

10/14/14
APPROVED DS

Form 1. About the Applicant (All applicants submit this form)

Date of application: 09.15.2014	
Applicant Name: Anna Epperson	
Address: 4000 Moorpark Ave. Suite 200	
City: San Jose	CA Zip Code: 95117
Telephone: (408)260-3758	E-mail: Anna@First5kids.org
Applying as: Organization	
All applicants submit the following documents demonstrating trainer qualifications:	
<i>If individual (include all):</i>	
<input type="checkbox"/> Transcript verifying BA in ECE or related field <input type="checkbox"/> Resume showing three years of experience in ECE or education <input type="checkbox"/> Verification of experience training adults, either: <ul style="list-style-type: none"> • Written recommendations from two sources that can attest to your experience and competency, or • Proof of faculty status 	
<i>If organization:</i>	
<input checked="" type="checkbox"/> Documentation of organizational capacity to utilize trainers with BA in ECE or related field, experience in ECE or education, experience teaching adults, and specialized knowledge in the topic	
Seeking approval for (please complete the checklist associated with the approval option):	
<input checked="" type="checkbox"/> New Component A Training Please attach: <input checked="" type="checkbox"/> Form 2. Sections I, II, III <input checked="" type="checkbox"/> Training Syllabus	OR <input type="checkbox"/> New Trainer for Existing EESD-Approved Training Please attach: <input type="checkbox"/> Form 2. Section I only <input type="checkbox"/> Certificate or letter from the tool's authors or authorizing entity verifying current "trainer" status and/or approval to train on their tools, curriculum, or materials

Form 2. Application for Training Approval

I. TRAINING INFORMATION

Training Title: SEEDS of Early Literacy for Family Child Care Providers

Description of Training: A professional development curriculum for family child care providers based on current research in early childhood education, child development, emergent literacy, and effective teaching.

What is the origin of this training?

- On list of *EESD-Approved CARES Plus Component A Trainings*
- Modified version of a training on the *EESD-Approved CARES Plus Component A Training*
- Nationally-recognized training
- Locally-developed training
- Other _____

Session Length: #23 total hours over #6 sessions

Delivery Method: In-person

Availability of Training/Trainer: Statewide Santa Clara/Santa Cruz County Only
 Limited to these specific organization(s): _____

Cost of Training: No cost \$_____ per person or \$_____ per #_____ participants
 Other cost structure: _____

Training Language: English Spanish Other: _____

Age Level Focus: Infant Toddler Preschool Transitional Kindergarten

Other Audience or Training Considerations: **Family Child Care Providers**

Training Methods (check all that apply):

- Lecture Handouts Demonstration & Practice (during training)
- Written Reflection Hands-On Activities Required Reading Child Observation
- Self or Program Assessment Facilitated Peer Discussion Hands-On Activities
- On-site Technical Assistance Other: Coaching

Early Childhood Educator Competencies addressed by this training:

- Child Development and Learning Special Needs and Inclusion
- Culture, Diversity, and Equity Learning Environments and Curriculum
- Relationships, Interactions, & Guidance Health, Safety, and Nutrition
- Family and Community Engagement Leadership in Early Childhood Education
- Dual Language Development Professionalism

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Observation, Screening, Assessment, and Documentation Administration and Supervision

II. LEARNING OBJECTIVES

Please use the Competency Areas, Performance Areas, and Topics from the Early Childhood Educator Competencies available at <http://www.cde.ca.gov/sp/cd/re/ececomps.asp> to guide your development of learning objectives for three competency areas.

Objective 1

Competency Area: Child Development and Learning

Performance Area: Knowledge about Child Development and Learning

Topic(s) and Competency Context(s): Developmental Theory and Research, Factors that Contribute to Development

Specific training activity/ies that meet objective:

Introduction to the Hart & Risley Research which first demonstrated the 30 million word gap in children.

Examination of the data between a children with and without meaningful experiences in literacy.

Explanation of the correlation between early exposure to literacy and later success in school.

Lecture teaching the developmental stages of learning in children, specifically in shared positive and negative interactions.

Teaching of the acronym SEEDS - Sensitive, Encourage, Educate, Develop Through Doing, and Self-Esteem: Learning how utilizing this strategy affects literacy development in children

Objective 2

Competency Area: Relationships, Interactions, and Guidance

Performance Area: Social-Emotional Climate

Topic(s) and Competency Context(s): Social-emotional Climate, Positive Relationships, Creating and Maintaining Program Policies and Practices

Specific training activity/ies that meet objective:

Approaching daily activities in with an encouraging and sensitive manner

Meeting children where they are with developmental appropriate activities

Scaffolding teachers to be using intentional behaviors and best practice

Learn strategies which support the learning of all children

Incorporate evidence-based strategies into daily schedule that give every child a voice and provide meaningful opportunities with literacy.

- Competency Area: Learning Environment and Curriculum

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<p>Performance Area: Environment, Schedules , and Routines</p>
<p>Topic(s) and Competency Context(s): Materials and Equipment, Schedules and daily routines.</p>
<p>Specific training activity/ies that meet objective: How to utilize literacy based SEEDS strategies for daily transitions. Modification of family child care environments to create opportunities for meaningful experiences in literacy. Introducing materials into environmental to help familiarity with book print and rules, vocabulary and meaning, writing, etc. Learning SEEDS songs designed to integrate SEEDS activities into daily routines and schedules. Create literacy and math rich daily schedule and follow through with SEEDS strategies in a consistent manner.</p>
<p>III. QUALITY PROFESSIONAL DEVELOPMENT</p>
<p>Describe how this content and delivery reflects cultural awareness and diversity.</p> <p>The content covered in this professional development curriculum helps family child care providers understand the disparate development trajectories of literacy in children. The Hart & Risley Research demonstrates that children from low socio-economic status have much less exposure to literacy in their homes. The research also shows that the rate of vocabulary growth at age 3 predicted later performance in school. Vocabulary at age 3 was also strongly associated with reading comprehension and language skills of the same children at age 9.</p> <p>Dual-language learning is a consistent concern for children in Santa Clara County. The strategies taught in the SEEDS Curriculum help providers learn how to implement strategies everyday that will help expose children from diverse backgrounds and various languages to many meaningful experiences with literacy.</p> <p>The content is taught over 6 months and broken into workshops. The majority of participants are bilingual, and therefore Workshops are taught in English and Spanish with the help of a translator. All teaching materials are offered in English and Spanish. Coaches are assigned to each of the providers based on language preference. All providers are respected within a professional learning environment.</p>
<p>Describe how this training supports how adults learn (see #1, Components of Quality Professional Development).</p> <p>This training is supportive of adult learning by approaching all content through SEEDS Quality lense. The Instructor, coaches, and internal staff practice the following qualities in all interactions: Sensitive, Encourage, Educate, Develop through Doing, and provide Self-Esteem. The family child care providers are taught simple strategies that overtime create the foundation in literacy a child must have to be successful in school. The main topics are vocabulary and meaning, phonological memory and awareness, ABC knowledge, print and text rules, and conversation. The SEEDS curriculum meets providers where they are educationally and emotionally, and then provides them with simple strategies that create learning opportunities with children daily.</p> <p>With the help of coaches, participants are able to learn new concepts, practice at the Workshops, and then implement into their programs. Coaches are able to model and give feedback based on</p>

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the providers needs. Research has demonstrated that new knowledge is easily forgotten, but with the ability to practice and then receive constructive feedback the retention rate is much higher.

Describe how this training will help improve educators' practices and support children's healthy development, learning, and outcomes.

This training is aimed a specific population of early educators who are responsible for caring for 50% of children under 5 in Santa Clara County. They are very interested in receiving professional development curriculum and yet have the least amount of access to it. The educational level of participants varies from a less than a high school diploma to out of country master's degrees.

The SEEDS training allows participants to fully understand the "why" behind the strategies taught. It allows participation in a group setting and the sharing of ideas and experience. Coaches observe the family child care providers in action in their homes, using strategies taught in the class. Each provider has goals, and the coach works to help the provider achieve them.

FIRST 5 Santa Clara County has offered The SEEDS of Early Literacy since 2012. Research demonstrated positive environmental and child outcomes in both cases. Children were more familiar with vocabulary and meaning, and the settings in which the providers are teaching were transformed into literacy rich spaces. Participants gained confidence around intentional teaching and seeing themselves as early educators rather than babysitters. In 2014 The SEEDS of Early Literacy Program has expanded participation and curriculum. The program will be offered to 35 family child care providers in our county. This program meets the need of a demographic of early eductors who fill a very important role in the lives of the children in our county. The training encourages them to see themselves as early educators, and as one of the first teachers a child has access to.

Describe the method for evaluating whether the training met the learning objective(s).

FIRST 5 Santa Clara County has the following tools in place for a thorough Evaluation of the 2014 SEEDS of Early Literacy Program:

CHELLO(Pre/Post) - Child Home Early Language and literacy Observation

IGDI/Baby IGDI (3 assessments throughout program) - Individual Growth and Development Indicators within the Early Communication Domain

PALS-PREK: (3 assessments throughout program) Phonological Awareness and Literacy Skills for pre-schoolers

Environmental Checklist for Family Child Care Homes (Pre/Post Self Survey)

Provider/Coaching Focus Groups

Coaching Satisfaction Surveys