



Trinity County

Local Child Care Planning Council

Action Plan 2006 – 2010

Trinity County Office of Education P.O. Box 1256 Weaverville, CA 96093
Contact: Sally Aldinger (530) 623-2861 x 226 sallyald@tcoek12.org

Trinity County Local Child Care Planning Council Action Plan: 2006 - 2010

Activities:

1. Revitalize and recommit LPC membership.
2. Assess child care needs of families with children 0-12.
3. Expand after-school care options for school aged children.
4. Administer Trinity County's CARES Program.
5. Lead county-wide Pre-K planning process.
6. Implement county-wide early literacy activities.
7. Promote awareness of early childhood through activities during Week of the Young Child in April of each year.
8. Promote county-wide curriculum alignment: Pre-K → K - 6.
9. Support a smooth transition to Kindergarten for all Trinity County children.
10. Complete required reporting in a timely manner and address additional issues as they arise, with highest priority to mandates from the California Department of Education.

Activity #1:

Revitalize and recommit LPC membership.

Action Steps:

1. Contact current members and ask them to sign letter of commitment to attend Council meetings, Fall 2006.
2. By-laws will be revised as needed.
3. Fill vacant positions on Council as needed.
4. Celebrate Council appreciation at May meeting annually.

Objectives:

- Council members will be recommitted to their roles.
- By-laws will reflect current conditions and wishes of members.
- Maintain at least 80% of membership filled.
- Build a sense of belonging among Council members.

Activity # 2:

Assess child care needs of families with children 0-12.

Action Steps:

1. Access available data to completed mandated data sets for Needs Assessment by November 30, 2006.
2. Publish Needs Assessment and distribute at Council meeting in January 2007.
3. Use data to inform decision-making process as needed.

Objectives:

- Meet state mandate for county-wide Needs Assessment.
- Provide data sets that may be used to obtain a county-wide and community-by-community snapshot of child care resources.

Activity # 3:

Expand after-school care options for school aged children.

Action Steps:

1. Participate in and inform the county-wide ASES planning process as needed, Fall 2006.
2. Assist as needed in county-wide consortium application, Fall 2006.
3. Support implementation of ASES at school sites, as needed.

Objective:

- Expand after school options through new ASES funding opportunity.

Activity # 4:

Administer Trinity County's CARES Program.

Action Steps:

1. Deliver CARES letter and/or email to potential participants by September Preschool Consortium meeting of each year.
2. CARES Advisor(s) contact those who state they want to participate no later than October 30 of each year.
3. Request for Incentive Payment forms distributed to participants by last Preschool Consortium meeting of each year.
4. Move CARES data base from HRN to TCOE by June 1, 2007.
5. Accept Request for Incentive Payment forms no later than second Friday of each June.
6. Issue CARES incentive payments to qualifying participants no later than June 30 of each year.
7. Provide CARES budget accountability and complete reporting and invoicing in a timely manner.

Objectives:

- Provide incentives for early childhood providers to continue their education in the field.
- Attract license-exempt providers to participate in professional development opportunities.
- Increase the numbers of Trinity County early childhood providers who hold a Child Development Permit.
- Inform early childhood providers in Trinity County of professional development options as they arise.
- Provide CARES Advisor for each CARES participant.
- Provide professional growth advising for those with Child Development Permits.
- Maintain records of the CARES program, including the required data base, individual files on each participant, and financial records.

Activity # 5:

Lead county-wide Pre-K planning process.

Action Steps:

1. Pre-K Team consisting of County Superintendent of Schools, State Preschool Director, Head Start's Trinity Team Facilitator, and School Readiness Program Director, will attend regional Pre-K Planning meeting in Tehama County, Fall 2006.
2. Outline of planning process will be introduced to the Council, with committee assignments: Visioning for Pre-K in Trinity County, Needs Assessment, Program Quality, Workforce Development, Facilities, Reaching Out to Families and Communities, and Budget/Finance.
3. Information will be gathered county-wide for input to plan.
4. County-wide Pre-K Plan will be developed by end of 2007.

Objectives:

- Assess needs for Pre-K services in Trinity County.
- Prepare analysis for need and costs of facilities/staffing, etc. in preparation for universal preschool legislation.
- Engage community, school administrators, and the Council in the process of preparation and planning.

Activity # 6:

Implement county-wide early literacy activities.

Action Steps:

1. Promote concept of emerging literacy and examine options: Libros y Mas, Raising a Reader, and a home-grown version.
2. Pilot Libros y Mas at School Readiness sites during SY 06-07.
3. Expand Libros y Mas to Alps View and Lewiston State Preschools; as well as three FCC homes for SY 07-08.
4. Entertain a proposal from Trinity County Child Care Providers Association for four family literacy nights at Trinity County Library during 07-08.
5. Implement Raising a Reader through Shasta Head Start at Hayfork Head Start, Southern Trinity Preschool, and Weaverville Head Start.
6. Log parent attendance.
7. Conduct annual parent survey of participants.

Objectives:

- Promote literacy within families of children 0-5.
- Facilitate getting books into the homes of children.
- Foster an appreciation of parent and child reading together.
- Build skills in vocabulary and language development, phonological awareness, print concepts, letter knowledge, written expression, and numeracy.
- Grow life-long learners in Trinity County.

Activity #7:

Promote awareness of early childhood through activities during Week of the Young Child in April of each year.

Action Steps:

1. Entertain annual proposals for funding activities for Week of the Young Child, including a Library Night and Day-in-the-Park.
2. Co-sponsor the Paperdoll Project and provide materials by March of each year, including cut-outs and signage.

Objectives:

- Raise awareness in each participating community of local early childhood resources.
- Gain participation of early childhood providers on a county-wide project.
- Draw community attention to the early childhood age group and workforce.

Activity #8:

Promote county-wide curriculum alignment: Pre-K → K - 6.

Action Steps:

1. Pre-K Team will meet to review materials, Winter 2007.
2. Pre-K Team queries county-wide K-8 school administrators for their opinions on using Houghton-Mifflin Pre-K Curriculum by March 2007.
3. Houghton-Mifflin representative presents overview of materials to center-based providers at Preschool Consortium meeting, and to FCC providers at an evening meeting, on March 26, 2007.
4. Pre-K Team reports at School Administrators' meeting that the Pre-K staffs seem interested in using the materials, and that they will be ordered, with a county-wide Pre-K staff inservice planned for August 8, 2007.
5. FCC providers who attended the Houghton-Mifflin training on the AlphaFriends kit, will receive a kit no later than August 31, 2007.
6. On-going support will be provided to staff at sites using H-M Pre-K curriculum through the Preschool Consortium.

Objectives:

- Pre-K curriculum will be aligned, Pre-K → K - 6.
- Articulation on curriculum will occur between Pre-K and K-8 schools.
- Improvement in student outcomes as measured on DRDP-R.
- More Trinity County children are ready for Kindergarten and success in school.

Activity #9:

Support a smooth transition to Kindergarten for all Trinity County children.

Action Steps:

1. Facilitate the annual Preschool Consortium's Kindergarten transition meeting by March 30 of each year.
2. Support the Kindergarten Backpack Project with a backpack for each child entering K; to be distributed through preschools, FCC, and first day of K entrance. Note: 113 of 118 (95.8%) of children entering K in 2006 had already received their backpacks.
3. Develop Kindergarten Transition Packet for transition conference with parents of children entering K.
4. Support Pre-K → K-6 curriculum alignment project (see Activity #8).
5. Meet annually with School Administrators so that the issue of the importance of a smooth Kindergarten transition is reminded to them.

Objectives:

- Child and family will feel welcomed by the K-8 school.
- Child will receive materials to continue learning during the summer prior to K entrance, including books, paper, paints, crayons, letters and numbers, a journal, pencil, glue, scissors, etc.
- Parent will receive a parent letter and a book titled *The Kindergarten Survival Guide*.
- Parent will be oriented to the materials in the backpack and how they can best guide their child to prepare for K.
- Parent will help complete the K transition packet during a transition meeting or conference.
- Child and family will experience a smooth transition from Pre-K or FCC to Kindergarten.
- Child will experience success in Kindergarten.

Activity #10:

Complete required reporting in a timely manner and address additional issues as they arise, with highest priority to mandates from the California Department of Education.

Action Steps:

1. Comply with contract requirements annually, including quarterly and annual fiscal and narrative reporting, by due dates.
2. Fulfill the responsibilities set forth in AB 1542 (Chapter 2.2 California Education Code).
3. Respond to additional tasks as requested by CDE and locally.

Objectives:

- Maintain Trinity County's Local Child Care Planning Council in good standing.