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ABSTRACT
        This final report summarizes the activities of TIME
(Training in a Manila Envelope), a federally funded project designed to
replicate the Child Care plus+ model of inservice training by providing: (1)
a course on inclusion directly for child care providers and other early
childhood professionals in rural areas across the nation; and (2) training
for learning facilitators to replicate the model in local areas. With
consideration for the unique qualities of each child, each early childhood
setting, and each individual provider, TIME used lifelong learning practices
matched with accessible methods to help child care providers in rural areas
who may have specific needs and limited resources. A total of 524 providers
successfully completed the self-study course provided directly through grant
activities, demonstrating positive changes in knowledge, skills, and
practice. One hundred forty of these providers participated in skill-based
training provided directly by project staff by enrolling in a comprehensive,
self-study, university course on the basic practices and skills which promote
inclusion of young children with disabilities in early childhood settings.
The other 384 providers participated in self-study courses facilitated by 24
learning facilitators replicating the model in local areas in nine states
(Alaska, California, Idaho, Massachusetts, Montana, New Mexico, Oregon,
Pennsylvania, and Utah). This report includes a description of the course
content, an annotated list of products developed by the project, examples of
the project's impact, a list of future activities, and a discussion of
lessons learned. (SG)

TIME

(Training In a Manila Envelope)

A Child Care plus+ Outreach Project
to Expand Care and Education Options for Young Children with Disabilities
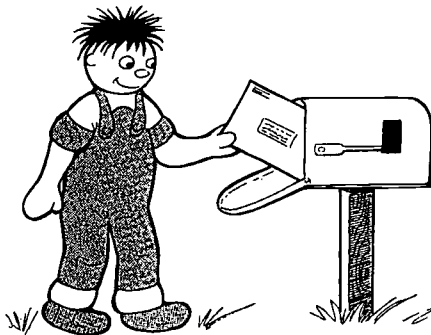
FINAL REPORT

Outreach Projects

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September 2001

TIME

(Training in a Manila Envelope)

A Child Care plus+ Outreach Project to Expand Care and Education Options for Young Children with Disabilities and Their Families in Rural Areas

The University of Montana Rural Institute: A Center for Excellence in Developmental Disabilities Education, Research, and Service at The University of Montana replicated the Child Care plus+ model of inservice training by providing 1) a course on inclusion directly for child care providers and other early childhood professionals in rural areas across the nation and 2) training for learning facilitators to replicate the model in local areas.

TIME (Training in a Manila Envelope) was able to: 1) promote awareness of the model; 2) develop/disseminate products, including the *TIME Tool Kit* which is carefully designed to facilitate replication of the model's processes and procedures; 3) provide technical assistance related to replication and implementation; 4) conduct replication training sessions on model components, such as adult learning and the inclusion curriculum; 5) facilitate the self-study course; and 6) coordinate project activities with local, state, and national programs. With consideration for the unique qualities of each child, each early childhood setting, and each individual provider, **TIME** used lifelong learning practices matched with accessible methods to help child care providers in rural areas who may have specific needs and limited resources.

SUMMARY OF PROJECT ACTIVITIES

During the four years of outreach which included three years of funding and a one-year no-cost extension, 524 providers in rural Montana and across the nation successfully completed the self-study course provided directly through grant activities, demonstrating positive changes in knowledge, skills, and practice. The home-based training attracts providers because it features flexible hours/timelines, adult-centered activities, weekly learning plans, guided reflection, activity options, mail/telephone/online interaction with a learning facilitator, and the practice and development of useful and practical skills.

Participation in the course:
- ► facilitates inclusive program *policies and procedures* in typical early childhood programs.
- ► increases the *ability* to make adaptations that promote each child's participation in program routines and activities in the early childhood setting.
- ► improves *skills* in communicating with families and building ongoing

partnerships with them.
► enhances the *capacity* to cultivate working relationships with specialists offering early intervention (Part C) and special education (Part B) services in community early childhood programs.

One hundred and forty (140) of these providers participated in skill-based training provided directly by project staff by enrolling in a comprehensive university course on the basic practices and skills which promote inclusion of young children with disabilities in early childhood settings. The four-credit self-study course emphasizes self-direction and adult learning principles. This course fills a critical gap by providing early childhood training that is accessible to rural and/or isolated providers, relevant to their everyday lives, customized to meet their interests/abilities, full of opportunities to share and learn from others' experiences, and geared to promote reflection on early childhood practice.

The other 384 providers participated in self-study courses facilitated by 24 learning facilitators replicating the model in local areas in nine states, making a total of 524 providers during the grant period. Below is a chart representing replication of the Child Care plus+ Course on Inclusion in Early Childhood as of August 2001. Replication continues, however, as indicated by an asterisk. For example, the Utah Region VIII Head Start DSQIC currently reports 2001/2002 enrollment at 72 participants.

Summary of TIME Replication Activities and Impact					
State	TIME Seminar Date	Sponsoring Agency	Number of Participants	Number of Course Facilitators	Number of course participants
Alaska*	Apr 2000	Child Care Connections - Inclusion Project	12	2	40
California*	Mar 1998	Contra Costa County Child Care Council	2	1	72
Boise, Idaho*	Oct 2000	Easter Seals	2	1	35
Pocatello, Idaho*	Sept 1999	University of Idaho/DHW/CCR &R	6	1	15
Massachusetts*	Jun 1999	MA Office of Child Care and Child Care 2000	40	6	120

Montana*	Aug 1999	MT Head Start/Child Care Collaboration	11	3	14
New Mexico	Aug 1998	Community Development Institute (CDI)	21	0	0
Oregon*	Apr 1999	Provider Resource Organization (PRO)	8	1	3
Pennsylvania*	Oct 1999	Early Intervention Technical Assistance (EITA) - Tuscarora Intermediate Unit	13	7	35
Utah*	Oct 1999	Region VIII Head Start Disability Services Quality Improvement Center (DSQIC)	3	2	42
TOTALS			118	24	376

CONTENT

The course on inclusion prepares providers by enhancing practice and developing skills in the following topic areas:

Foundations of Inclusion Learning Modules

- Introduction to Inclusion

- Recognizing Young Children's Strengths and Needs

- Creating an Accessible Environment

- Building Partnerships with Parents and Families

- Being Part of the Team

Strategies for Implementation Learning Modules

- Maintaining a Safe and Healthy Environment
- Arranging the Environment for Learning
- Increasing the Playability of Toys and Play Materials
- Guiding the Behavior of Young Children
- Facilitating Young Children's Communication
- Positioning Young Children

The TIME Seminars (or training-the-trainer portion of the project) prepares early childhood trainers and other educators in the following topic areas:

Phase 1 - Getting Started	Curriculum on Inclusion
Adult Learning Principles	Module 1
Facilitating Learning and Reflection	Application of Adult Learning
Phase 2 - Recruiting	Giving Feedback
Phase 3 - Facilitating the Course	Phase 4 - Evaluating the Course

An important strength of the **TIME** model of inservice training is its ability to respond to the unique educational needs of participants in a variety of early childhood settings—including preschools, family child care homes, and centers—and to the particular challenges intrinsic to early childhood professionals who work with families and care for young children with disabilities in rural and isolated communities.

PRODUCTS DEVELOPED

★ *Child Care plus+ Curriculum on Inclusion: Practical Strategies for Early Childhood Programs.*

Ever wanted practical strategies to use to help child care providers and early childhood teachers meaningfully include young children with disabilities? The inservice training curriculum used as the core for the self-study course and replication activities has been significantly edited and illustrated and is being printed for dissemination/publication by Red Leaf Press as well as Child Care plus+. The *Curriculum on Inclusion* is packaged in a three-ring binder and includes twelve chapters on critical early childhood topics. Chapters include easy-to-use checklists, action plans, self-assessments, work plans, and appealing posters which may be duplicated without permission.

★ *Training In a Manila Envelope (TIME): A Guide to Facilitating an Early Childhood Self-study Course on Inclusion*

Ever wished for additional options for providing training and professional development experiences for child care providers and other early childhood professionals? *Training in a Manila Envelope (TIME): A Guide to Facilitating an Early Childhood Self-study Course on Inclusion* describes a training approach that was developed and field-tested for five years and offers a practical option instead of only offering evening or weekend workshops and classes. This guide describes the step-by-step process used to facilitate a self-study inservice training course that can be completed in participants' homes and early childhood programs.

Designed for early childhood trainers and educators, the guide may be used in

conjunction with the *Child Care plus+ Curriculum on Inclusion: Practical Strategies for Early Childhood Programs* to offer a course on inclusion. This systematic approach may also be used to facilitate self-paced learning around any early childhood content area. The self-study process is addressed in detail during four phases: getting started, recruiting participants, facilitating the course, and evaluating the course.

★ *Training In a Manila Envelope (TIME) Tool Kit for Learning Facilitators*

Trainers and early childhood educators who participated in replication activities received a facilitation tool kit, a companion piece to the TIME Guide and the Curriculum on Inclusion. This kit contains one-sided white copies of everything needed to facilitate the Child Care plus+ Self-study Course on Inclusion in Early Childhood during all four phases and includes additional training resources. Portions of this kit were also made available on computer diskettes so materials could be customized for local areas.

EXAMPLES OF PROJECT IMPACT

The self-study process and the *Child Care plus+ Curriculum on Inclusion: Practical Strategies for Early Childhood Programs* are currently being used by other projects to increase professional development options on early childhood issues in addition to continued replication. A few key examples are listed below. The first example offers training for child care providers using one module from the self-study course. The second example uses the Curriculum and the self-study process to offer training for early childhood trainers/educators. The third example uses the self-study process not only to facilitate the Course on Inclusion but two additional early childhood topics. The least three examples illustrate 1) an online course, 2) the use of TIME products by the Map to Inclusive Child Care Team, and 3) the use of the self-study process to develop a service coordination course.

- The Montana Department of Public Health and Human Services funded a specialized training grant to provide a series of five-week, one-credit, self-study course on Guiding the Behavior of Young Children (Chapter 9). This grant is expected to provide inservice training for more than 100 Montana child care providers 3/99-11/99. This grant was renewed in 2000, the training was expanded to 10 weeks, and it is currently being offered nationwide for a facilitation fee.

- The Alaska IN Project, in collaboration with other training agencies in Alaska, funded an Institute on Inclusion which included 15 weeks of self-study course work for 20 early childhood trainers preceding a three-day Institute in Anchorage in 6/99. The content is the same as the self-study course but course work was adapted to directly apply to trainers of early childhood professionals.

- The Massachusetts Office of Child Care and the Child Care 2000 Project not

only funded facilitation of the Course on Inclusion in their six resource and referral regions but provided additional funding to adapt the course to 45 hours (instead of 60) to fit into their early childhood professional development system. In addition, they funded development of a self-study infant/toddler course and school-age course.

- The course on inclusion and learning activities have been prepared to go online as a course called The Exceptional Child, part of the course work required for an associate degree in early childhood from Jefferson Community College in Lexington, KY. Learning Options, a National Association of Child Care Resource and Referral Agencies partner, who offer online classes and course work designed especially for early childhood professionals. The detail required to develop a self-study course based on adult learning principles makes it easy to adapt learning activities to any other format.

- In partnership with the Montana Map to Inclusive Child Care team, 12 Inclusion Tip Sheets were created and multiple copies (including master copies) were distributed to twelve child care resource and referral programs in Montana. The contents of the tip sheets came from the Child Care plus+ newsletter, a TIME project activity.

- The Family, Infant and Toddler Project of Vermont used the self-study process to develop Vermont TIPS (Training In Packets) training to implement the Standards for Service Coordination in Early Intervention. They developed a series of six modules on Birth to Three Service Coordination and delivered it as "an individualized self-study program guided by University of Vermont faculty that can be taken from the comfort of your home."

FUTURE ACTIVITIES

- *Training In a Manila Envelope (TIME): A Guide to Facilitating an Early Childhood Self-study Course on Inclusion* will be submitted to Redleaf Press for publication.

- *Child Care plus+ Curriculum on Inclusion: Practical Strategies for Early Childhood Programs* (and other project materials) is being requested in Spanish. This task would require additional funding and expertise.

- The *TIME Tool Kit for Learning Facilitators* could be ready for customizing by early childhood trainers/educators if it were on a compact disk. This process would take additional funding for both development and marketing.

- In addition to providing technical assistance and updated activities to replication sites, the Project Director has been asked to provide technical assistance on a number of other projects who are either using the curriculum content or the self-study process.

LESSONS LEARNED

- There are distinct advantages to inservice training when learning activities are designed to be completed within the early childhood program. Abilities increase when practice and skill development occur in a relevant and familiar environment with known families and children, such as the provider's own classroom or program.

- Self-study learning is especially effective for emotionally charged and sometimes controversial topics such as inclusion. Participants can adjust their learning schedule to match their own pace for absorbing the information and ideas presented. There was a significant and positive impact in attitudes and beliefs as a result of participation using this process.

- Sessions which include summer semester are problematic as early childhood programs often have less predictable scheduling and enrollment and more trouble completing course assignments during the summer months.

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