

Florida Infant and Toddler Initiative



Strategic Training Plan for 2003-2005

Coordinating Training for Florida's Early Childhood Professionals

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*Prepared by the Florida Children's Forum
September, 2004*

Sponsored by the A.L. Mailman Foundation



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Florida's Infant and Toddler Initiative
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Table of Contents

Acknowledgements.....	5
Advisory Committee.....	6
Our Vision.....	7
Our Purpose and Challenge.....	8
Identification of Stakeholders and Partners.....	12
Building Relationship and Communication Capabilities.....	13
Identification of Training Gaps.....	16
Provision of a Common Knowledge Base and Identification of Critical Ideas....	18
Identification and Prioritization of Mutually Beneficial Goals.....	22
Strategic Action Plan.....	23
Long-term Goals and Strategies.....	25
References.....	26

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OUR Vision...

A coordinated system of training and technical assistance to expand, enhance and improve the quality and provision of infant and toddler care in Florida.

Purpose and Challenge

In July of 2002, a majority of the funds previously earmarked for statewide implementation of the Infant/Toddler Quality Improvement program and the Caring for Kids (family child care training and outreach) initiative administered through 25 child care resource and referral agencies were redirected to 50 school readiness coalitions by the Florida Partnership for School Readiness (FPSR). School Readiness Coalitions were instructed to utilize those resources to meet the identified needs of infants and toddlers in their respective communities. While 85% of the funding allocated was directed to support infant and toddler quality improvements in coalition service areas, data are not yet available to evaluate the impact of the various strategies employed. Another factor impacting local decision-making was the amount of funding available to improve the quality of infant and toddler care. Funds previously divided between 25 CCR&R agencies were distributed among 50 coalitions.

The Florida Children's Forum became the contractor for the newly designed school readiness quality initiative program from remaining statewide quality funds as designated by the FPSR. The purpose of the new focus was to provide comprehensive training and technical assistance to school readiness coalitions, community-based organizations and child care providers based on assessment of coalition needs and identified priorities of the FPSR. The training and professional development of early childhood teachers is directly related to the provision of quality infant and toddler care. Coordinating the training of those working with infants and toddlers in the state, analyzing gaps and maximizing limited resources represents both a challenge and an opportunity.

The purpose of this initiative is to identify the training needs of Florida's infant and toddler early childhood teachers, review the training that is currently available, develop an Infant-Toddler Strategic Training Plan, coordinate the training delivery, and to establish a communications network and coordinated calendar of training. A secondary purpose of this initiative is the identification of long-term goals and strategies that require remediation to the early care and education system. Toward this end, key stakeholders convened in Tampa, Florida on September 30, 2002 to begin shaping and framing a statewide strategy for preparing a cadre of highly qualified early childhood teachers working with infants and toddlers. Key activities included:

- Identification of key experts in the state
- Facilitation of the strategic planning meeting
- Coordination of continued efforts
- Establishing a communications network to ensure information sharing

Overview

High quality care for infants and toddlers has the potential to enrich children's early experiences and provide a solid foundation for school readiness. Recent brain development research underscores the importance of the first three years of life. The early care experience that infants and toddlers receive directly impacts the child's future development, ability to learn, and the capacity to regulate one's own emotions. Young children require good health and nutrition, developmentally appropriate activities, and nurturing, responsive caregivers for optimal brain growth and development. The National Institute of Child Health and Human Development (NICHD) Study of Early Child Care (2002) has indicated that higher quality care is related to better mother-child relationships, higher cognitive performance, higher language ability, higher level of school readiness and fewer behavior problems reported by teachers.

Researchers report that infant and toddler care is typically mediocre to poor in quality. National and state studies report that the quality of care for infants and toddlers is generally lower than the quality of care for preschool age children. The Cost, Quality, and Child Outcomes Study (1995) reported that 40% of the infant care rooms in centers were rated poor and placed children's health, safety or development in jeopardy. In addition, the Study of Children in Family Child Care and Relative Care (1994) reported that only 9% of homes were of good quality, while 56% were rated as adequate or custodial, and 35% were rated as inadequate or growth harming.

Improvement in the quality of infant-toddler care is paramount. Research supports that the training and education of early childhood teachers is a structural indicator of quality and impacts children's development. This document addresses the need to formulate and deliver a coordinated system of training for infant-toddler teachers and to engage in a meaningful dialogue for future policy recommendations for quality improvements.

Background

The Florida Children's Forum (Forum) has served as the administrator of the statewide child care resource and referral network for the past 15 years. Through the network, funds were previously used for local child care resource and referral (CCR&R) services to include services for parents, employers, the community, and providers of early care and learning services. State level training and technical assistance was provided primarily to designated professionals in child care resource and referral agencies. Annually, the Forum hosts a statewide leadership conference and regional trainings targeting specific components of the CCR&R delivery system.

In an effort to improve the quality and availability of infant and toddler care, the federal Child Care Bureau required states to earmark a portion of their Child Care and Development Block Grant (CCDBG) funds for infants and toddlers. The Department of Children and Families responded to this challenge by directing the Child Care Resource and Referral Network to develop a plan. After consultation and input from stakeholders, the Florida Children's Forum created the Infant/Toddler Quality Improvement Program. The program was developed in 1998 as a statewide initiative designed to address gaps relating to the availability and quality of child care for infants and toddlers in Florida. The program emphasized training, technical assistance, and mentoring.

The school readiness legislation of 1999 in Florida shifted the responsibility for quality from the state resource and referral network to local communities. In 2002, local school readiness coalitions were tasked with assessing their early care and learning needs and directing their resources to meet identified needs. While local leadership promotes a prioritization of community needs related to quality, it minimizes the potential for statewide coordination of training and technical assistance.

The Florida Children's Forum's Infant and Toddler Quality Improvement Program was one strategy among many aimed at improving the quality of care through training and support to infant and toddler early childhood professionals in Florida. Members of the advisory committee and others have long worked to educate on infant and toddler development, quality practices and evidence-based standards for care. However, due to the lack of a state level coordinated training program, the disconnect between training, services, and technical assistance efforts has become more apparent. The Florida Infant and Toddler Strategic Training Initiative developed from recognition of the need to more effectively utilize resources and coordinate training efforts.

To support the work of this group the *Unified Planning Model* was used to guide collaborative group work. This Model assumes an agreement on basic vision and mission of the groups that are participating in the collaborative process and focuses on the identification of mutually beneficial outcomes. With those desired outcomes as a framework to guide the planning process, core and supporting stakeholders are identified by outcome and detailed plans formulated.

THE UNIFIED PLANNING MODEL:

Definition of Unified Planning – A process that facilitates the development of shared vision, priorities and actions that enable collaborative partners to achieve mutually beneficial outcomes.

Unified planning requires:

- Shared parameters and priorities
- An agreement on those outcomes that are mutually beneficial
- Utilization of individual strengths and organizations strengths
- Inclusive partnerships
- Compatible philosophies
- Quality assurances
- An evaluative research and knowledge base

Process steps for Unified Planning must address system gaps or missteps. Actions are initiated by building shared philosophies, agreement on quality outcomes between and among participating partners. Of consideration are the skills and knowledge each partner brings to the process, their motivation for collaboration, and the degree to which the relationships become interdependent or remain independent.

KEY PROCESSES:

1. Identify stakeholders and partners
2. Build relationship and communication capabilities
3. Identify gaps in training
4. Provide common knowledge base and identify critical ideas
5. Identify and agree on mutually beneficial goals and prioritize
6. Create strategic action plan
7. Long-term goals and strategies

Identification of Stakeholders and Partners

Florida early childhood experts, leaders, and advocates with emphasis or special interests in infant and toddler development and care were identified to participate in the initial planning meeting September 30, 2002. Of this group, a subset was selected to serve on the advisory committee based on diversified expertise, work, and location in the state. A smaller workgroup was then identified to assist staff of the Florida Children's Forum in developing and refining the strategic training plan goals and activities. The initial level of work to develop a common infant and toddler webpage to post trainings, initiate a listserv to improve communications amongst trainers and professionals, and coordination of a strategic training plan are important first steps, however they are meaningless without the engagement of infant and toddler trainers, consultants, and providers of care.

Additional stakeholders and partners will be solicited through multiple methods. For example, *The Florida Infant and Toddler Initiative* webpage will serve as a resource exchange for early childhood professionals from around the state. Additionally, any interested individuals will be able to subscribe to the infant and toddler listserv. The listserv will serve as a resource for disseminating information to subscribers. As the number of partners increases, so will our ability to communicate training opportunities across the state in a comprehensive manner and assist early childhood professionals seeking professional development opportunities related to infant and toddler development and care.

Building Relationship and Communication Capabilities

With imminent changes to early care and education services for infants, toddlers, and preschool-age children in Florida, addressing the need for high quality services is a critical issue for parents, employers, and policymakers. High quality services are expensive and stakeholders of early care and education are forced to consider difficult tradeoffs between affordability, accessibility, and quality. From a macro perspective, the issues may appear overwhelming and without solution. However, by combining resources, investigating methods for shared services, and building partnerships it is possible to maximize available resources and enhance services for young children and families in Florida.

Significance

Professional development has been directly linked to quality care in numerous studies and reports (Cornelius, 1988; Ghazvini & Mullis, 2002; Hayes, Palmer, & Zaslow, 1990; Howes, Galinsky, Shinn, Sibley, Abbott-Shim, & McCarthy, 1998). Consideration of early childhood educator expertise is significant on many levels. Early childhood educator expertise and knowledge about child development is critical to children's learning and care. For this reason, workforce development is a fundamental issue related to early care and education.

If we are to realize our common vision of providing quality services to children, families, and the professionals who work with them daily, we must begin to think broadly and strategize with colleagues, develop partnerships, and move in a new direction. The Florida Infant and Toddler Initiative will stimulate new initiatives, enhance valuable services, and strengthen professional development options by streamlining services and alleviating resource crises for quality programming. Principles and strategies regarding shared services for community initiatives from key research studies and early childhood service programs will guide the initiative. The purpose of the initiative is to identify the training needs of Florida's infant and toddler early childhood teachers, review the training that is currently available, develop an Infant-Toddler Strategic Training Plan, coordinate the training delivery, and to establish a communications network and coordinated calendar of training.

Coordination of service delivery

Because of the many changes to the systems affecting early care and education systems, many states and local communities have deviated from typical delivery systems and have begun to forge partnerships and collaborations to support necessary services to members of local communities. As leaders and advocates work to initiate new or improve existing efforts, it is essential that decision-makers, funders, and other community leaders pull together the full measure of their resources (Zaslow, Calkins, & Halle, 2000). In particular, state community leaders can combine knowledge of their specific community's needs, resources and

priorities with information available from research to design improved training delivery systems for early childhood professionals in need of services (Hayes, 2002). Coordination of service delivery is a combination of strategies that simplify and facilitate access to benefits and services, while also improving and expanding existing services through maximization of dollars and resources.

Reforming services takes collaboration, integration, communication. Basic principles of policy and program implementation are derived from the concept of providing services to persons in need. Often this is impeded by the sectioning of funding streams within communities and across community borders. Early childhood leaders must *be driven by a compelling and well-conceived policy and program agenda* that ensures reaching across divides for the benefit of service recipients (Zaslow, Calkins, & Halle, 2000). When considering the purpose for coordination of service delivery and resource sharing the costs to society of inadequate services, or service delivery methods that are difficult to navigate must also be factored in (Bruner, 2002):

- *There are very significant public (and private) costs associated with services for early childhood professional development—* costs that extend across multiple public service systems.
- *A comprehensive approach is needed to produce the greatest gains.* A focus on only one dimension (e.g. literacy or enriched pre-school environment) is less likely to address all the needs of early childhood professionals and the contribution of that specific training may be diminished as a result.
- *Quality matters.* Collaborative programs that have demonstrated success and shown cost-benefits have been well-designed, employed skilled and dedicated staff, and have given attention to providing high quality services.

Collaborate with community partners. In many situations, leaders cannot bring about the change to current delivery systems without bringing together new resources. Coordination of services is one strategy for improving services. Coordination of service delivery within the education and early intervention systems presents impressive possibilities for continuation and enhancement of services. Collaborative business processes provide a platform for much greater specialization, allowing each of their participants to focus on their areas of greatest capability, supported by other participants focusing on areas of complementary capability. Opportunities for coordination of service delivery must be explored to ensure availability, accessibility, and high quality training and education for those who care for and educate children in each Florida community. Strategies to make better use of existing resources often require an initial investment of new funds to retool management and administrative systems; support better coordination; or implement creative prevention programs and services. Ultimately, these investments can lead to reduced spending on more intensive and expensive programs and meaningful differences in professional development opportunities for early childhood teachers who care for our state's youngest children.

Enhancing Communication Capabilities

Partners of *The Florida Infant and Toddler Initiative* are committed to supporting quality improvement and increased coordination of statewide training systems and services related to infant and toddler care. Through the initiative, we will be able to adapt to the evolving needs of early childhood professionals, and will work closely with early childhood trainers, researchers, advocates, and providers to achieve the common goals of quality care and coordinated training throughout the state of Florida.

Identification of Training Gaps

At the initial meeting of the advisory committee, time was spent identifying training gaps for infant and toddler development and care in Florida. The training gaps that were identified through discussion were analyzed for commonalities. For the purpose of organization, topics can be generally divided between *Populations*, *Topics*, *Processes* and *Structure*. What follows are the major discussion points:

Populations

- Under served rural populations
- Religious based groups
- Unique populations (migrant, etc.)
- Family child care homes
- Training for nannies
- Policymakers
- Training groups “outside the box”, police, court officials - cross training, across disciplines

Topics

- Basic child care training
- Disability and specials health care needs
- Content/curriculum standards
- Best practices; evidence-based quality skills
- Inclusion
- Brain development

Processes

- On-site mentoring
- Follow-up, technical assistance
- Gaps in sharing information on “what works,” “what’s available”
- Research and assessment to follow-up training. Learning impact, knowledge.
- Lack of continuity in training offerings
- Technology based training
- Retention of early childhood professionals

Structure

- Funding
- State university lack of courses in infant and toddler development and care

- Lack of coordinator “one office to maintain information”
- Training that translates to college credit
- CEU frameworks – instructional credential, training objectives

Provision of a Common Knowledge Base and Identification of Critical Ideas

What's done to children, they will do to society.

Karl A. Menninger

Researchers in the 1990's confirmed the significance of the early years in a child's life and verified for early childhood professionals and parents that the first years of life are critical for brain development (Dwyer, Chait, & McKee, 2000). During these formative years, development occurs rapidly. Children's early experiences are the foundation for future learning and development, and therefore quality care services for young children and families are imperative.

The reasons for child care quality are numerous. The quality of care impacts children's development, including cognitive, social, and health outcomes (Zigler, Finn-Stevenson, & Hall, 2002). Furthermore, a sizeable number of programs provide insufficient quality that might actually jeopardize development (Ceglowski & Bacigalupa, 2002). Continued promotion and growth of early intervention is necessary to ensure optimal outcomes for children and families.

The daily lives of many children have been substantially changed as a result of complex trends in family dynamics. The necessity for dual-incomes, family constellations of single-parent families, and the movement of welfare to work have increased the need for early care and education services (Kagan & Bowman, 1997). It is estimated that 73 percent of children under three are enrolled in programs including Early Head Start, child care centers, family child care homes, and relative care. The selection of services is constrained by the cost and convenience of care. Families rely on child care arrangements, but many do not have the resources to locate or afford high quality services (Ceglowski & Bacigalupa, 2002). It is critical that quality infant and toddler care services are available and accessible.

The physical and material environment, family environment, social and community environment can all affect a young child's healthy development (Shields & Berhman, 2002). Early Head Start and similar programs establish the pattern for family's involvement with children's formal learning in a profound and positive manner. Because families are children's first teachers,

early childhood programs have a responsibility to engage families and ensure positive relationships that support children's development (Zigler, Finn-Stevenson, & Hall, 2002).

Children's young experiences shape their worldview and effect their future development. Infant and toddler care services must be considered an integral part of quality early care and education services. Early care and education is the means by which we can provide high quality early learning and care services for families and optimal outcomes for all young children. If we are to ensure the healthy development of all children, we must educate our workforce and ensure the provision of comprehensive training opportunities.

Critical Ideas Surrounding the Coordination of Infant and Toddler Training

At the initial meeting of the advisory committee, time was spent identifying critical considerations for training related to infant and toddler development and care in Florida. Following a similar format from above, the training gaps can be generally divided between *Topics*, *Processes* and *Structure*. What follows are the major discussion points:

Topics

- General infant/toddler development including: Brain Development, Health, Safety, Bonding, Language Development, Literacy, Motor Development, Behavior Management, Children with special needs and Infant Mental Health.
- Parent/Caregiver communication/interaction.
- Infants and Toddlers with Disabilities - providing training for parents of newly identified children with disabilities that is specific to the disability and addresses resource identification advocacy.
- Referrals to the early care and education providers on disability issues - provide on-going technical assistance and training to early care and education providers in regards to disabilities and increased ability to have more children with disabilities and special health care needs in community settings including family child care.
- Cross training in normal child development and special education at the college level. State certification will recognize and therefore encourage cross training.
- Update college infant/toddler curriculum to include latest in research/best practices.
- Increased training in socio-emotional development needed for age levels birth to 3, or birth to 5. For early childhood teachers, child care directors, and physicians. Begin one or two additional trainings each year.
- Promoting and supporting language development/emergent literacy - especially for 1 to 3 year olds. Plan for reaching those who need it most.

Processes

- Early Intervention - mandate Early Intervention Plans (EIPs) to screen for Infant Mental Health issues and authorize intervention services. Train workers to recognize these issues when families come in for their appointment.

- Train 15-20 infant toddler center directors per year, per city in Florida to provide high quality infant/toddler training to their staff.
- Create cross-training forums around the state that increase opportunities for cross-discipline information exchange and training (e.g., child welfare, juvenile justice, criminal justice, Part C, Mental Health, economic assistance, housing, nutrition with early care and education).
- Identification of training outcomes as assessment mechanisms - guidelines of quality training.
- A list of current infant - toddler training in the state, divided by small, medium and large districts, and sorted by content areas such as play, brain development, inclusion, organizing environments, behavior management.
- Identified standards or guidelines for typical and atypical development for early childhood teachers of infants and toddlers. Teachers will understand typical developmental milestones for infants and toddlers in order to know how to recognize what is atypical, and make appropriate referrals.
- Guidelines for the organization of the infant-toddler environment, i.e., teachers will learn how to incorporate the three kinds of play across the infant-toddler environment and how to match children's developmental levels to play opportunities needed.
- Establishment of a training support system with substitute funding, opportunities for on-site training, coordinator of T.E.A.C.H. scholarships and other training funding mechanisms.
- Expansion of family child care mentoring program to provide resources and support for relative caregivers. Guidelines for quality training will be developed and adopted by all providers of training.
- Develop a mentoring center to serve and assist with the coordination of training and technical assistance (every I/T center and family child care provider would be visited by a consistent mentor on a monthly basis)
- Work to ensure that every state university offers and requires one or more courses in infant development/care for major in early childhood education/child development.
- Career Path - comprehensive training system developed around core competencies.
- Train police, other individuals who interact with children. Begin process of developing relationships with the organizations.
- Agreement to use common outcome measures and methodologies for assessing training effectiveness.
- Annual reporting on training activities and results which can serve as an ongoing needs assessment/strategic planning process.
- Feature great training resources and replicable approaches quarterly in Florida's Child magazine.
- Central registry of training/trainers - accessible by topic with certified quality - with "warm line" or web based navigation assistance, calendar, price, follow-up sequence, funding sources (TEACH, etc.), research on effectiveness.

- Marketing plan for promoting importance of birth to 3 and availability of high quality, evidence-based, cost-effective training through central registry system.
- Annual needs assessment.
- Florida will develop (and keep updated) a directory of training initiatives and trainers that will be widely accessible.
- Coalitions will adopt steps in their strategic plan to bring training in high quality IT care to providers in the community.
- Coordination of training resources, research materials, training agencies, trainers, consultants, etc. “one stop shopping”.
A statewide database available for all early education and care stakeholders to search for information based on need.
Appropriate for early childhood teachers and directors, service providers, coalitions, trainers, state agencies. Promotion of interdisciplinary services.
- A statewide training calendar.
- Self-education - promotion of skills, tools, sources, etc. for individual continued education. Training and dissemination of resources to encourage stakeholders to seek information.
- A comprehensive, searchable database of training resources available to all stakeholders responsible for training the child care workforce, available in print and online, which is updated on a regular basis and maintained by one central designated agency.
- A mechanism by which a quantitative determination of the effectiveness of training that is utilized can be made regarding the quality of the care and education that is delivered in individual programs.
- A system of communication related to training opportunities so training gets to those who need/want it and that training does not get replicated and local quality training programs can be spread to other areas.
- A forum for early childhood professionals to voice their needs, obstacles, etc. that translates into an action plan.
- Access to training opportunities for providers including technology, substitutes, compensation, transportation, training times that suit them, in-house, support.
- A system for assessing quality of training opportunities will be developed and applied to available training opportunities.
- A listserv will be developed.

Structure

- Place the Department of Children and Families child care training in same office as school readiness services.

Identification and Prioritization of Mutually Beneficial Goals

Mutually beneficial goals were developed from the identification of training gaps and critical considerations for training related to infant and toddler development and care.

Goal 1-Communication. Increase communication capabilities among early childhood leaders, advocates, researchers, trainers, and providers in relation to infant and toddler development and care.

Goal 2- Coordination. Work collectively to train directors, technical assistance providers, and early childhood professionals to increase skill and knowledge and enhance the quality of early childhood programming statewide.

Goal 3-Knowledge. Reach consensus on critical aspects of infant and toddler development and care, as well as core knowledge competencies.

Goal 4-Assessment. Identify and educate professionals on reliable assessment tools to enhance quality of infant and toddler development and care.

Goal 5-Research. Engage in research directly related to the education, care and development of young children.

Goal 6- Standards. Develop guidelines for quality training including standards and competencies for trainers and core knowledge competencies for early childhood professionals.

Goal 7- Advocacy. Create and utilize traditional and non-traditional messages with legislators and policy makers to ensure that infant and toddler care is forefront for early care and education policies and programs.

Strategic Action Plan

The first goal of communication has been addressed as the initial work of the Florida Infant and Toddler Initiative. Improving communication among early education and care professionals is a fundamental first step to improving the professional development opportunities relative to infant and toddler development and care.

Communication. Increase communication capabilities among early childhood leaders, advocates, researchers, trainers, and providers in relation to infant and toddler development and care.

Strategies

- Develop an infant/toddler webpage for the FCF website, including: a training calendar, links to national associations and state organizations, trainer database, fact sheets related to infant and toddler development issues, research/policy briefs that synthesize national and state research related to infant and toddler development, and the *Infant and Toddler Strategic Training Plan*.
- Develop an infant/toddler listserv to issue communication amongst the trainer community in Florida that will include: training announcements, research articles, national news, and other related information. Trainers will be able to use this listserv to communicate with one another on all infant/toddler issues.
- Develop a marketing strategy for announcing the availability of the above mentioned items.

Action steps

Infant and Toddler Web Page

A web page hosted on the Florida Children's website will be developed specifically for the *Florida Infant and Toddler Initiative*. Information will include, but not be limited to:

- Training Calendar
- National Associations
- State Organizations
- Trainer Database
- Fact Sheets
- Research/Policy Briefs

➤ Infant and Toddler Strategic Training Plan

Infant and Toddler Listserv

All infant and toddler trainers are welcome to receive the announcements and communicate through the Forum listserv. Information sent via the listserv will include: training announcements, research articles, national news, and other related information. Trainers will be able to use this listserv to communicate with one another on all infant and toddler issues.

Marketing Plan

The marketing plan below outlines a strategy that leverages the Florida Children's Forum's existing relationships and communication channels to target the foundation of Florida's early care and education infrastructure: child care providers, school readiness coalitions, resource and referral agencies and state agencies.

Objective: Drive key leaders and decision makers with the early care and education field to the Forum's *Florida Infant and Toddler Initiative* web section to:

- Develop strong training systems;
- Demonstrate the value of quality care for infants and toddlers;
- Identify, articulate and disseminate core knowledge base for infant/toddler caregivers; and
- Build a unified resource for child care providers, opinion-leaders and decision makers who advocate for children and families.

MARKETING STRATEGY: Target and secure non-paid, cost-effective, distribution channels to disseminate materials to launch the webpage as a new and valuable resource for the early education field. Including:

- Designing a high impact, full-color one-page advertising flyer to be distributed at conferences, seminars and symposia across the state.
- Leveraging the Forum's database to target and distribute the one-page flyer via e-mail.
- Drafting a newsletter article to feature the *Florida Infant and Toddler Initiative* webpage as a trusted resource for information. Place the article in industry standard magazines and online newsletters.
- Creating an advertisement promoting the Web page to run in the Forum's quarterly magazine, *Florida's Child*. This advertisement can also be placed in other industry publications (pending cost).

Long-term Goals and Strategies

In the first phase of the *Florida Infant and Toddler Training Initiative* the advisory committee identified goals and implemented action steps related to the goal of increased communication strategies. Goals related to coordination, advocacy, knowledge, assessment, research and standards will comprise the future work of the advisory committee, identified partners, and stakeholders of infant and toddler development and care. As our work continues, the *Florida Infant and Toddler Strategic Training Plan* will be revised accordingly. This is a working document, charting the coordination of service delivery related to infant and toddler professional development issues.

As we continue coordination efforts for professional development opportunities related to infant and toddler care and development in Florida, we welcome contributions and support from early childhood professionals. With a unified effort, we will succeed in our ultimate goal of providing high quality infant and toddler care for all children and families in Florida.

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