



AGENDA ITEM: 7

DATE OF MEETING: October 17, 2012

ACTION: X

INFORMATION: _____

CARES PLUS EXTENSION

SUMMARY OF REQUEST

First 5 California staff requests Commission approval for up to \$14 million per year for three years (7/1/13 – 6/30/16) to fund the Comprehensive Approaches to Raising Educational Standards (CARES) Plus program, and to allow the carryover of unexpended program funds at the end of each fiscal year throughout the term of the program.

BACKGROUND

The CARES Plus Program – How it Supports the Early Learning Workforce

The CARES Plus program (CARES Plus, or Program) is dedicated to increasing the quality of early learning programs for children ages 0 to 5 and their families by supporting the education and professional development of an effective, well-compensated, and diverse early learning workforce. Continuing CARES Plus will: 1) allow First 5 California to build on the organizational infrastructure and momentum already created by the current CARES Plus Programs throughout the state; 2) provide more counties an opportunity to participate; and 3) potentially leverage additional federal and local funds. Approving the request will also strengthen our ability to gather additional data for a more rigorous evaluation of the effectiveness of CARES Plus.

Continued funding of CARES Plus will allow First 5 California to build on the organizational infrastructure and positive momentum throughout the state to:

1. Systematically enhance the retention, education, and professional development of the workforce across the continuum – from family child care homes to teachers working in centers – thereby supporting quality for children ages 0 to 5 regardless of care setting.
2. Build toward a well-educated, culturally and linguistically diverse workforce that can support state and local efforts to improve access to and quality of early learning including First 5 California's Child Signature Program, Early Head Start, Head Start, Race to the Top and General Child Care.
3. Gain additional data and findings to better inform future investments in early care and education.
4. Develop and maintain a cadre of early care and education experts trained in all aspects of the **CLASS™** system.

5. Provide system changes in the early care and education field by introducing effective concepts, training supports, and tools that create quality early learning environments.

The Science - How Babies Learn

The experiences children have as babies, toddlers, and preschoolers shape the kind of students they will be as they enter the K-12 school pipeline. Neurological science shows that the basic architecture of the brain is constructed through an ongoing process that begins prenatally and continues into adulthood. Early experiences affect the quality of that architecture by establishing a foundation for all later development, behavior, learning and health. To support healthy brain development, we also know babies' brains require stable, caring, interactive relationships with adults.¹

The Challenge – Inadequate Quality, High Turnover, Low Education

In California, one in five children ages 0 to 5 live in poverty.² Research is consistent in demonstrating that if we want children – particularly children in poverty – to enter our public education system with the skills, abilities, and support necessary to succeed and achieve their maximum potential in school, we must start early by investing in the learning that begins the moment a child is born. Even with this evidence, a recent RAND Institute study shows that only 13 percent of California's low-income children are in high-quality early learning programs.³ Additionally, nearly 60 percent of U.S. early childhood centers are found to be of "inadequate or minimal" quality. The poor quality of care is especially disturbing in light of recent studies that reveal that the first three years of life are a crucial time for brain development and profoundly affect an individual's long-term healthy development and learning.

Nationally, 72 percent of children under the age of 5 spend a significant amount of time in non-parental care arrangements. For children placed in paid day care or preschool, findings in the field suggest that the quality of care children receive is correlated with the education, compensation, and retention of staff. Research has shown that teachers with Bachelor's degrees and specialized training in child development provide young children with the best preparation to succeed in kindergarten⁴ and that teacher effectiveness is among the most important factors impacting the quality of early learning programs.⁵ A recent National Institute for Early Education Research (NIEER) report indicates the following:

- Better educated teachers are more effective.

¹ Center on the Developing Child (2010) The Science of Early Childhood development, IN BRIEF. Harvard University, Cambridge, MA.

² The Annie Casey Foundation, (2012) State Trends in Child Well-Being: 2012 KIDS COUNT Data Book

³ Karoly, L., Ghosh-Dastidar, B., Zellman, G., Perlman, M & Fernyhough, L. (2008). Prepared to Learn: The Nature and Quality of Early Care and Education for Preschool-Age Children in California, TR-539-PF/WKKF/PEW/NIEER/WCJVSF/LAUP. http://www.rand.org/pubs/technical_reports/TR539/.

⁴ Whitebook, M. 2003. Early education quality: Higher teacher qualifications for better learning environments – a review of the literature

⁵ Bueno, M., Darling-Hammond, L., and Gonzales, D. (March 2010). A Matter of Degrees: Preparing Teachers for the Pre-K Classroom, The PEW Center on the States, Education Reform Series. Washington, DC.

- Programs employing teachers with four-year degrees are highly effective and good economic investments for taxpayers.
- Low educational qualifications and a lack of specific preparation limit educators' effectiveness with children.
- Better compensation is required to hire and retain more effective teachers.⁶

Although money has been invested in early childhood education training programs, these rarely lead to pay increases or offer sufficient incentives for providers to stay in the field. Sites that pay better wages experience double the retention rate of other sites, even though frequent turnover impedes the formation of nurturing relationships and their benefits to children. Therefore, strategies are needed for both increasing education and professional development and reducing teacher turnover. This is what CARES Plus is designed to do.

While awareness of the importance of quality early learning programs on school readiness and the value of teacher education to the quality of early learning programs was increasing,⁷ prior to the launch of the original CARES program in California the educational level of the early learning workforce was decreasing.⁸

A 2006 study of the California early learning workforce revealed:

- only slightly more than half the teachers in early learning programs had earned any kind of postsecondary degrees
- only one-quarter had a Bachelor's degree.⁹

Unfortunately, younger members of the workforce were even less educated. Moreover, less than two-fifths of early learning center teachers had been at the same job for five years or more.

One reason for these statistics is the level of compensation. The highest-paid teachers with Bachelor's degrees in early learning programs earned approximately only two-thirds as much as public school kindergarten teachers.¹⁰

- In FY 2007/08, the median salary of a CARES participant working in a center-based facility was \$24,000 per year.
- The median salary of a CARES participant working in a family child care facility was \$20,000 per year.

⁶ Barnett, W.S. (2003). Better Teachers, Better Preschools: Student Achievement Linked to Teacher Qualifications, *Preschool Policy Matters*, 2. New Brunswick, NJ: NIEER

⁷ Whitebook, M. *Early Education Quality: Higher Teacher Qualifications for Better Learning Environments: A Review of the Literature*, Center for the Study of Child Care Employment, 2003.

⁸ Herzenberg, S., Price, M. and Bradley, D., *Losing Ground in Early Childhood Education*, Economic Policy Institute, 2005.

⁹ Center for the Study of Child Care Employment, and California Child Care Resource and Referral Network, *California Early Care and Education Workforce Study: Licensed Child Care Centers and Family Child Care Providers, Statewide Highlights*, July 2006.

¹⁰ Ibid.

- This figure represents less than half of the mean annual salary of \$50,370 for K-12 teachers in California.¹¹

California workforce data also reveal startling demographics of our youngest children's teachers and caregivers: "Most ECE students in California work full-time, typically at low-wage jobs; speak a language other than or in addition to English; and face significant challenges in pursuing college-level work in English."¹²

HISTORY OF FIRST 5 CALIFORNIA FUNDING OF CARES

In an effort to address this urgent statewide need to improve the quality and stability of the early learning workforce, First 5 California launched the first CARES program in FY 2000/01 as a matching-funds program with 44 county commissions. State Commission approval for CARES funding concluded in December 2009. On April 10, 2010, the State Commission approved funding for CARES Plus in the amount of up to \$12 million per year for three years FY 2010/13. This funding authority will terminate on June 30, 2013.

Over the past 12 years, First 5 California has invested over \$68 million in CARES and CARES Plus. CARES Plus is a matching funds program. The county match ratio for programming is allocated based on five categories. The local match requirement is as low as 50 cents for every state dollar in smaller counties, and as high as four local dollars for every one state dollar in the largest county. If a local First 5 commission chooses not to participate, a local public entity (such as a county office of education) may apply for funding and serve as the Lead Agency for that county.

Based on the current strategic plan for First 5 California and its focus on the three signature programs, CARES Plus remains the sole element of the Teacher Signature Program.

CARES PLUS: BUILDING ON AN EFFECTIVE MODEL

Original CARES program data collected and early CARES Plus program data indicate that professional development activity and educational levels increased among a large and varied group of participating early childhood educators, retention of the workforce improved, and county-level professional development infrastructures were strengthened.

- Ninety-six percent of CARES participants still worked in the field 12 months after joining the program and 93 percent remained 18 months later.
- CARES program participants were more than twice as likely as non-participants to remain in the same center over a two-year period.

¹¹ Bellm, D. and Whitebook, M. Building California's Preschool For All Workforce, A SERIES OF POLICY BRIEFS. Compensation and Comparable Worth: What Lies Ahead for California's Preschool Teachers?, Institute of Industrial Relations, University of California at Berkeley. Berkeley, CA.

¹² Dukakis, K., Bellm, D., Steer, N., & Lee, Y. (2007) *Chutes or Ladders? Creating support services to help early childhood students succeed in higher education*. Berkeley, CA: Center for the Study of Child Care Employment, University of California at Berkeley.

- Participants accumulated an average of 5.7 more early care and education units than non-participants. Participants were three-and-a-half times more likely to obtain a Child Development Permit and twice as likely to progress up the Child Development career ladder than non-participants.
- Furthermore, positive results of the CARES programs included increased professional morale¹³ among participants, and the formation of new collaborations with community partners, such as community colleges, to address barriers to the attainment of Early Childhood Education (ECE) units.

Additionally, local evaluations provided additional feedback on the success of CARES in areas such as increased resources and motivation in working toward a degree, increased likelihood of CARES participants staying in the field and continuing their education, and improved earnings for family child care providers and center teachers.

CARES PLUS: PRELIMINARY RESULTS FROM YEAR 1

The data submission deadline for Year 1 participant data was October 1, 2012. (Only preliminary data are available at this time.) The following is an overview and summary of Year 1.

- 34 counties participated
- 4,200 (approximately) teachers participated
- 50,000 (approximate) children served
- 221 **MTP™** participants earned 6,228.8 professional development hours
- 450 (approximate) pre- and post-**CLASS™** observations completed
- **CLASS™** training opportunities provided to Department of Education staff as well as Child Signature program classrooms and teachers
- Well-qualified cadre of experts on the Pre-K **CLASS™** tools trained and maintained
- 41 coach/observers trained on the **CLASS™** Toddler tools
- Teacher satisfaction surveys conducted
- First-in-the-nation to provide online **CLASS™** courses and materials in both English and Spanish

OVERVIEW OF THIS CARES PLUS REQUEST

This request for funding will provide the same services and infrastructure that is part of the currently funded CARES Plus program. However, there are two primary program changes in this request:

1. Development of a new Request for Application (RFA) to enable all counties the opportunity and ability to apply for funding. (The previous RFA also allowed all counties to apply; 34 counties applied for funding at that time.)

¹³ First 5 California, CARES Plus Participant Satisfaction Survey (Oct. 2012).

2. Mandatory use of the First 5 California PROOF CARES Plus data collection system.

At the time of the release of the first CARES Plus RFA, First 5 California was in the process of building a data collection system called PROOF. The system was not completely operational until after the first RFA had been released. As such, the required participant data was not specifically defined and use of the PROOF data collection system was not mandatory. Now that the PROOF system is in place, the new RFA will require that all participating counties to use PROOF according to uniform, consistent data collection protocols in support of the statewide evaluation of this program.

This RFA will continue to use the researched-based observation tool developed by the University of Virginia to assess the effectiveness of classroom interactions, called the Classroom Assessment Scoring System (**CLASS™**). The **CLASS™** tool has been proven to produce positive results. Related research also shows that the assessment tool and related feedback increase teacher effectiveness. Children in classrooms with higher **CLASS™** scores achieve at higher levels than their peers in classrooms with lower **CLASS™** scores.¹⁴

CARES PLUS PROGRAM DESIGN

Lead Agencies design local CARES Plus programs by choosing from four professional development pathways, each of which is completed by participants along with the CARES Plus CORE requirements. All participants are required to complete the CORE requirements in the first year of participation. In addition, participants can choose one of the four professional development pathways selected for use in that county.

CORE Requirements:

- Complete three online courses: ***Intro to the CLASS™, Looking at CLASSrooms™ (LAC),*** and the CARES Plus Tobacco Training
- Meet with a professional growth advisor at least twice annually
- Develop a professional growth plan

Four professional development pathways – annual requirements

Component A	Component B	Component C	Component D
A minimum of 21 hours of CDE sponsored training	A minimum of 6 units of higher education	Serve as a CARES Plus adviser (must possess a BA degree)	Complete <i>My Teaching Partner (MTP™)</i> biweekly coaching/observation

Participants who successfully complete the program requirements are eligible to receive a stipend. Stipend amounts are determined at the local level and are one of several expenditures that are reimbursable by the state through the matching funds programs.

¹⁴ Teachstone: *Effective Teacher-Student Interactions: Measuring and Improving Classroom Practice.*

CLASS™ Random Selection:

Each year, approximately 500 participants who are completing the Component A and B educational pathways are randomly selected to receive a pre- and post-**CLASS™** observation. In addition, those selected for MTP also are required to receive a pre- and post-**CLASS™** observation. The scores of these two groups are compared to determine if any trends exist that demonstrate the impact of the professional development inputs. Research shows that children in classrooms with teachers who receive higher **CLASS™** scores tend to learn more effectively than children from lower scoring classrooms.

CARES Plus: A Multi-layered Partnership Program

CARES Plus is a partnership between First 5 California and those Lead Agencies that were approved for CARES Plus matching funds. Lead Agencies design local CARES Plus programs based on local needs and provide stipends/incentives to participants who successfully complete the professional growth requirements. Other external partners required to implement the program include:

1. University of Virginia/Teachstone, LLC
 - Provides copyrighted online training and materials
 - ***Intro to the CLASS™*** Observation
 - ***Looking at CLASSrooms™ (LAC™)***
 - ***My Teaching Partner™***
 - Live ***Intro to the CLASS™*** for CARES Plus advisors
 - Provides Help Desk support for the online courses: ***Intro to the CLASS™*** and ***LAC™***
 - Trains and supports **CLASS™** observers
 - Provides ongoing **CLASS™** reliability and calibration trainings
 - Provides **CLASS™** recertification testing annually
 - Supports **MTP™** coaches
 - Provides research consultation services to First 5 California
 - Conducts **CLASS™** random selection process
 - Works to bring systems change to the early care and education field
2. Yosemite Community College District, Child Development Training Consortium
 - Contracts with, manages, and supports coach/observers
 - Manages equipment distribution statewide (camera kits, training materials, etc.)
 - Provides program logistics and implementation to participants
 - Provides technical assistance to CARES Plus Lead Agencies
3. California Department of Education
 - Sponsors Component A training

CARES Plus Participant Satisfaction Survey

First 5 California conducted an internet-based CARES Plus Participant Satisfaction survey of participants from the FY 2011/2012. The survey consisted of six multiple choice questions and one narrative question. Email requests were sent to 3,775 participants that included information for completing the survey. 976 participants responded to the survey representing a 26 percent return rate. The survey was released in both English and

Spanish. Access to the survey was available for 16 days, with a reminder email being sent five days prior to closure of the survey site. Below are the results of the survey:

1. Which CARES Plus component did you participate in?

CORE only = 372

CORE plus Component A = 285

CORE plus Component B = 205

CORE plus Component C = 70

CORE plus Component D = 44

2. How useful was the online course *Introduction to the CLASS^{TD}*?

78% = Very useful

21% = Somewhat useful

1 % = Not very useful

3. How useful was the online course *Looking at CLASSrooms^{TD}*?

76% = Very useful

20% = Somewhat useful

2 % = Not very useful

4. How useful was your CARES Plus learning experience in terms of your professional development?

79% = Very useful

19% = Somewhat useful

2 % = Not very useful.

5. How much has your participation in CARES Plus helped or enabled you to continue working in early childhood education?

78% = Very much

17% = Somewhat

5 % = Not very much

6. What sort of effect do you think that your CARES Plus experience will have on the children in your care?

88% = Very positive

12% Somewhat positive

0.2% Not very positive

The results demonstrate a high level of positive participant satisfaction in all aspects of the Program. One of the goals of CARES Plus was teacher retention and 95 percent of the participants stated that CARES Plus helped them continue to work in early childhood education. The survey shows that the required training was useful, and that the participants' engagement in CARES Plus had a positive effect on the children in their care.

CARES PLUS PROGRAM INCLUDES 4 KEY ELEMENTS FOR BUILDING A SUCCESSFUL WORKFORCE SYSTEM

CARES Plus supports the professional development and preparation of an effective, well-compensated workforce through the provision of incentives, academic support, higher education articulation, and a unique opportunity for individualized one-on-one coaching. All CARES Plus grantees must develop and lead consortiums that represent county commissions, two- and four-year higher education institutions, AB 212 state-subsidized programs, community-based organizations, local educational agencies, and other stakeholders. CARES Plus builds on the lessons learned from the past CARES and CARES Plus programs and includes the core elements necessary for a successful workforce development system:

Incentives: Stipends to Incentivize Early Childhood Educators to increase their education, professional development, and obtain degrees

CARES Plus will provide financial stipends to individual participants who are obtaining educational units that lead toward a degree in early childhood education or a related field. This includes teachers and providers along the continuum of care, from those with little formal training to those seeking advanced degrees. To increase accountability and intentionality, all participants will be required to annually meet with an advisor and complete an Educational Plan. Additionally, stipends will be provided at the end of the program year, after participants have successfully accomplished the program requirements.

Participants' Support Systems: Academic Support and Advising to Help Participants Negotiate the Maze of Educational Requirements

All CARES Plus Programs will be required to link to or provide multi-lingual academic and other support services (e.g., outreach, bilingual classes, course advising, and book subsidies) in order to maintain and increase the diversity of the workforce while simultaneously enhancing participants' access to higher education and degree attainment.

The CARES Plus support services need to include but are not limited to:

1. Academic advising and counseling to familiarize students with a college's structure and offerings, and guide them through their coursework and educational paths. It may also include a focus on transferring to a four-year institution
2. Links to financial aid and scholarships, books (may include lending library), and/or financial support to attend unit-based classes
3. Forums, seminars, workshops, meetings, trainings, and unit-based classes necessary for advancement in the CARES Plus Program toward a degree

Higher Education Articulation: Higher Education Quality Pathway Partnerships

Local CARES Plus Program consortium partnerships will work to facilitate the recruitment, training and professional development of an expanded pool of qualified early learning educators. Partnerships will create the programs and opportunities needed by the local workforce and address articulation and higher education pathways, course

content, and student readiness and support issues that interfere with student success in obtaining degrees in early childhood education or related fields.

First 5 California and the California Department of Education's Child Development Division partnered to develop the Early Childhood Educator Competencies. CARES Plus will require all grantees to provide a plan for their respective higher education partners addressing how they will incorporate the Early Childhood Educator Competencies into their programs. These consortiums will create curriculum and course content to reflect the Early Educator Competencies as well as infuse content with current research and knowledge of cultural and linguistic diversity.

Program Training and Technical Assistance

To support the quality of the local CARES Plus programs and enhance best practices and program effectiveness, statewide program technical assistance will be provided such as: regional meetings, briefs, special topic webinars, and a listserv to enhance program and administration communication.

Links to Federal and State Policies and Funding

CARES Plus will continue to provide the foundation for core services critical to California's quality system of early learning designed to improve school readiness and close the achievement gap. CARES Plus aligns with federal and state early learning efforts designed to improve the quality of and access to early learning programs:

- In December 2011, the California Department of Education was awarded \$52.6 million in federal funding for the **Race to the Top (RTT)** Early Learning Challenge. 16 of the 17 California counties receiving **RTT** funding are CARES Plus counties. These counties were selected to participate in **RTT**, in part, because of the quality improvement infrastructure in place as a result of their participation in CARES Plus as well as First 5 California's Child Signature Program.
- For at least 13 years, the Legislature has provided \$10 to \$15 million per year to fund incentives and stipends under AB 212 for early childhood educators in state-supported early learning centers. The AB 212 budget for FY 2012/13 is \$10,750,000. CARES Plus partners with **AB 212** by providing similar stipends for staff in non-state-subsidized centers and family child care homes. CARES Plus counties are to include **AB 212** participants in their local programs, and **AB 212** participants are eligible to access CARES Plus training.

SCOPE OF AUTHORIZATION AND FISCAL SUMMARY

The scope of the authorization requested would cover all program-related costs, except for administrative costs borne by First 5 California that cannot be allocated to another account. It would provide staff authority to develop and implement programs, data collection and storage, research and evaluation methods, and partnerships, all consistent with the description provided here. It would provide the Executive Director authority to award and execute contracts accordingly, including those recommended by any evaluation committee reviewing applications submitted through a request for proposal (RFP), all subject to the ratification requirements of the Commission's bylaws.

The fiscal summary is based on the following assumptions:

- If all 58 counties applied for CARES Plus, the program would cost \$14 million per year.
- If 45 counties applied, the program would cost approximately \$12 million per year (86 percent of the total funding request).
- If only the existing 33 participating counties applied, the program would cost \$10 million per year (71 percent of the total funding request).
- The first year of the CARES Plus FY 2010/13 authorization realized an under expenditure of funds, due to the ramp-up activities during the first fiscal year of the program. That amount, approximately \$6 million, is expected to remain unexpended from the total FY 2010/13 authorization at the end of FY 2012/13. Staff proposes that this unexpended amount be rolled over into CARES Plus FY 2013/16, to supplement the annual base authorization of \$12 million per year -- if needed to fund the expansion of the program beyond the existing 33 counties – up to a maximum of \$14 million per year.

The annual expenditure will be amended (reduced) from the maximum authorized here, according to the actual number of counties that apply for funding. The \$42 million authorization would be allocated to the following accounts and expenditures for program, research, infrastructure and partnerships as follows:

	FY 2013/14	FY 2014/15	FY 2015/16
Base Authorization	12,000,000	12,000,000	12,000,000
Rollover from FY 2010/13 CARES Plus	2,000,000	2,000,000	2,000,000
Total Authorization	14,000,000	14,000,000	14,000,000
Budget by Account			
<u>Child Care</u>			
• County Grants	7,000,000	7,000,000	7,000,000
• Partnerships	5,720,000	5,720,000	5,720,000
<u>Education</u>			
• CDE Training	500,000	500,000	500,000
<u>Research and Development</u>			
• PROOF M&O	580,000	580,000	580,000
• Statewide Evaluation	200,000	200,000	200,000

FISCAL IMPACT

The funding First 5 California invests in CARES Plus will be matched by additional local dollars according to the program formula based on the population of each county. The dollars provided by First 5 California will fund the core elements of CARES Plus, including:

- The cost of providing the CORE and component education pathways, including supplemental funding to the California Department of Education to increase the frequency of certain training modules.
- The partnership with Teachstone, LLC to provide training and support to the 41 state coach/observers on the **CLASSTM** instruments, including **My Teaching PartnerTM**.
- The partnership with CDTC/YCCD to provide the logistical management of the program, including equipment distribution and contracting with and oversight of the 41 state coach/observers.
- The maintenance and operation, plus any enhancements, of the PROOF data collection system which is wholly dedicated to CARES Plus.
- The evaluation of program data, including the inclusion of CARES Plus in any statewide evaluation of First 5 California signature programs.
- A portion of the incentives or stipends for the teacher-participants.

The funding provided by county match dollars would primarily fund the incentives or stipends for the teacher-participants.

Given that CARES Plus remains the sole element of the Commission's Teacher Signature Program, the program expenditures would represent 100% of the projected revenue in the Child Care Account in the corresponding fiscal years. The partnership with the California Department of Education would be allocated to the Education Account, and the costs related to data collection, storage and evaluation would be allocated to the Research & Development Account.

ALTERNATIVES CONSIDERED

Alternative

Do not authorize funding approval for CARES Plus.

Pros

- Maintains higher level of available annual revenue.

Cons

- Does not continue and build upon the momentum from the First 5 California CARES and CARES Plus programs.
- Does not allow for the development and maintenance of a California cadre of experts in professional development in early childhood education.

- Increases difficulty to find qualified early learning teachers for early learning programs, such as the Child Signature Program.
- Does not promote retention in non-state-supported early learning centers and family day cares.

STAFF RECOMMENDATION

First 5 California staff recommends the Commission authorize the proposed CARES Plus Program for up to \$14 million a year for three years (7/1/13 – 6/30/16) consistent with the scope of authority and fiscal summary, program description, and other parameters provided herein.

Attachments

CARES Plus Three Year Extension

1. CARES Plus Program Partners Chart
2. CARES Plus Participant Requirements Chart
3. CARES Plus Participant Satisfaction Survey Results
4. CARES Plus Participant Testimonials
5. Working with MTP Participants: A Coach's Reflections
6. *Child Care Student Finds Home at Preschool* - Gazettes.com: Lifestyle
7. Pre-K **CLASSTM** Tool (English) one-page handout
8. Pre-K **CLASSTM** Tool (Spanish) one-page handout

FUNDING REQUEST FISCAL DETAIL

Title of Request:	Comprehensive Approaches to Raising Education Standards (CARES) Plus Funding				<input checked="" type="checkbox"/> Contract <input checked="" type="checkbox"/> Program Disbursement <input type="checkbox"/> Special Disbursement	
Amount of Current Agreement:	Up-to	N/A	Expenditures to Date:	N/A		
Current Term of Agreement:	N/A	Through	N/A			
		Fiscal Year Detail				
		FY 13 - 14	FY 14 - 15	FY 15 - 16	FY __ - __	
New Amount Requested:	Up to	\$42,000,000	\$14,000,000	\$14,000,000	\$14,000,000	
Total Amount of Agreement:	Up to					
Proposed Funding Term:	July 1, 2013	Through	June 30, 2016			
First 5 California Account Name:	Child Care	Account Number	0636	Fund Availability Confirmed	<input checked="" type="checkbox"/> Yes By: Sandy Beck	
	Education		0634			
	R&D		0637			
Statutory Purpose:	Health and Safety Code 130105(d)(1)(C) and 130105(d)(1)(D) Three percent shall be deposited in a Child Care Account for expenditures to ensure that children are ready to enter school and for programs relating to child care, including, but not limited to, the education and training of child care providers, the development of educational materials and guidelines for child care workers, and other areas described in subparagraph (B) of paragraph (1) of subdivision (b) of Section 130125.					
Do our funds solicit match funds?	<input checked="" type="checkbox"/> Yes (explain) <input type="checkbox"/> No	Commission Funds	Match Funds	Total Funds		
		\$21,000,000	\$53,000,000	\$74,000,000		
Matched funds will be based on \$21 million of the total authority for CARES Plus. The other funding is used to implement the program and provide access to researched-based training. This request will also allow the <u>carryover</u> of unexpended CARES Plus funds across fiscal years throughout the term of the program that ends on June 30, 2016.						
Key Deliverable Descriptions						Deliverable Date
Refinement and implementation of data collection requirements						Ongoing
Compensation Incentives/Stipends – to support the recruitment and retention of a highly qualified, well-compensated and diverse early learning workforce						Ongoing
Advising and Supports - to assist early learning students with navigating the higher education system. Advising participants in order to obtain a degree and credentials. Supports include links to financial aid, tutoring, homework assistance, practicum placement, etc.						Ongoing
Coaching and Mentoring – support hands-on practicum for early learning higher education students.						Ongoing

CARES Plus Program Partners

First 5 California Signature Programs

Parent Signature Program

Teacher Signature Program

Child Signature Program

Comprehensive Approaches to Raising Education Standards (CARES) Plus Matching Funds Program

County First 5 Commissions or Local Public Entity Guarantees

Match state funding to design local programs to meet their needs, leveraging local resources to enhance teacher quality, recruit participants, provide stipends and educational components.

Supporting Contract: Teachstone Training, LLC

- Trains and supports coaches/observers
- Assigns specialists, provides recertification and calibration trainings
- Manages online training courses (**CORE Requirements**)
 - Introduction to the **CLASS™**, Pre-K and Toddler
 - Looking at **CLASSrooms™**, Pre-K and Toddler
- Supports **My Teaching Partner™**, including web portal
- Conducts random sample selection for **CLASS™** observation

Supporting Contract: Child Development Training Consortium (CDTC)

- Contracts with independent coaches/observers
- Coordinates training opportunities
- Provides on-going support for coaches/observers including bi-weekly calls and assignments
- Provides logistics for equipment/material distribution throughout California for **CLASS™** observation and **MTP™**
- Provides technical assistance to lead agencies

Supporting Partner: Child Development Division California Department of Education

- CDD-approved CARES Plus Component A Training
- Program for Infant Toddler Care (PITC)
- California Preschool Instructional Network (CPIN)
- California Collaborative on the Social and Emotional Foundations in Early Learning (CSEFEL)
- UC Davis Family Child Care At Its Best
- Desired Results Development Profile
- English Learner Guide (PEL)

CARES Plus Participant Requirements

CARES Plus CORE Requirements

Meet with a Professional Growth Advisor two times a year to create and monitor a professional growth plan and complete three online courses. Participate in **CLASS™** observation if selected in the random sample.

Intro to the CLASS™

- 2-hour interactive online program to gain an understanding of the Classroom Assessment Scoring System (**CLASS™**) framework
- Available in English and Spanish
- Toddler or Pre-K option

Looking at CLASSrooms™ (LAC™)

- Online program focusing on identifying and analyzing effective teacher-child interactions
- Available in English and Spanish
- Toddler or Pre-K option

CARES Plus Tobacco Training

- Kids and Smoke Don't Mix: A Tobacco Training for Child Care Providers and Preschool Teachers sponsored by First 5 California and created by California Smoker's Helpline

Component A

Minimum of 21 hours of CDE approved professional growth trainings.

- Participate in **CLASS™** observation if selected

Component B

Minimum of 6 units of higher education towards a degree in ECE, CD or related field.

- Participate in **CLASS™** observation if selected

Component C

Serve as Professional Growth Advisor.

- Requires BA degree
- Complete CORE Requirements

Component D

My Teaching Partner™ one-on-one professional growth coaching model program.

- Required to participate in **CLASS™** observation



CARES Plus Participant Satisfaction Survey, 2011/2012

First 5 California CARES Plus conducted an internet-based survey of participants from FY 2011/2012. 3,775 email requests were sent to participants with information for completing the survey. Instructions and the survey were released in both English and Spanish. The survey window was open for 16 days with a reminder email being sent 5 days before the close of the survey. We had 976 respondents to the survey questions representing a 26% return rate. Below are the preliminary results of the survey as well as a sample of comments from participants.

Which CARES Plus component did you participate in

• CORE only	372
• CORE plus Component A	285
• CORE plus Component B	205
• CORE plus Component C	70
• CORE plus Component D	44
• Total	976

“It was a wonderful experience. I enjoyed the training of the tobacco information and the CLASS videos and wonderful examples of interactions between the children and their teachers were both inspirational and educational. I am looking forward to my second year of the PIECES program.” (Fresno)

“Last year, I got to work on the core and MTP program. It was a hard working wonderful experience. The dimensions guide helped me oversee the way to enhance my teaching strategies. Care is great, I would recommend this program to my fellow staff and teachers that I know.” (Yolo)

How useful was the online course Introduction to the CLASS™?

• Total	100%
• Very useful	78%
• Somewhat useful	21%
• Not very useful	1%

“CARES PLUS Core was very helpful for my work. I like how I could work at my own pace and that I had support from a supervisor through the process. I'm a visual learner so the videos were very helpful.” (El Dorado)

“Our local staff is very accessible and supportive. They have been patient with technical difficulties and always willing to encourage participation in the program.” (El Dorado)

How useful was the online CLASSrooms™?

• Total	100%
• Very useful	76%
• Not very useful	20%
• Somewhat useful	2%
• I never took the course	2%

“Looking at Classrooms and Introduction to CLASS was the most informative, interesting, thought provoking, and comprehensive training program that prodded me to do serious self-analysis regarding my teaching practice. I believe this



program was instrumental in "stepping up" my program and teaching me to be a better teacher. I was left wanting more... I was disappointed that in the second year there were not any more CLASS trainings scheduled. Thank you for the opportunity to participate!" (Fresno)

"I found this professional growth program very effective and current with ideas and examples thru the videos. I am excited to participate once again for the 2012/13 year. (Los Angeles)

How useful was your CARES Plus learning experience in terms of your professional development?

• Total	100%
• Very useful	79%
• Somewhat useful	19%
• Not useful	2%

"Cares Plus has been a blessing for me as I am motivated and encouraged to complete my goal of finishing up my education in Child development. I have even encouraged my helper to join cares and pursue her education in Child Development, as it is our responsibility to give children of this state the best they deserve." (Santa Clara)

"I think this Cares Program is so beneficial for all Child Care Providers whether they work in a home childcare or in centers. It has helped me improve the way I teach and implement my program. The children are happier. It's an amazing program!!! Thank you" (Los Angeles)

How much has your participation in CARES Plus helped or enabled you to continue working in early childhood education?

• Total	100%
• Very much	78%
• Somewhat	17%
• Not very much	5%

"I really enjoy participating in the Cares Plus program. I have learned a lot from the different trainings I have attended which will enable me to be a more effective and knowledgeable teacher. The stipend is also very helpful. We are required to have a lot of education as preschool teachers and our income is very low compared to other professions that require the same amount of education. So all the extra money we can get is a very good motivation and helps me feel more appreciated." (San Bernardino)

"I have improved in my positive interactions with the children I teach because of the videos and workshops I have attended over the years that have been organized by First 5. I received my Bachelor's degree recently and am now working towards completing a Master's Degree in education. None of this would have materialized for me, without the workshops, trainings and help of First 5. I am eternally grateful. Thank you!" (Santa Barbara)

What sort of effect do you think that your CARES Plus experience will have on the children in your care?

• Total	100%
• Very positive	88%
• Somewhat positive	12%
• Not very positive	0%

"I enjoy using what I have learned in my classroom. The training is very helpful in speaking to children and how to really engage them in conversation. It also helps teachers to remember that children should be treated and talked to in a respectful manner. The training was very helpful and useful to me. I use it daily in my classroom." (Shasta)

"Being selected to participate once again in the CARES project is encouraging knowing I have an advisor that is willing to come alongside me in order for me to achieve my goal(s). Additionally, I look forward to now participating in component D where I will be able to have actual feedback from a mentor/coach!! How awesome is that? This will surely be beneficial to me as a teacher and likewise the children will also benefit from this experience! Thank you FIRST 5!" (Ventura)



CARES Plus Participant Testimonials

How did my CARES Plus Advisor help me?

Testimonial: First 5 LA

- “I was able to share my struggle with behavior management and her approaches and experience really taught me new ways and skills that I implemented in my classroom that proved to have a [positive] impact on the classroom environment.”
- “Without my advisor, I would not have thought that I could finish my college education.”
- “My advisor made understanding the Permit Matrix so simple. My community college counselor made it seem like something so unobtainable. My advisor used simple concepts that I could understand when explaining how to obtain what I need.”
- “I was able to complete the paperwork for a first time permit. It was a lot of forms to fill out. She even had a computer lab available for us to do everything online. She reviewed the forms and help check if they were completed correctly.”

How did CARES Plus help you?

Testimonial: First 5 Ventura

- “The First 5 Stipend Project has been instrumental in helping me **achieve my goals of pursuing a secure and rewarding career** in the child development field and implementing a well-rounded and enriched preschool program. The Stipend Project enables teachers who are relatively low on the pay scale (We’re not in it for the money, right?!) to **enrich their education** and, thus, employment opportunities.
- “By taking part of the stipend project, **I am getting assistance** and support in furthering my education. I am getting **exposure to new programs**, like ECER-S and CLASS, which in turn enriches my classroom and teaching skills. I am grateful that the program exists and **keeps me current and ahead** in the field of Early Childhood Education.”

How did the CORE requirements affect you?

Testimonial: Lake County

- “The Classroom Assessment Tool was one of the most positive teaching tools I have ever encountered for teachers to obtain new skills and improve our skills in creating nurturing and well-managed settings, which creates frequent engaging opportunities to create a more positive climate in the classroom.”
- “The most impacting professional growth experience I had over this year was definitely my introduction to and practicing the CLASS tool, because it made me **more aware of the language happening in the classroom.**”
- “The CLASS concepts impacted my work in the classroom because **I focused on the quality of language** used with the children rather than the quantity of conversations happening during our full-day schedule.”
- “The CLASS concept was awesome! I found myself watching and re-watching the video clips, and being excited about the different ways I could do things. There **were so many good ideas.**”



How did CARES Plus improve your practice?

Testimonial: El Dorado County

- **"I am looking at my student assessments and plan activities to help them succeed."**
- **"Now I make everyday learning fun.** Smiling and laughing with the children while doing activities."
- "The students were more interested in concepts that were related to their own lives. It facilitated a wider understanding of the topics. The **students' English language vocabulary expanded throughout the year** and they often repeated advanced words that they heard me say".
- "I am **preparing** activities **in advance.**"
- "I **respond quickly** to a child individually and provide comfort and assistance."

How did My Teaching Partner affect you?

Testimonial: Lake County

- "The most profound experience that I implemented daily in my work as a result of the CLASS tool was just to have a conversation with the children in my center. I started to **build relationships with the children** that had difficulties in acting appropriately in a social setting. When I started the CLASS instruction modules, the words that stood out for me were, **'Building a solid relationship and trust with your children' so that the next level of learning can possibly take place.**"

Testimonial: El Dorado

- "I would **definitely recommend the MTP** program to anyone who is **interested in improving and building positive relationships with the children** in their program."

My Teacher Partner Component D

Testimonial

- There is an old trite saying that "you can't teach an old dog new tricks." I am here to shout that yes you can. Learning new and more effective techniques was fantastic and learning how to re-approach, re-think and re-do things with a more positive outcome has given me a new confidence and courage to continue teaching "short people" with more effectiveness and efficiency. And, with more positive results!
- Last year, I got to work on the core and MTP program. It was a hard working wonderful experience. The dimensions guide helped me oversee the way to enhance my teaching strategies. CARES is great; I would recommend this program to my fellow staff and teachers that I know.



Working With MTP Participants: A Coach's Reflections

APRIL 2012

- Reaching the end of the year has provided an “aha” moment for both the teachers and myself. I had two teachers comment on the improvements they have seen in the children by viewing the MTP videos. It’s amazing how powerful a one minute clip can be! One teacher has several ESL children who spoke little to no English at the beginning of the year. Many are now communicating regularly in English and forming 4-5 word sentences. The other has children who have been identified as Special Needs who are using language and communicating with other children and teachers. What an exciting moment as an MTP coach!
- One of my participants was proud to tell me that because her and one of her co-workers are both participating in MTP they have now noticed that it is much easier for them to plan activities together and decide what is best for the classroom. She mentioned that having a common language has made **a huge positive effect in the classroom.**
- A teacher shared her thoughts about the MTP program during a conference call. “I really see the change in myself. I learned to ask more open-ended questions. Also, during circle time, I pay more attention to what children wish to say. Thanks to MTP and First 5 California programs!”
- Through positive observational statements, a coach reinforced specific behaviors to help the participant see how she is succeeding in the classroom. **It seemed to inspire the participant and she is working on the strategies they talked about to help with behavior management and to engage her children in activities and lessons.**
- I successfully managed and coached a participant to pre-plan and execute a lesson with enriched open-ended questions and **new vocabulary.** This was new to her and she was thrilled with the outcome and student response!
- One of my MTP teachers has experienced a **tremendous positive change in the routines of her children** particularly during transitions and naptime. **“I wish this program was ongoing because it really helps,”** she said.
- One of my teacher’s has become more flexible and responsive in the moment with often higher level support. “The children were responding to what was going on so I continued **to provide more learning opportunities,**” she said.

MAY 2012

- A teacher shared that she is intentionally going back to other CLASS dimensions such as Productivity and having materials ready and finding that it is **helping her with transitions as well as Behavior Management.**
- An MTP participant shared how much she enjoys witnessing the children’s learning during her cycle prompts. She has revealed how it is deepening her reflective process and refining her skills as a teacher. She feels renewed and can justify why her story and circle times are extended now to include **conversations and discussions to help improve the children’s language and literacy.**

Working With MTP Participants: A Coach's Reflections (cont.)

- Reflection from a teacher: "Participating in this program has helped me a lot in so many ways. I pay attention to things that on a regular day go unnoticed. Watching myself interacting with the children has helped me grow as a teacher. I learned to be more aware of children by validating their ideas and paying more attention by listening and giving them opportunities to express their knowledge about the topic. I also learned to have more effective interactions with children and to **provide engaging opportunities for them to learn and grow in each area of development.**"
- I have a participant who just completed the MTP program. She reports that this was an **amazing opportunity for her**. She shared with me how she volunteered to speak in front of her county leads and F5CA and share her **positive experience**.
- I have a participant that has embraced the MTP program and CLASS tool. Throughout this process I have witnessed her shifting from teaching on a whim to being very intentional with her interactions with the children. The participant used the CLASS tool and created a **meaningful activity** encouraging the children to process information at a higher order level.
- "I feel I have benefited from my growth within the Instructional Support domain. I have a better **understanding of how to support children's cognitive development and I have new tools for supporting language development**. I have a deeper understanding of the importance of teacher and student interactions. I also feel I have gotten confirmation that **we are providing a positive learning environment in my classroom**. I am very happy that I had the opportunity to learn and grow through this process! Thank you!"
- In the final phone conference with one participant she told me that she was glad she participated in the MTP program and really got a lot out of it. She said that she was proud to know the **lives of 22 children would be better because she was able to improve her practice as a result of the MTP program**.

JUNE 2012

- One of my MTP participants is strongly considering becoming a CLASS reliable Observer in order to keep focused on the CLASS strategies for **improving students' academic and social-emotional outcomes!**
- One of the teachers who I've coached this year is a Family Child Care provider who came into this program with minimal education in child development. She became so impassioned by the learning process that she has enrolled in an online BA program for Child Development.
- One of my teachers said she felt a **new level of self-respect**. She said she knows she is more intentional and effective as a teacher and has decided to enroll in a Master's in ECE program, taking her career to a whole new level!
- One teacher said this was her **best year ever** because of MTP!
- A participant used the training with the CLASS tool and decided to make this interaction style **a cornerstone for her staff as** she expands and opens a new center.
- "I think that my interaction with the students is totally different than the beginning of the year. Now I use open-ended questions that promote their thinking. I also allow flexibility in the classroom. I allow them to move freely from one area to another and I think that by doing that,

Child Care Student Finds Home At Preschool - Gazettes.com: Lifestyle

Child Care Student Finds Home At Preschool

By Stephanie Minasian

Staff Writer | Posted: Monday, September 10, 2012 6:00 am

Sometimes it can take preschool teacher Starr Hart up to two hours to get to work in the mornings, but it's worth it, she says.

Hart, who has cerebral palsy, is not one to give up easily. For the last eight years, Hart has worked with the children at Kidz "R" Us preschool, at 1115 E. Market St. in North Long Beach, and is now working on her Bachelor's degree in psychology at California State University, Dominguez Hills.

"I just love working with the kids," Hart said. "You never know what you're going to get with them, but I just love it."

Her daily commute to work and school consists of waking up before dawn and waiting for her access ride — sometimes a daunting task that she takes on for her love of the children, she said.

"This place is such a blessing," Hart added.

It wasn't always easy for Hart to find employment. Before she found Kidz "R" Us, she received her Associate's Degree in child development and found some volunteer opportunities, but never permanent work.

"No one wanted to hire me because of my disability," Hart said. "I went to 10 interviews, but got nothing. I thought, maybe this wasn't the right time, so I concentrated on school."

The right time eventually came.

Hart found Kidz "R" Us director Samitha Givens through Easter Seals, which helps people with disabilities find employment.

It was a perfect match, Givens said.

"I love Miss Starr," she added. "I love her determination, and she is just one of us. The kids, being around her, learn that all people are the same, and that it's not a big deal that she is in a wheelchair. "

Kidz "R" Us, which started its first day of school on Wednesday, has been part of nonprofit Los Angeles Universal Preschool (LAUP) since 2006. It provides free or low-cost preschool programs at 325 sites across Los Angeles County.

Hart's compassion for children began at an early age. While she was growing up, she spent a lot of time with her grandmother, who ran a preschool out of her home. It was seeing her grandmother care and nurture children that inspired her to enter the field herself.

"I didn't want to sit around and do nothing," Hart said. "Yes, I do have challenges, but I am very ambitious. I was taught to never give up on myself. My grandmother used to tell me that, 'with God, all things are possible,' and that inspires me every day."

It was her persistence to continue to grow and learn that drove Hart to continue her education at CSUDH.

With help from LAUP's ASPIRE stipend program, which gives an academic stipend to its early childhood educators looking to expand their education in the field, Hart was able to attend a university.

"I eventually want to have my own child psychology practice," Hard said. "So, after I get my Bachelor's, I'll keep going."

For now, Hart still helps out at Kidz "R" Us, which works around her school schedule.

"I do this because I feel motivated to keep going towards my goal," Hart said. "I am not going to stop — I want to keep pushing myself."

For more information about LAUP, visit www.laup.net. Enrollment is still available at Kidz "R" Us, and for details about the preschool, visit www.kidzrus.info.

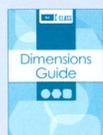


http://www.gazettes.com/lifestyle/child-care-student-finds-home-at-preschool/article_8fa9edf6-f865-11e1-b9a0-0019bb2963f4.html?mode=story



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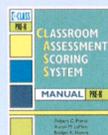
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Aprenda sobre el sistema CLASS



Guía de Dimensiones

Benefíciense de este cuaderno de 28 páginas con explicaciones claras, fáciles de comprender y sugerencias prácticas para mejorar las interacciones en el aula.



Introducción al Sistema CLASS

Desarrolle una comprensión del marco de CLASS y de la forma en que las interacciones eficaces entre maestro y niño estimulan el aprendizaje de los niños.

- ☼ Versión en español disponible.
- ☼☼ Algunos materiales de apoyo disponibles en español.

Solicite los manuales y formularios en Brookes Publishing y las guías de dimensiones en Teachstone.

Infórmese en teachstone.com sobre productos, servicios y cómo ponerlos en práctica en los diferentes niveles de edad.

Evalúe las interacciones eficaces maestro-niño



Manual de CLASS

Use este detallado manual al poner en práctica en su salón de clases las experiencias de la Capacitación de observación de CLASS.



Capacitación de observación CLASS

Aprenda a observar y codificar con fiabilidad y prepárese para el certificado de observador de CLASS con esta capacitación de dos días.



Programa de formación de capacitadores de CLASS

Adquiera los conocimientos y el certificado necesarios para llevar a su organización la Capacitación de observación CLASS y la Introducción al Sistema CLASS.

Se requiere capacitación y certificado para lo anterior.

Mejore la eficacia del maestro



Videoteca

Vea videos reales que ilustran las interacciones efectivas entre maestro y niño en cada dimensión de CLASS.



Observando CLASSes

Aprenda a identificar y comprender las interacciones efectivas entre maestro y niño mediante observaciones de videos bien estructuradas.



Mi capacitador personal (MCP)

Impulse la enseñanza eficaz y estimule el aprendizaje de los niños con este modelo comprobado de capacitación que ha sido desarrollado por los autores del sistema CLASS.