

PA Pathways
Annual Report, FY04/05

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Submitted to:

PENNSYLVANIA DEPARTMENT OF PUBLIC WELFARE

Bureau of Child Day Care, Office of Child Development
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Submitted by:

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1.0 EXECUTIVE SUMMARY

Funded by the Pennsylvania Department of Public Welfare, Bureau of Child Day Care, Pennsylvania Pathways offers a variety of educational and training opportunities for child care providers throughout Pennsylvania. Through a number of organizations across the state, PA Pathways provides workshops and conferences, access to college coursework and distance education options, and offers other forms of technical assistance to child care providers.

This program serves home-based, center-based, and school-age providers. As well, the legally unregulated and relative/neighbor providers are served through a special initiative incorporated into this overall professional development system. Another special initiative offers educational materials and access to information for parents, as consumers of child care.

During FY 04/05 the various professional development and educational opportunities offered to child care providers enabled them to learn more about child care operations, developmentally appropriate practices, child development, supervision of children, health and safety in child care settings, literacy for children...and so on, just to name a few of the content areas incorporated into this professional development system.

The following are the separate components of PA Pathways that are presented in this report:

- Training Refund (Vouchers)
- Professional Development Opportunities
- Health and Safety Workshops
- Legally Unregulated and Relative/Neighbor Provider Services
- On-Site Workshops/Technical Assistance
- Distance Education Opportunities
- Keystone STARS Environment Rating Scales (ERS) Project
- School-Age Child Care Projects
- T.E.A.C.H. Scholarship Program
- Capital Area Early Childhood Training Institute
- Keystone STARS TA Services
- Special DPW Initiatives
- R & R Enhancement
- Newsletters
- Trainer Quality Assurance System
- Train-the-Trainer Sessions
- Distribution of Professional Development Material
- Evaluation Tasks

The following highlights the level of services provided for **FY 04/05**

Training Refund (Vouchers):

- 2,049 applications submitted and processed from 1,345 different individuals
- \$672,688.29 worth of refunds requested
- 1,905 refund (vouchers) issued
- 1,685 refund (vouchers) paid totaling \$578,707.17
- Refunds paid for 43,103.9 contact hours of learning and 511 assessment fees
- \$352.42 represents the average dollar amount paid per voucher
- Vouchers averaged 36.72 hours of learning for an average of \$9.60 per hour
- 594 of the total applications received were for college credit classes
- 517 vouchers paid for 1,619.5 college credits and 24,420.32 hours of college work or an average of \$646.83 per voucher
- \$334,412.19 reimbursed for college credit classes at \$206.49 per credit
- 511 vouchers totaling \$164,970 were paid for CDA assessment fees
- 194 vouchers totaling \$34,948.98 were paid for CDA training

Professional Development Opportunities:

- 47 organizations entered into contractual agreements
- 46,791 individuals participated in 12,266.5 hours of learning
- Sessions included 1,906 workshops, 183 KS Core Training events, 397 KS support training events and a variety of CDA, certificate programs and other events for 221,110 contact hours
- Workshops averaged 3.02 hours in length with an average attendance of 18.78 persons per session at a unit cost of \$7.50 per contact hour of learning
- Funds totaling \$316,014.34 were distributed to 10 Service Delivery Area (SDA) Coordinator agencies to support professional development coordination efforts

Health and Safety Workshops:

- 1,795 individuals were provided pediatric first aid training via a Health and Safety Voucher
- Funds totaling \$83,225 provided for 142 sessions or 8,975 contact hours of learning
- Pediatric first aid training sessions averaged 5 hours in length at an average cost of \$586.09 per session
- Health and Safety Voucher education represents a unit cost of \$9.27 per contact hour of learning or \$46.36 per caregiver
- 2,360 caregivers took one of the ECELS training courses
- ECELS funds totaling \$93,000 provided for 170 sessions or 9,209.5 contact hours of learning
- ECELS training sessions averaged 4.17 hours in length at an average cost of \$547.06 per session
- ECELS training represents a unit cost of \$10.10 per contact hour of learning or \$39.41 per caregiver trained

Legally Unregulated and Relative/Neighbor Provider Services:

- 4,731 new enrollees received introductory kits from the Better Kid Care Program
- Better Kid Care introductory kits provided 9,462 hours of self-directed learning
- 4,647 unregulated providers received *The Basics for Caring for Kids* notebook for a total of 137,086.5 contact hours of learning
- Follow-up inserts for the binder were sent to 15,851 addresses for a total of 63,404 contact hours of learning
- \$170,270.51 was funded for 794 sessions for an average cost of \$214.45 per session
- Sessions were attended by an average of 8.80 caregivers for a total of 6,990 providers
- Providers were trained in 1,800.75 hours of learning representing 21,042.5 contact hours at a cost of \$8.09 per contact hour of learning
- 598 calls received on the PSU You're Not Alone Help Line for an average of 49.83 calls per month
- You're Not Alone calls provided 598 hours of learning through telephone assistance

On-Site Workshops and Technical Assistance:

- 31 applications were received totaling \$9,732.21
- 418 caregivers were trained in 31 awards totaling \$9,732.21
- On-site workshops totaled 1,251.5 contact hours at a unit cost of \$7.78 per contact hour of learning or \$23.28 per person

Distance Educational Opportunities:

- 5 live teleconference satellite downlinks held
- 5,495 caregivers trained through satellite downlinks for a total of 11,162 contact hours of learning
- 14,426 mail-based learn-at-home units requested, 12,926 received, and 25,852 contact hours of learning awarded
- 1,353 one/two hour web-based units received and 1,226 contact hours of learning awarded
- 3,115 New Staff Orientation (full program) assignments received and 46,725 contact hours awarded
- 142,090 unique visitors to the Better Kid Care website
- 406,797 pages of information accessed via the Better Kid Care website

Keystone STARS Environment Rating Scales (ERS) Project:

- 151 ERS professional development events sponsored for 2,749 caregivers across the state
- STARS assessors conducted assessments in 144 classrooms
- Contracted with Branagh Information Group (BIG) to continue development of the ERS database

School-Age Child Care (SACC) Projects:

- 8,791 school-age providers trained in 502 workshops for 21,395.8 contact hours of learning

T.E.A.C.H. Scholarship Program:

- 434 new and 554 previous/renewed scholarship recipients received scholarship funds totaling \$1,748,241.68
- 67 recipients are working toward a Bachelor's degree, 915 scholarship participants are working toward an Associate's degree, and 6 scholarship participants are working toward a CDA Credential
- BA center scholarships averaged \$1,043.82, BA family averaged \$1,987.12, AA center scholarships averaged \$1,633.20 and AA family averaged \$2,667.14
- 25 institutions participated granting recipients a total of 6,112 credits or 91,680 clock hours of professional development (*Note: Figures exclude Summer I 2005*)

Capital Area Early Childhood Training Institute:

- 132 professional development sessions to 1,717 providers for a total of 5,201.5 contact hours of learning
- 136 caregivers participated in 397.5 contact hours of mentoring

Keystone STARS TA Services:

- Monitored contracts with 8 STARS TA organizations to provide consultation and technical assistance to KS facilities within a specific geographic area
- Organizations processed 637 referrals and completed 332 intakes
- Active cases totaled 174 and closed cases totaled 94 (*Note: Figures included the facilities affected by the Philadelphia School District closings.*)

Special DPW Initiatives:

- Child Care Works Helpline funding totaled \$62,784.25
- 6,571 calls received by the Child Care Works Helpline at an average cost of \$9.55 per call
- Emergency Preparedness training materials targeted to child care facilities were developed. Materials include 2,000 kits for developing emergency preparedness plans and 6,000 kits for updating plans on an annual basis

R & R Enhancement:

- Dollars totaling \$52,991.94 supported statewide CCIS and other meetings
- Other dollars (\$247,233) supported the start-up efforts of the PA Key and continued the work of Computer Help, Inc. (\$83,123.54)

Newsletters:

- Four issues of *Child Care Concepts* (center and school-age provider newsletter) mailed to an average of 5,893 providers and four issues of *The PROVIDER* (home-based newsletter) mailed to 6,817 providers
- Printing costs associated with these newsletters are approximately \$0.30 per copy and mailing costs are approximately \$1,533.00 to \$1,850.00 per issue

Other Professional Development System Components:

Trainer Quality Assurance System

- Administration of the Trainer Quality Assurance System (TQAS) which processed 1,220 applications and approved 1,059 since inception
- Processed 695 applications for Non-TQAS approval, 4,125 Act 48 letters, and 38 applications for Director Core Certificate in the fiscal year
- Developed an on-line version of the Orientation to TQAS and CBK/PDR for Directors and Home-based Providers course

Train-the-Trainer Sessions

- Revised/developed standardized material and provided train-the-trainer sessions (23 sessions) for KS Core Series and KS support training events

Distribution of Professional Development Material

- Distributed 177,523 pieces of material including 11,729 PDRs and a variety of other materials (ECELS Resource Kits and training forms)

Evaluation Tasks:

- Participant and trainer evaluations of training were completed for all workshops
- Completed collection on T.E.A.C.H. participants from the 98/99, 99/00 and 00/01 cohorts participating in the evaluation study and submitted final report in August 2005

2.0 PROFESSIONAL DEVELOPMENT ACTIVITIES

2.1 TRAINING REFUND (VOUCHERS)

Voucher Applications: During the FY 04/05, 2,049 applications for refunds totaling \$672,688.29 were submitted to PA Pathways for 1,345 different individuals. Center-based applications totaled 1,795. Home-based applications totaled 254. Training Refund Guidelines and an Application for Training Refund are located in Appendix C.

Applications came from 54 of the 67 counties in the Commonwealth. The most applications came from the following six counties: Philadelphia (392 applications), Lawrence (200), Montgomery (161), Bucks (145), Delaware (96), and Allegheny (80).

The approval rate for applications was 92.97%. Of those applications that were denied, it was primarily because the amount requested exceeded the allocation for an individual caregiver or the educational event was ineligible for refund.

Vouchers Issued and Paid: In the fiscal year, 1,905 vouchers were issued (1670 center-based vouchers and 235 home-based vouchers). Six hundred forty-one (804) of the vouchers were issued in the name of the applicant, and the remainder of the vouchers (1,101) were issued in the name of an agency. A total of 1,168 different individuals were issued a voucher through this program. Most of the participating individuals received only one refund voucher.

About ninety percent of the vouchers issued (88.45%) were paid in FY 04/05. Two hundred twenty (220) vouchers or 11.55% have been cancelled. Thus, the net amount of reimbursement paid in FY 04/05 is \$578,707.17 for 1,685 vouchers. Excluding the 511 vouchers paid for CDA Assessment Fees, training refunds paid for 43,103.9 contact hours of learning at \$9.60 per contact hour. This represents an average of 36.72 hours of learning per voucher for an average of \$352.42 paid per voucher. The number of applications received, vouchers issued, and vouchers paid per region is presented in Table 1.

Table 1: Distribution of Refund Applications, Vouchers Issued, and Paid
July 1, 2004 - June 30, 2005

REGION	APPLICATIONS			VOUCHERS ISSUED			VOUCHERS PAID		
	Center-based	Home-based	Total	Center-based	Home-based	Total	Center-based	Home-based	Total
Central	250	46	296	230	43	273	212	40	252
Northeast	348	23	371	310	18	328	279	16	295
Southeast	768	130	898	706	125	831	643	121	764
Western	429	55	484	424	49	473	333	41	374
TOTAL	1,795	254	2,049	1,670	235	1,905	1,467	218	1,685

College Credit and CDA Training: Applications for college credit received by PA Pathways totaled 594. Of those, 517 vouchers totaling \$334,412.19 were paid for college credit or \$646.83 per voucher. Child care providers earned 1,619.5 college credits for a total of

24,420.2 hours of college work through the refund program. This represents \$206.49 per credit. A breakdown of college education by knowledge area can be found in Appendix A, Table A-1. CDA training fees of \$34,948.98 for 194 vouchers were paid and 511 vouchers totaling \$164,970 were paid for CDA assessment fees.

Professional Development Events and Topics: Table 2 shows the Knowledge Areas of professional development that were submitted for payment through the Refund (Voucher) Program. A breakdown including topics can be found in Appendix A, Table A-2.

Table 2: Voucher Program: Participants and Hours of Learning by Knowledge Area
July 1, 2004 - June 30, 2005

Knowledge Area	Center-Based Providers		Home-Based Providers	
	Number Participants	Contact Hours	Number Participants	Contact Hours
Knowledge Area 1 Child Growth & Development	129	3,812.5	13	377
Knowledge Area 2 The Environment, Curriculum & Content	332	10,453.4	44	1,539
Knowledge Area 3 Families in Society	58	1,594.5	13	643
Knowledge Area 4 Child Assessment	13	477	8	375
Knowledge Area 5 Communication	5	171	1	47.5
Knowledge Area 6 Professionalism & Leadership	39	2,544	8	396
Knowledge Area 7 Health, Safety & Nutrition	42	775	16	274
Knowledge Area 8 Program Organization & Administration	139	4,282.5	23	1,353
Other	710	11,903.5	92	2,086
TOTAL	1,467	36,013.4	218	7,090.5

2.2 PROFESSIONAL DEVELOPMENT OPPORTUNITIES

In FY 04/05, PA Pathways provided professional development opportunities (training and educational events) through 47 contractual service agreements across the state. Table 3 indicates activities offered through these subcontracted service organizations between July 1, 2004 and June 30, 2005. This information shows that 46,791 individuals participated in 2,645 professional development sessions for a total of 221,110 contact hours of learning. Professional development sessions are reimbursed to subcontracted organizations at a rate of

\$145.00 per hour. CDA and Certificate programs are reimbursed at a rate that varies between \$12,000 to \$15,000 for the full series depending upon whether the series is offered as credit or non-credit. Some of the specific guidelines for organizations are found in Appendix C, Pennsylvania Pathways Program Training Organizations Contractual Requirements.

Table 3: Professional Development Activity by Organization

July 1, 2004 – June 30, 2005

Organization	Type of Caregiver						Number of Sessions	Number of Hours	Number of Contact Hours
	Home-based	Center-based	School-age	R/N	Other	Total			
1199 C Training and Upgrading Fund	0	41	1	0	0	42	3	138	1690
Associated Day Care Services	16	68	9	0	7	100	1	29	2900
Bucks County Quality Child Care Coalition	1	901	10	0	4	916	42	124.5	2637
Butler County Children's Center*	70	676	21	0	42	809	55	184.5	2318.5
Capital Area Early Childhood Training Institute*	144	975	39	4	54	1216	81	465.25	8331.5
Catholic Charities Family Day Care	67	408	2	0	16	493	33	252	3933
Center for Community Services*	31	86	1	5	7	130	9	26	367
Central Intermediate Unit Family Services	1	194	61	0	32	288	14	48	878
Chester County Intermediate Unit	26	393	8	0	30	457	25	117	2486
Child Care Consultants, Inc.	50	208	0	0	12	270	35	86	653
Child Care Programs - LutherCare	7	107	2	0	1	117	9	24	294
Child Care Provider's, Inc.*	33	1794	3	12	3	1845	123	532.5	7,990.5
Community College of Philadelphia	273	235	9	0	30	547	33	270	5158
Community Services for Children*	53	709	35	1	17	815	47	259	4494
Delaware County Community College	134	979	41	0	9	1163	57	183	3734
Delaware Valley AEYC	31	908	4	0	18	961	56	431	9429
Delaware Valley Council for Early Care and Education	183	187	4	0	0	374	31	123.5	1734

Table 3: Professional Development Activity by Organization (continued)
July 1, 2004 – June 30, 2005

Organization	Type of Caregiver						Number of Sessions	Number of Hours	Number of Contact Hours
	Home-based	Center-based	School-age	R/N	Other	Total			
Edinboro University	0	297	3	0	8	308	24	75	999
Family Communications, Inc.	46	711	24	0	46	827	52	168	2589
Federation Family Day Care	0	185	1	0	0	186	14	46	471
Gateways of Southeastern PA*	83	159	30	23	47	342	21	74	1245
Harrisburg Area Community College	206	1407	26	1	39	1679	102	469	7802
Indiana County Child Day Care Program, Inc.	3	56	5	0	0	64	4	7	115
Lehigh Valley Child Care, Inc.	1	386	11	0	0	398	20	40	812
Lehigh/Carbon Community College	18	182	0	0	11	211	15	379	3907
Montgomery County Community College	0	487	15	0	44	546	37	404	5729
Montgomery Early Learning Centers*	55	1094	63	2	33	1247	88	671	11393
Northampton Community College	14	662	18	1	47	742	58	506	6491
Northwest Interfaith Movement	142	892	4	0	26	1064	48	319	7063
Penn College of Technology*	74	484	8	0	37	603	42	138	1992
PSU -- Fayette	23	132	0	0	9	164	11	33	492
PSU -- Lancaster	2	269	38	0	3	312	22	65	935
PSU – York/Mt. Alto	16	1021	6	0	2	1045	67	294	5395
PSU – York (Graduate)	0	67	0	0	0	67	4	170	2855
Penn State Cooperative Extension – Clearfield County*	9	16	0	1	2	28	7	24	92
Penn State Cooperative Extensions – All Counties	1641	13403	766	24	1774	17608	860	1978.25	42469.75
Philadelphia Early Childhood Collaborative	43	177	0	0	2	222	19	76	830
Please Touch Museum	28	327	0	0	17	372	20	61	1299

Table 3: Professional Development Activity by Organization (continued)

July 1, 2004 – June 30, 2005

Organization	Type of Caregiver						Number of Sessions	Number of Hours	Number of Contact Hours
	Home-based	Center-based	School-age	R/N	Other	Total			
Reading Area Community College	9	649	22	0	25	705	52	343	5088
The Preschool Project	107	927	2	0	18	1054	44	286	5730
Tuscarora Intermediate Unit	8	231	0	0	26	265	9	405	11145
United Way of York County	4	384	1	0	9	398	21	43	811
West Philadelphia Child Care Network	97	691	5	0	14	807	40	371.5	6972.5
Westmoreland County Community College	12	510	17	0	87	626	41	129	1950
WQLN of Northwest PA	3	819	8	0	157	987	65	501	8565.25
YMCA of Philadelphia & Vicinity	58	92	0	11	8	169	9	380	7176
YMCA of Pittsburgh*	168	2913	62	7	52	3202	175	517.5	9669
Totals	3,990	38,499	1,385	92	2,825	46,791	2,645	12,266.5	221,110

* Designates a Service Delivery Area (SDA) Coordinator agency. These agencies provided SDA services in addition to the delivery of educational events.

Table 4 presents a breakdown of the professional development efforts by activity type and Table 5 indicates professional development efforts by knowledge area. A more detailed table including caregiver type and topics can be found in Appendix A, Table A-3.

Professional development activities included 1,906 workshop and college course events, 183 Keystone STARS Core Series events, 397 Keystone STARS support events, 21 full/17 partial CDA training programs, 4 full/5 partial Director Core Certificate program events, and 28 sessions that provided information to individuals wishing to apply to the Trainer Quality Assurance System. Overall, the participant evaluations of educational events are very positive. Unit costs per session, per person, and per contact hour for each type of professional development activity are indicated in Table 4.

Table 4: Professional Development by Activity Type

July 1, 2004 – June 30, 2005

Type of Professional Development Activity	# of Sessions	# of Persons Trained	# of Hours of Training	# of Contact Hours	Unit Cost per Session	Unit Cost per Person	Unit Cost per Contact Hour
Workshops*	1,906	35,792	5,751.75	108,742.5	\$427.65	\$22.77	\$7.50
Keystone STARS Core Series Events	183	2,407	541	7,229	\$430.25	\$32.71	\$10.89
Keystone STARS Support Events	397	5,890	1,220	16,865	\$448.77	\$30.25	\$10.56
CDA Training Programs	21 Full 17 Partial	1,950	3,784	73,992	\$12,264.40	\$185.54	\$4.89
Director Core Certificate Programs	4 Full 5 Partial	448	804	12,933	\$12,486.80	\$181.17	\$6.28
TQAS Orientation/Adult Learning Principles**	28	304	165.75	1,348	\$831.18	\$76.56	\$17.26
Totals	--	46,791	12,266.5	221,110	--	--	--

*These figures include live workshops and satellite downlink sessions. Additional satellite downlink details are presented in the Distance Education section of this report.

**The TQAS Orientation and Adult Learning Principles training events are delivered by agencies under contract with PA Pathways. Additional information on these events is presented in the Trainer Quality Assurance System section of this report.

Table 5: Professional Development by Knowledge Area

July 1, 2004 – June 30, 2005

Knowledge Area	Number Trained	# of Sessions	Contact Hours
Knowledge Area 1: Child Growth & Development	4,793	236	13,291.75
Knowledge Area 2: The Environment, Curriculum & Content	17,502	1,007	51,278
Knowledge Area 3: Families in Society	2,411	135	7,229.5
Knowledge Area 4: Child Assessment	5,238	292	11,736.5
Knowledge Area 5: Communication	2,539	136	6,477.75
Knowledge Area 6: Professionalism & Leadership	3,299	231	10,846.5
Knowledge Area 7: Health, Safety & Nutrition	3,323	187	9,021.25
Knowledge Area 8: Program Organization & Administration	2,856	241	11,302.25
Other	4,830	180	99,926.5
TOTAL	46,791	2,645	221,110

Professional development activity is coordinated on a local level through the efforts of Service Delivery Area (SDA) Coordinators. Funds totaling \$316,014.34 were distributed to 10 contracted agencies. These contractors served multiple counties in geographic areas across the state. Each SDA is a single point of contact to gather information on educational needs and to promote collaboration efforts among contracted agencies and other stakeholders interested in early care and education issues and activities. SDAs use the needs assessments submitted by caregivers and directors to facilitate the scheduling and delivery of educational opportunities and professional development activities targeted to meet the identified needs. In addition, SDAs were responsible for the publication and distribution of printed calendars. These calendars were mailed to caregivers within an SDA at least two times per year.

2.3 HEALTH AND SAFETY WORKSHOPS

2.3.1 Health and Safety Voucher Program

PA Pathways supplied funds totaling \$83,225.00 to pay for workshops in the PA Pathways Pediatric First Aid course during the FY 04/05. This course meets the DPW regulatory requirement for first aid training for center and home-based child care staff. Table 6 shows that 1,795 persons were trained in 142 sessions for a total of 8,975 contact hours of learning. Sessions averaged 5 hours in length for an average cost of \$46.36 per caregiver. This represents a unit cost of \$9.27 per contact hour of learning or \$586.00 per session.

Table 6: Health and Safety Voucher Program

July 1, 2004 – June 30, 2005

Course	Number of Sessions	Number Trained		Number of Hours	Number of Contact Hours
		Center-based	Home-based		
Pediatric First Aid	142	1,564	231	710	8,975

2.3.2 ECELS

The Pennsylvania Chapter of the American Academy of Pediatrics, Early Childhood Education Linkage System (ECELS) provides health and safety training to caregivers located in Pennsylvania.

Table 7: ECELS Workshops

July 1, 2004 – June 30, 2005

COURSE	Type of Caregiver						Number of Sessions	Contact Hours
	Home-based	Center-based	School-age	Relative/Neighbor	Other	TOTAL		
Asthma	0	49	0	0	0	49	4	98
Caring for the Caregiver	0	35	0	0	0	35	3	70
Caring of Children with Diabetes	0	17	0	0	0	17	1	34
Food Allergies	0	82	0	0	0	82	6	164
Managing Illness	15	446	0	0	0	461	22	943
Pediatric First Aid	107	1,351	26	2	11	1,497	124	7,409.5
Preventing Injury During Active Play	0	165	0	0	1	166	7	332
Safe Medication Administration	0	51	2	0	0	53	4	159
TOTAL	122	2196	28	2	12	2,360	170	9,209.5

The professional development activity provided during FY 04/05 is summarized in Table 7. Total funds used for workshop sessions in FY 04/05 totaled \$93,000.00. Table 7 shows that 2,360 caregivers were trained in 170 sessions for a total of 9,209.5 contact hours of learning. Sessions averaged 4.18 hours in length for an average cost of \$39.41 per caregiver. This represents a unit cost of \$10.10 per contact hour of learning or \$547.06 per session.

2.4 LEGALLY UNREGULATED AND RELATIVE/NEIGHBOR PROVIDER SERVICES

2.4.1 Legally Unregulated and Relative/Neighbor Caregiver Services

The Penn State Better Kid Care introductory education program enrolls home-based providers who receive program materials via a toll free telephone number, postage-paid postcards, and through agency or workshop sign-ups. Enrollees, primarily relative/neighbor, registered home-based, and center-based providers, receive mailings of a free introductory kit and *The Basics of Caring for Children in Your Home* notebook.

The Better Kid Care introductory kit contains information on providing safe care to children, child development, working with parents, and other training opportunities. The booklets *101 + Ways to Keep Kids Busy* and *101+ Ways to Care for Kids*, offer a variety of activities and important ideas for running a child care home-based business.

In FY 04/05, 4,731 new enrollees were added to the mailing list to receive Better Kid Care materials. An estimation of hours of training provided through this self-learning modality is 2 hours per introductory kit for each new enrollee or 9,462 educational hours provided during the year. A breakdown of new program enrollees by month appears on Table 8.

Table 8: New Enrollees to Better Kid Care

July 1, 2004 – June 30, 2005

Month	Number of New Enrollees
July	291
August	266
September	404
October	481
November	508
December	239
January	529
February	409
March	375
April	432
May	348
June	449
Total	4,731

The *Basic of Caring for Children in Your Home* notebook is a collection of articles on select topics, activity ideas, and lunch and snack ideas. Topics for the articles are key issues identified from Better Kid Care telephone help line calls and training requests, such as biting, separation and sharing issues, handling temper tantrums, etc. Supplemental insert pages to this notebook are developed and sent to enrollees throughout the year.

Table 9: The Basics of Caring for Children in Your Home Notebook and Inserts

July 1, 2004 – June 30, 2005

Type of Mailing	Category	Number of Pages	Self-Directed Learning Hours*	Contact Hours
Notebook 4,647 mailed	Tips	35	29.5	137,086.5
	Activities	10		
	Lunches and Snacks	10		
	Caring for Kids	2		
Sets of Inserts 15,851 mailed	Tips	4	4	63,404
	Activities	2		
	Lunches and Snacks	2		
TOTAL				200,490.5

* Each category page is worth .5 hour except Caring for Kids, which is worth 1 hour.

During FY 04/05, the notebook was distributed to 4,647 providers. The mailing of notebooks accounts for 200,490.5 hours of self-directed learning. Insert pages for this notebook were mailed out to the 15,851 providers who returned the postage paid postcard at the close of FY 03/04 or were newly enrolled in the program. Each set of inserts consisted of four Tips pages, two Activities pages, and two Lunches and Snacks pages. Each page of material is worth 0.5 self-directed learning hours except Caring for Kids, which is worth 1.0 hour. Each unit of insert pages mailed accounted for 4 hours of self-directed learning for a total of 63,404 contact hours. Table 9 breaks down what was included in each type of mailing and the associated contact hours.

The educational activities of relative/neighbor caregivers is approached differently by individual subcontracted organizations. Many planned locally-based professional development activity for this fiscal year. Some organizations provided home visits and small group technical assistance activities. Other organizations provided a series of workshops that covered topics including developmentally appropriate practice, health and safety, and business.

In FY 04/05 organizations spent \$170,270.51 for relative/neighbor workshop events and other related activities. Educational activity consisted of 794 sessions to 6,990 caregivers. The unit cost for delivery of educational sessions to relative/neighbor caregivers is \$8.09 per contact hour of learning. Sessions were attended by an average of 8.80 caregivers at a cost of \$24.36 per person. The average cost per session was \$214.45. Table 10 summarizes the educational events sponsored by those organizations under contract for this year.

Table 10: Relative/Neighbor Caregiver Professional Development

July 1, 2004 - June 30, 2005

Organization	Sessions	Number Trained	Hours of Learning	Contact Hours
Community Services for Children (Northeast Region)	130	323	141	543
Lehigh Carbon Community College (Lehigh, Carbon)	2	14	300	2,100
LUTHERCare (Lebanon, Dauphin, Berks, Lancaster)	119	415	135	734.5
Penn State Cooperative Extensions (all counties)	348	5,800	826.25	16,494
Philadelphia Early Childhood Collaborative (Philadelphia and adj. counties)	195	438	398.5	1,171
Total	794	6,990	1,800.75	21,042.5

2.4.2 Mentoring Help Line

The Better Kid Care mentoring help line was created to be a resource to isolated home-based child care providers across the state that may need some educational information or contact with a caring, listening adult, as they work with children. It continues to serve the needs of home-based providers, as well as other early childhood educators, head start staff, foster

parents and grandparents. A trained professional answers the telephone, ready to listen to problems and offer assistance on a variety of serious issues, such as where to go for help with Keystone Stars, handling children who bite, parents who refuse to pay, making referrals for abuse, working with children with special needs, etc. Many callers (66%) received a packet of written information on their topic(s) of concern, as a follow-up to the telephone conversation.

The mentoring help line received 598 telephone calls during the fiscal year. The following table illustrates a breakdown of telephone help line calls by month.

Table 11: Number of Mentoring Help Line Calls
July 1, 2004 -June 30, 2005

Month	Number of Calls
July	45
August	49
September	38
October	44
November	45
December	47
January	69
February	44
March	70
April	65
May	49
June	33
Total	598

2.5 ON-SITE WORKSHOPS/TECHNICAL ASSISTANCE

The On-Site Workshops/Technical Assistance program allows caregivers to access funding for workshops or technical assistance that is specific to the needs at their sites. Applications are distributed to the organizations that are affiliated with PA Pathways and child care facilities that request on-site workshops or technical assistance. In addition, this program is expected to assist DPW licensing staff in their monitoring of caregivers that have compliance issues. Through a referral process, DPW licensing staff are provided the ability to link child care facilities that have technical assistance needs with PA Pathways services.

During FY 04/05, thirty-one (31) applications requesting assistance were received by PA Pathways. Technical Assistance dollars awarded to the 31 applicants totaled \$9,732.21 for 1,251.5 contact hours of learning. Four hundred eighteen (418) caregivers received services at \$23.28 per person or \$7.78 per contact hour of learning. Technical assistance requests included referrals from DPW licensing and interpreter services for hearing impaired caregivers.

2.6 DISTANCE EDUCATION OPPORTUNITIES

2.6.1 Satellite Workshops

Satellite workshops are a unique, cost-effective educational modality, offering valuable information to large numbers of providers across the state. From a learner viewpoint, satellite workshops enable child care providers to view high quality providers and children in real child care settings. Video technology allows the audience to not only hear about aspects of quality care, they can also see best practice in action in real settings.

Five (5) live satellite workshops were broadcast during FY 04/05. The majority of counties throughout Pennsylvania downlink these workshops live, enabling workshop participants to call or fax questions to guest speakers. Some counties offer multiple live downlink sites, providing greater access to providers in varied geographical areas. Each satellite session offers two hours of training for participants. During FY 04/05, satellite workshops have provided 11,162 contact hours of training to 5,495 individuals. Attendance figures for these workshops are found in Table 12. Satellite workshops continue to be a cost-effective way to reach a large number of child care providers across the state. Act 48 credits and Continuing Education Units (CEU's) are available for participation in the satellite workshop.

All satellite workshops are taped, allowing for the information to be accessed beyond the live air date. This is especially beneficial in areas where a local event may be happening on the night of the live broadcast or if weather problems deter attendance. Tapes of the workshops may be requested for general professional development or for working with new staff. Many of the satellite workshop videotapes become the basis for new video learn-at-home units in the coming fiscal year, enhancing the usage and cost-effectiveness of this training modality.

Table 12: Satellite Workshops

July 1, 2004 - June 30, 2005

Title of Workshop	Attendance	Contact Hours
See as a Child, Feel as a Child*	1,434	2,968
The Ins and Outs of Good Circle Times*	1,172	2,292
Implementing, Supporting, and Using Good Child Observation*	380	805
Easy Ways to Boost Kids' Brain Power*	1,102	2,162
Changing Spaces*	959	1,918
Improving and Using Your Observation Skills	10	20
Dealing with Anger – The Children's and Yours	93	186
Active Times – Quiet Times: Making Transitions Easier	1	2
Dealing with Bullying and Kids Who are Out of Control	344	809
TOTAL	5,495	11,162

*Indicates satellite workshops that were developed and delivered in the FY 04/05.

Better Kid Care consistently evaluates and tests new ways to enable audiences to begin using new skills which are presented in satellite workshops. A new presentation technique was introduced in this fiscal year, with the intent of giving participants the opportunity to apply what they learned to a child care situation. A scenario with children in a child care setting, related to the topic of the workshop, is shown at the end of the satellite downlink portion of each workshop. Participants are instructed to watch the scenario, and then discuss what they would say or do, based on information they just learned. For example, the December 2, 2004 satellite workshop, *The Ins and Outs of Good Circle Times*, ended with a scenario of a circle time which got out of control. Workshop participants were asked to discuss ways they would handle this situation, enabling them to apply information they had just learned.

Better Kid Care assesses satellite workshop impact via written feedback from workshop participants. Attendees at Better Kid Care satellite workshops receive a handout with questions related to using information presented in the workshop, such as trying a specific discipline technique, which was discussed and modeled in the satellite downlink. They are instructed to put the new information they learned into practice with the children in their care. The questions on the handout guide providers to choose new information or a skill, try it with children in their care, then evaluate it for future use. Completed handout forms are sent to the Better Kid Care office, where professional staff read and comment on the answers to give providers feedback and helpful suggestions to make their attempts to try something new and more successful for both the provider and the children. Respondents who don't seem to understand a concept are sent additional information and an invitation to call the Better Kid Care mentoring help line for more personal help and feedback. Providers who complete the form and mail it to the Better Kid Care office receive a certificate for one training credit, in addition to the two credits received for attending the workshop.

2.6.2 Distance Education Units

Practical learning style, convenience, and accessibility make the distance education lessons very popular with child care providers. Evaluation comments have shown the distance education lessons, via mail or web-based, are widely requested by all types of providers, but especially home-based providers, from all areas of the state. Inner-city center directors indicate these self-learning units are a welcome mode of training for staff who fear for their safety if they go to training events at night. Rural providers cite the convenience of educational opportunities without time or transportation constraints.

During FY 04/05, requests for 17,886 distance education lessons were received from Pennsylvania counties. Child care providers are encouraged to duplicate blank workbook pages, allowing multiple providers to use a requested distance education lesson. Program participants successfully completed 89% (14,975) of the lessons requested and were awarded training credits.

In FY 04/05, 28,777 hours of training were accessed by completing distance education lessons. In comparison, 23,579 hours of training were accessed by completing distance education lessons during the same time period in the previous fiscal year. Completion of a mail-based unit merits two hours of training. Web-based units vary, providing one or two hours of training. Act 48 training credits and Continuing Education Units (CEU's) are available for completing distance education units.

The number of distance learning unit requests received by month is listed in the following Table 13 and the number of mail-based units requested and assignments received by title are given in the Table 14.

Table 13: Distance Learning Unit Usage by Month

July 1, 2004 - June 30, 2005

Month	Number of Units Requested	Number of Assignments Received*	Hours of Learning Granted
July	1,143	990	1,910
August	992	779	1,472
September	1,243	1,247*	2,064
October	1,501	901	1,723
November	1,271	1,274*	2,441
December	807	946*	1,814
January	1,912	1,033	2,012
February	1,608	1,330	2,573
March	1,773	1,799*	3,466
April	1,999	1,259	2,390
May	1,761	1,777*	3,418
June	1,876	1,903	3,516
Total	17,886	15,238	28,777

*Child care facilities are encouraged to duplicate workbook pages. This may yield a higher number of completed lessons than requested in a month and a cost savings to the program.

Table 14: Mail-Based Distance Learning Unit Usage by Title

July 1, 2004 - June 30, 2005

Video Learn-at-Home Title	Number of Units Requested	Number of Assignments Received	Hours of Learning Granted
Family Day Care...it's a business	300	140	280
Play Is the Business of Kids*	0	19	38
Getting Children to Follow Rules*	0	22	44
How Safe Is Your Family Day Care Home?*	0	12	24
Reading Aloud with Children*	0	19	38
Storytelling with Children*	0	12	24
Activity Planner*	0	10	20
Kids in the Outdoors	324	409	818
The "M" Show: Movement, Music and Math	354	362	724
Space Matters	314	402	804
Let's Play	267	285	570
Let's Talk	276	343	686
Caring for Infants and Toddlers	631	686	1,372
The Joy of Discipline	388	554	1,108
Program Planning and Transitions	304	271	542
Discovering Art and Science	300	259	518
Snack Time...It's More Than Juice and Crackers	311	268	536

Table 14: Mail-Based Distance Learning Unit Usage by Title
July 1, 2004 - June 30, 2005 (continued)

Video Learn-at-Home Title	Number of Units Requested	Number of Assignments Received	Hours of Learning Granted
Supporting Stressed Children	511	362	724
Using Art Materials	245	258	516
Behavior Is Contagious	377	450	900
What's Normal Development? What's Not?	600	300	600
A Good Four Letter Word: PLAY	288	263	526
Communicating with Children	412	599	1,198
Learning to Read Before Six???	379	183	366
Summertime Care	283	214	428
Believe it or not...You can be a Storyteller	229	142	284
Is Block Play Really Important?	155	176	352
How to Work with Problem Parents	392	398	796
Junk Makes Great Learning Materials	193	175	350
Violence, Kids, Discipline, and Keeping the Peace	361	255	510
Active Kids Are Learning Kids	248	302	604
Secrets of How to Get Parents Involved	272	280	560
How to Make and Use Puppets	248	162	324
What Brain Research Tells Us About Infant Care	368	229	458
How to Take the Stress Out of Caregiving	417	642	1,284
Working With Wood – Kids Can Do It!	145	90	180
Eating Times – the ups and downs	248	186	372
Pets in Child Care?	205	132	264
New Ways to Plan Activities	488	353	706
Let's Celebrate!	281	252	504
Exciting Backyard Science Activities	214	165	330
Secrets for Preventing Problem Behaviors	517	499	998
Child Care and You: An Overview for New Center Staff*	0	47	94
Child Care and You: Building Skills for Tomorrow*	0	21	42
Music for the Non-Musical	221	215	430
The Ups and Downs of Outdoor Play	240	222	444
Toddlers: terrible or terrific?	418	328	656
Let's Talk....Discipline	406	216	432
What Children Need to Know to Start School	485	250	500
Activities for Learning Math: Numbers, Colors and Shapes (New)	412	175	350
Active Times – Quiet Times: Making Transitions Easier (New)	358	312	624
Understanding and Supporting Children's Physical and Cognitive Development (New)	21	0	0
Understanding and Supporting Children's Social/Emotional and Language Development (New)	20	0	0
Total Video Units	14,426	12,926	25,852

* Titles with an asterisk are being discontinued and replaced. "New" indicates new units added in FY 04-05.

Beginning in January 2001, web-based learning units were developed and included on the Better Kid Care web site. Two-hour video learn-at-home units were redesigned and formatted for on-line learning. These one- and two-hour units are available only in an on-line web-based learning format. Web-based instructors evaluate each lesson submitted electronically and provide individual feedback and guidance electronically via email. In total, participants completed 2,312 web-based units for 2,925 hours of learning. Participants' evaluations indicate a high satisfaction with the quality of the learning format, personal responses to assignments, and the efficiency of this electronic method. Web-based learning is becoming even more critical considering the increased numbers of home-based and center-based providers with Internet access. Table 15 shows web-based learning unit usage for the year.

Table 15: Web Distance Learning Units by Title
July 1, 2004 - June 30, 2005

Web Learning Unit Title	Number of Units Requested	Number of Assignments Received	Hours of Training Granted
Caring for Groups of Mixed Age Children: Its' a Juggling Act!	79	68	68
Children and Television	53	43	43
Dramatic Play: I'll be the Mommy and you be the dog..."	53	44	44
Emergent Literacy Begins at Birth	44	39	39
Is Sharing a Problem?	70	55	55
Picky Eaters – What Can You Do About Them?	67	57	57
Playing Detective About Biting	84	65	65
Space for Playing and Learning in a Family Child Care Home	34	27	27
Super Sand	51	41	41
Toilet Learning	123	97	97
What Will the Children Play With?	36	32	32
Wonderful Water	51	40	40
Baby Play	80	69	69
Beyond Juice and Crackers: Snack Time for your family child care home	27	23	23
Getting the Work Out: Marketing your Family Child Care	36	31	31
Reading to Children	57	51	51
Through the Eyes of a Toddler	106	81	81
Backyard Discoveries	41	40	40
Let's Make a Parade	33	28	28
Is Naptime Necessary	61	53	53
How to Get Through to Parents	110	96	96
Math Basics for Young Children	56	48	48
Music Magic	39	33	33
Running Your Child Care Home as a Business	30	26	26
Through the Eyes of a Three-Year-Old	76	61	61
What's the Plan for Your Day?	52	44	44
Block Play Builds Learning Skills <i>(New)</i>	48	40	40
Cooking with Young Children <i>(New)</i>	107	82	82
Field Trip Fun <i>(New)</i>	57	46	46
Gardening with Young Children <i>(New)</i>	30	30	30
Photographs: Creative Uses in Family Child Care <i>(New)</i>	51	47	47
Rainy Day Ideas <i>(New)</i>	119	93	93
Stepping Stones in School Readiness <i>(New)</i>	98	29	29
Time for Transitions <i>(New)</i>	48	40	40
Totals for One-hour Web-based Units	2,107	1,699	1,699

"New" indicates new units added in the fiscal year.

Table 15: Web Distance Learning Units by Title (continued)

July 1, 2004 - June 30, 2005

Web Learning Unit Title	Number of Units Requested	Number of Assignments Received	Hours of Training Granted
A Good Four-Letter Word – PLAY	47	19	38
Active Kids Are Learning Kids	16	8	16
Behavior Is Contagious	55	27	54
Caring for Infants and Toddlers	111	58	116
Communicating with Children	45	26	52
Eating Times – the ups and downs	24	13	26
Exciting Backyard Science Activities	17	8	16
Family Day Care...it's a business	31	14	28
How Safe Is Your Family Day Care Home?	20	13	26
How to Make and Use Puppets	22	7	14
How to Take the Stress out of Caregiving	57	31	62
How to Work with Problem Parents	45	17	34
Is Block Play Really Important?	20	12	24
Junk Makes Great Learning Materials	18	9	18
Learning to Read Before Six???	40	20	40
Let's Celebrate!	30	13	26
Music for the Non-Musical	25	16	32
New Ways to Plan Activities	51	19	38
Pets in Child Care?	18	10	20
Program Planning and Transitions	29	12	24
Secrets for Preventing Problem Behaviors	68	22	44
Secrets of how to Get Parents Involved	22	5	10
Snack Time: It's More Than Juice and Crackers	50	31	62
Summertime Care	25	11	22
Supporting Stressed Children	82	33	66
The Joy of Discipline	55	37	74
The Ups and Downs of Outdoor Play	19	9	18
Toddlers: terrible or terrific?	75	23	46
Using Art Materials	40	23	46
Violence, Kids, Discipline & Keeping the Peace	49	21	42
What Does Brain Research Tell Us About Infant Care	52	16	32
What's Normal Development? What's Not?	85	23	46
Working with Wood – kids can do it!	10	7	14
Totals for Two-hour Web-based Units	1,353	613	1,226

"New" indicates new units added in the fiscal year.

Designed to meet the requirements for the Keystone Stars Quality Initiative, the New Staff Orientation program is a 15-hour video-based introductory training for new center staff. Each of the thirty units covers topics which are critical for providing quality care for young children, including supervision of children, various aspects of child development, importance of play, communication, etc.

Center-based child care providers have the option of completing the entire New Staff Orientation program to receive 15 credit hours of training or to complete individual units in the program to earn .5 hours of training per unit. Act 48 training credits and Continuing Education

Units (CEUs) are available for completing the entire New Staff Orientation program and for individual units. Better Kid Care received and processed 717 requests for the New Staff Orientation series. The number of certificates of completion for the New Staff Orientation program is shown in Table 16.

Table 16: New Staff Orientation Completed by Month
July 1, 2004 - June 30, 2005

Month	Number of Full Programs Completed (15 learning hours awarded)	Number of Individual Units Completed (.5 learning hours awarded)
July	219	34
August	250	31
September	206	103
October	168	171
November	180	42
December	165	14
January	317	115
February	257	90
March	315	64
April	289	149
May	292	200
June	457	97
Total Certificates Awarded	3,115	1,110
Total Learning Hours Awarded	46,725	555

A new orientation program, targeted toward home-based providers, was introduced in October 2004. The Home-Based Caregiver Orientation is a six-hour training that consists of three parts: *Family Child Care....it's a business*, *Understanding and Supporting Children's Physical and Cognitive Development*, and *Understanding and Supporting Children's Social and Emotional Development*.

Table 17 shows the number of requests received for the new Home-Based Caregiver Orientation and the number of completion certificates issued for completing this series of three lessons. (how much credit do they receive for completing the series?) Act 48 training credits and Continuing Education Units (CEUs) are available for completing the Home-Based Caregiver Orientation units.

Table 17: Home-based Orientation Requests and Certificates Issued by Month
July 1, 2004 - June 30, 2005

Month	Number of Requests	Number of Certificates Issued
July	0	0
August	0	0
September	0	0
October	84	0
November	189	0
December	26	20
January	89	23
February	36	21
March	45	37
April	42	15
May	50	23
June	60	30
Total	621	169
Total Learning Hours Awarded		1,014

2.6.3 Education and Information via the Internet

Better Kid Care offers information and training opportunities via the Internet. Specifically, on-line visitors to the Better Kid Care web site find information about satellite workshops, videos from past satellites, articles for parents on child related topics, monthly activity and snack ideas for parents and child care providers, learning units for DPW training credits, and educational materials for business and industry on supporting working parents and their child care related issues. Making educational materials available via the internet is a cost effective, easily accessible mode of delivery to the public. Child care providers may choose to download distance education lessons for their own information or formally complete the assignments and submit them for review. Almost 407,000 pages of information were accessed from the Better Kid Care web site during the fiscal year. Without web site access, these requests would have involved printing and postage costs.

There were 142,090 unique visitors to the Better Kid Care web site in FY 04/05 which is an average of 11,841 per month. The number of unique visitors by month is found in Table 18.

Table 18: Unique Visitors to the Better Kid Care Web Site by Month
July 1, 2004 – June 30, 2005

Month	Number of Unique Visitors
July	7,690
August	8,546
September	10,403
October	11,002
November	11,644
December	9,958
January	13,921
February	14,040
March	14,553
April	14,733
May	13,709
June	11,891
Total	142,090

Access of web site information from the Better Kid Care Website, from July 1, 2004 through June 30, 2005, is documented in Table 19.

Table 19: Better Kid Care Web Site Usage
July 1, 2004 - June 30, 2005

Type of Information	Number of Pages of Information Accessed
Better Kid Care information	86,616
Distance education lessons (<i>content and implementation</i>)	111,262
Satellite workshop information	19,753
Provider resources and materials	69,099
Media articles and public service announcements	108,061
Parenting information	12,006
TOTALS	406,797

2.7 KEYSTONE STARS ENVIRONMENT RATING SCALES (ERS) PROJECT

The environment rating scales (ERS) are standardized rating scales used to assess the quality of classrooms for children. There are scales that assess early childhood environments (ECERS-R), infant-toddler environments (ITERS-R), Family Day Care (FDCRS), and school-age environments (SACERS).

Keystone Stars standards require providers to participate in the Keystone STARS ERS workshops on the environment rating scales as part of the Keystone STARS Core Training Series. The workshop includes an overview of the indicators of child care quality and prepares center and group day care home providers with the skills necessary to use the rating scale as a self-assessment tool to meet STAR Two standards. The FDCRS training prepares family day care home providers for a STAR 2 assessment conducted by Keystone STARS ERS assessors. At STAR three and STAR four, all providers are required to have an ERS site assessment conducted by Keystone STARS assessors.

The Keystone STARS ERS assessors are also responsible for conducting pre- and post-assessments for facilities which have been selected to participate in the Keystone STARS quality study. Table 20 illustrates the number of environment rating scale workshops offered during the 04-05 fiscal year. Table 21 illustrates the number of participants who received the workshop per scale.

Table 20: ERS Workshop Events by Region

July 1, 2004 - June 30, 2005

ERS Event	Western	Central	Northeast	Southeast	Total
ECERS-R	10	9	10	10	39
FDCRS for Family	7	10	4	5	26
FDCRS for Group	3	4	4	3	14
ITERS-R	4	4	3	6	17
ITERS-R Short	5	2	8	4	19
SACERS	9	5	13	9	36
TOTAL	38	34	42	37	151

Table 21: ERS Workshop Participants by Region

July 1, 2004 - June 30, 2005

ERS Event	Western	Central	Northeast	Southeast	Total
ECERS-R	269	190	278	338	1,075
FDCRS for Family	74	94	31	78	277
FDCRS for Group	14	24	42	26	106
ITERS-R	97	75	57	154	383
ITERS-R Short	92	19	151	82	344
SACERS	178	30	200	156	564
TOTAL	724	432	759	834	2,749

The Keystone STARS assessors also conducted assessments in 144 classrooms. These included 43 post assessments for the quality study, 25 FDCRS STAR two assessments, 66 STAR 3 assessments and 10 STAR 4 assessments.

ERS Project management monitors staff activity through use of an in-house database where staff record time and activity. This time log database enables management to monitor staff time as well as provides information into the personnel time costs associated with materials development, trainings, assessments, reliability checks and report writing. This database is also used to provide monthly aggregate data to DPW.

2.8 SCHOOL-AGE CHILD CARE PROJECTS

The SACC Projects are responsible for providing professional development activities and technical assistance to child care programs that have school-age components. In FY 04/05, SACCs were funded \$762,155.82 for services. SACCs provided 502 sessions to 8,791 caregivers for a total of 21,395.8 contact hours of learning as shown in Table 22. Unit costs include SACC activities include the development and delivery of workshops and other educational events, facilitation of telephone assistance, distribution of printed material (e.g., newsletters, training brochures and directories), and the operation of resource lending libraries.

Table 22: SACC Workshops
July 1, 2004 - June 30, 2005

SACC	Number of Workshops	Number of Participants	Hours	Contact Hours
Northeastern Region SACC	67	860	128.7	1,782.8
Southeastern Region SACC	192	3,394	457	7,858
Central Region SACC	127	2,591	338.5	7,176
Western Region SACC	116	1,946	286	4,579
TOTAL	502	8,791	1,210.2	21,395.8

2.9 T.E.A.C.H. SCHOLARSHIP PROGRAM

The T.E.A.C.H. Early Childhood Project Scholarship Program, administrated by PACCA, continues to market and distribute applications to center-based and home-based staff in Pennsylvania via newsletters, presentation at meetings and conferences, statewide mailing, and direct contact. During FY 04/05, T.E.A.C.H. distributed \$1,748,241.68 in scholarship related funds and totaled \$636,286.00 in management and other administrative costs.

During the fiscal year, 988 scholarship recipients utilized scholarship dollars. This is an unduplicated count of 434 new and 554 previous/renewed scholarships. The average cost per scholarship for the BA center-based provider was \$1,043.82 and for a BA family provider was \$1,987.12. The average cost per scholarship for the AA center-based provider was \$1,633.20 and for AA family provider was \$2,667.14. The average cost for a center-based CDA recipient was \$273.87 and for a family-based CDA recipient was \$369.30 (Table 23).

Table 23: T.E.A.C.H. Scholarship Expenditures by Scholarship Type

July 1, 2004 - June 30, 2005

Scholarship Component	Total	BA Center**	BA Family	AA Center	AA Family	CDA Center*	CDA Family
Tuition	\$872,830.84	29,563.00	8,604.00	63,387.10	190,164.04	840.4	294.3
Books	\$130,625.19	8,087.89	1,024.06	91,405.95	29,890.35	216.94	0.00
Travel	\$159,300.00	7,425.00	1,350.00	119,025.00	31,275.00	150.00	75.00
Release	\$561,835.65	15,492.89	6,456.00	366,179.33	173,545.43	162.00	0.00
Bonus	\$23,650.00	0.00	450.00	0.00	23,200.00	0.00	0.00
TOTAL	\$1,748,241.68	60,541.78	17,884.06	1,219,997.38	448,079.82	1,369.34	369.30
Number of Recipients		58	9	747	168	5	1
Average Cost		\$1,043.82	\$1,987.12	\$1,633.20	\$2,667.14	\$273.87	\$369.30

*No CDA scholarship recipient completed an entire contract, most transitioned to an Associate degree program.

**The average cost for a Bachelor's degree scholarship for center-based recipients is significantly lower than anticipated as the tuition component for 17 recipients was funded by another program.

Table 24 indicates that participants completed a total of 6,112 credits or 91,680 clock hours during the semesters Summer I and II, Fall, Winter, and Spring. The average GPA varied between 3.15 and 3.32 depending on the semester. Students withdrew from courses primarily due to their inability to complete the course, withdrew from the scholarship program, or for medical reasons. In the FY 04/05, forty-four (44) DPW funded scholarship recipients graduated with an Associate's degree, eight (8) DPW funded recipients successfully completed a scholarship contract and did not renew/accept another scholarship, and 124 DPW funded scholarship recipients withdrew from the program.

Table 24: T.E.A.C.H. Scholarship Credit Information by Semester

July 1, 2004 - June 30, 2005

Semester	Number of Students Enrolled	Credits Completed	Average Credits Completed	Clock Hours Completed	Average GPA
Summer I	208	658	3.16	9,870	3.17
Summer II	109	304	2.79	4,560	3.15
Fall	553	2,436	4.41	36,540	3.31
Winter*	7	15	2.14	225	3.25
Spring	654	2,699	4.13	40,485	3.32
Summer I	238	--	--	--	--
TOTAL	1,769	6,112	--	91,680	--

* Winter 2004 semester occurs at two participating colleges, Reading Area Community College and Mercyhurst Northeast.

Scholarship recipients are located in 58 counties with the highest concentration in Philadelphia, Allegheny, Montgomery, Lancaster, Delaware, York, and Dauphin. There are 25 institutions affiliated with the T.E.A.C.H. Program with a higher number of recipients attending the Community College of Philadelphia, Harrisburg Area Community College, Northampton Community College, and the Community College of Allegheny County. Table 25 provides scholarship participation by college.

Table 25: T.E.A.C.H. Scholarship Participation by College

July 1, 2004 - June 30, 2005

College or University	BA Center	BA Family	AA Center	AA Family	CDA Center	CDA Family
Bucks County Community College	0	0	37	9	0	0
Butler County Community College	0	0	7	3	0	0
Cheyney University of PA	1	2	0	0	0	0
Clarion University of PA – Venango	0	0	9	0	0	0
Community College of Allegheny County	0	0	75	19	1	1
Community College of Beaver County	0	0	5	3	0	0
Community College of Philadelphia	0	0	147	52	2	0
Delaware County Community College	0	0	31	5	0	0
East Stroudsburg University of PA	17	1	0	0	0	0
Edinboro University of PA	0	0	8	0	0	0
Harcum College	0	0	31	0	0	0
Harrisburg Area Community College	0	0	114	16	2	0
Lackawanna College	0	0	11	3	0	0
Lehigh Carbon Community College	0	0	16	1	0	0
Lock Haven University of PA - Clearfield	0	0	5	6	0	0
Luzerne County Community College	0	0	19	2	0	0
Mercyhurst College North East	0	0	3	1	0	0
Montgomery County Community College	0	0	72	10	0	0
Northampton Community College	0	0	92	22	0	0
Penn State – University Park	0	0	6	1	0	0
Penn State – York	0	0	22	6	0	0
Pennsylvania Highlands Community College	0	0	16	1	0	0
Reading Area Community College	0	0	5	2	0	0
West Chester University of PA	41	6	0	0	0	0
Westmoreland County College	0	0	15	6	0	0
TOTAL*	58	9	747	168	5	1

*This is an unduplicated count of scholarship recipients.

2.10 CAPITAL AREA EARLY CHILDHOOD TRAINING INSTITUTE

The Capital Area Early Childhood Training Institute (CAECTI) provided services and programs to five counties in the central part of Pennsylvania. This enabled the Institute to serve parents and child care providers in an area in the south central region of Pennsylvania by offering by offering educational events, conference presentations, and on-site mentoring services. Workshops (132) were provided to 1,717 caregivers for a total of 5,201.5 contact hours (Table 26). In addition, CAECTI provided mentoring services totaling 24 sessions for 136 caregivers/directors. These mentoring services provided 397.5 contact hours. In total, CAECTI reported the delivery of educational services to 1,853 caregivers for a total of 5,599 contact hours.

CAECTI provides services that are individualized where one-on-one technical assistance/mentoring is provided to caregivers in child care programs using the expertise of an infant/toddler training specialist. This model does not replace or compete with other educational opportunities, but helps to integrate.

Table 26: Capital Area Early Childhood Training Institute Professional Development
July 1, 2004 - June 30, 2005

Activity	Training Sessions	Number Trained	Hours of Learning	Contact Hours
Workshops	132	1,717	376	5,201.5
Mentoring	24	136	86	397.5
Total	156	1,853	462	5,599

2.11 KEYSTONE STARS TA SERVICES

STARS Technical Assistance (TA) is a statewide network of eight organizations that provide consultation and technical assistance to support the Keystone STARS quality improvement initiative. The STARS TA organizations provide individualized and on-site assistance to facilities, helping them achieve a specified knowledge area or performance expectation of the Keystone STARS standards. STARS TA organizations serve Keystone STARS (KS) facilities within designated geographic areas and are responsible to provide and coordinate the delivery of technical assistance services that are requested by Keystone STARS facilities within their area.

The goals of STARS TA are to:

- Establish a statewide, stable network of technical assistance services for the Keystone STARS initiative.
- Foster the formation of collaborative partnerships (coordinated through a lead agency, serving as a single point of contact) among community-based consultants to deliver comprehensive consultation services to Keystone STARS facilities.
- Assist eligible Keystone STARS child care facilities to achieve specific quality performance standards required for STAR 2 and higher designations.

Under the direction of DPW, KURC administered eight (8) STARS TA organizations that were contracted to deliver technical assistance services to KS facilities within a specific geographic area.

In FY 04/05, the STARS TA began the delivery of their service. During the year, KURC's administrative responsibilities included: monitoring STARS TA organization contracts and providing oversight of STARS TA. This included ensuring that the STARS TA organizations fulfilled the requirements of their contract, particularly as it relates to fiscal matters and the STARS TA organizations' agreements with partnering consultants; collaboration with the CCDs, KURC environment rating scale assessors, and PA Pathways; and ensuring the quality and integrity of their delivery of technical assistance. Table 27 provides an overview of the services that they delivered.

Table 27: STARS TA Services
July 1, 2004 - June 30, 2005

STARS TA	# of Referrals	# of Completed Request Forms	# of Intakes Completed	# of Signed LOA's	# of Active Cases	# of Closed Cases
University of Pittsburgh – OCD	36	32	25	17	4	6
YMCA of Pittsburgh	23	17	11	10	6	2
HDFS - PSU	50	11	11	7	6	1
CAECTI	141	92	71	68	43	16
MELC	140	74	63	58	43	10
PECC	103	90*	84*	82*	44	30*
Child Care Providers, Inc.	58	32	24	23	15	8
Northampton Community College	86	46	43	34	13	21
Total	637	394	332	299	174	94

* This number includes facilities that were affected by the Philadelphia School District closings.

2.12 SPECIAL DPW INITIATIVES

2.12.1 Child Care Works Helpline

The Child Care Works Helpline, administered by the Central Susquehanna Intermediate Unit until March 31, 2005, is a toll-free information and referral helpline that responds to questions about child care in Pennsylvania. Between July 1, 2004 to March 31, 2005, this helpline received 6,571 calls for information or referrals in the fiscal year. Approximately forty-two percent (42%) of calls came from parents, grandparents, providers, agencies, or other

interested parties. Callers learned about the helpline most frequently through application for agency services (9.51%), word of mouth (6.28%), or the Internet (5.36%). The two most frequent reasons for calling included questions related to subsidy issues (23.83%) and questions looking for child care (5.17%). Other callers were accessing information on the licensing status, seeking information on what to look for in child care, or requesting information on child development issues. Calls most frequently originated from Philadelphia (566 calls), Delaware (356 calls), Allegheny (234 calls), and Montgomery (233).

The Child Care Works Helpline provided callers with referrals to a variety of agencies including CCIS offices (29.69%), United Way agencies, DPW Regional Offices, Head Start agencies and YMCA programs. Callers may request additional information through material mailed from the Child Care Works Helpline. This material includes information on child development, child safety, parenting, nutrition, and behavior. Materials totaling 15,482 pieces of information were sent out to 317 callers. The help-line received funding totaling \$62,784.25. The average cost per call was \$9.55.

2.12.2 Training System/STARS TA Coordinator

Funding totaling \$72,800 was provided for consulting services for a Training System/STARS TA Coordinator. This position was created in FY 2002/03 to ensure that the delivery of training in regional/service delivery areas met the guidelines established by DPW and PA Pathways, particularly with regard to the Keystone STARS initiative. In FY 2004/05 increased responsibilities regarding the restructuring of PA Pathways and the creation of the new Northwest Regional Key program were added to this position.

During the first half of this fiscal year, the major responsibilities of this position included oversight of activities as related to the training organizations, the Service Delivery Area Coordinators (SDAs), and the STARS TA organizations. Specifically, the coordinator was responsible to: 1) provide monitoring of training organizations and SDA Coordinators that are under contract with KURC and located throughout the state; 2) provide assistance in regions across the state to develop collaborative relationships among key groups to assess training needs, and to plan training schedules to meet those needs, particularly those within Keystone STARS sites; and 3) provide oversight of the STARS TA program to support the Keystone STARS Quality Improvement Initiative.

In these roles, this coordinator helped to facilitate the management of training services in multi-county areas of Pennsylvania by organizing meetings and conducting site visits to PA Pathways training organizations and the Child Care Resource Developers (CCRDs) as the liaison from the training system to the Keystone STARS initiative. Training and technical assistance activities included: guidance on the use of the on-line training calendar; the organization of and attendance at meetings to help coordinate training activities and avoid duplication of services; support for agencies as they fulfill their contractual roles and responsibilities for PA Pathways; and assistance for individual providers and agencies seeking specific training to meet staff needs and Keystone STARS performance standards. The coordinator attended many community meetings to explain and promote the services and programs of PA Pathways, and encourage collaboration among groups interested in professional development for Pennsylvania's child care providers. The Coordinator participated in several local planning group meetings throughout the state, as well as Partner Meetings with DPW and the CCRDs.

The Coordinator attended regular regional SDA meetings throughout the state, and assisted the SDA Coordinators with meeting the terms of their contracts and work in their communities. A major activity of these groups was to bring stakeholders to a common table to discuss child care training needs, and how to implement professional development opportunities in a specific geographic area to best meet these needs. The Coordinator worked with the SDAs and Pathways office to create the SDA printed calendars that incorporated the entries to the on-line calendar and other statewide information. Each SDA produced two to three of these comprehensive calendars during the 2004/05 year.

The Coordinator also assisted the President of KURC in oversight of the STARS TA work. Regular meetings and conference calls occurred throughout the July to December time period. KURC worked with Prequel to develop a database for the STARS TA organizations, and delivered training to staff on this database in October. The Policy and Procedures Manual for the STARS TA organizations was completed and distributed early in this fiscal year.

In addition to working with the training organizations, community groups, SDAs and STARS TA organizations, the Training System/STARS TA Coordinator was involved in the development and implementation of new materials and programs, as well as the refinement of existing materials. In September 2004 the second round of Train-the-Trainer sessions occurred for the Business Practices Series sessions on Accounting and Human Resources Management. In March 2005 a revised module on Marketing for Child Care Providers was completed and delivered to a core group of trainers.

2.12.3 Emergency Preparedness

PA Pathways supported the development and duplication of emergency preparedness trainer/trainee material targeted to directors in early care and education facilities. These two hour events provide instruction directed at all PA child care facilities, as well as instruction that provides information on emergency management contacts/policies that are specific to local PA counties. These events will be delivered/distributed in FY05-06. The training focuses on:

- Providing standardized material (resources and training video) enabling new child care directors to develop a disaster preparedness plan for their child care facility (2,000 copies). Additional material was developed to enable facilities to update their disaster preparedness plans annually (6,000 copies). Dollars were also used to purchase 1,750 NOAA radios to be distributed at training events targeted to new directors.
- Providing access to resources so that child care professionals will be appropriately trained in emergency management responses which help to prepare them to handle all types of emergencies to ensure the safety of the children in their care.
- Providing information on contacts for local emergency management or other emergency personnel/agencies.

2.12.4 R & R Enhancement

Under the direction of DPW, KURC was provided with dollars to help facilitate the efforts of the resource and referral system in Pennsylvania. Professional development activities, consulting services, and resources were provided by a variety of consultants and organizations. Dollars totaling \$52,991.94 were used to support several statewide Child Care Information Services (CCIS) meetings and other planning meetings organized and facilitated by KURC. Resource and referral funds totaling \$247,233 supported start-up efforts of the PA Key and consulting services totaling \$83,123.54 were provided by Computer Help, Inc.

3.0 OTHER PROGRAM TASKS

3.1 NEWSLETTERS

Four issues of *Child Care Concepts*, the center-based newsletter were mailed to an average of 5,893 centers and other interested parties around Pennsylvania. The PA Pathways home-based newsletter, The *PROVIDER*, was also distributed four times in the fiscal year to an average of 6,817 providers and other interested parties. See Appendix C for samples of these issues.

For each issue of the newsletters, the printing costs are approximately \$0.30 per copy and the mailing costs are approximately \$1,533.00 to \$1,850.00 per issue depending on the distribution.

3.2 OTHER PROFESSIONAL DEVELOPMENT SYSTEM COMPONENTS

The other professional development system components of PA Pathways consist of those identified in the PA Pathways Career Development Plan, which provided a strategic plan for the development of the system over the past several years. The following work was completed during this fiscal year, related to these other professional development system components.:

- Coordination of services for the Pennsylvania Department of Public Welfare, Bureau of Child Day Care, to provide input and recommendations regarding the improvement of child care programs as it benefits children, parents, child care providers, and the general community. PA Pathways staff members serve on a variety of committees that address career development system features, and collaborative efforts with the PA Department of Education and other efforts at the request of the DPW.
- Operation of the approval process for agencies interested in offering the PA Director Core and Advanced Certificate programs. To date, fourteen (14) organizations applied and received approval or are pending approval to sponsor the Director Core Certificate program during the fiscal year. Agencies that are approved are listed on the PA Pathways website.
- Organization and delivery of an annual meeting of trainers held in May 2005 in Harrisburg, Pennsylvania. Approximately 250 individuals including representatives from PA Pathways educational service agencies and other interested trainers that are approved by the Trainer Quality Assurance System (TQAS) attended this meeting. This meeting of trainers is designed to provide information on new and innovative training topics/techniques and is targeted to individuals that work with, or in collaboration with, Department of Public Welfare associated agencies that provide educational programs and services. Twenty-one (21) sessions and a PA Pathways business meeting were offered.
- Organization and delivery of other appropriate training-of-trainer events including an ECERS-R training of trainers attended by 32 individuals and PAS Assessor Reliability Training attended by 47 individuals.

3.2.1. Trainer Quality Assurance System

The Trainer Quality Assurance System (TQAS) has established procedures for approving individual trainers who provide educational services either through an organization under agreement with PA Pathways or through organizations that operate in collaboration with the PA Pathways system. Some specific tasks for this trainer approval system included:

- The continued development and maintenance of a database to track specific details (e.g., contact information, educational background, experience, topics of training ability, locations of training ability) for each trainer that requests approval.
- The offering of technical assistance services from PA Pathways staff members via meetings and phone contact to facilitate the process of applying and approving trainers.
- The delivery of the PA Pathways Orientation to the TQAS and PA Pathways Adult Learning Principles to all trainers requiring these workshops and the development of an on-line version of the PA Pathways Orientation Training to the TQAS. Agencies sponsored nine 6-hour events on Adult Learning Principles and nineteen 6-hour PA Pathways Orientation to the TQAS events. The on-line version of the PA Pathways Orientation to the TQAS was completed by 98 individuals.
- The training of and payment for services rendered by Peer Reviewers who use the scoring rubric to evaluate professional development materials submitted by applicants to TQAS.

Table 28 summarizes the status of TQAS applications/activities in the 04-05 fiscal and also shows activity since July of 2002.

Table 28: TQAS Activities
July 1, 2004 – June 30, 2005

TQAS Activity	FY 04-05	July, 02 – June, 05
Number of TQAS Applications Received	237	1,220
Number of TQAS Application Approved	188	1,059
Number of Non-TQAS Applications Received	695	1,320
Number of Non-TQAS Applications Approved	687	1,266
Number of Act 48 Letters Sent	4,125	4,125
Number of Act 48 Hours Awarded	12,210.50	12,210.50
Number of Director Core Certificate Applications	38	38
Number of Director Core Certificate Applications Approved	32	32

The primary reason that a TQAS application was not approved is because that application was submitted in an incomplete status. Follow-up correspondence has been sent to applicants. Other applications are pending the review process or resubmission of material. TQAS has approved 567 Certified Trainers, 67 Affiliate Trainers and 425 Specialty Discipline Trainers.

3.2.2 Standardized Training Materials

Development of standardized material and delivery of train-the-trainer sessions for standardized events was on-going throughout the fiscal year. These events, that are either required or recommended in the Keystone STARS performance standards, include the Continuous Quality Improvement/Facility Training Plan Training, CBK/PDR Training for Directors, Child Observation, Early Emergent Literacy and Business Practices were developed/revised and/or delivered in the fiscal year. Trainer manuals were distributed to organizations and other individuals who provide services for, and in collaboration with, PA Pathways. Twenty-three (23) training-of-trainer sessions were offered to 376 trainers who wished to provide these events in collaboration with the Pennsylvania Department of Public Welfare's training system. These modules and other PA Pathways resource material are available from PA Pathways. While these events were designed for Keystone STARS Quality Initiative, these sessions can be beneficial to any child care facility in their attempt at continuous quality improvement.

In addition, an on-line version of the CBK/PDR Training for Directors and Home-based Providers was developed and is scheduled to be finalized in October, 2005. An on-line version of the Continuous Quality Improvement/Facility Training Plan Training is in the development stages and is scheduled to be finalized in the 05-06 fiscal year.

3.2.3 On-line Calendar Usage

PA Pathways provides a variety of website services including the maintenance of an on-line training calendar. This on-line calendar provides a means to distribute training information enabling individual practitioners to access information about educational opportunities that are specific to their needs. Professional development calendars provide basic information such as the title of the training, trainer name, date, time, location, description, registration procedures, and cost. The on-line calendar includes up-to-date information and contains a number of searchable features such as location or regional area, Core Body of Knowledge training code, and type of caregiver for whom the training is targeted. This on-line calendar also has special features that allow Service Delivery Area Coordinators to download educational event information that can be easily transformed to a printed calendar format. In the fiscal year 04/05, 4,337 events were entered onto the calendar.

3.2.4 Distribution of Professional Development Material

PA Pathways expanded their warehouse facilities to include the distribution of standardized forms, health and safety resource kits, SACC new staff orientation kits, professional development tools, and other materials used by early care and education professionals. Table 29 shows the total distribution of material for the fiscal year.

Table 29: Distribution of Professional Development Material

July 1, 2004 – June 30, 2005

Item	Total Shipped
Registration of Training Form	150,772
Better Kid Care Binder	300
Professional Development Record	11,729
Core Body of Knowledge	2,388
Professional Development Record Supplements	75
TQAS Packets	313
Child Observation Level 1: Basics of Observing Children	53
School-age Orientation Kits	451
CBK/PDR for Directors – Trainee Packets	1,724
CBK/PDR for Directors – TOT Binders	15
CQI/FTP – Trainee Packets	1,840
CQI/FTP – TOT Binders	16
Color Me Healthy Kits	235
PA Pathways Promotional Packets	3,268
ECELS Resource Kit – Center STAR 1	453
ECELS Resource Kit – Center STAR 2	460
ECELS Resource Kit – Center STAR 3/4	232
ECELS - Caring for Our Children Video Series	93
ECELS - Risk Watch Injury Prevention Kit	21
ECELS Resource Kit – Family STAR 1	96
ECELS Resource Kit – Family STAR 2	86
ECELS Resource Kit – Family STAR 3/4	43
ECERS-R Binder	1,095
FDCRS for Family	289
FDCRS for Group	117
ITERS-R Binder	405
ITERS-R Supplemental Binder	360
SACERS Binder	594
Total	177,523

3.3 EVALUATION TASKS

3.3.1 Evaluation of Workshops/Educational Events

The participant's and trainer's evaluations of events are processed continuously. Reports are prepared for each workshop that summarize the ratings and comments from the participants. These reports are returned to organizations for review, which provides the organization with information about the effectiveness of the educational event, along with suggestions for future professional development.

Copies of the evaluation forms are included in Appendix C. Further, the summaries of the data for our separate training organizations are at the end of this report.

3.3.2 Evaluation of T.E.A.C.H.

KURC completed its data collection on T.E.A.C.H participants from FY 98/99, FY 99/00, and FY 00/01. Individuals from these three cohorts comprise the population of T.E.A.C.H. applicants, from which there is a subset of scholars who received a T.E.A.C.H. contract for a scholarship, and another subset of subjects that are part of our study, which is gathering additional data on classroom performance along with knowledge/attitudes.

The final report from our T.E.A.C.H. study was submitted to the PA Key in August 2005. A copy of the Executive Summary is in Appendix B. This report summarizes the data gathered on all applicants, all scholars (as of January 2005), and the research data for the study subjects (i.e., ECERS or ITERS observations, Arnett scale on caregiver sensitivity, and the self-administered questionnaire with numerous knowledge scales and background information).

Appendix A

**Table A-1: Voucher Funded College Credit Professional Development:
Vouchers Issued, Dollars, and Hours of Learning and Number of College Credits By Knowledge Area
July 1, 2004 – June 30, 2005**

Knowledge Area	Description	Vouchers	Dollars	Hours	Credits
1	Child Growth and Development	29	25,023.25	1,249.5	91
2	The Environment, Curriculum, and Content	202	146,639.11	9,146.7	613
3	Families in Society	22	14,892.20	1,046.5	65
4	Child Assessment	18	11,887.50	823	47
5	Communication	5	3,807.00	212.5	12
6	Professionalism and Leadership	43	30,750.95	2,844	152
7	Health and Safety	13	2,997.26	499	33
8	Program Organization and Administration	74	38,749.79	3,566.5	244.5
	Other/Mixed Topics	111	59,665.13	5,032.5	362
Total		517	334,412.19	24,420.2	1,619.5

**Table A-2: Voucher Program: Number Trained and Hours of Learning By Knowledge Area and Topic
July 1, 2004 – June 30, 2005**

Knowledge Area	Topic	Center Based Providers		Home Based Providers	
		Number Trained	Contact Hours	Number Trained	Contact Hours
Knowledge Area 1: Child Growth & Development	Child development – general	84	2174	9	296
	Child development – social/emotional	10	220	3	36
	Child development – cognitive/ intellectual/brain development	22	921	1	45
	Child development – physical/ sensory/motor	1	45	0	0
	Variations in development/special needs/early intervention	11	407.5	0	0
	College course	1	45	0	0
	Knowledge Area 1 - Other	0	0	0	0
TOTAL Knowledge Area 1		129	3,812.5	13	377
Knowledge Area 2: The Environment, Curriculum & Content	Responsive environment/curriculum	49	1125	10	211
	Environmental design/room arrangement	16	160	2	20
	Curriculum/programming	37	1215	3	149
	Developmentally appropriate practices	34	1142.2	4	180
	Play – types, functions, environment	2	90	0	0
	Emergent literacy/language	43	1770.2	7	311
	Emergent numeracy/math	19	430	6	255
	Science/social studies	9	415	0	0
	Music, dance, art, drama	33	1477	1	45
	Technology in child care	9	399	0	0
	Behavior management, discipline, guidance, conflict resolution, supervision of children	50	1029	6	141
	Intervention strategies for variations in development/special needs/early intervention	29	1099	5	227
	College course	2	102	0	0
Knowledge Area 2 – Other	0	0	0	0	
TOTAL Knowledge Area 2		332	10,453.4	44	1,539

**Table A-2: Voucher Program: Number Trained and Hours of Learning By Knowledge Area and Topic
July 1, 2004 – June 30, 2005 (continued)**

Knowledge Area	Topic	Center Based Providers		Home Based Providers	
		Number Trained	Contact Hours	Number Trained	Contact Hours
Knowledge Area 3: Families in Society	Children within the context of families/community/culture	9	304	2	90
	Family structure, cultural diversity	2	90	0	0
	Family values, attitudes, parenting styles	0	0	0	0
	Family support, parent/community partnerships	38	950	7	265
	Family stressors, crisis intervention, legal issues	5	75.5	1	36
	College course	4	175	3	252
	Knowledge Area 3 – Other	0	0	0	0
TOTAL Knowledge Area 3		58	1,594.5	13	643
Knowledge Area 4: Child Assessment	Child assessment – methods, tools, documentation	1	45	2	60
	ECE assessments – curriculum planning	5	195	2	135
	Child assessment – analysis, individualized planning (IEP, IFSP)	0	0	1	45
	Assessment/quality enhancement	6	197	3	135
	College course	1	40	0	0
	Knowledge Area 4 – Other	0	0	0	0
TOTAL Knowledge Area 4		13	477	8	375
Knowledge Area 5: Communication	Effective communication/barriers	4	126	0	0
	Communication with children	0	0	0	0
	Communication with adults: parents/families/staff/confidentiality	0	0	0	0
	College course	1	45	1	47.5
	Knowledge Area 5 – Other	0	0	0	0
TOTAL Knowledge Area 5		5	171	1	47.5

**Table A-2: Voucher Program: Number Trained and Hours of Learning By Knowledge Area and Topic
July 1, 2004 – June 30, 2005 (continued)**

Knowledge Area	Topic	Center Based Providers		Home Based Providers	
		Number Trained	Contact Hours	Number Trained	Contact Hours
Knowledge Area 6: Professionalism & Leadership	CBK/PDR training for directors and caregivers	0	0	0	0
	Professional philosophy/commitment	5	183	0	0
	Professional development, career planning, training	16	1251	3	135
	Ethics	1	45	1	36
	Advocacy	2	90	0	0
	College course	13	880	4	225
	Knowledge Area 6 – Other	2	95	0	0
TOTAL Knowledge Area 6		39	2,544	8	396
Knowledge Area 7: Health, Safety & Nutrition	Current health practices, policies	7	154	0	0
	Personal care routines (naptime, toileting, grooming)	1	7	0	0
	Child health record keeping	0	0	0	0
	Nutrition	4	175	0	0
	Pediatric first-aid	0	0	0	0
	CPR/lifeguard	0	0	0	0
	Fire safety	0	0	0	0
	Water safety	0	0	0	0
	Other health and safety	28	349	15	229
	College course	2	90	1	45
Knowledge Area 7 – Other	0	0	0	0	
TOTAL Knowledge Area 7		42	775	16	274

**Table A-2: Voucher Program: Number Trained and Hours of Learning By Knowledge Area and Topic
July 1, 2004 – June 30, 2005 (continued)**

Knowledge Area	Topic	Center Based Providers		Home Based Providers	
		Number Trained	Contact Hours	Number Trained	Contact Hours
Knowledge Area 8: Program Organization & Administration	College course	14	787	1	36
	Program administration/management/styles and practices	106	2744.5	5	116
	Personnel policies/procedures	0	0	0	0
	Staff supervision/evaluation/record keeping	1	14	1	45
	Legal and regulatory requirements/facilities management	0	0	1	36
	Budgeting/financial planning/accounting	13	580	0	0
	Evaluating programs/strategic planning/continuous quality improvement	3	135	0	0
	Marketing	0	0	0	0
	Accreditation	0	0	14	40
	Fundraising/grant writing/resource development	0	0	0	0
	Knowledge Area 8 – Other	2	22	1	1080
TOTAL Knowledge Area 8		139	4,282.5	23	1,353
Knowledge Area: Other	Statewide conference on multiple topics	0	0	0	0
	Regional conference on multiple topics	0	0	0	0
	Technical assistance/mentoring, multiple topics	0	0	0	0
	College-general studies	44	2022.5	18	836.5
	CDA training	176	8415	18	1172
	CDA assessment	457	0	54	0
	Director Core Certificate	33	1466	2	77.5
	Director Advanced Certificate	0	0	0	0
ICDL Certification	0	0	0	0	
TOTAL Knowledge Area 9		710	11,903.5	92	2,086
TOTAL ALL KNOWLEDGE AREAS		1,467	36,013.4	218	7,090.5

**Table A-3: Professional Development: Number Trained and Hours of Learning by Knowledge Area and Topic
July 1, 2004 – June 30, 2005**

Knowledge Area	Topic	Type of Caregiver					Total Number Trained	Number of Sessions	Number of Hours	Number of Contact Hours
		Home-based	Center-based	School-age	R/N	Other				
Knowledge Area 1: Child Growth & Development	Child development – general	151	1535	75	2	189	1952	82	211.5	4835.5
	Child development – social/emotional	57	801	21	1	89	969	43	107.25	2302.25
	Child development – cognitive/intellectual/brain development	42	843	22	0	57	964	62	176	2756.5
	Child development – physical/sensory/motor	17	202	5	0	39	263	15	37.5	664.5
	Variations in development/special needs/early intervention	79	472	20	0	20	591	30	83	1563
	College course	0	24	0	0	0	24	2	90	1080
	Knowledge Area 1 - Other	0	30	0	0	0	30	2	6	90
TOTAL Knowledge Area 1		346	3907	143	3	394	4793	236	711.25	13291.75
Knowledge Area 2: The Environment, Curriculum & Content	Responsive environment/curriculum	166	1216	36	2	115	1535	88	218	3827
	Environmental design/room arrangement	149	951	34	0	67	1201	62	145.5	2773
	Curriculum/programming	214	1983	97	3	193	2490	117	288.5	6497.5
	Developmentally appropriate practices	12	255	0	0	16	283	19	51	717
	Play – types, functions, environment	38	588	12	0	18	656	42	115.25	1793.75
	Emergent literacy/language	252	2362	67	0	182	2863	212	686.75	9247.25
	Emergent numeracy/math	40	372	12	1	46	471	29	71	1125
	Science/social studies	51	657	15	0	48	771	40	95	1836
	Music, dance, art, drama	86	1465	33	1	96	1681	81	215	4359.25
	Technology in child care	4	148	5	0	10	167	17	54	542
Behavior management, discipline, guidance, conflict resolution, supervision of children	193	3731	101	5	240	4270	234	616.25	11271.25	

**Table A-3: Professional Development: Number Trained and Hours of Learning by Knowledge Area and Topic
July 1, 2004 – June 30, 2005 (continued)**

Knowledge Area	Topic	Type of Caregiver					Total Number Trained	Number of Sessions	Number of Hours	Number of Contact Hours
		Home-based	Center-based	School-age	R/N	Other				
Knowledge Area 2: The Environment, Curriculum & Content	Intervention strategies for variations in development/special needs/early intervention	53	646	24	0	31	754	43	115	2000
	College course	0	97	1	0	13	111	8	340	4705
	Knowledge Area 2 – Other	3	223	7	0	16	249	15	35	584
TOTAL Knowledge Area 2		1261	14694	444	12	1091	17502	1007	3046.25	51278
Knowledge Area 3: Families in Society	Children within the context of families/community/culture	80	616	28	1	25	750	39	113	2214
	Family structure, cultural diversity	32	508	22	0	13	575	33	86	1451
	Family values, attitudes, parenting styles	26	96	1	0	10	133	12	43	389
	Family support, parent/community partnerships	123	525	16	0	35	699	38	111.5	1984.5
	Family stressors, crisis intervention, legal issues	41	154	21	0	11	227	11	32	648
	College course	0	11	0	0	0	11	1	45	495
	Knowledge Area 3 – Other	12	4	0	0	0	16	1	3	48
TOTAL Knowledge Area 3		314	1914	88	1	94	2411	135	433.5	7229.5
Knowledge Area 4: Child Assessment	Child assessment – methods, tools, documentation	303	4074	225	1	191	4794	268	564	10145.5
	ECE assessments – curriculum planning	9	66	0	1	6	82	6	12	164
	Child assessment – analysis, individualized planning (IEP, IFSP)	5	134	4	0	1	144	9	21	342
	Assessment/quality enhancement	28	160	10	0	6	204	8	19	455
	College course	0	14	0	0	0	14	1	45	630
	Knowledge Area 4 – Other	0	0	0	0	0	0	0	0	0
TOTAL Knowledge Area 4		345	4448	239	2	204	5238	292	661	11736.5

**Table A-3: Professional Development: Number Trained and Hours of Learning by Knowledge Area and Topic
July 1, 2004 – June 30, 2005 (continued)**

Knowledge Area	Topic	Type of Caregiver					Total Number Trained	Number of Sessions	Number of Hours	Number of Contact Hours
		Home-based	Center-based	School-age	R/N	Other				
Knowledge Area 5: Communication	Effective communication/barriers	24	558	15	0	19	616	35	87.25	1486.25
	Communication with children	22	530	20	0	27	599	33	103	1843
	Communication with adults: parents/families/staff/confidentiality	107	1113	28	0	44	1292	67	163	3052.5
	College course	0	0	0	0	0	0	0	0	0
	Knowledge Area 5 – Other	0	29	0	0	3	32	1	3	96
TOTAL Knowledge Area 5		153	2230	63	0	93	2539	136	356.25	6477.75
Knowledge Area 6: Professionalism & Leadership	CBK/PDR training for directors or caregivers	212	1270	85	31	21	1619	121	344.5	4665.5
	Professional philosophy/commitment	21	459	13	0	38	531	29	75	1284
	Professional development, career planning, training	95	532	8	2	26	663	46	125.5	1826
	Ethics	6	96	2	0	2	106	9	20	222
	Advocacy	27	189	3	0	2	221	16	57	805
	College course	0	36	0	0	0	36	4	180	1620
	Knowledge Area 6 – Other	2	121	0	0	0	123	6	20	424
TOTAL Knowledge Area 6		363	2703	111	33	89	3299	231	822	10846.5

**Table A-3: Professional Development: Number Trained and Hours of Learning by Knowledge Area and Topic
July 1, 2004 – June 30, 2005 (continued)**

Knowledge Area	Topic	Type of Caregiver					Total Number Trained	Number of Sessions	Number of Hours	Number of Contact Hours
		Home-based	Center-based	School-age	R/N	Other				
Knowledge Area 7: Health, Safety & Nutrition	Current health practices, policies	81	622	8	0	21	732	41	108.5	1904
	Personal care routines (naptime, toileting, grooming)	4	61	1	0	0	66	4	12	198
	Child health record keeping	0	0	0	0	0	0	0	0	0
	Nutrition	74	444	32	0	165	715	45	111	1806
	Pediatric first-aid	91	309	7	1	21	429	36	184.5	2161
	CPR/lifeguard	6	21	0	0	0	27	1	3	81
	Fire safety	60	561	13	1	17	652	18	28.5	1009.5
	Water safety	0	37	0	0	5	42	3	2	28
	Other health and safety	105	406	12	1	31	555	33	93.25	1504.75
	College course									
	Knowledge Area 7 – Other	9	94	0	0	2	105	6	23	329
TOTAL Knowledge Area 7		430	2555	73	3	262	3323	187	565.75	9021.25
Knowledge Area 8: Program Organization & Administration	College course	0	21	0	0	1	22	2	90	990
	Program administration/management/styles and practices	8	173	5	0	6	192	14	53.5	848.5
	Personnel policies/procedures	1	50	3	0	4	58	4	20	292
	Staff supervision/evaluation/record keeping	8	192	4	0	13	217	21	57.75	701.75
	Legal and regulatory requirements/facilities management	54	259	8	0	11	332	27	119	1399
	Budgeting/financial planning/accounting	38	226	20	0	28	312	34	129	1237

**Table A-3: Professional Development: Number Trained and Hours of Learning by Knowledge Area and Topic
July 1, 2004 – June 30, 2005 (continued)**

Knowledge Area	Topic	Type of Caregiver					Total Number Trained	Number of Sessions	Number of Hours	Number of Contact Hours
		Home-based	Center-based	School-age	R/N	Other				
Knowledge Area 8: Program Organization & Administration	Evaluating programs/strategic planning/continuous quality improvement	189	1045	72	23	43	1372	103	301.5	4313
	Marketing	20	192	5	0	11	228	26	104	1000
	Accreditation	25	0	0	0	0	25	3	12	158
	Fundraising/grant writing/resource development	0	13	0	0	11	24	3	14	128
	Knowledge Area 8 – Other	3	68	0	0	3	74	4	14	235
TOTAL Knowledge Area 8		346	2239	117	23	131	2856	241	914.75	11302.25
Knowledge Area: Other	Statewide conference on multiple topics	0	0	0	0	0	0	0	0	0
	Regional conference on multiple topics	171	1415	64	2	273	1925	21	134	11854.5
	Technical assistance/mentoring, multiple topics									
	College-general studies									
	CDA training	227	1661	13	11	38	1950	95	3784	73992.5
	CDA assessment									
	Director Core Certificate	25	584	23	0	19	651	36	672	12269
	Director Advanced Certificate									
	PA Pathways Orientation for the TQAS	0	87	1	2	101	191	19	111.75	1132.5
	Adult learning principles	9	62	6	0	36	113	9	54	678
New Staff Orientation										
TOTAL Other		432	3809	107	15	467	4830	180	4755.75	99926.5
TOTAL ALL KNOWLDEGE AREAS		3,990	38,499	1,385	92	2,825	46,791	2,645	12,266.5	221,110

Appendix B

Appendix C

