are still local make and takes
- Harder to give up all day Saturdays

How have you learned your director skills…is it trial and error? Is there anything better?

- Yes trail and error
- One was mentored as train the trainer, required going off West Ed, High Scope. Tried going to conference seeking leadership track, big disappointment in the content.
- FLAEYC, preconference director track…the ideas is good but the expense is high.
- The expense is large and that is a factor.
- The ELC started a visionary leadership county and went to surrounding counties meet with directors in a small group, give training and platform but it fizzled.
- Webinars on legal issues was good. It was sponsored webinars. Two lawyers…did case studies. It was very interesting.
- Use parents to speak on their subject matter.

Family Child Care Home Provider Interview

County: Hillsborough

Setting: Family Day Care Home

Date: 6/22/11

Background: I lived in Colombia for twelve years. I have a university degree in design and art but I couldn't work in this country because I couldn't speak English very well. I took classes to learn English. My daughter was two years old.

I wanted to keep my daughter with me when I worked so I started working at a program with infants. Then I took classes so I could do Pre-K. I kept my daughter with me. When she went to regular school, I worked there in a federal program that helps kindergarten and first grade children with their school work.

In 2004, I left teaching and worked for a survey company because I was able to do Autocad programs. Business slowed, and I was laid off after three years. I then opened a business with a partner. It was an organic grocery store

and we had the business for one year but the lease was too much and the owner wouldn't lower it.
I decided I didn't want to work for anyone and I opened my daycare **three** years ago. I read to the children in English and Spanish.

Training:

- I completed my CDA.
- I got my home licensed.
- Quality Counts has been a big help. I have the time for training.

Was there anything that was difficult for you as you were on your career path?

- I don't like taking the training in Spanish. The classes aren't the same. They treat people like they are stupid. There is discrimination.
- The participants are the other reason I don't like the classes in Spanish. I am there to learn more and work.
- The YMCA training was very good. It is good when someone comes to my house and tells me what I need to do.

What has been good about your training?

- I like Saturday and evening trainings
- We have good training when they come to our home to help

Was there anything about the trainers that you had that worked or did not work?

- Like I said before in the Spanish class they treat people like they are stupid.
- I like to ask a lot of questions. I had one teacher who kept saying to me excuse me what did you say. Everyone else in the class understood me and would tell her what I said. Sometimes she would just go on and not answer my question. That's not right. I finally told her that.

If you could design the perfect world of professional development/training what would it be like? .

- I want practical training where you come in and do lots of different thing and then the rest of training is reading.
- I like conferences with breakouts…those are good.

Any issues on getting connected to training or getting training advice?

- I am waiting for my transcripts.

What do you see as next steps for you?

- I want to go back to school to either be a social worker or I want to be a photographer. I am trying to decide that right now.

Family Child Care Home Provider Interview/Home Observation
County: Hillsborough
Date: 7/13/2011
Setting: Family Day Care Home
Background: I graduated from high school and went to college. I didn't know what I wanted to do. I got my AA and then went to a Fashion and Design school. I got a job in a store like Publix in management and had two kids. We moved from Oregon to Hawaii. I wanted to stay home with my kids. The first year I didn't know what to do. Hawaii has high requirements for early childhood. I have been an associate teacher for a three- year -old class and the family child care provider in my home. I took two years off and remodeled my home to do this.

Training:

- I took classes from the University of Hawaii. I made friends with the teachers and became an active member of NAEYC. That completely transformed me. Then working with kids and learning was all I wanted to do. My lifestyle now revolves around my daycare home. "This isn't a job — it's a lifestyle". I stayed in Hawaii for 12 years and then moved to Florida.

What has worked in your training?

- Positive behavior strategies was good training
- New Info given out in a series instead of one shot training
- Brain development training is good

What hasn't worked in your training?

- There is lots of training that comes along. Most of the training you don't know what it leads to for kids and resources. Lots of the training is a review.
- Sometimes there are 50 people in trainings. Not everybody is coming for the right reason.

What are some supports that have helped you?

- Quality Counts helps us compete with centers. That has to happen.
- I like having someplace where we can call if we have questions about children.

If you could design the perfect world of professional development/training what would it be like?

- New information. YMCA is good with that.
- I wish we had more on how children think. Hawaii had more on brain development.
- I love conferences, being with colleagues. I try to go to two a year.
- High Scope training is good.
- We need new trainings and free trainings…trainings with a grant.
- I think trainings should have a nominal fee so only serious people are there.
- Would love to see a series of training on the business side of child care.
- I like getting information, trying it and having another adult to collaborate with. I want more collaboration.

Any issues on getting connected to training or getting training advice?

- I keep connected so it works fine.

What do you see as next steps for you?

- I want to keep learning more.
- I want to make my outdoor environment something special that parents will come here for.

Teacher Interview

County: Hillsborough

Date: 7/28/2011

Setting: Child Care Center

Background: Our family was army so we moved a lot. I have been here since my freshman year in high school. I was big into babysitting. I volunteered here in the afterschool program and that's how I knew this is what I want to do. It is so empowering to me. I worked here for **7 to 8** years and then left to try office work. There wasn't so much going on and I missed the kids and my co-workers. I came back last year.

Training: I never thought about being a teacher. I already have my **AA** and plan on getting my bachelors…probably in psychology. I regret not finishing my CDA but right now I am going to college, working fulltime and live on my own. It is too much so I figured, let me finish the big degree.

What has worked in your training?

- The center has given me an opportunity to work in every classroom
- We have a mentor at the center
- My co-workers have taught me everything

What hasn't worked?

- Sometimes classes are not in the best part of town
- We shouldn't have classes that keep me out until 10 at night

ATTACHMENT F

If you could design the perfect world of professional development/training what would it be like?

- There would be more online.
- Not so expensive, back to the ten dollars.
- I had a TEACH scholarship, that helped a lot.
- Classes should have plenty of hands on.
- I wouldn't mind Saturday morning classes.

Any issues on getting connected to training or getting training advice?

- Our director helps with that.

Teacher Interview
County: Hillsborough
Date: 6/22/2011
Setting: Child Care Center
Background: I have been working for **25** years. I started of at church then working at Pizza Hut and cleaning. Then I went into daycare. I started part-time to full-time. I applied here and have been working here ever since. I have 11 grandchildren and some of them live with me. I work with the infants but have been the coordinator for the three year olds.
Training: I will repeat trainings because you will learn something new every time. I enjoy online but I like being able to ask questions. I am getting ready to take my director's classes. It was a good thing having the gas allowance for the classes. Sometime the owner will pay half for us to attend a conference. That helps. I always end up with more than 12 hours of inservice every year.
What has worked for you in training.

- Being around other colleagues and being able to ask questions
- Behavioral trainings that are face to face

What hasn't worked?

- Not being able to ask questions on online classes.

If you could design the perfect world of professional development/training what would it be like?

- Balance money, where is it, is it relevant to what I need, does my center think it is good for me.

Any issues on getting connected to training or getting training advice?

- I just now learned how to use a computer, how to use Facebook . I am paying bills online and looking up some of my classmates. Not all set yet.

What do you see as next steps for you?

- Director's Training

Teacher Interview
Date: 6/22/2011
County: Hillsborough
Setting: Child Care Center
Background: 13 years in childcare. Seven years as lead teacher. I was in the one year old room but got frustrated. Then I moved to the two year olds.
Training: I was very intrigued with one child with special needs. The therapists would come here and I was learning from them. . . I love my job. I think CDAs should have a couple of years of experience, not just coursework.

What has worked in training?

- I like taking one class at a time.
- I got my CDA and had some good teachers, others were not

If you could design the perfect world of professional development/training what would it be like?

- I don't believe in online. Most people just click, click, click. Where are the questions?
- I like it when they take you to different centers.
- In the perfect training children would need to be involved. Go for a day for a few months to visit — I think that helps teachers a lot.
- We need to be modeling standards of English. My family is Hispanic, I think some Spanish is good but we need to be modeling English.
- I think CDAs should have a couple of years of experience, not just coursework.

Any issues on getting connected to training or getting training advice? Sometimes we need help on financial aid.

- I started at Hillsborough Community College. They weren't very helpful with the financial aid form and I had to stop…I couldn't afford to take classes.

What do you see as next steps for you?

- Getting my degree so I can offer occupational and physical therapy and opening my own school.
- Health insurance is an issue for me going back to school.

Lead Teacher Interview

Name: 6/22/2011

County: Hillsborough

Setting: Child Care Center

Background: I have been in child care since I was 19 and I am 35 now. I was at La Petite for 5 years moved and was a floater. I have been here 6 years. I started going to college to be a teacher, had 3 kids so didn't have enough money to stay in college. I had enough college hours for an equivalency.

Training: I take 15 — 20 hours a year of training.

What has worked in training?

- Online training is convenient
- It is like a review, lots of things we already know

What didn't work?

- We need some face to face training
- Still have to work 40 hours a week and it is hard

If you could design the perfect world of professional development/training what would it be like?

- Some online and some school (blended) in the same class
- Saturday classes
- Need hands on

Any issues on getting connected to training or getting training advice?

- Need costs covered or reimbursed
- Get unsolicited emails about courses but don't know if they will count (online degrees)

What do you see as next steps for you?

- Thinking about going back to school maybe

ATTACHMENT F

Teacher Interview
Date: 6/22/2011
County: Hillsborough
Setting: Child Care Center
Background: I have a Bachelor degree from Venezuela in Preschool Education. I have taught for 18 years — all levels of preschool. I have been a coordinator, assistant director and director for 4 years. I have worked in a private school with special needs children and created an integration program for children with Down Syndrome. I created curriculum for an educational franchise. I knew no English. I was in an ESL program for a year and a half. I started here as an assistant, moved to VPK assistant, then VPK lead teacher.
Training: I took the 40 hour training and all of the VPK courses. Taking PBSC pilot. Want to start in August on the Director training. Don't want to be director but want to learn and go up in my career.
What has worked in training?

- Pathway was helpful
- Strategies to solve problems with kids now that I have special kids in my class

What hasn't worked?

- Going to a class two nights a week for 6 weeks is too hard
- Need more information about curriculum
- Need more locations for tests and more classes close by

If you could design the perfect world of professional development/training what would it be like?

- More practice for the teacher to solve problems with kids with someone there to support you

Any issues on getting connected to training or getting training advice?

- Need one place for everything you need if you want information about programs you need
- Would have helped to have a career advisor
- I can find courses but don't want to just meet hours….want to know what I should take to move forward

What do you see as next steps for you?

- Director training

Summary from Provider Association Interviews and Interviews with Systems Initiative Leadership (PDI and FCCECEN)

These notes were gathered from interviews with key leaders at each of the provider associations (CDEA, FLAEYC, Family Child Care Home Association), the Head Start Collaboration Office, PDI and the FCCECEN. These process notes were taken during the meeting to represent the major ideas shared by each of the groups. They are meant to reflect general comments not direct quotes.

CDEA

- Have been disappointed we have not done more with the core competencies. Help people evaluate where they are and plug into training that will best meet their needs. See them as the crux of the entire professional development system.
- Have been concerned about the difficulty of the ODT.
  - o There are people in PB that need Wee Learn Training but they have been told that they cannot offer the training unless it is in ODT (e.g., in model — need to spend an hour agreeing to ground rules; Introductions just go on and on and on.)
  - o Did not see anything in the training that is different than what we always do. There was no assignment at the end as she thought was required.
- Is too complicated. And not in helpful ways for providers. It is working against the system that it is so complicated and not very practical.
- Did not know when we were designing that that PB was going to design the modules. Ellen thought that everyone would have a chance to contribute and create trainings. PB training will kill the trainings offered by the provider associations. Providers have restricted time to complete training. If they can complete the online training and it furthers their educational opportunities, this is what they will do — period. More and more training is free. DCF, DOE, coalitions all offering free training — this all hurts providers associations.
  - o When asked what would help provider associations: someone suggested that we create consistent training costs for all partners — ELC, DOE, provider associations, etc would all charge the same price. This may help, she is not sure. All she knows is that they connect compete with free.
  - o One of the things we are missing is a test that people take at the beginning before they start working with children — this would help us weed out people who do not have the aptitude to work with kids.
  - o We need to think about how we can support provider associations with all we do. The work of the shared services website is a good example. How do we structure this in ways that can benefit the associations?
- Need to think about how to offer things through associations. Hate to see conferences go — they not only offer training but they offer opportunities for people to meet others, network, feel like professionals.
- Resources services, training and conferences are competing with the provider associations. This is not helpful.
- Need to think about the provider associations as a key part of the professional development system and build them in as one of the central players.
- CDEA is the third largest provider of FCCPC (and therefore a big partner of TEACH) and very successful. Consider what it would cost online trainers to develop online trainers and portals.
- Would cost trainers millions to convert their training to ODT. Her perspective — once you take your required licensing classes, if you decide you want to stay in early childhood programs — your next step should be a FCCPC or CDA, not a degree. Is the best way to understand practical information about child development.
  - o There is nothing about to help providers understand the implementation process. CDEA has a rigorous implementation process. This is why they are successful.

  - An FCCPC if there is a good implementation process is a very strong tool and should be a central part of the system.
- When the work started PDI was considered partners. They are now an 'advisory group'
  - This happened because when they got down to ODT — and there was not agreement — that they needed to bypass PDI. Whenever there is disagreement they just bypass the group.
  - Is about the research and the national — is not what Florida needs. Is ok to borrow ideas from other places, but need to design the work based on where Florida is and what is good for Florida. Do not need to plug into some national system somewhere.

Key things:

- Need to design the work in ways that build on PB but is not their model. PB model is not scalable or practical for state.
- What might be really wise for UF to have the provider associations to come and talk with them. ODT training is very unclear — at beginning was all for it — had been through PB registry and had no problems — was not expecting that ODT would raise its ugly head and be the only way that providers can get training.
- Need to create something simple. Like the career pathway — when you start talking to people about different trainings good for different reasons — it is too complicated.
- Need to do a better job of communicating. People do not understand what is up.
  - People could have their training and see where they are in moving on the career pathway. Now is a tracking system. Do not sell to people by telling them that big brother is going to be watching. Is the intent now to have big brother.
- COMMUNICATION IS A GIANT ISSUE. This is a real problem.
- Articulation is a real concern. ICCET, NCATE, others all doing different things. This level of rigor is fine for degrees. Not appropriate for lower levels of training and education.
- Idea of registry and training is to provide clear ways for providers to see where they are and get ideas on where they could go —and identify training needs to help them improve their competence.
- Used to be able to see the flow. Now cannot see the flow anymore. Used to be able to see how the core competencies, etc. would all fit together in a big picture and it was clear how to maneuver through it. It is being chopped up in so many pieces that nothing is making sense any more.

FCCECEN

Discussion Outline:

- Please tell me about the degree programs in the state.
- What has changed in the last few years?
- What impact has community colleges converting to state colleges had on availability of 4 year degrees and articulation?
- Has there been conversation and work toward a common core? If so what has this been and what is its status? Who would need to be involved to make this happen?
- What else needs to be done to strengthen opportunities for providers to move from a credential to a two year to a four year degree?

Notes:

- TCC has said that there are no more AAS degrees at their college. Is a terminal degree. Not sure if this is statewide.
- We are more likely to have common course content than common course numbering.

- UF, USF, FSU — their course numbers all begin with CHD. CHD transfers automatically. EEC is not transferrable.
- TCC is an EEC program. FSU said that the classes would have to be repeated.
- Not all higher education institutions are DCF granting institutions.
- This stopped TCC from transferring into the four year institutions.
- Things have changes drastically in last three years.
- Florida State College at Jacksonville will now take TCC degree with the additional three classes in ECE and math and English.
- EDS 1005: Foundations of Education, EME 2040: Technology for Teachers, EDG 2085: Diversity. These three courses required for all teachers in Florida for a bachelor's degree.
- People got tired of messing with the universities and not having classes transfer. This is where the 4 year program came from. Santa Fe is now offering a 4 year degree with certification.
- This backlash has created four year programs at state colleges.
- New focus needs to be on:
  - Six colleges that are not yet 4 year schools
    - *Hillsborough Community College*
    - *North Florida Community College*
    - *Lake Sumter Community College*
    - *South Florida Community College*
    - *Tallahassee Community College*
    - *Florida Keys Community College — has given up its early childhood programs*
    - *Pasco Hernando — say they have an ECE program not part of network.*
  - What about 4 year colleges that do not yet have a bachelor's degree?
    - *If they have an attachment to Florida Atlantic they will not create a 4 year degree*
      - *Palm Beach*
      - *Broward*
      - *Indian River*
  - Colleges that are four year schools with ECE bachelor's:
    - *College of Central Florida*
    - *Florida Gateway College*
    - *Florida State College of Jacksonville*
    - *Polk State College*
    - *Seminole State College*
    - *St. Petersburg College*
    - *State College of Florida at Manatee/Sarasota*
    - *St. Johns River State College*
    - *Miami-Dade*

Northwest Florida State College — near Walton. Jeanne has gotten emails from the dean that they are creating a bachelor's degree. They could take care of Gulf Coast and Pensacola.

Network — works actively to share best practices with each other.

A module was created for Head Start Collaboration Office about what it takes to create articulation agreements a few years ago. It is now obsolete but has some good material that could be used for future work.

ATTACHMENT G

FLORIDA FAMILY CHILD CARE HOME ASSOCIATION

- Rarely is there training designed for their specific setting or needs. Family child care providers have to extract what is going to work for her in her home.
- Family child care providers are trained to make their home look like a center with of the TA out there. Everyone does this — coalitions, use of the FCCERS, things that don't work well for mixed age groups. Providers get a lot of guidance and push to make their homes look like centers — expectations seem to be that people convert a garage and make it look like a center.
- There is a lot of good stuff out there, but there is little to nothing that specifically addresses the needs of family child care providers.
- Who meets needs of family child care providers well? Their association does what they can and offers training, other resources. They are reliant only on membership dues for their $.
- Some providers are being pushed in ways they don't like. For example, they participate in QRIS and get to go to college for free — but don't always agree with the recommendations but don't feel that they can push back and that they will lose too much if they do.
- Many staff at coalitions have not gotten training on how to work with family child care providers to her knowledge — but this would be really helpful.
  - Need sensitivity about coming into people's home. It is not a center — home is so personal and coalition and other staff not always sensitive to how personal and special this is.
  - Not a lot of providers know to question guidance or ask things. Providers sometimes feel that they are not part of team with coalitions and other partners - that they are working against each other, rather than as partners.
  - Not really sure how to better understand issues — often trip across the information they need in informal conversations.
- There is real inconsistency across the trainings and coalitions. Her coalition does a great food program training. But she hears that others experience terrible training and do not get good support.
- Sits on advisory council at local college. Had good experience. But hears that quality varies across state and that providers have a hard time because the higher education institutions do not understand family child care providers
- ODT: is good stuff. Will be good. Puts a lot more work on the instructor. But will be a hard shift
  - Family child care providers often last to be informed about the training. Concern about limiting size of classes. Will likely hurt family child care the most because they are often last informed about training and they are often full by the time they are informed.
  - Not clear how ODT can be the only training offered. Seems too restrictive. What about four hour trainings they do?
  - There does not seem to be room for anything but their very tight and complicated model. And this does not meet needs of provider associations or family child care homes
  - Feel like training that is not 'registry approved' is not any good. Is a real problem. Makes people just give up — too hard.
- We should have a system where there are many right ways to do things. Seems like they only want things to work one way — and this does not always meet their needs.
- Is a problem that the coalitions offer free training — But they only offer this training to providers that serve subsidized kids. Providers sometimes also cannot take training in counties other than the one where they live. Does not make sense since all of the $ comes from the same place anyway.

IF YOU COULD WRITE THE RECOMMENDATIONS FOR HOW PD SYSTEM COULD BETTER MEET THE NEEDS OF PROVIDERS

- More content specific to family child care providers
  - Sometimes coalitions say that they have tried and no one comes.
- TA providers and other consultants need to be more family child care friendly and work with providers as a team.
- Need more higher education classes that reflect the unique needs of family child care providers.
- More support for the state association — association could do this but it does not have enough money.
- When statewide decisions are made few people or entities contact the family child care associations.
- Sometimes coalitions will ask association to come and do presentations to providers — but they don't get great responses. There are some trust issues with family child care providers — coalitions often do not do outreach well to family child care providers (do not make it clear that the training is for family child care providers).
- You are not really connected to the coalition unless you serve a funded child. But if homes get a call from a funded child who wants their services they just say no because they don't know how it would work and don't have a relationship with coalitions — or have heard horror stories and don't want to deal with the coalitions. This is relevant to this conversation because coalitions are the ones who offer professional development.
- Would be great for OEL to have a family child care specialist (same as infant/toddler specialist, school age specialist, etc.) to help support providers. Seems like if it was separated out there would be more emphasis and importance and respect for family child care providers.
- OEL sometimes tries to engage family child care but it often feels like an after thought.

FLAEYC

- What is working well:
  - Not sure what is working well
  - Great that higher education programs are now implementing more ECE classes.
  - Someone on call has just taken 15 hours toward a masters at USF. They are very in to current research and best practices. It is really a strong program and she has learned a lot. Master level students very up to date and getting a great education.
  - Someone else on call taking classes on line because in her location — UNF has an early education program but it is age 3 to grade 3 and infants and toddlers are left out.
    - *This is a real weakness. Most degree programs look at age 3 to grade 3. Infants and toddlers totally left out. Is a real problem.*
- There is a lot of confusion among people who are entering field. It is not clear who to call, where to go for training, do not understand the different between CDA and FCCPC.
- Perhaps this is something we can do — the person who is going to be the career advisor should fill the hole. People now call FLAEYC — is personal connections that connect people, but there is no system for helping people get the information they need.
  - There is the child care training information center the Forum runs but it is a system that is about leaving a message. Not staffed full time.
- There is a fundamental belief that anyone who is alive can take care of kids. They are being hired — often without even an education — and are very low skill with little interest or knowledge about kids.
- Easy to get in and easy to stay in. the programs that take the most inexperienced people often stick them in with infants and toddlers because people think anyone can take care of babies. Many people do not even know what the job entails.

ATTACHMENT G

- Would be great to have a warm line for people to call and ask questions about child care. How to get into the field. Could CCR&R fill this function? All CCR&Rs are local — we need to make statewide.
  - Interesting exchange about the number the Forum has. Only one of the three knew about it — and then there was a big discussion and confusion about what the purpose of the line is.
- **Communication is a big issue. Not clear what resources are available and how to access them. Even leaders on this call were confused.**
  - Their suggestion was a central line that is well publicized.
- Pinellas has a high school diploma requirement — this would be a great starting point. Degrees for all teachers would be better.
- Should not have all of this online training. Do not know how to meet rural needs of the state without online training, but there needs to be a face to face conversation to really train providers. Do not even know if the teachers are taking the training — one of her staff has her daughter take the training for her.
  - There is no way that people who do not speak or write the English language can pass these classes.
- Would be great if everyone could agree on the definition of quality.
- Agreement on the work would be great — but there are people who work behind the scenes to sabotage the work.
  - For VPK there was a lot of agreement on the details of quality — accreditation, low ratios. Got totally derailed by a couple of provider association groups.
- CDA and FCCPC are weighted differently for different institutions. This is a barrier to some people.
  - There is a statewide articulation agreement — but some colleges and universities provide more than others
- Palm Beach work
  - Very concerned about how ODT will influence training around state. Concerned that having outcomes attached to everything — including conferences — is too stringent
  - Affiliate in Sarasota was told that the coalition would not accept any of their speakers for even state in-service because they were not doing the ODT. Does not make sense — particularly for volunteers who are doing a couple of hour presentation.
  - Trainer approval: There are some people who look great on paper but they have no practical experience in working with kids or in ECE programs.
  - Trainers have issue with ODT — seen as nagging and being seen as mother who is riding people who participate in their trainings.
  - Lots of pushback from providers as well as trainers. Feel like things are too complicated.
    - *Someone on call has a friend who is a trainer in PB and she has sometimes taken 60 times back and forth to get the training registry approved.*
    - *Now have a new rule that training must be at least 4 hours — with a day in between.*
    - *Just to be an ODT trainer you have to take 3 days off work + do online work. This is prohibitive for many trainers, even good ones. To approve the trainers they have to turn in written work — but some people are great at written but terrible as trainers.*
    - *Staff on PB Pilot said that it takes her up to two days to check out every course completed meets their standards. There is no way this is scalable. She says that every course needs to match and meet their standards. Is an impossible job and way too complicated.*
  - Feel that FLAEYC could be an effective partner on this — they could review the trainers transcripts, documentation. They could do this throughout the whole state.
- FLAEYC has affiliates in 15 parts of the state + 11 community groups. Were planning on having Jennifer Faber come in and talk to providers about the registry and get feedback from them.

HEAD START COLLABORATION OFFICE

- Big focus of Head Start is around meeting degree mandate.
- Of the 1,966 classroom teachers we have about 38% toward the 50% BA degree mark. Deadline is Sept 30, 2013.
  - o There are 54 preschool classroom teachers who do not have any type of credential
  - o Last year there were 2 grantees that had ZERO bachelor's degrees.
  - o Broward has 100% of degreed teachers. There are a number of other grantees that have met and exceeded the 50%. Most of the school district grantees have met the requirement.
  - o Lots of different ways to parse the data.
- They are all supposed to have an associate's degree now (Sept 30 of 2011).

Will not be surprised that there are some programs that do not meet this requirement.

- No guidance on what the law means for people with Bachelor's degree in another field to have X number of hours in ECE to help meet mandate (for associate's degree mandate the requirement was 18 hours in ECE to meet the requirement). Office of Head Start criteria are very broad. Have to follow what our state system is designed to do.
- Because our state does not have consistency this is a problem — there is not common core of classes or agreement on how many classes in what content meets a degree requirement.
- There are 45 grantees, including 2 migrant grantees (East Coast and RCMA and five EHS grantees) and five stand alone Early Head Start programs.
- Real challenge is the lack of classes and degrees in Spanish. Head Start programs are encouraged to employ people who speak the same language as the families, but there are not degree options for people in languages other than English.
- In panhandle and south central Florida where there are not colleges nearby they are particularly struggling.
- Community and state colleges have really bent over backward to offer associate's degrees.
  - o But 4 year degree options less available through state colleges.
  - o And universities often offer classes during day, not on evenings and weekends.
- Some people concerned about diploma mills. Don't really think this is really a problem.
- One challenge is the way the grantees are using their funds to meet this requirement.
  - o Some of the grantees were not forward thinking when it came to adjusting their salaries and pay scales to help retain teachers for when they do attain their degree.
- One of the issues is that some grantees — including school districts — are encouraging people to get degrees, not necessarily certification. When you think about an internship that the certification requires. They need to leave their work to do an internship — which is tough.
- Question for us in our work — do we want to encourage certification? Or just degrees? She has mixed feelings. (we should look at the difference between these degrees and the amount of content and rigor each has…) Right now should not worry about certification. But from an overall systems standpoint this may not be the most marketable — particularly if they want to get involved in a school district program.
- Palm Beach work reaction — personally likes the Registry, what it has to offer. Not sure about the buy-in from Head Start. They are already monitoring this person's education and professional development. Everyone has to have a professional development plan. Their need to participate in a Registry may not be there as much as someone else outside of Head Start. What is they benefit to them?
  - o NEED TO CLARIFY BENEFIT OF PARTICIPATION IN ANY STATE PD SYSTEM FOR ALL PLAYERS — PARTICULARLY HEAD START
  - o Everyone needs to get on the same sheet of music and work together for the system, not the same as working to meet the needs of providers.

- Need to have an informal pathway and a formal pathway to move the system forward. But if we are going to ever move this system forward to professionalize it and increase salaries, the degree really helps it move forward. ODT is important. Until we can truly show outcomes we will not be able to move system forward. ODT will help provide some preliminary data to help move this forward.
- Are we looking at mentoring/coaching? Office of Head Start recently held meetings of key people in states. Recently there was a meeting about the difference between coaching/mentoring. Follow up after training is really lacking. If we could build a better coaching model throughout the system that would be better.

PDI

Conversation outline:

- Please share your observations about current professional development system in Florida.
  - What is working?
  - What is not?
  - Where do you perceive the coalitions are?
  - What about other stakeholders like provider associations?
  - Are there strengths we could build on that we are not?
  - Challenges we need to be aware of?
- Perceptions of the Palm Beach pilot.
  - What is strong about their work?
  - Challenging?
- Short and long term role of PDI:
  - Thoughts?
- What would you do if you could?
- Observations about current PD system.
  - What is working? Those with QRIS are way ahead. They have more partnerships across the board and are very involved in PD systems work. First to jump on board with ODT.
  - Other things that are happening that coalitions love — many have their own home-grown training. This has been a mechanism for engaging directors. Do not want to downplay this — has good value. Lots of them have homegrown training that they feel good about — but these pieces are inconsistent — need help re: standards, content, quality control to really yield results.
  - What is not working? We are WAY far away from coalitions understanding what a system is re: professional development. Those with QRIS way ahead. There are some that think they are "in charge" and are not reaching out to others. They need help understanding that they do not need to do everything — colleges, Head Start, school districts, others can take things on and do good work.
  - How about the Palm Beach work?
    - *Working?*
    - Not? *Not having clear parameters to begin with — not clear how to move forward with ODT or teacher qualifications is a problem. What we have missed and not done well on is the communication pieces. Keep saying we are developing systems and not ready for statewide systems. Have not informed coalitions and field about things and how we are stumbling. Not clear about the pilot, what it means. Not clear about what the career pathway and what it means.*
      We need to be really clear about terminology: recorded training career pathway, approved training career pathway. Need to be clear that we are not trying to take over training — no one is going to take over the training provided by provider associations. In-service training will still be predominant type of training.
      PB does not have capacity to handle this alone. Staff at state agency cannot do it on their own. Need some

expertise we do not have at this time. We do not have a communications expert who can help us communicate to others.

Would be really helpful to create some learning communities between coalitions so there could be some peer mentoring going on to build local PD systems.

- *Start with EDs. They will quickly say that they need their program people involved. Could introduce the idea.*
- *They have been thrown a lot of different pieces. This cannot be something new. Needs to be a part of something they have already done.*
- *Let's roll it in to ODT. Make it part of a pilot to form an advanced credential. Perhaps the COP training becomes part of the TA Credential?*
- *Communities of Practice would be a powerful vehicle for moving forward other systems work (child assessment, program assessment)*

- Short and long term role of PDI:
  - Thoughts? *Should strengthen provider engagement by working with provider groups and coalitions*
  - PDI needs to do a better job of giving members concrete tasks to be a part of. They have been used as an advisory group and this has worked well — they have approved a new strategic plan.
  - Need to have ways to help them be more helpful in the work. They do not have the tools to reach out to their people.

    The work of PDI is moving from the theoretical to the practical. Need to pivot the way business is done and connect to providers to ensure we are learning how the theoretical is playing out in practice with providers and local communities.

ATTACHMENT H

Summary of Feedback from Provider Association Meetings

These notes were gathered from meetings with Provider Associations. These process notes were taken during each of the meetings to keep track of the major ideas shared by members of each of the associations; they are meant to reflect general comments not direct quotes. The general outline for the focus group meetings is provided in Attachment D. Each conversation was modified to follow the direction of the needs and concerns of each group.

CDEA

Content:

- Real gaps in content for directors
- People who have been in field for a while have a hard time finding training; cannot remember the last exciting and innovative professional development we attended outside of association.
- Lot of trainings are done by people with limited experience. Does not ring true to those with longer experience in the field.

Engagement:

- Some coalitions do a great job of engaging providers and working with associations (Duval specifically mentioned)
- Others do not do as good a job and providers do not feel as connected.

Quality:

- Varies so widely. Clear there are no standards. Really frustrating to providers — they work really long hours and don't want to waste their time or money. It hurts their desire to take more training because they don't feel excited or energized by what they experience.
- Have had some incredible training experiences. But when they are recommended to others they are gone. Feels like many of the best PD experiences are short term or only around for a while then disappear when the money runs out or there is a new trend.
- Some ideas from ODT and pilot really good. Some just too complicated and not grounded in reality. There needs to be more flexibility to meet needs of state.

Pathways:

- Really important that there are meaningful pathways for people who cannot or will not go to college. Having a degree does not make you a better teacher always. We really need to have some real options for people to improve their skills without a degree.
- The core competencies are really a strength. Should offer more training and more resources related to building those competencies.

Role CDEA Could Play:

- Has great relationships with providers.
- Has strong content that providers really want (e.g., character development resources)
- Has a unique systems understanding and can really help create good systems and policy solutions that will best serve provider needs.
- One of the largest providers of FCCPC. Proven track record preparing people for credentials. Would love to expand this work

FCCHA

Training Liked:

- Extended training—not one shot learning
- Learning the business side of the business
- Applicability
- Hands on training by other local providers—tells the day in and day out of work in FCC setting
- Mind in the Making
- Focus on Literacy by Helios—extended training—wasn't one shot training
- PD by state association
- Yearly leadership summit by the state

Ideas for Improving Training:

- We should be accepted as practitioners, need to be recognized when you have CDA
- Times that the training is offered doesn't work for them—it's during their business hours
- More mixed aged group training is needed—how to teach all ages in a group—differentiate to reach the entire group of children
- Making the titles of training clear so FCC folks know if they are a target audience
- Travel Many times the training is cancelled
- Technology snafus have shut down training
- The training shouldn't be just handouts and PPTs—needs to be interactive and meaningful
- Would like to take trainings in other counties if possible. Why can't we share training? Want cross county training.
- Process of CEUs paperwork is burdensome

Training options toward FCCPS and CDA — what works

- Online option FCCPC for CDA & credential
- 9 hours toward college credit when you have national CDA

Training options toward FCCPS and CDA — what doesn't work:

- Articulation issues — doesn't integrate with renewal process. Course codes conflict depending on where you are coming from.
- Most courses are college courses but they don't get college credit

Ideas for Improving Training:

- CEU's — why can't some be converted into college credit — we need some sort of mechanism to convert these into college credits**?**

Experiences with Training Provided Through QRIS:

- QRIS raters don't seem fair in how they score. They don't ask questions so you can't give feedback and explain.
- Training that is meaningless
- Duval QRIS training is good.
- Coaching and ongoing support is good in some counties
- Email support is also good for some counties

How well training speaks to specific family child care issues:

- 20% don't feel that their needs are being addressed

Attributes of good family child care training:

- One that comes into the home. They understand that this is a home and not a center. Sometimes they aren't objective.

ATTACHMENT H

- Prepared hands on activities
- Know the age group and environment.
- **Negative**--They want us to look like a center but yet it is still a home. Comes back on scoring

Content and Quality of Trainers:

- Have an activity that has some movement not just sit and get—keep the interest and applicability
- Want more Make and Takes—not as many anymore
- No PowerPoint reading—need interactive training—relationship between trainer and audience

Location of training/scheduling/other issues:

- Too far and too out of the way to make in time
- Too expensive
- Make sure they are safe especially at night training
- If large county—rotate locations
- Calendar so if there is same training you have option as to where you want to go
- Expensive training—is very good, but costly
- No scholarship money for higher level trainings—need more
- There are not a lot of trainings for foster care children
- Dually licensed care homes—need ongoing training for foster kid care and isn't readily available

Other supports needed to increase your level of education:

- Need support for internships

Online training — 50% had taken courses:

- like the convenience, cost,
- like collaborating with other people that aren't always in EC—like the wider community

Online training — what didn't work:

- Computer messes up
- Can't print certificate, payment proof, etc.
- Payment issues—DCF—will register for class but wont' take the payment. You can take the class
- Can't take exam through DCF even with follow up—very frustrating and not awarded CEUs
- DCF—Want to fast forward through training when you get the concepts and can read fast
- Voice of man—DCF training—very monotonous

Their overall suggestions:

- If ELCs would put all the different trainings on one site—have a collection for all of the trainings that are taking place in different trainings.
- More trainings on touch and sensory integration
- More training on drug exposed babies, exp. prescription drug exposure — especially for foster care children
- More training on autism, ADHD — how to identify, and how to make modifications
- Want folks from top-down to realize they are a different group from centers—there are similarities, but there are differences that need to be recognized.
- Want assessors to have a background of family child care—they are scoring based on their knowledge of centers
- Would like to know more about scholarship money that might be available for trainings.

FLAEYC

Content:

- Diversify the training to better meet needs.
- Create a way to connect training content to practice so there is more practicality and usability.
- Create an innovative professional development community of practice with coalitions, associations and other PD providers

Engagement:

- Develop ways to share successful engagement strategies
- *Wondering* — Centralized website listing choices organized by content areas, job role focus and tiers

Quality:

- One registry for all qualified trainers (aligned).
- Developing quality strategies for supporting trainers.
- Simplifying and streamlining ODT so that it becomes common practice.
- Monitoring of Quality is expected but too much oversight can be damaging.
- Develop strategies for supporting trainers

Delivery:

- Blended training
- Foster training partnerships with coalitions, provider associations and others
- Content of modules too scripted — like teaching to the FCAT.
- Delivery is too systematic — boring to the participants.
- Time off for people who work in early ed is difficult. Long workdays, low pay. Could delivery be done at local centers right after school?
- Need for more opportunities, venues, and trainers outside of coalitions
- Building a "system" is important but there is a concern about "standardization" of PD
- Merging DCF and DOE as a united entity for children
- When to offer training, when to offer workshops and when to teach (based on the needs)
- There needs to be a central place that offers/describes/lists all trainings. (Presently: some is offered by DOE, ALAEYC, Local Coalitions, OEL etc.) These could be listed by who is the training targeted for? (Directors, teachers, etc.) Where is the training located? As it stands now, childcare providers may take what is offered locally. They don't necessarily know what other trainings they need or know how to access them.

Pathways:

- Too many "projects" floating around the state simultaneously: ODT/Steps to Success/Core Competencies/ Standards Training/Registries/DCF/OEL/DCF: Focus on implementing one first that lead to support the next and so on
- Not clear why it is so hard to coordinate things statewide?
- Associations and other partners need to be better connected. (A system where we all know where we are going)
- Have all the players (DOE, Universities, OEL/DCF) at the table to "plan" the process instead of bringing groups in after and trying to retrofit the plan.
- Wondering why higher ed institutions are not more actively involved, acting as hubs or coordinators in the provider communities
- Would like more reciprocity of credentials (from other states, other CEUs or college credits to meet Florida requirements)
- Graduated implementation of change
- Need to simplify the structure of pathways

ATTACHMENT H

- Stop talking about creating a system and do it
- I would like to see a "designation" above the CDA for those folks who take a core of college credit courses — but do not/can not/choose not to complete A.A
- Building a "system" is important but there is a concern about "standardization" of PD

Role FLAEYC Could Play:

- FLAEYC could "warehouse" a list of "trainers" on their site for the public. For instance, a Master trainer in Beyond Centers and Circle time or Conscious Discipline. This would allow affiliates to contact a trainer for local training/ PD.
- Resources need to be combined across the state. Make better use of distance learning, personal websites and electronic portfolios.
- Bring the diverse levels of professionals together to ensure that all professional participants are included in decisions that impact policy and practice.
- Communicate the message to membership.
- Disseminate standards of quality in a way that is understandable to all levels of practitioners.
- Coordinate CEUs statewide.
- Coordinate a cooperative model among all ECE associations around the state, i.e. FACCM, FAN, FLAFCC
- Why isn't there more online trainings that reflect core competencies
- Providing more courses for CEUs online for members
- PD development online
- FLAEYC can define best practices at each level of care and education making theoretical become practical. This can be done through group work to match standards, core competencies and practical application. To make it happen engage leadership with OEL to create and, through a network of Coalitions disseminate the trainings along with CEUs. FLAEYC already provides free CEUs to members.
- Need all parties (ELC, FLAEYC, higher ed) involved at the start of developing a system
- One system (not DCF, other entities)
- Looking critically at how online is done
- A centralized coalition based training catalog could be helpful. Then coalitions could share the Power Points, other materials so these training opportunities could be replicated elsewhere
- Create website — online "college" coursework, credit toward degree, different levels; CDA, 2 year, 4 year degree, graduate — that works with the reality of the workforce today — work days, family, evenings, need flexibility
- Providing more online trainings, webinars, conferences.
- Help advertise
- Coordinate different aspects of PD. Make sure it covers infants and toddlers.
- Making trainings easy to access (at school, online). Adding to the workday of teachers seems exhausting to them.
- Create a mentoring network of qualified center directors.
- Provide a bridge for providers who desire to further their education that will make the transition painless. (Ex. College advisor, pre-prep for college class work)
- There is a need for a centralized coalition training website for providers to view the availability of trainings, CEUs, and renewal of credentials needed.
- Too many cooks in the PD kitchen. Can there be one central entity for processing all "transcript-worthy" trainings?
- Another problem is that most local training is done by the staff at your local ELC. They are busy 2 or 3 nights a week. It's always the same trainers. More $ is needed to bring in other trainers
- Need to remember that some centers are for profit and training has costs associated with it. This may prohibit some from going above the minimum.
- Higher education needs to be tapped more.

Early Learning Coalition Interview Protocol

Open by explaining the purpose of the Professional Development Study. Share that we are interviewing many stakeholders, to include providers, associations, coalitions and others.

Goal of interview: I would like to learn more about the professional development offerings provided through your coalitions and how these are planned. The information you share will help inform a series of recommendations for OEL.

CONTENT

- On what topics do you offer professional development?
- How are these topics identified?
- What format does this training take?
  - Do you offer training series where providers need to come over a period of time? If so, please describe.
  - Do you offer training specifically designed to help providers achieve an FCCPC or a CDA? If so, please describe.
  - Do you offer training specifically designed to help programs become accredited? If so, please describe.
- Do you have requirements for the training you fund? *e.g., training qualifications, training format requirements, etc.*
- How many hours of professional development do you offer each year? How many providers participate?
- At what cost do you offer your professional development?
- Do you offer training specifically about infants and toddlers? Providing family child care? Observation and curriculum? Children with special needs?
- Do you offer any training online? On what topics? Who offers this training? What is the reaction from providers about the online courses?
- Do you offer training designed for intermediate or advanced practitioners? If so, please describe, including how you advertise this differentiated training.
- Do you offer any training on the CLASS? Has your coalition used the CLASS in any projects?

PARTNERS

- In what ways are providers involved in developing your training plan? Training offerings?
- Who are your key partners?
  - Do you work with provider associations? If so, how?
  - Do you work with higher education? If so, how?
- What support have you gotten from OEL? Other statewide organizations?
- Are you a part of a quality rating improvement system? What impact has this had on the training that is available in your community?

OVERALL

- In your opinion, what are the characteristics of high quality professional development? What is your sense of the availability of training that meets these characteristics?
- What are the barriers for providers to attend high quality professional development? (e.g. location, affordability)
- What about the professional development offered by your coalition are you most proud?
- What are the challenges you face with your professional development work?
- Where do you see the biggest professional development needs? Are you aware of any successful strategies — either within your coalition of from other places — that effectively addressed these issues?
- If you had a magic wand and could create anything related to professional development statewide what would it be?
- What else do you want me to know?

EXPERIENCE WITH PALM BEACH PILOT

- Did you participate in any elements of the pilot? If so, which ones?
- What parts of the work were strongest in your opinion?
- What elements of the work would add greatest value to your local PD work?
- What challenges, if any, did you encounter?

Summary of Early Learning Coalition Interviews

These notes were gathered from interviews with the professional development leadership at 19 of the early learning coalitions. These process notes were taken during each of the calls to keep track of the major ideas shared by each of the interviewees; they are meant to reflect general comments not direct quotes. The general outline for the interviews is provided in Attachment E. Each conversation was modified to reflect the local needs.

BIG BEND

Format

- All online*: Coalitions creates the distance education courses.*

They started this in 2009. Over 800 providers that have come through their portal to take online learning.
Is 24-7. Is not just read a screen, take a test. Is outcomes driven and is connected back to the work in the classroom.
Participants have to report back on what is happening in their classrooms.
What they saw was an opportunity to save money, to save time for providers, something that is cutting edge for providers in the state. Leadership felt they had done this for a long time and wanted a new model.
Built with noodle. Decided it was a better bang for their buck
Stafforks from home — is available anytime between 8 am and 8 pm. When they are at their computer and need help she can support them side by side and walk them through. When someone really needs to talk to someone online and you cannot reach them you give up. When people can reach someone, however, they really like it and come back for more.
It is key to have someone available for these practitioners.

Content

- *Can take national CDA by taking the inservice courses — has 120 hours of training available to practitioners. Have higher levels of training for practitioners. Tries to touch on all of the functional areas of the CDA. Can get the 120 hours to get the CDA. TEACH offers scholarships to help providers pay for the CDA fees.*
- *Offer training in multiple arenas: standards for VPK, have people some in from outside and do training.*
- Has developed everything from Riley Wilson Act, building social skills, block play, curriculum, all of the core knowledge areas.
- Cost: *No charge for the training. Their feeling is that the providers make such little money that they should have access to training at no charge. They have courses that have books — if they take a course that has a book they get to keep the book. They really like this as it builds their professional library.*
- Do computer skills or technology issues get in the way? Madison County — does not have cable connection — is a real challenges. Taylor County is really into it, especially the school system.
- Family child care: *Not specifically tailored to them, most of them are appropriate since they are about kids. Family child care providers call a lot —*
- Director/management training: *Creating a 45 hour course on Visionary Leadership. Getting approval from DCF.*
- Training designed for intermediate or advanced practitioners: *Scaffolds 100, 200, 300 level. Uses the ODT model.* If so, please describe, including how you advertise this differentiated training.

Partners

- Provider involvement in selecting topics: *Through questionnaires. Does an annual survey asking them about what they want. Guidance and discipline is the most popular. When providers have taken classes they write down feedback on their CEU forms they provide feedback.*

They use FLAEYC for CEU purposes.

- QRIS impact on PD: *It has done two things: lots of people want to reach the accreditation standards. They therefore take more training. They will get more training for specific star levels — they will take specific training to get higher state levels.*

Overall

- *Outcome driven, meeting professional and children's needs, give them what they are looking for, meeting them where they are and help them grow, quality is all about taking the knowledge you learn in the classes and implementing it in the classrooms.*

To do this with the classes she offers: uploading pictures documenting the work, feedback on specific kids, observations, challenges, solutions. She gives feedback on every assignment. She gives providers information when they fail assignments.

- Barriers: *sometimes hard for practitioners to get information on training — directors may not share flyers. If it is mandatory they are not so likely to be excited about being there.*
- Greatest accomplishment: *Built their online training from scratch. Providers really like it — they just did conference and more than 50 people came in to see that she really existed. People are really worn out — with gas prices it is particularly tough to get to training that is far away.*
- Challenges: *Staff capacity - Reading all of the papers —delegates some of it out but needs to make sure that she gets it back. Lot to keep track of. If you are passionate about what you do then it works out. Keeps long hours — 8-8 and sometimes on the weekends.*
- Biggest professional development needs? *Guidance and discipline. Struggle to help challenging kids in child care. Get physically moving — not a hot topic but is really important to pay attention to the professional development. They are really getting standards — imbedding in all training. Curriculum important. Some people think that screening is not important or required — need to increase knowledge.* Are you aware of any successful strategies — either within your coalition of from other places — that effectively addressed these issues?
- Greater wish: *Financial reward at the end of training —*
- Other:
  - *Need to know what to do with ODT now.*
  - *Who will fund all of this? The outcomes that they were looking at through ODT — this is the best piece*

Experience with Palm Beach Pilot

- Did the ODT training,
- Was one of the people who reviewed the professional development packets, some other materials associated with the PB work. They had a lot of people writing it and she was a reviewer.
- Like that it was Outcome Driven. They had the same ideas they coalition did: demonstrate how you are taking what you have learned and putting it into practice.
- Never really had a chance to participate in the pilot. Did not like the PACES — was too time consuming — took 30 minutes to write down what you would say in 10 minutes. Was just too scripted. Was too lengthy —
- *Do not have 4-5 months to plan things. WAY too much work — and too time consuming.*

BREVARD

Content

- Training offered*: Look at main standards — have 8-9 sections they work to cover. Do have 0-3 and 3-5 training. And some after school training. When they make a timeline and calendar they work to make sure they cover all areas. In the past they look at their providers — what % have after care programs, infant and toddler programs, etc. they look for presenters — who can they bring in and what can be taken care of in-house.*

Have done evaluations and surveys to ask providers what they are looking for and what they need. Will likely continue to do this as it tells us what providers need.

Just did a big conference via the Forum. Was two days, lots of training opportunities for practitioners and directors on all topics. Over 260 people came.

Have been involved by Nemours with their Healthy Habits for Life — preschool curriculum. Have embraced groups that offer trainings.

ATTACHMENT J

Forum has an affinity group — choose a topic, 12 or so participants, work as a cohort and take a series of trainings on the topic.

- Training format: *Engaging, grounded in reality of the actually providing care and working with children, developed with understanding of adult learning principles.*

Often are 2 or 3 hour courses — old spray and pray model. This is what ODT was working to change. Making the link back to what changed in the classroom as a result of the content. Would require something back. Had to change something in the environment as a result of taking the training. This may still happen on a individual basis.

Locals could maybe still require this as part of their CEU approval or other training approval process. They could add this additional requirement.

- Infant toddler training*: They have done a lot of work to make sure that their infant/toddler training is excellent and designed to meet the needs of infant and toddler caregivers. They encourage them to use the ZTT website and use their standards to inform their work.*
- Family Child Care*: They offer classes for the family child care providers but they do not see much participation. Even when they offer classes in the evening, they get marginal participation. They have been working all day and are tired. Is tough to get them to come to training. They have different needs. They may be better served through training on a Saturday. There are many who do not have a computer. They have lots a lot of family child care with the economy and the space center closing. They are down to about 20 FCC of 35. They used to have more.*
- Cost: *Training is free. Have contracted with the Forum to do a lot of the basic training for curriculum and for ERS (handwashing, room arrangement, etc.)*

Partners

- Provider engagement to inform PD: *Use a survey monkey to help identify needs. Have a feedback tool at the end of courses. Each April/May they look at trainings offered previous years' training and use it to help inform the training for the next year.*

2-3 times the providers locally have formed an association and coalition supported through offering space. But it has withered from lack of provider leadership. Therefore do not have a provider group that helps inform the training opportunities.

Overall

- Greatest PD accomplishment: *Really highly support their providers. Free trainings. Making sure they offer a variety of trainings and all age groups are represented. Have afternoon and evening classes, things on Saturday. Really working to meet needs of workforce in ways that will work with their work.*

Have a calendar on their website that shows all of their classes. As soon as the standards were out they developed trainings on them — people came from all over the state to attend because others were not offering them. Really take the plunge to meet the needs. Offer VPK classes often.

Have continuity with their trainers. Forum staff has all gotten ODT training. They will likely still use this format. Like having the continuity so trainers and participants know what to expect. Want to keep using this great idea.

- Challenges: *Knowing that when you do teach and when you do educate that it will change their quality. Cannot really go back and see it immediately. May be able to see it when the children are assessed later. Is hard to see right away. Want to make sure the quality improves and it is hard to know if the training offered makes the difference.*
- Needs: *They get regular calls at the coalition. The Florida COMPASS document that PB was working on was really encouraging. This book would really help us train anyone to answer the questions that providers have.*

Need to help directors hire people appropriately and improve their professional development.

People call and want information on how to get verification — hard to figure out what 40 hours means and the paths for practitioners. If directors had a book like the COMPASS book they could walk through this with providers. Would also be great to have on a website.

They would also hope to develop a better relationship with their community college so the teachers that really want to go further can do it.

Community college often has classes in the afternoons — does not meet the needs of practitioners.
The quality of the classes from the community college is excellent.

- Greatest wish: *Having mentoring advisors to support directors and practitioners to build relationships with staff in a center to provide PD, have them work as a cohort, help them transfer knowledge back to care to children. Very personalized, very supportive of continuous improvement. Work to individualize PD to help the quality change in each classroom.*

So often see the participants come and come and come to classes but it does not translate into improvements in the ERS scores or other measures. You go and evaluate the room and it is like they never went to any training. Having a whole relationship and a directive that will bind it all together — not as a directive but as something that they volunteer for. Girls need credit for what they take. Training should lead to something and help them in their career. Something that she liked about the Tier program — they did get credit for their experience.

- Other comments*: Saw lots of girls come through who were there because they did not have anything better to do. Others were excited about learning.*

The DCF courses are now online so you do not get the interpersonal part. Now very hard to find the DCF courses in person. It is really a challenge for their coalition. Was a real opportunity to help mentor people to either get more When in person there was lots that could be personalized.

- The standards courses, other online tools. Are next step up and will help improve their work with children. You see it change when people get additional training and it improves their work with children.

Their local community college promotes degree programs. They have a 2+2 program with UCF in Orlando.

Experience with Palm Beach Pilot

- Whole initiative was a few years in coming. We heard about it about two years ago and were all really enthused.
  - o *Continuity in training*
  - o *Continuity in trainers*
  - o *This would provide continuity for staff so they could give better support to children, hopefully changing dynamics in the classrooms.*
- Took the ODT training. Sent in paperwork. Was approved in their system. Saw some of the courses — online related to what are your goals? What is your background? All about self-assessment and how to strengthen skills. Thought this was a great place to start as so many of the people in early childhood fall into this by accident. Felt like it set people's stage to think carefully about whether this was a profession they wanted to stay in.
- Hoped that it would give recognition to people who may not get into college or get a degree. The tier program they were introducing was a real strength that it gave recognition for people's experience.
- Also hoped that it would be a way to weed out the ones who were just there for something to do but were not in the work for the right reasons.
- Even though the big ideas has been talked about for a long time the PB work seemed to come out of nowhere. Even though many of us came to embrace it was a surprise. Like the idea of having multiple opportunities to touch and feel the ideas that come from these recommendations and help refine them to make sure they meet the needs of providers.

CNBB AND PUTNAM/ST. JOHNS

Content

- Topics*: Have infant/toddler trainings. Offer Teaching for Success — a mini workshop. Designed for new teachers and includes lots of strategies for helping with the daily routine. Is a 6 hour training — done in one day.*

Also have school age trainings.

Format

- *Most trainings are two hours. Sometimes they are a little longer but most are two hours. Posted on www.ecs4kids.org - training for CNBB and Putnam/St. Johns. Offer online registrations. Can click on the training — shows content and target audience.*

- Career pathway*: Do not identify training as designed for intermediate or advanced practitioners. Post training according to the CDA competency areas.*
- Online*: Have a CDA training model and an online option. People in more remote counties can sign up for classes online. Have about 75 people in these remote counties. And then also does model in Duval County. All in all have over 100 candidates a year. 120 hours online, set up so it is divided by competency areas, also complete all requirements related to completing the materials. ECA reviews their portfolio, then they complete the assessment via national.*
- Accessibility*: Offer training in each of the different counties based on local needs. Offer a variety of trainings in different counties.*

Offer lots of trainings at public buildings such as libraries, family service centers, etc. with adult tables and chairs, overhead, etc.

Also offer onsite trainings for providers who have specific needs or if they ask. These are not part of the contract that they have to do these trainings but some have specific needs and need a training for them.

They are part of the NE Florida Consortium. They collaborate with the coalition in Duval along with other members of the community to have a unified training calendar. www.nefltraining.org

- Cost: *Used to be free. Now they charge $10 for each training. They are an ICCET CEU training provider; now offer CEUs for free. Off to a slow start but now are really moving again — did 7 trainings last month and 48 providers attended. They are getting used to paying the $10.*

Partners

- Process of identifying training: *Staff from school readiness program identify specific trainings they want. Episcopal services also develops training based on ERS results. After a provider attends a training they complete a provider needs survey and they can request trainings that they need as well.*

Overall

- General: *PD must connect to practice. Need to understand objectives of training and how it is going to look when they get back. Need to understand how it will get back to the classroom.*

Directors keep saying that they are sending teachers to training and they are not seeing it improve practice in their classroom.

Because of ODT they are now thinking about how to connect the training back to the objectives and the trainings they offer.

- Barriers: *lack of materials and $ to beef up their programs to implement the ideas they hear in training. They try and tell providers in training that they can make improvements without buying new things. There are a variety of things that get in the way. They might not have director support. They might not have a really clear idea about how to turn it into something when they get back. The path on how to connect the training to practice can be difficult. They may not understand how to make it work in their environment. There are a lot of constraints — too many kids, feel overwhelmed, not enough materials in the classroom. Would be helpful to have visits to the centers to support the transference back to the classroom and work with kids. If we are going to hold providers accountable we need to give them a voice in informing how we show that they are doing what we want.*
- Greatest accomplishment: *The online CDA. It has helped a lot of providers move forward. They offer a lot of trainings on their calendar and have taken a proactive stance on getting the training out to providers. See themselves as a training institute — can offer trainings in lots of locations on lots of topics — are very versatile*
- Greatest wish: *Would really promote computer literacy with providers. Making sure that programs and directors know what a difference using computers can make to their*
- What else do you want me to know?

Experience with Palm Beach Pilot

- ODT — really like the intentionality — like the connection back to the workplace. Did not like that it takes a long time to develop a training of using this format. Am concerned with staff that have full time jobs and they are doing training on the side — worried that they will not be able to complete training in this format. Just completed a train the trainer on ODT — this went over pretty well.

- Attended the Pilot rollout, career advising training. Was pretty vague. Did not understand where it was going
- Concerned about the ability of doing the career advising statewide.
- *Think core competencies are really great. Want to help providers on a career ladder and core competencies lays this out.*

ESCAMBIA

Content

- Topics: *Noticed when they looked at the data in their community that boys were in the bottom 20%. Did a training called All About Boys. Saw some improvements in boys SR scores.*
- Have been a part of a QRIS pilot. Seeing improvements from this.
- Offer the trainings mostly at their coalition.
- Child Care Network has a chain of 6 centers. Sometimes they go out and offer it at their location. Upon direction from the ED they have to offer training within the DCF categories: DAP, curriculum training, etc.
- For curriculum training typically engages someone from Kaplan of Teaching Strategies to do this.
- Directors: *Business Matters: sent employee with strong business background through McCormick Center in Chicago. Is a 9-10 month training. They get 40 hours of training — 4 CEUs.*
- CDA: *provide scholarships at the local community college. Smart Horizons is located in Pensacola — they offer an online training for CDA. She will not pay for it online - will pay for re-credential online.*
- Infant/toddler specialists: *Works with 47 classrooms around ITERS scores. They do not get materials without any training connection — need training first.*
- *Core Competencies.* Love idea of doing a self-assessment using the Core Competencies. Use it to find training options that meet their needs.
- Helps the practitioner or the director to do a self-assessment/reflection on themselves and gives them a clear picture of where they are and where they want to go. Helps them be more demanding of the coalitions' trainers, which is a good thing. Will help move it into a profession.
- Intermediate and advanced practitioners — QRIS best option for them.

Format

- Typically do an annual calendar that they release on July 1. They offer a minimum of 60 hours a year of training.
- QRIS has enabled them to become more data driven — they are using the ERS now, plan to use the CLASS in the future. QRIS helps them stay focused; they have staff development weighted in their framework — ERS is too heavy for many programs in old sites.
- Online*: They are looking at creating more online options - directors love it — providers can take online during naptimes or meals and they do not have to pay OT. Providers really like it too so they cannot infringe on family time.*

Partners

- They have partnered a lot with their community college. They offer scholarships for CDAs at this time. Local higher education institution used to offer a degree in ECE but they no longer do.
- Partnerships: United Way, school district. They have a contract with them but they also partner above and beyond.

Their Extension is fabulous.
Their local NAEYC affiliate is great.
Very strong relationship with DCF.
Group of directors have now formed a group on their own. Great forum for engaging them and getting their feedback.

Overall

- Greatest wish: Would connect more effectively with other coalitions. Barbara and Joanna — have helped her improve her delivery system — and she thinks that she has helped others.

Would like to see PD more data driven. A lot of coalitions have not had the opportunity. Would like to see more Train the Trainers. If the coalitions can get it they can get it back to their communities.

ATTACHMENT J

Experience with the Palm Beach Pilot

- Participated in all elements of the PB Pilot.
- Really bought into the ODT model. Love that it connects the training to the practice. Ashamed to admit that they have not been data driven in the past. Really like that ODT is designed to help them do a better job.
- ODT has improved the quality of her professional development. They have a local registry that they have been using for the last five years. It is not rigorous like PB but it has a record of what trainings they have.
- Registry: working to make it more rigorous.
- Not doing any of the online pilot training. Hers and the other 4 coalitions — have been through all of the online/E-CORE. Think it is excellent. Rebecca Adams got her master's online and really likes it.
- Career Advising piece felt like an add on.
- Other hard thing for those of us on the coalition side: hard for a lot of coalitions to adjust to the PB model of Center for Excellence concept. They were able to get things done because they were ten years ahead of us.
- Trainer qualifications: egos of some of the trainers got in the way. There were trainers in Okaloosa Walton who had PhDs who did not want to do the training because they have a PhD.
- Their school district is a contractor of the coalition — many of them refused to go through the training — they did not think they needed to get the training.
- When the PB work was cancelled: the AG report was not favorable to OEL. The procurements were not done the way they needed to — nothing illegal was done — but all contracts had to be yanked. Vicki found out about it before the PB team did — she had to cancel her registry person's trip. They did a phenomenal job in a short period of time. They learned an incredible amount from them.
- Completed the communities of practice training with Pete too. It has helped her with her staff and her team too. Pete has been really responsive and supportive. Really terrific tools and very helpful.
- The work has absolutely changed their work. Even the old and jaded providers love ODT. It makes a very focused training. Directors see immediate results. They really love it.
- Directors don't mind the additional paperwork they need to sign off on because it gives them more control.
- ODT should be kept up. The state should use the 300 hours of the training. Even if coalitions purchase the training it should not just sit there.

Need a training registry.

Would be easy to sustain the work even in regional configurations. If OEL would work with the coalitions they would be happy to do training and TOT across the entire panhandle.

FLAGLER/VOLUSIA

Content

- Topics*: 4 years ago they did a lot on the ERS. ERS was a contract requirement. Did a lot of training about this. Recently came away from using ERS so much and felt like providers have this information.*

Now at the tail end of this. Now have identified three series of training based on things that they think providers need support: curriculum, discipline, literacy with pieces of English language learners

Have offered some curriculum training — Beyond Cribs and Rattles

Staff person who attended the I am Moving I am Learning training of trainers

Great success offering VPK, standards, etc. training. Providers really loved this and want to come back. Trained a lot of people on this and providers cannot get to it quickly enough.

The fact that it is associated with DOE seems to make it more legitimate.

The fact that it goes on their transcript is also a big draw. Goes on their DCF transcript.

- Family child care*: No. used to but now do everyone together — felt that the way that kids needed to be cared for the same way regardless of setting.*

- Director/management training: *Have a director focus group as well. Had a director's academy that ran for two years. Had about ten that actually completed the program — very limited response.*
- Children with special needs: *Inclusion specialist offers this. Find that they get the best response when they offer training on challenging behaviors.*
- Intermediate or advanced practitioners: *No*

Format

- Typically offer 2-3 hour trainings typically on an evening. Sometimes on Saturday.
- They charge $5 per hour.
- Do give CEUS — have agreement with Flagler Adult Education.
- Career Pathway*: Work with Flagler Tech Institute and Daytona CC — both have apprenticeship programs to get a CDA or FCCPC.*
- Online*: Online: have offered scholarships for CCEI training online.*
- Communities of Practice*: Have communities of practice — very much in infancy stage. Meet at coffee shop, at someone's program. Do have another communities of practice project supported by the infant/toddler person. People who are "repeat customers" with consistent issues. Working to help them connect with each other. Piece of the meeting will be some training. Will flow into people reflecting on their work. Would LOVE to have more support for their communities of practice. Right now very informal.*

Partners

- Selection of training*: Sometimes training selection driven by the coalition: During TA when they see themes they offer training on this. Do quarterly provider forums. Sometimes gather information this way.*
  - Partnerships with provider associations: *In a limited way. Have a community training page. Do post trainings from provider associations and other partners. If particularly applicable will send out an email about the training.*
  - Do you work with higher education: *Have a partnership with Flagler Adult Ed. And Daytona State College. Flagler Tech Institute (go by both names) work on an annual conference together, they provide space. They are the CEU provider. In turn the coalition offer training for their staff.*

Overall

- *Training design: training needs to builds on what providers already know. There should be Pathways for them to earn credentials, college level work, degrees. Want to move beyond the minimal 10 hour requirement. This is the thing that is missing — building the bridge between what they are doing now and moving onto the formal education pathway. Mostly they feel the barrier to this is $ - they have not had a lot of $ for coalition of offer scholarships — this has been a barrier.*
- Barriers: *time is a big issue. ODT was four Saturdays in a row. On their end training is pretty reasonable but formal education is more expensive.*

What is in it for them? Will they get paid more? Something else? Not enough benefit of time and money to go back to school Lots of directors feel that if staff go on for more training or education they will love them — so they do not encourage them to go on for more education.

- Greatest PD Accomplishment: *Affordable, offer them CEUs for training they get from coalition so they can meet requirements for director or CDA renewal. Pretty proud of annual conference — get 400 providers at this conference and always like to be together from their programs.*
- Challenges: *Making sure their offerings are appropriate and interesting for providers. Sometimes plan things and have to cancel the trainings — may be timing, topic.*
- Needs: *How to approach formal education — applying for financial aid, degree options, online courses, etc. why important for you to do it. PB modules included one on professionalism — this may meet this need.*
- Greatest wish: *Common registry. Sad this is going away. Feel like we have the beginnings of this with the DCF database. They have an inhouse system using an Access database. Would be great if we had one comprehensive place where providers could see all of their work in one place.*

- Other comments: *Also handles the VPK training for their coalition and is involved in the training management system that is run from the VPK system. Would be great to blend the system we create with TMS. Would be great for the training we create to go onto transcripts the same way that DCF and DOE trainings do.*

Experience with Palm Beach Pilot

- About to complete the first training module. Plan to do the second one starting march 31.
- Did not take the ODT training. Person who did is no longer with their coalition.
- LOVE the ODT model. ODT training attracted some intermediate and advanced providers.
- Loved that they came back and reflected on their practice. Like that they got 12 hours.

GATEWAY

Content

- They have a small staff: VPK coordinator. Everything related to VPK including training. Three program specialists who provide TA daily in the field. They each have a caseload of 20-25 providers

Done a lot of Beyond Centers and Circle Time. Standards. Health and Safety. Lesson Plans, How to make dramatic play area successful.

Format

- The TA and training coincide. They are IACET provider. They provide CEUs. They have to give them homework and responsibilities. They have to show that they have learned the content from the training. This will often turn into TA. Based on what they get back they may need to elaborate on the training they did. Maybe they completed the homework assignment and it looks like they sort of got it, but need some additional information and knowledge.

All training is designed this way. All training has homework assignments even if they do not have CEUs. Will have some implementation follow up with all trainings.

Partners

- How providers inform training offered: *Plan training based on the feedback of providers.*

Experience with Palm Beach Pilot

- They have an ODT trainer. They went through the whole process and found it difficult. Not that it was too hard or that they had not done it this way. They already have goals and how they are going to meet these goals. But the way of actually working backwards was cumbersome. All of the pieces are there. But the way that ODT plans is the opposite of what they have planned successfully in the past. Is similar but they do it in the different way.
- Participated in the Registry.
- Took classes initially. They are not sure now many completed because they never got any feedback.
- Took a lot of time.
- Think that because they already had the elements in place it was not hard. They did not feel that providers would not see any difference in their trainings if they went. But that it would take a lot of additional time on the part of the coalition to meet the needs of the model turnaround time took too long. Would require a lot of preplanning and paperwork.

HILLSBOROUGH

Content and Partners

- Comprehensive community plan for training: *Have lots of entities they work with. They are in the middle of responding to the Children's Board RFP. There will be 9 agencies working together under the umbrella of the coalition. They have on that is responsible for literacy development, one that works with family child care homes, USF program wide positive behavioral support, Early Childhood Council: inclusion, school district: one of primary providers — curriculum, children with special needs; Nova: management of child care programs; YMCA: family child care homes.*

Network of all of these providers meet together quarterly to coordinate who will provide what when.

- How needs are identified: *Lot of it is based on needs. Some based on QRIS scores and standards, some based on requests from programs themselves, some determined by technical assistance needs.*
- Intermediate or advanced practitioners: *Try and do some of this. Most in the management area. Program wide positive behavior support. Same with literacy model that is run with Hillsborough Community College.*

Format

- Series: *Lot of it is series over time. They can be stand alone but they are designed to be done together. School district does one on curriculum that is done over 4 Saturdays; they do something similar for infant/toddler and another for family child care homes. In many instances participants have to complete the whole series to get credit.*
- Accreditation support*: Workgroups that come together with a facilitator. Supports as a group — trainings in risk management, specific management areas, work for accreditation and QRIS. Do mock validation visits and help programs complete self-studies.*
- Cost: *Not everyone charges. They are moving to expand the model. Right now most trainings are $15-20/training. Depends on the agency.*
- Impact of QRIS*: Lot of training is more focused on the standards. They have more focus on management practices than they did previously. They always had a strong management series but it was focused on accreditation. Now focused on QRIS. The training on special needs has flourished because of the focus on QRIS.*

Practitioner training now focused on the ERS. Training adjusted to assist on improving the ERS scores.

Overall

- Challenges: *Time. For a lot of practitioners their biggest challenge is time. Most do not have any supports like release time. They need to come at night or on the weekends. There is limited energy left after working a 40 hour week.*

They are offering a training series now that is offered 12-3 and one that is in the evening. Evening much more popular. They just cannot get away during the day.

With VPK training they are limited to 4%. Simply do not have the funding to do it. With the release of the new readiness rates they learned 30% are now low-performing providers. There is going to be a lot of focus on this now.

- Greatest needs: *Health and safety — personal care routines. Probably one of the lowest scoring areas for them. Interactions also low for many of the new programs coming in. part of the problem is just the turnover. You may have a core group that centers maintain for years. Many are starting over constantly. There are so many people at the entry level. They really don't have the skills they need to be effective. There are a lot of practitioners that have very limited skills and knowledge.*

They are now working on a training for people who have less than a year of experience. Designed to give them survival techniques and some basic knowledge to help make them more effective. Survival Skills for Early Childhood. Directors gave a lot of good compliments. Lot of comments from staff — very helpful for people with no background.

- Greatest wish: *People would have to complete the 40 hours before they ever worked with kids. While the 40 hours is not sufficient training but it is better than nothing.*

Articulation of training so it leads to something is really important. There should some articulation so people can move into an associate's degree. Right now the only thing that articulates is the CDA.

- Career pathways/articulation: *Really important to have articulation agreements, particularly from AAS to BA. USF for example does not have. There are some options in St Pete but not for USF. The universities tend to not be geared toward meeting the needs of the field. Classes not on the weekends or evenings.*

Experience with Palm Beach Pilot

- Frustration more than anything else. Had gotten the community enthused about ODT. People who were originally in the TOT for ODT.
- Cannot get anyone leveled.
- No real credit for the ODT training
- There seem to be some rather uneven decisions made about how people were leveled. Seemed arbitrary and did not make a lot of sense.

- At the school district they had someone who had a degree in leadership and she could not teach leadership training.
- Liked accountability of the ODT model. The assignments just came back from 40 people from the ODT training they did. Is a lot of work to correct. Is a lot of work but really helps focus in a very way how to build specific skills. Problem is that it takes so long.
- Is a real challenge that their management ODT trainings — if they pulled them apart to the level that ODT requires each class would be 5-6 sessions.
- Do have a couple of the binders.
- Career advising really important. A little narrow because it was focused on credentials and degrees.

IRMO

Content

- Family child care: *They offer some — specifically Okeechobee county — they have a very active group and they request training. Their resource coordinator attends meetings with them and they identify training needs.*
- Training for intermediate or advanced practitioners: *Not really. Depends on what requests are from the providers. They try and accommodate their requests.*
- Accreditation: *They offer some TA but $ tight right now*

Format

- Online: *Not presently. They can get online training from other sources. From coalition they appreciate face to face.* Who offers this training? What is the reaction from providers about the online courses?
- Technical assistance: *Technical assistance. They visit all programs annually. At beginning of the year they typically want info on classroom management, then there are needs related to screening, etc. the content evolves over the course of the year and based on the needs identified by the program. Is very individualized. Could also be start up for a new family child care provider*

Partners

- FCCPC or a CDA: *Local community college does this. They have faculty on their board*
- Key partners: *Indian River State College. Department of Health. Have some trainings that they facilitate but are offered by independent consultants or entities not affiliated with the coalition.*

Overall

- Effective PD design*: Training that includes resources that they care bring back to their classrooms. Want usable information and directly relatable and can be used in the classroom.* What is your sense of the availability of training that meets these characteristics?
- Barriers: *getting time away. Often have a hard time getting away in the evenings of weekends. They do not charge for training but there can be financial barriers for attending conferences.*
- Greatest accomplishment: *Meet the needs of providers.*
- Challenges: *They have had cutbacks. Program department is reduced during budget cuts so she has fewer staff to implement training. What they can offer cannot be as expensive as it could be previously. They have more ideas related to training than they could possibly implement.*
- Greatest wish: *Would double the amount of training she can offer. Her providers do show up for the training they offer. And the evaluations are very positive. There is no lack of ideas for training but they have to limit what they can do because of constraints.*

Experience with Palm Beach Pilot

- Attended the ODT training. Career Advising.
- Think it is good work. It is a wonderful idea. Particularly ODT. Well thought out. Is well thought out. Is more time consuming with the time to plan and follow up from the training. But it is effective.
- Only other concern is that she has not been able to fully implement it. It was not the top priority and other things crowded out this work.

MARION

Content

- Standards training, science, discipline, cooking in the classroom without a stove.
- Intermediate/advanced training*: Some of the outside trainers that they have come in have been here more than once — as they come repeatedly they go deeper.*
- *Moving to using Teaching Strategies GOLD. This will be the focus on the tool.*

Format

- 2-3 trainings a month. Largely taught by the 2 coalition staff. Some outside trainers.
- *$10/training. Have CEUs offered through FLAEYC. Providers say they want CEUs but don't follow up.*
- Online*: Have been talking with NACCRRA. They have CDA online. Budgets have gotten in way of bringing this into their county.*

Partners

- Provider involvement in informing training*: At the end of each class they have an evaluation and ask people to identify what other trainings they want.*

Try and shape what they offer based on provider needs. They now collect email addresses that go into the coalition's training list and they now contact them directly. Working on unique ways to market the training.

- Key partners: *Child Development Services, College of Central Florida — one of their main partners. They offer training space and they help with the annual conference. They are also working with Alachua and Lake County coalitions to do regional work. Would love to say that DCF is one of their partners but they do not have a great relationship with the licensing consultants. There seems to be a lot of politics involved. Same with CDS. CDS used to do SR services but they were recently brought in house. Back when she worked with a CCR&R in GA, licensing relationship was key to getting the work done.*

Overall

- General: *First and foremost must meet the providers where they are. Must understand your audience. Need to incorporate adult learning principles. Must be hands on. Most do not want to be there but they have to be — bosses told them to be there or they need the training hours. Need to teach with intention — find out what they need, meet them there, and plan it accordingly.* What is your sense of the availability of training that meets these characteristics? *What she offers does. But there is a lot of training out there that is spray and pray. We try and teach teachers to be intentional but there are a lot of trainers that not very intentional. If you try and give them too much in 2-3 hours than they can take in.*
- Challenges: Being stretched in so many places.

Biggest challenge is getting people in the door. Offer training in evenings and on weekends.

If they offer incentives they can fill a class. Otherwise they struggle.

The coalition has to reach the staff; it does not seem like the information trickles down to the staff if delivered to the director.

The coalition is really constrained by budget. There are only 4 people in the quality department. The director and 3 staff. 2 work with VPK and SR.

- Barriers: *Finances. Gas prices are a real problem. Their coalition serves one county. They now offer trainings at 6.30 so people can get to mid-county.*

The powers that be — the directors and owners — are not passing the information down and those that need to know are not getting it. Some do not see PD as being as important as it is. They do not think that having better trained teachers will benefit them.

This is because of priorities — their priorities are not on PD. They are more focused on getting bodies in rooms and do not understand the connections. They are going to try and work on this with a monthly directors meeting. If we can get the directors and owners to see the importance of PD then they will bring it into their sites.

The ten hours aggravates her so much — it is simply not enough.

- Greatest accomplishment: *Variety is great. Even on a tight budget they bring in really good people. They bring in fresh and different content.*
- Biggest needs: *A mindset is the most important thing — do not understand how important it is to their overall success. Not doing it because they have to but because it makes a difference in the lives of the kids they care for. Want them to see themselves are professionals — not just a babysitter.* Are you aware of any successful strategies — either within your coalition of from other places — that effectively addressed these issues?
- Greatest wish: *Raise providers' level of professional development. Need more PD, TA, direct mentoring. They do not have the time that they would like at the coalition — and the people they have are not really prepared to offer great PD.*

GA offers really good TA training.

Experience with Palm Beach Pilot

- Went through ODT training. Was familiar with this model from the work in Georgia. Disappointed that they are not pursuing this work.

ORANGE

Content

- Topics: Standards, curriculum,

Have scholarships through the community colleges in the area as well as CDA providers through the tech colleges

They are doing some really targeted quality work with low performing providers related to literacy to improve this.

- Family child care: *Helping providers get ready for FCCERS. Had a pilot project working with registered homes. A number are moving to become licensed now. They are now working to develop training specifically for registered providers. Makes their work with children that much better.*
- CLASS: *Training of Trainers on CLASS will be important to build capacity.*
- Series: *Conscious discipline over a few weeks. Want people to take, use, come back and discuss, etc. looking at making it more of an integrated system — less of running into someone who has a good idea and offering a training — working to be more intentional.*

Format

- Online*: Also set up to do the online as well. In the process of rolling this out.*
- They are also developing video library so practitioners can see good practice. In early stages.
- Requirements for training funded by coalition: *Not formally but have lots of people who are well qualified. They have trainers fill out a lesson plan.*

One of the things that was really positive coming from PB is the ODT. She did not attend but heard from the people who trained that it was good. She took as a given that there should be goals and intention behind trainings. But realized that not all providers of training did this.

- Cost: *Free but do not think they will continue this after July.*

Partners

- Provider involvement in planning training: *Always are open to providers who want to host training at their sites. They are urban and they have some areas that are further out. They try to do training at provider sites as much as possible. They have been actively seeking feedback —asking about what additional training they should do: Trainings and workshops, conferences. Did focus groups last summer of providers.*
- FCCPC or CDA: *They have agreements with orgs (vocational tech, etc.) that offer the CDA. They are just starting a pilot to offer infant/toddler CDA. They know that there are particular challenges with the infant/toddler quality. They are doing targeted work with mentors to work with infant/toddler caregivers in at risk communities. They are always looking for funding sources that would extend and enhance.*

Overall

- Design: *Should be based on key concepts of adult learning. Needs to be based on current knowledge and understanding of best practices in child development. Some content is just embarrassing that it is still being put forward. Needs to be more support of those who do training and interaction with providers — they often do not get training or other PD to help make sure that PD is of high quality.*

Important that there is a match between what is in the training and what providers need. Need to make sure that training is appropriate for their needs and includes information on how to take information apart to apply the information to their work with children.

- Greatest needs*: State really needs a Registry. But was not so happy with the way that it rolled out. Would be great to build incentives for colleges to create 4 year degrees. They want to brag about the earnings of graduates and if they do ECE it brings these $ down.*

Right now we have people crossing county lines to get to neighboring county to the degree program that is nearby.
They are really thinking about how to be capacity building. How can they be as efficient and effective? They are right now looking at how they might take the direction where things seem to be going.

- Barriers: *exhaustion after a long work day. Online is attractive because it is more convenient. But there are some areas where online may not be the best - some need face to face to get the information.*
- Greatest accomplishment: *When they see improvements in the classroom. They saw teachers put things together with their infants and their toddlers and improve their practice. Improvement in the ERS scores and improved interactions with children.*
- Challenges: *Have significant needs in their community — 2 of 3 kids not on track. Need to be systematic, intentional, focused on building skills. With high turnover there is ongoing retraining needed, making things less effective than they could be. One of the things they are looking at is how to help directors be more intentional with their staff. May not be able to control the wages, but can create a good work environment to attract and keep people.*
- Biggest professional development needs: *Infant toddler.*
- Greatest wish? *Feels like we put a lot of attention into VPK. If we do not do good work with infants and toddlers and with teachers who are working with babies and toddlers then we will not be doing the best but the youngest children.*

Experience with Palm Beach Pilot

- The POC at the coalition who has done lots of work in the field was not cleared for professionalism — that was a real problem. She was getting ready to write back and say that she had real issues when PB contract got pulled. Her other concern was that there was a lot of attention paid to training that was not really going anywhere. She believes that part of what we need to do with the workforce is to get them in with the state mandated training, then toward a CDA or equivalency. Got that there needs to be attention paid to different levels of training.
- Model was based on work in PB, which is one of the best funded councils and is a privileged place. Their model was based on resources and being well funded. Orange County is a large urban area with no CSC and they were challenged by model. And there are lots of places in the state that don't have nearly as much as Orange County.

OSCEOLA

Content

- Topics: *Contract with their local school district. They have two master degreed staff there that offer their PD. They are a pretty small coalition with limited $. They have infant/toddler support as a priority, 3-5. Also incorporating the standards through another contract.*

In addition to these contracts are just starting to work with the local college.
They are going to start providing CDA courses. They are going to start working on associate's degrees. They will hopefully have a 2 year degree program that will articulate to the 4 year degree at UCF. Is in process. Hoping it will be ready in the near future.

ATTACHMENT J

- Infants and toddlers: *They have an infant/toddler specialist. Offer an 18 hour Beyond Cribs and Rattles.*
- *And have a Conscious discipline: also a series training. Birth to 3 standards. All trainings are series trainings.*
- Family child care: *This year unfortunately, they do not. Prior to this they offered the LeSerace. Had a family child care component. In previous years they offered this but they lost the person who did this.*
- Directors: *Offer a 2 day, 6 hours/day Director's Institute. Content varies annually. They covered administration, staff involvement, different personality types and how to manage them.*
- Participation: *When they offer trainings they fill up. They rarely offer trainings that are not full. This varies — directors who are taking courses, teaching staff, family child care. All trainings offered on the weekends or in the evenings.*

They have excellent trainers. One advantage to being a small coalition: they do a lot of outreach to providers.

Format

- Cost: *They offer training for $20/provider for series training (included breakfast and coffee).*

Trainings that are 3 hours are free.

Partners

- How providers are involved in informing training*:*

Do a quarterly meeting with center directors and another meeting with family child care providers monthly. They are out there providing outreach.

Do a regular call with providers.

Content informed by field staff and what they see as needs in the field.

Have an annual conference. Do a training assessment at this conference that is part of the evaluation. They do the conference in January. Use this to inform the planning.

Don't think they have ever had to cancel training.

- Primary partners*: School district. Happened long before she arrived. It works really well. The staff at the district is terrific. The ELC ED works closely with SD PreK person. Two main trainers through contract have been doing the work for 5 and 7 years. Really know what they are doing.*
- *Higher education: Valencia College. Is a real need. Because of location there was great need for teachers who want to obtain their CDA. They are currently going to Orange or going online. When they talked about wanting to increase degreed VPK or SR staff, they sending people to other counties.*

They have been meeting with the college president and the curriculum development specialist. They have been looking at the population, the requirements for a CDA or degree, etc.

They would love to have scholarship funding to support this.

Overall

- Effective PD Design: *If they are able to implement what they have learned in the classroom then it is effective. They are now using gains surveys in their PD. They are using a pre and a post that they submit when they are back in the classroom. The trainers with these trainings are always available for follow up questions so if something comes up when they are back in the program.*

Series trainings not necessarily designed to try out the content and then report back.

- Barriers: *Funding a big issue — they do not have $ to bring in specialized outside trainings. If there is a training they do not have internal expertise they do not have $ to bring someone in.*

Locations for training: they do not have a training room and it can be a challenge sometimes to find locations that are free (they do not have $ to pay for this).

- Greatest accomplishment *Are most proud of implementation. They are attending the training, taking the information back to their classrooms and implement it. Because they are such a small, close knit community here they see it. It tells her that the work they are doing is effective. They do not have people just coming in and getting training and then disappearing.*

- Challenges: *Branching out to different content. They have a small family component that they would like to expand. Just don't have $.*
- Greatest needs: *Inclusion is a big one. Access to additional training and other support for providers who are working with kids with special needs. They have an inclusion program that is pretty limited. This is increasing annually and it is just limited. Do not have ability make it available to every provider. When they are out talking with providers, their biggest: 1) knowledge about assessment — how to do and use the info. 2) curriculum: how to use and 3) inclusion. Behavioral issues.* Are you aware of any successful strategies — either within your coalition of from other places — that effectively addressed these issues? *Have a couple of key programs that are focused around assessment. Have the Nemours Bright Start program, outreach specialist who deals with VPK. This is all about assessment.*

In the past the coalition has provided curriculum training. Prior to her time they did training and bought resources for curriculum.

They did a QRIS pilot and one of the biggest areas they needed to address was curriculum. They just did not have the $ to continue it. With the programs they had, the program administration with directors — they had great success. They now have better knowledge on this front.

- Greatest wish: *Have a training facility in Osceola County. Would have more additional staff so they could target all of the areas of need: infant/toddler, program administration, family child care, family component, assessment, curriculum.*

Experience with Palm Beach Pilot

- *Two of their trainings are ODT trainers. They have not been able to put together the outline yet.*
- They need to see where things are going.
- Do not want to put a lot of time and resources into this if it is not going to move forward.
- Personally only involved in the Registry pilot. She thought the idea was good. And the whole idea of everything combined was a good idea. It lacked planned to get to the end point they needed to get to.
- She is not from Florida and they have been doing the registry for 15 years in home state.
- It seemed to start off very positive. But then lost momentum.
- *Impression: smaller counties would lose good trainers with the requirements for the trainers. Where can it go when they lose everyone? The teaching staff need lower level trainers and they did not have any trainers who will level.*

PALM BEACH COUNTY

Content

- College Classes: *Offer access to college classes to all of the colleges in the area. Most courses articulate into an associate, which moves into a bachelor's. Can use scholarships through the CSC to go to college.*
- For those providers who are not ready for college*:*

All trainings are series trainings: curriculum courses, ERS classes, lesson planning, developmental screenings, individualized planning

Include TA between classes to help with transference.

Family Central is their main contactor.

- Deficit training*: workshop type trainings. Work with a specific issues, fix a specific issue, then done.*
- Infant/toddler caregivers *have training available on curriculum and standards. Not as specific or as expansive as they would like. They embed within other trainings.*
- Family Child Care*: Designed a 12 hour training on curriculum for family child care. Trainings specific to how to run family child care homes.*
- Directors*: Have some training for directors. Need to have 12-hour curriculum specific training for each age group the program servers. Also has training on business management.*

Have annual conference in April. All PD and on educating practitioners and directors.

- Online training*: No longer offer online training. They did not have much luck. Providers did not like as much as they thought they would. For their practitioners, the only time they interact with each other is when they are with each other at training. The online trainings they have to do outside of their work time. When they come to do a course it is paid time. They have a sub, get training, then get to go back.*
- Training for intermediate or advanced practitioners*: this is when they start going for the college credits.* If so, please describe, including how you advertise this differentiated training.
- Training on CLASS: *College currently running the classes on CLASS to operationalize the tool. There are three classes being run right now that are all full. They have sessions through the coalition to teach assessors.*

Providers are having a hard time understanding how to transition what they are learning into the classroom. The language seems to be higher than they anticipate.

They do not feel that it is as objective as it should be.

Not really sure what is the stopping points with it. They did not see to be grasping this as quickly as they did the ERS. Trying to figure out why this is, what the stopping points are. The ERS was a quicker catch on.

Partners

- Provider involvement in planning training: In what ways are providers involved in developing your training plan? Training offerings? *Have 4-5 providers on their PD core team. Have center and home-based providers as well as providers from other types of programs.*
- Key partners: *FAU, Head Start, CSC, school district, Family Central.*
  - *Provider associations: Director association, family child care association: present PD plans, attend. Staff go to all of the association meetings. Have these quarterly in all four areas of the county. Do something they call "Circle Time" to hear provider concerns. These happen quarterly in two locations in the state. In conjunction with their quality counts.*
- Impact of QRIS on PD offerings: *Very heavily. Pretty rigorous professional development component. About 200 of 600 providers in their system. Rolled out the PD system for everyone else in their system. Articulated all of their training in a registry approved training.*
  - Training approval*: Had to ensure the quality of training provided was consistent across the board even if you were not in a QC site. Prior to QC providers would get whatever training was out there. Now getting leveled trainings, connected to core competencies that follow a thoughtful path designed to build competency over time. All of their training is of higher quality now.*
  - Trainer approval*: All trainers are registry approved trainers. Are all ODT trained. In order to deliver registry approved training. All trainings must be registry approved except workshops.*

Other comments

- *Professional development offerings should be highly accessible. Should be available to everyone. Should have a standard — basic criteria under which it is designed and delivered. They need to be sure that the delivery of the training is done in a way that it is consistently high quality. Maybe a master trainer to oversee?*

Needs to be some standard to ensure the participants get it. Needs to have a component to transfer it back to the classroom.

Needs to be hands-on. Cannot just be lecture. Providers just would not get it.

Would be great for there to be a key or a cheat sheet or some tools to transfer the information back to the classroom.

Needs to be a clear articulation between standards, competencies and how this relates to kids.

- Barriers: *Not understanding why it is important for their job. One of the barriers they are going to face: the change of the service agreement. They will no longer have this opportunity. The directors will not likely let staff come to training if it is not required any more by service agreement. Without having standard practices statewide: how to assess a program, observe a child's learning. If we do not have standard ways of assessing children's learning and how to plan to support their needs.*
- Challenges: *If it is not mandated then why would they come? Trying to figure this out.*

Would like to have more hands on with providers to ensure they are more engaged, particularly those providers who do not attend a lot of trainings.

- Greatest PD needs: *Knowing appropriate developmental milestones of children. Providers and practitioners do not understand basic child growth and development.*

They have done a few things here that have worked. Articulate it through curriculum: what are appropriate ways to observe/assess children?

- What should be in place: *Core set of hours they must go through each year. Essential that they understand that the basics. Do not need them to be on a career ladder. Just want them to understand how to look at children in an appropriate way.*
- Other thoughts:
  - *They are really proud of the work they are doing. They appreciate having the flexibility to do what the locals need. They are excited about OEL pushing the CLASS. Keeps them going and keeps them driven.*
  - *the ideas being created were done through the lens of a QRIS. If they were in the quality counts system the leaps might have been easier than those that were not in the system at all. If they were not in the system at all it might seem more strange. Being in a registry, on a career ladder, etc. does not mean a lot if you are not in QRIS.*
  - *Would like to see a broader stroke. Needs to be a model that providers can see the benefit.*
  - *PD in FL seems very voluntary. Needs to be something they provide to everyone. Should not be provided on a voluntary basis if they want it. But something that should be required because it directly affects the quality of care kids receive.*
  - *Think that the roll out of some of the elements we have in place needs to be looked at. The core competencies, etc. the words fly around but they are not connected to the standards or anything else that is directly related to providers.*
  - *Needs to be more clear. The standards are what kids need to do. The core comps are what the provider needs to do. It got really muddled. Providers did not know if this was going to be something permanent or just the flavor of the day. Needs to be a gradual progression so providers can understand why they are doing it.*
  - *What they did with PB — first year: which curriculum are you going to use. Second year: here is the training you need to implement well (for directors, providers, etc.) Third year: were you able to use the curriculum with fidelity. They saw real progress. They can see the standards in the lesson plans now. Never could before. Over 90% of providers are using a curriculum in some fashion. Will show how the teaching will be expanded while using it.*
  - *Need to have a graduated plan that eases providers into the use of the tools/resources. Needs to be clear how it will be beneficial to them. Does not need a monetary incentive. They want to do well.*

POLK

Content

- *For QRIS sites they do ERS trainings that are repeated regularly. Different pieces of QRIS — does business practices training. They look at scores each year, identify lowest scores and plan from there.*
- Infant and toddler and family child care: *Offer different topics. Based on what we feel need is. Have a grant through the Helios Foundation.*

Partners

- How providers help inform training plan*: Initial visit survey year ask providers what they need. Add this in with what they see with the onsite visits*
- More formally over the last year they started collaborating more formally to work together related to professional development. This was through the PB team. They have been meeting monthly with a facilitator. They are in the middle right now of doing a universal training calendar: community college, coalition, school district, RCMA, Head Start, DCF — anyone involved in training. Early Education Partners of Polk.
- Higher education*: Guide providers back to the state college for CDA/FCCPC training. They have a good relationship with faculty.*

ATTACHMENT J

Format

- Lots for providers: 2-3 hour trainings. Everything is in-service. Do not offer CEUs. Do a lot of training for the QRIS providers. They do a lot of training for them. The training is really designed to move them along the system. They do a lot of inservice training every month.
- How are training topics identified: *Look at what they have to do: inclusion,*

Staff in field once a month. Every year they do a program assessment in every site. They identify needs from this and plan training accordingly.

- Series: *ERs training is a series of 4. Director: visionary director, business practices, etc. 18 hours.*
- Cost*: For the QRIS sites they do not charge. It is voluntary and they are putting a lot in- free training is something they can give back to the providers.*

All other trainings it is $10 for 2 hour training. Anything more than 4 hours is a set $25 for the training no matter the number of hours.

- Online: *None. No capability to do this.* On what topics? Who offers this training? What is the reaction from providers about the online courses?

Overall

- Effective PD design*: Meeting providers where they are. All of the things related to PB Pilot. Not sure that they were really meeting the needs. Not understanding the needs in the field and not understanding where providers and coalitions were.*

Where are the programs? Need to figure out where programs are and what they most need.

Statewide — is important to make sure that the work is informed by where providers are. We need to set the bar and increase quality. But the ones who know are the ones who are in there and working with the providers.

Trainers who know are critical. Need to have people who know the content and know how to train.

Coalitions need to offer really good training that has an impact and providers go back and use it in their programs. This training does not need to always include CEUs or college credits.

- Greatest accomplishment: *Successful in what they are doing — though others may not see this because providers are not getting credit for their training formally. They are really planning based on needs. They are based on areas that need to be strengthened. They see scores improve as a result of their training. They see providers turn around that they never thought would turn around. It is not all about the numbers — kids are happier, teachers are happier, parents are happier.*
- Challenges: *There is confusion. We have a number of different agencies that are involved in PD for providers. This can be confusing for providers. They are not sure who to call. It can be a challenge to figure out what providers need.*

There are so many things required of the coalitions — they cannot possibly hit the number of trainings and the content of the trainings that could be offered. With more $ they could do more.

- Greatest needs: *Basics: directors on the business side. Unless a site is in QRIs they do not necessarily have the opportunity to participate in the trainings they need. They take the classes they need for the credential but don't necessarily have the skills needed to put it into place. Building on curriculum training and putting it into place. Behavior is a giant issue — social/emotional stuff and challenging kids. Do not know what they would do without their inclusion specialists who offer training on this.* Are you aware of any successful strategies — either within your coalition of from other places — that effectively addressed these issues?
- Greatest wish: *Would not say that we all need to do things all one way. Do not want everyone to do everything the same way. Cannot require everyone to do the same thing all of the time. Training needs to be available based on what is going on. If it could just stay local and not be prescribed would be best. For people who are there and ready formal pathways and things are nice. But lots of providers cannot do the work this way and are not ready. Locals still need to be able to meet local needs with training — may not even be professional development yet. Want people to still move along and get better over time.*

Experience with the Palm Beach Pilot

- How to collaborate.
- Had some sites involved in the registry and accessed the training online. They got positive feedback but then it was dropped.

SARASOTA

Overall

- Presently the professional development work is extremely important. Sees a real disconnect between what children needed and what the realities on the ground were compared to what central agencies were offering. The central agency work helped her see the bigger picture. It embodied for her the bigger picture — there was a bigger picture that she now sees. She wonders how many practitioners would benefit from the bigger picture.

In Sarasota they work hard to engage the providers in seeing the bigger teacher. Sees providers struggling in the classroom to connect to others struggling with kids every day. And there are opportunities for further professional development. Wishes they would see the profession presented to them as a profession and they could see the possibilities for growth.
They try hard to present bigger picture to providers. They have a strong provider association.
Need to do a follow up activity after each training. Not just there to collect their hours. The trainings need to be brought to the classroom and infused into the daily practice.

Content

- Identifying topics: *Are a QRIS community. Have built in these standards. Also built in training on the standards. And on their identified curriculum.*

Offer additional bonus points on training on things like DECA and similar extra content.
Working to connect the standards + curriculum + observation to inform training offerings. Work to connect everything back to practice.
Working to come up with innovative strategies to meet needs. E.g. offering an art therapy course over 4 weeks — innovative way to give providers tools to address challenging behaviors.
As of July 1 all providers will be online entering data in the Enterprise system.
When providers come along — some who are using Wee Learn — working to work with CDEA to get this training done.
Offer training for infant/toddler caregivers and another for preschool training on lesson planning. All trainings require a follow up activity. 4 year old standards. ASQ training.

- Infant toddler training: *If they know they will have a family child care provider and they know that some content will be a stumbling block for them they make sure they have additional info to help support their needs. A few months ago they had a standards training and trainer said that FCC said they did not need to use standards since they have different age groups. The coalition has developed a special standards training to meet their specific needs — includes strategies to implement standards in a mixed age group. Through Helios grant: training once a month. Then have a mentor come in and help translate content to address literacy.*
- Director/management training: *Do monthly director's connection — monthly meetings open for all directors. Harder for directors in south county to make it. They are starting their own group and coalition getting more involved. Any director who needs them to come in or do a training for their staff can call coalition — they identify topics on which they have needs and the coalition goes on site. Director's Tool Box. From Paul Jorde Bloom. Do a book for the year. Is a canned tool — adjust as needed to meet director's needs. Have used the PAS and done training on these.* Observation and curriculum? Children with special needs?
- Format: *2-ish hour trainings on individual topics. Almost everything else they do is a series. E.g., Art therapy: Have a follow up activity after each of the trainings over 4 weeks. Three weeks: creative curriculum is probably the least they have done. They are done basically by coalition staff. Some are contracted (ASQ staff).*
- CDA offerings: *Not directly. Can always go to the technical institute to get CEUs for their trainings. The coordinator there knows all of their trainers — so they can get renewal. Nothing formally connected to a pathway.*

ATTACHMENT J

Partners

- Provider feedback: *Always on the evaluations — what else do you need? What else would you like? How would you like to go deeper?*

Have a directors call every month that she facilitates. She really values their wisdom. But wishes that she could connect them to beginning directors. Would be great to connect them via mentoring relationships to help them understand the challenges and pitfalls. The directors of smaller and more struggling sites would really benefit from connection to these more seasoned directors.

Other comments

- Barriers: *offer all trainings in north and south county to address location.*

Many of the caregivers have a second job and are often the only caregiver. Accessing training can therefore be hard.
They sometimes offer training online. Or record webinars and make these available online.
Struggling with how to get training in — more than the minimum.
Really want a scheme or pathway where they can gain in knowledge
Would love to have their capacity built on how to do this to meet their needs through more high-tech options. Want to expand high tech offerings.

- Needs: *Good training and resources on challenging behaviors. Really struggling with this in Sarasota. Lots of struggles with this. Unfortunately seeing kids who have been through tough times in their early life (foster care, protective custody, fetal alcohol syndrome). Constantly looking for ways to meet their needs. Have really embraced PBS in their county. Positive Behavior — CEFL website. Have really embraced through USF. Had speaker at conference. Have been very engaged on this topic.*

Inclusion.
How do I make things right for challenged kids? And how to manage classroom with challenged kids.
Parenting/child development classes. See a real disconnect with parenting and how to meet the needs of individual children. Many parents struggling with challenging situations.
Have just started a little pilot with two centers to help centers better support parents and to engage parents on how their center can better engage them.
Really wanted to take person who is new to the field and try to help her understand the profession, the infrastructure. How to help them feel good about what they are doing. Help them understand the importance they have in the classroom and what credentialing they can achieve.

- Greatest wish: *Raise salaries so people would not need to struggle with a second job or make more money at Publix. Would love for people to be able to sustain themselves in the profession. Have a substitute pool — a band of folks who could release people during the day so they did not need to come out at night to get additional training.*

Would love to have a clear path — a goal — of how to move from the 40 hours to the FCCPC/CDA. And then something more beyond this.
Would love for PD conversations to now be about the minimum.
Wish there were people specifically dedicated to create good, engaging, fun trainings that help improve the experience that children get in the classroom.

Experience with Palm Beach Pilot

- Went through ODT training.
- Part of learning community. Have a small group that still meets.
- Sarasota has always been engaged in designing training so participants connect it back to their practice with children. Need to see it change
- Really excited about the ODT format —
- Ready to actually train two of the modules.

- Qualifications for trainers are too high and too complicated. Was pie in the sky about what trainers need. None of us got to the point of leveling. Never really got a definitive answer from Palm Beach. There were a number of really exceptional trainers that did not meet their training levels via PB. The process was really cumbersome, getting validated as a trainer seemed too complicated. We bring a lot of experience to the table that would not show up in their list.
- Registry was really easy. Already had 20 people sign in via the Registry. Loved idea of being more of a professional entity.
- Goal — always wanted to take 5-6 new practitioners and work them through the system. They get their 40 hours and then get nothing. If they could have a clear roadmap and have information on how to improve their skills and knowledge it would be great. Right now they are overwhelmed just by learning to diaper a baby — they need to also get additional information and support.
- Thought the training was good and awesome. But thought there were some issues with the structure. They had to be done in 4 hour trainings — could only be done on a 4 hour session.
- *Happy that OEL said they were loosening this. Like having this loosened up a bit.*

SOUTHWEST

Content

- Topics: *Standards training, offer lots of training related to GOLD and Creative Curriculum.*
- Do a lot of director training. Leadership, team training for staff. Feel like if they can offer training for directors and get them on board then they can really change them.
- Inclusion specialist offers training on challenging behaviors.
- Just stepping into English as a Second Language
- ERS Personal Care Routines — now offering in English and Spanish. Also doing the Second Step Training in Spanish as well. Is a Violence Prevention training to help kids get away from using hitting, biting, etc.?
- GOLD: Direct instruction, online, phone TA.
  - Have a bank of computers available for providers to use.
  - They have demonstration sites
  - 99% of providers are getting their information in online. They don't necessarily have access to all of the tools available through GOLD. There are things for individualized instruction, newsletters,
  - Possibility to become reliable on GOLD. They have vignettes that they can go through and score — 35 have become valid and reliable.
  - Have been working with this for 5-6 years.
  - All SR providers are using GOLD. This is about 450 providers. Also provided 1000 slots for VPK providers.
  - Takes about 6 months for providers to become really comfortable.
  - They use a system of non-compliance — after lots of chances and lots of TA — the coalition can check on who is getting their kids in, if observations look wrong, etc. they can do desk audits and go over the information over the phone.
- *Islands of Excellence. Required to read 6 textbooks, write a paper on each one, write about ten take aways they have from the book, plan an activity, implement activity, and hand in feedback. Turn these in about every 6 weeks. Faculty and other professionals read the papers and provide feedback. They read papers and provide feedback. As they go through the process, they get a collection for their classroom library and their personal professional library. Last year they had 80 of 100 complete the VPK one. Now are working with 3-5 year old teachers and they have about 70 enrolled and expect to have 50 complete. They are working in cohorts in their own centers. They are really getting it. See a lot of growth from first to sixth paper.*

They did this because they were not seeing providers change practice. Wanted to see if this would change practice in the classroom. They are hearing from directors that they are changing practice in the classroom. They are seeing it change practice in the classroom.

- Family child care: *Have tried this and not had a lot of luck. They do not get enough people to warrant the training. When they first started with FCCERS they offered specific ERS training. They now include family child care providers in the regular trainings. If they offer family child care provider-only training they rarely get the 6 people they need for the training*
- Intermediate or advanced practitioners: *Have aligned their trainings to the core competencies and are working to develop training for intermediate and advanced practitioners. The trainings they are getting from PB are not going to solve this problem.*

Format

- *Looking to get away from the set and get model.*

They want to now do this with infants and toddlers.

- Cost: *No charge. They do charge for CEUs. They are ICCET certified.*
- Do you offer any training on the CLASS? Has your coalition used the CLASS in any projects?

Partners

- Provider involvement in informing training offerings: *On evaluations they list training they would like. Twice a year they do survey monkey to everyone in their system. They try and get feedback from this. A lot of this has to do with what their quality mentors see when they go out in the field. For example, found that they were not using centers well — would just open up the classroom and let kids have at it. Gave providers opportunity to attend 4 session training.*

Try to deal with what the gaps are out in the field.

ED very interested in literacy so they do a lot related to literacy. Do a lot to help people work with infants — for both parents and teachers. How to scaffold beginning language and that kind of thing

- Key partners: *Child care of Southwest Florida. Used to be their contractor. They now run the food program. Have a quality/professional development group and have a lot of people who are in this group. Have connections with FGCU, Edison State, vocational tech Lee High Tech Central,*

Help subsidize FCC providers attending conference in Clearwater.

Encourage them to be involved in the projects they do. .

  - Do you work with provider associations? If so, how? *Very involved in local AEYC group. There have been some family provider associations but they ebb and flow. Have done some talking with FACCM. Have a good relationship with the person who runs the APPLE program.*

Overall

- Effective training design: *Shows itself when there is actual change in behavior and growth in the classroom. ODT gives some insight into this. Ideally once a training would be done, would be great to have people go out and observe and see if things are changing in the classroom.*

This is why series work better.

Other than family child care conference they do not send people to conferences. Does not do a lot for long term change.

- Barriers: *work hard, work long. Timing is difficult. Sometimes have trouble getting to providers. Is harder for the coalition to get enough people together for training in the more rural parts of their service delivery area. People don't like to travel — or are challenged by gas prices.*

Going for a balance between what they want and what they need. If we go for what they want need far fewer people show up.

- Greatest accomplishment of PD work: *Most proud of the people who have gone from their 40 hours to a CDA to an AS and becoming very proud of being a child care provider. Basically she is an encourager. Lot of people in child care because they do not feel they can do anything else. They want providers to feel important.*

Did a project a few years ago — offered providers an opportunity to go for an overnight opportunity to go to a 2 day conference on Reggio on Marco Island. Providers loved it.
Most proud of the self-esteem changes they have seen as a result of their professional development through the coalition.
PD needs to all fit together. Really cannot take career advising away from training.

- Other: *This is really important work. If they want people to do well with kids they need to be supported. It seems like professional development always ends up on the back burner. So excited about the work with PB because it seemed like the state was making progress. Children deserve good teachers. If they do not have access to good PD they are going to not. Or turn to online, most of which is not great.*

Experience with Palm Beach Pilot

- They were involved in Registry, Career Advising, piloting the face to face trainings not the online training. They were involved in learning communities.
- Liked the ODT training. Like the idea of being more focused in training.
- Have some misgivings about the standards for trainers. She has a master's and a bachelor's degree out of field and she cannot level. She has been training for a long time and is the associate director of programs and been director of professional development. There is something wrong when she cannot offer ODT trainings. She has been in the field for a long time. Experience needs to be taken into consideration as well.
- There are not a lot of people in the field that have degrees in field. Needs to have more nuanced way of determining leveling.
- The trainings they have gotten are very dry. They are in huge chunks. Building a professional portfolio, family interactions. Did not get a lot of people signing up for the family interactions training. People are very interested in the topic.
- Went to career advisor training and did not feel like she learned a lot. Has not done the in-depth career advising that was talked about in this project. Finding that the career advising section has added very much to what she does, other than paperwork.
- Have not tried to get trainings approved for ODT. They follow the ODT model. Process looks burdensome.

ATTACHMENT K

Summary of Colleges Offering Early Childhood Degrees in Florida

- **2 institutions offer AA degrees**
  - o Pasco-Hernando Community College
  - o Valencia Community College

- **5 institutions offer AAS degrees**
  - o Gulf Coast State College
  - o Lake Sumter Community College
  - o North Florida Community College
  - o South Florida Community College
  - o State College of Florida: Manatee-Sarasota

- **23 institutions offer AS degrees**
  (note: some institutions stopped offering early childhood degrees during the time of this study, to include Edison State College and Florida Keys Community College)
  - o Brevard Community College
  - o Broward College
  - o College of Central Florida
  - o Chipola College
  - o Daytona State College
  - o Florida State College at Jacksonville
  - o Florida Gateway College (formerly Lake City CC)
  - o Gulf Coast State College
  - o Hillsborough Community College
  - o Indian River State College
  - o Lake Sumter Community College
  - o State College of Florida: Manatee-Sarasota
  - o Miami-Dade College
  - o North Florida Community College
  - o Palm Beach State College
  - o Pensacola State College
  - o Polk State College
  - o St. Petersburg College
  - o Santa Fe College
  - o Seminole State College
  - o South Florida State College
  - o Tallahassee Community College

- **8 institutions offer four-year degrees; 3 additional degree programs are pending.**
  This provides a seamless and efficient path for early childhood professionals in these communities to move from a two-year to a four-year degree.
  - o College of Central Florida — Bachelor Science in Early Childhood
  - o Florida Gateway College — Bachelor Science in Early Childhood
  - o Florida State College at Jacksonville — Bachelor Science in Early Childhood
  - o Miami Dade College — Bachelor Science Early Childhood
  - o Santa Fe College — Bachelor Science Early Childhood
  - o St. John's River State College - Bachelor Science Early Childhood
  - o St. Petersburg College — BS ED Studies — Pre-School & Pre-K through Primary
  - o State College of Florida: Manatee-Sarasota — Bachelor Science in Early Childhood

  Pending:
  - o Northwest Florida State College
  - o Pensacola State College
  - o South Florida State College

Articulation Agreements for Credentials and Degrees

	Brevard	Broward	Central Florida	Chipola	Daytona	Edison	FL State College @ Jacksonville	Gulf Coast State College	Hillsborough	Indian River	Lake City (now FL Gateway College)	Lake Sumter	Manatee-Sarasota	Miami-Dade
ECE Associate Degree Offering	AS	AS	AS	AS	AS	-	AS	AS/ AAS	AS	AS	AS	AS/ AAS	AS/ AAS	AS
Articulates 40-hour State Manda-ted ECE Training	No	No	No	No	No	No	No	No	No	No	No	No	No	No
Offers 40-hour ECE Training as College Course	No	No	No	No	No	No	No	No	No	No	No	No	No	No
Articulates National CDA (Hours)	Yes 9	Yes 9	Yes 9	Yes 9	Yes9	No	Yes 9	Yes 9	Yes 9	No	Yes 9	Yes 9	Yes 9	Yes 9
Articulates FCCPC (Hours)	Yes 9	Yes 9	Yes 9	Yes 9	No	No	Yes 9	Yes 9	Yes 9	No	Yes 9	Yes 9	Yes 9	No
Articulates ECEPC (Hours)	Yes 9	No	No	No	No	No	No	No	No	No	No	No	No	Yes 9
Provides FCCPC or ECEPC training	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Certificate Programs (Infant-Toddler = I/T Preschool = P Management = M Inclusion = I School-Age = SA)	Yes I/T M I	No	Yes M I	No	Yes I/T M I SA	No	No	Yes	No	No	No	No	Yes I/T P M I SA	Yes I/T P M
Articulation Agreement(s)	UCF		St. *Leo UCF & Cen. Fla.						BS USF				*BS/ AS USF	
4-year degree	No	No	BS	No	No	No	BS	No	No	No	BS	No	BS	BS
# ECE courses required for associate's degree	48	27	42		45	Core: 36 + Elec-tives: 9	33	42	33		39	42	42 (30 core + 12 spec)	24 + 12 cr. Spec: PS, I/T, Admin
Offers On-Line courses	CHD 1200 1220 1601 1800 2336 2734		EEX 2010 EEC1000 1921 2001 2401		No			Yes	DEP2102 EEC1401		Yes		Yes	No

For more information please contact Abby Thorman: abby_thorman@yahoo.com

ATTACHMENT L

Articulation Agreements for Credentials and Degrees

	North Florida	Northwest Florida State College	Palm Beach	Pasco-Hernando	Pensacola	Polk	St. Petersburg	Santa Fe	Seminole	South Florida	St. Johns River	Tallahassee	Valencia
ECE Associate Degree Offering	AS/ AAS	AS	AS	AA	AS	AS	AS	AS	AS	AS/ AAS	_	AS	AA
Articulates 40-hour State Manda-ted ECE Training	Yes 3	No	No	No	No	No	No	No	No	No	No	No	No
Offers 40-hour ECE Training as College Course	No	Yes	No	No	No	No	No	No	No	Yes	No	No	No
Articulates National CDA (Hours)	Yes 3	Yes 9	Yes 9	No	Yes 9	Yes 9	No	Yes 12	Yes 3	Yes 9	No	Yes 9	Yes 3
Articulates FCCPC (Hours)	Yes 9	Yes 3-9	Yes 9	No	Yes 9	Yes 9	No	Yes 12	No	Yes 9	Yes 9	Yes 9	No
Articulates ECEPC (Hours)	Yes 9	Yes 9	Yes 9	No	No	Yes 9	No	No	No	No	No	No	No
Provides FCCPC or ECEPC training	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No
Certificate Programs (Infant-Toddler = I/T Preschool = P Management = M Inclusion = I School-Age = SA)	Yes P M	Yes I/T P M I	Yes I/T P M SA	No	No	Yes P M	No	No	Yes I/T P M I	No	Offers Director Creden-tial (FC-CPC + one more class)	Yes M	No
Articulation Agreement(s)	FCC/ Jax		FAU BECE Lynn U. BS in Elem Ed+ PreK		School district	USF			UCF				
4-year degree	No	No Pending	No	No	No Pending	No	BS	BS	No	No Pending	BS	No	No
# ECE courses required for associate's degree	44	45	39 (27 core + 12 spec)	36	48	42	36 (30 core + 6 elective	AS: 45 (22 core + 14 hour prac + 9 spec) AAS: 48 (3 more spec)	39 Core: 27 hours + 3 hr. elective + 9 hrs electives)	33	___	45 (15 FCCPC + 27 core + 3 cr. hr. elec-tive)	18
Offers On-Line courses	EEC 1601 EEX 1010	CHD 1223 1312 1531 1800 2810	EEC 1523	No	DEP 2001			No				Yes	No

For more information please contact Abby Thorman: abby_thorman@yahoo.com

Classes Required by Each Early Childhood Degree Program Offered by Colleges

Classes	Brevard	Broward	Central Florida	Chipola	Daytona	Edison	FL State College @ Jacksonville	Gulf Coast State College	Hillsborough	Indian River	Lake City	Lake Sumter	Manatee-Sarasota	Miami-Dade	North Florida	Northwest Florida State College	Palm Beach	Pasco-Hernando	Pensacola	Polk	St. Petersburg	Santa Fe	Seminole	South Florida	St. Johns River	Tallahassee	Valencia
ARE2000	X											X											X****				X
CHD1001							X																				
CHD1004																											
CHD1010																											
CHD1104					X														X	X				X			
CHD1110								X																			
CHD1120						X*																I/T, I					
CHD1134																											
CHD1135																											
CHD1200	X																										
CHD1220																						I			FCCPC, D		
CHD1223																X											
CHD1220	X			X	X		X				X						X					I/T, P					
CHD1230							X																				
CHD1312																X											
CHD1320		X						X																			
CHD1331		X																									
CHD1332																			X								
CHD1334		X																									
CHD1338		X																									
CHD1339			X					X																			
CHD1340			X																								
CHD1341			X																								

*Students have to take 9 credit hours of electives from among these classes; **Students have take EEC1312 or SLS1510 on the administrator's track; ***Students have to take three of these four classes;
****Students have to choose 3 credit hours among these classes; *****Students have to choose 9 credits among these classes

Classes Required by Each Early Childhood Degree Program Offered by Colleges

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CHD1380																				X							
CHD1382								X																			
CHD1430				X	X			X								X				X							
CHD1432								X																			
CHD1440								X												X							
CHD1531																X											
CHD1800	X															X			X								
CHD1820					X																						
CHD1940		X																									
CHD1941				X												X											
CHD2020							X																				
CHD2120																			X								
CHD2220								X							X					X						X	
CHD2300																											
CHD2320					X															X							
CHD2322				X												X				X							
CHD2324																											
CHD2330																							X*****				
CHD2332																X											
CHD2333					X																						
CHD2334					X							X				X											
CHD2335					X																						
CHD2336	X																										
CHD2337																X											

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CHD2338					X							X															
CHD2380																			X								
CHD2432				X												X											
CHD2440					X														X								
CHD2441		X																									
CHD2450								X																			
CHD2620																			X								
CHD2710								X																			
CHD2800		X		X																							
CHD2801																				X							
CHD2803								X																			
CHD2810								X																			
CHD2831																				X							
CHD2841																				X							
CHD2940																				X							
CHD2949								X																			
DEP2001																		X									
DEP2002							X																				
DEP2004							X													X							X
DEP2100																X											
DEP2102				X		X*											X										
EC1001														I/T													
EC1200														PS													

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ATTACHMENT M

Classes Required by Each Early Childhood Degree Program Offered by Colleges

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EC1311														PS													
EC1522														I/T													
EC2202														PS													
EC2700														I/T													
EDF1004																											
EDF1005							X				X			X				X			X**						
EDF1006																						X x3					
EDF1030													X				X										
EDF1105	X																										
EDF2005						X*						X			X												X
EDF2085	X					X*						X	X	X	X		X	X			X**						
EDG1314																	X										
EDG1319																					X**					X	
EDG1940																											
EDG2701							X								X x2												X
EDG2940							X																				
EDG2941							X																				
EDG2943														X													
EDG2949													X														
EEC1000			X									X	X	PS								X	X	X			
EEC1001	X						X						X												FCCPC, D		
EEC1003						X*												X									
EEC1200	X	X					X																				
EEC1202							X																				

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EEC1223																					X						
EEC1224																		X									
EEC1300									X													P				X	
EEC1301																											
EEC1308									X												X					X	
EEC1309											X																
EEC1310															X												
EEC1311									X																		
EEC1312																										ADM**	
EEC1319													X														
EEC1401									X																		
EEC1407															X			X						X			
EEC1521									X																		
EEC1523																							X				
EEC1600											X										X					X	
EEC1601	X										X	X	X		X		X	X				X	X	X			
EEC1602																					X**	X					
EEC1603		X	X																		X					X	
EEC1721									X																		
EEC1907			X																			X				X	
EEC1921			X																								
EEC1931			X																								

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EEC1940			X																								
EEC1941									X															X			
EEC1943									X																		
EEC1946																											
EEC1947																											
EEC2001			X									X						X									X
EEC2002														ADM:X				X			X**			X			
EEC2008																										X	
EEC2011															X												
EEC2200											X	X						X				X	X				
EEC2202																		X						X			
EEC2218															X												
EEC2221														X													
EEC2224														X													
EEC2226															X												
EEC2240															X												
EEC2262																							X*****				
EEC2270									X											X							
EEC2271									X					X			X	X		X	X						
EEC2272																					X**						
EEC2300			X								X										X						
EEC2312																					X						
EEC2381																						P					

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EEC2401			X		X						X		X					X				X	X	X	FCCPC, D	X	
EEC2407														X													
EEC2409														X													
EEC2500																					X**						
EEC2520							X							ADM								ADM***					
EEC2521						X*									X						X**	ADM***	X			ADM X	
EEC2521							X							X											D		
EEC2523							X							X							X**				D	ADM	
EEC2526							X															ADM***					
EEC2527							X							X								ADM***	X				
EEC2601														X													
EEC2702																							X				
EEC2710	X																X										
EEC2732												X						X					X*****	X			
EEC2734															X		X										
EEC2907																					X						
EEC2930																							X*****				
EEC2931																						X					
EEC2940												X												X			
EEC2941																		X									
EEC2943																					X**						
EEC2946																							X				
EEC2949											X												X*****				

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EEX1010															X												
EEX1600					X														X			X					
EEX2010					X							X	X						X			X				ADM	
EEX2080			X																								
EEX2930																						I					
EME2040	X					X*	X				X	X		X	X				X							X	X
GEB1011																							X****				
HSC1100																										X	
HSC1421					X																						
HSC2400																			X								
HUN1201				X																			X*****				
HUN1410																						X					
HUN2410											X					X											
LAE2000																					X**						
MAN2010																											
MAN2012																							X****				
MUE2010																							X****				
MUE2211	X											X															
QMB1001																							X****				
RED2010																						I/T, P					
SLS1353																			X								
SLS1510																										ADM**	
+elective			3					2			6		3			6											

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Professional Development Initiative Steering Committee — Fall 2012

EARLY LEARNING COALITIONS

Anne Bouhebent
ELC of Florida's Heartland

Barbara Scarsbrook
ELC of Pinellas

Gayla Thompson
ELC of Southwest Florida

Kathleen Reynolds
ELC of Southwest Florida

Toni Crawford
ELC of Duval

HEAD START ASSOCIATION

Juanita Heinzen
Florida Head Start Association

Lilli Copp
Head Start State Collaboration Office

Negar Afshar-Pflueger
Florida Head Start Association

PARTNER'S & STAKEHOLDERS

Lori Stegmeyer
Children's Forum

Phyllis Kalifeh
Children's Forum

Tana Ebbole
Children's Services Council of Palm Beach

Noelle Bee
National Association of Child Care Resource & Referral Agencies

INSTITUTIONS OF HIGHER EDUCATION

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University of North Florida

Courtney Brogan
Florida Atlantic University

Don Pemberton
University of Florida

Dona Thornton
Palm Beach Atlantic University

Donna Rippley
University of Florida

Jeanne Barker
Tallahassee Community Colleg

Kim Galant
Florida State University-TATS

Nancy Brown
Florida Atlantic University

Patricia Snyder
University of Florida

PROVIDER ASSOCIATION

Albert Daniel
Florida Coalition of Christian Private Schools Association (FCCPSA), Chairman

Ellen McKinley
Child Development Education Alliance, Board President/ Curriculum Coordinator

Christine Stephens
Child Development Education Alliance, Executive Director

Eric Karolak
Early Care and Education Consortium, Executive Director

Mary Beth Salomone Testa
Early Care and Education Consortium, Policy Director

Gege Kreischer
Florida Association for the Education of Young Children

Holly Wallsmith
Florida Association for Child Care Management

Karan Hiester
Florida Family Child Care Home Association

Linda Carmona-Sanchez
Alliance for Early Care & Education, President & CEO

Sharon Carie
Florida After School Alliance, President

Barbara Backus
Florida Association for the Education of Young Children, President Elect

Suzanne Gellens
Florida Association for the Education of Young Children, Executive Director

Tammy Tener
Florida Family Child Care Home Association

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Debby Russo
Department of Children and Families

James Cheatham
Department of Children and Families

Liza Smith
Department of Health

Melissa Trentham
Department of Children and Families

Michelle Sizemore
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Stuart Greenberg
Department of Education

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Lance Kerwin
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Lisa Billups
Florida's Office of Early Learning

Mel Jurado
Florida's Office of Early Learning

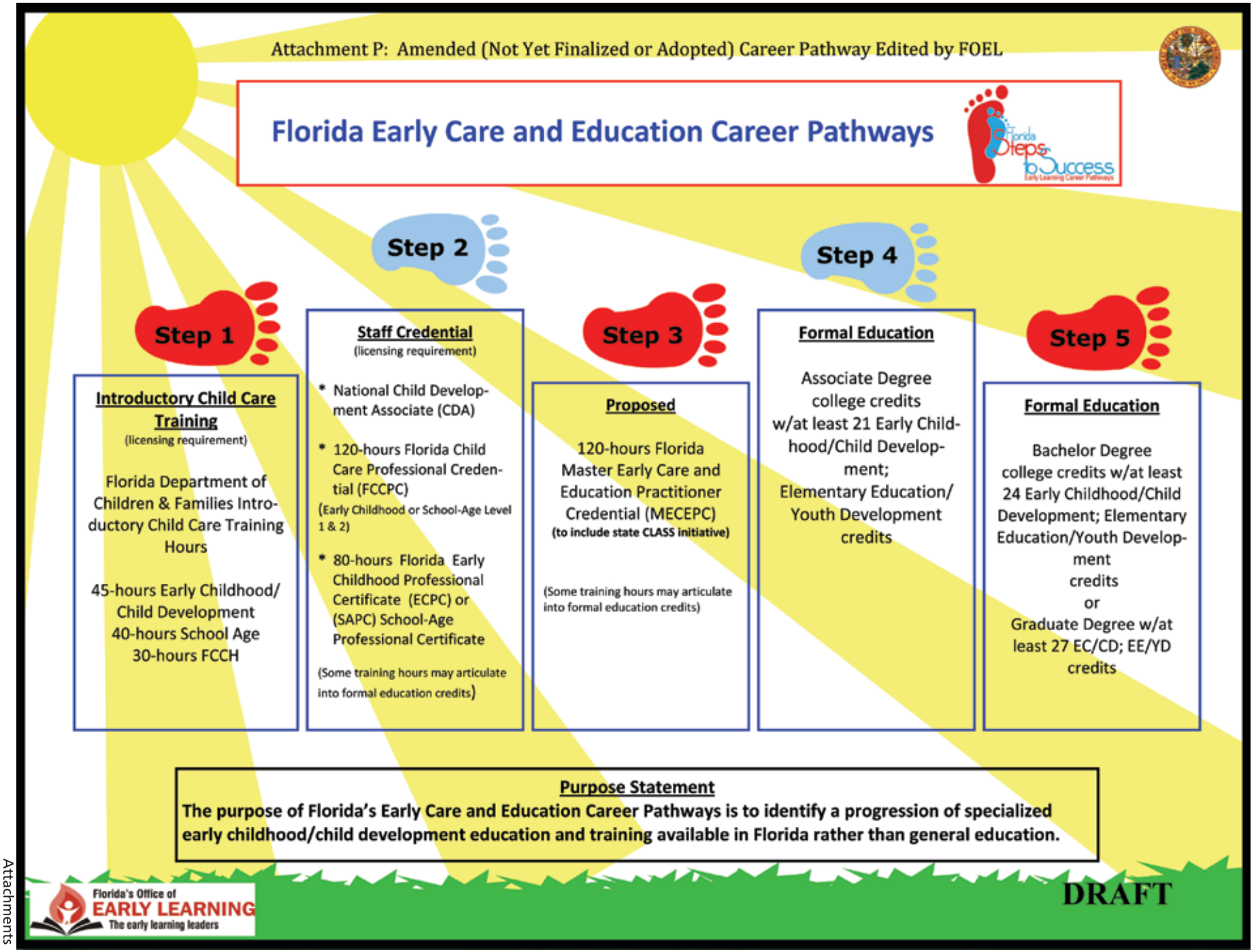
Florida Early Childhood Career Pathways

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step11
Informal	45 CPT hours	90 CPT hours	135 CPT hours	180 CPT hours	225 CPT hours	270 CPT hours	315 CPT hours	-	-	-	-
Hybrid	-	3 EC/CD credits and 45 CPT hours	3 EC/CD credits and 90 CPT hours or 6 EC/CD credits and 45 CPT hours	3 EC/CD credits and 135 CPT hours or 6 EC/CD credits and 90 CPT hours or 9 EC/CD credits and 45 CPT hours	6 EC/CD credits and 180 CPT hours or 9 EC credits and 90 CPT hours or 12 EC credits and 45 CPT hours	9 EC/CD credits and 225 CPT hours or 12 EC/CD credits and 90 CPT hours or 15 EC/CD credits and 45 CPT hours	12 EC/CD credits and 270 CPT hours or 15 EC/CD credits and 90 CPT hours or 18 EC/CD credits and 45 CPT hours	30 college credits and 315 CPT hours or 30 college credits and any combination in Step 7 to equal 315 EC/CD hours	-	-	-
Formal	3 EC/CD Credits	6 CD/CD credits	9 EC/CD Credits	12 EC/CD Credits	15 EC/CD Credits	18 EC/CD Credits	21 EC/CD credits	30 college credits including 21 EC/CD credits	60 college credits with at least 21 EC/CD credits	120 college credits with at least 24 EC/CD credits	Graduate Degree with at least 27 EC/CD credits
Notes	Must include 16 hours of Personal and Professional Development taken at either Step 1 or 2 of the Informal or Hybrid path.	Could include hours of learning leading to an ECPC, of which 80 hours must be aligned on the career pathway.	Could include hours of learning leading to a FCCPC, of which 120 hours must be aligned on the career pathway.	48 additional training hours have been added. These hours could be added through one additional college 3-credit course, 48 hours of CPT, or a combination of both. This step could accommodate the Overview of Child Care Management Course whether taught informally or for college credit.	48 additional training hours have been added. These hours could be added through one college 3-credit course, 48 hours of CPT, or a combination of both.	48 additional training hours have been added. These hours could be added through one college 3-credit course; 48 more hours of CPT, or a combination of both.					

Principles:

1. Purpose of the career pathway is to identify a progression of specialized knowledge and skill
2. There is no assumed equivalency between the different pathways (i.e., informal, hybrid, and formal)
3. The focus of the early care and education career pathways is on specialized education and training rather than general education
4. Placement on any level of the career pathway is no guarantee of articulation to another pathway on the same level
5. A standard high school diploma or GED is required to begin the pathway
6. Completion of the current 40-hour introductory training as documented on the DCF training transcript for licensure would be required prior to placement on the career pathway
7. All professionals are required to complete annual in-service requirements which are designated either Registry-Recorded Training or Registry Career Pathway Training

02/11


Attachment P: Amended (Not Yet Finalized or Adopted) Career Pathway Edited by FOEL
Florida Early Care and Education Career Pathways
Florida Steps to Success
Early Learning Career Pathways
Step 1
Introductory Child Care Training
(licensing requirement)
Florida Department of Children & Families Introductory Child Care Training Hours
45-hours Early Childhood/ Child Development
40-hours School Age
30-hours FCCH
Step 2
Staff Credential
(licensing requirement)
* National Child Development Associate (CDA)
* 120-hours Florida Child Care Professional Credential (FCCPC)
(Early Childhood or School-Age Level 1 & 2)
* 80-hours Florida Early Childhood Professional Certificate (ECPC) or (SAPC) School-Age Professional Certificate
(Some training hours may articulate into formal education credits)
Step 3
Proposed
120-hours Florida Master Early Care and Education Practitioner Credential (MECEPC)
(to include state CLASS initiative)
(Some training hours may articulate into formal education credits)
Step 4
Formal Education
Associate Degree college credits w/at least 21 Early Childhood/Child Development; Elementary Education/ Youth Development credits
Step 5
Formal Education
Bachelor Degree college credits w/at least 24 Early Childhood/Child Development; Elementary Education/Youth Development credits
or
Graduate Degree w/at least 27 EC/CD; EE/YD credits
Purpose Statement
The purpose of Florida's Early Care and Education Career Pathways is to identify a progression of specialized early childhood/child development education and training available in Florida rather than general education.
Florida's Office of EARLY LEARNING
The early learning leaders
DRAFT

ATTACHMENT Q

FLORIDA COMMUNITY COLLEGE EARLY CHILDHOOD EDUCATOR'S NETWORK MEMBERSHIP LIST — FALL 2012

BREVARD COMMUNITY COLLEGE
Victoria Candelora
Kelly Shaver
Chris Sailing
Mildred Coyne

BROWARD COLLEGE
Kevin Keating

COLLEGE OF CENTRAL FLORIDA
Debbie Bowe
Bebe Rahaman
Heidi Maier

CHIPOLA COLLEGE
Cheryl Bennett

DAYTONA STATE COLLEGE
Patty Dyke

EDISON STATE COLLEGE
Nancy Hamilton
Mary Harder
Elaine Schaeffer

FLORIDA STATE COLLEGE AT JACKSONVILLE
Sissy Cook
Yakup Bilgili

GULF COAST STATE COLLEGE
Patricia Schenck
Teresa Salter

HILLSBOROUGH COMMUNITY COLLEGE
Gwen Parsons

INDIAN RIVER STATE COLLEGE
Sara Whitacre

FLORIDA GATEWAY COLLEGE
Kim Stearns

LAKE SUMPTER COMMUNITY COLLEGE
Diane Edwards
Sharon Suver

MIAMI DADE COLLEGE
Josie Maymi
Jim Sullivan

MIAMI DADE COLLEGE — KENDALL
Lucia Obregon

NORTH FLORIDA COMMUNITY COLLEGE
Tara Orlowski

NORTHWEST FLORIDA STATE COLLEGE
Beverly Sandlin

PALM BEACH STATE COLLEGE
Shelia Scott Lubin
Roanne Moreno
Grace Kolbe

PENSACOLA STATE COLLEGE
Betty Persons

POLK STATE COLLEGE
Karen Greeson
Debra Metcalfe

STATE COLLEGE OF FLORIDA (MANATEE/SARASOTA)
Kathryn Stuckey

ST. JOHN RIVER STATE COLLEGE
Carey Bass

ST. PETERSBURG COLLEGE
Anne Sullivan
Evelyn Finklea

SANTA FE STATE COLLEGE
Doug Diekow
Mary Jamerson

SEMINOLE STATE COLLEGE OF FLORIDA
Nana Robertson

SOUTH FLORIDA STATE COLLEGE

TALLAHASSEE COMMUNITY COLLEGE
Jeanne W. Barker
Maureen O'Neil

UNIVERSITY OF WEST FLORIDA
Craig Jones

VALENCIA COMMUNITY COLLEGE

NON-PARTICIPATING COLLEGES
Florida Keys Community College

PALM BEACH STATE COLLEGE

Early Childhood Career Pathways

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11
Informal	45 CPT hours	90 CPT hours	135 CPT hours	180 CPT hours	225 CPT hours	270 CPT hours	315 CPT hours				
Hybrid		3 EC/CD credits **AND** 45 CPT hours	3 EC/CD credits **AND** 90 CPT hours **OR** 6 EC/CD credits **AND** 45 CPT hours	3 EC/CD credits **AND** 135 CPT hours **OR** 6 EC/CD credits **AND** 90 CPT hours **OR** 9 EC/CD credits **AND** 45 CPT hours	6 EC/CD credits **AND** 135 CPT hours **OR** 9 EC/CD credits **AND** 90 CPT hours **OR** 12 EC/CD credits **AND** 45 CPT hours	9 EC/CD credits **AND** 135 CPT hours **OR** 12 EC/CD credits **AND** 90 CPT hours **OR** 15 EC/CD credits **AND** 45 CPT hours	12 EC/CD credits **AND** 135 CPT hours **OR** 15 EC/CD credits **AND** 90 CPT hours **OR** 18 EC/CD credits **AND** 45 CPT hours	30 college credits **AND** 315 CPT hours **OR** 30 college credits **AND** any combination in Step 7 to equal 315 EC/ED hours			
Formal	3 EC/CD credits	6 EC/CD credits	9 EC/CD credits	12 EC/CD credits	15 EC/CD credits	18 EC/CD credits	21 EC/CD credits	30 college credits including 21 EC/CD credits	60 college credits including at least 21 EC/CD credits	120 college credits including 24 EC/CD credits	Graduate Degree with at least 27 EC/CD credits
Notes	Must include 16 hours of Personal and Professional Development, taken at either Step 1 or 2 of the Informal or Hybrid path	Could include hours of learning leading to an ECPC, of which 80 hours must be aligned on the career pathway	Could include hours of learning leading to a FCCPC, of which 120 hours must be aligned on the career pathway	48 additional training hours have been added. These hours could be added through one additional college 3-credit course, 48 hours of CPT, or a combination of both. This step could accommodate the Overview of Child Care Management course whether taught informally or for college credit	48 additional training hours have been added. These hours could be added through one college 3-credit course, 48 more hours of CPT, or a combination of both						

Principles:

1. Purpose of the career pathway is to identify a progression of specialized knowledge and skills.
2. There is no assumed equivalency between the different pathways (i.e. informal, hybrid, formal.)
3. The focus of the early care and education career pathways is on specialized education and training rather than general studies.
4. Placement on any level of the career pathway is no guarantee of articulation to another pathway on the same level.
5. A standard high school diploma or GED is required to begin the pathway.
6. Completion of the current introductory training as documented on the DCF training transcript for licensure would be required prior to placement on the career pathway.
7. All professionals are required to complete annual in-service requirements which are designated either Registry-Recorded Training or Registry Career Pathway Training.

ATTACHMENT R

ATTACHMENT S

Florida's Office of
EARLY LEARNING
The early learning leaders

Florida's Office of Early Learning
Lead Trainer Qualifications & Responsibilities

It is the intent of Florida's Office of Early Learning (FOEL) to select the most qualified trainers from the State of Florida to assist in the implementation of high quality early care and education professional development opportunities. Professional development will be provided for teachers and administrators in all early learning programs. FOEL received recommendations for potential ***Lead Trainers*** through our current cadre of trainers at Early Learning Coalitions, School District Contacts, and Provider Associations.

Each Lead Trainer must meet the following qualifications:

- Hold an associate's degree or higher;
- Have a minimum of three years of employment and experience in a field related to early childhood education, child/youth/human development, elementary education, curriculum and instruction, or educational leadership, exceptional education, early childhood special education;
- Have a minimum of two years of training experience in a field related to early childhood education, child/youth/human development, elementary education, curriculum and instruction, or educational leadership, exceptional education, early childhood special education; and
- Complete Florida's Office of Early Learning *Outcomes Driven Training (ODT) Facilitators Program.*

Each Lead Trainer will have the following responsibilities:

- Attend FOEL Lead Trainer professional development meetings/trainings, as needed to adequately deliver the approved professional development system
- Provide regional oversight of FOEL approved professional development system
- Develop a local cadre of trainers and provide professional development opportunities on FOEL approved professional development system
- Deliver **Train-the-Trainer** professional development to potential **Trainers** within your coalition areas and/or region on FOEL developed training
    - Local **Trainers** will then provide professional development opportunities for practitioners and administrators
        - Content Expert Trainers (out-of-field and not ODT trained) may present/train with Local approved trainers in attendance. Content Expert Trainers are community partners who are experts in areas outside of early childhood to include nursing, banking, finance, business administration, communication, marketing, etc...
- Field questions from training participants concerning professional development content
- Notify FOEL of any concerns or questions generated during the professional development that require immediate attention within two business days after completion of the professional development

EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT REGISTRY RECOMMENDATIONS

In Recommendation #2, the study team outlined a comprehensive, integrated professional development system that included robust online and blended options as well as a comprehensive professional development registry for practitioners and trainers. The recommended components of the Professional Development Registry and Online Professional Development System Design Elements are outlined in this attachment.

A robust registry would provide many vital services to Florida's professional development system. Through the evolution of technology, there are many opportunities to build upon the basic record-keeping functionality of traditional registries and formulate a robust set of professional development learning opportunities for providers and trainers. Components of the Early Childhood Professional Development Registry should:

- be designed for ease of use. Access to provider records should be designed in an intuitive way so providers can easily access, update, and download a cumulative electronic record of their professional development qualifications that is available to them at all times. It should enable ease of use by providers, trainers, organizations delivering online and other trainings, coalitions, and other partners.
- offer an online, searchable training calendar so providers can access trainings that meet their needs. The calendar should also document provider needs and interests and alert providers when either a required training is coming or let them know when training(s) on a topic of interest has been scheduled.
- include opportunities to rate professional development experiences such as content, trainer, format, etc. These reviews should be accessible by practitioners—in much the same way that travelers rate hotels or restaurants, or consumers rate books they have read—to inform their professional development decisions and ensure that the available offerings will meet their needs.
- be designed with reasonable validation strategies. In the interests of efficiency and cost effectiveness, Florida should consider an online registry in which documentation is easily uploaded by providers with desk audits on a random selection of records for quality control (as opposed to the model of paper documentation sent to a central location where someone has to complete all of the data entry). Given the size and scope of the provider population in Florida, it is not economically feasible to verify every document from every provider; systems in other states that rely upon provider uploading of data and desk audits of a percentage of the Registry files have found an extremely low fraud rate, which indicates that a self-report system with desk audits on a percentage of records would be sufficient. There are also ways to ensure low levels of fraud that should be explored and adopted. For example, certain degree programs or training organizations known to be problematic should automatically result in a desk audit.
- be based on a sound business model. If a fiscal analysis determines that creating or staffing a registry is not financially sustainable without ongoing outside funds, Florida's Office of Early Learning should explore charging providers a nominal fee (e.g., $5 or $10/year). Many statewide professional development registries in other states charge professionals a nominal fee to have access to this professional development record to help offset the cost of maintaining the registry. Florida's Office of Early Learning may want to consider this option to reduce the need for investment at the state or local level; different cost and uptake models should be investigated so the one most appropriate for Florida can be selected.

- connect providers to training opportunities based on individual or program needs. Based on best practices in continuous improvement, the registry should include or connect to a system that also documents program information, such as CLASS or Environment Rating Scales (ERS) assessments, and recommends local trainings to support the needs identified through these assessments. The system should also document professional development investments made (to include technical assistance and other supports) to help determine what types of professional development and other supports have the greatest impact on early childhood programs over time.
- synchronize seamlessly with the DCF system through two-way synchronization with dual master systems; this will ensure, regardless of whether the DCF training system or the broader Registry is updated, that all information will be fully up to date.
- include a Trainer Registry that would provide an efficient means for documenting trainer qualifications and background. This could both support trainer approval and create a searchable trainer database to find trainers to implement specific trainings.

ONLINE PROFESSIONAL DEVELOPMENT SYSTEM DESIGN ELEMENTS

There was extensive conversation through the interviews and focus groups on what design elements of an expanded online professional development system would best serve early childhood professionals—from providers to trainers to professional development specialists and technical assistance providers. The following design elements emerged from these conversations. The system design should:

- incorporate feedback and input from key stakeholders in Florida to ensure it will meet their needs and they will be motivated to use the website and its resources.
- be highly intuitive to ensure ease of use by professionals with limited computer and technology skills.
- be highly interactive, with many opportunities for professionals to learn information based on their own learning styles (e.g., information presented in many different ways).
- provide both stand-alone online learning opportunities and blended professional development opportunities that integrate both online content and face-to-face learning experiences.
- ensure that it lends itself to seamless interfaces with online learning opportunities.
- include open-source examples of excellence. Capture and share best practices and great content: training materials, videos, photographs, handouts, creative activities for sharing content, and other training tools. This platform will be an active community of learners that is regularly updated and continuously expanded through users sharing their ideas, resources and examples of their work, and giving each other feedback.
- offer opportunities to collaborate and learn from colleagues, share successes, ideas, and challenges, and ask for feedback from peers, as well as to learn from what is working well in other places and to enhance training practice through learning from others. This can include active live chats as well as opportunities for people to leave comments later. The system should also allow groups to be formed easily for working together virtually on projects, training, or other content.
- offer opportunities to submit requests for new training content through a systematic needs assessment process and a process for individual requests.

- be delivered with sufficient support and monitoring so if providers have difficulty or questions, these can be addressed quickly and effectively.
- include a professional development rating system so providers can rate the professional development they access from 1-5 stars. System users can scroll through the experience of their peers to inform their decisions concerning which offerings will best meet their needs.
- include an adequate and sustainable hosting capability. This hosting solution should have the following attributes: sufficient bandwidth to support a maximum of 1000 concurrent users, application and data backup and recovery capability, backup electrical power, site collocation to mitigate against localized network failure, automated monitoring, and user security and identity management. The latter should be achieved through integration with the professional development registry.

The most intricate part of this online professional development system is the Registry. For the Registry functions, Florida should procure and adapt an existing software solution to provide a comprehensive professional development registry for the state of Florida. This system should be web based and built on a Microsoft platform to connect seamlessly and efficiently with the Early Learning Information System (ELIS), the DCF training system, and additional systems if needed. Because there are existing software solutions that provide robust and comprehensive registry and other support functions, purchasing an existing system and adapting it to Florida would be more cost effective than building a new one or adding to the DCF system.

ATTACHMENT U

STRATEGIES TO CREATE A COMMON CORE TO STREAMLINE ARTICULATION

Florida's early childhood professional development system would be enhanced by creating a common core of early childhood degrees so all degrees offer the same core classes. This would ensure a level of quality control and consistency across all degrees and streamlined articulation across degree programs for early childhood professionals who transfer between institutions. There are examples of this happening in other states that Florida should study as it pursues this path. While facilitating the identification of a common core was part of the original contract, during the contract period the UF Lastinger Center was specifically asked to not develop a common core but to identify strategies from other states that could inform the development of a common core for early childhood degrees in Florida.

- **California:** California created a voluntary California Curriculum Alignment Project (CAP). Faculty from across the state's community college system came together to create a common core of eight lower division classes to serve as a foundation for all early care and education degrees. Common course outlines were created for these classes: Child Growth and Development; Child, Family, and Community; Introduction to Curriculum; Principles and Practices of Teaching Young Children; Observation and Assessment; Health, Safety, and Nutrition; Teaching in a Diverse Society; Practicum. The goal is that participating colleges would use these common course outlines in their degrees so students could seamlessly transfer between higher education institutions. 103 community colleges participate in Curriculum Alignment Project. Of these, 47 are officially aligned, 12 are provisionally aligned pending official documents, and 8 are revising documents to align their courses. The Child Development Training Consortium, funded by the California Department of Education, Child Development Division, with federal Child Care and Development Quality Improvement funds, coordinates this work. More information on the Curriculum Alignment Project work and copies of the eight shared course outlines can be found at: http://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm
- **New Mexico:** New Mexico created a Universal Catalogue of Courses For Early Care, Education, and Family Support with recommended syllabi for foundational (AA) and upper level (BA) courses. Faculty at two- and four-year institutions in New Mexico that have early childhood degree programs developed the syllabi collaboratively. Faculty member representatives met monthly as the Early Childhood Higher Education (ECHE) Task Force to develop a universal curriculum for early childhood teacher preparation. The original universal course catalog was created in 2004 and revised in 2011. It reflects the state's core competencies for early childhood practitioners. Task force faculty designed the syllabi to be used as written or modified to meet local needs; to maintain articulation agreements, no changes can be made to the agreed Course Title, Course Credits, or Course Description for each class. The universal course catalog can be accessed at: https://www.newmexicokids.org/content/caregivers_and_educators/resources/docs/Universal_Catalog_of_Courses_Apr2011.pdf
- **Colorado:** Articulation across two-year institutions and between two- and four-year degrees has been a priority of the state's Commission on Higher Education. The state of Colorado created a common core of classes that all degree-granting institutions in early childhood now offer. The first 54 credits that a community college student is required to complete for an early childhood degree are guaranteed to transfer between the state's 16 community colleges. Transfer is also guaranteed to the state's six four-year institutions. More information is available at: http://highered.colorado.gov/Academics/Transfers/Agreements/earlychildhood.pdf

Appropriate leadership from the Department of Education and the Board of Governors for the State University System of Florida, with the support of Florida's Office of Early Learning if needed, should determine the best path forward for Florida to increase articulation across two-year institutions and between two- and four-year degrees.

Fourth, based on the summary of best practices, a grant process can be defined through the Early Childhood Professional Development Challenge Fund to provide seed money for communities to strengthen their local career pathways so providers have clearer options and more opportunities to work toward their career goals.

Finally, Florida's Office of Early Learning should work with a revived Professional Development Initiative the Association of Early Learning Coalitions, provider associations, and other partners to develop a statewide deadline (no more than five years from now) to create career pathways that are strong and consistent, and that enable providers to pursue different career options if they choose. Rather than the career pathway work done in the past that was created primarily on paper, this career pathway work should be grounded first in the promising career work being done in communities that can be expanded statewide to provide real and meaningful opportunities for early childhood professionals.

THE UNIVERSITY OF FLORIDA LASTINGER CENTER

An education innovation incubator, the Lastinger Center harnesses the University of Florida's intellectual resources to partner with educational organizations to research, design, build and field-test models that transform teaching, improve learning and promote healthy child development.

Housed at the UF College of Education, the Lastinger Center blends the latest research with best practices to build award-winning learning systems. It won the US Department of Education's 2011 Investing in Innovation (i3) grant, the 2011 Florida Association for Staff Development's award for the state's top professional development program, and the Association of Teacher Educators' 2011 award for the country's top teacher education partnership program.

UF UNIVERSITY of FLORIDA
College of Education
LASTINGER CENTER