

Child Care Connection Program Improvement Report 2013-2014

1. Provider Survey Results
2. Child Development Outcomes
3. Parent Survey Results
4. Family Development Outcomes
5. Staff Self Appraisal
6. Training Calendar
7. Short and Long Term Goals
8. Training and Technical Assistance Plan

Provider Survey Results

Of the 14 surveys given, 10 of them were returned

Site Visits	Strongly Agree	Somewhat Agree	Neither Disagree/Agree	Somewhat Disagree	Strongly Disagree
...are a positive experience.	10	0	0	0	0
...help me understand and use Head Start Performance Standards in my Child Care.	10	0	0	0	0
...are well planned and organized for the children's developmental levels.	10	0	0	0	0
...give me the opportunity to express concerns and learn new information I need and want.	10	0	0	0	0
...help the children reach specific goals.	10	0	0	0	0
...encourage developmentally appropriate practices.	10	0	0	0	0
...encourage proper health and safety practices.	10	0	0	0	0

What would you like to change about the Site Visits?

Cassie is wonderful with the children, very friendly, so helpful and kind

Nothing! She is very helpful and informative and always asking if there is something she can do for me or the children.

I wouldn't change anything.

More Site Visits with activities.

Come more often.

Shorter visits, and more often, Katie is very good, kids love her

What do you like and dislike about the Site Visits

Katie is awesome, love her.

I love the way that Cassie handles herself. She is professional and friendly. She knows each child's name and gives each child positive feedback and care.

I love the extra help.

Cassie is amazing, I have learned so much from her and the Site Visits. She is very positive and willing to mentor me.

Nothing, Love it.

I enjoy our Site Visits do the kids. I wish we could go back to twice a month visits.

The children love teacher, makes them feel important.

Plan for Improvement

Overall the Providers are pleased with their Site Visits. A number of the providers would like the Site Visits to be more than twice a month. In order to increase the over quality of our CCC Family Child Care and have the ability to mentor the providers more often, the Site Visitors will be visiting the providers three times a month. This enables the Site Visitors to mentor the Providers closely to help them improve the quality of their Child Care. The Child Care Providers will continue to hold Parent/Provider Conferences to get input from the parents on the activities/curriculum that they are using in their Child Care. This also gives the Providers to discuss the Child Assessment and Child Goals with the Parents.

Lesson Plan Meetings	Strongly Agree	Somewhat Agree	Neither Disagree/Agree	Somewhat Disagree	Strongly Disagree
...are well planned.	8	2	0	0	0
...give me good ideas and activities for my child care	8	2	0	0	0
...are enjoyable to attend.	7	2	1	0	0
...give opportunities to express my concerns and share ideas.	8	2	0	0	0
...have interesting training that I can implement in my child care.	7	3	0	0	0

What would you like to change about Lesson Plan Meetings?

Some are wonderful and very helpful others are too basic and a waste of my time

Love the Lesson Plan Meetings! Cassie is very well planned and is so engaging with the children! What would I change? I would have her come more often

Keep it to an hour.

Change time to 7:30-8:30, 7:00 is sometime hard to get there.

Would like door prizes again

What do you like and dislike about Lesson Plan Meetings?

Should have provider dinners or something like that.

I like these meetings. If there were anything I would change, it would be more networking.

Getting out of the house is the hardest part. So it would be nice to have the lending library open a little later on the night of Lesson Plan Meeting.

When they are too basic.

There is really nothing that I dislike about Lesson Plan Meetings. The children in my care cheer when Miss Cassie walks through the door. She plans with my children in mind, and it shows! I do feel that she cares for their success and development. I feel lucky to be involved with this program.

I love that we can network with other providers and our input is important.

It's a nice get away.

Like new ideas the teacher and others give

Plan for Improvement

Overall the provider enjoy coming to Lesson Plan Meetings on a monthly basis. As the training calendar is planned for the year we will train the providers on the assessment tools, ideas for activities to do with children, community resources to help support the families, and trainings on safe/healthy environments. We will also get input from providers what topics they would like to be covered in Lesson Plan Meeting.

Some of the providers like the fact they are able to share networking ideas at each meeting. We will continue to have at least two providers share their idea at each meeting along with a staff member.

In order for the providers to get to know each other better and have a chance to visit more, we have a Provider Appreciation Meeting. This gives some extra acknowledgement for the providers to express thanks for all their hard work. We also have change the time of the Lending Library hours by opening an hour early and staying an hour later so that the providers have plenty of time to use the library. We also let each provider know if they are not able to make it to the schedule Lending Library time we will schedule an individual time with them separately.

Child Development Outcomes

Rationale:

In using the Creative Curriculum, the Child Care Connection tracks children 3-5 years old. We evaluate our program based upon the findings of these outcomes. This report will outline the school year's outcomes for 2013-2014. The strengths as well as the weaknesses will be compared and plans for improvements will also be stated for the following school year.

Results:

English Acquisition was not included in the results because the Child Care Connection does not have any ESL children; none of them were enrolled in fall, winter, or spring making it impossible to calculate a total gain. All 50 children's results were calculated, with some providers having numerous children compared and some providers having only one child.

Total Program Averages 2013/2014 (%)

Indicator	Fall	Winter	Spring	Gain
Receptive Language	68	75	84	16
Expressive Language	62	82	87	25
Receptive English Language Skills	0 (ESL)	0 (ESL)	0 (ESL)	
Expressive English Language Skills	0 (ESL)	0 (ESL)	0 (ESL)	
Engagement English Language Skills	0 (ESL)	0 (ESL)	0 (ESL)	
Book Appreciation and Knowledge	46	55	65	19
Phonological Awareness	31	43	46	15
Alphabet Knowledge	29	36	40	11
Print Concept and Conventions	36	43	49	13
Early Writing	19	25	33	14
Number Concept and Quantities	36	41	52	16
Number Relationships and Operations	27	51	61	34

Geometry and Spatial Sense	39	50	66	27
Patterns	26	44	49	23
Measurements and Comparisons	19	25	37	18
Scientific Skills and Methods	17	24	31	14
Conceptual Knowledge of Natural and Physical World	37	48	54	17
Music	43	54	64	21
Creative Movement and Dance	44	52	60	16
Art	37	54	60	23
Drama	34	49	56	22
Social Relationships	56	72	77	21
Self Concept and Self Efficacy	53	75	82	29
Self Regulation	61	76	83	22
Emotional and Behavioral Health	50	59	64	14
Initiative and Curiosity	65	82	84	19
Persistence and Attentiveness	48	59	66	18
Cooperation	70	81	88	18
Reasoning and Problem Solving	38	49	55	17
Symbolic Representation	47	64	72	25
Self, Family and Community	29	43	52	23
People and the Environment	22	27	33	11
History and Events	28	37	49	21
Physical Health Status	85	89	94	9
Health Knowledge and Practice	34	48	56	22
Gross Motor Skills	47	65	72	25
Fine Motor Skills	47	62	75	28

Strengths

The categories of Receptive Language, Expressive Language, Book Appreciation and Knowledge, Social Relationship, Self Concept and Efficacy, Self Regulation, Symbolic Representation, Emotional and Physical Health and Status.

Weakness

The categories of Alphabet Knowledge, Early Writing, Number Concepts and Quantities, Measurement and Comparisons, Scientific Skills and Methods, Reasoning and Problem Solving, and People and the Environment.

Program Improvement

The areas that scored lowest will be added to the 2014-2015 Child Care Connection training calendar as well as to the Lesson Plan Meeting training calendar. The Site Visitors, Family Advocate, and the Providers will receive training in those areas that need improvement.

Spring Averages (%) by Provider

Indicator	1	2	3	4	5	6	7	8
Receptive Language	10	60	100	100	100	92	100	60
Expressive Language	29	49	100	100	100	100	100	84
Book Appreciation and Knowledge	49	35	100	56	66	69	100	49
Phonological Awareness	38	10	100	7	24	68	14	22
Alphabet Knowledge	4	18	86	8	50	64	39	17
Print Concept and Conventions	20	16	67	47	64	55	100	27
Early Writing	0	23	60	55	50	30	10	3
Number Concept and Quantities	38	33	100	65	57	50	14	19
Number Relationships and Operations	0	44	100	88	50	80	100	37
Geometry and Spatial Sense	40	83	100	81	41	94	100	28
Patterns	10	7	100	55	50	92	100	3

Measurements and Comparisons	20	19	62	3	35	57	100	4
Scientific Skills and Methods	1	9	98	23	46	28	100	1
Conceptual Knowledge of Natural and Physical World	5	61	100	49	20	92	100	6
Music	75	50	100	45	88	75	100	35
Creative Movement and Dance	21	30	100	18	100	74	100	44
Art	12	41	100	85	71	63	100	27
Drama	7	49	100	63	100	66	100	14
Social Relationships	54	63	100	71	100	84	100	57
Self Concept and Self Efficacy	7	71	100	100	100	93	100	65
Self Regulation	10	50	100	100	100	96	100	73
Emotional and Behavioral Health	27	40	100	40	100	63	100	56
Initiative and Curiosity	60	60	100	80	100	86	100	80
Persistence and Attentiveness	40	5	100	50	100	84	100	67
Cooperation	40	57	100	100	100	100	100	80
Reasoning and Problem Solving	36	15	100	17	78	69	100	40
Symbolic Representation	10	10	100	60	85	88	100	57
Self, Family and Community	10	40	100	33	4	76	100	30
People and the Environment	0	15	86	16	4	56	100	7
History and Events	0	31	100	60	59	82	100	11
Physical Health Status	100	90	100	100	91	100	100	100
Health Knowledge and Practice	12	35	100	63	75	70	100	30
Gross Motor Skills	42	67	100	45	74	94	100	62
Fine Motor Skills	24	78	71	17	3	86	100	44

Spring Averages (%) by Provider Continued

Indicator	9	10	11	12
Receptive Language	100	60	100	92
Expressive Language	90	87	85	97
Book Appreciation and Knowledge	70	93	70	68
Phonological Awareness	67	62	70	50
Alphabet Knowledge	41	100	68	44
Print Concept and Conventions	54	100	69	39
Early Writing	35	30	57	38
Number Concept and Quantities	57	81	67	63
Number Relationships and Operations	79	90	67	43
Geometry and Spatial Sense	66	89	67	40
Patterns	55	10	67	38
Measurements and Comparisons	24	36	58	27
Scientific Skills and Methods	11	74	67	20
Conceptual Knowledge of Natural and Physical World	57	83	56	39
Music	77	100	70	43
Creative Movement and Dance	61	100	71	54
Art	54	100	80	51
Drama	28	100	67	41
Social Relationships	77	72	77	80
Self Concept and Self Efficacy	70	100	73	88
Self Regulation	100	100	93	76
Emotional and Behavioral Health	60	100	80	64
Initiative and Curiosity	80	100	87	92
Persistence and Attentiveness	50	100	70	64

Cooperation	80	100	80	100
Reasoning and Problem Solving	53	71	73	49
Symbolic Representation	90	100	67	96
Self, Family and Community	48	100	53	43
People and the Environment	13	65	67	19
History and Events	63	100	67	14
Physical Health Status	82	64	86	100
Health Knowledge and Practice	41	62	73	48
Gross Motor Skills	75	100	60	87
Fine Motor Skills	61	93	70	79

Program Improvement

The Lesson Plan Meeting calendar for 2014-2015 has included trainings for the Providers in the areas that scored low on the assessment. The Providers who were low in many areas will be placed on a plan in order to make necessary to their lesson plans and Family Child Care Program. The providers coded as 1, 2, 8, and 9 will establish goals on their improvement plan to enhance learning in the areas with the lower outcomes. The Site Visitors will mentor the providers in these areas and bring activities and materials to aid the providers. The Site Visitors will follow up on these goals at each Site Visit.

Parent Survey Results

1. The location of my Head Start Child Care Provider was convenient for my family's participation.	5.0
2. Information provided by Head Start included materials specifically for fathers.	4.7
3. I am satisfied with the Head Start services my family receives from:	
a. Provider Staff	5.0
b. Family Advocates/Case Managers	5.0
c. Overall Head Start Program	5.0
4. Head Start has helped my child get ready for school by:	
a. Becoming more independent	4.7
b. Learning basic concepts in language	4.7
c. Learning basic concepts in math	4.4
d. Learning to share and cooperate	4.7
5. Head Start gives my child	
a. A safe place to learn	5.0
b. A clean environment	5.0
6. Head Start provides me with quality information through:	
a. Newsletters	5.0
b. Parent Handbook	4.1
c. Parent/Teacher conferences and home visits	5.0
7. Head Start has told me about how to be involved with:	
a. Policy Council	4.6
b. Head Start Curriculum planning meetings	4.5

c. Classroom volunteer opportunities	4.4
d. Parent Committee Activities	5.0
e. Fatherhood events	4.4
8. Head Start has provided me with informational support regarding:	
a. Child Development	5.0
b. Community Resources	5.0
c. Personal Relationships	5.0
d. Disabilities	4.7
e. Mental Health services	4.5
f. Health/Dental Health	5.0
9. Head Start has enabled me to:	
a. Define my own life goals	4.5
b. Accomplish and pursue my goals	4.5
c. Understand my role as the primary educator for my child(ren)	4.8
10. My child's Provider:	
a. Worked with me to plan my child's learning and development	5.0
b. Planned activities around my child's individual needs	4.7
c. Helped me have a better understanding of My child's social/emotional development	5.0
11. When I requested help for my child's social/emotional development, it was:	
a. Delivered in a timely manner	4.5
b. Useful and successful	4.5
c. Supportive of my family's values	4.5
12. Head Start centers are friendly and inviting for fathers	4.5
13. Head Start has provided me with information on Disabilities.	2.3
14. When I requested help for my child's disabilities, the services were:	

a. Delivered in a timely manner	4.5
b. Useful and successful	4.5
c. Supportive of my family's values	4.5
15. My child attends child care before or after services	N/A
16. There was turnover in the people working with my child and family this year. (teachers, assistants, advocates, etc.) (Circle YES or No. If No go to question 17).	2.5
17. This turnover had a negative effect on my family's experience	4.5

18. My family's biggest stressor(s) this year were: (check all that apply)

My child's disabilities Educational/Job Training 1-Employment 5-Financial
 1- Housing 2- Marital/Personal 2- Medical/Dental 1-Mental Health Transportation
 1- Other: Extended visits with bio-mom and less time as a family (foster) together

19. My biggest concern for my family at this time is:

Financial; making sure we can pay our bills; my son has a lot of leg cramps it keeps me and him up a lot; this year I got a pinched nerve that has been really painful; staying consistent with my child and making sure things get done right and on time; financial; transition into preschool; changing child care; missing bio-mom; toilet training; socializing with children their own age

20. Other Comments I have:

My child enjoys Head Start; can't wait until my daughter starts Head Start preschool I know she will love it and do good and work hard; wish there was a CCC provider in Richmond, very grateful there is a preschool head start there and hope to be able to use that facility/school.

Conclusions:

Overall the parents that were surveyed are satisfied with the Head Start Services that they are offered in the childcare and the homes. The parents unanimously felt that the child care were a safe place to learn and a clean environment.

Family Development Outcomes

	Fall	Winter	Spring
Family Well Being (Average)	4.1	4.1	4.0
Chemical Dependency	4.8	4.9	4.8
Food Nutrition Clothing	3.7	3.8	3.7
Housing and Shelter	3.3	3.6	3.4
Income Budget	3.3	3.4	3.2
Mental/Social Emotional health	4.6	4.4	4.4
Transportation	4.8	4.7	4.7
Utilities	4.2	4.1	4.0
Positive Parent-Child Relationships (Average)	4.0	4.1	4.1
Child Care	3.9	3.9	3.9
Parenting/Child Education	3.6	3.7	3.7
Pregnancy/Infant Care	4.6	4.7	4.6
Families and Life Long Educators (Average)	3.3	3.6	3.4
Medical and Dental	3.3	3.6	3.4
Families as Learners (Average)	3.9	4.1	3.9
Adult Education	3.7	3.9	3.9
Employment	3.5	3.8	3.3
Technology	4.6	4.6	4.6
Family Engagement in Transitions (Average)	2.1	2.2	2.8
School Readiness	2.1	2.2	2.8
Family Connections to Peers and Community (Average)	3.8	3.8	3.8
Community Involvement	3.1	3.2	3.3

Family Relations	4.0	3.9	3.9
Legal	4.4	4.5	4.3
Families as Advocates and Leaders (Average)	2.2	2.4	2.5
Group Leadership	2.2	2.4	2.5

Program Improvement

There was little overall movement in the seven indicators for family development. The greatest gain was in the Family Engagement in Transitions. This is an area where the scores as a whole are on the lower side. By nature of what the indicator assesses the families should have the greatest gains in the areas of transitions as they prepare to transition into another program. Another area of gain is Families as Advocates and Leaders. This is also a great testament of the Head Start program as they try to move families to self-sufficiency, they are becoming leaders and advocates for their families. The areas of concern and in need of improvement are first, Families as Learners, because there is only small gain for the year and the scores in general are lower in comparison to other outcomes. Unfortunately, due to lack of funding, there is not a lot of funding to put toward Adult Education and Employment. We will train Family Advocates to focus on education and employment on the Home Visits, and to push family goals in those two areas as well. The second area needing improvement would be area of Families as Life Long Learners. This is an area that will always begin low, and grow due to the indicator within the outcome. Teaching families to care after their medical and dental needs, and then to keep the families update and current with the federal requirements takes the year to educate the families.

Staff Self Appraisal

What are the parts of my job that I like the best?

- Working with the people on my team
- Learning more about Family Development
- Working with the families and the Child Care Connection Team
- Working with the Dr.'s and Dentists to get documentation.
- Working with the Advocate
- Watching children progress, planning and flexibility
- Love the kids, I like the providers

What are the parts of my job I like the least?

- Not being fully aware of the Family Development activities/events.
- The extra paperwork that is pointless (ex: lead screener)
- Monthly paperwork
- Going to training that do not apply to our program

I could be a more effective co-worker if I would...

- Be more assertive
- Share ideas with co-workers
- Communicate more often
- Make sure I stay knowledgeable about any changes or concerns to our families and pass on information to the family advocate
- Let things go that bother me

I would like to see the following changes to my job that would help me be more effective...

- Work more closely with PHS/EHS Family Development to get updates and changes
- Switch back to 25 families
- Parents that get their health done on time
- Keep provider numbers as low as possible (8 per Site Visitor)

My supervisor can help me do a better job by...

- Continue to support and be patient with me
- Giving me a raise
- My supervisor is awesome
- Letting me know any areas that I need to improve

I would like more training in the following areas...

- Family Development Requirements
- Health Requirements
- Differences in EHS CB & CCC programs
- Love and Logic Certification
- Parenting and teaching kids with disabilities
- Time Management
- Organization
- Working as a Team
- Child Abuse and Neglect
- More Health related trainings for the program
- Developmental Delays/Disabilities
- Organization
- Community Resources

Child Care Connection
Training Calendar 2014-2015

Date	Team	Training Topic	Trainer	Location
August	Lesson Plan Meeting	Gross Motor	Meri	Conference Room
August 1	CCC Team	Creative Curriculum/Outcomes	Meri	SV Office
August 18	Head Start Staff	Preservice & Dental/Insurance	Ilise	PHS Conference Room
August 22	CCC Team	Test Outs	Health, Family Development, Child Development	On own
September	Lesson Plan Meeting	CPR/First Aid	Sheri Anderson	Conference Room
September 5	CCC Team	Test Outs	Health, Family Development, Child Development	On own
September 19	Head Start Staff	Health/Mental Health	Health Team	PHS Conference Room
October	Lesson Plan Meeting	Creative Curriculum/Conceptual Knowledge of the Natural & Physical World	Terrah	Conference Room
October 3	CCC Team	Development Delays/Disabilities	Alexandria	SV Office
October 17	UEA No Training			
October 31	Head Start Staff	Approaches to Learning	Jana Fornsgreen	PHS Conference Room
November	Lesson Plan Meeting	Social & Emotional Development	Meri	SV Office

November 7	CCC Team	Organization/Time Management	All Staff	SV Office
November 21	Head Start Staff	Health/Mental Health	Health Team	PHS Conference Room
November 28/29	Head Start Staff	Dual Language Learners	Lillian/USU	PHS Conference Room
December	Lesson Plan Meeting	Provider Appreciation	Cassie	Conference Room
December 5	CCC Team	Family Development: Conversing with Families Medical/Dental requirements Employment/Adult Education	Kami	SV Office
December 19	CCC Team	Team Building/Christmas Party	All Staff	SV Office
January	Lesson Plan Meeting	Social Studies Knowledge & Skills	Meri	Conference Room
January 2	No Training			
January 16	Head Start Staff	Health/Mental Health	Health Team	PHS Conference Room
February	Lesson Plan Meeting	Music/Creative Movement & Dance	Terrah	Conference Room
February 6	CCC Team	Number Concept/Number Operation Share	All Staff	SV Office
February 20	Head Start Staff	Health/Mental Health	Health Team	PHS Conference Room
March	Lesson Plan Meeting	Approaches To Learning	Cassie	Conference Room
March 6	CCC Team	Literacy Share Math Share	All Team	SV Office
March 20	Head Start Staff	Health/Mental Health	Health Team	PHS Conference Room
April	Lesson Plan Meeting	Book Appreciation & Knowledge	Meri	Conference Room
April 3	No Training/Spring			

	Break			
April 17	Head Start Staff	Health/Mental Health	Health Team	PHS Conference Room
May	Lesson Plan Meeting	Mathematic Knowledge & Skills	Terrah	Conference Room
May 1	CCC Team	Share: Round Table Concerns	All Team	SV Office

Short Term Goals

Family Development

We have two Family Advocates that are in place to serve and assess 50 Families. They will continue to have monthly visits with the families, monthly Parent Committee Meetings and family Socializations. Child Care Connection will continue to track the Family Development outcomes. Some changes have been made to the assessment that will lead to better indicators.

School Readiness Goals

Child Care Connection is on track with School Readiness Goals. Using the Creative Curriculum lines up with the School Readiness goal from the Feds. We will continue to assess the goals and outcomes and keep the program on track to succeed in these areas.

Behavior Management

Child Care Connection will receive more trainings on understanding behavior concerns dealing with children. Training will be offered by USU mental health trainers.

Long Term Goals

Maintain a Waiting List of children and providers.

We will continue distributing recruitment boxes to possible providers in the community. We will continue to train providers on recruitment and enrollment requirements and techniques.

Quality Care in Childcares

Our main goal is to reduce the overall number of providers by increasing the number of children at each provider. This will take time but will allow us to supervise the quality of childcares more accurately. The first step in this process is by only accepting applications from new providers that care for at least three head start eligible children. We will continue to require CDA education, ratios, and child development trainings. We will conduct drop in visits and observations to promote better quality care in the childcares. A huge addition to quality in childcares is the CLASS observations.

Training and Technical Assistance Plan
 Bear River Head Start
 Child Care Connection Utah 2014-2015

<u>Assessment of Need</u> CPR & First Aid Certification	<u>Comments</u>
<u>Anticipated Learning Need</u> Staff and child care providers need to be CPR & First Aid Certified	
<u>Approach</u> Health Specialist will train the staff and providers	
<u>Intended Results: Documentation/Measurement</u> All staff and providers will be CPR & First Aid Certified	
<u>T/TA Delivery Methods</u> Train staff, providers/provider assistants	
<u>T/TA Resources</u> \$810 (\$27.00 for both CPR & First Aid 30 people)(staff, providers, providers assistants)	
<u>Target Audience</u> Child Development specialist, Site Visitors, Child Care Providers, and Family Development staff	
<u>Contact Person</u> Meri Niederhauser	
<u>Timeline</u> September 2014	
<u>Budget (including plans for meeting non-federal share)</u> \$810	

Training and Technical Assistance Plan
 Bear River Head Start
 Child Care Connection Utah 2014-2015

<u>Assessment of Need</u> Parenting skills needed for parents in the programs and skills for Family Advocates to model on home visits.	<u>Comments</u>
<u>Anticipated Learning Need</u> Parents and Family Advocates have requested information on parenting skills, Love and Logic specifically and other parenting programs.	
<u>Approach</u> CCC staff member attends Love and Logic workshop or other parenting skills seminar.	
<u>Intended Results: Documentation/Measurement</u> Measured through case notes, child goals, outcomes, and referrals. Behaviors needed follow up will be identified sooner and referred for services.	
<u>T/TA Delivery Methods</u> Friday training in January (half day) with all Child Care Connection staff. Question answer period to relay all of our concerns and past situations. The training will be condensed and repeated by Child Development Specialist for Child Care Providers.	
<u>T/TA Resources</u> Trainer will supply all resources	
<u>Target Audience</u> All Child Care Connection Staff, parents and Providers.	
<u>Contact Person</u> Meri Niederhauser	
<u>Timeline</u> Training in October 2014 for two Child Care Connection Staff. Training in June 2014 for all providers. Follow up with assessments by Child Development Specialist and CCC Coordinator in July and August.	
<u>Budget (including plans for meeting non-federal share)</u> \$790.00	

Training and Technical Assistance Plan
 Bear River Head Start
 Child Care Connection Utah 2014-2015

<u>Assessment of Need</u> CLASS observation training	<u>Comments</u>
<u>Anticipated Learning Need</u> Site Visitors and child development staff will need to recertify as observers in the CLASS model. Child Care Providers will continue training in the CLASS approach	
<u>Approach</u> CCC staff members attends a two day CLASS certification. The monthly enrolment fee to utilize Teachstone resources will be used.	
<u>Intended Results: Documentation/Measurement</u> Site Visitors and Child Development staff will continue to observe and mentor the Child Care Providers with the CLASS approach. The Child Care Providers will increase their overall scores in the CLASS observations.	
<u>T/TA Delivery Methods</u> Attend training, train staff, obtain feedback	
<u>T/TA Resources</u> \$400 for conference fee \$1300 for two lap top computers	
<u>Target Audience</u> Child Development Specialist, Site Visitors, and Providers.	
<u>Contact Person</u> Meri Niederhauser	
<u>Timeline</u> October 2014-May 2015	
<u>Budget (including plans for meeting non-federal share)</u> \$1700	

Training and Technical Assistance Plan
 Bear River Head Start
 Child Care Connection Utah 2014-2015

<u>Assessment of Need</u> Creative Curriculum resources	<u>Comments</u>
<u>Anticipated Learning Need</u> Greater ability to track children from birth to kindergarten	
<u>Approach</u> Child Development Specialist will purchase creative curriculum resources for Site Visitors and train providers	
<u>Intended Results: Documentation/Measurement</u> Outcome tracking will go from birth to age 6. There will be an easier transition for child development teams from program to program	
<u>T/TA Delivery Methods</u> Obtain Curriculum resources, train staff	
<u>T/TA Resources</u> \$800 for two curriculum packets \$500 for child tracking packets	
<u>Target Audience</u> Child Development team	
<u>Contact Person</u> Meri Niederhauser	
<u>Timeline</u> October 2014-May 2015	
<u>Budget (including plans for meeting non-federal share)</u> \$1300	

Training and Technical Assistance Plan
 Bear River Head Start
 Child Care Connection Utah 2014-2015

<u>Assessment of Need</u> Parenting skills needed for parents in the programs and skills for Family Advocates to model on home visits.	<u>Comments</u>
<u>Anticipated Learning Need</u> Parents and Family Advocates have requested information on parenting skills, Love and Logic specifically and other parenting programs.	
<u>Approach</u> CCC staff member attends Love and Logic workshop or other parenting skills seminar.	
<u>Intended Results: Documentation/Measurement</u> Measured through case notes, child goals, outcomes, and referrals. Behaviors needed follow up will be identified sooner and referred for services.	
<u>T/TA Delivery Methods</u> Friday training in January (half day) with all Child Care Connection staff. Question answer period to relay all of our concerns and past situations. The training will be condensed and repeated by Child Development Specialist for Child Care Providers.	
<u>T/TA Resources</u> Trainer will supply all resources	
<u>Target Audience</u> All Child Care Connection Staff, parents and Providers.	
<u>Contact Person</u> Meri Niederhauser	
<u>Timeline</u> Training in October 2014 for two Child Care Connection Staff. Training in June 2014 for all providers. Follow up with assessments by Child Development Specialist and CCC Coordinator in July and August.	
<u>Budget (including plans for meeting non-federal share)</u> \$790.00	

Training and Technical Assistance Plan
 Bear River Head Start
 Child Care Connection Utah 2014-2015

<u>Assessment of Need</u>	<u>Comments</u>
Utah Head Start Association Conference	
<u>Anticipated Learning Need</u>	
Staff needs to be aware of current trends within the state and within Head Start.	
<u>Approach</u>	
Staff will attend the Utah Head Start Association Conference in October	
<u>Intended Results: Documentation/Measurement</u>	
Staff will learn about the current trends in Head Start and in Utah. The information obtained will be shared with all staff in team trainings	
<u>T/TA Delivery Methods</u>	
Attend training, train staff, obtain feedback	
<u>T/TA Resources</u>	
\$229 for conference fee, allowing for travel and per diem if needed	
<u>Target Audience</u>	
Child Development specialist, Site Visitors, Child Care Providers, and Family Development staff	
<u>Contact Person</u>	
Meri Niederhauser	
<u>Timeline</u>	
October 2014	
<u>Budget (including plans for meeting non-federal share)</u>	
\$227	