**Child Care Training Self-Assessment, 2017**

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| Partnership name: | | | |  | | | | | | | |
| Name of strategy and program code: | | | | **Child Care Training** | | | | | | | |
| **Strategy Rationale:** What data from your partnership’s needs and resources assessment suggests that this strategy is the **best fit** to fill service gaps and collaborate with existing agencies and organizations in your community? **Refer to the 5 legislative goals of First Steps**, as applicable. | | | |  | | | | | | | |
| **Projected number** of adults and training hours to be served by this strategy (unduplicated)\*: | | | | **2017-18** | | | **2018-19** | | | **2019-20** | |
| **Adults:** | |  | **Adults:** |  | | **Adults:** |  |
| **Hours:** | |  | **Hours:** |  | | **Hours:** |  |
| When answering each question below, indicate whether your answer applies to **all three years** of your Comprehensive Plan (2017-2020), or if you anticipate changes in Year 2 or 3 and if so, what are those anticipated changes. | | | | | | | | | | | |
| Estimated **cost per client**, per year (all funds):  Estimated cost per client, per year (all but in-kind):  Provide explanation for cost data, as applicable. | | |  | | | | | | | | |
| **Strategy Description:** What services does this strategy provide to child care providers/staff, and how often is each service provided? How frequently, and for how long, are providers expected to participate in order to achieve desired outcomes?  Copy/paste to Summary | | |  | | | | | | | | |
| **Integration:** Describe how this strategy is integrated with either a) the partnership’s Quality Enhancement strategy, b) a regional/community-based quality enhancement effort, and/or c) a Training/Coaching Plan centered on a research-based curriculum or model.  Copy/paste to Summary | | |  | | | | | | | | |
| **Collaboration:** Please list collaborating partners for this strategy, and their role. All in-kind sources should be included in this description.  Copy/paste to Summary | | |  | | | | | | | | |
| **Focus Population and Recruitment:** Who are the child care staff you are trying to recruit for this strategy (center vs. family providers, staff with fewer EC credentials, who work at lower performing providers, who serve high-risk children, geographic area, etc.)? How do you plan to recruit child care providers/staff to attend trainings? Include the names of agencies/organizations who are primary referral sources for clients. | | |  | | | | | | | | |
| **Client Retention:** How do you incentivize participants to come to additional partnership-sponsored trainings? | | |  | | | | | | | | |
| **Progress Monitoring and Follow-Up:** How do you assess whether participants are increasing their knowledge and skills? How is follow-up conducted with participants of trainings? | | |  | | | | | | | | |
| **Staff and Resources:** Describe the staff and resources devoted to this strategy, including staff qualifications, and how staff and resources will support the projected increase in numbers served over the next few years. | | |  | | | | | | | | |
| **Implementation Self-Assessment, Child Care Training**  Rate how well your program is **currently** doing, relative to each of the following implementation metrics. Refer to the First Steps Program Accountability Standards for guidance. If one or more Benchmarks do not apply to your strategy, explain why.  Partnerships are **strongly encouraged** to seek input from clients, staff, and partners in order to complete this section. | | | | | | | | | | | |
| **Implementation Metric** | **Current Rating**  Check the box that best describes how well this program currently meets the benchmark (check by clicking on the box) | | | | | | | | **Reason(s) for Rating** | | |
| CLIENT  Advancing staff knowledge and skills | **Needs Improvement**  At the conclusion of the trainings, participants don’t usually demonstrate any new skills/knowledge gained | **Meets**  At the conclusion of the trainings, participants demonstrate new skills/knowledge gained, but might not have a plan to operationalize it in their classrooms. | | | **Exceeds**  At the conclusion of the trainings, participants demonstrate new skills/knowledge gained and a clear plan to operationalize it in their classrooms. | | | |  | | |
| CLIENT  Follow-Up | **Needs Improvement**  Training does not include a follow-up component | **Meets**  Training includes a follow-up component, but follow-up could be improved (ex., follow-up work isn’t completed by participants, follow-up is done inconsistently, follow-up strategy does not appear to be impacting the classroom) | | | **Exceeds**  Training includes one or multiple follow-up components. Follow up enables training attendees to improve practice and has a demonstrated impact on the classroom | | | |  | | |
| CLIENT  Client satisfaction | **Needs Improvement**  Participants report some satisfaction with the program but there are multiple areas reported as in need of improvement. | **Meets**  Participants report satisfaction with the program but there are a few areas reported as in need of improvement. Most participants would recommend FS training to others. | | | **Exceeds**  Participants report that they are very satisfied with the training offered and they report little/no areas for improvement. Nearly all participants would highly recommend FS training to others. | | | |  | | |
| ORGANIZATION  Capacity to supervise and implement the program | **Needs Improvement**  Program struggles with one or more of the following: resources, supervision, training follow-up activities; contract monitoring of trainers and other vendors | **Meets**  Program meets requirements of the model for available resources, supervision and training follow-up activities; regular and ongoing communication with vendors | | | **Exceeds**  Meets + reflective supervision practices implemented successfully, full compliance with standards by all vendors, resources available for expanding services | | | |  | | |
| ORGANIZATION  Recruiting and retaining staff | **Needs Improvement**  Staff consistently leave within two years of hire; program struggles to find quality applicants; difficulty finding and/or affording expert trainers | **Meets**  Program meets staff qualification requirements; retention is an occasional but not significant issue; able to find and contract with trainers in the content area(s) needed | | | **Exceeds**  Staff are well qualified and are retained for 2 or more years on a consistent basis | | | |  | | |
| COMMUNITY  Community knowledge of and support for the program | **Needs Improvement**  Program not well known in the community; program does not receive financial support from outside sources | **Meets**  Program is known but could increase awareness in community AND/OR some financial and/or in-kind support received | | | **Exceeds**  Cash and in-kind support for the program AND/OR program is well-known and has been recognized locally for its work | | | |  | | |
| COMMUNITY  Coordinating efforts with other state/community-level entities | **Needs Improvement**  Little to no coordination is done with other state/community level entities | **Meets**  Some coordination/ communication is done with other state/ community level entities | | | **Exceeds**  Very effective coordination occurs with other state/ community-level entities | | | |  | | |
| COMMUNITY  Recruiting participants | **Needs Improvement**  Program struggles to recruit participants from its focus population(s); attendance is lower than expected at some trainings | **Meets**  Trainings are well attended, could improve reach | | | **Exceeds**  Program is serving all areas of its focus population(s), full attendance at training sessions; has waiting list | | | |  | | |
| OTHER (optional, specify) | **Needs Improvement** | **Meets** | | | **Exceeds** | | | |  | | |
| **Strategy Outcomes to Date** Consider outcomes for this strategy for the past 2-3 years: are the pre- to post-changes in client knowledge, attitudes and behaviors as expected, greater than expected, or less than expected? Do you have evidence that these changes are being sustained after clients leave your program? If changes are not being sustained, why do you think that is and what are possible solutions? | | | | | | | | | | | |
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| **(Optional) Innovative Practices** What about the partnership’s approach to this strategy is particularly innovative, in terms of making progress toward school readiness goals and benchmarks? | | | | | | | | | | | |
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| **RECOMMENDATIONS for board consideration:**  **CHILD CARE TRAINING services through 2020**  Consider implementation metrics needing improvement.  ***Consider any unmet, or in progress, Priority Goals from 2016-17*** | | | | | | | | | | | |
| What’s going well, that we should keep doing? What should we expand? What should we discontinue? | | | | | | | | | | | |
| What areas of implementation do we need to improve? | | | | | | | | | | | |
| Are clients benefitting from this strategy, and achieving outcomes we want to see, based on our financial and staff investment in this strategy? | | | | | | | | | | | |
| What NEW strategies or approaches should we add? | | | | | | | | | | | |
| What resources do we need, based on the changes we want to make? | | | | | | | | | | | |