California State University, Monterey Bay
Digital Commons @ CSUMB

Capstone Projects and Master's Theses | Capstone Projects and Master's Theses

12-2018

Increasing Technology Skills for Head Start Staff in Monterey County

Jasmin Lopez
California State University, Monterey Bay

Follow this and additional works at: https://digitalcommons.csumb.edu/caps_thes_all

 Part of the Teacher Education and Professional Development Commons

Recommended Citation
Lopez, Jasmin, "Increasing Technology Skills for Head Start Staff in Monterey County" (2018). *Capstone Projects and Master's Theses*. 384.
https://digitalcommons.csumb.edu/caps_thes_all/384

This Capstone Project (Open Access) is brought to you for free and open access by the Capstone Projects and Master's Theses at Digital Commons @ CSUMB. It has been accepted for inclusion in Capstone Projects and Master's Theses by an authorized administrator of Digital Commons @ CSUMB. For more information, please contact digitalcommons@csumb.edu.

Increasing Technology Skills for Head Start Staff in Monterey County

Jasmin Lopez
MCOE Head Start, Lizbeth Gomez
Collaborative Health & Human Services
Department of Health Human Services and Public Policy
California State University of Monterey Bay
10 December 2018

Title: Increasing Technology Skills for Head Start Staff in Monterey County

Abstract

MCOE Head Start has been transitioning from pen and paper to a new software, ChildPlus. This software provides the ability for staff and administrators to quickly and efficiently track all of the data required by the program so that the agency staff can focus on serving families and children to the best of their ability. When the requirement to use ChildPlus was implemented, teachers were resistant and unprepared. As a consequence, the programs funding and efficiency opportunities and its data input was impacted. A twenty- four question survey of thirty- eight staff members was developed to help determine the greatest technology training needs. Monthly technology trainings were provided as well as on an individual basis. A post- training questionnaire will be given to teachers asking them more questions regarding ChildPlus and testing their abilities to navigate it. The results of the second questionnaire helped determine whether the training was helpful or not.

Key Words: *Head Start, Technology training, Pre and Post Survey and ChildPlus*

Agency Description

The Monterey County Office of Education Head Start & Early Head Start, (MCOE Head Start) was launched in the summer of 1965, and it is a federally funded program that serves low-income families with young children. That same year MCOE Head Start was given funds to serve a few children and families and started a summer program that was held in a center in Castroville. It was a great success and a couple of years later MCOE Head Start became a grantee, being able to serve more children and families providing them with early education, literacy, nutrition, health, and social services. All of this also led to the start of Early Head Start which was established in the early 2000's and who serves pregnant women, infants and children under the age of three with child development services. It has been a great success ever since being started that now it serves over 1,300 children a year ranging from ages 0- 5. As it is stated in MCOE homepage, the Head Start mission is to provide the best possible early childhood education and provide comprehensive services to the family and children. While their vision is to provide high-quality services based on the community and family needs (Monterey County Office of Education Head Start and Early Head Start, 2014).

The Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA) and Technology coordinator, Lizbeth, is an important asset to Head Start, since this coordinator is in charge of helping determine a family's eligibility, they help enroll children and help track a child's attendance. The ERSEA coordinator is also in charge of dealing with all aspects of technology as long as they are within their jurisdiction. That is why it is no surprise that the ERSEA coordinator is the go to person with any questions with regards to technology. Technology questions include concerns with electronic devices such as with tablets, desktops,

hatch tablets, kindles, etc. As well as with software systems such as Learning Genie, Hatch, ChildPlus, etc.

ChildPlus has over thirty different features that an agency and its staff can use to store a child and family's information. However, the MCOE Head Start teachers are used to recording everything by pen and paper, and when the software, ChildPlus was implemented, they did not receive any training. They are having trouble navigating the system, and most of the time the questions that they do have are very simple to address. The Technology coordinator has spent anywhere from one hour to three hours on the phone, email, and physically going to centers helping them. Before contacting the IT department, they go to her, but she is very busy and does not always have the time to answer all of their questions right away. By having developed a questionnaire, it helped better understand the areas where the most support was needed in. With this information a training was created that addressed the identified needs.

Problem Definition

There are too many Head Start teachers who do not know how to use the new ChildPlus software system. About nineteen out of the thirty-eight surveyed staff members reported having trouble with navigating a certain aspect of ChildPlus (see Appendix B).

Contributing Factors

According to ChildPlus, its software is the number one system that helps Head Start serve over 750,000 Head Start, and Early Head Start children in the United States. Two of the causes that contribute to a high number of teachers not knowing how to navigate a computer's software is that the teachers were introduced to a new system, ChildPlus, and received no formal training. As Liberman, W. (2018) states, "What has been lacking, however, is the teacher training and professional development side of things." Having received no training complicates things for the

teacher causing them to have problems with the software since they are used to everything the old-fashioned way. In a survey over 150 teachers reported that 53.9% of them felt they had no to very little technology training (Smith, D.F.., 2015).

Another contributing factor to the problem is that many of the teachers are afraid of technology and it is very common for them to think that they will never be able to master it and that they will eventually end up screwing up (Liberman, W., 2018). Teachers have a lot of responsibilities and duties when it comes to their job and technology is the last thing that they want to deal with. Having received little to no formal training does play a huge role in teachers not wanting to learn how to navigate technology and being afraid of it. Meaning that the teachers who do not know how to navigate technology will simply not want to deal with technology on their own if no formal training is provided to them.

Consequences

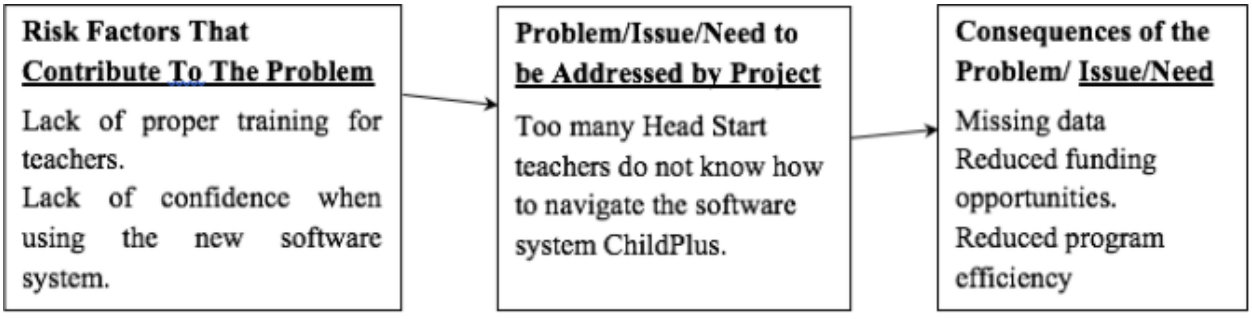
Some of the consequences of the teachers not knowing how to navigate ChildPlus software are, missing data, reduced funding opportunities, and reduced program efficiency. With good data many different reports can be generated that can answer important programming questions. Reports like Program Information help determine how many children Head Start is currently serving, how many are on the waitlist, how many have been dropped and how many children have disabilities and what type of disability they may have. Vital data regarding a child allows the agency to respond to how efficient their agency is operating. Without this important data, program improvement is difficult.

In addition, reports from ChildPlus support how Head Start gets their funds, so it is very important that all of the information gets entered correctly (L. Gomez, personal communication,

February 27, 2018). Funding such as the Head Start new partnership with state preschool which is providing services such as paying for half day for extended day children is a very important partnership to keep. The way that the state preschool determines whether Head Start is doing their job correctly or not is by reviewing all of the children's attendance and sign in and out sheets. The teachers are responsible for transferring all of the information from the sign in sheets into the ChildPlus database and if it not entered in correctly it reflects bad upon the agency and their finding can be removed.

Another consequence of not knowing how to enter information onto ChildPlus is that the teachers will get distracted from teaching by having to contact someone like the technology coordinator or the IT department to help them. By reaching out to someone else, they will not get an answer right away, and many times it can take up to multiple days to get an answer back. As Peachey, N. (2016) states, “IT departments are very traditional… they offer support through raising tickets or by phone... they… need explicit explanations of what and how something is malfunctioning and tend to be unsympathetic when teachers can't accurately describe the problems.” The distraction from their most important work with the children reduces the Head Start program’s impact on learning which is the most important thing they can do.

Problem Model



Project Description and Justification

The name of the proposed project is Increasing Technology Skills for Head Start Staff in Monterey County. This project falls under the category of an educational intervention.

Recently, MCOE Head Start has been transitioning from pen and paper to electronic. They are transitioning to a new software, ChildPlus, in which everything from attendance to what a child eats is recorded. There are also many other things that can be done on this software that can greatly benefit the agency. This software provides the ability for staff and administrators to quickly and efficiently track all of the data required by the program so that the agency staff can focus on serving families and children to the best of their ability. As ChildPlus states on their homepage, the enrollment process takes a long time and also a ton of paperwork and by having their software where all of the information can be stored helps to save the agency not only time but also paper. As ChildPlus homepage states, serving different children and families takes a lot of time and documentation.

The need for training teachers on how to navigate the system was visible following a needs assessment completed by a CHHS intern with Head Start. A twenty- five question survey was developed to help determine the greatest need. The questionnaire consisted of very basic questions that range from if they know how to turn a computer on and off, if they know whether or not they are connected to the Wi-Fi, if they know their login information, and most importantly if they know how to navigate the ChildPlus software (See Appendix A). The questionnaire was completed by about thirty- eight staff members. Thirty-six staff members reported knowing how to navigate a computer (See Appendix B).

The greater need was seen within ChildPlus with seventeen reporting never, sometimes, or rarely knowing how to search and determine a child's primary language on ChildPlus.

Furthermore, twenty reported never, sometimes, or rarely knowing how to determine the amount of time a child has been with Head Start using ChildPlus. Twenty-four reported rarely, never or sometimes knowing how to run a report on ChildPlus. Furthermore, eight out of the thirty-eight staff members left optional comments that they would like more training on ChildPlus and they would also like to learn how to navigate other features that ChildPlus provides like scanning documents and linking information together (See Appendix B).

The technology Coordinator developed a training to assist teachers with the identified needs regarding ChildPlus. The training was held by the technology Coordinator and was implemented at the monthly training meetings and as needed on an individual basis.

This semester, the post- training questionnaire was given to teachers asking them more questions regarding ChildPlus and testing their abilities to navigate it. The second questionnaire also acted as an instrument to get the teachers feedback of the ChildPlus training. The results of the second questionnaire helped determine whether or not the training was helpful.

Implementing this project greatly benefited Head Start. The teachers were able to express their areas of struggle, and the technology coordinator was more aware of what areas need the most assistance. By the teachers knowing how to navigate ChildPlus, they are able to more easily input information such as the attendance and a child's meals. They are also able to better navigate the system well enough to determine if a specific child had a special need, is on medication or has an allergy. When a child enters Head Start, the teachers are also able to determine the primary language through ChildPlus. They can also determine if the child has their physical and dental exams up to date. By the teachers knowing how to navigate the system, they are able to be more present in the classrooms and with the children rather than worrying about knowing how to navigate the system. It positively impacted the agency because the teachers knowing how to

navigate the system they are not contacting MCOE Head Start coordinators as often distracting them from their daily duties.

Project Implementation Description

An effective training consists of different characteristics that the teachers, districts and school benefit from. Five different characteristics that each successful training consist of are Incentives and Support for Teacher Training, Teacher-Directed Training, Adequate Access to Technology, Community Partnerships, and Ongoing Informal Support and Training Opportunities (Alden, S. B., 2018). Each of these characteristics are very unique in their own way but if implemented they can have a positive impact. Alden, S. B. (2018), describes Incentives and Support for Teacher Training as, “Support for teacher training needs to come from local building and district administrators… added incentives to recognize teachers for their efforts can boost participation in training programs and substantially increase teachers' commitment and learning.” Teacher-Directed Training is described as teachers being asked for their input and a training being developed around their needs (Alden, S. B., 2018).

Adequate Access to Technology meaning that hands-on experience should be provided to teachers and giving them access to a computer on a daily basis does have an impact on how well they can handle technology. Alden, S. B. (2018), describes Community Partnerships to be when the community can help by coming together and supporting one another. Lastly, Ongoing Informal Support and Training is defined as," Computers, software, and related technologies are continuously changing, and teacher training programs need to reflect the dynamic nature… while formal training sessions help teachers get started, ongoing formal and informal learning opportunities are the key to rapidly integrating technology into all curriculum areas" (Alden, S. B., 2018).

A team of Education World Tech's and technology experts were asked if the five different characteristics mentioned above were beneficial and provided positive results when it came to assessing teachers training on technology. Robin Smith an educational technology specialist at Hollidaysburg School District in Hollidaysburg, Pennsylvania, states that their district has outstanding training rates because of the training that they provided their staff with and also because they implement technology as a tool and not a forceful requirement (Starr, L., 2011). When implementing new technology, it is essential to have patience with the staff and to have their needs met.

As to why this district has had a successful training rate is because as Starr, L. (2011), mentions, "We have a three-year staff development plan." What this consists of is the district providing teachers with a minimum of two contracted paid technology training days that are mandatory. They also have the option for teachers and staff to attend a 12-day summer technology institute. Furthermore, other than the summer program, they also provide voluntary before and after-school teacher training on computer programs which usually run from half hour to an hour. However, they receive no extra pay for this but do receive Act 48 credit. Throughout the school year, they also hold in-services on the implementation of special hardware and software products, but they are held on school days and substitutes are provided (Starr, L., 2011). What this district is doing for their staff is amazing and every district should be implementing this technique. It would make training a lot easier and more convenient for everyone. It is essential what Smith stated, "Using technology for the sake of using technology is not the goal; using technology to make a great lesson better is what we strive for" (Starr, L. 2011). The priority should always be to have all staff members trained with regards to how technology can help within the educational system.

Participants

Many roles were taken up while going through this project. Supporting the other intern was a huge part of the pre-survey that was first implemented. Supporting the Technology coordinator was also a huge role when it came time to implement the staff training. Other people who were vital for the implementation of this project are Hugo, the other intern for his help in creating the survey. Jazmin another intern that helped with the one on one trainings. Lizbeth, the Technology coordinator who help with any question that arose and that helped with her guidance. Dora, the Head Start coordinator for approval in implementing the survey. The IT department to help answer any technical questions or concerns that come afloat. Lastly Head Start site supervisors and teachers for their feedback in improving the questionnaire. The individuals who participated in this project are Head Start site supervisors and teachers.

Scope of Work

When this project was started, many steps had to first be taken to get it started. In early October of 2017 the pre-survey was created. In where there was a lot of modifications to the survey. In early November of 2017 Head Starts site supervisors were contacted to be given the survey over the phone and receive their feedback. This was a little challenging since this was the same week that site supervisors were having conferences with parents. However, some site supervisors did provide their responses that were very helpful. The last modifications were made in order for the questionnaire to be implemented. In mid-January, the pre-survey was implemented by the other inter, Hugo. In early February the questionnaires were delivered to the central office where they were analyzed. The most significant need which was more guidance within ChildPlus was visible. The technology coordinator concluded that teachers did need more

training and decided to start training on an ongoing basis at the monthly meetings and as needed on an individual basis.

This semester the same survey that was previously used was used as the post survey to help assess whether or not the training that was provided to the teachers was beneficial or not. The post-survey was implemented by the end of October to site supervisors and teachers. By November, the results were in, and the responses were analyzed throughout November. If more training or guidance is needed the Technology coordinator will provide them with a technology intervention to help them better understand.

Table 1: *Scope of Work: Below a breakdown of the scope of work is provided*

Activities	**Deliverables**	**Timeline**	**Estimated completion date**
Create survey • Came up with questions • Analyzed and perfected questions • Documented question on an excel spread sheet • Got questions approved by mentor	Questionnaire	October 2017	October 2017
Contacted site supervisors • Called site supervisors • introduced myself • gave them questionnaire over the phone • Recorded feedback by pen & paper	Questionnaire feedback	November 2017	November 2017

First Survey was implemented • The other intern dropped off the pre-surveys at different sites • Supported the other intern	38 surveys received	January 2018	February 2018
Raw data analyzed • Responses were recorded onto an excel spread sheet • Charts were made	Tables/ charts to make greatest need visible	February 2018	March 2018
Trainings • Helped support mentor	Less technical complaints	March – ongoing	May 2018
Draft post survey • Come up with questions • Perfect the questions • Get them approved from mentor • Monkey survey?	Post questionnaire	September – October	Mid- October 2018
Implement secondary survey • Go to centers and personally give the surveyed staff the post survey	Raw data answers	September – October	Mid- Late October 2018
Analyze data • Survey?	Help determine if training was effective and give recommendations	October – November	Early November 2018

Resources needed

In order for the post-survey to be implemented the support of the other intern and the technology coordinator was needed to help distribute it. A sheet with all of the centers and their

schedule was needed to develop a plan to go to each center. Forty blank surveys were needed to distribute amongst the surveyed staff. At the end of the post-survey, the help of the Technology and Head Start coordinators and the other intern will be needed to help enter all of the data onto an excel sheet and to analyze it.

Obstacles and Challenges

While going throughout this project there were some obstacles and challenges that were faced. For example, at the beginning determining what questions and how many were going to be asked to teachers was a real challenge. The questionnaire couldn't have too many questions since teachers and site supervisors are very busy people and the questionnaire being long would be very inconvenient for them. On the other hand, the questionnaire had to have questions regarding the teachers and site supervisor's computer skills as well to help determine what factors contribute to the technological problem. The second challenge was finding the correct time to contact site supervisors for their feedback on the survey. It was very inconvenient when contacting site supervisors and they could not come to the phone or even answer it since it was parent conference week. This just happened to be the week before fall break and contacting them in December was pointless, since their feedback was needed before implementation.

The questionnaire was implemented to teachers and site supervisors by pen and paper and it was a huge challenge that was faced. It was a little challenging receiving all of the questionnaires back within the same time frame. After receiving the questionnaires, it was very challenging to input all of the raw data into an excel spreadsheet and after that transferring it onto a word document to create pie charts out of it. Going through this was a real headache. The last unexpected and biggest challenge that was faced was finding out that Head Start over the summer had hired about twenty-five new staff members and a lot of old staff left the agency. At

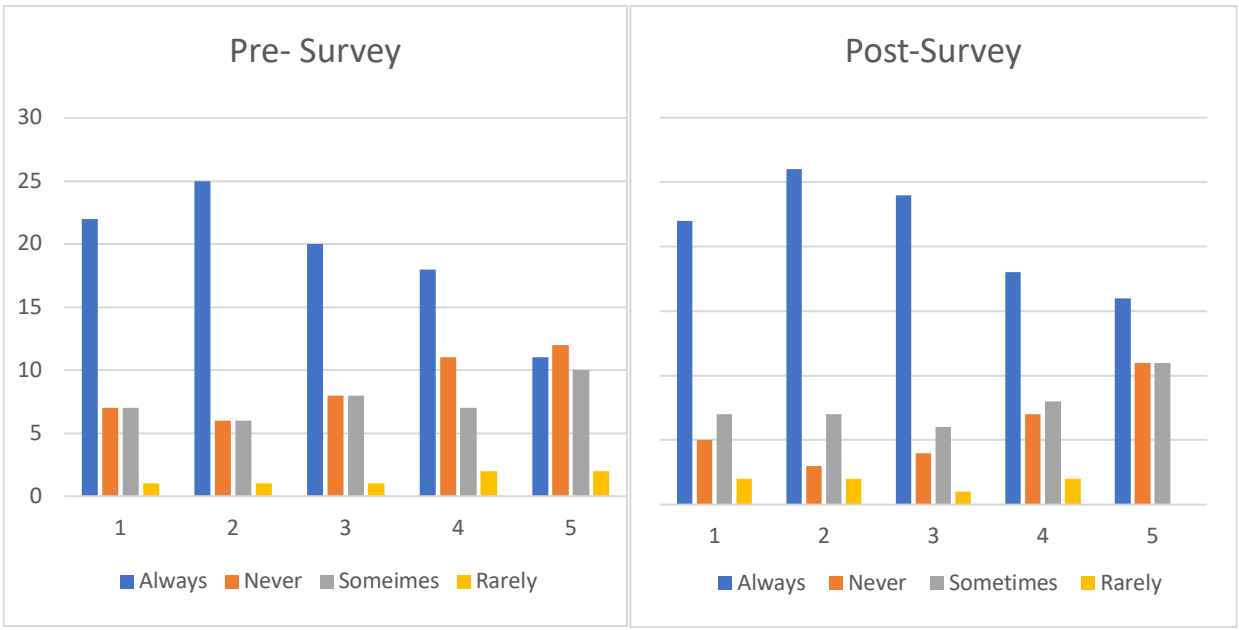
first finding this out was scary but then once cross checking with the staff that had been previously surveyed and discovering that all, but one was still with the agency was a relief.

Project Results

A pre-survey made it visible that more assistance regarding ChildPlus was needed, since 19 out of 38 surveyed teachers reported not having enough technology support which reduced their efficiency during class time (see Appendix A). The expected outcome was to help improve efficiency, by developing trainings to address technology concerns as they arise. Eleven individual trainings were given to staff members while there were four group trainings for a total of fifteen staff trainings. The method used to assess the project outcome was by providing the surveyed staff with a post survey asking them the same 25 questions that were used in the beginning to help determine if the trainings were effective. The expected outcome was for 80% of teachers and staff members completing the post survey to feel confident in navigating ChildPlus.

Post surveys were distributed to pre-surveyed staff in person. The surveyed staff members were able to complete the survey as it was being dropped off or send it back at their earliest convenience. After a week all 37 surveys were in and the answers to the 25 questions were recorded (See Appendix C). The final results for this project show that there was a decrease in the number of staff members not knowing or having difficulties navigating ChildPlus. There were five questions in the survey that were being used to assess the staff members knowledge with regards to ChildPlus. These questions were Can you search for a student? Can you move up and down the student list? Can you search and locate a child's primary language? Can you search and determine for how long a child has been with Head Start? and Can you run a report? All answers were to be answered by Always, Sometimes, Rarely or Never (See Appendix A).

Figure 1, "Pre and Post Survey", demonstrates the responses of Head Start staff with regards to ChildPlus.



In the pre-survey for the question Can you search for a student, 22 staff members responded always, 7 never, 7 sometimes, and 1 rarely. For the question Can you move up and down the student list, 25 responded always, 6 never, 6 sometimes and 1rarely. For the question can you search and locate a child's primary language 20 responded always, 8 never, 8 sometimes, and 1 rarely. For the question Can you search and determine for how long a child has been with Head Start 18 responded always, 11 never, 7 sometimes and 2 rarely. For the last question Can you run a report 11 responded always, 12 never 10 sometimes and 2 rarely (See Appendix B). For the post survey the same questions were asked and for the first question Can you run a report 22 responded always, 5 never, 7 sometimes, and 2 rarely. For the question Can you move up and down the student list 26 responded always, 3 never, 7 sometimes, and 2 rarely. For the third question Can you search and locate a child's primary language 24 responded always, 4 never, 6 sometimes and 1 rarely. For the fourth question Can you search and determine for how long a child has been with Head Start 18 responded always, 7 never, 8 sometimes and 2

rarely. For the last question Can you run a report 16 answered always, 11 never, 11 sometimes and 0 rarely (See Appendix C).

Despite the fact that there was a decrease in the number of staff members not knowing how to navigate ChildPlus the expected outcome was not meet. However, for question five notice the increase in always and sometimes and the decrease in never and rarely. For question 2 it was made visible that always and sometimes increased while the never decreased, but the rarely did increase. For question 3 always increased, never and sometimes decreased and rarely stayed the same. For question 4 always and sometimes increased and never decreased.

A strength of the results from the pre and post surveys was hand delivering the post survey. By hand-delivering the surveys it allowed for in-person interaction, which allowed time for the instructors to voice their concerns about navigating ChildPlus and any other technical concerns during the hand-off of the pre-survey. For the post-survey it allowed for any questions that came up about the survey or anything that was still unclear about the workshop to have the intern present and able to answer to the best of their ability. Another strength that came from hand delivering the survey was that it provided the intern a real-life insight of the struggles that the staff members were having, and it helped the intern come up with different approaches on how to help them.

Some limitations/challenges of the pre and post survey were receiving the post survey after they were dropped off and technology constantly changing. When going into the centers some surveys were dropped off and asked to be returned back as soon as possible but having them returned on time was difficult because certain instructors were busy with preparing class material, while others were on their day off or have plainly forgotten about the survey. The other limitation being technology constantly changing will always be a limitation, but it always will

have a solution even if it is just temporary. It is a limitation due to the fact that there is always a new program or update that will make it simpler to record student's attendance, report what students eat, answer all the PIR questions, which is how the program gets funded, etc. Some instructors will be able to catch up with modern technology that is ever changing, while others will continue to struggle, and workshops will always be needed to help those that are struggling. It is an inevitable limitation, but not one without a solution.

Conclusion

The assessment of the intervention workshops on teaching instructors how to use ChildPlus was a success. The original goal was to have 80% of staff members able to navigate ChildPlus without difficulty, but the number of individuals able to navigate ChildPlus correctly after the workshop did increase even though the original goal was not met. In the pre-survey 19 out of 38 staff members expressed not knowing how to navigate ChildPlus. This time around for the post survey 15 out of 37 staff members stated still having difficulties navigating ChildPlus. Though the number may be small and not was not expected it was still successful in being able to teach the instructors use ChildPlus.

Recommendation

Based on the results from this project, surveying staff and providing them with technology workshops should be something that the agency decided to keep as a permanent tool to help support staff. By this project being permanent the staff would have the support and tools needed to strengthen their ability to navigate ChildPlus and feel confident. What would be done differently to help improve the projects impact on reaching 80-100% of staff members knowing how to navigate ChildPlus would be by providing staff members with more structured one on one trainings. These one on one trainings should be once a month for an hour and a survey

asking the staff ChildPlus based questions. Another recommendation would be to distribute surveys via online whether it is through survey monkey or email to make things much easier on the inter and mentor and keep on building the staffs confidence on not only navigating ChildPlus but technology as a whole.

Personal Reflection/ Final Thoughts

I can clearly say that I am very grateful for the opportunity that was given to me to be part of an agency that does so much for its community. The Monterey County Office of Education, Head Start has shown me a lot and made me grow as a professional. I myself started my educational journey with Head Start, so when the opportunity to be part of an agency that did so much for me back then and that continues to do amazing things for their community arose I couldn't let it pass by. When I saw that Head Start was an organization that I could intern in I took the opportunity even though just getting my foot in the door was a bit rocky. However, I am very glad I did so.

At first when being given the opportunity to work on a project that deals with technology I must be honest I was nervous and scared since I am not a person who mixes well with technology. I decided to break out of my comfort zone and take on this challenge. I was very happy that I decided to so since I did learn a lot and my eyes were opened to a completely new world that I had never thought about. I always thought that technology was used in many school, businesses, personal use, etc., but it never crossed my mind that technology was such a big part of a preschool agency such as Head Start. Therefore, I was very excited and scared when the opportunity to create a pre and post survey to assess staff members on their ability to navigate ChildPlus and then provide them trainings to help strengthen their confidence level with regards to technology came about it. I am very glad that I was given the opportunity to be part of such an

amazing project in which not only I learned and grew but in which I also helped individuals grow and learn as well.

Beyond what my project was able to accomplish what should be done to help address the broader problem is to provide staff members with more structured one on one trainings. The technology coordinator had a great idea of sending me to personally go to all of the different centers and providing the surveyed staff members with the post survey. At first this seemed like a great idea, but fairly soon it was visible that going in to the center personally was going to take a lot of time and energy. It was very overwhelming going into the centers and inconvenient. However, personally having gone to the centers to provide staff with the survey and assist them with one on one trainings was a great experience, since many other concerns and issues that staff members were having came afloat. By doing this the involvement with not only the survey, but also with the trainings was more impactful, since staff felt that their needs were being taken into consideration and any further concerns that they might have had were being addressed. By proving staff with more structured one on one meeting it will help increase staff's confidence which will result in them knowing how to correctly enter all of the data such as attendance, meals and PIR question into ChildPlus which will benefit the agency as a whole.

Lastly, my advice for future interns working in HS would be to go for it and enjoy the experience. I gladly encourage them to take on this experience in which a lot can be learned. I would also encourage them to be open-minded and to want to challenge oneself because a lot can be learned even from the least expected people or circumstances. At times one can feel uncomfortable being asked to do certain tasks that require us to step out of our comfort zone, but I would encourage future interns to take advantage of every opportunity possible. Communication between the intern and mentor something that I would highly recommend, since

communication is key for a successful project and team work. I would also encourage interns wanting to work with the ERSEA and Technology coordinator to be comfortable speaking and engaging with people since it will be necessary. Overall enjoying one's time at the agency and learning as much possible would be the biggest advice I would give to a future intern because time goes by so fast that before one realizes it will be the end of their internship experience.

References

Alden, S. B. (2018). Christian School Products. Effective Programs for Training Teachers on the Use of Technology. Retrieved from: http://www.christianschoolproducts.com/articles/2005-September/Departments/Effective-Programs-for-Training-Teachers-on-the-Use-of-Technology-.htm

ChildPlus Software. 2018. ERSEA. Retrieved from: http://www.childplus.com/ersea/

Liberman, W. 2018. Teach, Education for Today and Tomorrow. Retrieved from: http://www.teachmag.com/archives/8430

Monterey County Office of Education. 2018. Program History. Retrieved from: http://www.monterey.k12.ca.us/programs-services/head-start/program-history/index

Peachey, N. 2016. LinkedIn. 11 Reasons why teachers don't use technology. Retrieved from: https://www.linkedin.com/pulse/11-reasons-why-teachers-dont-use-technology-nik-peachey

Smith, D.F. 2015 Edtech. The 7 Greatest Challenges Facing Education Technology. Retrieved from: https://edtechmagazine.com/k12/article/2015/11/7-greatest-challenges-facing-education-technology

Starr, L. (2011, November 14). Educational World. Technology Training Programs that Work. Retrieved from: http://www.educationworld.com/a_tech/tech165.shtml

Appendix A

Questionnaire

	Technology Awareness Survey				
	Basic Computer Operations and Concepts:				
1	Can you perform basic operations on computer hardware such as: plug in, startup, shut-down?	Always	Sometimes	Rarely	Never
2	Can you find and start a program?	Always	Sometimes	Rarely	Never
3	Can you save files to the hard drive or removable storage, such as a CD or USB drive?	Always	Sometimes	Rarely	Never
4	Can you exit or quit an application?	Always	Sometimes	Rarely	Never
5	Can you log off a computer?	Always	Sometimes	Rarely	Never
6	Can you properly shut down a surface tablet?	Always	Sometimes	Rarely	Never
	Word Processing Skills:				
7	Can you create a new document?	Always	Sometimes	Rarely	Never
8	Can you save a document?	Always	Sometimes	Rarely	Never
9	Can you use the editing tools associated with word such as: copy, paste, spell check, etc..?	Always	Sometimes	Rarely	Never
	Internet:				
10	Do you know your center's/work location's wireless network connection, name, and password?	Always	Sometimes	Rarely	Never
11	Can you locate a website given the address?	Always	Sometimes	Rarely	Never
12	Can you use a web browser to follow links to another website?	Always	Sometimes	Rarely	Never
13	Can you find information using a search engine such as Google or Yahoo?	Always	Sometimes	Rarely	Never
14	Can you use a browser's capabilities to go back, forward, reload/ refresh, print and stop?	Always	Sometimes	Rarely	Never
	Email:				
15	Do you know how to log into your email account?	Always	Sometimes	Rarely	Never
16	Can you read email messages?	Always	Sometimes	Rarely	Never
17	Can you compose and send email messages?	Always	Sometimes	Rarely	Never
18	Can you reply to an email message?	Always	Sometimes	Rarely	Never
19	Can you send an email attachment?	Always	Sometimes	Rarely	Never
	Child Plus:				
20	Can you search for a student?	Always	Sometimes	Rarely	Never
21	Can you move up and down the student list?	Always	Sometimes	Rarely	Never
22	Can you search and locate a child primary language?	Always	Sometimes	Rarely	Never
23	Can you search and determine for how long a child has been with Head Start?	Always	Sometimes	Rarely	Never
24	Can you run a report?	Always	Sometimes	Rarely	Never
25	**What else would you like us to know about your experience using technology and entering data at your site?**				

Appendix B

Questionnaire responses: Pre- Survey

1	36 always	0 never	2 sometimes	0 rarely
2	30 always	1 never	6 sometimes	1 rarely
3	23 always	6 never	9 sometimes	0 rarely
4	30 always	3 never	4 sometimes	1 rarely
5	34 always	1 never	2 sometimes	0 rarely
6	31 always	2 never	4 sometimes	1 rarely
7	25 always	1 never	7 sometimes	2 rarely
8	31 always	0 never	6 sometimes	1 rarely
9	29 always	3 never	6 sometimes	1 rarely
10	19 always	6 never	7 sometimes	3 rarely
11	28 always	1 never	7 sometimes	1 rarely
12	28 always	1 never	7 sometimes	1 rarely
13	23 always	4 never	7 sometimes	3 rarely
14	32 always	1 never	5 sometimes	0 rarely
15	26 always	3 never	7 sometimes	0 rarely
16	36 always	0 never	2 sometimes	0 rarely
17	35 always	0 never	3 sometimes	0 rarely
18	29 always	0 never	9 sometimes	0 rarely
19	29 always	0 never	9 sometimes	0 rarely
20	23 always	3 never	9 sometimes	3 rarely
21	22 always	7 never	7 sometimes	1 rarely
22	25 always	6 never	6 sometimes	1 rarely
23	20 always	8 never	8 sometimes	1 rarely
24	18 always	11 never	7 sometimes	2 rarely
25	11 always	12 never	10 sometimes	2 rarely

Appendix C

Questionnaire responses: Post- Survey

1	35 always	1 never	2 sometimes	0 rarely
2	31 always	1 never	6 sometimes	1 rarely
3	26 always	5 never	6 sometimes	1 rarely
4	32 always	2 never	4 sometimes	0 rarely
5	34 always	2 never	2 sometimes	0 rarely
6	32 always	1 never	5 sometimes	0 rarely
7	24 always	2 never	8 sometimes	1 rarely
8	29 always	3 never	6 sometimes	0 rarely
9	25 always	3 never	7 sometimes	3 rarely
10	23 always	5 never	7 sometimes	2 rarely
11	30 always	1 never	6 sometimes	1 rarely
12	30 always	1 never	6 sometimes	1 rarely
13	25 always	1 never	8 sometimes	3 rarely
14	29 always	1 never	7 sometimes	1 rarely
15	28 always	2 never	7 sometimes	0 rarely
16	33 always	1 never	3 sometimes	1 rarely
17	35 always	1 never	2 sometimes	0 rarely
18	29 always	1 never	8 sometimes	0 rarely
19	28 always	1 never	9 sometimes	0 rarely
20	24 always	3 never	7 sometimes	3 rarely
21	22 always	5 never	7 sometimes	2 rarely
22	26 always	3 never	7 sometimes	2 rarely
23	24 always	4 never	6 sometimes	1 rarely
24	18 always	7 never	8 sometimes	2 rarely
25	16 always	11 never	11 sometimes	0 rarely