CARES Plus Program - Component A Training/Trainer Approval Protocol and Forms

APPROVED 10/14/14

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

Date of application: August 28, 2014

Applicant Name: First 5 Tuolumne & Tuolumne Co. Supt. Schools SELF Program

Address: 20111 Cedar Rd. North

City: Sonora **CA** **Zip Code:** 95370

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Applying as: Organization

All applicants submit the following documents demonstrating trainer qualifications:

If individual (include all):

- ☐ Transcript verifying BA in ECE or related field
- ☐ Resume showing three years of experience in ECE or education
- ☐ Verification of experience training adults, either:
  - Written recommendations from two sources that can attest to your experience and competency, or
  - Proof of faculty status

If organization:

- ☒ 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):

☒ **New Component A Training**
Please attach:

- ☒ Form 2. Sections I, II, III
- ☒ Training Syllabus

OR

☐ **New Trainer for Existing EESD-Approved Training**
Please attach:

- ☐ Form 2. Section I only
- ☐ 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: Building Social Emotional Competencies in Young Children (aligned with federal CSEFEL)

Description of Training: See attached description: (1) College coursework focusing on CSEFEL strategies and implementation; (2) Topic-based onsite workshops; and (3) Onsite mentoring.

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: #21 total hours over #7 sessions

Delivery Method: In-person

Availability of Training/Trainer: ☐ Statewide ☒ Tuolumne County Only

☒ Limited to these specific organization(s): Mentoring component limited to those sites participating in the First 5 SELF Program.

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: College course at Columbia College, workshops and mentoring offered on site at preschools or similar training locations.

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: _____

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
☒ 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: Relationships, Interactions, and Guidance
	Performance Area: Supporting Children's Emotional Development
	Topic(s) and Competency Context(s): Expression of Emotions - Supporting Early Learning and Development.
	Specific training activity/ies that meet objective: Learn and develop classoom materials that will help chldren to build "feeling vocabularies
Objective2	Competency Area: Relationships, Interactions, and Guidance
	Performance Area: Supporting Children's Emotional Development
	Topic(s) and Competency Context(s): Strategies to support children's emotional development - Planning and Guiding Early Learning and Development
	Specific training activity/ies that meet objective: Assists teachers in organizing the learning environment to reflect the importance of consistency, continuity and responsiveness in supporting children's emotional development.
Objective 3	Competency Area: Relationships, Interactions, and Guidance
	Performance Area: Supporting Children's Emotional Development
	Topic(s) and Competency Context(s): Self regulation - Supporting Early Learning and Development
	Specific training activity/ies that meet objective: Provide teachers with strategies and skills to support children's developing capacity to manage their pyhysiological and emotional reposnses, maintain attention and comfort themselves.

III. QUALITY PROFESSIONAL DEVELOPMENT

Describe how this content and delivery reflects cultural awareness and diversity.

The instructor has lived in Tuolumne County for many years and has worked closely with Tuolumne County families. The children most in need of these services in Tuolumne County are generally white, low-income, and often from substance-abusing families and/or with a history of trauma. A much smaller group are Hispanic children, who also often come from families that have experienced trauma. The CSEFEL materials are culturally appropriate, and the instructor

knows of all of the resources in Tuolumne County to introduce to teachers when awareness of cultural issues are critical for effective teaching and response to children's needs.

Describe how this training supports how adults learn (see #1, *Components of Quality Professional Development*).

The training is relevant, meaningful, and addresses diverse learning tools and modes (visual, audio, text, and hands-on) and allows for feedback and interaction. The mentoring component is the most powerful training mechanism of all, in this regard.

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

The training will suport teacher quality, effectiveness, and professionalism. The training will raise awareness of social-emotional issues for children, and how strategies put in place will benefit the entire classroom. CSEFEL skills are designed to enhance skill building in children in the realm of problem solving and self regulation.

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

Each type of training has different evaluation strategies. The college coursework (3 units) has college-level testing; a C grade is required to meet Component A requirements. The workshops will have an evaluation component, asking teachers to identify 3 new skills they plan to try in their classroom. The mentoring has an on-going observational component, with the mentor scoring the skill of the teacher in applying CSEFEL strategies in the classroom, when issues arise.