



# Early Care and Education Learning Collaboratives: An Implementation Toolkit

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# Glossary

Action Period	Facilitation of a training session by the Leadership Team with their program staff after each in-person Learning Session to share information, support discovery learning and engage staff in a particular task: program assessment, action planning, implementation of the action plan, and/or documentation of the process
Action Plan	Action plans keep you on track by setting goals and timelines, provide guidelines for meeting these goals, assign responsibility to someone for working on the steps, and help to monitor progress and success.
Early Care and Education (ECE)	A field, sector or industry that includes nurturing care and learning experiences for children birth to age 5. Includes Head Start, Early Head Start, child care, pre-kindergarten programs that take place in homes, schools or community based settings.
Early Care and Education Program (ECE Program)	An intervention or service that has a design, staff, a curriculum or approach and a funding source that serves children from birth to age 5.
Leadership Team	Up to 3 people (e.g., owner/director, lead teacher, food service personnel) self-defined by each ECE program to attend the in-person Learning sessions and facilitate the corresponding Action Periods with their program staff.
Learning Collaborative	A learning community made up of a designated number of ECE programs to increase their knowledge, create networks of support, and equip programs to work together to make policy and practice changes aligned with a particular initiative.
Learning Session	In-person, active lessons focused on teaching the curriculum content of an initiative's objectives; also provide opportunities for participants to build collegial relationships, develop leadership skills, increase collaboration, as well as plan for and implement changes.
Project Coordinator (PC)	Administers the ECELC and provides overall coordination of the Learning Collaborative logistics in the state or regions, with leadership responsibility for technical support, communication efforts, recruitment and support of Trainers and participating programs.
Provider	An individual working in ECE that is caring for and educating young children. Includes teachers, child care providers, family child care owners, and family, friends and neighbors.
Taking Steps to Healthy Success	Training curriculum developed by Nemours and targeting ECE providers to promote and implement policy and practice changes related to healthy eating, physical activity, breastfeeding support and reducing screen time.
Technical Assistance (TA)	Encouragement, support, information and resources provided by the Trainer(s) to help Leadership Teams facilitate training of program staff and develop and implement action plans for healthy change.
Trainer(s)	Individuals responsible for implementing on-site Learning Collaborative sessions and providing ongoing technical assistance to participating ECE programs.

# Introduction

Thank you for your interest in Early Care and Education (ECE) learning collaboratives! The goal of this Toolkit is to provide you with the roadmap and resources you need to successfully implement learning collaboratives for ECE providers.

The resources in this Toolkit are derived from Nemours' **National Early Care & Education Learning Collaborative (ECELC) Project**, which focuses on improving practices and policies around nutrition, physical activity, breastfeeding support, and reducing screen time in ECE settings. Throughout the Toolkit, blue bar text boxes like the one at the right will provide examples from that project. However, regardless of topic, this Toolkit provides guidance and resources for organizations or individuals responsible for developing, launching, and managing quality improvement, professional development, training, or networking activities for ECE providers.

## *Who is the toolkit designed for and how do you use it?*

This Toolkit is intended for organizations interested in training ECE providers through a peer learning, action-oriented model. We suggest you read the entire Toolkit prior to planning and launching your own learning collaboratives. Once you've decided to implement, you will find it useful to revisit the Toolkit and employ the tools in different sections of the document. This Toolkit is organized into two major sections: Planning & Prelaunch and Implementation.

While you may complete many of the steps within each phase in a linear order, there are activities that should be implemented concurrently and some steps you will have to re-visit over the course of implementation. Generally, you can anticipate managing activities over a 10-12 month period if electing to deliver five learning sessions.

Each section of the Toolkit includes guidance, tips, and suggestions for adaptations. The Annexes provide templates and tools for both planning and implementation. You may use these materials in their standard version or adapt them to meet your needs.

## *What are the limitations?*

This Toolkit provides a standardized approach to planning and managing learning collaboratives specifically for ECE providers. However, training, coaching, and the transfer of knowledge can be context specific and influenced by your resources. While the Toolkit has been informed by the experiences from ECELC in diverse locations, with a variety of partners, and targeting different ECE program types, it is impossible to develop a one-size-fits-all guide. Users are encouraged to adapt the guidance, tools and resources provided here to their implementation reality and the needs of their participants.

### **Early Care & Education Learning Collaborative (ECELC)**

Over the course of the project, Nemours developed an off-the-shelf curriculum for a learning collaborative using five, full-day learning sessions. These materials were revised based on numerous rounds of feedback. The final curriculum, Taking Steps to Healthy Success, and all materials needed to support the planning and implementation of learning collaboratives (e.g. participant guides, power points, implementation guides, etc.) are freely available for download and use at:

<https://healthykidshealthyfuture.org/about-ecelc/national-project/resources/>

# Overview of an ECE Learning Collaborative

An ECE learning collaborative is ‘a community of learners working together to facilitate change in their programs.’ The collaborative brings together staff from different ECE programs to attend a series of in-person trainings or “learning sessions” in which participants learn together, self-assess their practices, share improvement strategies, and engage in action planning.

A learning collaborative is powerful because it creates a network of shared ideas and promotes the growth of leadership among participants as they improve their own programs. Participants identify their own strengths and challenges to determine where they want to change. They review what changes are working and make adaptations as needed. In a traditional quality improvement model this process is known as “*Plan, Do, Study, Act.*” A learning collaborative embeds this process throughout.

A learning collaborative consists of three major components, as illustrated below in Figure 1.

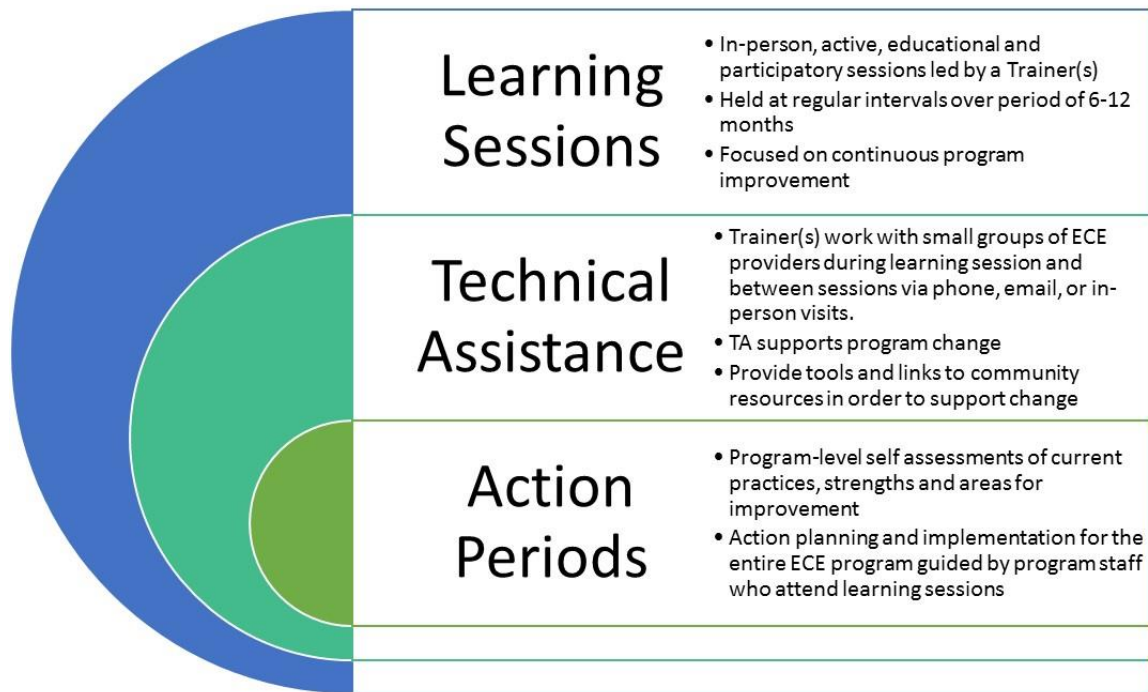


Figure 1. Components of an ECE Learning Collaborative

## Learning sessions

Learning sessions offer participants a chance to increase their knowledge and skills. The goal of each learning session is to foster a supportive, adult learning environment that encourages trust and relationship building between staff of ECE programs. Participants also form connections with each other that continue outside the in-person sessions, which also offers support to often-isolated ECE providers.

Each learning session builds upon a structured curriculum, which is designed to showcase state/local initiatives, align with important policies, and promote adoption of best practices. The content, primarily facilitated through large group presentation, small group activities, and breakout sessions, incorporates structure, creativity, reflection, and practical exercises. The discussions and activities in each learning session also support deeper understanding of the content.

For center or school-based ECE programs, the learning sessions are attended by a team of 3-5 program staff and parents known as a **Leadership Team**. This team approach allows for greater buy-in and feedback from staff doing a variety of jobs. Leadership teams should include the Center or Program Director as well as teaching staff and those involved in the content area being covered. For Family Child Care programs, most often run by single proprietors, only the owner/director attends the learning sessions.

## Action Periods

Each learning session is followed by an Action Period, which for ECE center-based programs involves the ECE staff who attended the learning session (Leadership Team) returning to their program and facilitating an abridged version of the in-person session and completing specific tasks with their own staff. For center and FCC programs, each Action Period also includes a visit from the programs' assigned Trainer, who spends time with the staff on-site to support the program-level training and tasks, which are primarily focused on goal setting and implementation of the Action Plan. The Action Period may also include self-assessment using a standard tool allowing programs to chart progress, identify strengths and isolate areas of improvement.

## Technical Assistance (TA)

A team of trainers facilitates the learning sessions and provides on-going TA to each of the ECE programs in the learning collaborative. The number of trainers assigned to a collaborative depends on the total number of participating ECE programs. If a Collaborative consists of 20 programs, then two Trainers would be responsible for delivering the Learning Session content and providing on-site TA to 10 ECE programs each. To foster trust and relationship building, each trainer should provide on-going TA to the same caseload of 10 programs. Each trainer should coach their assigned programs during small group time at learning sessions and provide TA via site visits, phone and email in between learning sessions.

Another important aspect of TA is providing the ECE programs with tools to use in making program improvements. Tools can include curriculum guides, program supplies, resource books, handouts, or links to online information. TA should also include connecting the participating programs to community resources relevant to the content. ECE providers often feel isolated and do not know who to reach out to for support for staff and families. Bringing community providers into the learning sessions or connecting them with ECE providers helps sustain program change.

# Planning & Pre-Launch

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Approximately four to six months is needed to plan for implementation of one or more learning collaboratives. The following section outlines the major activities to be completed during the planning and pre-launch phase. They are presented in the recommended sequence but you will have to work on many of these steps concurrently in order to launch your collaborative(s) in a timely manner.

## Planning for your Collaborative

### Identify your curriculum needs

Based on the content you are addressing; you'll need to select or design a curriculum. The curriculum should not only cover key information regarding the topic, but should do so in a way that engages adult learners through activities, small group discussion, videos and resources. Curriculum adaptations may need to be made to include information on a local initiative or incorporate a particular messaging framework. Your audience may find the information more relevant and applicable if they are able to make direct connections between the content and their programmatic environment. Any level of curriculum customization may affect the start-date of your first learning session. This should not discourage you from customizing materials to meet your particular needs, but it is important to adjust your timeline accordingly.



## ECELC's Taking Steps to Healthy Success Curriculum

If you plan on addressing healthy eating and physical activity best practices, we suggest you consider the curriculum utilized by the ECELC Project, known as *Taking Steps to Healthy Success*. The open source curriculum aligns with Preventing Childhood Obesity in Early Care and Education Programs (2nd ed.), selected standards from Caring for Our Children (3rd ed.).

The curriculum materials went through several revisions of content and mode of delivery. The curriculum is divided into modules and designed for presentation through slideshow format, small group activities, videos, transitional activities, and technical assistance opportunities. The Participant Handbook for each Learning Session includes copies of the slides and materials used throughout the session, as well as a Leadership Team Guide to help participants facilitate the corresponding Action Periods. All the materials were provided as hard copies and electronically (flash drives and online). In 2016, the curriculum was adapted to meet the needs of family child care homes as well.

*Taking Steps to Healthy Success* was used to develop a series of online modules for web-based learning in 2017. This series contains video scenarios from real ECE providers, activities to help the participant apply information, and materials that can be shared with families and staff. The online modules align with the content covered in the standard curriculum. The online modules are designed to serve as a series or as individual, stand-alone modules by topic area. When used within a learning collaborative model, participants can view the modules prior to attending an in-person Learning Session, where material and application of the knowledge is reinforced.

A detailed outline of the Taking Steps to Healthy Success curriculum, and information on how to access the online modules is available in Annex A and all files are available for download at:

<https://healthykidshealthyfuture.org/about-ecelc/national-project/resources/>

## Identify funding and develop a budget

Ideally, you have identified funding to support your learning collaboratives prior to embarking on the planning process. However, there are several national, state and local funding mechanisms and sources you should explore to support on-going learning collaboratives and/or to provide additional incentives or resources to support participating ECE programs' improvement process. Based on our experience, the following public and private funding sources should be considered:

- **State departments of health:** CDC typically administers a variety of grants to state public health departments that could support learning collaboratives for ECE providers. Funding may be available under obesity prevention, chronic disease, maternal and child health, or other prevention efforts. The best type of public grant would depend on the focus of your learning collaborative(s). Be sure to engage various stakeholders within your state's health department to explore what type of funding may be available to support your training and technical assistance efforts.
- **Child Care and Development Fund Authorization (CCDF) Lead Agency:** In September 2016, OCC published new rules to provide clarity to states on how to implement this law and administer the program in a way that best meets the needs of children, child care providers, and families. The Lead Agency varies by state but is often Department of Human and Social Services, Department of Education, or Department of Social Services. You can find a full list of lead agencies at: <https://www.acf.hhs.gov/occl/resource/ccdf-grantee-state-and-territory-contacts>
- **USDA's Team Nutrition grants:** Team Nutrition (TN) Training Grants have been identified in USDA's National Strategic Plan for Training and Technical Assistance as one of the anchor delivery systems for supporting the implementation of USDA's nutrition requirements and the Dietary Guidelines for Americans in meals served in schools and child care institutions. TN Training Grants offer funding to State agencies to establish or enhance sustainable infrastructures to achieve Team Nutrition's goal of improving children's lifelong eating and physical activity habits. Additional information available at: <https://www.fns.usda.gov/tn/team-nutrition-training-grants>



- **Private foundations:** Several private foundations make small and large grants available throughout the year to support a variety of efforts in early childhood. Depending on your organization's experience and capacity, you may be eligible to apply for a variety of funding to support full implementation of your collaboratives or to support incentives and resources (e.g. toolkits, supplies, materials) to support your collaborative participant's action plans. Searchable databases are available at: <http://foundationcenter.org> and <https://www.edfunders.org>
- **State and community based organizations:** Explore the funder and foundations active in your state, county or neighborhoods. You may be surprised how interested they may be in providing resources or even volunteer time to participating ECE programs to assist them in creating a private breastfeeding space, planting a garden, setting up a new play space or supporting food/cooking demonstrations.

## Develop your budget

Implementing learning collaboratives requires managing multiple inputs, including staff, equipment and supplies, participant resources, meeting venues, trainer/consultant time, meals, and incentives. Expenses related to implementing learning collaboratives will span at least one year and multiple years if you plan on conducting several rounds of learning collaboratives in your location. Develop a comprehensive budget from the beginning to assist you in effectively managing your resources. **A budget template is included in Annex B to help you plan resources to support your implementation plan.**

### Costs are affected by context and adaptations

The total cost of implementing a learning collaborative is affected significantly by the costs in your particular location and if supplemental resources can be leveraged to offset costs, such as meeting space or participant incentives. Staff and trainer time will be the most significant costs in your overall budget.

Often, your budget reality will determine your ability to run a single collaborative in a funding year or two to four concurrent collaboratives. There are special considerations that will need to be made solely based on the number of collaboratives you plan on implementing in a funding year. For example, if your organization is only implementing one or two collaboratives, a part-time Project Coordinator should be sufficient. However, if running three or more collaboratives, we recommend hiring or assigning a full-time Project Coordinator.

### Cost for ECELC Collaboratives

Under the ECELC, the total cost of operating **three** learning collaboratives with five learning sessions each for approximately 75 ECE programs (200+ individual participants) supported by 6 trainers and a full-time Project Coordinator over 10-12 months ranged from \$180,000 to \$400,000 depending on location and number of collaboratives implemented simultaneously. These collaboratives aimed for maximum reach and usually targeted ECE programs serving 50+ children. These funds also supported TA and \$500 incentives to each participating program. Several states were able to find ways to reduce costs.

### Cost saving techniques

Staff, such as the Project Coordinator and Trainers, are the core drivers of the learning collaboratives and as such represent the most significant costs. However, there are several methods for lowering the costs of learning collaboratives. Strategies for lowering costs include:

- Find in-kind meeting space, often available with child care resource and referral agencies or early learning coalitions.
- Provide one set of participant materials per program instead of per participant. While encouraged, the entire Leadership Team (3 staff members) do not usually attend all learning sessions.
- Explore feasibility of sharing materials electronically instead of hardcopies.
- Cost-share the trainer time with other ECE or health agencies to provide technical assistance.
- Pot-luck lunches instead of catered meals for training (also an opportunity for participants to practice healthy recipes).
- Reduced or non-monetary incentives.
- Fewer trainers, trainer hours or reduced time for a Project Coordinator.

Reducing the number of learning sessions can result in savings in venue, meals, and trainer time but you should consider the impact on the quality of the training and participants' capacity to absorb the content in the reduced session time. Use the implementation plan and the budget template to modify different inputs and costs to see what your organization is capable of successfully supporting.

### **Additional Budget Guidance**

In addition to the budget template, Annex C includes budget guidance. The inputs can be adjusted based on the needs and requirements of your particular collaborative(s). As you develop your budget, the major costs to consider include:

- **Salaries and Benefits:** Project Coordinator and other support staff (if supporting less than three collaboratives, then no need for full time staff support)
- **Equipment and supplies:** Staff supplies and materials used in the actual learning sessions, i.e. participant handbooks, supplemental resources, flipchart paper, markers, post-its, group activity supplies, etc.
- **Travel and Transport:** costs of going to learning sessions and/or conducting site visits, if feasible and allowable. Be sure to include travel expenses for trainers.
- **Direct Implementation Costs:** Expenses associated with the delivery of learning collaboratives, i.e. meeting venues and audio/visual costs, meals, train-the-trainer meeting costs (can be virtual), incentives.
- **Consultants and/or Contractors:** The trainers can be full-time employees or consultants, paid on an hourly/daily basis. The detailed budget guidance provides a suggested breakdown of consultant hours needed for supporting the learning collaboratives. These can be adjusted based on your specific context and available resources.

### ***Recruit or designate staff***

An ECE learning collaborative is supported primarily by a team of trainers led by a Project Coordinator. Depending on the number of collaboratives you decide to implement and your organizational structure, you may choose to provide additional staffing support, particularly to support logistics during the actual learning sessions. The section below summarizes the core staff supporting collaboratives.

Annex D includes a detailed role and responsibilities description for the Project Coordinator and Trainer positions. You may use these in developing your job descriptions if you plan to hire new staff for this effort.

### **Project Coordinator**

The Project Coordinator is responsible for the overall management and implementation of the learning collaborative(s). They will preferably have decision-making authority under general oversight of senior management. A full-time position is recommended if your organization/agency plans on running three or more collaboratives at a time, regardless of their size (number of programs).

In addition to content expertise around the goals, practices and policies of your initiative, the Project Coordinator needs strong knowledge and experience in the day-to-day realities of ECE programs and infrastructure. The Project Coordinator should have robust management, analytical, and communication (oral and written) skills, as they will need to be able to facilitate relationships with state and regional partners, public and private entities, the Trainers and ECE providers. The Project Coordinator works independently, but collaboratively with others, in addition to being highly organized and efficient at multi-tasking.

During implementation, the Project Coordinator will manage all the logistics of the learning sessions and oversee the work of the Trainers. They should be prepared to locate and negotiate training space, work on curriculum adaptations, train the Trainers on the curriculum, monitor TA provision and effectively manage a team of trainers in supporting participating ECE programs.

## Trainers

Preferably, after the Project Coordinator is hired, you should recruit and hire Trainers. Generally, part-time (consultant) trainers support collaboratives and are responsible for facilitating different parts of each learning session and providing TA to programs. Trainers play a critical role in ensuring the learning collaborative curriculum is implemented effectively and participating programs are supported in their ability to make sustainable policy and practice change. You should compensate trainers for time associated with preparing for learning sessions, facilitating the learning sessions, and providing technical assistance to programs during the subsequent Action Periods. If the trainers are contractors, they may also need reimbursement for mileage when they visit participating ECE programs and provide TA.

It may be helpful to access trainers with ECE experience and knowledge rather than curriculum content and knowledge. Familiarity with the management of ECE programs and being able to work effectively with ECE staff are the most critical elements in helping programs achieve sustainable change. A well-written curriculum and effective Project Coordinator can ensure that the trainer(s) learn the curriculum content. If you have several programs in your collaborative(s) and can hire more than one trainer, consider PAIRING trainers with different skillsets.

## Administrative Support

Each learning session consists of multiple activities and requires substantial behind-the-scenes work. Consider allocating some administrative support or an intern or university students to support participant registration, collection of paperwork, and other meeting day needs. Trainers will be busy presenting the materials and facilitating discussions with participants

## Pre-Launch

As you prepare to launch your learning collaboratives, an implementation plan may assist you in allocating adequate human and financial resources to support implementation. Stakeholder feedback and research on ECE providers in your target area should directly inform your implementation plan. This is especially important if you plan to convene multiple collaboratives at the same time. **An implementation plan template is included in [Annex E](#).**

## Determine number and location of learning collaboratives

Typically, ECE learning collaboratives consist of 4-5 learning sessions spread out over 10-12 months. The amount and frequency of learning sessions (every other month) enables participants to stay engaged with each other and build relationships with their Trainers. However, program type, target area (rural, or urban) and curriculum may require you to condense or expand the number of in-person sessions. For example, targeting family child care (FCC) may mean having fewer learning sessions to accommodate their limited availability. Additionally, if your participants have already received extensive training on one component of the curriculum or learning sessions, you could consider reducing the number of sessions. Each learning session should build on the previous one with the curriculum as a base but with flexibility to adapt the delivery of the content to your participants' needs and availability.

In coordination with local stakeholders, identify geographic locations (cities, counties, communities) where you will recruit ECE programs and implement your collaborative(s). Different types of ECE programs have varying capacity levels to participate in regular in-person training. You need to consider ECE program size, number of staff, program budget, and, distance or accessibility to a common location. Utilize data related to the factors below to support your proposed focus areas. Also, explore existing ECE/childhood obesity initiatives in these areas and how coordination will be achieved to prevent duplication, 'initiative-fatigue' or 'over training.'

### ECELC Size of Collaboratives

Initially the ECELC targeted 30 center-based ECE programs with 100+ children for each learning collaborative. After struggling to meet these targets, Nemours revised the reach goals to 20-25 programs with 50+ children each. These enrollment numbers were easier for the partners to meet and allowed for more manageable learning sessions as well.

Factors to consider include:

- locations (counties or cities) with high population density,
- prevalence of childhood obesity and overweight,
- prevalence of adult obesity and overweight,
- percentage of children under five in ECE programs,
- concentration of ECE programs with 50+ children enrolled,
- existing ECE quality improvement initiatives (childhood obesity or otherwise) directed at ECE centers,
- low-income communities, and,
- availability/proximity of trainers to provide on-going technical assistance to programs in the focus area.

## ***Develop a recruitment plan***

Think through your anticipated ECE program outreach and recruitment strategy. How will you build program interest and demand for ECE learning collaboratives in your location? Outreach strategies should communicate the level of commitment required for program participation.

If your funding requires a specific target number of programs or children to be reached, that target number can help determine the number of collaboratives needed, as well as the number and size of the programs (i.e. number of enrolled children) to recruit for each collaborative. Using target numbers as part of your initial planning can also help you later in terms of reporting out the results of the collaborative(s) in terms of the numbers of programs, program staff, children, and parents/families reached. In order for the collaborative model to be effective, plan to recruit a substantial number of programs, at least 20-25. More programs lead to more collaboration, more ideas shared, and more program change. However, keep in mind that more than 25 programs can be challenging for the Project Coordinator and Trainers to manage in terms of finding venues, providing materials, and sufficient TA.

### **ECELC Target High Need Areas**

In the first project year, ECELC specifically targeted large (high enrollment with 100+ children) ECE center-based programs that served low-income, high-risk children. These collaboratives tended to be concentrated in high-density, urban or semi-urban areas. In subsequent years, the ECELC has primarily focused on recruiting ECE programs serving 50+ children in high-need areas. Targeting this size of program enabled the ECELC to recruit enough programs to fill out a collaborative (~20-25 programs) and to reach a substantial number of children in a particular site.

## ***Identify and collaborate with community stakeholders***

Research community stakeholders who also work in the learning collaborative content area(s) and with the ECE providers you are targeting. These organizations and contacts should know about your ECE learning collaborative so they can offer services/support to the participants and assist with recruitment. Such groups could also potentially provide complementary resources or linkages to other initiatives.

Depending on what is feasible in your location, you may consider introducing the ECE learning collaboratives approach at an existing workgroup or coalition meeting OR organizing a stakeholder meeting specifically to discuss the planning of ECE learning collaboratives. It is important to ENGAGE these partners to inform them about the initiative and to gauge their interest and resources. These organizations can be tapped for funding, in-kind support of supplies/trainers/resources, and/or guest speakers at learning sessions, etc.

## ECELC's Childhood Obesity Stakeholders

The ECELC project engaged the following stakeholders in all locations where collaboratives were implemented:

- Health departments, American Academy of Pediatrics (AAP) chapters, pediatricians and/or child health advisory groups
- Agencies that administer Quality Rating and Improvement Systems (QRIS), child care subsidy programs, and professional development for ECE providers
- State licensing agency and/or local licensing offices
- Departments of Education, local school systems, state Pre-K office
- Child and Adult Care Food Program (CACFP) state agency, sponsoring organizations
- Nonprofit organizations serving young children and families
- Child Care Resource & Referral Agencies (CCR&Rs) and other groups that provide training and technical assistance to ECE providers
- Vocational schools, colleges and universities with ECE related degree/certificate programs
- Parents of children in care
- ECE providers (family-home and center-based)
- Organizations working on obesity prevention initiatives targeting children/families

### *Develop a strategy for building your trainer team and delivering TA*

Design a strategy for filling the trainer positions, usually two per collaborative. Consider recruiting Trainers among cadres of trainers or coaches already active with ECE programs in the proposed focus area. Trainers must be available to provide TA to programs during regular program hours. Technical assistance (TA) is a critical component of an ECE learning collaborative. If you have trainers hired in time and depending on their expertise, you can work with them to decide on the approach to providing TA to programs. Identify how to allocate trainer hours between participating ECE programs. If feasible, try to coordinate on-site visits when other TA providers (e.g. licensing, QRIS, accreditation, child care health consultants) visit ECE programs to avoid overloading programs with too many visitors during the month.

Ideally, the trainers will provide TA to participating ECE programs throughout the duration of the learning collaborative and following the final learning session to provide information, resources, and support throughout to continue the Action Planning process. After each learning session, TA often includes helping ECE staff understand and prepare for the Action Period tasks, as well as thinking and working through challenges together. Participants are often inspired, informed and equipped to make changes by their discoveries and connections at the learning sessions; effective TA can help transform their ideas into reality.

While it is a challenge to determine the right 'dose' of TA for an ECE program to achieve change, it is important to define a general breakdown of how your trainers will provide support to their assigned ECE programs. Additionally, think through your strategy for providing follow-up TA to provide continued support to programs after the final learning session. The allocation of trainer hours will vary based on your available resources, the curriculum, the content and intensity of your intervention. See below for a sample breakdown of trainer hours from the ECELC for one trainer supporting about 12 ECE programs over a 10-12 month period.

### ECELC TA Strategy

The ECELC provided approximately 5 hours of TA to each program during the period outside the learning sessions. Known as the "Action Period," this included on-site visits, phone calls, and emails. This broke down to 1 hour of TA offered during each Action Period. Trainers were not required to spend 1 hour with every program after each learning session, but to minimally schedule an on-site visit to offer support and check on their progress. Some programs asked for and/or required more TA support time than others, which was anticipated given the variability of readiness among participating ECE programs.



## ECELC Trainer Hour Allocation

Trainer	Estimated time (hours)	Estimated Quantity / Frequency	Total estimated hours
Recruitment and outreach to new ECE programs for collaboratives	5	1	5
Participating in Train-the-Trainer sessions. Per each of 5 LS.	6	5	30
Learning Session prep, including working with co-facilitator. Per each of 5 LS.	4	5	20
Learning Session Presentation, including prep and post-session clean-up or debrief. Per each of 5 LS.	8	5	40
ECE Program follow-up and TA on site or via phone. 16 hours per ~12 programs.	16	12	192
Follow-up TA to ECE programs following conclusion of LS5. 1 hour per program; ~12 programs. Usually completed 4-6 weeks following the last learning session.	1	12	12
<b>Total Hours</b>			<b>299</b>

### ECELC TA Lessons Learned

TA was an essential component of the ECELC project. TA helps participating programs implement and sustain change. The TA component begins with the building of relationships between Trainers and their assigned programs during the Learning Sessions, TA Groups (or even during recruitment). The on-site technical assistance received during the Action Periods is the bridge for early care and education programs between the content learned at the Learning Session and having the encouragement, support, information, and resources to act on that knowledge to facilitate change. Technical assistance does not include administrative communications such as site visit or Learning Session reminders.

Lessons learned across ECELC sites include:

- Technical assistance on ‘how’ to meet and sustain best practices (operationally) is more important than education on best practices.
- Providers own health is often the motivation for changes. ECE staff wellness is a concern.
- When delivering TA, link best practices to early learning guidelines, licensing standards and quality rating improvement standards whenever possible. This helps prevent confusion and increases motivation to work on achieving best practices as part of a specific intervention when it is clear to ECE providers how they fit into the big picture of what they are supposed to be doing anyway.
- TA is only effective from staff who build relationships with providers to influence change—content knowledge is not always as important.
- People coming to ‘help’ often overwhelm ECE providers. Need to all work together but existing helpers (licensing, CACFP monitors, QRIS coaches) don’t know the best practices or ‘how tos.’
- Center leadership needs to be involved or well informed of TA activities.

### *Develop a program incentive approach*

Clearly communicating the anticipated incentives for ECE programs and staff will influence a program’s decision to participate in the collaborative. Licensing “clock-hours”, Continuing Education Units (CEUs), supplies/materials or cash stipends (check to program or gift card) are the most popular incentives for ECE programs. It is important to clearly define and plan your incentives approach prior to recruiting ECE programs. **Annex F** includes an overview of professional development credits issued in states that implemented the National ECELC Project.

## ***Determine timeline for your learning collaboratives***

Plan your entire learning session cycle with as much anticipation as possible. Dates do not need to be finalized, but you should sketch out a general timeline of the train-the-trainer sessions (to prepare them to deliver the curriculum), learning sessions, action periods, and TA provision. This will also help interested programs understand the time commitment for participating in the collaborative. Think about the types of programs you are planning to recruit in terms of their operating hours, staff availability, location, etc. Your approach should consider how to make up learning sessions for large numbers of providers who may miss learning sessions. You should also consider the weather at different times of the year may prohibit participants' travel to the learning sessions.

It is important to decide when and over what period of time the learning sessions are going to be held. In no particular order, the following considerations should be kept in mind:

- While many ECE programs are open year-round, some may only follow a school-year schedule. A handful of programs that are open year-round may operate a “camp” in the summer and have a reduced number of staff or temporary high school students.
- Avoid scheduling the first and last learning session at the very beginning and very end of the school year; it's a hectic time for ECE program staff. Kids may be transitioning classrooms, new children are enrolling, etc.
- ECE program schedules often coincide with the local school district schedule; find out when their holiday and spring breaks are planned and avoid scheduling Learning sessions during those times.

Another factor that plays into scheduling is how much time to provide in-between each learning session during the time referred to as the Action Period. The amount of time needed depends on three things:

- The extent of the Action Period tasks that the Leadership Teams or FCC providers are asked to do;
- The number of programs in the collaborative (which determines the amount of TA the trainers will need to provide); and
- Change takes time.

During the Action Period, Leadership Teams at center-based programs facilitate a training for the rest of the program staff to share the information learned at the previous Learning Session, assess and evaluate their current program practices, and engage staff in an action planning process to implement change. This should take the teams 1-2 hours to complete. For FCC providers, they use the time to assess and evaluate their practices, to try out different approaches to change and make adjustments based on their results.

When supporting the Action Period tasks, the Project Coordinator and trainers should keep in mind:

- Time is of the essence and ECE program staff do not have a lot of it! It is essential that all program staff take part in the Action Period tasks and are active participants in the change process taking place in their program. However, it is important that the amount of time they have to work on the tasks is respected.
- Understand that it is unlikely that the Leadership Team will be able to sit down with all the program staff in one sitting to facilitate the training. While this is the ideal, this is not the reality of most ECE programs. Most likely, multiple trainings will be needed during the Action Period to reach all of the program staff, which is one of the main reasons why sufficient time needs to be allocated. Action Periods need to look different for FCC providers. They may be trying different things with their children or may need to do reading/research on action plan steps.

### **Additional scheduling recommendations:**

- Determine the schedule (dates/times) for all of the Learning sessions ahead of time. While it will take more work up front to work with venues, catering, etc., you can often get a discounted rate for venue space; additionally, your programs will be able to work better around the scheduled dates if they know them in advance.
- Find out if ECE trainings are typically held during the week or on the weekend in the locality where the collaborative will be held and schedule accordingly; keep it consistent and schedule all learning session dates during the week or all on Saturdays – this will help with attendance!
- Find out if there are any other ECE trainings or conferences that will be offered during your collaborative period;
- Schedule an alternative date for each Learning Session in case of inclement weather...this is especially pertinent in the Midwest and Northeast from January through early April!



## ECELC Learning Collaborative Schedules

While ECELC had timing/funding constraints in terms of when the collaboratives were active, the preferred schedules were below (for delivery of 5 learning sessions).

	LS1	LS2	LS3	LS4	LS5
Schedule 1	September	November	January	March	May
Schedule 2	October	December	February	April	June

Both schedules generally followed the school year; for states with school start dates in August, Schedule 1 was preferred, typically launching in mid-September and ending in mid-May. Schedule 2 was preferred in states where school didn't start until September; they typically launched in early/mid October and ended in early June. Generally, each learning session was spaced approximately eight (8) weeks apart, although some scheduling creativity is typically needed to work around the holidays and spring break. Eight weeks seemed to be the ideal amount of time for programs to complete their Action Period Tasks and start making program-level changes; it also provided enough time for the Trainers to visit each participating program.

Congratulations, you've completed the first phase of launching your learning collaboratives. The checklist on page 15 summarizes the major steps involved in the planning and pre-launch phase. It is also available in the Checklists section.



## ECE Learning Collaboratives Planning & Pre-Launch Checklist



- ☐ Identify your curriculum needs \_\_\_\_\_
- ☐ Identify funding and develop a budget \_\_\_\_\_
- ☐ Develop your budget \_\_\_\_\_
- ☐ Recruit or designate staff \_\_\_\_\_
- ☐ Determine number and location of learning collaboratives \_\_\_\_\_
- ☐ Develop a recruitment plan \_\_\_\_\_
- ☐ Identify and collaborate with community stakeholders \_\_\_\_\_
- ☐ Develop a strategy for building your trainer team and delivering technical assistance \_\_\_\_\_
- ☐ Develop a program incentive approach \_\_\_\_\_
- ☐ Determine timeline for your collaboratives \_\_\_\_\_

# Implementation

This section provides additional guidance on the activities introduced earlier and outlines important considerations as you initiate your learning sessions.

## *Secure training venues and plan the learning session schedule*

Finding an appropriate venue to hold the learning sessions is critical to the success of the collaborative. Explore what type of venues work best for your participants and you can even inquire during the recruitment preferences. The learning sessions can be effectively delivered in meeting spaces at a community college, library, recreation center, child care resource and referral center training center, or even at larger ECE program sites. In the ECELC, family child care participants even enjoyed hosting the session at each other's home on a rotating basis so participants could directly assist each other in improving the home for healthy eating and physical activity. Share the dates of all the learning sessions well in advance so participants can plan their staffing coverage as needed.



### Venue Checklist



When considering venue locations for the Learning Session, keep in mind the following:

#### Location

- ☐ Is the venue easy to find?
- ☐ Is the venue easily accessible for all programs and program participants?
- ☐ Will the location pose a travel burden on any of the programs distance/time wise?
- ☐ Is parking available? Is the parking free? If not, can parking vouchers be provided?
- ☐ If located in a major city or metro area, is the venue easily accessible via public transportation?

#### Meeting Space / Set-up

- ☐ What is your expected total number of participants/trainers/administrative staff?  
What is the room capacity?
- ☐ Is the room large enough for multiple group activities or are there multiple rooms available for both large and small group activities?
- ☐ Are the tables and chairs free-standing to allow for flexibility in room set-up and transition from large to small group activities?
- ☐ Is the room(s) welcoming? Does it provide natural light?
- ☐ Are clean restrooms, for both males and females, nearby and easily accessible?
- ☐ Are food/beverages allowed?
- ☐ Does the venue provide a discount for booking all learning sessions at once?



## Venue Checklist - Continued



When considering venue locations for the Learning Session, keep in mind the following:

### Technology

- ☐ Does the venue accommodate the technology (TV, wireless internet, presentation/project screen, outlets, etc.) needed to facilitate the learning sessions?

### Cost

- ☐ Is there free or low-cost space available? Check with your local library, community center, churches, etc.
- ☐ Hotel conference centers are nice, but expensive. A contract with a conference center may also require you to use their food service/catering as well, at a considerable price.

Characteristics of a supportive learning environment include physical comfort, mutual respect, trust and helpfulness, freedom of expression, and acceptance of differences. The physical learning environment should provide conditions that are comfortable (seating, temperature, ventilation, lighting, decoration) and conducive to interaction (circle, small groups at round tables, interactive displays, opportunities for active play).

When you find a venue that meets your needs, be prepared to secure all possible dates for your learning sessions with the venue coordinator. These advance bookings may result in lowered costs as well. Also, keep in mind that you may want to schedule alternative Learning Session dates as well, in case of inclement weather or to hold a “make-up session” due to an unexpected scheduling conflict.

## Recruit and enroll ECE programs

### Soft and hard recruitment

Program recruitment happens in two phases: “soft recruitment” and “hard recruitment.” After you’ve identified eligibility criteria (e.g. licensing status, program size, type of program, etc.) for participation and you compile a list of programs to target for the initiative, soft recruitment can begin. Ideally, you have already identified a target startdate for the first learning session and general timeframe for the overall collaborative. Allow a minimum of three months from the beginning of recruitment to the first learning session. Soft recruitment materials should provide a brief description of the benefits, the time commitment involved, and incentives for participation (e.g. clock-hours, stipends, etc.). Annex G provides a sample of recruitment materials.

Examples of soft recruitment methods include:

- postcards;
- flyers;
- letters to Center Directors and FCC owners;
- posting notices in places frequented by ECE providers; and
- ECE listservs and frequented websites, e.g. state child care licensing, CACFP, ECE training sites, child care resource and referral agencies.

During the soft recruitment period compile an “interest list” for each respective collaborative. This list should include programs that meet the eligibility requirements and/or want to learn more about the learning collaboratives. Once you have determined which programs have a strong interest in participating, send them an official enrollment form, ideally via email.

## *Use trainers for recruitment and begin building relationships*

If recruiting for multiple collaboratives at the same time in different geographic areas, consider providing hours to the trainers for recruitment support (perhaps at a different hourly rate than TA), rather than putting it all on the Project Coordinator. For example, if a state agency in Michigan hires a Project Coordinator who worked out of an office in Lansing to manage three concurrent collaboratives across the state—Detroit, Lansing and Grand Rapids—the Project Coordinator could easily help recruit programs in Lansing, but would have a difficult time recruiting programs in Detroit and Grand Rapids. If the Trainers for the respective collaboratives in Detroit and Grand Rapids were hired locally, it would be easier for them to do the necessary task of door-to-door recruitment. It also provides the Trainers the opportunity to build a relationship with program staff before the collaborative even begins!

Once you have gauged interest from a critical mass of programs, you can begin “**hard**” recruitment of programs. This may include:

- Calling or visiting directors
- sending letters/emails to center directors, early learning coalitions, or other interest groups
- presenting at child care-related work groups/meetings/conferences and enrolling programs on-site
- visiting programs to meet with directors and staff in-person

You can easily create an electronic enrollment form (see sample in [Annex H](#)) and distribute using various free and/or paid registration software platforms; additionally, these forms provide the ability to quickly compile information on all of the programs in each respective collaborative. A google spreadsheet can also be created to serve as a registration database. Use the enrollment form and process to gather information on characteristics of participating programs, such as:

- number of children/classrooms
- number of staff
- type of care (full day, half day, after-school)
- meals/snacks provided
- child care subsidy information
- CACFP participation
- QRIS participation

## *Source and distribute learning session materials and supplemental supplies*

### **Implementation Guide**

Each learning session should have an Implementation Guide which includes an agenda for the day, a list of materials needed, applicable evaluation and self-assessment materials (for easy referral), and the curriculum content outlined in detail. This resource is utilized by the Project Coordinator and Trainers to prepare and facilitate each learning session. It serves as a “how-to” guide that defines commonly used terms; provides an overview of the model, curriculum and goals of the initiative; and describes the roles of the Trainers throughout the implementation of the learning session. For each session, the Implementation Guide provides detailed information of the specific goals and objectives, as well as a breakdown of the content to be covered, suggested facilitation methods, and materials needed.

The guides also include information on:

- **Set-up:** considerations for room, video and slideshow set-up
- **Action:** indicate important points that should be made in the presentation of the materials
- **Networking:** remind trainers to provide participants the opportunity to network and share ideas with each other
- **Tips:** provide reminders regarding particular learning content or the facilitation of an activity
- **Present:** highlight the slides, video or other resources to be presented)
- **Play:** highlight the video or media file to be played, with time indicators
- **Evaluation:** indicate the use of an evaluation or assessment tool to measure change and progress

## Participant Handbook

We suggest you develop a “Participant Handbook” for use by Leadership Team participants (in center or school based ECE programs) and with FCC providers. It should include the slides and materials used during the learning session. The Participant Handbook should also include detailed instructions regarding the activities and tasks to be completed during the Action Period, in addition to a Leadership Team Guide, which should be utilized by the Leadership Team to facilitate the Action Period with their program staff.

If printing the Implementation Guide, Participant Handbook, and other curriculum materials, keep in mind the cost of paper and type of binding used. Choosing a lower weight paper may save money.

## Supplemental Resources

In addition to the Implementation Guides and Participant Handbooks, you may also want to consider distributing supplemental resources to ECE providers throughout the learning sessions. Integrate any supplemental materials within the curriculum to improve the likelihood of their utilization by program staff. As you determine your budget, you may want to consider allocating money for the purchase of additional resources for ECE providers. You could also reach out to local agencies and partner organizations to provide or sponsor supplemental materials. Many resources are free online or upon request.

## Materials & Technology Considerations

In addition to providing hard copy versions of the Implementation Guide and Participant Handbook, it may also be helpful to both the trainers and participants to provide the materials for each learning session as independent documents available to download online (e.g. Google drive, Dropbox) and/or on USB drives.

Also, most learning sessions require laptops, speakers, LCD projectors, CD players, wireless microphones, Wi-Fi access (if accessing presentation materials and web-based video links via the internet) and panel tables with microphones (if you choose to have guest speakers and/or a panel discussion).

## ECELC Program Materials

Samples of the Implementation Guides and Participant Handbooks for each of Nemours’ Taking Steps to Healthy Success learning sessions (5 in total) can be found at <https://healthykidshealthyfuture.org/about-ecelc/resources>. During the project, Nemours and partners customized materials for Arizona, Missouri, and Kentucky.

## ECELC Supplemental Materials

Participating ECELC programs received resources over the course of the five learning sessions, including:

- [\*Nutrition and Wellness Tips for Young Children: Provider Handbook for the Child and Adult Care Food Program \(CACFP\)\*](#)
- [\*Nemours Best Practices for Healthy Eating Guide\*](#)
- [\*Nemours Best Practices for Physical Activity Guide\*](#)
- [\*Sesame Street Healthy Habits for Life toolkit\*](#)
- [\*Dr. Craft’s Active Play! Book\*](#)
- [\*Physical Activity and Nutrition Kits from Kaplan Early Learning Company\*](#)

Distribute participant materials at each individual learning session. Do not share materials for all five learning sessions at once or bound in a single binder since this approach may overwhelm participants and make it difficult to navigate the needed resources for a particular session.

## Messaging Framework

Incorporating a messaging framework throughout the curriculum is an easy way to continuously remind participants about your initiative's objectives. Introduce the messaging framework early in the first Learning Session and integrate throughout the presentation slides and materials in the following learning sessions and Action Periods. If your state has an existing initiative or branded messaging framework for your particular content focus, be sure to integrate it into your learning collaborative materials. This helps participants feel connected to a bigger initiative or movement.



## Facilitate Train-the-Trainer sessions

After you have hired the Trainers, you (or the Project Coordinator) will need to train them on the overall learning collaborative and curriculum content. You should provide trainers with the entire curriculum early on so they can become familiar with the content and learn how the components all fit together.

Prior to each learning session (i.e. at least two weeks before), the Project Coordinator should facilitate a “Train-the-Trainer” event with their trainers to review content and logistics. In addition to each pre-Learning Session Train-the-Trainer event, trainers should expect to receive ongoing support from the hiring agency and Project Coordinator, including additional coaching, as needed, in either the curriculum content and/or facilitating adult learning.

### Train your trainers by learning session

Train-the-Trainer events should be broken down by Learning Session and provide opportunities for trainers to teach each other the materials. If feasible, bring all your trainers together in a central location for an in-person event, especially prior to the first learning session.

## In-person versus virtual Train-the-Trainer event

As you prepare for Learning Session 1, it is critical to orient your trainers on the overall ECE learning collaborative approach, their role and responsibilities, the learning session content and materials, and the TA expectations. We recommend using an in-person event for this. However, once trainers have gained experience and confidence with the model and materials, you may find that a virtual train-the-trainer is sufficient.

## ECELC Train-the-Trainer

Under the ECELC, Project Coordinators convened both in-person and virtual training, e.g. conference calls, Google Hangouts, webinars, for their train-the-trainer events.



## Learning Session Length of Time

Due to the unique characteristics of the learning collaborative model—needing time to present the content AND for collaborative activities to take place, each Learning Session is generally scheduled as an all-day event, six to eight hours in length. Please refer to the sample agendas from [Taking Steps to Healthy Success](#) in [Annex I](#) for ideas regarding how the day might be structured.

Keep your audience in mind when determining the start and end times of the Learning sessions:

### ECELC Learning Sessions

After implementing their first round of learning collaboratives, ECELC implementing organizations modified the structure of learning sessions. The *Kentucky Department for Public Health* developed online learning modules to deliver the learning session content and then reduced the in-person learning sessions to about 4 hours for discussion, peer learning and networking. When convening learning collaboratives with family child care providers, *Child Care Aware of Kansas* reduced the number of learning sessions from four to five to accommodate the more limited availability of family child care providers. Be sure to understand your participants' needs, availability and preferences when planning your learning sessions.

- If ECE owners and/or directors are a part of the Leadership Team they may want to be able to go to their program/ office prior to leaving for the day, as well as at the end of the day.
- Consider providing meals (at least lunch) and beverages. It's an extra incentive your participants will greatly appreciate; also, by providing lunch you won't have to worry about participants coming back late or not at all for the start of the afternoon session.
- If participants are in a rural or suburban area, you should account for travel time to the learning sessions.

### Deliver the learning sessions

In general, each in-person learning session consists of the following components:

#### Trainer-Led Presentations

Trainers deliver content specific information using a single slideshow (based on the chosen curriculum, activities, goal setting, and action planning) per learning session. Each learning session should revolve a particular theme, e.g. healthy eating.

## Small and Large Group Discussion and Activities

Trainers and the Project Coordinator conduct both small and large group throughout the learning sessions to reinforce the information presented. Each slideshow contains slides prompting the trainer to either lead a small table discussion, large group discussion, or an activity. Trainers may facilitate focused discussions, which can be initiated by a question in the content presentations. Participants' reactions after a video are also excellent opportunities to launch discussions. Allow enough time for ECE providers to move freely throughout the room during the activities and to engage with each other.

## Physical Activity Breaks

Large group physical activities provide a transition between session activities. To make the connection to state regulations, Trainers should tie their state's early learning standards with physical activity. This gives ECE providers an opportunity to identify which of their state's early learning standards were met through conducting the activity, and offers an example for use within a classroom.

## Goal Setting

To improve ECE program practices in a learning collaborative, providers utilize an Action Planning process to help participating programs meet their goals. However, developing an Action Plan using **SMART (Specific, Measurable, Attainable, Realistic, Timely)** goals can be challenging for ECE providers. Therefore, goal setting should be introduced and practiced before programs embark on writing an Action Plan. A goal-writing activity is incorporated into the curriculum, focusing on the "who," "what," "where," "when," and "how" of the desired change. Goals should not be extensive; in fact, smaller goals are more appropriate to use early on because they are more realistic and achievable, which will help build self-confidence among the programs involved in the overall Action Planning process.

Example of a goal setting activity:

- Ask participants to consider how they can improve family-style dining in their ECE program.
- Next, have participants write down their goal, each step needed to achieve it, and to consider the challenges and barriers they may face during the implementation of family-style dining.
  - For example: A program would like to encourage greater participation of family-style dining amongst the children. When determining the goal, the participant should then answer the “who,” “what,” “where,” “when,” and “how” within the goal setting process.
    - Who (what classroom) will be taught?
    - What skill will be taught? What types of equipment is needed?
    - Where will the skill be practiced?
    - When and how often will the classroom practice the skill?
    - How will the skill be taught?
- Reflect: Is this a realistic and achievable goal?
- Ask volunteers to share their desired change and the steps needed to achieve it.

## EXAMPLE

Example of a well-written goal: “Our two-year old classroom teachers (WHO) will begin working with children to develop skills for family-style dining (WHAT) by having them practice pouring water in a glass using a child-sized pitcher (HOW) at the water table (WHERE) twice a week (WHEN).”

## Action Planning

Action Planning is the fundamental process needed to implement change. After programs have completed their self-assessments and practiced initial goal setting, it is time to implement action planning. ECE programs should develop one Action Plan (see sample and worksheet in [Annex J](#)) over the course of the collaborative. During Learning Session 2 Leadership Teams review their program self-assessments and self-identified “areas of improvement” from Action Period 1, and choose one or two areas in which action steps will help their program meet their goals. The Action Planning process continues throughout the Learning sessions. Steps needed to complete an Action Plan are described below.

The Action Plan worksheet includes action steps for program staff that are directed at children, families, program staff, program environment, and program policies. The “child” level lists actions that staff can take to encourage and guide children’s learning. The “family” level outlines ways that staff can support families in understanding the reason for healthy changes within the program. The “program staff” level details activities for staff that increase children’s learning and family support, plus their own knowledge of healthy changes. The “program environment” level lists projects that will help move the program towards meeting their goals and completing action steps. The “program policies” level indicates changes that the program needs to make to continue new practices. Healthy changes made across all of these levels will lead to the best outcomes for children in ECE settings.

## Storyboards

Another feature of the Learning Collaborative Model is the use of Storyboards to document the process of change. Storyboards are a great way to showcase participating programs’ Action Plans and can be used to share their program experiences, both challenges and successes, with fellow Collaborative colleagues, as well as their own staff and the families of children under their care. Programs are given a blank tri-fold display board at the beginning of the Learning Collaborative, preferably Learning Session 2, and create and build their Storyboard throughout the project; presenting at Learning Session 5. This is a time for generating ideas for change amongst other ECE Programs.

## What is a Storyboard?

Using a tri-fold display board (think old-school science fair), ECE program staff visually document their Action Plans to tell their story of change –

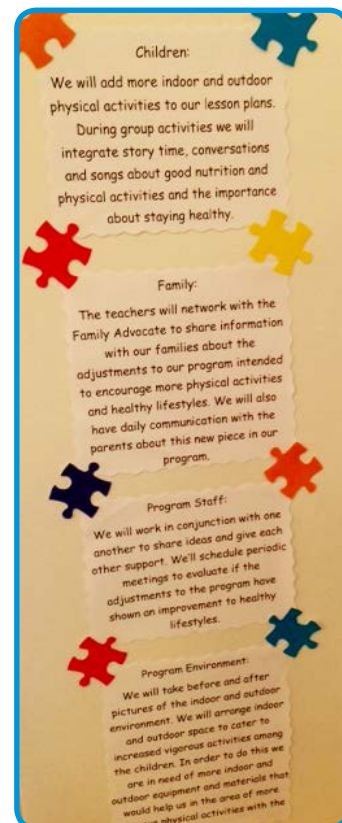
- Describing the change(s) they made and how they made them
- Sharing who was involved in the process
- Explaining accomplishments and challenges they faced
- Sharing photos of the implementation process
- Describing how participants reacted to the change(s)
- Outlining program policies that were updated
- Explaining the next steps they will take to sustain the changes

Programs should be encouraged to include:

- Photos of the process including before, during and after the change(s)
- Quotes and stories from teachers, families, children, and support staff
- Assessments, observations and reflections
- Documents including lesson plans, activities or menus that demonstrate changes
- Children's art work that describes the healthy changes in the program

ECE programs may ask if they can create their Storyboard as a slide presentation. While this is a great use of technology, programs should use a tri-fold display board for three reasons:

1. they keep all programs “even” in terms of available resources, technology, and abilities;
2. all programs stories can be easily made available for extended periods of time for participants to study further at their leisure; and
3. they can be displayed in other venues, such as in the program for parents to view, at stakeholder meetings, or at conferences.



The Project Coordinators and trainers for each collaborative decide how the Storyboards are presented based on the group size and layout of the room. In all cases, the Storyboards should be displayed on tables throughout the room, so regardless of the presentation format participants can view other programs' boards during breaks and lunch throughout the learning session. Depending on the size of the group and layout of the room, you may choose to conduct Storyboard presentations through:

- **Large group:** Leadership Teams, or a representative from the Leadership Team, formally present their Storyboard in front of the large group. Each Team has a time limit for their presentation, including time for questions.
- **Small group:** Participants meet in their TA breakout groups; the Leadership Team or a representative from the Leadership Team, formally presents their Storyboard in front of the TA breakout group. Each Team has a specific time limit for their presentation, including time for questions.
- **Gallery walk:** All participants have a designated amount of time during the Learning Session to walk around the room and review each other's Storyboards.

## TA Groups and Timing

When developing the Learning Session agenda, dedicate at least 30 minutes of the day to TA Groups. Also, be sure to carefully consider the timing of the TA Groups session within the day. Avoid scheduling the group toward the end of the day since it can be challenging to spend adequate time discussing all necessary items when participants might be getting ready to leave. However, if you conduct the TA Groups too early in the Learning Session, the Action Period Tasks may not be clear to participants since content related to those tasks has not yet been presented. We recommend conducting TA Groups some time in between lunch and the end of the Learning Session.

Under the ECELC, Project Coordinators routinely debriefed with Trainers following each Learning Session. They focused on the delivery and quality of the TA group discussions during each session to ensure participants had a valuable interaction.

## Technical Assistance Groups

Allocate time during each Learning Session for Technical Assistance Groups. Generally, this time provides an opportunity for the trainers to meet with the ECE programs assigned to them. They should facilitate discussions around the presented content, as well as answer any questions from participants. During this time, Trainers will also explain the Action Period Tasks in detail, including HOW to complete the Action Period Tasks and what materials the Leadership Team needs to bring back to the following Learning Session. Trainers should also take the opportunity to explain what will occur during the on-site TA visit, as well as possibly schedule the visit. The TA groups provide an opportunity for both the Trainers and Leadership Teams to begin building a trusting relationship, which is essential in implementing lasting programmatic changes.

## Other considerations for Learning Session implementation

Within the curriculum and learning sessions, consider including the following supplemental activities and resources:

- **Guest/panel speakers:** Bringing in outside speakers to speak on very specific topics can add additional depth to the curriculum content and provide the trainers a much needed break during the learning

session. If you utilize outside speakers, ensure that the trainers are still a visible presence and active in the facilitation of the Learning Session. Local coalitions or organizations that have content expertise and/or support ECE programs are ideal guest speakers. Representatives from Cooperative Extension Service, child care licensing agencies, quality rating and improvement system (QRIS) specialists, child care health consultants, etc. may present a module within the Learning Session and/or share how their services can support the ECE programs in making changes.

- **Raffles and Door Prizes:** Consider using contests as an incentive to encourage participation, especially in the early Learning sessions. Instead of using your own funding for items, contact outside suppliers related to your initiative for donations. If used, be cautious in the amount of time and focus spent on the games in the learning sessions.



- **KWL (Know-Want to Know-Learned) Chart:** Incorporate a KWL chart to help communicate back and forth with participants acknowledging what they are learning, weaving in new topics of interest, and answering questions. To create the chart, make three equal columns with the following headings: What do we already **KNOW**? What do we **WANT** to know? What did we **LEARN** that is important to us? Make the chart available to participants at each Learning Session and refer to it often.
- **Show and Tell:** Project Coordinators and/or trainers can bring their favorite resources related to the initiative to each learning session to share with participants.

## ***Deliver Technical Assistance through Action Periods and Action Tasks***

The technical assistance (TA) component of the Learning Collaborative model is essential in helping participating programs implement and sustain change. The TA component begins with the building of relationships between trainers and their assigned ECE programs during learning sessions, TA Groups, or even during recruitment. The on-site technical assistance received during the Action Periods is the bridge for early care and education programs between the content learned at the Learning Session and having the encouragement, support, information, and resources to act on that knowledge to facilitate change. Technical assistance does not include administrative communications such as site visit or Learning Session reminders.

Technical assistance preparation is important in ensuring that each TA contact is valuable for the participating programs. There are many different ways to prepare for performing technical assistance, some strategies are provided below:

- For on-site technical assistance, design a Technical Assistance Plan. This plan may include the TA topic, needs of the program, and the specific goal for that on-site visit.
- Work with the Project Coordinator to develop a TA tracking mechanism to ensure programs are receiving their allocated TA contacts over the course of the learning collaborative.
- Work with Leadership Teams to develop a schedule for on-site visits.

Technical assistance can be provided in various formats. On-site TA visits are recommended at least once in between Learning Sessions, but other forms of TA can be used while working with programs. This may include:

- Assisting programs with goal-setting and developing their Action Plan;
- Conducting on-site program staff trainings;
- Observing the program at various times throughout the day (i.e. mealtime, outdoor play, etc.); and,
- Sharing Resources such as those available at [www.healthykidhealthyfuture.org](http://www.healthykidhealthyfuture.org)

## **ECELC Program Assessments**

The ECELC utilized two program self-assessments:

- **Healthy Kids, Healthy Future (HKHF) Quiz** - a short program self-assessment completed by all ECE programs that register for the Healthy Kids, Healthy Future on the website [www.healthykidshealthyfuture.org](http://www.healthykidshealthyfuture.org).
- **Go NAP SACC (Nutrition and Physical Activity Self-Assessment for Child Care)**: self-assessment tools developed by researchers at the University of North Carolina Chapel Hill to help early care and education programs compare their policies and practices to best practice standards. For more information on Go NAP SACC and to access the instruments available to Centers, School-based programs, and Head Start, visit [www.gonapsacc.org](http://www.gonapsacc.org).

ECELC initially asked program directors to complete the HKHF Quiz prior to Learning Session 1 using a web-based survey mechanism. However, response rates were poor or incomplete due to a lack of understanding regarding the need for the assessment, in addition to limited internet access. Leadership Teams now complete a hard copy of the quiz at Learning Session 1 as one of their initial activities.

The Project Coordinator may find it useful to collect information on TA provision. Trainers can document the TA they provide by using a “TA Form” (an example is shown in [Annex K](#), either as a hard paper copy or using electronic media, such as a tablet. Consider capturing the following information:

- mode of TA (on-site, phone, email)
- method of delivery, including how the TA was provided—program assessment, staff training, action planning, etc.
- length of time (to help track TA hours)
- the curriculum content addressed during the visit

The information on the TA forms can then be compiled by the Project Coordinator on a regular basis (e.g. bi-weekly or monthly) to help the Trainers document and track the number of TA visits and/or contacts to each program, as well as the curriculum content being addressed. This can help to identify concepts the programs are having a difficult time understanding, which you can address in upcoming Learning sessions. We also recommend utilizing a TA tracking mechanism to ensure programs are receiving their allocated TA contacts over the course of the learning collaborative.

## Monitor and evaluate program change

A program self-assessment of current practices and policies around your initiative’s objectives is a great way for programs to measure their progress from the beginning of their participation in the learning collaborative to the conclusion. These assessments can also help the Leadership Teams or FCC provider decide what objectives they should work on as part of their ongoing participation.

Preferably, programs complete the self-assessment prior to, during, or immediately after Learning Session 1 (as part of the Action Period 1 tasks) so the results can be used in the goal setting and action planning process. After programs have completed these initial assessments, Trainers should instruct them to identify their strengths and areas of improvement. The identified areas of improvement will be the foundations of their Action Plan. We also recommend the programs complete a self-assessment exercise post-learning collaborative participation so they can reflect on and celebrate the work they accomplished.

As with any project or initiative, including an evaluation component to your Learning Collaborative is a good practice. In addition to evaluating the program improvements around the goals of your initiative through analysis of the program pre- and post- self-assessments, incorporating the evaluation of the Learning sessions presentations/facilitation, Trainers, TA received, curriculum content, can provide beneficial information to the implementing organization.

The evaluation process is generally influenced by the goals and outcomes desired to be reached and established by the partnering agencies. To get a clear picture if you are going to evaluate the project, answer the following key questions:

- How are you going to evaluate whether your collaborative was successful in implementing change?
  - Develop evaluation questions with the agency and funder. The funder may have questions that they would specifically like to address and outcomes they wish to identify.
  - Determine and develop evaluation measurement tools. These tools may include Pre/Post Tests, Feedback Forms and Presentation/ Learning Session evaluation forms.

### ECELC Feedback Tools

The National ECELC Project used a number of different mechanisms to gather information, data, and provide feedback to the Project Coordinators, Trainers, and implementing agencies over the course of each Collaborative:

- **TA Forms:** A standardized instrument used by the trainers to document: the number of TA visits to each program, mode of TA (onsite, phone, email), method of delivery (how the TA was provided—program assessment, staff training, action planning), and the HKHF goal(s) and/or curriculum content addressed during the visit. *See sample in Annex*
- **Monthly TA Reports:** A compilation of the summary statistics of the TA Forms by Collaborative and State/Region.

For examples of the evaluation tools, please see [Annex L](#).

- Determine who will analyze the data and provide the results?
  - Will you partner with an evaluation agency to assist with this? Do you have the capability to evaluate the results and data within your organization? Is there an agency that the funder partners with that is able to conduct the evaluation?
  - If using an evaluation agency, consider the costs associated with this as it may impact the budget.
- Determine how the evaluation tools will be administered, collected and analyzed?
  - Who is being measured (participants, programs or both)?
  - When are the tools being administered and collected (at the Learning Session, during the Action Period, or both)?
  - How will you share the evaluation results, and with whom? It may be useful to have multiple ways the evaluation results are provided (infographics, executive summary, presentations).

## ***Provide Incentives***

### **Clock-hours/Continuing Education Units (CEUs)**

Due to the significant variability between states in regards to clock-hour requirements and/or other professional development opportunities (e.g. continuing education credits [CEUs]) for ECE program staff, this section will be covered very generally.

First, do background research on the clock-hour requirements in your state, including:

- The NUMBER of hours required per academic, calendar, or fiscal year;
- The CATEGORIZATION of hours—many states require a specific number of hours in different child care related categories, such as child development, health and safety, etc.;
- WHO among program staff is required to attain hours and how many (there may be different requirements for program directors and teachers);
- WHO can provide clock-hours? Do your trainers need certification or approvals to provide hours? Can only professionals certified by the state child care training agency provide clock-hours?
- The PAPERWORK required in terms of issuing certificates, documenting the hours in an online training registry, etc.

After you have a general understanding of the clock-hour requirements in your state, determine the appropriate agency to contact and be ready to provide the following information:

- A general description of the collaborative/training to be provided, including the Learning sessions AND the Action Periods;
- The content/curriculum of the collaborative and a description of how you believe it aligns to the state's training requirements;
- The total number of hours of training per Learning Session and the total number of Learning sessions;
- The total number of estimated hours per Action Period and the total number of Action Periods;
- The type of program staff that will be attending the Learning sessions;
- The educational/professional background of your trainers;
- The content/curriculum for the collaborative.



In some states, Leadership Team members attending the learning sessions may be eligible for clock-hours. In other states, it is possible for program staff receiving the abridged training and completing Action Period tasks with the Leadership Team to receive clock-hours. If your organization has an established relationship with a university child development program, consider coordinating your collaborative with their program in order for staff to receive CEUs.

The table in **Annex M** provides a brief description of how the Project Coordinators in the ECELC states distributed participant stipends and linked to completion of different milestones, e.g. action plans or attending at least three learning sessions.



### ECE Learning Collaboratives Implementation checklist



- ☐ Secure training venues and plan the learning session schedule
- ☐ Recruit and enroll ECE programs
- ☐ Source and distribute learning session materials and supplemental supplies
- ☐ Facilitate Train-the-Trainer sessions
- ☐ Deliver the learning sessions
- ☐ Deliver Technical Assistance through Action Periods and Action Tasks
- ☐ Monitor and evaluate program change
- ☐ Provide Incentives

- A. Outline of Taking Steps to Healthy Success Curriculum
- B. Budget template and sample budget
- C. Budget guidance
- D. Project Coordinator and Trainer Role & Responsibilities Description
- E. Implementation plan template
- F. Professional development hours for ECELC participants
- G. Sample ECE program recruitment materials
- H. Sample of electronic enrollment form
- I. Learning Session Agendas
- J. Sample Action Plan
- K. TA Form and Monthly TA report samples
- L. Evaluation Tools
- M. Summary of stipend/incentive distribution

# ANNEX A:

## Outline of Taking Steps to Healthy Success Curriculum



### National ECELC Project Learning Session Overview

The Learning Sessions provide education about the relationship of healthy eating and children's health, the unique and powerful role of providers, the process of change, and the potential partnerships with families to sustain change. In addition to increasing knowledge, participation in the Learning Sessions offers opportunities for skill building, new experiences with healthy eating and physical activity, small group work, and an expanded network of peers with which to share ideas and concerns. The curriculum can be modified to showcase state/regional initiatives.

Participant Handbooks will be distributed **one per program** and Implementation Guides will be provided for Trainers to assist in the preparation and implementation of each Learning Session.

#### Learning Session 1 (LS1): The ABC's of a Healthy Me!

- Introduction to the National Early Care and Education Learning Collaboratives (ECELC) Project
- Background on the obesity epidemic in the United States
- Early Learning Standards physical activity break
  - Conduct the activity from the *Nutrition and Movement Activity Book* and discuss how it meets your state's Early Learning Standards.
- Introduction to the best practices for healthy eating, physical activity, screen time, and breastfeeding support
- Staff wellness
- Principles of family support
- Additional support
  - Introduction of national, state, and local leaders
- Action Period Tasks (LS1):
  - *Video Module 1* training and *Video Module 1* Discussion Worksheet
  - Go NAP SACC instruments
    - If a program serves infants, they should complete all five NAP SACC instruments.
    - If a program does not serve infants, they do not need to complete the *Breastfeeding & Infant Feeding* instrument.
  - Summary of five strengths / five improvement areas
    - These items should be identified by reviewing Go NAP SACC results.
    - Identified items should be used to develop the Action Plan between Learning Session 2 and Learning Session 5.

#### Learning Session 2 (LS2): Nurturing Healthy Eaters and Providing Healthy Beverages

Distribute the *Nemours' Best Practices for Healthy Eating* guide, *Nutrition and Wellness Tips for Young Children: Provider Handbook for CACFP*, and Tri-fold board.

- Creating a healthy environment



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- The goal-setting activity, “How can you enhance the program environment to make it healthier?” allows programs to start thinking of ways to develop achievable goals and what is needed to accomplish those goals.
- Early Learning Standards physical activity break
  - Conduct the activity from the *Nutrition and Movement Activity Book* and discuss how it meets your state’s Early Learning Standards.
- Best practices for healthy eating
- Healthy recipes
- Facilitating change in your program
  - Introduction to SMART goals
  - Introduction to the Action Plan
  - Complete the “Objectives,” “Child,” and “Family” columns of the *Action Plan Worksheet* as a large or small group.
- Overcoming challenges to meeting healthy eating best practices
- Extending your learning – staff, families, and program policies
- Action Period Tasks (LS2):
  - Action Plan Worksheet
    - Programs begin to implement the action steps they outlined during the Learning Session for “Child” and “Family”.
  - Learning Session 2 Group Discussion Worksheet: Building Relationships with Families
  - Storyboard
    - Programs should begin to document their process of healthy change on a storyboard which will be shared at Learning Session 5.

### **Learning Session 3 (LS3): Serving Meals Family-Style and Supporting Breastfeeding**

Distribute the *Sesame Street Healthy Habits for Life* toolkit

- Learning Session 2 Action Period review
  - Using a bar graph activity, programs share their successes and challenges in implementing their action steps for “Child” and “Family”.
- Components of family-style dining
  - The goal-setting activity, “Are you ready for family-style dining?” allows programs to continue thinking of ways to develop achievable goals and what is needed to accomplish those goals.
- Early Learning Standards physical activity break
  - Conduct the activity from the *Sesame Street Healthy Habits for Life* toolkit and discuss how it meets your state’s Early Learning Standards.
- Breastfeeding support
- Overcoming Challenges to Meeting Family Style Dining Best Practices & Supporting Breastfeeding



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- Facilitating change in your program
  - Complete the “Program Staff” and “Program Environment” columns of the Action Plan worksheet as a large or small group.
- Extending Your Learning: Staff, Families, and Program Policies
- Action Period Tasks (LS3):
  - Learning Session 3 Group Discussion Worksheet
    - Programs use the *Sesame Street Healthy Habits for Life* toolkit to complete the worksheet.
  - Action Plan
    - Programs begin to implement the action steps they outlined during the Learning Session for “Program Staff” and “Program Environment”.
  - Storyboard
    - Programs continue to document their process of healthy change on a storyboard which will be shared at Learning Session 5.

#### **Learning Session 4 (LS4): Getting Kids Moving**

*Distribute the Best Practices for Physical Activity guide and Tossing & Catching activity kit*

- Learning Session 3 Action Period review
  - Using the *Steps to Success* activity, programs share their successes and challenges in implementing their action steps for “Program Staff” and “Program Environment”.
- Supporting motor development
- Early Learning Standards physical activity break
  - Conduct the activity from the *Tossing & Catching* activity kit and discuss how it meets your state’s Early Learning Standards.
- Best practices for physical activity ((Infants, Toddlers, and Preschoolers)
- Overcoming Challenges to Meeting Physical Activity Best Practices
- Facilitating change in your program
  - Complete the “Program Policies” column on the Action Plan worksheet as a large or small group
- Extending your learning – staff, families, and program policies
- Action Period Tasks (LS4):
  - Action Plan
    - Programs begin to implement the action steps they outlined during the Learning Session for “Program Policies”.
  - Storyboard
    - Programs continue to document their process of healthy changes on their storyboard that they will present at Learning Session 5.
  - Post Go NAP SACC instruments
    - Programs should complete the same instruments they completed during the Learning Session 1 Action Period.



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## Learning Session 5 (LS5): Reducing Screen Time and Celebrating Success

- Learning Session 4 Action Period
  - Programs complete the Healthy Kids, Healthy Future Child Care quiz and discuss the results, along with the Go NAP SACC (post) instruments, with the large group.
- Programs present their storyboard and the Action Plan experience
- Best practices for screen time
- Early Learning Standards physical activity break
  - Conduct the activity from the *Nutrition and Movement Activity Book* and discuss how it meets your state's Early Learning Standards.
- Overcoming challenges to meeting screen time best practices
- Extending your learning – staff, families, and program policies
- Continuing the process of change
  - Participants start another Action Plan by filling in the “objectives,” “child,” and “family” columns of their worksheet.
    - Encourage participants to either build upon their previously established goals or to develop new ones based on their Go NAP SACC (post) results.
- National, state, and local support
  - Invite local agency representatives (i.e. WIC, Cooperative Extension Service, CCR&R, YMCA, etc.) to present and inform participants of community resources that are available to them even after the National ECELC Project ends.
- Professional development activity
  - Have the guest speaker from the national, state, and local support segment conduct an activity with the participants.
    - Example: Invite Master Gardeners from the Cooperative Extension Service to present on the services they offer in the community and have them conduct an activity on how to start a container garden.
- Action Period Tasks (LS5):
  - Encourage the programs to build on their Action Plan, continuing the process of learning and improving their program practices and policies.



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# On Demand Child Care Training

*Featured series:*

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2. Better engage families as partners in supporting the health and development of children.
3. Support staff wellness, as well as your own.

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# ANNEX B:

## Budget template and sample budget

### National ECELC Project Toolkit Pilot

1. Review the attached Budget Preparation Guidance document prior to completing your detailed budget.
2. Use this template for your budget submission to Nemours. Several example line items are provided in the template.
3. You are not required to include the example line items or example costs in your budget. All costs must be updated to your specific location and implementation expectations. Do not just use the example cost figure or units. There are several suggested items without incomplete costs in the template; please update based on actual/estimated costs for your particular site.
4. Delete any line items not applicable to your location or project needs. Add line items necessary for successful implementation.
5. For all line items, provide clear descriptions of unit, unit costs, and your calculations for total # of units
6. The template includes formulas to calculate totals for each line item, cost category and the overall total budget. If you make changes to the formulas, please provide an explanation in your budget narrative.
7. If you have any questions or trouble with the template, please contact Roshelle Payes [roshelle.payes@nemours.org](mailto:roshelle.payes@nemours.org)

Subrecipient Name:

ENTER YOUR ORGANIZATION'S NAME

Period of  
Performance:

	Annual Salary	% time on project	Total
<b>A. Salaries &amp; Wages</b>			
Project Coordinator	\$ 55,000	40%	22,000
<b>Total Salaries &amp; Wages</b>			<b>\$ 22,000</b>
<b>B. Fringe Benefits</b>			
UPDATE: 25% of total salaries & wages		25%	\$ 5,500
<b>Total Fringe Benefits</b>			<b>\$ 5,500</b>
	Unit Description	Unit cost	#Units
<b>C. Equipment &amp; Supplies</b>			
Office Supplies for Project Coordinator (unit = per FTE per year)	monthly supplies	\$ 50	9
Supplies for five Learning Sessions (LS)	LS supplies (markers, flipcharts, post-its)	\$ 200	5
<b>Total Equipment &amp; Supplies</b>			<b>\$1,450</b>
<b>D. Staff Travel &amp; Transport</b>			
Mileage for Project Coordinator to support LS and provide technical assistance (TA)	mileage	\$ 0.54	200
<b>Total Staff Travel &amp; Transport</b>			<b>\$108</b>
<b>E. Other Direct Costs</b>			
Meeting venue for five Learning Sessions per collaborative	Daily room rental	\$ 75	5
Meals (5 learning sessions, 1 meal per person per session, 30 people at each learning session)	Meals	\$ 10	150
Incentives (\$500 per center)	Centers	\$ 500	25
<b>Total Other Direct Costs</b>			<b>\$ 14,375</b>
<b>F. Consultants &amp; Contractual Costs</b>			
Trainers to facilitate LS and provide TA (2 consultants x approx 200 hours each)	Trainer hours	\$ 50	400
Mileage for Trainers	Mileage	\$ 0.54	400
<b>Total Consultants &amp; Contractual Costs</b>			<b>\$ 20,216</b>
<b>Total Direct Costs</b>			<b>\$ 63,649</b>
<b>Indirect Costs (10%)</b>		10%	<b>\$ 6,365</b>
<b>TOTAL BUDGET</b>			<b>\$ 70,014</b>

# ANNEX C:

## Budget guidance

### Early Care and Education Learning Collaboratives (ECELC) Project Budget Preparation and Guidance

#### Detailed Budget and Narrative Guidance

Under each cost category below, we have provided guidance regarding costs to consider as you plan your learning collaborative(s).

#### A. Salaries and Wages

The Project Coordinator (PC) is the main person responsible for overseeing and managing all learning collaborative activities. Refer to Annex B. for a more detailed description of the Project Coordinator's role and responsibilities. Depending on the number of learning collaboratives you choose to implement, you may not need a full-time Project Coordinator or can allocate a portion of time of an existing staff member's time.

You may want to allocate a small portion of funding to support a senior level supervisor as well who can directly support and supervise the Project Coordinator. Support will include advising and collaborating on the implementation of project activities; in partnership with PC, coordinating with other agencies and stakeholders on project implementation and sustainability planning; and, providing constructive feedback to PC on performance.

*Example:*

		Annual Salary	% time on project	Total
<b>A. Salaries &amp; Wages</b>				
Project Coordinator (name)		\$ 65,000	100%	65,000
Senior Level Supervisor (name)		\$ 75,000	10%	7,500
<i>Total Salaries &amp; Wages</i>				<b>\$ 72,500</b>

#### B. Fringe Benefits

*Guidance*

Fringe benefits are usually applicable to direct salaries and wages. Provide information on the rate of fringe benefits used and the basis for calculation. In the template, update the fringe rate to the current rate used by your organization. If a fringe benefit rate is not used, zero out this line item.

*Example*

Within our organization, a fringe benefit rate of 25% is applied to all full-time employees' salaries. A breakdown of the rate is included further below.

<b>B. Fringe Benefits</b>				
25% of total salaries & wages			25%	\$ 18,125
<i>Total Fringe Benefits</i>				<b>\$ 18,125</b>

*Example of basis: Fringe rate breakdown:*

- 5.56% - Payroll Taxes - FICA
- 1.37% - Payroll Taxes - MAH
- 0.53% -Benefits – Dental Insurance
- 16.03% - Benefits – Health Insurance
- 0.13% -Benefits – Life Insurance
- 1.22% - Benefits – 403(b) Match

## C. Equipment & Supplies

Allocate some funds to support equipment (defined as tangible nonexpendable property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit) and general supplies. These items must directly support the implementation of the learning collaboratives. Expenses under this cost category may include:

- Computer and printer for PC
- General office supplies for PC, i.e. pens, paper, markers, etc.
- Stakeholder meeting supplies, i.e. folders, print materials, postcards, etc.
- Learning session supplies, i.e. flipchart paper, markers, post-its, group activity supplies, etc.

In the detailed budget, individually list each item requested. If appropriate, general office supplies may be shown by an estimated amount per month times the number of months in the budget category. Show the unit cost of each item, number needed, and total amount. Provide complete justification for all requested equipment and supplies, including a description of how it will be used in the program.

### Example

General office supplies will be used by the project coordinator to carry out daily activities and also implement the learning sessions. Additionally, supplies such as flipcharts, markers, small giveaway prizes, will also be purchased for use at the learning sessions as these are necessary to maintain participant engagement.

	Unit Description	Unit cost	#Units	Total
<b>C. Equipment &amp; Supplies</b>				
Office Supplies for Project Coordinator (unit = per FTE per year)	monthly supplies	\$ 85	12	\$1,020
Supplies for Stakeholder Meeting	meeting packets with promo materials	\$ 15	35	\$525
Supplies for five Learning Sessions (LS) (C5:LS1-5)	LS supplies (markers, flipcharts, post-its)	\$ 150	5	\$750
<i>Total Equipment &amp; Supplies</i>				<b>\$2,295</b>

## D. Staff Travel & Transport

### Guidance

Funds requested in this travel category should be for **staff travel only**. Travel for consultants (Trainers) should be shown in the consultant category (if paid directly by Subrecipient organization) or be included in your overall sub-contracts with any organization responsible for hiring and managing Trainers.

Proposed costs should clearly demonstrate anticipated travel that staff are expected to complete during the project period. Indicate the estimated number of trips and who will be making the trip. If mileage is to be paid, provide the estimated number of miles and the cost per mile. The current U.S. government mileage reimbursement rate is a good reference point if your organization does not have an approved rate. If per diem/lodging is to be paid, indicate the number of days and amount of daily per diem as well as the number of nights and estimated cost of lodging. Travel costs could also align with GSA maximum lodging and per diem rates.

[http://www.gsa.gov/portal/content/104877?utm\\_source=OGP&utm\\_medium=print-radio&utm\\_term=perdiem&utm\\_campaign=shortcuts](http://www.gsa.gov/portal/content/104877?utm_source=OGP&utm_medium=print-radio&utm_term=perdiem&utm_campaign=shortcuts)

### Example

Our proposed budget includes PC transportation (mileage costs), meals and incidental expenses (based on USG average for U.S. cities), lodging costs and reimbursement for travel-related expenses (e.g., parking, taxis, baggage fees) for project staff travel to support project activities and/or provide technical assistance. Based on experience from cohorts 1-4 and the geographic distance for Cohort 5 collaboratives, we anticipate approximately 5 overnight trips to be covered by this budget. These trips are essential to ensure effective implementation and the provision of quality TA.

<b>D. Staff Travel &amp; Transport</b>				
Mileage for Project Coordinator to support LS and provide technical assistance (TA)	mileage	\$ 0.56	1200	\$672
Nightly lodging for learning sessions, site visits and/or meetings. Average 1 night per trip	nights	\$ 125	5	\$625
Per diem (daily rate based on GSA rates) for overnight trips. Average 1.5 days of travel	per diem	\$ 56	7.5	\$420
<i>Total Staff Travel &amp; Transport</i>				<b>\$1,717</b>

## E. Other Direct Costs

This category contains items not included in the previous budget categories. Individually list and describe each item requested and provide appropriate justification related to the program need and objectives.

### *Guidance*

Some items are self-explanatory (telephone, postage). Be sure to include an explanation for any anticipated expenses which may be particular to your specific state/local context, such as the need to cover parking expenses or continuing education fees for collaborative participants.

Meeting venues – We encourage to host stakeholder meetings, train-the-trainer session, and learning sessions in no-cost or low-cost venues. However, meeting spaces should also have adequate audio-visual capabilities for powerpoint and video presentations. There should also be adequate access to breakout rooms, parking and space for physical activity breaks. Compare multiple venues prior to securing a final location.

Meals – Please budget your anticipated meal expenses based on your organization's meeting and procurement policies. For all learning collaborative meals, consider using the meal as an opportunity to promote healthy eating. For some learning sessions, you may even host a healthy potluck if participants are willing to bring a healthy food item to share. This will also help lower your overall costs.

### *Example*

The breakdown of our proposed Other Direct Costs includes:

- \$800 for a meeting space for a stakeholder meeting to review outcomes and review sustainability planning efforts.
- \$10,500 for Learning Session venues. For each collaborative, we will host the LS at the same location. Therefore, we were able to negotiate a daily room rental rate of \$700 which is \$100 less than the standard \$850 rate. The venue was booked for the full learning session cycle.
- \$13,500 for LS meals (1 working lunch per person per 15 sessions (3 collaboratives with 5 sessions each; 50 people at each learning session = 750 total lunches). We will provide a working lunch given the need to provide meals since the session runs 6-8 hours in length. The cost of lunch is \$18/person based on GSA rates for each of our collaborative locations. (Participants are not reimbursed for their time at the learning sessions or travel to/from sessions. Meals are a critical and necessary component of the learning session.)
- \$37,500 for center incentives. This category also includes an incentive of \$500 for each participating center (3 collaboratives x 25 centers x \$500 per center = \$37,500). The \$500 incentive will be distributed in two portions – after LS3 and LS5. Each center's receipt of their incentive will be contingent upon full participation, including regular data reporting.
- \$5,625 for continuing education units. Our state college provides # of CEUs for participation in the ECELC LS but requires a \$25 fee for processing the CEU for each participant. This is an important incentive for engaging participants.
- Storage Unit – A dedicated storage unit will be secured this project period to house learning session and supplemental materials. We researched three different storage unit locations in X, Y, Z and found a low cost unit in (location).

E. Other Direct Costs				
Meeting venue for half-day stakeholder meeting	Daily room rental	\$ 800	1	\$ 800
Meeting venue for five Learning Sessions for each C5 collaborative (3)	Daily room rental	\$ 700	15	\$ 10,500
C5 Meals (working lunch) for each collaborative (5 learning sessions, 1 meal per person per session, approx 50 people at each LS for 3 collabos)	Meals	\$ 18	750	\$ 13,500
C5 Incentives (\$500 per center)	Centers	\$ 500	75	\$ 37,500
Continuing Education Units	Participant	\$ 25	225	\$ 5,625
Storage Unit to store ECELC supplies and materials	Monthly fee	\$ 120	12	\$ 1,440
<b>Total Other Direct Costs</b>				<b>\$ 69,365</b>

## F. Consultant & Contractual Costs

This category should detail any individual hired to provide technical assistance, professional advice or other services (e.g., training, expert consultant, etc.) for a fee (daily, hourly) but not as a permanent employee of your organization. Any sub-contracts to organizations providing technical and/or programmatic support to efforts in your state should also be detailed under this cost category.

### Guidance

The majority of trainers supporting learning collaboratives are hired as short-term consultants by state/local implementing partner organizations. This cost category should include the following line item information as applicable to your location and contracting structure for trainers:

- 1) total anticipated trainer hours and hourly rate (if paid directly by your organization);
- 2) individual line items by trainer/consultant detailing their hourly/daily rate (if paid directly by your organization); or,
- 3) individual line items describing subcontracts to organizations managing Trainers

Be sure to budget sufficient funding to cover allowable travel expenses and/or incidental expenses such as printing, telephone, etc.

Provide justification, such as salary history, market research/rates, etc., for the proposed daily rate for any consultants. If you are contracting with an organization to manage your trainers or any other programmatic work, please provide a cost breakdown of the subcontract. If your hourly rate is inclusive of travel expenses, be sure that is indicated in the narrative.

Lastly if applicable, provide a brief description of why a subcontracting organization was selected and is capable of effectively managing the trainers.

### Example

*Trainers (Consultants)* – Six trainers (consultants) will be recruited (from existing pool and new search) to support collaboratives and provide technical assistance in (locations). The total expected cost for these trainers is \$115,500. Their primary role is to implement the five learning sessions, facilitate the completion of homework, provide on-going technical assistance to participating ECE programs, and provide general content expertise. Based on the suggested breakdown of hours and the current market rate for early childhood and health expertise in our region, each trainer will be paid approximately \$55 per hour to support the learning collaboratives. Each trainer will be recruited within close proximity of the collaborative and mileage is not expected to exceed about 300 miles per trainer for this period.

F. Consultants & Contractual Costs				
Six Trainers (350 trainer hours per trainer/collaborative x 6 trainers) to plan, deliver and provide TA in between)	Trainer hours	\$ 55	2,100	\$ 115,500
Mileage for Trainers to implement LS and provide TA	mileage	\$ 0.56	2000	\$1,120
<b>Total Consultants&amp; Contractual Costs</b>				<b>\$ 116,620</b>

OR

*ABC Regional Organization* – A subcontract will be issued to ABC Regional Organization to recruit and manage 4 of the 6 trainers for the ECELC in (region/location). This subcontract is necessary because (justification of why your organization must subcontract this portion of the activity). The total subcontract of \$52,000 is based on the following costs:

- 4 consultants x 350 hours x \$40 hourly rate = \$56,000
- 4 consultants x 890 miles x \$0.56 reimbursement rate = \$1994

F. Consultants & Contractual Costs				
ABC Regional Organization to provide management support to Trainers in X region (or for X collaborative)	Subcontract	\$ 58,000	1	\$ 58,000
DEF Regional Organization to provide management support to Trainers in X region (or for X collaborative)	Subcontract	\$ 48,000	1	\$48,000
<i>Total Consultants&amp; Contractual Costs</i>				<b>\$ 106,000</b>

## Total Direct and Indirect Costs

### Guidance

Show total direct costs by listing totals of each category.

<b>Total Direct Costs</b>		<b>\$ 250,907</b>
<b>Indirect Costs (10%)</b>	<b>10%</b>	<b>\$ 25,091</b>
<b>TOTAL BUDGET</b>		<b>\$ 275,998</b>

*Indirect Costs (if applicable):* To claim indirect costs, the applicant organization must have a current approved indirect cost rate agreement established with a federal agency. If no federal negotiated indirect cost rate is available, your organization may request the de minimis rate of 10% on "modified total direct costs." These "modified" costs include only applying the indirect rate on the first \$25,000 of any subcontract (not consultants). If the award recipient chooses to utilize the de minimis rate, it must do so consistently for all federal awards until such time they choose to negotiate a rate.



# **ANNEX D:**

## **Project Coordinator and Trainer Role & Responsibilities Description**

### **Annex B. Project Coordinator and Trainer Role & Responsibilities**

#### **Early Care & Education Learning Collaboratives**

##### **Project Coordinator Role & Responsibilities**

Suggested responsibilities that could be included as part of a job description may include:

- Identifying and contracting Trainers to support learning collaboratives;
- Facilitating recruitment and selection of programs to participate in the learning collaboratives;
- Serving as a liaison to programs by addressing concerns related to administrative items (i.e. enrollment and registration, obtaining CEU's, etc.), triaging questions and directing them to technical assistance or other state-level or project-specific support as needed;
- Providing technical assistance to Trainers and ECE providers as needed to implement the specific objectives of the initiative;
- Assisting with the ongoing coordination of logistics to run the collaboratives, including but not limited to: securing meeting space and food, registering participants, tracking participant information, distributing materials, meeting set-up and break-down, participating/facilitating learning sessions, assisting with data collection efforts, etc.
- Providing timely submission of invoices for meeting space, Trainers, and food/materials cost for each learning session;
- Participating in weekly, bi-weekly or monthly meetings with implementing agency staff to discuss project activities, challenges encountered and plans for moving forward;
- Assisting with ongoing communication efforts with state and regional stakeholders regarding the learning collaboratives;
- Providing other relevant support as needed and as requested by implementing agency;
- Assisting in developing instruments to gather input from participants on the effectiveness of the collaborative learning sessions and interaction between sessions;
- Assisting in identifying state and local mechanisms of communication for outreach to ECE programs and interested stakeholders within the state, and work with identified entities to coordinate outreach and information sharing;
- Supporting data collection efforts needed to evaluate the initiative (outcome and process) at the state and center level;
- Developing and implementing a system to provide participation incentives for ECE programs; and,
- Providing input in appropriate state forums (councils, boards, advisory committees, etc.) around the goals and outcomes of the initiative.

## **Trainer Role & Responsibilities**

While the recruiting and hiring of Trainers is very organizational-specific, there are a number of qualifications that should be considered:

- Content knowledge and/or background
  - Knowledge, background, and/or interest in the initiative;
  - Early care and education knowledge to support providers with age appropriate activities and expectations; and,
  - Degree in adult education or adult learning - might be helpful as the Trainers will be working with ECE program directors, teachers and staff, and will need to be able to train them effectively.
- Experience
  - On-site professional experience working with ECE programs;
  - Experience coaching and mentoring adults to foster individual and community transformation; and,
  - Large group facilitation, didactic and interactive learning experiences with adults.
- Skills
  - Teaching, instructing, motivating, and coaching adults;
  - Building supportive, trusting relationships with providers;
  - Goal-setting and action planning; and,
  - An ability to react quickly and appropriately to changes in the needs of providers and to plan for training and support.

Suggested responsibilities for Trainers:

- Attend training facilitated by the Project Coordinator prior to each learning session to review the objectives, curriculum content, activities and Action Period tasks; delegate tasks and facilitation content with co-Trainer; coordinate the respective learning session day logistics.
- Co-facilitate a pre-determined number of learning sessions; responsibilities may include administrative tasks (check-in, collecting assessments, etc.), curriculum instruction, coordinating guest speakers, facilitating the use of multimedia (computer, projector, television, etc.) leading breakout sessions, action planning and moderating the sharing of program successes and challenges, and assignment of “tasks” for Leadership Team participants.
- Provide email, telephonic and on-site (preferred) technical assistance to a pre-determined number of participating programs after each Learning Session during the “Action Period”; documenting TA, and maintaining communication and regular contact with assigned participating programs.
- Communicate with and report to the Project Coordinator on a regular basis.

# ANNEX E:

## Implementation plan template

### Early Care and Education Learning Collaboratives Implementation Plan Template

#### GUIDANCE

The following implementation template will assist you in planning and documenting your implementation plans for your learning collaborative(s). Use this document for planning within your organization and/or communicating and collaborating with stakeholders and funders.

Detailed guidance is provided in **blue** text under each section. You may enter a narrative description for all the text shaded in **grey**. We encourage you to highlight any outstanding questions you may have or anticipated barriers/challenges. Once you have entered your specific narrative, please delete the blue guidance text.

## Early Care and Education Learning Collaboratives

City, State:

Anticipated implementation period: MMYYYY - MMYYYY

[Name of State/Local Implementing Partner Organization]

[Project Coordinator Name or Point of Contact]

### PROPOSED FOCUS AREA(S) FOR COLLABORATIVES IN YOUR STATE

[Insert description of proposed focus areas and rationale]

Describe the geographic locations (cities, counties, etc) where your organization will launch and implement learning collaboratives and recruit ECE programs. Keep in mind current and potential disparities in the outcomes you are aiming to address through your learning collaborative, e.g. childhood overweight and obesity. Provide rationale and data related to the factors below to support your proposed focus areas for the collaboratives in your state/locality. Also specify any existing ECE/childhood obesity initiatives in these areas and how coordination will be achieved to prevent duplication or 'over training'.

Factors to consider include:

- locations (counties or cities) with high population density,
- prevalence of childhood obesity and overweight,
- prevalence of adult obesity and overweight,
- percentage of children under five in ECE programs,
- concentration of ECE programs,
- existing ECE quality improvement initiatives (childhood obesity or otherwise) directed at ECE centers,
- equity, diversity, and inclusion considerations
- low-income communities, and,
- availability/proximity of trainers to provide on-going technical assistance to programs in the focus area.

### IDENTIFY LOCAL STAKEHOLDERS

[Insert description of active stakeholder groups that can help support your collaboratives; brainstorm how you can work together and leverage resources/support for collaborative participants.]

Research community providers who also working in the learning collaborative content area and with the ECE providers you are targeting. These key organizations and contacts should know about your ECE learning collaborative so they can offer services/support to the ECE providers and assist with recruitment. Such groups could also potentially provide complementary resources or linkages to other initiatives.

### TRAINERS & TECHNICAL ASSISTANCE APPROACH

[Insert description of trainer and technical assistance approach]

Provide an overall description of your technical assistance (TA) approach. Describe your strategy for filling trainer positions, recruiting new trainers or assigning TA duties to existing staff, or a combination approach. Trainers should be recruited among cadres of trainers or technical assistance providers already active in ECE programs in the proposed focus area. Trainers should be available to provide technical assistance support to programs during regular hours. Address what you are seeking as qualifications of trainers (i.e. degrees, experience, etc.). If you have plans to pair certain types of individuals together with a collaborative, please describe.

Your description should also highlight your general strategy or approach for technical assistance. Describe how you propose to allocate the allotted trainer hours between enrolled programs. If you are requiring a certain number of on-site visits, please describe. If you are able to coordinate TA with other TA providers visiting centers (e.g. licensing, QRIS, accreditation, child care health consultants) please describe how you will avoid overloading centers with visitors, TA and Action Plans.

<b>ECE PROGRAM OUTREACH AND RECRUITMENT</b>
<p><b>[Describe your proposed ECE program outreach and recruitment strategy]</b></p> <p>Please describe your anticipated ECE program outreach and recruitment strategy. How will you build program interest and demand for your collaborative in your location? Identify any local stakeholders who you may reach out to or collaborate with for outreach and/or recruitment support. Outreach strategies should clearly communicate the level of commitment required for program participation.</p>
<b>INCENTIVES</b>
<p><b>[Describe incentives approach]</b></p> <p>Please describe your proposed incentives approach and how you plan on using these incentives to maintain programs' active engagement over the course of collaborative. Additionally, describe any other incentives your organization plans to offer, such as clock hours, CEUs, Directors Credentials, local initiative recognition, etc.</p>
<b>PRELIMINARY LEARNING SESSION TIMELINE AND IMPLEMENTATION MILESTONES</b>
<p><b>[Preliminary learning session timeline and milestones]</b></p> <p>Learning Session 1 should be launched no later than May 31, 2016. Please outline your anticipated Train-the-Trainer and learning session timeline for all five learning sessions. Dates do not need to be finalized at this point, but you should be able to provide a general timeline of Train-the-Trainer session, learning sessions, action period, TA provision, for your new collaborative. Describe how this matches with the types of programs you are planning on recruiting in terms of their operating hours, staff availability, location, etc. Highlight your approach for making up learning sessions for large numbers of providers and/or center teams that miss learning sessions.</p>
<b>OTHER IMPLEMENTATION CONSIDERATIONS</b>
<p><b>[Describe any other implementation considerations]</b></p> <p>If applicable, use this section to highlight any other implementation considerations or concerns not addressed in the previous sections. You can also highlight any other support or technical assistance you may need from Nemours.</p>

# ANNEX F:

## Professional development hours for ECELC participants

PROFESSIONAL DEVELOPMENT HOURS FOR ECE PROGRAM STAFF	
Arizona	<p><b>Overview</b> ECE program staff are required by the Arizona Department of Health Services (ADHS) to complete 18 or more clock hours of training every 12 months, including a minimum of 6 hours in the areas of child growth and development. Additional training area subsections include health and safety, program administration, and availability of community services and resources. Facilities registered with the <i>Empower Program</i> through ADHS Division of Licensing need to provide 3 hours of training annually on Empower Standards; the three hours can be included in the 18 hours already required by licensing.</p> <p><b>Training Approval</b> Currently, there is no training or trainer approval system required in the state of Arizona. Approved training can come from “child care-related conferences, seminars, lectures, workshops, classes, courses or instruction”.</p> <p><b>Participant Documentation</b> There is no online or state tracking system of clock-hours in Arizona. Facilities are required to keep an <i>Employee Training Log</i> on file for all of their employees, along with the certificates verifying the trainings. Training certificates are required to include the number of clock-hours, content areas covered, and a signature and date of the training entity and trainer.</p> <p><i>Prior to recruitment, the Project Coordinator met with Licensing to review the curriculum and align it to the training topics specified under each subsection, as well as the Empower Standards. There were no special requirements needed by the Project Coordinator or the Arizona trainers to provide 6 clock-hours for each Learning Session. Additionally, Leadership Team members were able to provide clock-hours to their peer program staff for each Action Period. Learning Session participants were awarded a “Certificate of Attendance” designating the content areas covered, date of the training and the number of training hours. The Project Coordinator signed off on the certificates, acting under the authority of ADHS. The Project Coordinator also provided a “template” Certificate of Attendance for the Leadership Teams to provide their program staff. After the program staff completed the tasks in each respective Action Period, the facility director signed off on their certificates, providing 1-2 clock-hours of training, for a total of 5-10 hours of training over the course of the five Learning Sessions.</i></p>



Florida	<p><b>Overview</b> The Florida Department of Children and Families (DCF) requires child care personnel to annually take 1 continuing education unit of approved in-service training, or 10 clock-hours of equivalent training. The training must be completed during the state's fiscal year (July 1 – June 30); personnel can choose from 23 defined training areas.</p> <p><b>Training Approval</b> Training hours may be earned in a variety of ways, including participation in national, state, or local conferences related to children, specialized workshops, or completion of a DCF-approved course provided by the DCF Training Coordinating Agency.</p> <p><b>Participant Documentation</b> DCF requires a record of the ECE training/supporting documents (certificates, diplomas, agendas, etc.), along with a training log, to be maintained in the employee's file. Supporting documents are not required for DCF-approved courses; the signature of the trainer in an employee's training log is sufficient.</p> <p><i>The Florida Project Coordinators worked together with DCF to provide the in-person Learning Sessions and the Action Period tasks facilitated by the Leadership Team with program staff as a "DCF-approved course". For each Learning Session, participating Leadership Team members were eligible for 6 clock-hours. Program staff attending the Leadership Team-led staff training are eligible to receive up to 2 clock-hours. The Project Coordinators provided two different certificates to document the trainings: 1. Learning Session Certificates (6 hours each) - Leadership Team members only; signed by the Project Coordinator, and, 2. Action Period Certificates (up to 2 hours each) - program staff (non-Leadership Team members); signed by the Program Director and respective collaborative Trainer.</i></p> <p><b>Additional Information</b> <i>North/Central Florida</i> DCF also requires child care directors to have a <i>Director Credential</i>, valid for five years. One of the requirements needed for renewal is "Professional Contribution". <i>The North/Central Project Coordinator was able to work with DCF to approve the Learning Collaborative participation as an activity to count towards "Professional Contribution".</i></p> <p><i>South Florida</i> The Early Learning Coalition of Miami-Dade/Monroe has a voluntary QRIS, <i>Quality Counts</i>, that reviews early learning programs according to clearly defined, high quality standards using a five-star method of evaluation. One of the criteria upon which programs are measured is the level and amount of staff training per renewal period. Miami-Dade College provides ECELC participants 0.6 CEU's for each Learning Session, for a total of 3 CEU credits. The ELC of Miami-Dade/Monroe mails "Certificates of Completion" to individual participants.</p>
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**Overview**

The Indiana Bureau of Child Care (BCC) does not provide any formal regulations around annual training requirements for ECE program staff. The BCC requires all licensed ECE program staff teachers to have a CDA (Child Development Associate) certificate or above; teachers have one year upon hire to obtain it. Non-formal CDA training is provided throughout the state by local agencies; 120 hours of child care training is needed in 8 content areas (a minimum of 10 hours needs to be completed in each content area).

The state's QRIS, *Path's to Quality (PTQ)*, requires annual training hours for providers based upon their program's status:

- PTQ Level 1 (all licensed programs): 50% of staff must participate in a minimum of 12 clock-hours;
- PTQ Level 2 programs: 50% of staff must participate in a minimum of 15 clock-hours; and,
- PTQ Level 3 & 4 programs: 50% of staff must participate in a minimum of 20 clock-hours.

**Training Approval**

No approval is required for trainings or in regards to whom provides the training. *Indiana Association for Child Care Resource & Referral (IACCRR)*-sponsored trainings are made available through *Training Central*, as well as their local resource and referral (R&R) agencies. *Early Childhood Meeting Place (ECMP)*, an online training calendar, lists all the ECE trainings available in the state.

**Participant Documentation**

ECE program staff are required to keep training documentation in their personnel file; the local R&R agencies also keep track of training attendees through the NACCRR data tracking system *Training Technical Assistance Monitoring (TTAM)*, which also tracks all trainings provided by the R&R, as well as technical assistance provided. ECE program staff can also track their training hours in IACCRR's online training portal, *Training Central*.

*For each Learning Session, the Project Coordinator aligned the curriculum content with relevant CDA content area hours, providing 6.5 CDA hours total per training (32.5 hours total for all 5 Learning Sessions). Program staff had an opportunity to receive PTQ clock-hours for completing the Action Period tasks; the Project Coordinator distributed those hours based on the actual training time, documented on a signed form from the program director accompanied with the completed staff worksheets. Two different types of certificates were issued: 1. Learning Session/CDA Certificates and/or 2. Action Period Clock-Hour Certificates.*

<div data-bbox="162 787 194 882" data-label="Page-Header"> <p>Kansas</p> </div>	<div data-bbox="219 42 1468 1617"> <div data-bbox="219 42 1468 462"> <p><b>Overview</b></p> <p>Child Care Aware® of Kansas has an agreement in place with the Kansas Department of Health and Environment (KDHE) that allows Child Care Aware® to self-approve trainings they provide. Kansas ECE program staff must receive 12 clock-hours of professional development per <i>calendar</i> year; administrators need 5 hours. Program staff clock-hours can be provided two ways: 1. Through their program/center administrator or 2. Through community agencies (e.g., regional R&amp;Rs, health departments, etc.) offering KDHE-approved trainings. A program staff training provided by the program/center administrator, an “in-house training”, does not have to be KDHE-approved; however, if a staff member would transfer to another facility, they could not carry over “in-house training”- attained clock-hours. Outside trainings provided through community agencies that have been KDHE-approved can carry over from one facility to another.</p> </div> <div data-bbox="219 462 1468 672"> <p><b>Training Approval</b></p> <p>Community agency-led trainings must be led by a designated “Master/Supervisor Instructor” that is authorized through submission of the <i>Education/Experience Form for Instructors and Supervising Instructors for In-Service Clock Hours</i>. Authorized “Master/Supervisor Instructors” are required to have a master’s degree and are responsible for supervising the trainers delivering the content.</p> </div> <div data-bbox="219 672 1468 1071"> <p>Although Child Care Aware® of Kansas can self-approve trainings they provide as “KDHE-approved”, the designated “Master/Supervisor Instructor”, who must be a CCR&amp;R employee, is required to submit a <i>Professional Development Clock Hour Application</i>. The application documents the sponsoring CCR&amp;R agency and contact information, professional development event information, the number of hours provided, a course outline and description (including each learning goal, learner outcome, detailed content, instruction method, etc.), the target audience, the <i>Core Competencies for Early Care and Education Professionals in Kansas and Missouri</i> met, the Child Development Associate (CDA) subject area, assessment/evaluation methods and the instructor information. All instructors must be listed on the application and have an “Instructor Form” on file. Once the application is approved the specific training with the designated trainers is valid for five years.</p> </div> <div data-bbox="219 1071 1468 1281"> <p><b>Participant Documentation</b></p> <p>There is no online or state tracking system of clock-hours in Kansas. “Certificates of Attendance” are issued at trainings, documenting the training name, date and location, Kansas/Missouri Core Content Areas, CDA Subject Areas, course approval number and number of approved hours. Records are kept in a program staff member’s personnel file.</p> </div> <div data-bbox="219 1281 1468 1617"> <p><i>The Project Coordinator was the designated Master/Supervisor Instructor for the Kansas Collaboratives. Prior to each Learning Session, the Project Coordinator submitted the Professional Development Clock Hour Application, designating the collaborative trainers as Primary Instructors. Each Learning Session provided 6 KDHE-approved hours; participants were awarded a Certificate of Attendance, signed off by the Project Coordinator, acting under the authority of Child Care Aware® of Kansas. The Project Coordinator also provided a “template” Certificate of Attendance that the Program Director could sign, providing “in-house training” clock hours (not KDHE-approved) when program staff completed each Learning Session’s respective Action Period’s tasks.</i></p> </div> </div>
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Missouri	<p><b>Overview</b></p> <p>The Missouri Department of Health and Senior Services (DHSS) oversees an online training portal, the <i>Missouri Workshop Calendar</i>, which is administered on the Child Care Aware® of Missouri website. The <i>Missouri Workshop Calendar</i> portal allows Early Care and Education (ECE) program staff to register for clock-hour trainings that are approved and scheduled by DHSS. Missouri ECE program staff must receive 12 clock-hours of professional development per year. Clock-hours are tracked using each individual's assigned Missouri Professional Development ID (MOPD ID).</p> <p><b>Training Approval</b></p> <p>A trainer or administrator wishing to sponsor a DHHS clock-hour–approved training must submit a training application form via the <i>Missouri Workshop Calendar</i> portal. The application must provide detailed information regarding the event, the number of clock-hours to be provided, outcomes and benefits of the training, and a list of the <i>Core Competencies for Early Care and Education Professionals in Kansas and Missouri</i> that are being addressed. In addition, a detailed outline of the actual training with supporting materials (e.g. presentations, supplemental materials, etc.) must be provided, as well as a written objective for each competency and an explanation of how participants' gained knowledge and/or skills will be assessed. The trainer or administrator applicant must also specify approved trainers for particular training content; the application allows up to ten approved trainers per training. Once an event is approved, it can be scheduled on the <i>Missouri Workshop Calendar</i>. Trainings are approved for a three year period; trainers who are approved to provide a particular segment of an overall training may independently schedule and grant clock-hours for that particular segment at any time during the three year period. A training that is approved and scheduled can accept training registrants. For trainings that are not open to all ECE professionals (e.g. <i>Taking Steps to Healthy Success Learning Sessions</i>), the training can be marked as “private” so they cannot be viewed by the general public on the <i>Missouri Workshop Calendar</i> portal. All private training participants need to be registered in the portal at the conclusion of the training session.</p> <p><b>Participant Documentation</b></p> <p>DHHS clock-hour-approved trainings must have an attendance sheet that includes each participant's MOPD ID and signature. After the training, the trainer or administrator enters each participant's attendance into the <i>Missouri Workshop Calendar</i> portal; additionally, the original attendance sheet must be uploaded to verify attendance. Clock-hour paper certificates are either mailed to participants after the training event or pre-printed and handed out to attendees at the end of the training session. The paper certificate serves as a “receipt” for attendance, but clock-hours must be granted and verified through the <i>Missouri Workshop Calendar</i> portal.</p> <p><i>The Project Coordinator was required to submit a separate training application form to DHHS for each Learning Session. Due to the clock-hour training requirements, only Leadership Team members that attend the in-person Learning Sessions were eligible for clock-hours; whereas program staff completing the Action Period tasks under the direction of the Leadership Team were not eligible. For this reason, the Project Coordinator Trainers provided supplemental 2-hour trainings after each Learning Session for both Leadership Team members and additional program staff in order to DHHS-approved clock hours.</i></p>
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New Jersey	<p><b>Overview</b>  The New Jersey Department of Children and Families (DCF) Office of Licensing requires ECE program staff members to attain 10 hours/year and directors/supervisors to attain 20 hours/year of “Development Training”.</p> <p><b>Training Approval</b>  <i>Professional Impact New Jersey’s (PINJ) Registry</i> voluntarily qualifies, based on education and experience, individuals and/or sponsoring agencies as “approved” instructors at four levels - Mentor, Associate Instructor, Instructor, Master Instructor - for early childhood professionals. An agency cannot be approved unless all of the instructors are in the registry and approved.</p> <p><b>Participant Documentation</b>  ECE professionals in New Jersey are encouraged, but not required, to register their professional development in the <i>PINJ Registry</i>, an on-line database which records and recognizes a person’s education, training and work experience in the field of early childhood education; participants are approved at one of the ten levels on the NJ Registry Career Lattice, based on their education and experience. Center directors are encouraged to apply for administrative access in order to access their staff’s profile (Education and Training Report); it also allows them to enter their staff’s professional development and training requirements required by the New Jersey Office of Licensing.</p> <p><i>The New Jersey Department of Health worked out an agreement with the Office of Licensing to approve each Learning Session for six clock-hours and the corresponding Action Period for two clock-hours. Leadership Team Members who attended a Learning Session received a certificate for six clock-hours. Program staff received a certificate for two clock-hours once they completed and submitted the staff worksheets for the corresponding Action Period.</i></p>
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# ANNEX G:

## Sample ECE program recruitment materials

Child Care Aware of Kansas



**STEP IT UP CHALLENGE**

**Join Child Care Aware® of Kansas in a challenge to reduce childhood obesity!**

Together we can help children reach their potential by sharing ways to eat healthier, move more, grow up healthy and ready to learn!

**Participating Center Benefits:**

- Free CEUs and KDHE approved in-service training hours for staff
- Comprehensive curriculum and videos for staff
- On-site technical assistance provided at no cost by an expert team
- Toolkits including: music CDs, resource books and training materials
- Networking opportunities focusing on children's health and well-being
- \$500 participation stipend

**Who is Eligible?**

- ECE programs located in Johnson, Wyandotte, Shawnee and Douglas counties
- Child Care Centers
- Head Start and Early Head Start Programs

**Center Involvement:**

- Five trainings per year for a designated leadership team of 2-3 staff
- Staff professional development facilitated by leadership team between trainings
- Establish action plan for center improvement
- Celebration and widespread recognition of accomplishments

**READY TO JOIN THE CHALLENGE?**

For more information please contact:  
Christi Smith, Project Coordinator  
christi@ks.childcareaware.org ■ toll free 855-750-3343

Funding for this project was made possible by the Centers for Disease Control (CDC). Child Care Aware® of Kansas is a subawardee to Nemours, who is currently funded by the CDC under a five-year Cooperative Agreement (1U58DP004102) to support states in launching ECE learning collaboratives focused on obesity prevention. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Department of Health and Human Services, Centers for Disease Control and Prevention, or the U.S. Government.



# EMPOWER PLUS +

An Early Care and Education (ECE) Learning Collaborative customized for Arizona programs.

## Who Is Eligible?

- ★ Programs in the Phoenix & Tucson metro areas
  - + Child Care Centers
  - + Head Start & Early Head Start

## Project Goals:

- ★ To support healthier environments for children, their families, and staff through:
  - + Increasing daily physical activity
  - + Reducing screen time
  - + Increasing fruit and vegetable consumption
  - + Providing nutrition and breastfeeding support
  - + Engaging families as partners
- ★ To strengthen your current work with the Empower Standards

## Benefits of Participations:

- ★ FREE toolkits & training materials
- ★ FREE on-site technical assistance by health and nutrition experts
- ★ FREE training hours that meet and exceed ADHS Licensing and Empower Standards and/or other professional development requirements
- ★ Networking with other ECE professionals focused on children's health and well-being
- ★ \$500 participation stipend/program

## Program Involvement:

- ★ Five trainings per year for your leadership team of 2-3 staff
- ★ Staff professional development facilitated by leadership teams between trainings
- ★ Develop and implement action plan for program improvement
- ★ Celebration and recognition of accomplishments!

For more information, contact Bonnie Williams at 602-542-2847 or [bonnie.williams@azdhs.gov](mailto:bonnie.williams@azdhs.gov)

To apply, click on this link: <https://www.surveymonkey.com/s/Empowerplusapp>

Funding for this project was made possible by the Centers for Disease Control (CDC). Arizona Department of Health Services is a subawardee to Nemours, who is currently funded by the CDC under a five-year Cooperative Agreement (1U58DP004102) to support states in launching ECE learning collaboratives focused on obesity prevention. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Department of Health and Human Services, Centers for Disease Control and Prevention, or the U.S. Government. V. 6-10-13



# ANNEX H:

## Sample of electronic enrollment form

### National Early Care and Education Learning Collaboratives Project



#### Alabama Collaborative 03: West Alabama - Early Care and Education Program Enrollment

Register Now

##### ABOUT THE PROJECT

The National Early Care and Education Learning Collaboratives (ECELC) will bring an evidence based Learning Collaborative Model to scale and achieve critical outcomes centered on (1) increasing the number of programs meeting the *Let's Move!* Child Care best practices and Preventing Childhood Obesity, 2nd Edition standards; and (2) growing the proportion of young children attending programs that meet those criteria.

The ECELC model consists of five Learning Sessions, which will be facilitated by ECELC Trainers for a Family Child Care Providers. Trainers will provide Learning Session trainings, technical assistance, onsite observation, advice, and/or evaluation. Each collaborative consists of 20-25 a Family Child Care Providers to create a community of learners. Each participating FCC has a Leadership Team of 1-3 staff (e.g. director, assistant teacher, parent participant) After each Learning Session, the FCC facilitates action tasks to share content, high impact action planning, and implementation within their respective programs. The five Learning Sessions allow for the inclusion of incremental tasks and more rapid feedback.

##### PARTICIPATION

If you are a Family Child Care Provider serving children ages 0-5, you and your Family Child Care Program are eligible to participate in the National ECELC project. Your participation in the National ECELC project is expected for a minimum of five Learning Sessions. This includes, but not limited to, completing action tasks, evaluations, and engaging in your Learning Collaborative. In a few instances, you may be asked to participate in an evaluation interview(s).

Your potential gains for participating in the project include, but not limited to:

- \$500 stipend (limited to one stipend per Family Child Care Provider)
- Toolkits & Materials
- Professional Development Hours
- Network of Support & Expertise
- Technical Assistance
- New Training Material for Family Child Care Providers

We will make every effort to encourage you to engage in this project. If you enroll and do not participate in any activities, you may be dropped from this project.

##### NATIONAL ECELC PROJECT INTENTION & PARTICIPANT RIGHTS

1. You and your a Family Child Care Program participation involves no more than minimal risk than those ordinarily encountered in daily life;
2. No children will directly participate in the project, unless otherwise noted and consented;
3. Your rights and welfare will not be adversely affected;
4. No protected health information will be collected at any time;
5. Any personal identifiers collected will not be shared with any entity outside the National ECELC project;

##### Contact Information

###### Project Coordinator

Julie Odom  
[jodom@smarstartalabama.org](mailto:jodom@smarstartalabama.org)  
(334) 271-0304

###### National ECELC Team

[ecelc@nemours.org](mailto:ecelc@nemours.org) [Email Us](#)

6. Data collected will only be used for the National ECELC project. Data collection may include, but not limited to, observations, surveys, interviews, video or audio recordings.
7. Any actions and behaviors observed or recorded will not be used to coerce or reprimand the ECE program or participant, with the exception if it grossly violates Federal Regulations, such as listed in "42 USC § 13031 Child Abuse Reporting."
8. Participation is voluntary and participants may opt out of certain activities (i.e., interview, recording) and/or withdraw from the National ECELC project at any time. There may be other childhood obesity prevention options that you may be interested in. Check with your local or state agencies specializing in childhood obesity or ECE programs, or visit *Let's Move! Child Care* at <http://www.healthykidshealthyfuture.org/>

*If you have any question related to the project, please contact the National ECELC Project Director, Julie Shuell, at [julie.shuell@nemours.org](mailto:julie.shuell@nemours.org) or the ECELC team at [ecelc@nemours.org](mailto:ecelc@nemours.org).*

*If you have questions about your rights, would like to offer input or obtain information, or cannot reach the investigator or want to talk to someone else who is not involved with this research, you may contact:*

- Carlos Rosé, MD, Chairperson, Nemours - Delaware Institutional Review Board at 302-651-5970.
- Paul Garfinkel, MSH, CIP, Director, Nemours Office for Human Subjects Protection, at 904-697-4023.
- Nemours Long Distance Operator: 800-SOS-KIDS or 800-767-5437. Email address: [NOHSP@nemours.org](mailto:NOHSP@nemours.org)

*Project partners include: Centers for Disease Control and Prevention, and Gretchen Swanson Center for Nutrition*

*Let's Move! Child Care (LMCC) is associated with the ECELC Project. Programs enrolling in the ECELC Project will also be enrolled in LMCC and may receive related emails from CDC or Nemours on behalf of LMCC.*

***By continuing and submitting this application for enrollment, you acknowledge that you understand the purpose of the project and your rights, and your ECE program and leadership team consent to participate in the National ECELC project.***

# National Early Care and Education Learning Collaboratives Project



## Alabama Collaborative 03: West Alabama - Early Care and Education Program Enrollment

**Project Coordinator**

Julie Odom

[jodom@smartstartalabama.org](mailto:jodom@smartstartalabama.org)

(334) 271-0304

**National ECELC Team**

[eeclc@nemours.org](mailto:eeclc@nemours.org)  [Email Us](#)

[View or Change Your Existing Registration](#)

### Start Your Registration



★ Email Address:

★ Verify Email Address:

Continue

# National Early Care and Education Learning Collaboratives Project



## Alabama Collaborative 03: West Alabama - Early Care and Education Program Enrollment [\(View Details\)](#)

### Basic Information

### Enrollment Questions

### Checkout

### Confirmation

#### Basic Information

★ Program Site Email:

★ Verify Program Site Email:

★ Program Site Address Line 1:

Address Line 2:

★ City:

★ US State/Canadian Province:

★ Zip (Postal Code):

★ Work Phone:

Extension:

Fax:

Cell Phone:

#### Other Info

★ Name of your program site

*(Please note: if you are affiliated with more than one program site that is participating in the National ECELC Project, complete a separate enrollment form for each ECE program site.)*

If your program site is part of a multi-site organization, please provide the name of the organization that oversees your site.

★ Are you the program site OWNER, ☐ Yes

DIRECTOR, or ASSISTANT DIRECTOR? ☐ No

### ECELC Leadership Team

★ What county does your program reside in?

#### Program Site Participant #1

★ First Name

★ Last Name

★ Position

★ Email

#### Program Site Participant #2

First Name

Last Name

Position

Email

#### Program Site Participant #3

First Name

Last Name

Position

Email

★ Do you need to add a 4th member to your leadership team? ☐ Yes  
☐ No



# National Early Care and Education Learning Collaboratives Project



## Alabama Collaborative 03: West Alabama - Early Care and Education Program Enrollment [\(View Details\)](#)

[Basic Information](#)

[Enrollment Questions](#)

[Checkout](#)

[Confirmation](#)

### Enrollment Questions

#### General Program Information

1. Does your program site have regular internet access?  
☐ Yes  
☐ No
2. Does your program site provide half day care (less than 4 hours)?  
☐ Yes  
☐ No
3. Does your program site provide full day care (more than 4 hours)?  
☐ Yes  
☐ No
4. Does your program site provide 24-hour care?  
☐ Yes  
☐ No
5. Which of the following is your program? Pick one.  
☐ Non Profit  
☐ For Profit
6. Is your program a Family Child Care Home?  
☐ Yes  
☐ No
7. Is your program site a Head Start/ Early Head Start program?  
☐ Yes  
☐ No
8. Is your program site School-Based?  
☐ Yes

☐ No

9. Is your program site Faith-Based?

☐ Yes

☐ No

10. Is your program site Military?

☐ Yes

☐ No

11. Is your program site Native American/ Tribal?

☐ Yes

☐ No

12. Does your program prepare meals/snacks on-site or are they catered? Pick one.

☐ Meals are prepared on-site

☐ Meals are catered

☐ Neither

13. Does your program site provide breakfast?

☐ Yes

☐ No

14. Does your program site provide lunch?

☐ Yes

☐ No

15. Does your program site provide dinner/supper?

☐ Yes

☐ No

16. Does your program site provide morning snack?

☐ Yes

☐ No

17. Does your program site provide afternoon snack?

☐ Yes

☐ No

18. Does your program site serve beverages (milk, 100% juice, flavored drinks, etc.) not including water?

☐ Yes

☐ No

19. Do families provide any meals (i.e. breakfast, lunch, dinner/supper) for their children while they are in attendance at your program site?

☐ Yes

☐ No

20. Do families provide any snacks for their children while they are in attendance at your program site?

☐ Yes

☐ No

## Program Demographics

21. Do you serve infants (0-12 months old)?

☐ Yes

☐ No

22. How many infant (0-12 months) classrooms do you have?

23. Do you serve toddlers (13-35 months old)?

☐ Yes

☐ No

24. How many toddler (13-35 months) classrooms do you have?

25. Do you serve preschoolers (36-60 months old)?

☐ Yes

☐ No

26. How many preschooler (36-60 months) classrooms do you have?

27. Do you serve school-age children (60+ months)?

☐ Yes

☐ No

28. How many school-age children (60+ months) classrooms do you have?

29. Do you have children who receive child care assistance?

☐ Yes

☐ No

30. Does your program site participate in Child and Adult Care Food Program (CACFP - also known as The Food Program)?

☐ Yes

☐ No

31. Is your program site accredited?

☐ Yes

☐ No

32. Does your program site participate in your state/locality's Quality Rating and Improvement System (QRIS) or Quality Rating System (QRS)?

☐ Yes

☐ No

33. Does your child care program participate in T.E.A.C.H. Early Childhood Alabama?

☐ Yes

☐ No

# ANNEX I:

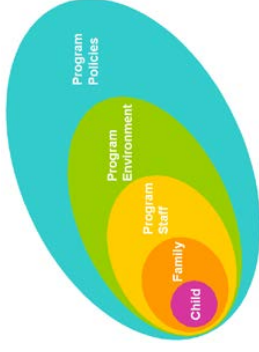
## Learning Session Agenda

### Sample Agenda

The Agenda Template can be found on the Healthy Kids, Healthy Future website: [www.healthykidshealthyfuture.org](http://www.healthykidshealthyfuture.org). Feel free to use this as you customize the timing and activities for each Learning Session.

Learning Session 1: The ABC's of a Healthy Me!	
Time	Topic
8:30 – 9:00 am	Check-In
9:00 – 9:45 am	Welcome and Introductions <b>PPT Part A:</b> The ECELC Project <ul style="list-style-type: none"> <li>• <b>Video:</b> <i>Nemours National ECELC</i></li> <li>• <b>Evaluation:</b> Healthy Kids, Healthy Future Quiz</li> </ul>
9:45 – 11:00 am	<b>PPT Part B:</b> Healthy Development <ul style="list-style-type: none"> <li>• <b>Video:</b> <i>Video Module 1</i></li> <li>• <b>Discussion:</b> What has contributed to childhood obesity over the past thirty years?</li> <li>• <b>Activity:</b> <i>What's that slogan?</i></li> <li>• <b>Early Learning Standards Physical Activity Break:</b> refer to your state's Early Learning Standards and the <i>Where Does It Go?</i> activity on page 28 in the <i>Nutrition and Movement Activity Book</i></li> </ul>
11:00 am – 12:00 pm	<b>PPT Part C:</b> ABC's of a Healthy Me! <ul style="list-style-type: none"> <li>• <b>Discussion/Activity:</b> ABC's of a Healthy Me! Idea Exchange</li> </ul>
12:00 – 12:45 pm	<b>Networking Lunch</b>
12:45 – 1:45 pm	<b>PPT Part D:</b> Facilitating Change in Your Program <ul style="list-style-type: none"> <li>• <b>Video:</b> <i>Making Health Easier: Healthy Changes Start in Preschool</i></li> <li>• <b>Technical Assistance Groups:</b> refer to the <i>Afternoon Group Discussion Notes</i></li> </ul>
1:45 – 2:00 pm	<b>PPT Part E:</b> Staff Wellness <ul style="list-style-type: none"> <li>• <b>Discussion:</b> <i>What other activities can you do to improve your own health?</i></li> <li>• <b>Physical Activity Break:</b> refer to the <i>Nutrition and Movement Activity Book</i></li> </ul>
2:00 – 2:30 pm	<b>PPT Part F:</b> Principles of Family Support <ul style="list-style-type: none"> <li>• <b>Video:</b> <i>Bringing Families Together: Building Community</i></li> <li>• <b>Activity:</b> Creating a Family-Friendly Environment</li> </ul>
2:30 – 2:45 pm	<b>PPT Part G:</b> Additional Support
2:45 – 3:00 pm	Check-Out

# ANNEX J: Sample Action Plan



## Action Plan Worksheet

Start Date: **February**

ECE Program Name: **ABC Children's Academy**

Goal: **By June, our program will only host healthy celebrations.**

Child	Family	Program Staff	Program Environment	Program Policies
Work with children to create a sugar shock display (first week of April, Teachers)	<p>Add information on healthy celebrations to program newsletter, website, social media (April – May, Program Director)</p> <p>Work with families to develop a list of activities and snack items for a healthy celebrations in our program (third week of April, Program Staff)</p> <p>Share ideas for a healthy family celebrations at home (last week of April, Program Staff)</p>	<p>Collect all information on healthy celebrations needed to share at March staff meeting (February, Program Director)</p> <p>Have staff meeting with time dedicated to introduce information on healthy celebrations (mid-March, Program Director)</p> <p>Use staff meeting time to develop a plan for a healthy celebration to include art, music, books, physical activities and/or healthy snacks, based on child and family input (mid-May, Program Staff)</p>	<p>Sugar shock display in the lobby of our program for parents and guests to view (first week of April, Teachers)</p> <p>Healthy celebrations display in the lobby of our program (first week of May, Teachers)</p> <p>Purchase healthy celebration supplies so they are readily available to all staff for the program year (On-going, Program Director)</p>	<p>Begin researching healthy celebration policies and present at staff meeting (first week of March, Program Director)</p> <p>Start drafting a healthy celebration policy (mid-April, Program Director)</p> <p>Finalize a celebration policy for our program that includes a focus on health and add to program handbook (June, Program Director)</p>
Host inaugural healthy celebration (May 15, Teachers and Program Director)				

# ANNEX K:

## TA Form and Monthly TA report samples

Select your state:

FLN

Select your name:

Tom Barnard

Did any other ECELC Trainer assist in this instance of TA provision?

☐ Yes ☒ No

How many ECE Programs sites was TA provided to during this instance?

One program site

ECE Program Site(s):

ABC Kid's Care

X

Date of TA:

February / 14 / 2016

Timing of TA:

After LS2

Time on TA:

Hours 01 Minutes 15

Total Travel Time:

Hours 00 Minutes 15

Please indicate HOW you provided Technical Assistance (check all that apply):

- ☐ Self Assessments
- ☐ Action Plans/Goal Setting
- ☒ Staff Training On-site
- ☒ Staff Engagement
- ☐ Family Engagement
- ☐ Observation
- ☐ Discussion
- ☐ Modeling



### Mode of Delivery:

☒ On-site

☐ Phone

☐ Email

☐ Other

☐ Feedback

☐ Other

☐ Shared Resource(s)  
(e.g., menu-planning template)

☐ Shared Community  
(e.g., WIC, Fun Run)

Please indicate the **AREAS** that you provided Technical Assistance in (check all that apply):

### Breastfeeding & Infant Feeding:

☐ Breastfeeding Environment

☐ Breastfeeding Support Practices

☐ Breastfeeding Education & Professional Development

☐ Breastfeeding Policy

☐ Infant Foods

☐ Infant Feeding Practices

☐ Infant Feeding Education & Professional Development

☐ Infant Feeding Policy

☐ Family Engagement

☐ Staff Engagement

### Child Nutrition:

☐ Foods Provided

☐ Beverages Provided

☐ Feeding Environment

☒ Feeding Practices

☐ Menus & Variety

☐ Education & Professional Development

☐ Policy

☐ Family Engagement

☒ Staff Engagement

### Infant & Child Physical Activity:

☐ Time Provided

☐ Indoor Play Environment

☐ Teacher Practices

☐ Education & Professional Development

☐ Policy

☐ Family Engagement

☐ Staff Engagement

### Screen Time:

☐ Availability

☐ Practices

☐ Education & Professional Development

☐ Policy

☐ Family Engagement

☐ Staff Engagement

### Outdoor Play and Learning

☒ Outdoor Playtime

☒ Outdoor Play Environment

☐ Education & Professional Development

☐ Policy

☐ Family Engagement

☒ Staff Engagement

Please describe the TA you provided in each **AREA** you checked on the previous page:

What did you help with?

I observed teacher practices related to physical activity on the playground. I modeled ideas for active outdoor play.

### What went well?

The children seem to become more engaged when the staff are active participants.

### What didn't go well?

Two of the staff did not engage in active play.

### What additional help do they need with this?

The staff may need more training or resources that help them understand the importance of being actively engaged with their classroom and students.

### Is the TA you provided connected to the ECE Program's Action Plan?

Yes

### Please describe any other challenges the ECE Program or Leadership Team is experiencing:

None

### Personal Observations and Notes:

Follow-up: Come back during outdoor play and physical activity, take note of teacher interaction & lesson planning.

### Date of expected follow-up:

March / 20 / 2016

### Mode of delivery for follow-up:

☒ On-site

☐ Phone

☐ Email

☐ Other

# ANNEX L:

## Evaluation Tools

### Healthy Kids, Healthy Future Checklist Quiz

The *Healthy Kids, Healthy Future* best practices are listed on the left. Please check the box under the statement that best describes your current situation.

Date Completed: \_\_\_\_\_

Best Practices	Yes, fully meeting this best practice	Making progress on meeting this best practice	Ready to get started on meeting this best practice	Unable to work on meeting this best practice right now
<b>Answer if you serve TODDLERS or PRESCHOOLERS</b>				
Drinking water is visible and available inside and outside for self-serve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
100% fruit juice is limited to no more than 4-6 oz. per day per child and parents are encouraged to support this limit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sugary drinks, including fruit drinks, sports drinks, sweet tea, and soda, are never offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children 2 years and older are served only 1% or skim/non-fat milk (unless otherwise directed by the child's health provider)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fruit (not juice) and/or a vegetable is served to toddlers and preschoolers at every meal (French fries, tater tots, and hash browns don't count as vegetables)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French fries, tater tots, hash browns, potato chips, or other fried or pre-fried potatoes are offered to toddlers and preschoolers no more than once a month (Baked fries are okay)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chicken nuggets, fish sticks, and other fried or pre-fried forms of frozen and breaded meats or fish are offered to toddlers and preschoolers no more than once a month	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Answer if you serve PRESCHOOLERS</b>				
All meals to preschoolers are served family style so that children are encouraged to serve themselves with limited help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Best Practices	Yes, fully meeting this best practice	Making progress on meeting this best practice	Ready to get started on meeting this best practice	Unable to work on meeting this best practice right now
<b>Answer if you serve PRESCHOOLERS</b> <i>(continued)</i>				
Preschoolers, including children with special needs, are provided with 120 minutes or more of active play time every day, both indoor and outdoor  (for half-day programs, 60 minutes or more is provided for active play every day)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We strive to limit total screen time (e.g., TV and DVD viewing, computer use) to no more than 30 minutes for preschoolers at child care per week or never, and we work with parents/ caregivers to ensure that children have no more than 1-2 hours per day  (for half-day programs, we strive to limit total screen time to no more than 15 minutes per week or never)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents of preschoolers are provided screen time reduction and/or media literacy education such as special programs, newsletters, or information sheets, 2 or more times per year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Answer if you serve TODDLERS</b>				
Toddlers, including children with special needs, are provided with 60-90 minutes or more of active play time every day, both indoor and outdoor  (for half-day programs, 30 minutes or more is provided for active play every day)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Answer if you serve INFANTS or TODDLERS</b>				
Screen time for toddlers and infants is limited to no more than 3-4 times per year or is never allowed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Answer if you serve INFANTS</b>				
Breastfeeding mothers are provided access to a private room for breastfeeding or pumping, other than a bathroom, with appropriate seating and privacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Short supervised periods of tummy time are provided for all infants, including those with special needs several times each day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# Go NAP SACC

## Self-Assessment Instrument

Date: \_\_\_\_\_

Program Name: \_\_\_\_\_

Enrollment ID#: \_\_\_\_\_



## Child Nutrition

Go NAP SACC is based on a set of best practices that stem from the latest research and guidelines in the field. After completing this assessment, you will be able to see your program's strengths and areas for improvement, and use this information to plan healthy changes.

For this self-assessment, child nutrition topics include foods and beverages provided to children, the program's feeding environment, and teacher practices during meal times. Unless otherwise noted, all questions in this section relate to your program's practices for both toddlers and preschool children.

### Before you begin:

- ✓ Gather menus, staff manuals, parent handbooks, and other documents that state your policies and guidelines about child nutrition.
- ✓ Recruit the help of key teachers and staff members who are familiar with day-to-day practices.

### As you assess:

- ✓ Answer choices in parentheses ( ) are for half-day programs. Full-day programs should use answer choices without parentheses.
- ✓ Definitions of key words are marked by asterisks (\*).
- ✓ Answer each question as best you can. If none of the answer choices seem quite right, just pick the closest fit. If the question refers to an age group you do not serve, move to the next question.

### Understanding your results:

- ✓ The answer choices in the right-hand column represent the best practice recommendations in this area. To interpret your results, compare your responses to these best practice recommendations. This will show you your strengths and the areas in which your program can improve.



Ward DS, Morris E, McWilliams C, Vaughn A, Erinosh T, Mazzuca S, Hanson P, Ammerman A, Neelon SE, Sommers JK, Ball S. (2013). Go NAP SACC: Nutrition and Physical Activity Self-Assessment for Child Care, 2nd edition. Center for Health Promotion and Disease Prevention and Department of Nutrition, University of North Carolina at Chapel Hill. Available at: [www.gonapsacc.org](http://www.gonapsacc.org).

## Foods Provided

### 1. Our program offers fruit:\*

- |  |  |  |   |
|--|--|--|---|
| <input type="checkbox"/> 3 times per week or less (Half-day: 2 times per week or less) | <input type="checkbox"/> 4 times per week (Half-day: 3 times per week) | <input type="checkbox"/> 1 time per day (Half-day: 4 times per week) | <input type="checkbox"/> 2 times per day or more (Half-day: 1 time per day or more) |
|--|--|--|---|

\* For this assessment, fruit does not include servings of fruit juice.

### 2. Our program offers fruit that is fresh, frozen, or canned in its own juice, not in syrup:

- |  |                                    |                                |  |
|--|------------------------------------|--------------------------------|--|
| <input type="checkbox"/> Rarely or never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Every time fruit is offered |
|--|------------------------------------|--------------------------------|--|

### 3. Our program offers vegetables:\*

- |   |  |  |   |
|---|--|--|---|
| <input type="checkbox"/> 2 times per week or less (Half-day: 1 time per week or less) | <input type="checkbox"/> 3-4 times per week (Half-day: 2-3 times per week) | <input type="checkbox"/> 1 time per day (Half-day: 4 times per week) | <input type="checkbox"/> 2 times per day or more (Half-day: 1 time per day or more) |
|---|--|--|---|

\* For this assessment, vegetables do not include french fries, tater tots, hash browns, or dried beans.

### 4. Our program offers dark green, orange, red, or deep yellow vegetables\*:

- |  |   |   |   |
|--|---|---|---|
| <input type="checkbox"/> 3 times per month or less | <input type="checkbox"/> 1-2 times per week | <input type="checkbox"/> 3-4 times per week | <input type="checkbox"/> 1 time per day or more |
|--|---|---|---|

\* This does not include servings of white potatoes or corn. These vegetables are not included because they have more starch and fewer vitamins and minerals than other vegetables.

### 5. Our program offers vegetables that are prepared with meat fat, margarine, or butter:

- |   |                                |                                    |  |
|---|--------------------------------|------------------------------------|--|
| <input type="checkbox"/> Every time vegetables are served | <input type="checkbox"/> Often | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Rarely or never |
|---|--------------------------------|------------------------------------|--|

### 6. Our program offers fried or pre-fried potatoes:\*

- |   |   |  |   |
|---|---|--|---|
| <input type="checkbox"/> 3 times per week or more | <input type="checkbox"/> 2 times per week | <input type="checkbox"/> 1 time per week | <input type="checkbox"/> Less than 1 time per week or never |
|---|---|--|---|

\* Fried or pre-fried potatoes include french fries, tator tots, and hash browns that are pre-fried, sold frozen, and prepared in the oven.

### 7. Our program offers fried or pre-fried meats or fish:\*

- |   |   |  |   |
|---|---|--|---|
| <input type="checkbox"/> 3 times per week or more | <input type="checkbox"/> 2 times per week | <input type="checkbox"/> 1 time per week | <input type="checkbox"/> Less than 1 time per week or never |
|---|---|--|---|

\* Fried or pre-fried meats or fish include breaded and frozen chicken nuggets and fish sticks.

### 8. Our program offers high-fat meats:\*

- |   |   |  |   |
|---|---|--|---|
| <input type="checkbox"/> 3 times per week or more | <input type="checkbox"/> 2 times per week | <input type="checkbox"/> 1 time per week | <input type="checkbox"/> Less than 1 time per week or never |
|---|---|--|---|

\* High-fat meats include sausage, bacon, hot dogs, bologna, and ground beef that is less than 93% lean.



Ward DS, Morris E, McWilliams C, Vaughn A, Erinoshio T, Mazzuca S, Hanson P, Ammerman A, Neelon SE, Sommers JK, Ball S. (2013). Go NAP SACC: Nutrition and Physical Activity Self-Assessment for Child Care, 2nd edition. Center for Health Promotion and Disease Prevention and Department of Nutrition, University of North Carolina at Chapel Hill. Available at: [www.gonapsacc.org](http://www.gonapsacc.org).



**9. Our program offers meats and meat alternatives that are lean or low fat:\***

- ☐ 3 times per month or less      ☐ 1-2 times per week      ☐ 3-4 times per week      ☐ Every time meats or meat alternatives are served

\* Lean or low-fat meats include skinless, baked or broiled chicken; baked or broiled fish; and ground beef or turkey that is at least 93% lean and cooked in a low-fat way. Low-fat meat alternatives include low-fat dairy foods; baked, poached, or boiled eggs; and dried beans.

**10. Our program offers high-fiber, whole grain foods:\***

- ☐ 1 time per week or less (Half-day: 3 times per month or less)      ☐ 2-4 times per week (Half-day: 1 time per week)      ☐ 1 time per day (Half-day: 2-4 times per week)      ☐ 2 times per day or more (Half-day: 1 time per day or more)

\* High-fiber, whole grain foods include whole wheat bread, whole wheat crackers, oatmeal, brown rice, Cheerios, and whole grain pasta.

**11. Our program offers high-sugar, high-fat foods:\***

- ☐ 1 time per day or more      ☐ 3-4 times per week      ☐ 1-2 times per week      ☐ Less than 1 time per week or never

\* High-sugar, high-fat foods include cookies, cakes, doughnuts, muffins, ice cream, and pudding.

**12. Our program offers high-salt, high-fat snacks:\***

- ☐ 1 time per day or more      ☐ 3-4 times per week      ☐ 1-2 times per week      ☐ Less than 1 time per week or never

\* High-salt, high-fat snacks include chips, buttered popcorn, and Ritz crackers.

**13. Children are given sweet or salty snacks outside of meal or snack times:**

- ☐ 1 time per day or more      ☐ 3-4 times per week      ☐ 1-2 times per week      ☐ Less than 1 time per week or never

## Beverages Provided

**14. Drinking water is available:**

- ☐ Only when children ask      ☐ Only when children ask and during water breaks      ☐ Only indoors, where it is always visible and freely available      ☐ Indoors and outdoors, where it is always visible and freely available

**15. Our program offers a 4-6 oz. serving of 100% fruit juice:**

- ☐ 2 times per day or more      ☐ 1 time per day      ☐ 3-4 times per week      ☐ 2 times per week or less

**16. Our program offers sugary drinks:\***

- ☐ 1 time per month or more      ☐ Less than 1 time per month      ☐ 1-2 times per year      ☐ Never

\* Sugary drinks include Kool-Aid, fruit drinks, sweet tea, sports drinks, and soda.



**17. For children ages 2 years and older,\* our program offers milk that is:**

- ☐ Whole or regular      ☐ Reduced fat or 2%      ☐ Low-fat or 1%      ☐ Fat-free or skim

\* This does not include children with milk allergies.

**18. Our program offers flavored milk:**

- ☐ 1 time per day or more      ☐ 3-4 times per week      ☐ 1-2 times per week      ☐ Less than 1 time per week or never

## Feeding Environment

**19. Meals and snacks are served to preschool children by:**

- ☐ Meals and snacks come to classrooms pre-plated with set portions of each food      ☐ Teachers portion out servings to children      ☐ Children are allowed to serve some foods themselves, while other foods are pre-plated or served by teachers      ☐ Children are allowed to choose and serve all foods themselves

**20. Television or videos are on during meal or snack times:**

- ☐ Always      ☐ Often      ☐ Sometimes      ☐ Never

**21. When in classrooms during meal or snack times, teachers and staff eat and drink the same foods and beverages as children:**

- ☐ Rarely or never      ☐ Sometimes      ☐ Often      ☐ Always

**22. Teachers enthusiastically role model\* eating healthy foods served at meal and snack times:**

- ☐ Rarely or never      ☐ Sometimes      ☐ Often      ☐ Every meal or snack time

\* Enthusiastic role modeling is when teachers eat healthy foods in front of children and show how much they enjoy them. For example, a teacher might say, "Mmm, these peas taste yummy!"

**23. Teachers and staff eat or drink unhealthy foods or beverages in front of children:**

- ☐ Always      ☐ Often      ☐ Sometimes      ☐ Rarely or never

**24. Describe the posters, books, toys, and other learning materials\* that your program displays to promote healthy eating:**

- ☐ There are few or no materials      ☐ There are some materials, but limited variety      ☐ There is a large variety of materials      ☐ There is a large variety of materials with new items introduced often

\* Learning materials can include books about healthy eating habits, posters of MyPlate, pictures of fruits and vegetables, healthy play foods, fruit or vegetable garden areas, and bowls of fruit.

**25. Describe the posters, books, toys, and other learning materials\* that your program displays featuring unhealthy foods:**

- ☐ There is a large variety of materials with new items introduced often      ☐ There is a large variety of materials      ☐ There are some materials, but limited variety      ☐ There are few or no materials

\* Learning materials can include books or games about unhealthy foods, pictures or posters of unhealthy foods, unhealthy play foods, and bowls of candy.



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**26. Soda and other vending machines are located:**

- ☐ In the entrance or front of building    ☐ In public areas, but not entrances    ☐ Out of sight of children and families    ☐ There are no vending machines on site

## Feeding Practices

**27. During indoor and outdoor physically active playtime, teachers remind children to drink water:**

- ☐ Rarely    ☐ Sometimes    ☐ Often    ☐ At least 1 time per play period

**28. Teachers praise children for trying new or less preferred foods:**

- ☐ Rarely or never    ☐ Sometimes    ☐ Often    ☐ Always

**29. When children eat less than half of a meal or snack, teachers ask them if they are full before removing their plates:**

- ☐ Rarely or never    ☐ Sometimes    ☐ Often    ☐ Always

**30. When children request seconds, teachers ask them if they are still hungry before serving more food:**

- ☐ Rarely or never    ☐ Sometimes    ☐ Often    ☐ Always

**31. Teachers require that children sit at the table until they clean their plates:**

- ☐ Every meal or snack time    ☐ Often    ☐ Sometimes    ☐ Rarely or never

**32. Teachers use an authoritative feeding style:\***

- ☐ Rarely or never    ☐ Sometimes    ☐ Often    ☐ Every meal or snack time

\* An authoritative feeding style strikes a balance between encouraging children to eat healthy foods and allowing children to make their own food choices. To encourage children to eat their vegetables, caregivers may reason with them and talk about the importance of eating vegetables, rather than using bribes or threats.

**33. Teachers use food to calm upset children or encourage appropriate behavior:**

- ☐ Every day    ☐ Often    ☐ Sometimes    ☐ Rarely or never

**34. During meal and snack times, teachers praise and give hands-on help\* to guide toddlers as they learn to feed themselves:**

- ☐ Rarely or never    ☐ Sometimes    ☐ Often    ☐ Always

\* Praise and hands-on help includes encouraging finger-feeding, praising children for feeding themselves, and helping children use cups or other utensils.

**35. For children ages 1 year and older who are developmentally ready, beverages are offered in open, child-sized cups:**

- ☐ Rarely or never    ☐ Sometimes    ☐ Often    ☐ Always

## Menus & Variety

**36. The length of our program's menu cycle is:**

- ☐ 1 week or shorter    ☐ 2 weeks    ☐ 3 weeks or longer without seasonal change    ☐ 3 weeks or longer with seasonal change



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**37. Weekly menus include a variety of healthy foods:**

- ☐ Rarely or never      ☐ Sometimes      ☐ Often      ☐ Always

**Education & Professional Development**

**38. Teachers incorporate planned nutrition education\* into their classroom routines:**

- ☐ Rarely or never      ☐ 1 time per month      ☐ 2-3 times per month      ☐ 1 time per week or more

\* Planned nutrition education can include circle time lessons, story time, stations during center time, cooking activities, and gardening activities.

**39. Teachers talk with children informally about healthy eating:**

- ☐ Rarely or never      ☐ Sometimes      ☐ Often      ☐ Each time they see an opportunity

**40. Teachers and staff receive professional development on nutrition:**

- ☐ Never      ☐ Less than 1 time per year      ☐ 1 time per year      ☐ 2 times per year or more

\* For this assessment, professional development on child nutrition does not include food safety and food program guidelines training. Professional development can include print materials, information presented at staff meetings, and in-person or online training for contact hours or continuing education credits.

**41. Professional development on child nutrition includes the following topics:**

*See list and mark response below.*

- ☐ Food and beverage recommendations for children
- ☐ Serving sizes for children
- ☐ Importance of variety in the child diet
- ☐ Creating healthy mealtime environments\*
- ☐ Using positive feeding practices\*
- ☐ Communicating with families about child nutrition
- ☐ Our program's policies on child nutrition

- ☐ None      ☐ 1-3 topics      ☐ 4-5 topics      ☐ 6-7 topics

- \* In a healthy mealtime environment, children can choose what to eat from the foods offered, and teachers enthusiastically role model eating healthy foods.
- \* Positive feeding practices include praising children for trying new foods, asking children about hunger or fullness before taking their plates away or serving seconds, and avoiding the use of food to calm children or encourage appropriate behavior.

**42. Families are offered education\* on child nutrition:**

- ☐ Never      ☐ Less than 1 time per year      ☐ 1 time per year      ☐ 2 times per year or more

\* Education can include brochures, tip sheets, links to trusted websites, and in-person educational sessions.



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**43. Education for families on child nutrition includes the following topics:**

*See list and mark response below.*

- Food and beverage recommendations for children
- Serving sizes for children
- The importance of variety in the child diet
- Creating healthy mealtime environments
- Using positive feeding practices
- Our program's policies on child nutrition

☐ None

☐ 1-2 topics

☐ 3-4 topics

☐ 5-6 topics

## Policy

**44. Our written policy\* on child nutrition includes the following topics:**

*See list and mark response below.*

- Foods provided
- Beverages provided
- Healthy mealtime environments
- Teacher practices to encourage healthy eating
- Not offering food to calm children or encourage appropriate behavior
- Professional development on child nutrition
- Education for families on child nutrition
- Planned and informal nutrition education for children
- Guidelines on food for holidays and celebrations
- Fundraising with non-food items

☐ No written policy or  
policy does not include  
these topics

☐ 1-4 topics

☐ 5-8 topics

☐ 9-10 topics

- \* A written policy includes any written guidelines about your program's operations or expectations for teachers, staff, children, or families. Policies can be included in parent handbooks, staff manuals, and other documents.



## Congratulations on completing the Go NAP SACC Child Nutrition Self-Assessment!

For more information about this and other Go NAP SACC tools, please visit: [www.gonapsacc.org](http://www.gonapsacc.org).



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# Go NAP SACC

## Self-Assessment Instrument

Date: \_\_\_\_\_

Program Name: \_\_\_\_\_

Enrollment ID#: \_\_\_\_\_



## Breastfeeding & Infant Feeding

Go NAP SACC is based on a set of best practices that stem from the latest research and guidelines in the field. After completing this assessment, you will be able to see your program's strengths and areas for improvement, and use this information to plan healthy changes.

For this self-assessment, **breastfeeding and infant feeding** topics include teacher practices, program policies, and other program offerings related to feeding infants and supporting breastfeeding. All of these questions refer to children ages 0-12 months.

### Before you begin:

- ✓ Gather staff manuals, parent handbooks, and other documents that state your policies and guidelines about breastfeeding and infant feeding.
- ✓ Recruit the help of key teachers and staff members who are familiar with day-to-day practices.

### As you assess:

- ✓ Definitions of key words are marked by asterisks (\*).
- ✓ Answer each question as best you can, thinking about your general practices. If none of the answer choices seem quite right, just pick the closest fit.

### Understanding your results:

- ✓ The answer choices in the right-hand column represent the best practice recommendations in this area. To interpret your results, compare your responses to these best practice recommendations. This will show you your strengths and the areas in which your program can improve.



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## Breastfeeding Environment

**1. A quiet and comfortable space,\* set aside for mothers to breastfeed or express breast milk, is available:**

- ☐ Rarely or never      ☐ Sometimes      ☐ Often      ☐ Always

\* This is a space other than a bathroom.

**2. The following are available to mothers in the space set aside for breastfeeding or expressing breast milk:**

*See list and mark response below.*

- Privacy
- An electrical outlet
- Comfortable seating
- Sink with running water in the room or nearby

- ☐ None      ☐ 1 feature      ☐ 2-3 features      ☐ All 4 features

**3. At our program, enough refrigerator and/or freezer space is available to allow all breastfeeding mothers to store expressed breast milk:**

- ☐ Rarely or never      ☐ Sometimes      ☐ Often      ☐ Always

**4. Posters, brochures, children's books, and other materials that promote breastfeeding are displayed in the following areas of our building:**

*See list and mark response below.*

- The entrance or other public spaces
- Infant classrooms
- Toddler and/or preschool classrooms
- The space set aside for breastfeeding

- ☐ None      ☐ 1 area      ☐ 2 areas      ☐ 3-4 areas

## Breastfeeding Support Practices

**5. Teachers and staff promote breastfeeding and support mothers who provide breast milk for their infants by:**

*See list and mark response below.*

- Talking with families about the benefits of breastfeeding
- Telling families about the ways our child care program supports breastfeeding
- Telling families about community organizations that provide breastfeeding support
- Giving families educational materials
- Showing positive attitudes about breastfeeding

- ☐ None      ☐ 1 topic      ☐ 2-3 topics      ☐ 4-5 topics

## Breastfeeding Education & Professional Development

**6. Teachers and staff receive professional development\* on promoting and supporting breastfeeding:**

- ☐ Never      ☐ Less than 1 time per year      ☐ 1 time per year      ☐ 2 times per year or more

\* Professional development can include print materials, information presented at staff meetings, and in-person or online training for contact hours or continuing education credits.



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**7. Professional development on breastfeeding includes the following topics:**

*See list and mark response below.*

- Proper storage and handling of breast milk
- Bottle-feeding a breast-fed baby
- Benefits of breastfeeding for mother and baby
- Promoting breastfeeding and supporting breastfeeding mothers
- Community organizations that support breastfeeding
- Our program's policies on promoting and supporting breastfeeding

☐ None

☐ 1-2 topics

☐ 3-4 topics

☐ 5-6 topics

**8. Educational materials\* for families on breastfeeding are offered:**

☐ Rarely or never

☐ Only when a family asks

☐ To all enrolled expectant families and families with infants

☐ To enrolled families with infants, and we tell prospective families about our policies and practices

\* Educational materials can include brochures, tip sheets, and links to trusted websites.

## Breastfeeding Policy

**9. Our written policy\* on promoting and supporting breastfeeding includes the following topics:**

*See list and mark response below.*

- Providing space for mothers to breastfeed or express breast milk
- Providing refrigerator and/or freezer space to store expressed breast milk
- Professional development on breastfeeding
- Educational materials for families on breastfeeding
- Breastfeeding support\* for employees

☐ No written policy or policy does not include these topics

☐ 1 topic

☐ 2-3 topics

☐ 4-5 topics

\* A written policy includes any written guidelines about your program's operations or expectations for teachers, staff, or families. Policies can be included in parent handbooks, staff manuals, and other documents.

\* Support can include allowing teachers and staff to breastfeed or express breast milk on their breaks.

## Infant Foods

**10. When our program offers infant cereal or formula, it is iron rich:**

☐ Rarely or never

☐ Sometimes

☐ Often

☐ Always

**11. When our program offers mashed or pureed meats or vegetables, these foods contain added salt:**

☐ Always

☐ Often

☐ Sometimes

☐ Rarely or never

**12. Our program offers baby food desserts\* that contain added sugar:**

☐ Always

☐ Often

☐ Sometimes

☐ Rarely or never

\* Desserts are sweet, mashed or pureed foods, made with added sugar.



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### 13. Teachers feed infants:

- |   |  |  |   |
|---|--|--|---|
| <input type="checkbox"/> Always on a fixed schedule | <input type="checkbox"/> Often on a fixed schedule, but sometimes on a flexible schedule, when infants show they are hungry* | <input type="checkbox"/> Often on a flexible schedule, when infants show they are hungry,* but sometimes on a fixed schedule | <input type="checkbox"/> Always on a flexible schedule when infants show they are hungry* |
|---|--|--|---|

\* Infants can show they are hungry by rooting, sucking on fingers or fist, licking or smacking lips, fussing or crying, or making excited arm and leg movements.

### 14. Teachers end infant feedings based on:

- |  |   |  |   |
|--|---|--|---|
| <input type="checkbox"/> Only the amount of breast milk, formula, or food left | <input type="checkbox"/> Mostly the amount of food left, but partly on infants showing signs they are full* | <input type="checkbox"/> Mostly on infants showing signs they are full,* but partly on the amount of food left | <input type="checkbox"/> Only on infants showing signs they are full* |
|--|---|--|---|

\* Infants can show they are full by slowing the pace of eating, turning away, becoming fussy, spitting out, or refusing more food

### 15. When feeding infants, teachers use responsive feeding techniques:\*

- |  |                                    |                                |                                 |
|--|------------------------------------|--------------------------------|---------------------------------|
| <input type="checkbox"/> Rarely or never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Always |
|--|------------------------------------|--------------------------------|---------------------------------|

\* Responsive feeding techniques include making eye contact, speaking to infants, responding to infants' reactions during feedings, responding to hunger and fullness signals, and feeding only one infant at a time.

### 16. At meal times, teachers praise and give hands-on help\* to guide older infants as they learn to feed themselves:

- |  |                                    |                                |                                 |
|--|------------------------------------|--------------------------------|---------------------------------|
| <input type="checkbox"/> Rarely or never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Always |
|--|------------------------------------|--------------------------------|---------------------------------|

\* Praise and hands-on help can include encouraging finger-feeding, praising children for feeding themselves, and helping children use cups or utensils.

### 17. Teachers inform families about what, when, and how much their infants eat each day by:

- |  |  |   |  |
|--|--|---|--|
| <input type="checkbox"/> Teachers do not inform families of daily infant feeding | <input type="checkbox"/> A written report or verbal report | <input type="checkbox"/> Some days both a written and verbal report, but usually one or the other | <input type="checkbox"/> Both a written and verbal report each day |
|--|--|---|--|

### 18. The written infant feeding plan that families complete for our program includes the following information:

See list and mark response below.

- ☐ Infant's food intolerances, allergies, and preferences
- ☐ Instructions for introducing solid foods and new foods to the infant while in child care
- ☐ Permission for teachers to feed the infant on a flexible schedule, when he/she shows hunger
- ☐ Instructions\* for feeding infants whose mothers wish to breastfeed or provide expressed breast milk

- |                               |                                  |                                     |                                       |
|-------------------------------|----------------------------------|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> None | <input type="checkbox"/> 1 topic | <input type="checkbox"/> 2-3 topics | <input type="checkbox"/> All 4 topics |
|-------------------------------|----------------------------------|-------------------------------------|---------------------------------------|

\* Instructions can include what to feed infants if there is no breast milk available, and scheduling to avoid large feedings before mothers plan to breastfeed.



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## Infant Feeding Education & Professional Development

### 19. Teachers and staff receive professional development\* on infant feeding and nutrition:

- ☐ Rarely or never      ☐ Less than 1 time per year      ☐ 1 time per year      ☐ 2 times per year or more

\* Professional development can include print materials, information presented at staff meetings, and in-person or online training for contact hours or continuing education credits.

### 20. Professional development on infant feeding and nutrition includes the following topics:

*See list and mark response below.*

- Using responsive feeding techniques
- Not propping feeding bottles
- Introducing solid foods and new foods
- Infant development related to feeding and nutrition
- Communicating with families about infant feeding and nutrition
- Our program's policies on infant feeding and nutrition

- ☐ None      ☐ 1-2 topics      ☐ 3-4 topics      ☐ 5-6 topics

### 21. Families are offered education\* on infant feeding and nutrition:

- ☐ Rarely or never      ☐ Only when families ask      ☐ When families ask and at 1 set time during the year      ☐ When families ask, as infants reach developmental milestones, and at other set times during the year

\* Education can include brochures, tip sheets, links to trusted websites, and in-person educational sessions.

### 22. Education for families on infant feeding and nutrition includes the following topics:

*See list and mark response below.*

- Using responsive feeding techniques
- Not propping feeding bottles
- Introducing solid foods and new foods
- Infant development related to feeding and nutrition
- Our program's policies on infant feeding and nutrition

- ☐ None      ☐ 1 topic      ☐ 2-3 topics      ☐ 4-5 topics



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**23. Our written policy\* on infant feeding and nutrition includes the following topics:**

*See list and mark response below.*

- Foods provided to infants
- Infant feeding practices
- Information included on written infant feeding plans
- Professional development on infant feeding and nutrition
- Education for families on infant feeding and nutrition

☐ No written policy or policy does not include these topics      ☐ 1 topic      ☐ 2-3 topics      ☐ 4-5 topics

\* A written policy includes any written guidelines about your program's operations or expectations for teachers, staff, or families. Policies can be included in parent handbooks, staff manuals, and other documents.



### Congratulations on completing the **Go NAP SACC Breastfeeding & Infant Feeding Self-Assessment!**

For more information about this and other Go NAP SACC tools, please visit: [www.gonapsacc.org](http://www.gonapsacc.org).



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# Go NAP SACC

## Self-Assessment Instrument

Date: \_\_\_\_\_

Program Name: \_\_\_\_\_

Enrollment ID#: \_\_\_\_\_



### Infant & Child Physical Activity

Go NAP SACC is based on a set of best practices that stem from the latest research and guidelines in the field. After completing this assessment, you will be able to see your program's strengths and areas for improvement, and use this information to plan healthy changes.

For this self-assessment, **physical activity** is any movement of the body that increases heart rate and breathing above what it would be if a child was sitting or resting. These questions relate to opportunities for both children with special needs and typically developing children.

#### Before you begin:

- ✓ Gather staff manuals, parent handbooks, and other documents that state your policies and guidelines about physical activity.
- ✓ Recruit the help of key teachers and staff members who are familiar with day-to-day practices.

#### As you assess:

- ✓ Answer choices in parentheses ( ) are for half-day programs. Full-day programs should use answer choices without parentheses.
- ✓ Definitions of key words are marked by asterisks (\*).
- ✓ Answer each question as best you can. If none of the answer choices seem quite right, just pick the closest fit. If the question refers to an age group you do not serve, move to the next question.

#### Understanding your results:

- ✓ The answer choices in the right-hand column represent the best practice recommendations in this area. To interpret your results, compare your responses to these best practice recommendations. This will show you your strengths and the areas in which your program can improve.



Ward DS, Morris E, McWilliams C, Vaughn A, Erinosho T, Mazzuca S, Hanson P, Ammerman A, Neelon SE, Sommers JK, Ball S. (2013). Go NAP SACC: Nutrition and Physical Activity Self-Assessment for Child Care, 2nd edition. Center for Health Promotion and Disease Prevention and Department of Nutrition, University of North Carolina at Chapel Hill. Available at: [www.gonapsacc.org](http://www.gonapsacc.org).

## Time Provided

### 1. The amount of time provided to preschool children\* for indoor and outdoor physical activity\* each day is:

- |   |   |  |  |
|---|---|--|--|
| <input type="checkbox"/> Less than 60 minutes<br>(Half-day: Less than 30 minutes) | <input type="checkbox"/> 60-89 minutes<br>(Half-day: 30-44 minutes) | <input type="checkbox"/> 90-119 minutes<br>(Half-day: 45-59 minutes) | <input type="checkbox"/> 120 minutes or more<br>(Half-day: 60 minutes or more) |
|---|---|--|--|

\* For Go NAP SACC, preschool children are children ages 2-5 years.

\* Physical activity is any movement of the body that increases heart rate and breathing above what it would be if a child was sitting or resting. Examples include walking, running, crawling, climbing, jumping, and dancing.

### 2. The amount of time provided to toddlers\* for indoor and outdoor physical activity each day is:

- |   |   |   |   |
|---|---|---|---|
| <input type="checkbox"/> Less than 60 minutes<br>(Half-day: Less than 15 minutes) | <input type="checkbox"/> 60-74 minutes<br>(Half-day: 15-29 minutes) | <input type="checkbox"/> 75-89 minutes<br>(Half-day: 30-44 minutes) | <input type="checkbox"/> 90 minutes or more<br>(Half-day: 45 minutes or more) |
|---|---|---|---|

\* For Go NAP SACC, toddlers are children ages 13-24 months.

### 3. Our program offers 3-5 minutes of tummy time\* to infants:\*

- |  |   |   |  |
|--|---|---|--|
| <input type="checkbox"/> 2 times per week or less<br>(Half-day: 1 time per week or less) | <input type="checkbox"/> 3-4 times per week<br>(Half-day: 2-3 times per week) | <input type="checkbox"/> 1 time per day<br>(Half-day: 4 times per week) | <input type="checkbox"/> 2 times per day or more<br>(Half-day: 1 time per day or more) |
|--|---|---|--|

\* 3-5 minutes of tummy time is supervised time when an infant is awake and alert, lying on her/his belly. Tummy time may not last 3-5 minutes for infants who are not used to it or do not enjoy it. It may last longer than 5 minutes for infants who do. Tummy time should last as long as possible to help infants learn to enjoy it and build their strength.

\* For Go NAP SACC, infants are children ages 0-12 months.

### 4. The amount of adult-led\* physical activity our program provides to preschool children each day is:

- |   |   |   |   |
|---|---|---|---|
| <input type="checkbox"/> Less than 30 minutes<br>(Half-day: Less than 10 minutes) | <input type="checkbox"/> 30-44 minutes<br>(Half-day: 10-19 minutes) | <input type="checkbox"/> 45-59 minutes<br>(Half-day: 20-29 minutes) | <input type="checkbox"/> 60 minutes or more<br>(Half-day: 30 minutes or more) |
|---|---|---|---|

\* Adult-led activities and lessons can be led by teachers or outside presenters. Examples include dancing, music and movement, motor development lessons, physically active games, and tumbling or gymnastics.

### 5. Outside of nap and meal times, the longest that preschool children and toddlers are expected to remain seated at any one time is:

- |   |  |  |   |
|---|--|--|---|
| <input type="checkbox"/> 30 minutes or more | <input type="checkbox"/> 20-29 minutes | <input type="checkbox"/> 15-19 minutes | <input type="checkbox"/> Less than 15 minutes |
|---|--|--|---|

### 6. Outside of nap and meal times, the longest that infants spend in seats, swings, or ExerSaucers at any one time is:

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> More than 30 minutes | <input type="checkbox"/> 15-30 minutes | <input type="checkbox"/> 1-14 minutes | <input type="checkbox"/> Infants are never placed in seats, swings, or ExerSaucers |
|---|--|---------------------------------------|--|



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## Indoor Play Environment

### 7. Our program offers the following in the indoor play space:

See list and mark response below.

- Space for all activities, including jumping, running, and rolling
- Separate play areas for each age group
- Areas that allow play for individuals, pairs, small groups, and large groups
- Full access for children with special needs

☐ None ☐ 1 feature ☐ 2 features ☐ 3-4 features

### 8. Our program has the following portable play equipment\* available in good condition for children to use indoors:

See list and mark response below.

- Jumping toys: jump ropes, jumping balls
- Push-pull toys: wagons, wheelbarrows, big dump trucks
- Twirling toys: ribbons, scarves, batons, hula hoops, parachute
- Throwing, catching, and striking toys: balls, bean bags, noodles, rackets
- Balance toys: balance beams, plastic “river stones”
- Crawling or tumbling equipment: mats, portable tunnels

☐ None ☐ 1-2 types ☐ 3-4 types ☐ 5-6 types

\* Portable play equipment includes any toys that children can carry, throw, push, pull, etc. This does not include equipment fixed into the ground like swing sets and jungle gyms. Portable play equipment can be homemade or store-bought.

### 9. Teachers offer portable play equipment to preschool children and toddlers during indoor free play time:\*

☐ Rarely or never ☐ Sometimes ☐ Often ☐ At least a few items are always available to encourage physical activity

\* Indoor free play time includes free choice activities during center time. It can also include activities in a gym, multi-purpose room, or other space that allows children to move freely.

### 10. Teachers offer developmentally appropriate portable play equipment to infants during tummy time and other indoor activities:

☐ Rarely or never ☐ Sometimes ☐ Often ☐ Always

### 11. Describe the posters, books, and other learning materials that your program displays to promote physical activity:

☐ There are few or no materials ☐ There are some materials with limited variety ☐ There is a large variety of materials ☐ There is a large variety of materials, with new items introduced often

## Teacher Practices

### 12. As punishment for misbehavior, preschool children or toddlers are removed from physically active playtime for longer than 5 minutes:

☐ Always ☐ Often ☐ Sometimes ☐ Never



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**13. Teachers take the following role during preschool children's physically active playtime:**

- |  |  |   |   |
|--|--|---|---|
| <input type="checkbox"/> They supervise only | <input type="checkbox"/> They supervise and verbally encourage physical activity | <input type="checkbox"/> They supervise, verbally encourage, and sometimes join in to increase children's physical activity | <input type="checkbox"/> They supervise, verbally encourage, and often join in to increase children's physical activity |
|--|--|---|---|

**14. During tummy time and other activities, teachers interact with infants to help them build motor skills:\***

- |  |                                    |                                |                                 |
|--|------------------------------------|--------------------------------|---------------------------------|
| <input type="checkbox"/> Rarely or never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Always |
|--|------------------------------------|--------------------------------|---------------------------------|

\* Motor skills are physical abilities and muscle control that children develop as they grow. Motor skills for infants include lifting and turning the head, rolling over, sitting up, reaching for and grasping toys.

**15. Teachers incorporate physical activity into classroom routines and transitions:\***

- |  |                                    |                                |  |
|--|------------------------------------|--------------------------------|--|
| <input type="checkbox"/> Rarely or never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Each time they see an opportunity |
|--|------------------------------------|--------------------------------|--|

\* Physical activity during classroom routines and transitions can include movement during circle time or story time, physical activity during center time, Simon Says, or other movement games while children wait in line.

## Education & Professional Development

**16. Teachers lead planned lessons to build preschool children's and toddlers' motor skills:\***

- |  |   |  |  |
|--|---|--|--|
| <input type="checkbox"/> Rarely or never | <input type="checkbox"/> 1 time per month | <input type="checkbox"/> 2-3 times per month | <input type="checkbox"/> 1 time per week or more |
|--|---|--|--|

\* Motor skills are physical abilities and muscle control that children develop as they grow. Motor skills for preschool children and toddlers include walking, running, skipping, jumping, throwing, catching, and kicking.

**17. Teachers talk with children informally about the importance of physical activity:**

- |  |                                    |                                |  |
|--|------------------------------------|--------------------------------|--|
| <input type="checkbox"/> Rarely or never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Each time they see an opportunity |
|--|------------------------------------|--------------------------------|--|

**18. Teachers and staff receive professional development\* on children's physical activity:**

- |                                |  |  |   |
|--------------------------------|--|--|---|
| <input type="checkbox"/> Never | <input type="checkbox"/> Less than 1 time per year | <input type="checkbox"/> 1 time per year | <input type="checkbox"/> 2 times per year or more |
|--------------------------------|--|--|---|

\* For this assessment, professional development on children's physical activity does not include playground safety training. Professional development can include print materials, information presented at staff meetings, and in-person or online training for contact hours or continuing education credits.

**19. The following topics are included in professional development on children's physical activity:**

*See list and mark response below.*

- ☐ Recommended amount of daily physical activity for children
- ☐ Ways to encourage children's physical activity
- ☐ Ways to limit long periods of seated time for children
- ☐ Children's motor skill development
- ☐ Communicating with parents about how to promote children's physical activity
- ☐ Our program's policies on physical activity

- |                               |                                     |                                     |                                     |
|-------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> None | <input type="checkbox"/> 1-2 topics | <input type="checkbox"/> 3-4 topics | <input type="checkbox"/> 5-6 topics |
|-------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|



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**20. Families are offered education\* on children's physical activity:**

- ☐ Never                      ☐ Less than 1 time per year                      ☐ 1 time per year                      ☐ 2 times per year or more

\* Education can include brochures, tip sheets, links to trusted websites, and in-person educational sessions.

**21. The following topics are included in education for families on children's physical activity:**

*See list and mark response below.*

- ☐ Recommended amount of daily physical activity for children
- ☐ Ways to encourage children's physical activity
- ☐ Ways to limit long periods of seated time for children
- ☐ Children's motor skill development
- ☐ Our program's policies on physical activity

- ☐ None                      ☐ 1 topic                      ☐ 2-3 topics                      ☐ 4-5 topics

## Policy

**22. Our written policy\* on physical activity includes the following topics:**

*See list and mark response below.*

- ☐ Amount of time provided each day for indoor and outdoor physical activity
- ☐ Limiting long periods of seated time for children
- ☐ Shoes and clothes that allow children and teachers to actively participate in physical activity
- ☐ Teacher practices that encourage physical activity
- ☐ Not withholding physical activity as punishment
- ☐ Planned and informal physical activity education
- ☐ Professional development on children's physical activity
- ☐ Education for families on children's physical activity

- ☐ No written policy or policy does not include these topics                      ☐ 1-3 topics                      ☐ 4-6 topics                      ☐ 7-8 topics

\* A written policy can include any written guidelines about your program's operations or expectations for teachers, staff, children, or families. Policies can be included in parent handbooks, staff manuals, and other documents.



**Congratulations on completing the  
Go NAP SACC Infant & Child Physical Activity Self-Assessment!**

For more information about this and other Go NAP SACC tools, please visit: [www.gonapsacc.org](http://www.gonapsacc.org).



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# Go NAP SACC

## Self-Assessment Instrument

Date: \_\_\_\_\_

Program Name: \_\_\_\_\_

Enrollment ID#: \_\_\_\_\_



## Outdoor Play & Learning

Go NAP SACC is based on a set of best practices that stem from the latest research and guidelines in the field. After completing this assessment, you will be able to see your program's strengths and areas for improvement, and use this information to plan healthy changes.

For this self-assessment, outdoor play and learning includes all activities done outdoors. The questions cover a range of activities, some focused on physical activity and some focused on other learning activities. These questions relate to opportunities for both children with special needs and typically developing children.

### Before you begin:

- ✓ Gather staff manuals, parent handbooks, and other documents that state your policies and guidelines about outdoor play and learning.
- ✓ Recruit the help of key teachers and staff members who are familiar with day-to-day practices.

### As you assess:

- ✓ Answer choices in parentheses ( ) are for half-day programs. Full-day programs should use answer choices without parentheses.
- ✓ Definitions of key words are marked by asterisks (\*).
- ✓ Answer each question as best you can. If none of the answer choices seem quite right, just pick the closest fit. If the question refers to an age group you do not serve, move to the next question.

### Understanding your results:

- ✓ The answer choices in the right-hand column represent the best practice recommendations in this area. To interpret your results, compare your responses to these best practice recommendations. This will show you your strengths and the areas in which your program can improve.



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## Outdoor Playtime

### 1. Outdoor playtime\* is provided to preschool children and toddlers:

- |  |  |   |  |
|--|--|---|--|
| <input type="checkbox"/> 4 times per week or less (Half-day: 3 times per week or less) | <input type="checkbox"/> 1 time per day (Half-day: 4 times per week) | <input type="checkbox"/> 2 times per day (Half-day: 1 time per day) | <input type="checkbox"/> 3 times per day or more (Half-day: 2 times per day or more) |
|--|--|---|--|

\* Outdoor playtime includes any time that children are outdoors playing and learning. Children may be very physically active or do less energetic activities during this time.

### 2. The amount of outdoor playtime provided to preschool children\* each day is:

- |  |  |  |  |
|--|--|--|--|
| <input type="checkbox"/> Less than 60 minutes (Half-day: Less than 15 minutes) | <input type="checkbox"/> 60-74 minutes (Half-day: 15-29 minutes) | <input type="checkbox"/> 75-89 minutes (Half-day: 30-44 minutes) | <input type="checkbox"/> 90 minutes or more (Half-day: 45 minutes or more) |
|--|--|--|--|

\* For Go NAP SACC, preschool children are children ages 2-5 years.

### 3. The amount of outdoor playtime provided to toddlers\* each day is:

- |  |  |  |  |
|--|--|--|--|
| <input type="checkbox"/> Less than 30 minutes (Half-day: Less than 10 minutes) | <input type="checkbox"/> 30-44 minutes (Half-day: 10-19 minutes) | <input type="checkbox"/> 45-59 minutes (Half-day: 20-29 minutes) | <input type="checkbox"/> 60 minutes or more (Half-day: 30 minutes or more) |
|--|--|--|--|

\* For Go NAP SACC, toddlers are children ages 13-24 months.

### 4. Infants\* are taken outdoors:\*

- |  |  |  |   |
|--|--|--|---|
| <input type="checkbox"/> 3 times per week or less (Half-day: 2 times per week or less) | <input type="checkbox"/> 4 times per week (Half-day: 3 times per week) | <input type="checkbox"/> 1 time per day (Half-day: 4 times per week) | <input type="checkbox"/> 2 times per day or more (Half-day: 1 time per day or more) |
|--|--|--|---|

\* For Go NAP SACC, infants are children ages 0-12 months.

\* Infants may be taken outdoors for different activities, including a walk in a stroller or tummy time on a blanket or mat.

## Outdoor Play Environment

### 5. Our program uses the outdoors for the following types of activities:

See list and mark response below.

- Free play: Playtime that can be more or less energetic, depending on what activities and games children decide to do.
- Structured learning opportunities: Planned lessons and activities including circle time, arts and crafts, and reading books.
- Seasonal outdoor activities: Activities that are unique to the season or the weather, including gardening, collecting fallen leaves and acorns, water play, and playing in the snow.
- Walking trips: Activities that let children explore the outdoors beyond the regular play space, including nature hikes, scavenger hunts, and neighborhood tours.
- Outdoor field trips: Trips to places around the community where children can enjoy outdoor activities including local botanical gardens, nature or wildlife centers, local parks, farms, or community gardens.

- |                               |  |   |   |
|-------------------------------|--|---|---|
| <input type="checkbox"/> None | <input type="checkbox"/> 1 activity type | <input type="checkbox"/> 2-3 activity types | <input type="checkbox"/> 4-5 activity types |
|-------------------------------|--|---|---|



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**6. In our outdoor play space, structures\* or trees provide the following amount of shade:**

- |  |  |   |   |
|--|--|---|---|
| <input type="checkbox"/> There is no shade in our outdoor play space | <input type="checkbox"/> Enough for a few children to find shade when they need it | <input type="checkbox"/> Enough for most children to find shade when they need it | <input type="checkbox"/> Enough for all children to find shade at the same time |
|--|--|---|---|

\* Structures that provide shade include fabric canopies or umbrellas, hard top canopies, gazebos, and arbors.

**7. An open grassy area for games, activities, and events is:**

- |  |  |  |  |
|--|--|--|--|
| <input type="checkbox"/> Not available | <input type="checkbox"/> Large enough for some children to run around safely | <input type="checkbox"/> Large enough for most children to run around safely | <input type="checkbox"/> Large enough for all children to run around safely* |
|--|--|--|--|

\* This refers to all children who regularly use the open grassy area together, not necessarily all of the children in the program. For large centers, this response refers to a space large enough for at least 25 children to run around safely.

**8. The outdoor play space for preschool children includes:**

- |  |  |  |  |
|--|--|--|--|
| <input type="checkbox"/> 1-2 play areas* | <input type="checkbox"/> 3-5 play areas* | <input type="checkbox"/> 6-7 play areas* | <input type="checkbox"/> 8 play areas* or more |
|--|--|--|--|

\* Play areas are areas defined by their play opportunities. An area may include a swing set, sandbox, climbing structure, pathway, garden, house or tent, stage, easels, or outdoor musical instruments like pots, pans, and pipes for drumming.

**9. Describe your program's garden:\***

- |   |  |  |   |
|---|--|--|---|
| <input type="checkbox"/> There is no garden | <input type="checkbox"/> There is an herb garden | <input type="checkbox"/> The garden produces some fruits and/or vegetables for children to taste | <input type="checkbox"/> The garden produces enough fruits and/or vegetables to provide children meals or snacks during 2 seasons or more |
|---|--|--|---|

\* A garden can be planted in the ground or in containers like window boxes or pots. A garden can include a grove of fruit trees or vines growing on fences or arbors.

**10. In our outdoor play space, the path for wheeled toys is:**

- |  |   |  |   |
|--|---|--|---|
| <input type="checkbox"/> No path available | <input type="checkbox"/> Unpaved and 5 feet wide or wider | <input type="checkbox"/> Paved and less than 5 feet wide | <input type="checkbox"/> Paved and 5 feet wide or wider |
|--|---|--|---|

**11. Describe the shape of the path for wheeled toys:**

- |  |                               |  |  |
|--|-------------------------------|--|--|
| <input type="checkbox"/> No path available | <input type="checkbox"/> Line | <input type="checkbox"/> Curves but no loops | <input type="checkbox"/> Curves and loops* |
|--|-------------------------------|--|--|

\* Curves and loops allow children to ride around multiple loops, not just one large circle.

**12. Describe how the path for wheeled toys connects to different parts of the outdoor play space:**

*See list and mark response below.*

- Connects to building entrances
- Connects the building to play areas
- Connects different play areas to each other

- |  |   |   |   |
|--|---|---|---|
| <input type="checkbox"/> No path available | <input type="checkbox"/> 1 type of connection | <input type="checkbox"/> 2 types of connections | <input type="checkbox"/> 3 types of connections |
|--|---|---|---|



**13. Our program has the following portable play equipment\* available in good condition for children to use outdoors:**

*See list and mark response below.*

- Jumping toys: jump ropes, jumping balls
- Push-pull toys: wagons, wheelbarrows, big dump trucks
- Ride-on toys: tricycles, scooters
- Twirling toys: ribbons, scarves, batons, hula hoops, parachute
- Throwing, catching, and striking toys: balls, bean bags, noodles, rackets
- Balance toys: balance beams, plastic “river stones”
- Crawling or tumbling equipment: mats, portable tunnels

☐ None ☐ 1-2 types ☐ 3-5 types ☐ 6-7 types

\* Portable play equipment includes any toys that children can carry, throw, push, pull, etc. This does not include equipment fixed into the ground like swing sets and jungle gyms. Portable play equipment can be homemade or store bought.

---

**14. Portable play equipment is available to children during outdoor physically active playtime:**

☐ Rarely or never ☐ Sometimes ☐ Often ☐ Always

---

**15. The amount of portable play equipment available to children during outdoor physically active playtime is:**

- ☐ Very limited – children must always wait to use items ☐ Limited – children often wait to use items ☐ Somewhat limited – children sometimes wait to use items ☐ Not limited – children never wait to use items

## Education & Professional Development

**16. Teachers and staff receive professional development\* on outdoor play and learning:**

☐ Never ☐ Less than 1 time per year ☐ 1 time per year ☐ 2 times per year or more

\* Professional development can include print materials, information presented at staff meetings, and in-person or online training for contact hours or continuing education credits.

---

**17. The following topics are included in professional development on outdoor play and learning:**

*See list and mark response below.*

- Recommended amount of outdoor playtime for children
- How to use the outdoor play space for physical activity and learning
- Communicating with families about outdoor play and learning
- Our program’s policy on outdoor play and learning

☐ None ☐ 1 topic ☐ 2-3 topics ☐ All 4 topics

---

**18. Families are offered education\* on outdoor play and learning:**

☐ Never ☐ Less than 1 time per year ☐ 1 time per year ☐ 2 times per year or more

\* Education can include brochures, tip sheets, links to trusted websites and in-person educational sessions.



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**19. The following topics are included in education for families on outdoor play and learning:**

*See list and mark response below.*

- Recommended amount of outdoor playtime for children
- How to encourage physical activity outdoors
- Our program's policy on outdoor play and learning

☐ None ☐ 1 topic ☐ 2 topics ☐ All 3 topics

## Policy

**20. Our written policy\* on outdoor play and learning includes the following topics:**

*See list and mark response below.*

- Amount of outdoor playtime provided daily
- Ensuring adequate total playtime on bad weather days
- Shoes and clothes that allow children and teachers to play outdoors in all seasons
- Safe sun exposure for children, teachers, and staff
- Not withholding outdoor playtime as punishment
- Professional development on outdoor play and learning
- Education for families on outdoor play and learning

☐ No written policy or policy does not include these topics ☐ 1-2 topics ☐ 3-5 topics ☐ 6-7 topics

\* A written policy includes any written guidelines about your program's operations or expectations for teachers, staff, children, or families. Policies can be included in parent handbooks, staff manuals, and other documents.



## Congratulations on completing the Go NAP SACC Outdoor Play & Learning Self-Assessment!

For more information about this and other Go NAP SACC tools, please visit: [www.gonapsacc.org](http://www.gonapsacc.org).



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# Go NAP SACC

## Self-Assessment Instrument

Date: \_\_\_\_\_

Program Name: \_\_\_\_\_

Enrollment ID#: \_\_\_\_\_



### Screen Time

Go NAP SACC is based on a set of best practices that stem from the latest research and guidelines in the field. After completing this assessment, you will be able to see your program's strengths and areas for improvement, and use this information to plan healthy changes.

For this self-assessment, **screen time** includes any time spent watching shows or videos, or playing games (including active video games) on a screen. Screens can include televisions, desktop, laptop or tablet computers, or smart phones. For children 2 years of age and older, screen time does not include teachers using e-books or tablet computers to read children stories, using Smart Boards for interactive instruction, or connecting with families through Skype or other videoconferencing programs.

#### Before you begin:

- ✓ Gather staff manuals, parent handbooks, and other documents that state your policies and guidelines about screen time.
- ✓ Recruit the help of key teachers and staff members who are familiar with day-to-day practices.

#### As you assess:

- ✓ Definitions of key words are marked by asterisks(\*).
- ✓ Answer each question as best you can, thinking about your general practices. If none of the answer choices seem quite right, just pick the closest fit. If the question refers to an age group you do not serve, move to the next question.

#### Understanding your results:

- ✓ The answer choices in the right-hand column represent the best practice recommendations in this area. To interpret your results, compare your responses to these best practice recommendations. This will show you your strengths and the areas in which your program can improve.



Ward DS, Morris E, McWilliams C, Vaughn A, Erinosh T, Mazzuca S, Hanson P, Ammerman A, Neelon SE, Sommers JK, Ball S. (2013). Go NAP SACC: Nutrition and Physical Activity Self-Assessment for Child Care, 2nd edition. Center for Health Promotion and Disease Prevention and Department of Nutrition, University of North Carolina at Chapel Hill. Available at: [www.gonapsacc.org](http://www.gonapsacc.org).

## Availability

### 1. Televisions are located:

- ☐ In every classroom      ☐ In some classrooms      ☐ Stored outside of classrooms but regularly available to children      ☐ No televisions **or** televisions stored outside of classrooms and not regularly available to children

### 2. For children 2 years of age and older, the amount of screen time\* allowed in our program each week is:

- ☐ 90 minutes or more (Half-day: 45 minutes or more)      ☐ 60-89 minutes (Half-day: 30-44 minutes)      ☐ 30-59 minutes (Half-day: 15-29 minutes)      ☐ Less than 30 minutes (Half-day: Less than 15 minutes)

\* For children 2 years of age and older, screen time does not include teachers using e-books or tablet computers to read children stories, using Smart Boards for interactive instruction, or connecting with families through Skype or other videoconferencing programs.

### 3. For children under 2 years of age, the amount of screen time\* allowed in our program each week is:

- ☐ 60 minutes or more      ☐ 30-59 minutes      ☐ 1-29 minutes      ☐ No screen time is allowed

\* For children under 2 years of age, screen time includes **any time** spent watching shows or videos, or playing games (including active video games) on a screen. Screens can include televisions, desktop, laptop or tablet computers, or smart phones.

### 4. When television or videos are shown, this programming is educational and commercial free:\*

- ☐ Rarely or never      ☐ Sometimes      ☐ Often      ☐ Always

\* Educational and commercial-free shows and videos are developmentally appropriate, support children's learning goals, and do not contain advertising.

### 5. When screen time is offered, children are given the opportunity to do an alternative activity:

- ☐ Rarely or never      ☐ Sometimes      ☐ Often      ☐ Always

## Practices

### 6. Screen time is used as a reward:

- ☐ Every day      ☐ 1-4 times per week      ☐ 1-3 times per month      ☐ Rarely or never

### 7. When screen time is offered, teachers talk with children about what they are seeing and learning:

- ☐ Rarely or never      ☐ Sometimes      ☐ Often      ☐ Always

## Education & Professional Development

### 8. Teachers and staff receive professional development\* on screen time:

- ☐ Never      ☐ Less than 1 time per year      ☐ 1 time per year      ☐ 2 times per year or more

\* Professional development can include print materials, information presented at staff meetings, and in-person or online training for contact hours or continuing education credit.



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**9. Professional development on screen time includes the following topics:**

*See list and mark response below.*

- Recommended amounts of screen time for young children
- Appropriate types of programming for young children
- Appropriate use of screen time in the classroom
- Communicating with families about healthy screen time habits
- Our program's policies on screen time

☐ None ☐ 1-2 topics ☐ 3-4 topics ☐ 5 topics

**10. Families are offered education\* on screen time:**

☐ Never ☐ Less than 1 time per year ☐ 1 time per year ☐ 2 times per year or more

\* Education can include brochures, tip sheets, links to trusted websites, and in-person educational sessions.

**11. Education for families on screen time includes the following topics:**

*See list and mark response below.*

- Recommended amounts of screen time for young children
- Appropriate types of programming for young children
- Appropriate supervision and use of screen time by caregivers
- Our childcare program's policy on screen time

☐ None ☐ 1 topic ☐ 2-3 topics ☐ 4 topics

## Policy

**12. Our written policy\* on screen time includes the following topics:**

*See list and mark response below.*

- Amount of screen time allowed
- Types of programming allowed
- Appropriate supervision and use of screen time in classrooms
- Not offering screen time as a reward or withholding it as punishment
- Professional development on screen time
- Education for families on screen time

☐ No written policy or policy does not include these topics ☐ 1-2 topics ☐ 3-4 topics ☐ 5-6 topics

\* A written policy includes any written guidelines about your program's operations or expectations for teachers, staff, children, and families. Policies can be included in parent handbooks, staff manuals, and other documents.



## Congratulations on completing the Go NAP SACC Screen Time Self-Assessment!

For more information about this and other Go NAP SACC tools, please visit: [www.gonapsacc.org](http://www.gonapsacc.org).



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# ANNEX M:

## Summary of stipend/incentive distribution

The following examples outline the form, frequency, and conditions of payout of the \$500 stipend for cohort 1 of the National ECELC Project.

### ARIZONA STIPEND DISTRIBUTION

The Arizona stakeholder group determined that two payouts, \$250 each at Learning Session 3 and Learning Session 5, seemed reasonable as a strategy to retain programs in the project and in terms of administrative time needed to process payments. Due to the difficulty of Arizona Department of Health Services (ADHS) paying stipend monies, ADHS contracted with the AZ Child Care Association (ACCA), an organization relevant to the majority of enrolled program (primarily centers), to disburse the money on their behalf. Prior to Learning Session 3, ADHS provided ACCA the program information needed via a “stipend request form”, to process the checks. ADHS suggested the purchase of materials that supported the goals of the National ECELC Project.

### FLORIDA STIPEND DISTRIBUTION

#### NORTH/CENTRAL

As part of a program participation agreement in the National ECELC Project, participants agreed to attend the Learning Sessions and submit the required paperwork (e.g. Action Period tasks, assessments, etc.) to the best of their ability. ECE programs filled out W-9s at the end of Learning Session 1. Programs that attended the first three Learning Sessions and had submitted all required Action Period tasks and assessments received had their first stipend payment (\$100) issued as a check mailed to their program after Learning Session 3; they subsequently had their second stipend payment (\$400) issued upon the completion of Learning Session 5 and the receipt of all materials. Recommendations were made to the programs to use their stipends in support of the project, such as reimbursement for mileage, staff substitutes, and to purchase items related to implementing and sustaining their action plan goals.

#### SOUTH

Programs participating through the Early Learning Coalition of Miami-Dade/Monroe (ELCMDM) received their stipends in two installments, issued as checks mailed after Learning Session 3 (\$250) and Learning Session 5 (\$250). Programs needed to meet four requirements to receive their stipends: 1. Complete a participation agreement and ensure tax information and required ELCMDM documentation was on file; 2. Submit a brief plan between Learning Session’s 2 and 3 outlining how they would use the stipend to support community wellness within their program and subsequently submit a brief narrative describing how their plan was implemented, with receipts (if applicable), within 60 days after receipt of the second stipend installment. 3. Full Leadership Team attendance at three of the five Learning Sessions; at least one member of the Leadership Team present at all five Learning Sessions; 4. Complete all program Action Tasks and assessments prior to the release of the second stipend.

### INDIANA STIPEND DISTRIBUTION

The \$500 stipend was distributed in equal installments of \$100 over the five learning sessions. Programs are eligible to receive \$100 after attending a Learning Session or make-up session, on the condition that the Action Tasks from the previous session have been completed. The Project Coordinator tracked participation and the completion of Action Tasks using an Attendance Record; accounts payable then issued the checks and mailed them directly to participating programs. Trainers encouraged programs to use the stipends to support their Action Plans, pay for Leadership Team travel and/or substitute pay.

**KANSAS STIPEND DISTRIBUTION**

ECE programs that participated in the Kansas collaboratives were eligible to receive \$100 after attending a Learning Session, on the condition that the Action Tasks from the previous session had been completed. At the end of the in-person LS, the ECE program lead completed a check request form, which the Project Coordinator signed forwarded to the finance office. Checks were cut on the 1<sup>st</sup> and 15<sup>th</sup> every month and mailed directly to the ECE program. Through the TA process, recommendations are made to individual programs regarding how to spend the stipend money, relating them to their Action Plans.

**MISSOURI STIPEND DISTRIBUTION**

ECE programs that participate in the Missouri collaboratives were eligible to receive \$100 after each Learning Session, on the condition that at least two members of the Leadership Team were present. A check was issued and mailed within two weeks of the Learning Session. Programs were invited to submit photos, to be showcased in the quarterly newsletter, demonstrating how they spent their participation stipends.

**NEW JERSEY STIPEND DISTRIBUTION**

After Learning Session 3, participating programs were able to order up to \$500 in pre-identified materials and resources from a school/child care supply company on the condition that they completed the self-assessments. Programs were given a 15% discount and free delivery, directly to the center, on orders over \$200. Programs were encouraged, but not required to, order items related to their action plan.

## Notes



- 1 Identify your curriculum needs
- 2 Identify funding and develop a budget
- 3 Develop your budget
- 4 Recruit or designate staff
- 5 Determine number and location of learning collaboratives
- 6 Develop a recruitment plan
- 7 Identify and collaborate with community stakeholders
- 8 Develop a strategy for building your trainer team and delivering technical assistance
- 9 Develop a program incentive approach
- 10 Determine timeline for your collaboratives

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## Venue Checklist



When considering venue locations for the Learning Session, keep in mind the following:

### Location

- ☐ Is the venue easy to find?
- ☐ Is the venue easily accessible for all programs and program participants?
- ☐ Will the location pose a travel burden on any of the programs distance/time wise?
- ☐ Is parking available? Is the parking free? If not, can parking vouchers be provided?
- ☐ If located in a major city or metro area, is the venue easily accessible via public transportation?

### Meeting Space / Set-up

- ☐ What is your expected total number of participants/trainers/administrative staff?  
What is the room capacity?
- ☐ Is the room large enough for multiple group activities or are there multiple rooms available for both large and small group activities?
- ☐ Are the tables and chairs free-standing to allow for flexibility in room set-up and transition from large to small group activities?
- ☐ Is the room(s) welcoming? Does it provide natural light?
- ☐ Are clean restrooms, for both males and females, nearby and easily accessible?
- ☐ Are food/beverages allowed?
- ☐ Does the venue provide a discount for booking all learning sessions at once?

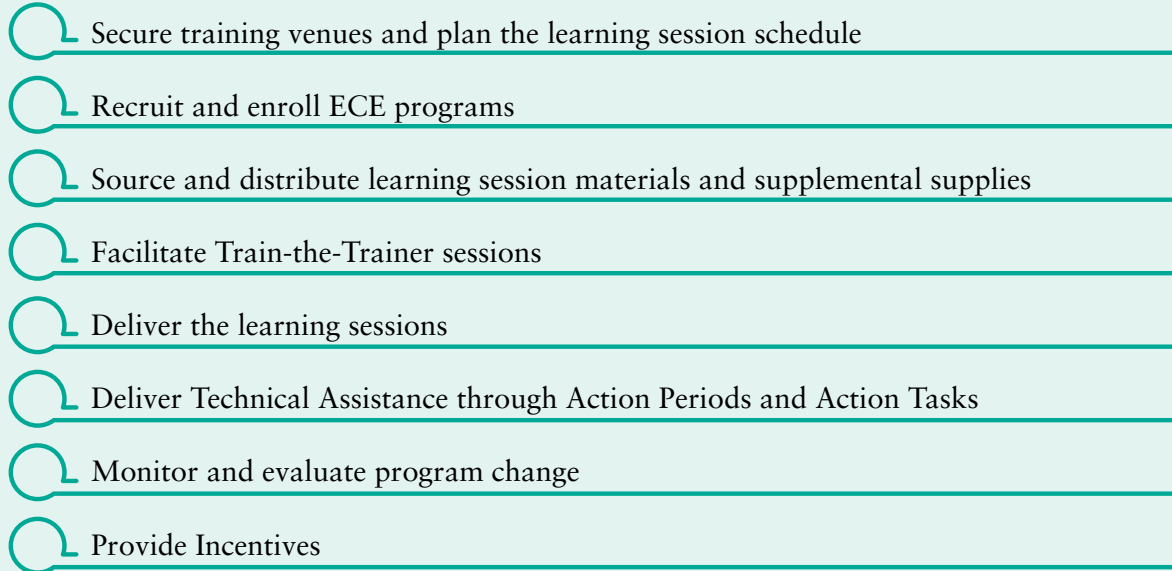
### Technology

- ☐ Does the venue accommodate the technology (TV, wireless internet, presentation/project screen, outlets, etc.) needed to facilitate the learning sessions?

### Cost

- ☐ Is there free or low-cost space available? Check with your local library, community center, churches, etc.
- ☐ Hotel conference centers are nice, but expensive. A contract with a conference center may also require you to use their food service/catering as well, at a considerable price.



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