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## SOCIAL POLICY RESEARCH ASSOCIATES

### **Report on the Second Round of the Quality Child Care Initiative (QCCI)**

#### **Final Report**

#### **Chapter 4. QCCI Support for Training and Leadership Development**

This file contains Chapter 4 of the full report. The complete text of the report and an *Executive Summary* are posted on the web site of Action Alliance for Children at [www.4children.org/QCCI.htm](http://www.4children.org/QCCI.htm).

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## IV. QCCI SUPPORT FOR TRAINING & LEADERSHIP DEVELOPMENT

### INTRODUCTION

One of the four priority areas identified for the second round of QCCI funding was to “Build a Sustainable Workforce.” This strategic area was funded during both phases of QCCI’s Round 2 grantmaking. While the first phase focused on the countywide efforts related to compensation and retention initiatives described in Chapter 2, the second phase supported efforts to sustain and expand child care *training and leadership development* activities to improve overall child care quality in the San Francisco Bay Area.

Throughout its grantmaking history, QCCI has recognized that training represents a key ingredient for improving the quality of child care. In fact, the greatest portion of its Round 1 funding went to training activities. During Round 2, QCCI strategically targeted its support for “training programs for under-served groups and training in specified content areas, including infants and toddlers, special needs, diversity, and leadership development.”<sup>1</sup> QCCI established three criteria for funding Round 2, Phase 2 grants:

- **Populations served.** Priority was given to projects that provided training opportunities for licensed child care center staff and family child care home providers with low literacy levels, emergency credentials, and/or limited English skills, particularly those located in isolated geographical areas and/or in low-income and ethnically diverse communities.
- **Content Areas.** Priority was given to training and leadership development in the areas of: providing quality child care to infants and toddlers; providing quality child care to diverse populations and to children with special needs; and providing leadership development to center directors through business, administrative, or management training.

**QCCI targeted its Round 2 training support for under-served groups and in specific content areas such as diversity awareness and children with special needs.**

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<sup>1</sup> These specific content areas were formulated in response to feedback and lessons learned by Round 1 grantees.

- **Training Methods/Strategies.** Priority was given to projects that offered credit-bearing courses and incorporated some combination of the following factors of success: (1) planning *with* rather than *for* staff; (2) improving access by offering training in community-based settings, in appropriate languages, at convenient locations and times, and at low cost; and (3) using methods such as connecting theory to practice and providing technical assistance (T.A.) and follow-up support to trainees at child care delivery sites.

Finally, QCCI gave priority to applicants that wished to expand services to additional QCCI counties.

### **BACKGROUND OF FUNDED PROJECTS**

In 2001, QCCI awarded grants of \$100,000 each to four organizations for the support, expansion, and/or improvement of existing training programs. The funded organizations were: The Bay Area Network for Diversity Teaching in Early Childhood (BANDTEC), California Early Childhood Mentor Program (CECMP), Family Resource Network of Alameda County (FRN), and the Infant Toddler Consortium (ITC). Initial grant periods ranged from one year to 18 months. Overall, the projects selected by QCCI reflected a serious commitment to the aforementioned funding criteria and priority areas—such as serving children with special needs and providing discrete training opportunities within a larger framework of ongoing technical assistance and peer support. Exhibit IV-1 introduces the four grantees and how they reflect QCCI’s funding criteria.

**All grantees were required to develop trust in the provider community, respond to their training needs, and consider the capacity of agencies to realize change.**

The funded projects also reflect QCCI’s deliberate strategy of identifying resource organizations with acknowledged expertise in specific areas—such as infants and toddlers—and then trusting these organizations to design and implement training and support services in the way they feel is best. All grantees were thus required to develop trust and recognition in the provider community, respond to their articulated training needs, and consider the organizational capacity of child care agencies to realize change.



### Exhibit IV-1: Overview of Training and Leadership Grantees

Grantee	Populations Targeted	Training Content	Training Methods	Training Strategy
Bay Area Network for Diversity Teaching in Early Childhood (BANDTEC)	<ul style="list-style-type: none"> <li>▪ Eight Bay Area counties.</li> <li>▪ Recruitment of diversity interns by outreach to selected provider agencies.</li> <li>▪ Intensive participation by diversity interns and matched mentors.</li> </ul>	<p>Diversity issues for child care agencies, including the need for cultural sensitivity.</p> <p>Leadership training for practitioners-emerging diversity leaders.</p>	<ul style="list-style-type: none"> <li>▪ Intensive credit-bearing course and meetings for interns and mentors.</li> <li>▪ T.A. groups by region.</li> <li>▪ Public forums targeted to larger child care community.</li> </ul>	<p>Grow a group of practitioner-leaders on child care diversity issues by training interns and having them assist their organizations in raising and addressing diversity issues.</p> <p>Provide forum for ongoing diversity discussion and problem-solving.</p>
California Early Childhood Mentor Program (CECMP)	<ul style="list-style-type: none"> <li>▪ Eight Bay Area counties.</li> <li>▪ Bay Area child care agency directors as part of statewide project.</li> <li>▪ Recruitment and training of Center Director Mentors.</li> <li>▪ Recruitment of Center Director Protégés, who receive one-on-one training and support from Mentors.</li> <li>▪ Emphasis on recruiting participants from under-represented groups.</li> </ul>	<p>Leadership development training for inexperienced center directors.</p> <p>Training of director mentors at several levels of intensity, using mentor training and advanced mentor training.</p>	<ul style="list-style-type: none"> <li>▪ Train state trainers/facilitators at Institute in Illinois.</li> <li>▪ Train director mentors at California Director Mentor Institutes and Advanced Director Mentor Institutes.</li> <li>▪ Hold director seminars.</li> </ul>	<p>Train experienced center directors to provide hands on leadership training and support to less experienced peers.</p>

Grantee	Populations Targeted	Training Content	Training Methods	Training Strategy
Family Resource Network of Alameda County (FRN)	<ul style="list-style-type: none"> <li>▪ Alameda County.</li> <li>▪ Child care center staff and directors.</li> <li>▪ Family day care providers.</li> </ul>	How to include children with disabilities and special needs within regular child care settings.	<ul style="list-style-type: none"> <li>▪ Presentations as guest-speakers at community college classes.</li> <li>▪ Presentations in general community settings targeting both center staff and family day care providers.</li> <li>▪ Develop and disseminate resource materials.</li> <li>▪ Train bilingual trainers (not fully realized).</li> </ul>	<p>Increase public awareness and support for including special needs children within regular child care settings by providing trainings, disseminating resource materials, and educating policy makers.</p> <p>Reach practitioners within minority communities by increasing the diversity of and languages spoken by trainers on inclusion issues.</p>
Infant Toddler Consortium (ITC)	<ul style="list-style-type: none"> <li>▪ Eight Bay Area counties (expansion to Marin and Santa Cruz).</li> <li>▪ Reach non-English-speaking providers.</li> <li>▪ Reach family day care providers who have not previously attended formal classroom training.</li> </ul>	Infant-toddler care.	<ul style="list-style-type: none"> <li>▪ Provide credit-bearing courses on infant-toddler care in English and Spanish.</li> <li>▪ Train bilingual trainers to provide curriculum.</li> <li>▪ Initiate an informal introductory discussion course for family day care providers.</li> </ul>	<p>Increase the availability of infant toddler curriculum materials and training in languages other than English.</p> <p>Develop a non-threatening discussion class to help family day care providers capitalize on professional development and training opportunities.</p> <p>Expand ITC's role and services (e.g., in Marin and Santa Cruz Counties).</p>

As revealed in Exhibit IV-1, the four funded projects were multi-faceted and ambitious in nature, with activities that ranged from disseminating resource materials to engaging in advocacy efforts at the state level. Grantees generally engaged in the following *categories* of project activities: developing curricula and training materials; recruiting and training trainers and/or participants; expanding coverage and/or improving outreach; delivering training; disseminating resource materials; and increasing public awareness.

Nearly all the grantees developed their own training curricula and either acted directly as the training provider and/or developed a strategy for developing trainers/leaders in the field. A number of the grantees developed relationships with educational institutions that agreed to award academic credit for the successful completion of training activities. One grantee (FRN) worked to influence the training curricula offered by the educational institutions themselves. Specifically, FRN advocated to permanently incorporate instruction on serving children with disabilities into college curricula.

In this chapter, we compare and contrast the goals and accomplishments of the local grantees that received QCCI support to further training and leadership development efforts among the child care workforce. In Appendix F, we have included a table summarizing the specific objectives identified by each grantee. For each objective, the appendix summarizes the completed activities or outputs relevant to that objective as well as the outcomes or accomplishments resulting from the activity.

#### **THE BAY AREA NETWORK FOR DIVERSITY TEACHING IN EARLY CHILDHOOD (BANDTEC)**

BANDTEC was funded by QCCI for \$100,000 over 12 months to implement its Diversity Training and Leadership Development Project. Specifically, BANDTEC was funded to continue addressing the priority of improving leadership in diversity by training early care and education practitioners from all eight QCCI counties. The BANDTEC project involved the implementation of three interrelated training and technical assistance efforts that were to provide:

**The funded projects were multi-faceted and ambitious, with activities ranging from disseminating resource materials to engaging in state-level advocacy efforts.**

- In-depth diversity training and leadership development activities for practitioner-leaders.
- Technical assistance in the area of diversity to early care and education organizations.
- Public education forums for the larger early care and education community.

The goals above were to be accomplished through the following:

- The **Diversity Internship Project** to identify and train a cadre of practitioner-leaders on issues related to diversity in the early care and education field. (Two interns were to be selected from each of the four regions of the Bay Area.)
- **T.A. Groups** for early care and education practitioners, with one group for each of the four regions within the Bay Area. (T.A. groups consisted of the interns and up to ten other members of their respective organizations and/or local communities.)
- **Public Education Forums** on diversity issues for up to 100 participants in locations throughout the Bay Area.

### **Summary of Project Accomplishments**

In its project, BANDTEC attempted to balance the breadth and depth of its various training and organizational change strategies. To achieve a significant impact on diversity awareness and practices for select individuals and within select child care centers, the project provided a relatively small number of diversity interns with intensive training and support on how to identify diversity issues and promote discussion of needed organizational changes within their own workplaces. To realize a level of breadth in training, BANDTEC also organized less intensive public education forums designed to reach a broader Bay Area audience. Similarly, to support changes in *organizational behavior*, BANDTEC provided limited technical assistance to a select group of interested organizations while also distributing written materials on diversity to a much wider audience at public forums and focus groups sessions.

As a result, BANDTEC achieved different levels of outcomes for participants in different project activities. For the eight diversity interns

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who completed their training, outcomes included a thorough classroom-based study of diversity concepts and principles and well as experience in applying diversity awareness tools to their “real world” agencies. The technical assistance groups resulted in varying levels of commitment by the interns’ affiliated organizations to address diversity issues on an ongoing basis. For the 202 attendees at public forums, participants were influenced in more modest ways, including receiving an introduction to key concepts relating to diversity and beginning to examine their own personal prejudices.

Although BANDTEC had also aimed to change caregiver practices as a result of training, for the most part, the grant period proved to be too short to do more than start the process of planning for individual or organizational change.

On an organizational level, BANDTEC succeeded in developing key linkages with educational institutions in order to provide credit for focus group and internship participants, and secured new members for its own organization among internship and focus group participants.

Due in part to its QCCI-funded work, BANDTEC received many invitations from other funders and agencies to continue or expand its diversity work. In addition, BANDTEC has enjoyed a marked increase in external awareness about the organization. The organization has been approached by individuals interested in starting a Southern California chapter, with an eye toward moving statewide. While this is undoubtedly a positive development, BANDTEC feels that the real challenge to expanding will be determining the logistical steps for doing so.

### **Project Challenges & Lessons**

Overall, BANDTEC reports that the QCCI grant was critical for allowing the organization to “deepen” its work, specifically in terms of implementing the diversity course for interns and providing training and support for interns to implement changes at their respective agencies. The QCCI grant also allowed BANDTEC to reach a much larger number of people through less intensive involvement in other project activities (e.g., attendance at the public forums). BANDTEC also feels that its

**BANDTEC’s interns gained experience in applying diversity tools to “real world” agencies while public forum participants were influenced in more modest ways.**

work for the QCCI project has opened doors to new contacts and relationships with other funders and organizations. For instance, during the last half of the QCCI project period, BANDTEC was approached by a number of funders and agencies to submit proposals or partner with them on initiatives related to diversity issues. These funders and agencies include: the Evelyn and Walter Haas, Jr. Fund, the Miriam and Peter Haas Fund, the Marin Community Fund, the Marin Education Fund, the Cross Cultural Family Center, Inc., The Link to Children, Inc., and the Alameda County First Five Commission.

BANDTEC feels that its only project implementation challenge was related to the proposed timeline. While BANDTEC successfully adjusted activity timelines to accommodate QCCI's requirement for a 12-month project, staff feels that more time was needed in order to realize change and have a greater impact on child care agencies. As stated in BANDTEC's final report, "A 12-month project just begins to bring about awareness relating to issues of diversity."

Lessons from project implementation centered on the importance of facilitating dialogue and providing support for individual participants. BANDTEC emphasized peer-to-peer conversation as a critical tool in its work. For instance, BANDTEC's T.A. focus groups were critical for "creating dialogue and comfort." Face-to-face monthly meetings between focus group facilitators and mentors for the internship program allowed both sides to touch base, share concerns, receive peer support, and share different approaches to instruction and training. Overall, BANDTEC feels that "the best thing we've done so far is to provide an opportunity for people to *talk* about [diversity issues]." One of the BANDTEC interns echoed the importance of dialogue, particularly for breaking the ice and creating a safe space for diversity discussions to occur. This particular intern described how during initial classes, interns were encouraged to ask personal questions of others, such as asking a male intern, why do you wear an earring? These icebreakers were critical because, in the words of the intern, "If you can't feel comfortable asking about earrings, then how are you ever going to feel comfortable asking a lesbian couple [about child care issues]? It sets you up to talk

**BANDTEC noted that one of its greatest accomplishments has been simply to provide a forum for discussion of diversity issues.**

about more serious things later.” The intern also cited class dialogue as a way to keep diversity issues “at the forefront” of their work.

Because interns’ ability to affect change depends largely on their agencies’ support, BANDTEC learned that it was more effective to recruit interns via interested *agencies* rather than on an individual basis as they did in the past. Specifically, BANDTEC began selecting agencies interested in participating in the internship program. At that point, the selected agency would identify someone within the organization to become the BANDTEC intern. BANDTEC found that this change in recruitment practice brought about greater support for the intern’s work and more commitment to bringing about change within the agency.

Other key project lessons for BANDTEC were the following:

- *Collaborative approach to identifying needs for agency change.* While BANDTEC made important steps to ensuring that interns had their agencies’ support, BANDTEC learned that it probably would have made sense for interns and other worksite administrators to have set aside structured time in the beginning of the project to make sure that the agencies were ready to commit to a process of self-reflection and change with regard to diversity issues.
- *Importance of credit-based instruction and college instructors as organization members.* BANDTEC feels that credit-bearing courses are particularly important for on-the-floor caregivers. Therefore BANDTEC has developed solid partnerships with local colleges such as Ohlone College and Sonoma State University. BANDTEC’s ability to offer credits as training incentives is greatly aided by the fact that approximately half of BANDTEC’s members are college instructors. In the words of one BANDTEC representative, “College instructors see how important it is to participate in BANDTEC and have a place where they can discuss these [diversity] issues and bring them back to the classroom. So it’s a big thing that we have people inside the classroom saying, ‘we need this.’”

### **CALIFORNIA EARLY CHILDHOOD MENTOR PROGRAM**

CECMP received \$100,000 for an 18 month-project to implement Training and Leadership Development for Directors. CECMP's program objectives include the retention and support of qualified early childhood staff and improved access to training. A special component has provided training in mentoring and leadership development for all directors and specialized training and support for those who have been identified as Director Mentors. CECMP was funded by QCCI to increase training and leadership development activities for Director Mentors and all directors; improve recruitment of Director Mentors, protégé directors, and community directors with a special emphasis on those from underrepresented populations; and improve strategies for inclusion of individuals from underrepresented groups in Mentor Program instructional activities targeted to directors.

### **Summary of Project Accomplishments**

The model of leadership development being tested by CECMP depends on first recruiting and training director mentors, and then matching them to inexperienced directors for one-on-one support. Much of the energy of the project staff to date has been focused on designing training curricula for the director mentors, identifying and training trainers to provide the training through director mentor institutes, and getting the director mentor training off the ground. Thus, it is not surprising that the project has not yet provided large numbers of inexperienced directors with hands-on mentoring support.

The reported number of active director mentor relationships reported by the ten colleges participating in this project in the Bay Area is still modest, although growing: 21 to date in 2003, as compared to 15 in all of 2002. More importantly, however, there is encouraging evidence that this project is developing the capacity to implement its leadership development approach on a large scale. Thus, the total number of Bay Area center directors who receive director mentor training annually by attending one of CECMP's Director Mentor Institutes grew rapidly, from 17 in 2001, to nearly 150 in 2002. The project is also succeeding in dramatically increasing the total number of directors it reaches through its Director Seminars held at participating



colleges. In the eight county Bay Area, the number of Director Seminars held among the ten participating colleges increased from 13 to 46 between 1999/2000 and 2001/2002, and the number of participants attending the Director Seminars increased from 212 to 521 over the same period of time.

If the director mentor strategy proves to be effective, the CECMP project is poised to reach a significant proportion of the child care director pool with its leadership development and mentoring services. Unfortunately, however, at the end of the project period, CECMP anticipated significant challenges with regard to the future of its program efforts. Staff predicted that reductions in its budget for next year would require a 25% cut to the number of Director Mentor placements.

### **Project Challenges & Lessons**

Overall, the QCCI grant allowed CECMP not only to provide direct training services, but also to cultivate long-term training *resources*. For instance, the participants of a special training held in Illinois came back as ongoing trainers for CECMP. Each has led or co-facilitated at least one Director Mentor Institute. The QCCI grant also allowed CECMP to develop an ongoing relationship with the “renowned [child development] author and trainer,” Paula Jorde Bloom, so that she was not only providing direct training, but was also acting as an ongoing resource—e.g., by helping to develop a facilitators guide.

CECMP project changes were made to extend its timeline and to reallocate some project funds, primarily in order to respond to implementation challenges. For instance, one of the main challenges faced by individual Mentor Programs is organizing Director Seminars; lack of time and minimal community support were specifically cited as challenging factors. In response, CECMP developed *Recipes for Quality: A Guide to the Director Seminar*. This guide presents thoughts and ideas from Director Seminar facilitators and is “designed to assist in supporting local child care directors.” Some budget changes were approved by QCCI to provide training for facilitators who would be

**QCCI support has allowed CECMP not only to provide direct training services, but also to cultivate long term training resources.**

using the *Recipes for Quality* guide as a tool, as well as to provide support to the *Every Director Counts* program in Alameda County.<sup>2</sup>

**CECMP learned that standard outreach strategies would not be effective for recruiting participants from traditionally underserved populations.**

Key project lessons concerned community organizing and conversation as critical tools for effective outreach and training. Because CECMP wanted to serve directors who are not currently “in the loop” (i.e., directors from traditionally underrepresented populations or underserved areas), staff realized that traditional outreach strategies would not be effective. Specifically, CECMP needed to engage in more intensive, interpersonal outreach. As one CECMP staff person observed, “It’s not just about opening the door and sending out a notice, it’s [about] beating the bushes a little bit and going out and talking to these folks.” Part of this strategy for CECMP involved conceptualizing seminar facilitators as *community organizers*—people who can be viewed not just as (college) instructors but also as community liaisons who will meet directors where they are and encourage them to get involved in a support network and pursue professional development opportunities. CECMP realizes that more training is needed to help facilitators develop their role as community organizers.

As was the case with other training and leadership grantees, CECMP also found that *conversation* with practitioners is key to effective outreach and training. For instance, CECMP feels that effective training depends on “gathering as much data from practitioners as possible”—by asking them what types of training and meetings would be most appealing and useful for them. CECMP stressed that such information-gathering sessions should *not* be called focus groups. CECMP advised that trainers simply “call it a potluck dinner and ask some questions.” Finally, CECMP noted that many of its training participants reported that the most valuable or appreciated part of the training was having the opportunity to network and have small group and/or individual conversations with others in the field.

Other lessons for CECMP were the following:

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<sup>2</sup> This project represents a collaboration between CECMP and Alameda County’s First Five Commission, and is modeled on *Taking Charge of Change*.

- *Language barriers for potential applicants.* CECMP noted that there were definite language and writing barriers for some Director Mentor applicants, particularly from the traditionally underrepresented groups that they were attempting to target. However, CECMP could not think of alternate recruitment strategies that were not prohibitively expensive in terms of resources (e.g., one-on-one interviews, site visits).
- *Protégés not as “new” as anticipated.* While CECMP expected that its protégés would be brand-new directors, this proved not to be the case. This group generally already had two to three years of experience. This suggested to CECMP that truly brand-new directors are too overwhelmed to even think of asking for assistance. As one CECMP staff person noted, “They don’t even have the questions formulated yet, they’re just trying to survive.”
- *Offering different types of credit.* CECMP stated that it is important not only to offer credit as an option for training participants, but also to offer credit at different levels. For instance, CECMP noted that many participants at the director level do not want community college credit; rather they want upper division or graduate credit, so it is important to partner with an institution that can accommodate these different needs.
- *Importance of continuous training and the CARES structure.* CECMP feels that one-shot, piecemeal training sessions contribute very little to the child care field and that there needs to be a larger vision of professional development. Specifically, all training should be part of a cohesive professional development system [i.e., the CARES structure].

**CECMP learned that it is important to offer different types of credit to accommodate the needs of different training participants.**

#### **FAMILY RESOURCE NETWORK (FRN) OF ALAMEDA COUNTY**

FRN received \$100,000 from QCCI to implement Inclusive Child Care Systems and Training over an 18-month period. Specifically, FRN was funded to expand its training, systems advocacy, and leadership efforts to improve the availability of quality child care services to children with disabilities and special health care needs in Alameda County. The project had several ambitious objectives, as follows:

- Develop a training and professional development plan that effectively integrates coursework on disability,

special needs, and inclusive child care practices within credit-bearing classes offered through the four community colleges in Alameda County.

- Increase the number of staff/providers receiving training on disability issues and inclusive child care practices in a variety of locations, languages, and modes of instruction.
- Increase the number of culturally and linguistically diverse trainers with the capacity to provide training, technical assistance, and support on disability related issues, and appropriate strategies for inclusive practices to child care center staff and family child care providers.
- Increase the availability of books, videos, and other supplemental resources to the child care community on topics related to understanding the needs of children with disabilities and inclusive child care practices.
- Promote awareness of quality indicators and critical thinking skills in program self-assessment activities specifically related to effectively serving children with disabilities.
- Provide leadership on state and county level public policy activities to create and support an integrated, unified, and inclusive child care and early education system.

### Summary of Project Accomplishments

**Although FRN adopted a multi-pronged strategy, its project accomplishments were greatest at the system level.**

Although FRN adopted a multi-pronged strategy designed to affect change at many levels, its project accomplishments were greatest in the area of policy or system-level awareness and improvement. At this level, FRN staff represented the voice of families on eight councils and advisory bodies, including the Special Needs Subcommittee of the Alameda County LPC and the Developmental Disabilities Council. FRN staff has provided leadership in the development of all of Alameda County's SB 1703 projects and activities,<sup>3</sup> and provided key training and mentorship services to local resource and referral staff on inclusive services. On a state level, FRN was involved in three major activities of the California First Five

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<sup>3</sup> Introduced by State Senator Escutia and signed into law by Governor Davis in September 2000, SB 1703 provided \$42 million in one-time state funding to expand and improve facilities and equipment in state-subsidized child care programs, with particular attention to expanding program capacity to serve children with special needs. With state approval, up to 30% of the funds provided to a locality could be used to expand the capacity of nonstate-subsidized child care providers to serve children with special needs.

Commission and contributed to the development of the *Transfer the Knowledge Symposium on Inclusive Child Care*, which served as an introduction for many attendees to building a coordinated, county-wide effort on inclusive child care. Overall, FRN's work at the system level has contributed to an increase in the number of local and state agencies, advisory boards, and commissions willing to address access and equity for children with special needs.

In order to realize impact at the local and practitioner levels, FRN worked on information collection and dissemination and provided direct training. On the informational level, FRN expanded and organized library materials and disseminated information to hundreds of providers in the form of brochures, fact sheets, and resource lists. On the training level, FRN developed inclusion workshops and classes that they usually offered within the structure of a pre-existing college course; FRN provided 14 classroom-based trainings to more than 330 child care providers. Topics included an overview of the American Disabilities Act (ADA) and the process for identifying and referring children with special needs. As part of its QCCI project, FRN had also planned to develop and implement a training-of-trainers (ToT) curriculum in order to build the local pool of (bilingual) trainers on inclusive care. While FRN did not finish developing the ToT curriculum, important progress was made with regard to ensuring that the training content and activities would be culturally appropriate to Spanish-speakers.

Because issues of inclusive care are often not even on the radar screen of child care practitioners and policymakers, FRN's work at the system level represented a critical step in raising the *visibility* of children with special needs and their families, thus laying the foundation for expanding its more intensive, practitioner-level work.

Looking ahead, FRN will be looking for additional opportunities to continue work on the ToT program and will continue its leadership role with regard to all of Alameda County's inclusive child care training and services. FRN will be financially supported by the local planning council in providing mentorship, technical assistance, and support to newly hired Inclusion Coordinators at all CCR&Rs in the county.

**FRN's work at the system level raised the *visibility* of children with special needs and their families.**

## Project Lessons

Overall, the QCCI grant was most critical in allowing the organization to engage in key state and local advocacy and policy efforts related to inclusive care. For instance, FRN’s direct involvement in the launching and implementation of activities within SB 1703, California First Five Commission, CDPAC, Alameda County Every Child Counts, and the State Interagency Coordinating Council on Early Intervention “would not have occurred without funding from QCCI.”

The primary challenge faced by FRN concerned the particular ambitiousness of its QCCI-funded project, which was designed to affect change on multiple levels—i.e., fostering state-level systems improvements; building a local infrastructure among the disabilities and child care fields; and providing direct support and training to caregivers. While the ambitiousness of FRN’s project reflects the organization’s desire to link state- and local-level work related to inclusive care, in retrospect, FRN feels that they “bit off more than they could chew,” and should have instead concentrated on one level/set of activities (i.e., system-level awareness and improvement only). Public policy activities alone required significant staff hours—e.g., as participants on the California First Five Commission’s Advisory Committee on Diversity, and on the School Readiness Workgroup of the California Master Plan for Education, and as key contributors to the Transfer the Knowledge Symposium on Inclusive Child Care held in November 2002. As a result of the project’s overall ambitiousness, at least one major outcome was not achieved—the implementation of the Training of Trainers (ToT) program.

**Finding project staff with expertise in both early childhood and special needs has been a considerable challenge.**

The other challenge faced by FRN concerned staff capacity. First, finding a qualified candidate for the Project Director position proved extremely challenging—in particular, finding a candidate who was familiar with both the early childhood and special needs spheres and who could “hit the ground running.” As a result, Kate Warren, the agency’s Executive Director, assumed more project implementation responsibility than had originally been anticipated. Second, while FRN designed its project to build upon the activities of the local First Five Commission’s Every Child Counts Strategic Plan, FRN found that it did not have enough staff resources to integrate the QCCI project goals into

these activities as rapidly as was planned. However, many of the proposed activities are currently being addressed through FRN's role in Alameda County's SB 1703 activities. Kate Warren is serving as the co-chair for the newly formed Special Needs Subcommittee of the Alameda County Child Care Planning Council. This subcommittee will provide leadership on the development of all future inclusive child care training and services. FRN will receive funds from the council to provide mentorship, T.A., and support to newly hired Inclusion Coordinators at all CCR&Rs in Alameda County.

In keeping with the fact that many of FRN's project accomplishments were at the system-level, their lessons and insights are also primarily at this level, and are specifically concerned with: the cultural appropriateness of training methods, the pros and cons of credit-bearing instruction, and misperceptions in the child care field about serving children with disabilities.

FRN found that designing training for non-English-speaking populations requires a considerable amount of time and initial *conversation*—not so much for the purposes of linguistic translation, but rather for cultural translation and relevance. FRN found that there were certain cultural assumptions and perceptions about disabilities among the Latino community that differed quite significantly from those held by the white population. For instance, while one culture emphasizes fostering independence in individuals with disabilities, the other culture stresses ongoing nurturing and care taking. FRN's experience with the Latino/Spanish-speaking bilingual committee alerted them to the experiences that Latinos as trainers were likely to encounter. Because of the amount of time involved in adapting a training for a different culture, FRN was forced to focus on only one new language (Spanish) and to set aside original project timelines. As one FRN representative recalled:

*Project staff expected to have a few brief input sessions [from the bilingual committee] and then move on to designing training activities and content, start training the trainers, and move on to implement actual training of caregivers. It did not turn out this way . . . Had we not engaged in this important conversation with our colleagues at the beginning, we*

**Like other grantees, FRN found that designing training for non-English speaking populations requires more time for *cultural* translation than linguistic translation.**

*would have met a number of project deliverables but we would have overlooked the essential elements of developing culturally responsive training.*

After three meetings with the Latino/Spanish-speaking bilingual committee, FRN realized that it had barely scratched the surface in terms of exploring the topic area, establishing priorities, identifying effective modes of instruction, and debating terminology to use in training. Ultimately, the meetings were critical for determining the critical components of Spanish-language training—e.g., transmitting content through oral tradition, maximizing personal storytelling and conversation, and making extensive use of visuals, role-playing (*teatro*), and group problem-solving. While FRN was successful in surfacing these key elements, the ToT component of the QCCI project was not actually implemented. FRN is seeking additional partners and opportunities to continue its work in this area. On a broader level, FRN recommends that experts in inclusive child care training and culturally responsive training convene a state-level focus group to address the need for inclusive care training and materials in non-English languages.

**FRN noted that providers still want a “checklist” for taking care of a child with special needs, instead of relying on their ability to individualize child care services.**

Similar to other training and leadership grantees, FRN found that credit-bearing instruction has both advantages and disadvantages. While FRN appreciates that credits (and stipends) are effective incentives for caregivers receiving training, enrollment in credit-bearing courses may be at the expense of other important training opportunities, such as those offered through community workshops or seminars on disability-related topics outside the child development field. As one FRN representative noted, “Before CARES, folks were willing to attend courses just to get the training; now it’s not the case without units.” FRN also noted that the focus on community college coursework reduces the number of non-English speaking training participants.

FRN shared extensive lessons regarding the general child care field’s misperceptions about serving children with disabilities. First, FRN feels that providers still want “a checklist” on how they should take care of a child with special needs when instead they should be relying on core child development trainings that emphasize the ability to individualize services to meet the needs of each child. Second, FRN noted that the



child care field often has the perception that one must have special consultants in order to serve children with special needs, which in turn creates the perception that without such consultants, centers should not be expected to serve children with special needs as part of their everyday operations. According to FRN, this perception is reinforced by the fact that there are not enough *references* to the fact that providers should be caring for children with special needs. For instance, there is no language in the California Department of Education's funding terms and conditions that prompts contracted providers to think about addressing the needs of children with disabilities in their programs.

Other key lessons for FRN were the following:

- *Difficulty created by lack of standard message and curricula.* One of the challenges FRN consistently encounters is the lack of a “universal message” with regard to inclusive child care. For instance, there are different interpretations of the American Disabilities Act (ADA) from different trainers and materials.
- *Need to provide different types of training to center staff and family child care providers.* FRN observed that family child care providers want disabilities training when it relates to an actual child that they are serving while center staff is more interested in the “nuts and bolts,” such as policies and procedures related to caring for children with disabilities.<sup>4</sup>
- *Importance of agency buy-in.* Similar to BANDTEC, FRN emphasized the need for buy-in at the organizational level to affect change. As one FRN representative noted, “If center directors don’t believe in including kids with disabilities, then their staff won’t. Inclusiveness must be at the program’s foundation or else staff won’t feel supported in their efforts.”
- *Importance of reinforcing the message of inclusion by incorporating it into all education and training courses.* While FRN provided many different trainings, usually within the framework of pre-existing college courses, the larger goal is to ensure that disabilities instruction is

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<sup>4</sup> FRN noted that almost all their trainees are center staff not family child care provider staff.

*reinforced*—e.g., by having an instructor that reinforces FRN’s message about inclusionary child care throughout the duration of a course, or by having disabilities content become a permanent part of a college’s child development department.<sup>5</sup> However, as FRN noted, many instructors do not have the knowledge to reinforce the training; this is a challenge that cannot be resolved until there is “a whole new generation of instructor-trainers.”

- *Importance of conversation as a training tool.* Similar to other training and leadership grantees, FRN also stressed the importance of *conversation* as a training tool, particularly for reinforcing training content. As one FRN representative stated, “Providing places for this conversation to continue would probably be one of the most important things that the training field could do.”

#### **INFANT TODDLER CONSORTIUM (ITC)**

ITC received \$100,000 in QCCI funds over 15 months to implement its Infant Toddler Caregiver Leadership Development Project. ITC was funded to expand and strengthen its child care training and leadership development capacity throughout the greater Bay Area using three distinct strategies: (1) translating its existing *Baby Steps* training series into Spanish and implementing this training series among Spanish-speaking child care providers; (2) developing and implementing a “training-of-trainers” model for both the English and Spanish *Baby Steps* training series—targeting experienced caregivers, center directors, and trainers from all Bay Area counties with a special focus on bilingual individuals; and (3) developing and implementing a new *Beginning with Babies* training series, targeted to infant/toddler caregivers who have not previously attended formal credit-bearing training and/or who are not ready to successfully complete a community-college level class.

The ITC project was also designed to test how ITC—which was already well established as an infant-toddler resource organization in

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<sup>5</sup> According to FRN, Merritt College is the only college with an Early Intervention Certificate Program. It was through FRN’s efforts that special needs/inclusive care coursework became a permanent part of Merritt College’s Child Development Department.

several Bay Area counties—could begin enlarging its service area to include additional counties. To expand ITC’s geographic coverage, the agency was funded to initiate its *Beginning with Babies* curriculum among caregivers in Marin County. The organization also proposed to conduct outreach and develop stronger linkages with the child care community in Santa Cruz County as a first step in expanding its services to providers in this county.

### Summary of Project Accomplishments

ITC’s project represented a blend of new and expanded activities, nearly all of which were related to providing direct training services to traditionally underserved provider populations. ITC successfully developed and piloted the new *Beginning with Babies* series, although with only four provider-participants. ITC also successfully developed and piloted the Spanish version of *Baby Steps* with 14 child care providers. ITC built the skills of trainers as well as practitioners by developing and piloting a training-of-trainers model for the *Baby Steps* curriculum, with 12 participants from four counties; two of the participants were bilingual.

Evaluation forms from *Beginning with Babies* indicated that participants had a valuable chance to reflect on what it means to care for babies, learn key concepts in quality infant and toddler care, and feel empowered to improve care practices at their organizations. Feedback from Spanish *Baby Steps* participants was also positive; providers learned about culture in care, along with the more traditional infant/toddler concepts, and expressed interest in having more Spanish training opportunities. Trainers who participated in the training-of-trainers model also provided positive feedback on their experience.

Overall, although the size of the provider/trainer population reached by ITC was small (30 individuals), to some extent this was to be expected given the significant effort required simply to *develop* the three new training models. With the QCCI grant, ITC was able to engage in development and piloting these new models, and to better position itself for full-scale implementation to a broader population of providers and trainers. Finally, the QCCI grant also allowed ITC to lay critical

**QCCI support allowed ITC to develop and pilot three new training models and to better position itself for full-scale implementation.**

groundwork for future training efforts through outreach and relationship-building efforts with Santa Cruz County.

During the project period, ITC also enjoyed financial support from Alameda County's First Five Commission. This funding allowed ITC to help establish relationships between parents and providers, and to develop a Parent Page and a Trainers Column on their multilingual newsletter and website. Overall, ITC appears well-positioned to continue its work after the QCCI project period, with a full training schedule in place for the 2002-2003 year.

### **Project Lessons**

ITC reports that QCCI's Round 2 funding helped the organization further its fundamental goals. For instance, developing the training-of-trainers model helped ITC move toward its goal of recruiting and training more bilingual infant-toddler trainers in early childhood education. Translating *Baby Steps* into Spanish contributed to ITC's goal of providing multilingual services. And developing *Beginning with Babies* helped ITC reach out to on-the-floor providers and increase the level of professionalism among new entrants to the field and care providers who may not have received much formal education in early childhood education.

ITC experienced few major challenges or changes during the project period. While ITC's Executive Director departed unexpectedly in 2002, the organization was able to complete all of its originally planned activities, although its outreach for *Beginning with Babies* was not as extensive as it would have been had the Executive Director not departed. One of the few changes made to project activities concerned ITC's plans for Santa Cruz County. While ITC originally planned to offer training services to this county, in response to initial conversations with Santa Cruz, ITC instead chose to concentrate on relationship-building in Santa Cruz County and to limit its implementation focus to Marin County. Given this development, ITC truly appreciated the flexible structure of QCCI grantmaking; as one ITC representative noted, "That's why I really appreciated the flexibility of the QCCI grant; [it's] difficult to find places that will support *responsive programming*."

ITC's major lessons learned centered around effective outreach and relationship-building strategies and providing training that is both culturally appropriate as well as sensitive to caregivers' particular needs and professional challenges.

As previously mentioned, ITC chose to concentrate on relationship-building rather than training implementation in Santa Cruz County. This decision was made because ITC learned that effective outreach requires a significant amount of time. As one ITC representative noted, "We had really thought that within the year, we were really going to be established in Santa Cruz, but a year is basically only enough time for people to recognize your name and to say good things and not bad things." ITC feels that this lesson will be valuable in moving forward with its goal of becoming a statewide organization.

ITC found not only that relationship-building requires a significant amount of time, but also that it serves as a critical foundation for service provision by an "outside" agency. One ITC representative reflected on the Santa Cruz experience by noting the following:

*It was ascertained that the Consortium's linking with the community would be accomplished through the cultivation of long-term relationships. The county would be resistant to an outside agency blowing into town and setting up shop without having established long-term relationships with the many interest groups in the area.*

Finally, ITC found that effective outreach to Santa Cruz County required a respectful and flexible tone. ITC communicated a willingness and desire to help Santa Cruz, but not to supplant or dominate any local efforts. ITC also expressed its desire to *learn* from Santa Cruz in addition to its wish to provide training. ITC feels that adopting the tone they did was key to the responses and call-backs they have received so far from Santa Cruz stakeholders. In general, imparting a sense of flexibility means that ITC can be a "helpful presence" in many varied communities. And as one ITC representative added, "What that helpful presence *looks* like will be determined by each community."

**ITC found that building new county relationships not only requires a significant amount of time, but can also be a prerequisite for offering training services.**

Part of ITC's project required a translation of *Baby Steps* into Spanish. Similar to FRN, ITC's experience highlighted the need to engage in *cultural* as well as linguistic translation, with the former requiring more time than might be anticipated. One ITC representative characterized cultural translation as "an additional layer [you] need to go through before actual language translation." For instance, while a certain Spanish word might be technically correct for the word "caregiver," it might also carry certain unfavorable connotations that may also vary by region or by particular Spanish-speaking populations. ITC utilized a number of Spanish-speaking staff members at BANANAS to act as a sounding board on cultural appropriateness. For working with non-English-speaking populations, ITC also recommends getting in contact with as many community leaders as possible—even if they are not within the sphere of early childhood—just to share training and project plans.

**ITC found that unstructured opportunities for conversation are important for "celebrating" providers and for gleaning ideas and language that will be effective in future training efforts.**

Project implementation also required ITC to be sensitive to the professional needs of caregivers in general and to respond appropriately. In ITC's view, caregivers are "very embattled, not paid enough, bombarded with information, and rarely listened to or celebrated." Given this, ITC frames their trainings not as yet another lecture, but as an opportunity for caregivers to feel better about the challenges of their work by *talking* about them and getting peer support. ITC also attempts to incorporate unstructured time for talking and listening into all of its trainings and conferences. Similar to BANDTEC, ITC found that participant caregivers often express that this time is their favorite part of the training experience. As an additional benefit, ITC uses the unstructured conversation time as a way to glean keywords and language that can in turn be used effectively in trainings and conferences.

Other key project lessons for ITC were the following:

- *Potential benefit of screening trainees prior to training.* Particularly for more intensive training opportunities, such as the six Saturdays required for *Baby Steps*, ITC feels that it would be beneficial to have at least one initial conversation with prospective trainees in order to get a sense of what they are looking for and whether the training will meet their needs.

- *Importance of building confidence as well as skills of prospective trainers.* ITC feels that while many individuals have the *skills* to be an ITC trainer, they often lack the confidence to do so, particularly since there is a lack of general information and knowledge about what it takes to become a trainer or leader in the early childhood field.
- *Pros and cons of credit-based trainings.* While provision of credit draws more participants to trainings, ITC worries that this can create the undesirable situation where training credit is more important in driving attendance than training *content*. ITC cites examples where individuals would call them to ask if a conference offered credit even before reading the conference brochure.

#### **SUMMARY OF QCCI SUPPORT FOR TRAINING & LEADERSHIP DEVELOPMENT GRANTEES**

It is clear from the previous summaries of grantees' accomplishments and lessons learned that training is not a single activity, but rather is part of a much more intensive and necessary cycle involving: relationship-building and needs assessment; curriculum and resource materials development; outreach to targeted recipients, to the broader child care community, and at times to the community at large; delivery of training; and provision of follow-up support. With such a broad array of activities needed to accomplish training goals, it was unlikely that 12 or even 18 months would be sufficient to reach large numbers of practitioners, or to realize significant change in practitioners' knowledge and/or behaviors. Thus, training and leadership grantees provided little evidence of achieving this level of impact. Overall, this raises the need to: (1) plan for longer project cycles in order to take training efforts to scale, and (2) plan for grantees to engage in specific follow-up data collection activities, in order to see how their training activities affect providers in their work and organizations in the longer term.

Despite the fact that training and leadership grantees realized only limited impacts at the provider level, QCCI's support was critical in laying the foundation for future, successful training efforts—e.g., translating a training curriculum into the Spanish language and culture,

**While academic credit may be an effective training incentive, ITC worries that credit rather than content may be driving attendance.**

**It is clear from grantees' experiences that training is not a single activity, but rather is part of a much broader and more intensive cycle.**

**Though grantees realized limited impact at the provider level, QCCI's support was critical in laying the foundation for future, successful training efforts.**

establishing a new working relationship between an agency and a county. In general, QCCI's support allowed grantees to deepen and/or expand their work, and to work toward fundamental organizational goals, such as providing multilingual training services. Thus, the value of QCCI's support is related to the collaborative's strategy of trusting the grantees as experts in their field to *continue* building and expanding on their previous work, rather than requiring them to engage in trendy projects that are expected to have an immediate short-term payoff. In this way, QCCI again showed its willingness to fund critical but perhaps untraditional grants (such as policy/advocacy work)—an approach appreciated by grantees across *all* strategic areas. QCCI's support was also crucial for raising the visibility of grantees' work and organizations, thus opening the doors to additional funders and relationships that will allow grantees to further their training efforts and goals. In this way, QCCI support allowed training and leadership grantees to build their *own* organizational capacity as well as that of their training *recipients*.

Finally, QCCI's support "bought" key lessons that may be applied to future training and leadership development efforts in the early childhood education field. While the previous discussion demonstrated how varied these individual lessons were, they may be clustered into general themes.

**Grantees and funders should not underestimate the amount of "pre-work" needed to lay the foundation for actual training to occur in new areas.**

First, grantees' experience highlights the challenges involved with expanding training services to additional geographic areas. These challenges are concerned primarily with the *time* required to establish working relationships with new areas and the *flexibility* needed to ensure that training and other services match the particular needs of a county or region. The implications here are that: (1) grantees (and funders) should not underestimate the amount of effort or "pre-work" needed to lay the foundation for actual training to occur in new areas—indeed, such groundwork may require a grant in and of itself; and (2) QCCI's willingness to let grantees revise their approach as needed assumes particular importance in the context of such relationship-building, where unexpected developments must truly be expected.



Second, successful outreach to potential training participants—particularly to those from traditionally underserved populations—will likely require proactive and time-consuming strategies. Specifically, trainers may need to meet potential trainees “where they are,” and provide a level of active encouragement in order to secure their participation in training opportunities. Several grantees found that training targeted to family child care providers had to be targeted to concrete issues providers were experiencing in working with their current pool of children in order to engage provider interest. In contrast, training targeted to workers within child care centers had to be more general and theoretical to prepare these workers to deal with a broad range of children and their varied needs.

Third, *dialogue* emerged as an absolutely critical tool for both outreach and training. For outreach, dialogue between trainers and providers served as a way to collect information about providers’ priority issues and what might be effective ways to address those issues (e.g., using particular terminology). For training itself, dialogue served as a way for providers to feel comfortable about the subject matter, express frustrations and share best practices, and receive peer-to-peer support. Providing a specific *forum* for this dialogue to occur (e.g., through T.A. groups) was found to be particularly crucial for allowing providers to continue focusing on the priority issue at hand, and to continuously reinforce their acquired knowledge. Finally, providing opportunities for unstructured conversation at training events was an approach much appreciated by participants, not only to receive peer support, but also to feel celebrated rather than embattled in their work.

Fourth, *cultural* translation emerged as an important but time-consuming preliminary step to *language* translation when attempting to serve multicultural populations. Grantees found that discussions with representatives from non-white populations allowed them to uncover hidden assumptions in their training frameworks (e.g., a parent’s goal for her child with a disability should be to foster independence) and to realize which approaches would be particularly effective for certain cultures (e.g., storytelling activities versus lecture). While holding these

**Dialogue emerged as an absolutely critical tool for both provider outreach and provider training.**

types of conversations required a significant amount of time, grantees felt that cultural translation set the stage for future training success.

Fifth, securing *organizational* involvement was important for ensuring that individual trainees are supported in their work, and that agency-level change has the best chance to occur. This has implications for recruitment strategies (e.g., recruiting trainees/participants through agencies, the way BANDTEC did) as well as for ongoing agency involvement (e.g., having agencies help participants think through areas for change), so that agencies are truly invested in the change process.

Finally, the experience of training and leadership grantees suggests that providers will be less likely to attend training that does not provide for academic credits, even if the training is otherwise responsive to the training needs of child care provider needs. Some grantees were worried that targeted groups—such as providers from non-English-speaking populations—would miss out on potentially valuable training opportunities (such as informal workshops for providers who have never taken a community college class) because they wanted to attend only credit-bearing training. Other grantees arranged with educational partners to offer credit for project-related training activities. One grantee found that when arranging for the provision of credit, it was important to offer different levels of credit (e.g., community college as well as upper division or graduate-level credits) in order to meet the needs of various child care staff.

In sum, QCCI's Round 2 grantmaking to training and leadership grantees resulted in a significant amount of progress not just in terms of training development and provision, but also in *building the knowledge of the field* with particular regard to what works in training, and what does not. Key to this success was QCCI's flexibility and its willingness to allow grantees to engage in *responsive programming*—adapting their implementation strategies as needed to meet ultimate project and longer-term goals.

**QCCI support led to a significant amount of progress not just in terms of training development and provision, but also in building the knowledge of the field with regard to what works in training, and what does not.**

**APPENDIX F:**  
**Leadership/Training Project Outputs & Outcomes**

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**APPENDIX F  
LEADERSHIP/TRAINING PROJECT OUTPUTS &  
OUTCOMES**

Bay Area Network for Diversity Teaching in Early Childhood (BANDTEC)

California Early Childhood Mentor Program (CECMP)

Family Resource Network of Alameda County (FRN)

Infant Toddler Consortium (ITC)

**PROJECT OUTPUTS**  
**Bay Area Network For Diversity Teaching In Early**  
**Childhood (BANDTEC)**

<b>Planned Activity</b>	<b>Outputs</b>
1. Recruit and train interns	<ul style="list-style-type: none"> <li>• Letters of interest and brochures were mailed to 25 child care agencies identified by BANDTEC members.</li> <li>• Nine interns were selected from the pool of individuals nominated by their agencies. One dropped out.</li> <li>• Interns represented five counties: Alameda (4 interns), Marin (2 interns), San Mateo (1 intern), Santa Cruz (1 intern), Sonoma (1 intern).</li> </ul>
2. Expand coverage and/or improve outreach	<ul style="list-style-type: none"> <li>• Flyers on BANDTEC activities were distributed throughout Bay Area counties by mail and hand-delivered by BANDTEC members.</li> </ul>
3. Develop linkages with training partners and sponsors	<ul style="list-style-type: none"> <li>• Two training partners offered credit for BANDTEC activities: <ul style="list-style-type: none"> <li>– Ohlone College listed the BANDTEC focus groups as an extension course for two credit units.</li> <li>– Sonoma State University offered the diversity internship as a 3-unit credit-bearing course.</li> </ul> </li> </ul>
4. Deliver training	<ul style="list-style-type: none"> <li>• Eight interns received classroom-based study of diversity concepts and principles and well as experience in applying diversity awareness tools to their “real world” agencies.</li> <li>• Forty individuals participated in technical assistance focus groups. Focus group participants came from the organizations that sponsored BANDTEC interns.</li> <li>• 202 individuals from 11 counties participated in public forums on diversity. Thirty-eight of the focus group participants were from traditionally underrepresented populations.</li> </ul>
5. Disseminate resource materials	<ul style="list-style-type: none"> <li>• Diversity materials—including BANDTEC’s conceptual framework and other materials—were distributed to over 300 individuals.</li> </ul>
6. Provide ongoing support/change caregiver practices	<ul style="list-style-type: none"> <li>• Focus groups were used to assist organizations in changing practices in the child care workplace. Approximately one hour of technical assistance was provided to participating organizations as part of each focus group.</li> <li>• BANDTEC mentors plan to continue supportive contacts with interns following project. One former intern is now mentoring a new intern from her county.</li> </ul>
7. Build community linkages and increase public awareness	<ul style="list-style-type: none"> <li>• BANDTEC has increased its visibility and paid membership.</li> </ul>

**PROJECT OUTCOMES**  
**Bay Area Network For Diversity Teaching In Early**  
**Childhood (BANDTEC)**

<b>Intended Outcomes</b>	<b>Accomplishments</b>
1. Increased knowledge and skills of practitioners	<ul style="list-style-type: none"> <li>• Interns. Interns increased their knowledge and skills in relevant areas and recognized that addressing diversity requires a long-term response by child care workers and their organizations.</li> <li>• Organizations that participated in focus groups. Participants in focus groups indicated that technical assistance had helped their agency evaluate its diversity issues and identify areas for organizational change.</li> <li>• Participants in public forums. Attendees indicated that training helped them to begin thinking about various diversity issues in early childhood education, such as: how to work with multiracial families, how to support English language learners in the classroom, and how to provide culturally inclusive environments and materials.</li> </ul>
2. Changed caregiver practices	<ul style="list-style-type: none"> <li>• Some worksite administrators informally expressed the need for continued support in the area of culturally competent practices.</li> </ul>

**PROJECT OUTPUTS**  
**California Early Childhood Mentor Program (CECMP)**

<b>Planned Activity</b>	<b>Outputs</b>
1. Develop curriculum and resource materials	<ul style="list-style-type: none"> <li>• Project developed curriculum materials as follows:               <ul style="list-style-type: none"> <li>– Adapted curriculum materials for use in the regional Director Mentor Institute.</li> <li>– Completed the Director Seminar Facilitator’s Guide, and implemented the Guide in sessions with directors, facilitators, coordinators, and college faculty in six different locations throughout California. 55 Mentor Programs each received two copies of the Guide to use in their Director Seminars.</li> <li>– Developed a curriculum titled <i>Supporting Directors as Gatekeepers to Quality</i> to use in the Advanced Director Mentor Institute.</li> </ul> </li> </ul>
2. Recruit and train trainers and director mentors	<ul style="list-style-type: none"> <li>• Project distributed over 180 announcements describing a Training Fellowship in late spring 2001. Three candidates were chosen from among 18 applicants based upon their experience in the early childhood field, ability to exhibit leadership potential, and membership in underrepresented groups.</li> <li>• Over 9,000 flyers and announcements were distributed publicizing the project’s different training activities (four Director Mentor Institutes, an Advanced Director Mentor Institute, six workshops for Director Seminar facilitators, and a train-the-trainers workshop).</li> <li>• The number of participants attending Director Mentor Institutes is growing rapidly, from 17 attendees at one institute in 2001 to nearly 150 attendees at 5 institutes in 2002. The number of individuals acting as Director Mentors is also increasing from 13 in 2000 to 21 during the first half of 2003.</li> <li>• 23 Director Mentors attended the first two-day Advanced Director Mentor Institute in northern California led by an expert from out of state. Eleven participants attended a second Advanced Director Mentor Institute in southern California, led by mentor program facilitators.</li> </ul>
3. Recruit protégé directors and deliver mentor services	<ul style="list-style-type: none"> <li>• The project distributed Director Mentor brochure to Mentor Programs throughout California for use in recruiting protégé directors. Spanish and Chinese brochure inserts were also distributed.</li> <li>• 17 protégé directors were placed with Director Mentors during the six-month period from October 2001 through March 2002.<sup>1</sup></li> </ul>
4. Promote and hold director seminars	<ul style="list-style-type: none"> <li>• Between 1999-2000 and 2001-2002, the number of Director Seminars held across the ten participating colleges increased from 13 seminars to 46 seminars.</li> <li>• The number of directors attending Director Seminars over this period increased from approximately 212 participants to 521 participants.</li> </ul>

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<sup>1</sup> These numbers represent only programs in the Bay Area (as opposed to statewide).



**PROJECT OUTCOMES**  
**California Early Childhood Mentor Program (CECMP)**

<b>Intended Outcomes</b>	<b>Accomplishments</b>
<p>1. Improved knowledge and skills of trainers and directors</p>	<ul style="list-style-type: none"> <li>• Participants in the Director Mentor training:               <ul style="list-style-type: none"> <li>– Explored the nature of the mentoring relationship and the distinctions between mentoring and supervising, and learned about how to apply to become a director mentor.</li> <li>– Praised both the content and delivery of the training.</li> <li>– Were offered the opportunity to earn one unit of college credit for completing follow-up activities. A total of 14 directors completed the follow-up course, which required working on a collaborative decision-making activity. The experience received favorable feedback from participants.</li> </ul> </li> </ul>
<p>2. Expansion of Program</p>	<ul style="list-style-type: none"> <li>• The number of Director Mentors participating in the program increased from 7 in 1999-2000, to 15 in 2001-2002, to 21 in the first half of 2003. Participation by individuals from underrepresented groups has remained constant at about one-fourth of total participants from 1999/2000 to 2002/2003. The total number of participants from underrepresented groups increased from 3 to 5 over this period.</li> <li>• The number of Protégé Directors participating in the program increased from 7 in 1999-2000 to 17 for the first half of 2003. The project did not collect data on the level of participation by Protégé Directors from underrepresented populations.</li> <li>• A new project for Director Mentors, called <i>Every Director Counts</i>, is being developed as a result of the ideas elicited from the Training Fellowship provided in Illinois. Six Director Mentors and trainers will take part in weeklong training in preparation for providing ongoing mentoring support to a select cohort of local directors.</li> </ul>

**PROJECT OUTPUTS**  
**Family Resource Network Of Alameda County (FRN)**

<b>Planned Activity</b>	<b>Outputs</b>
1. Develop curriculum and resource materials	<ul style="list-style-type: none"> <li>• Purchased videos and books for a Lending Library on serving children with special needs.</li> <li>• Catalogued articles and informational handouts.</li> <li>• Gathered Spanish language fact sheets, articles, and handbooks for Lending Library.</li> <li>• Updated and printed copies of <i>English/Spanish Resource Directory</i>.</li> <li>• Integrated Lending Library’s topical bibliographies (e.g., Autism, Behavior Challenges) with Early Start Resources in Special Education materials and added online resources listings in quarterly newsletter.</li> <li>• Developed training packets, activities, and handouts for inclusion workshops and classes. Reviewed existing materials and curricula for use in community college development courses.</li> </ul>
2. Recruit and train trainers	<ul style="list-style-type: none"> <li>• Held recruitment meetings with Bilingual Committee of three Alameda County R&amp;Rs.</li> <li>• Solicited input of Early Head Start Disability coordinators and staff; BANANAS’ Bilingual Coordinator; CHO Spanish Speaking Family Support and Services Ad Hoc Committee.</li> <li>• Recruited six Spanish-speaking train-the-trainer participants to assist in the design of the train-the-trainer curricula, competencies and training activities.<sup>2</sup></li> </ul>
3. Expand coverage and/or improve outreach	<ul style="list-style-type: none"> <li>• Provided outreach brochures and resource lists to 460 providers.</li> <li>• Distributed Special Needs Project bibliographies and ordering information to 240 providers</li> <li>• Provided eight hours consultation to Child Care Career Advisors and Professional Development Coordinators. Added training opportunities to Career Advisors calendar and promoted training opportunities at two Every Child Counts (ECC) Child Care Corps seminars.</li> <li>• Offered individualized technical assistance and resources to Child Development students and instructors.</li> <li>• Participated in 12 community outreach activities at which various resource materials were disseminated.</li> <li>• Developed and distributed Library outreach postcard to more than 500 recipients. Displayed Library publications at nine community events and five training activities.</li> </ul>
4. Develop linkages with training partners and	<ul style="list-style-type: none"> <li>• Merritt College expanded its offering of six new classes on Early Intervention/Special Education for a total of 15 units within the Early</li> </ul>

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<sup>2</sup> Due to personnel changes, only three of the six participants were involved throughout the project period.

<b>Planned Activity</b>	<b>Outputs</b>
sponsors	<p>Intervention certificate program. (Approval of integrated coursework not in place by the 2002-2003 academic year.)</p> <ul style="list-style-type: none"> <li>• Project promoted interagency training opportunities within child care community including SEACAP, All of Us Together, Infant Development Association Special Topics, Natural Environments and Early Intervention, Early Beginnings.</li> </ul>
5. Deliver training	<ul style="list-style-type: none"> <li>• FRN provided 14 classroom-based trainings to more than 330 child care providers. Topics included an overview of the ADA, understanding early intervention and special education, process for identifying and referring eligible children and working with families and community resources.</li> <li>• Offered 4 special topic trainings on: (1) ADA/Beyond Barriers to CCR&amp;R staff at annual conference, (2) working with parents, (3) natural environments, and (4) the need for inclusive child care services (to state CDPAC).</li> <li>• Modes of instruction included lecture, small group discussion, videos, and role play. Some instruction was provided as one-on-one technical assistance (in Spanish).</li> </ul>
6. Disseminate resource materials	<ul style="list-style-type: none"> <li>• Disseminated key materials. Dissemination occurred at all training events and workshops, individual mailings to providers upon request, and a bulk mailing to all subsidized child care programs. <ul style="list-style-type: none"> <li>– <i>Early Warning Signs</i> in English, Spanish, and Chinese; referral to early intervention services in English and Spanish.</li> <li>– English/Spanish edition of <i>Directory for Families in Need of Special Resources</i></li> </ul> </li> </ul>
7. Provide ongoing support/change caregiver practices	<ul style="list-style-type: none"> <li>• Provided a minimum of three hours of one-on-one technical assistance to bilingual leadership committee members on request.</li> </ul>
8. Build community linkages and increase public awareness	<ul style="list-style-type: none"> <li>• Participated in eight policy councils/committees including Alameda County LPC and the Developmental Disabilities Council.</li> </ul>

**PROJECT OUTCOMES**  
**Family Resource Network Of Alameda County (FRN)**

<b>Desired Outcomes</b>	<b>Accomplishments</b>
1. Increased knowledge and skills of trainers and practitioners	<ul style="list-style-type: none"> <li>• Developed baseline content for a replicable model of culturally responsive formats and processes for Latino/Spanish-speaking caregivers.</li> <li>• Developed an outline of training content and competencies for Spanish-speaking caregivers.</li> <li>• Provided 14 trainings/classes to 338 caregivers in Alameda County.</li> <li>• Began developing refined training packets and content to focus on ADA responsibilities, identifying and referring children, disabilities service delivery systems (IDEA, Early Intervention, Regional Center) working with families, developing community partnerships.</li> <li>• Provided leadership and assisted in the development of a statewide training for 419 participants at the Transfer of Knowledge Symposium on Inclusive Child Care offered in partnership with CDPAC, the California Children and Families Commission and state agencies.</li> <li>• Train the trainer program was not fully implemented.</li> </ul>
2. Changed caregiver practices	<ul style="list-style-type: none"> <li>• Direct training to caregivers via the train-the-trainer program has not yet taken place.</li> <li>• Train-the-trainer participants need ongoing information, technical assistance and support. More work needs to be done in this area.</li> </ul>
3. Increased public awareness	<ul style="list-style-type: none"> <li>• Initiated steps to link project activities with child care career advisor efforts. The overwhelming success of the Child Care Corp (CARES) activities/stipends led to an enormous workload for Career Advisors as well as an increased demand for coursework bearing CD units. Therefore, community training on disability topics without CD credit were less successful than anticipated.</li> <li>• Designed, printed and disseminated 1,000 outreach postcards for lending library. Noted modest increase in provider requests to borrow materials and significant increase in the number of providers requesting ordering information to purchase books for themselves and for children in their programs.</li> <li>• Purchased videos and books on relevant topics. Primary trainers from Head Start, Mills College and Merritt College borrowed videos and training materials. Currently linking with equipment loan programs administered by three CCR&amp;Rs to identify material needs.</li> <li>• Significant increase in the number of local and state agencies, advisory bodies and commissions willing to address access and equity for children with disabilities in child care. FRN staff represented the voice of families on eight councils/advisory bodies and prompted the development of an interagency-sponsored, full-day, statewide conference. Staff involvement in three major activities of the California First Five Commission (Advisory Committee on</li> </ul>

<b>Desired Outcomes</b>	<b>Accomplishments</b>
	<p>Diversity; Master Plan for Education School Readiness; CIHS Stakeholders Forums) and in the approval of an RFP for Special Needs Pilot Projects this spring.</p> <ul style="list-style-type: none"> <li>• FRN staff have provided leadership in the development of all of Alameda County’s AB 1703 projects and activities and will continue to provide technical assistance, training, and mentorship to each of the three coordinators of inclusive services at the R&amp;Rs as well as serving as a co-chair of the Special Needs Subcommittee of the Alameda County Child Care Planning Council.</li> <li>• FRN contributed significant time and expertise in the development of the Transfer the Knowledge Symposium on Inclusive Child Care in November 2002. For many statewide participants, this even signaled the beginning of building a coordinated, county-wide effort on inclusive child care. Many used the event to kick off local SB 1703 projects.</li> </ul>
4. Sustainable training	<ul style="list-style-type: none"> <li>• Nine providers received training in languages other than English.</li> <li>• Three modes of instruction were implemented including one-on-one interviews, conference presentations, and guest presentations at Merritt and Chabot and Mills College.</li> </ul>

**PROJECT OUTPUTS**  
**Infant Toddler Consortium (ITC)**

<b>Planned Activity</b>	<b>Outputs</b>
1. Develop curriculum and resource materials	<ul style="list-style-type: none"> <li>• Translated <i>Baby Steps</i> curriculum into Spanish.</li> <li>• Finalized <i>Beginning with Babies</i> curriculum.</li> <li>• Training-of-trainers model for Baby Steps finalized.</li> </ul>
2. Recruit and train trainers	<ul style="list-style-type: none"> <li>• Twelve participants attended English-language <i>Baby Steps</i> training-of-trainers.</li> <li>• Two of the trainers trained were bilingual—one Spanish bilingual and one Cantonese bilingual.</li> <li>• Four counties were represented among the trainers trained.</li> </ul>
3. Expand coverage and/or improve outreach	<ul style="list-style-type: none"> <li>• Outreach to Santa Cruz occurred over several months and was targeted toward relationship-building rather than recruiting trainers.</li> <li>• Approximately 30 caregivers from Santa Cruz and Marin Counties attended the IT Conference.</li> </ul>
4. Deliver training	<ul style="list-style-type: none"> <li>• Fourteen infant toddler providers attended the Spanish-language <i>Baby Steps</i> pilot training in Marin County.</li> <li>• Four infant toddler providers attended the <i>Beginning with Babies</i> series in Alameda County.</li> </ul>
5. Increase public awareness	<ul style="list-style-type: none"> <li>• Supporting materials developed for Baby Bytes and for Baby Steps—including website and newsletter.</li> </ul>

**PROJECT OUTCOMES**  
**Infant Toddler Consortium (ITC)**

<b>Intended Outcomes</b>	<b>Accomplishments</b>
1. Increased knowledge of trainers	<ul style="list-style-type: none"> <li>• Trainers who received training said they benefited from the following activities: reviewing the curriculum content with developers; discussing and agreeing upon a collective understanding and common message of the training; practicing using the slides and getting a feel for the flow of the workshops; and preparing and presenting a segment of the workshop. Evaluation forms reflected positive comments. Group discussions and training manual were found to be the most helpful for participants.</li> </ul>
2. Increased knowledge of practitioners	<ul style="list-style-type: none"> <li>• Evaluation forms reflect that Spanish <i>Baby Steps</i> participants benefited greatly from the observation techniques, interactive games, group discussions and learning about culture in care and quality environments for infants and toddlers. Participants also expressed great interest in more Spanish training such as this.</li> <li>• <i>Beginning with Babies</i> participants advanced their knowledge and skills by reflecting on what it means to care for babies and the importance of the job, practicing traditional learning skills, understanding key concepts in quality infant and toddler care giving, feeling empowered to change their practices in order to improve quality of care, and developing a network of peer support.</li> </ul>
3. Changed caregiver practices	<ul style="list-style-type: none"> <li>• Increased attention to observation, culture in care, and quality environments for infants and toddlers.</li> </ul>
4. Expansion and sustainability of training	<ul style="list-style-type: none"> <li>• Approximately four additional <i>Baby Steps</i> trainings were made possible by training-of-trainers.</li> <li>• ITC expanded <i>Baby Steps</i> into approximately four additional areas of the Bay Area (i.e., four counties represented by the 12 participants in the training-of-trainers model).</li> <li>• ITC's twelfth statewide conference in June 2002 (not QCCI-funded) was a good opportunity to recruit potential new trainers and training participants for future efforts.</li> <li>• 2002-2003 training calendar includes more Spanish <i>Baby Steps</i> trainings and <i>Beginning with Babies</i> in Cantonese.</li> </ul>
5. Enhanced community linkages	<ul style="list-style-type: none"> <li>• Linkages have been developed in Santa Cruz County (e.g., through ITC meetings with local R&amp;R) but relationship-building is ongoing.</li> <li>• Approximately 20 individuals from Santa Cruz County have become ITC members.</li> </ul>

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