



PURPOSE

From our experiences, many of us are aware that children need high quality early care and education to ensure that they have opportunities to learn and grow. However, with the increased expectations of accountability and research-based practice from local, state, and federal government, experience and knowledge of best practices are not enough. Fortunately, researchers have long worked to document the link between early care and education and child outcomes that support and enhance our knowledge of developmentally appropriate practice, professionalism, and other essential skills necessary for young children's development. In an effort to more effectively communicate our message regarding the need for quality care and education and specifically to emphasize the significant impact of quality on children's outcomes, materials have been developed for use by local school readiness coalitions and their constituents. The *Making a Difference!* Research Profiles training module includes a synthesis of relevant research focused on quality child care and children's outcomes. The resources contained within the module were developed to provide supporting materials for communication of effective practices based in research.

The main goal of the two-day professional seminar is to equip leaders in the field with basic research knowledge and skills such as locating, reading, and critiquing research as well as utilizing and implementing research into everyday practices. Further, knowledge gained in the professional seminar is expected to be returned to local communities in order to disseminate the information to broader audiences. To assist with this, the materials have been designed to specifically target five different audiences: overview, business/commerce, policy, providers, and families.

In the process of communicating how research can inform practice relevant to quality and children's outcomes with others, the materials have been designed so that trainers/educators will be able to *pick and chose* from each of the five tracks to create their own module to accomplish individual and unique goals. Each of the five tracks has been developed from the foundation of three extensive literature reviews, three experimental program studies, two national longitudinal studies, and three local sets of research studies. The materials can be arranged to meet the needs of a five minute United Way presentation on the importance of quality and children's language and reading abilities, or an hour presentation to coalition members emphasizing the need of qualified teachers in the field. Further, the materials are flexible and can incorporate other sources, research articles, and approaches. The research-based information provided in this module is a stepping-stone and is in no way exhaustive. To strengthen this module, it is encouraged that trainers/educators continually update and build on the provided information in this three volume resource to improve and individualize the materials.