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CARES Plus Program Glossary

Child care workers/family child care providers/early educators/teachers

(The terms early educator or teacher will be used interchangeably throughout the CARES Plus RFA and represent a broad category of terms including early learning teachers, caregivers, providers, and early childhood educators.)

Educators who nurture, teach, and care for children who have not yet entered kindergarten. Early educators play an important role in children's development by caring for them when their parents are at work or place their children in care to help them socialize with other children their age. In addition to attending to children's health, safety, and nutrition, early educators organize activities and implement curricula that stimulate young children's physical, emotional, intellectual, and social growth. They help these children explore individual interests, develop talents and independence, build self-esteem, learn how to get along with others, and prepare for more formal schooling.

For purposes of this RFA: infant teachers are those working with children 0 to 18 months; toddler teachers are those working with children 18 months to 3 years; and preschool teachers are those working with children 3 to 5 years of age.

Collaborative

A cooperative association of individuals or groups that work together to accomplish common goals and objectives. Most collaboration requires leadership, although the form of leadership can be informal within a decentralized and egalitarian group. In particular, teams that work collaboratively can obtain greater resources, recognition, and reward when facing competition for finite resources.

Consortium

An association developed for the purpose of engaging in a joint venture; a cooperative arrangement among groups or institutions.

Effective training

Training methods that are based on evidence-based research or promising practices. The training is structured in a way that promotes linkages between research and practice and is responsive to each learner's background and experiences. Training development should be based on specific outcomes that define what the professional should know and be able to do for young children and families. In order to measure the effectiveness of the training, there should be continuous assessment to measure desired outcomes.

Evidence-based practices

Evidence-based practices (EBPs) are skills, techniques, and strategies that can be used by a practitioner. Such practices describe core intervention components that have been shown to reliably produce desirable effects and can be used individually or in combination to form more complex procedures or programs.

The use of EBPs or interventions is an approach that aims to specify the way in which practitioners, other professionals, or decision-makers should make decisions by identifying the strongest scientific evidence that exists for a specific practice. Its goal is to eliminate unsound, ineffective, or excessively risky practices in favor of those

that have better outcomes.

EBPs refer to a broad range of practices with varying levels of demonstrated effectiveness. These practices typically include a compilation of:

- High research support
- Results demonstrating high confidence that the desired outcome can be replicated

EBPs also set the foundation for creating training courses and/or other participant engagement activities.

Evidence-based training

Training created using current, scientifically sound research or evidence. The training is specifically informed by this research and includes practices that can be replicated throughout the field to produce positive, desired outcomes.

Main characteristics include:

- Basis in current and sound research
- Ability to be replicated
- Implementation of resources
- Relationship to positive outcomes

Promising practices

Innovations designed to improve existing practice and positively impact the quality of the services delivered. The practice must have demonstrated success and the possibility of replication. While supported by some research, these practices do not necessarily have a substantial amount of empirical evidence to in fact consider them to be evidence-based.

Practices include those that have been carefully implemented, monitored, and evaluated to demonstrate effectiveness of some intermediate step that leads to improved student performance; however:

- The practice has been in place a short time (less than five years); and
- There is not sufficient evidence to show improvement of student performance.

Quality Performance Report (QPR)

The annual QPR will be submitted on or before October 1 of each year via the CARES Plus Database.

Data Categories include:

- Summary of local program outreach strategies
- Information on quality of program implementation
- Summary of local trainings and support services offered to

participants

- Description of local performance measures and targets
- Summary of local evaluation findings

CARES Plus Fiscal Glossary

Term	Definition
Actual and allowable net costs	The costs which may be reimbursed under the Signature Program after disallowed costs and any matching amounts have been subtracted from total expenditures.
Administrative costs	<p>Administrative costs are shaped by the familiar concept of “overhead” or “centralized” services and are distinguished from program administration or management expenditures that qualify as direct program costs. Rather, administrative costs are incurred for common objectives that benefit programs administered by the lead agency and, as such, are not readily assignable to a particular program funding stream. Administrative costs relate to the general management of the lead agency, such as accounting, budgeting, personnel, procurement, and legal services.</p> <p>Costs related to administration may include both direct program charges (salary costs related to preparing program plans, developing budgets, and monitoring activities; rental or purchase of program-specific office equipment or supplies; rental and maintenance of program office space) and indirect charges for general administration of the program (personnel, payroll, accounting, procurement, data processing). Any cost, direct or indirect, that supports management of the program may be considered administrative in nature.</p>
Allocation	The term is used primarily in situations in which funding is distributed to county commission (or lead agencies) based on a statutory formula. This term also may refer to discretionary grant or matching funds programs.
Allowable costs	Costs that meet the specific criteria of a funding agency.
Amended contract or agreement	A contract or agreement containing written, unilateral (but within the scope of changes clause), or mutually agreed upon (bilateral), changes. A contract amendment may introduce or cancel specifications or terms, or dollar amounts of an existing contract or agreement, while leaving intact its overall purpose and effect.
Audit	<p>An examination of documents, records, and accounts for the purpose of:</p> <ol style="list-style-type: none">(1) determining the propriety of transactions;(2) ascertaining whether all transactions are recorded properly; and(3) determining whether statements that are drawn from accounts reflect an accurate picture of financial operations and financial status for a given period of time.

Term	Definition
Authorized Representative (AR)	A person designated by the lead agency (organization, institution, or government) to submit applications or other required documents on behalf of the lead agency. Only an AR has the authority to sign and submit applications and/or sign contracts.
Award notification	Official document signed by an authorized representative stating the amount, terms, and conditions of the contract or agreement award.
Budget	A plan of financial operation consisting of an estimate of proposed revenue and expenditures for a given period and purpose. The term typically indicates a financial plan for a single fiscal year.
Budget revision	Net increases or decreases to the budget. They may include increases due to new grant funds, decreases due to the need to reduce appropriations, or realignment of existing budget items to keep spending within available revenues.
Cash	Currency, checks, postal and express money orders, and bankers' drafts on hand or on deposit with an official or agent designated as custodian of cash and bank deposits. Any restriction or limitation as to the availability of cash must be indicated.
Cash match	The lead agency and its partners are required to match State funds. The recipient is required to have agreements or memoranda of understanding with each partner providing a contribution. The lead agency must retain auditable records documenting the amount and contributor of the match for a period of at least five years for audit and monitoring purposes. The "match" may include Proposition 10 local tax revenues, gifts, grants, and funds provided by a local partner that directly contribute to the Signature Program strategies and objectives.
Certification	Statement signed or endorsed by an authorized representative of the receiving agency as a prerequisite for receiving funds, verifying that the proposed recipient (1) meets or will adhere to certain conditions (i.e., "assurances") or (2) will undertake or not undertake certain actions
Closeout	Process by which First 5 California determines that all applicable administrative actions and all required work related to the award have been completed by the recipient and First 5 California
Collaboration	Coordinated work or activities with other entities in order to improve, share, and augment services, staff, information, and funds to meet agreed-upon or common objectives.

Term	Definition
Commingled fund	<p>A fund consisting of assets from several accounts that are blended together.</p> <p>A commingled fund mixes together assets from various accounts, providing investors with the benefits of an economy of scale. This term simply means the investors, though they each are small, can pool together to that one large network. Commingled funds are often called pooled funds for this reason.</p>
Contract period	<p>The time the contract is in effect as specified in the terms of the contract.</p>
Contracted services	<p>Expenditures for services rendered under contract by personnel who are not on the payroll of the lead agency, including all related expenditures covered by the contract.</p>
Cost	<p>The amount of money or its equivalent value paid or agreed to be paid for property or services. Cost may be incurred even before money is paid; that is, as soon as liability is assumed. Ultimately, however, money, or its equivalent must be given in exchange. The cost of some property or service may in turn become part of the cost of another property or service. For example, the cost of materials will be reflected in the cost of articles made from such materials.</p> <p>Cost is an amount as determined on a cash, accrual, or other basis acceptable to First 5 California. It does not include transfers to a general or similar fund.</p>
County group category	<p>A collection of similar counties grouped together for purposes of determining a reimbursement rational and matching funds requirement levels. (See Appendix Q.)</p>
Direct service costs (or direct services)	<p>Direct service costs generally include, but are not limited to:</p> <ol style="list-style-type: none">1. Salaries and wages, including vacations, holidays, sick leave, and other excused absences of employees working specifically on objectives of a grant (i.e., direct labor costs)2. Other employee fringe benefits allocable on direct labor employees3. Consultant services contracted to accomplish specific grant objectives4. Travel of (direct labor) employees5. Materials, supplies, and equipment purchased directly for use on a specific grant or contract6. Communication costs, such as long distance telephone calls or telegrams identifiable with a specific award or activity

Term	Definition
Disallowed costs	Costs that have been incurred but are not reimbursable because they are not reasonable and/or necessary for the performance of the contract as defined by First 5 California or are otherwise non-reimbursable.
Disbursements	Payments by currency, check, or warrant. The disbursements are payments of cash for expenditures. Such payments may precede the expenditures (an advance), coincide with the expenditures (a direct payment), or follow the expenditures (the payment of a liability).
Encumbered funds	Amounts representing future payments for current obligations or reservation of funds for future program disbursements. This refers to funding that is scheduled to be spent pursuant to a determined schedule and for an identified purchase of goods or services.
Encumbrances	Obligations in the form of purchase orders, contracts, salaries, and other commitments chargeable to an appropriation or accounting period for which funds must be reserved for a future disbursement. Encumbrances are contractual obligations to make future payments. They represent the estimated amount of future expenditures that will result when, for example, purchase orders are placed and contracts are signed. Since the amount of an appropriation cannot be legally exceeded, the placing of purchase orders and the signing of contracts are critical events in controlling First 5 California's funds. The financial resources of a fund are said to be encumbered when a transaction is executed that requires performance on the part of another party before First 5 California becomes liable to perform its part of the transaction (make payment to the entity).
Expenditures	The costs of goods delivered or services rendered, whether paid or unpaid, including expenses, provision for debt retirement not reported as a liability of the funds from which retired, and capital outlay. Expenditure charges are made to the project or program, which may be reported on a cash or accrual basis. They take place when a vendor or contractor has performed on a contract or a purchase order, as well as when goods or services are received. An expenditure and a corresponding liability or cash disbursement will be recorded at the time goods or services are received or at the time funds are granted to an authorized recipient.

Term	Definition
Financial audit	<p>The review of the financial statements of a company or any other legal entity (including governments), resulting in the publication of an independent opinion on whether or not those financial statements are relevant, accurate, complete, and fairly presented.</p> <p>A financial audit consists of a review of the financial statements of a person or an institution, to determine their accuracy.</p>
Fiscal year	<p>A period of one year, the beginning and ending dates of which are fixed. For First 5 California Signature Programs, the Fiscal Year is the period beginning July 1 and ending on June 30.</p>
Full signature	<p>The legal signature of an individual (e.g., signature normally used on checks and other documents). If the individual is not literate in written English, the individual may sign with an “X” which must be initialed by the contractor’s authorized representative.</p>
Funding partner	<p>A funding partner that has administrative authority for a fund source and makes a commitment of funding from that source. A funding partner is a signatory to the agreement that commits a specified funding (fund type, amount, etc).</p>
Indirect cost	<p>Elements of cost necessary in the operation of a grantee or funded organization and in the performance of services that are of such a nature that the cost cannot be identified with a particular program. It consists of those business and administrative costs that benefit the entire organization.</p> <p>Indirect costs represent the expenses of doing business that are not readily identified with a particular grant, contract, project function or activity, but are necessary for the general operation of the organization and the conduct of activities it performs.</p>
Indirect cost allocation plan	<p>A written rationale, or plan, for assigning the relative share of indirect costs across more than one program or contract.</p>

Term	Definition
Lead agency	<p>An agency designated to act as the administrative and fiscal entity for the Signature Program. The lead agency must provide direct services. Examples of agencies and organizations eligible to act as the lead agency for a Signature Program include, but are not limited to: city or county government agencies, and institutions of higher education. The fiscal entity must provide assurances that are accurate and current, and ensure that complete records are kept and that the program will follow all fiscal reporting and auditing standards required by First 5 California. (See Local Public Entities.)</p> <p>The lead agency is an organization that serves as the focal point for program development on the local, regional, or state level, often on behalf of a collaborative group of organizations.</p>
Leveraged contribution	<p>Leveraged that include non-First 5 California State funds that are under the direct control and administration of the recipient and used for the purposes of the Signature Program.</p>
Licensed provider or licensed child care provider	<p>An individual or organization that has obtained a child care license, as specified in the California <i>Code of Regulations, Title 22, Section 1011.56</i>.</p>
Local agreement	<p>Agreements, equivalent to contracts, initiated by First 5 California and executed with First 5 county commissions to document funding awards and requirements for matching funds programs.</p>
Local match	<p>The cash match that the applicant county is required to contribute to draw down State CARES Plus funds. (Please see Cash match)</p>
Local public entity	<p>Includes a county, city, district, public authority, public agency, and any other political subdivision or public corporation in the State, but does not include the State.</p>
Mandatory forms	<p>Forms required for the application. Please note that specific mandatory forms must be completed for application acceptance and review.</p>
Match (or cash match)	<p>The lead agency and its partners are required to match State funds. The recipient is required to have agreements or memoranda of understanding with each partner providing a contribution. The lead agency must retain auditable records documenting the amount and contributor of the match for a period of at least five years for audit and monitoring purposes. The “match” may include Proposition 10 local tax revenues, gifts, grants, and funds provided by a local partner that directly contribute to the Signature Program strategies and objectives.</p>

Term	Definition
New contract	A contract award to an existing contractor for a Signature Program that is different and separate from First 5 California contract(s) currently administered by the applicant.
Operating costs	<p>The recurring expenses related to the operation of a business, or to the operation of a device, component, piece of equipment, or facility.</p> <p>These day-to-day expenses are incurred in running an enterprise or program, such as sales and administration, as opposed to production. (See Operating Expenses)</p>
Prior approval	Written approval by an authorized First 5 California official evidencing prior consent.
Private contractor	An entity other than a public agency that is tax exempt or non-tax exempt and under contract with First 5 California or a First 5 county commission for the provision of Signature Program services.
Program compliance audit	An audit of the program undertaken to confirm adherence to the terms of the agreement, and/or the rules, regulations, or requirements of the Signature Program as prescribed by First 5 California.
Program costs	Costs readily assignable to a program, grantee, contractor, or service provider (other than post-contract program evaluation activities) and/or in the execution of direct service provision.
Program management costs	<p>Costs incurred for directly managing a program which may include, but are not limited to, program design, program planning, staffing, personnel planning or organizing, facilities management, marketing, staff training, travel, information technology costs, and more.</p> <p>These costs typically are readily identifiable and assignable to a specific program.</p>
Project costs	All allowable costs incurred by a recipient, and the value of contributions made by third parties in accomplishing the objectives of the award during the project period.
Public contractor	A local public entity under contract with First 5 California or a First 5 county commission for the provision of Signature Program services.
Reasonable and necessary costs	Expenditures that, in nature and amount, do not exceed what an ordinarily prudent individual would incur in the conduct of program activities given the full scope of governmental accounting and auditing standards together with specific program guidelines for use of the funds.

Term	Definition
Reimbursement	Cash or other assets received as repayment of the cost of work or services performed; or repayment of expenditures made for or on behalf of another governmental unit, fund, or department.
Reimbursement claim	A claim for actual costs incurred in a prior report period, usually quarterly or semi-annual, filed with First 5 California by a lead agency.
Recipients of service	Individuals or organizations enrolled in a Signature Program subsidized by First 5 California.
Service delivery area	The community, geographic area, or political subdivision in which Signature Program services are to be provided as specified in the program guidelines or funding application.
Stipends (and incentives)	Allowances provided to program participants for their participation in program activities (i.e., staff development or training) or attainment of education milestones, often in the form of class credits, certificates, and/or degrees.
Supplantation	<p>The term “supplant” means to “replace or take the place of.” The State of California and First 5 California require that Signature Program funds be used to supplement (increase), but not supplant (replace), the existing level of federal, state, local, and other non-federal or State funds that have been available to conduct similar programs.</p> <p>Occurs when new funds are used to fund existing programs. No funds provided by First 5 California should be used to supplant state or local general fund money for any purpose.</p>
Supplementation	The term “supplement” is defined as “to add to.” The state of California and First 5 California require that Signature Program funds be used to supplement (increase), but not supplant (replace), the existing level of federal, state, local, and other non-federal or State funds that have been available to conduct similar programs.
Support services	Those services designed to increase program access and that support participants’ success in completing CARES Plus requirements and incorporating their new knowledge and skills into practice. These services may include, but are not limited to, technical assistance, coaching, tutoring, lending libraries, and cohort services, courses offered in other venues and in multiple languages, supports for English language learners, career counseling, academic advising, or a CARES Plus Advisor.
Termination	The cancellation of a First 5 California local agreement, in whole or in part, at any time prior to the contract end.

Term	Definition
Total contract amount	The maximum reimbursable amount under the executed agreement or subsequent amendments, if any.
Total expenditures	All costs for the provision of subsidized Signature Program services under the local agreement and any nonsubsidized services provided in a commingled program.
Unencumbered balance	That portion of an appropriation or allotment not yet expended or obligated.

ACRONYMS USED IN THIS REQUEST FOR APPLICATION

AA	Associate in Arts
BA	Bachelor of Arts
CARES	Comprehensive Approaches to Raising Educational Standards
CBO	Community Based Organization
CCIP	Child Care Initiative Project
CD	Child Development
CDD	Child Development Division
CDE	California Department of Education
CLASS	Classroom Assessment Scoring System
COE	County Office of Education
DSS	Department of Social Services
ECE	Early Childhood Education
ECERS	Harms-Clifford Early Childhood Environment Rating Scale
ELLCO	Early Language and Literacy Classroom Observation
ESL	English as a Second Language
FCC	Family Child Care
F5CA	First 5 California or California Children and Families Commission
FY	Fiscal Year
GE	General Education
IRB	Institutional Review Board
LA	Lead Agency
LPC	Local Child Care Planning Council
LPE	Lead Public Entity
LWIB	Local Workforce Investment Board
PITC	Program for Infant/Toddler Caregivers
PoP	Power of Preschool
PRISM	Program Review Instrument for Service Monitoring
R&R	Resource and Referral
RFA	Request for Application
RFF	Request for Funds
SR	School Readiness

CLASS Framework for Early Childhood and Elementary Classroom Quality

Domain	Dimension	Description	Levels Available
Emotional Support	Classroom Climate (Positive and Negative)	Reflects the overall emotional tone of the classroom and the connection between teachers and students. Considers the warmth and respect displayed in teachers and students interactions with one another as well as the degree to which they display enjoyment and enthusiasm during learning activities.	Toddler; Pre-K; K-3
	Teacher Sensitivity	Encompasses teachers' responsivity to students' needs and awareness of students' level of academic and emotional functioning. The highly sensitive teacher helps students see adults as a resource and creates an environment in which students feel safe and free to explore and learn.	Toddler; Pre-K; K-3
	Regard for Student/Child Perspectives	The degree to which the teacher's interactions with students and classroom activities place an emphasis on students' interests, motivations, and points of view, rather than being very teacher-driven. This may be demonstrated by teachers' flexibility within activities and respect for students' autonomy to participate in and initiate activities.	Toddler; Pre-K; K-3
Classroom Organization	Behavior Management/Behavior Guidance	Encompasses teachers' ability to use effective methods to prevent and redirect misbehavior, by presenting clear behavioral expectations and minimizing time spent on behavioral issues.	Toddler; Pre-K; K-3
	Productivity	Considers how well teachers manage instructional time and routines so that students have the maximum number of opportunities to learn. Not related to the quality of instruction, but rather teachers efficiency.	Pre-K; K-3
	Instructional Learning Formats/Facilitation of Learning and Development	The degree to which teachers maximize students' engagement and ability to learn by providing interesting activities, instruction, centers, and materials. Considers the manner in which the teacher facilitates activities so that students have opportunities to experience, perceive, explore, and utilize materials.	Toddler; Pre-K; K-3
Instructional Support	Concept Development	The degree to which instructional discussions and activities promote students' higher order thinking skills versus focus on rote and fact-based learning.	Pre-K; K-3
	Quality of Feedback	Considers teachers' provision of feedback focused on expanding learning and understanding (formative evaluation), not correctness or the end product (summative evaluation).	Toddler; Pre-K; K-3
	Language Modeling	The quality and amount of teachers' use of language-stimulation and language-facilitation techniques during individual, small-group, and large-group interactions with children. Components of high-quality language modeling include self and parallel talk, open-ended questions, repetition, expansion/extension, and use of advanced language.	Toddler; Pre-K; K-3
	Literacy Focus	Reflects the quality with which teachers deliver activities focusing children on "code units" of early literacy (e.g., letters, words, phonemes).	Pre-K

PRINCIPLES ON EQUITY

On October 18, 2001, the First 5 California State Commission adopted the Principles on Equity. These principles serve to ensure that California's children from diverse populations and those with special needs are integrated into the planning and implementation of programs supported by Proposition 10. A respected group of leaders in early childhood development, health, and special needs served to outline the parameters and craft the Principles on Equity.

The Principles on Equity address four major areas which must be addressed in the development of local CARES Plus programs:

- Inclusive Governance and Participation
- Access to Services
- Legislative and Regulatory Mandates
- Results-based Accountability

These four areas are described below.

Inclusive Governance and Participation

Children develop within the context of support provided by their families and communities. Proposition 10 programs shall secure meaningful participation and input of those families by governance and participation.

- Use culturally and linguistically appropriate outreach strategies, as well as approaches effective in reaching parents of children with disabilities and other special needs.
- Assure that all diverse groups, particularly those that have been traditionally underrepresented and underserved, are actively engaged and involved and have an equal voice in defining needs and providing solutions.
- Use community organizations, formal and informal networks, and other communication vehicles to reach out and serve diverse groups.
- Promote and support the development of emerging parent and community leaders.
- Assure that families representing diverse groups participate equitably in the planning, delivery and evaluation of initiatives.

Access to Services

To assure that children from diverse backgrounds and diverse abilities have access to high quality, culturally competent and developmentally appropriate opportunities, Proposition 10 programs shall:

- Set measurable goals and objectives for increasing access and achieving equity.
- Use culturally and linguistically relevant methods of communication and community outreach.
- Assure that programs provide access to information, resources, and support for a child's development.
- Conduct needs assessments that include assets, challenges, gaps in communities, systems, and disaggregated data (ethnicity, disabilities, language age, socioeconomic status, preschool enrollment). These assessment data will aid in program design and in setting benchmarks and goals.
- Provide information and support through culturally and linguistically responsive service providers who are knowledgeable about children with disabilities and other special needs.
- Promote collaboration across disciplines, service delivery systems, and communities.
- Develop print, audio-visual, and electronic materials that are culturally and linguistically relevant for all communities served, are written at appropriate literacy levels, and are available for specialized populations.
- Schedule services in accordance with family needs and situations.
- Support programs that are individualized to address the cultural and linguistic diversity, ability levels, and behavioral and learning styles representative of California's children and families.
- Ensure availability of adapted and specialized services and supports as needed to assure full participation for all children and their families.
- Demonstrate awareness of, and referrals to, services, resources, and other supports available for children with disabilities and other special needs and their families.
- Promote policies to assure training and technical assistance to improve knowledge, skills, and attitudes and build capacity to work better within culturally and linguistically diverse communities.

Legislative and Regulatory Mandates

Agencies must adhere to all legislative, regulatory, and accreditation mandates pertinent to the provision of services to children from diverse backgrounds and with diverse abilities. Prop 10 programs shall:

- Demonstrate leadership in assuring that staff receive training, are knowledgeable about legislative or regulatory mandates, and have the skills and resources necessary to implement.
- Inform parents of their rights and responsibilities as well as those of their children.
- Offer services to all children and their families regardless of immigration status (California Children and Families Resolution — June 24, 1999).
- Be accountable for compliance with key laws and other related mandates (e.g., Title VI of the Civil Rights Act of 1964, Americans with Disabilities Act 1990 [ADA], Individuals with Disabilities Education Act [IDEA], Dymally-Alatorre Bilingual Services Act (CA), Executive Order 13166, August 11, 2000).

Results-based Accountability

Lead agencies shall implement programs with well defined and meaningful outcomes that benefit children from diverse backgrounds and with diverse abilities. Proposition 10 programs shall:

- Commit to attaining their stated program outcomes realizing that their results are crucial to ongoing sustainability and advocacy.
- Allocate sufficient resources to support accountability and evaluation activities.
- Use program planners, evaluators, and other experts who are culturally competent and knowledgeable about children's differing abilities to develop effective assessment methods and evaluation tools.
- Regularly assess the governance process and provide updates on the extent of family involvement and engagement throughout all phases of program development.
- Use culturally and linguistically appropriate questions, instruments, and other research methods to collect relevant data from the populations and communities served, including questions on disabilities and special needs.
- Collect and report disaggregated data (e.g., ethnicity, disabilities, language, age, socio-economic status, etc.) that describe children and families served and the achievement of access, equity, and desired results.
- Assess and disseminate best practices and promising practices for the benefit of all children and their service providers.

CARES Plus Program Design Matrix FY 2011-12 and FY 2012-13		
Components	Participant Requirements	Evaluation Requirements
<p>CORE:</p> <p>↓ All participants are required to complete the Core components.</p>	<ol style="list-style-type: none"> 1. Meet with a CARES Plus Advisor and submit a Professional Development Plan 2. Introduction to CLASS 3. Looking at CLASSrooms (LAC) – includes Video Library* 4. CLASS Observation tool 5. Self-directed training on second-hand smoke 	Pre- and Post- CLASS assessment (sample)*
<p>PLUS: Programs may offer up to four components in addition to the Core. Programs must add Components A or B, or can add both. Regardless of the number of Components incorporated in a local program, participants may only participate in up to one Component in addition to the required Core.</p>		
<p>Component A: State Research-Based Resources</p>	CDE sponsored training on research-based resources such as: Foundations, Preschool Curriculum Framework, Learning and Development System, Competencies, English Learners Guide (PEL), Desired Results Developmental Profile (DRDP 2010), Program for Infant/Toddler Care (PITC), and Center on the Social and Emotional Foundations in Early Learning (CSEFEL) – minimum 21 hours/year	Pre- and Post- CLASS assessment (sample)*
<p>Component B: Higher Education</p>	Lower Division 8 Core Coursework to Degree Focused Coursework – 6 units/year	Pre- and Post- CLASS assessment (sample)*
<p>Component C: Advisors (Optional for Counties)**</p>	Provide advising to CARES Plus Core participants and help them develop their Professional Development Plans	N/A
<p>Component D: State Coaching Pilot (Competitive and Optional for Counties)</p>	MyTeachingPartner (MTP, Evaluation Design – Criteria Selected or Randomized Sample)*. MTP is only for participants who are lead or master teachers or family child care owners/operators.	Pre- and Post- CLASS assessment (all)*

*LAC, CLASS Assessments and MTP not available for Infant teachers (working with children 0 to 18 months) and will only be available for Toddler teachers (working with children 18 months to 3 years) in Year 2.

**While the use of Advisors is not optional for county programs, the use of CARES Plus participants for this service is. See pg. 25 for additional information on CARES Plus Advisors.

**Consent to Participate in the Evaluation of First 5 California's
Comprehensive Approaches to Raising Educational Standards (CARES) Plus
Program for the Early Learning Workforce**

*Gretchen Williams, Principal Researcher
First 5 California Research and Evaluation Division
2389 Gateway Oaks Drive, Suite 260
Sacramento, CA 95833
(916) 263-1050*

Introduction. First 5 California supports programs to help all children in California enter kindergarten physically and emotionally healthy and ready to succeed in school, which include support to the early care and education workforce. The information collected in this study will help First 5 California learn which programs are successful and help us improve all programs.

You are invited to participate in this study because you are engaged in training and education as part of the CARES Plus program. Your participation is not mandatory. If you do not wish to be part of the study, you may still participate in CARES Plus.

Procedures. If you agree to be in the study, we will examine the data you provide in the attached application, as well as information about your education and training activities. If you previously participated in CARES, we may examine data you provided at that time. We will not ask you questions about alcohol/drug use or any arrests or convictions. If you continue in CARES Plus, and you agree, we will follow up with similar data collection, as needed, to determine CARES Plus effectiveness in training, retention and education of participants.

Benefits. There are no direct benefits to you for being in the study. However, your information may help us improve future First 5 programs.

Risks. There is a very small risk for you to be in the study. Someone could learn that you are in the study. But First 5 has very strict requirements on keeping what you tell us private. Only authorized persons will have access to what you tell us. Your name and personal information will never be used in reports. The exception is if you tell us something that indicates that you may be harmed, we must take action so that this will not happen.

Questions. If you have questions regarding the CARES Plus evaluation, you may contact Gretchen Williams at (916) 263-1050, via email at gwilliams@ccfc.ca.gov or at the above mailing address. If you have any questions about your rights as a research subject, you may contact the Committee for the Protection of Human Subjects at (916) 653-0176.

Voluntary Participation. You can still participate in CARES Plus if you don't want to be in the study. You can stop being in the study at any time and still participate in CARES Plus. You can fill out a form asking that you stop being in the study and your data will not be used. The same CARES Plus staff who provided your CARES Plus application can provide you with the form to withdraw from the study.

Research Subjects Bill of Rights. You have rights as research subjects. Attached is a copy of the Research Subjects Bill of Rights for you to keep.

I certify that I am at least 18 years of age, and agree to participate in the above study. I have had my questions answered about participating in the CARES Plus evaluation.

Participant Signature

Date

Participant Name (Please Print Clearly)

Request to Cease Participation in the CARES Plus Program Evaluation

I hereby request that CARES Plus program staff not release any of my personal information to be included in the CARES Plus program evaluation. This includes all information tied to the records within the CARES Plus database with information about my education and participation in the CARES Plus program.

Additionally, I hereby revoke Consent to Participate in the Evaluation of First 5 California's Comprehensive Approaches to Raising Educational Standards (CARES) Plus for the Early Learning Workforce and prohibit the Commission to obtain confidential information on myself. However, I understand that this revocation does not apply to information that has already been released or reported under the previous authorization.

I understand that I will not be excluded from services funded by the Commission if I choose not to have my personal information included in the CARES Plus program evaluation.

Please clearly type or print the following information to ensure the deletion of the correct records. A copy of this form should be sent to First 5 California, c/o Gretchen Williams, Research and Evaluation Division, 2389 Gateway Oaks Dr. Suite 260, Sacramento, CA 95833.

Participant's Name:

First

MI

Last

Date of Birth:

MM/DD/YYYY

Work Name:

Work Address:

Signature

Date

Print or Type Name and Position

Office Use Only

Person Accepting Petition:

Date Removal Completed:

California Community Colleges Curriculum Alignment Project (CAP) Lower Division 8 Courses

Since 2006, the California Community Colleges Curriculum Alignment Project (CAP) has engaged faculty from across the state to develop a lower-division program of study supporting early educators' preparation. The Lower Division 8 represents evidence-based courses that are intended to become a foundational core for all early educator professionals and are intended to prepare students with the skills and abilities that best support the success of young children.

Child Growth and Development

This course examines the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. There will be an emphasis on interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences, and analyze characteristics of development at various stages.

Child, Family, and Community

An examination of the developing child in a societal context focusing on the interrelationship of family, school and community and emphasizes historical and socio-cultural factors. The processes of socialization and identity development will be highlighted, showing the importance of respectful, reciprocal relationships that support and empower families.

Health, Safety and Nutrition

Introduction to the laws, regulations, standards, policies and procedures, and early childhood curriculum related to child health, safety, and nutrition. The key components that ensure physical health, mental health, and safety for both children and staff will be identified along with the importance of collaboration with families and health professionals. Focus on integrating the concepts into everyday planning and program development for all children.

Principles and Practices of Teaching Young Children

An examination of the underlying theoretical principles of developmentally appropriate practices applied to programs, environments, emphasizing the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, creative, and intellectual development for all children. This course includes a review of the historical roots of early childhood programs and the evolution of the professional practices promoting advocacy, ethics, and professional identity.

Introduction to Curriculum

This course presents an overview of knowledge and skills related to providing appropriate curriculum and environments for young children from birth to age 6. Students will examine the teacher's role in supporting development and fostering the joy of learning for all young children using observation and assessment strategies emphasizing the essential role of play. An overview of content areas will include but not be limited to: Language and literacy, social and emotional learning, sensory learning, art and creativity, math, and science.

Teaching in a Diverse Society

Examination of the development of social identities in diverse societies including theoretical and practical implications of oppression and privilege as they apply to young children, families, programs, classrooms, and teaching. Various classroom strategies will be explored emphasizing culturally and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society. Course includes self examination and reflection on issues related to social identity, stereotypes and bias, social and educational access, media, and schooling.

Observation and Assessment

This course focuses on the appropriate use of assessment and observation strategies to document development, growth, play and learning in order to join with families and professionals in promoting children's success and maintaining quality programs. Recording strategies, rating systems, portfolios, and multiple assessment methods are explored.

Practicum-Field Experience

A demonstration of developmentally appropriate early childhood teaching competencies under guided supervision. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Child centered, play-oriented approaches to teaching, learning, and assessment; and knowledge of curriculum content areas will be emphasized as student teachers design, implement, and evaluate experiences that promote positive development and learning for all young children.

CARES PLUS STANDARDS FOR PROFESSIONAL DEVELOPMENT ACTIVITIES

CARES Plus requires that all professional development activities include, but not be limited to, academic courses and trainings that meet quality standards as emphasized by the First 5 California priority areas. Training and courses must be research-based, have the ability to be thoroughly evaluated, and focus on teacher effectiveness and improvement. For the purpose of CARES Plus implementation, appropriate training and coursework will focus on the use of both **Evidence-Based** and **Effective Training** methods, as described below.

Evidence-Based Training

Training created using the most current, sound research/evidence. It is specifically informed by research and includes practices that can be replicated throughout the field to produce positive/desired outcomes. The main characteristics of this training include a basis in strong research, the ability for the results to be replicated implementation resources (reinforcement, support), and a focus on positive outcomes.

Effective Training

Training methods that are based on evidence-based research or promising practices. The training is structured in a way that promotes linkages between research and practice and is responsive to each learner's background and experiences. Training development should be based on specific outcomes that define what the professional should know and be able to do for young children and families. In order to measure the effectiveness of the training, there should be continuous assessment to measure desired outcomes.

Professional Development Plan

All professional development trainings and activities must focus on working with children ages 0 to 5. **Participants must meet with an official CARES Plus Advisor and complete a Professional Development Plan to confirm the content of the trainings or courses meet the CARES Plus program requirements.**

Participants must submit an official and dated certificate signed by the instructor, or a signed letter from the sponsoring agency, showing the number of professional development hours for the pre-approved local training attended.

CARES Plus programs may use the official Professional Growth Activities form (available on The California Training Consortium Web site), a form used by a higher education institution, or develop their own local form. The following must be included on the Professional Development Plan:

1. The date(s) the activity took place.
2. A checklist of acceptable areas (literacy, diversity, etc) from which to indicate the training/course topic.
3. An area to allow participants to: "Describe how this activity contributes to your professional development" in order to help them think about how an activity/goal contributes to their "competence, performance, or effectiveness as an educator; to the overall improvement of your work setting; or to education as a profession." (p. 6, Professional Growth Manual).
4. Teacher Effectiveness and CLASS: Areas of improvement for two or more CLASS dimensions that are based on the Introduction to the CLASS session and, if applicable, the participant's CLASS scores.

Quality Sponsors/Trainers:

For purposes of CARES Plus, the only trainings allowed are either CLASS-related trainings, accredited units, or CDE-sponsored trainings on their research-based resources. The course or training must meet other standards as set forth below. Local CARES Plus programs may enforce higher standards based on local needs.

1. Units: Provider must be accredited by Western Association of Schools and Colleges (WASC) in California or by appropriate regional accrediting entities for other states.
2. CLASS trainings offered by First 5 California.
3. California Department of Education research-based programs or resources including: Foundations, Preschool Curriculum Framework, Learning and Development System, Competencies, English Learners Guide (PEL), Desired Results Developmental Profile (DRDP 2010), Program for Infant/Toddler Care (PITC), and Center on the Social and Emotional Foundations in Early Learning (CSEFEL).

Unit Based for Permit/Degree

Units in any of the following categories with a grade C or better:

1. Early Childhood Education (ECE), Child Development (CD), or Special Education.
2. General Education (GE) that qualifies for graduation requirements, transfer to a four-year institution of higher education, or the Permit requirements (English, Math/Science, Social Science, Humanities).

3. English as a Second Language (ESL), linked, study skills classes, or unit-based ECE and GE classes.
4. English or Math prerequisites for GE-level courses.
5. Courses related to education (e.g., Educational Psychology, Special Education).
6. Courses that allow participants to build skills needed to take degree/Permit applicable courses.
7. Non-unit bearing ESL courses taken through Adult Education programs.
8. Credential must be Early Education credential (as available) or Multiple Subject elementary school credential.

Approved Content Areas for Unit Based Classes

Approved content areas are those that relate to degree attainment and fall within First 5 California interest areas, which include areas highlighted by research as key to children's later academic and life success:

1. Lower Division 8 Core Classes.¹
2. Core class on the Child Development Permit Matrix, classes for the GE, and classes for degree requirements.
3. Working with children with disabilities and other special needs (including what constitutes an IEP/IFSP).
4. Diversity/cultural competence and Anti-bias Curriculum.
5. Fostering early language, literacy, and dual language acquisition.
6. Numeracy
7. Development and Care-giving: Infant and Toddler, Preschoolers, Individual Child Learning Plans for Transition to Kindergarten, Working with Multi-Aged Groups of Children, Social and Emotional, Cognitive, Physical, Positive Discipline of Children.
8. Programs: Curriculum (e.g., Math and Science, or Arts and Music), Assessment and Observation of Children, Early Childhood Environmental Rating Scales (Harms/Clifford), CLASS, Communication Methods (Children, educators, parents/caregivers), accreditation.
9. Children's Health, Nutrition, and Physical Activity.

¹ See Appendix J for a description of the Lower Division 8 Core.

10. Children's Safety: Child Abuse Prevention and Family Violence.

11. Administrative/Teaching Skills: business courses (e.g., computer skills, budgeting, small business practices) for Administrators and Family Child Care owners; developing skills as a teacher/provider/supervisor/director.

**First 5 California CARES Plus Required Data Field
 Reporting for FY 2011-12 and FY 2012-13**

Variable	Value	Sample question
Participant Demographic Data		
CARES+ Application Date	DATE	
Last Name		
Previous Last Name		
First Name		
Middle Initial		
SSN (if available)		
Other Unique Identifier		
Date of Birth		
Home Address	Includes street address, unit #, city, state, zip	
Phone Number		
E-mail address		
Consent	Y/N	Has this participant signed the consent form? Do they agree to participate in program evaluation analyses?
Gender		
Race/Ethnicity	<ul style="list-style-type: none"> • Alaska Native/American Indian • Asian • Black/African American • Hispanic/Latino • Pacific Islander • White • Other 	What is your race/ethnicity? Please check all that apply.
Primary Language	<ul style="list-style-type: none"> • Chinese • English • Japanese • Korean • Spanish • Tagalog • Vietnamese • Other 	What is your primary language spoken at home?
Secondary Language	<ul style="list-style-type: none"> • Chinese • English • Japanese • Korean • Spanish • Tagalog • Vietnamese • Other 	

Variable	Value	Sample question
Language with Child	• Chinese	What are the primary languages you speak with children and families in your workplace? Please check all that apply.
	• English	
	• Japanese	
	• Korean	
	• Spanish	
	• Tagalog	
	• Vietnamese	
	• Other	
Length of Time in Field	# YEARS	How many years have you been in the field of early child care and education?
Type of Care Provided	# YEARS	How many years have you provided child care in each of these settings?
	By Setting	
	• Center	
	• FCC	
	• License-exempt	
Annual Salary	###,###	What is your annual salary? (applicable to child care position, only)
Hourly Wage	\$#.##	What is your hourly wage? (applicable to child care position, only)
Date of Last Wage Increase		
Hours per Week	##	What is the average number of hours you worked per week in this child care position over the last 9 months?
Months Worked Per Year	##	How many months have you worked in this child position over the past 12 months?
Benefits	Identify benefits received including: Health, Vision, Dental, Paid Vacation, Paid Personal Leave, Paid Holidays, Paid Sick Leave, Paid Release Time for Training, Training Registration Fees, Conference Registration Fees, College Tuition, Retirement	
Program Component	A. Local Evidence-Based Training	In which program Component(s) is the participant engaged? Check all that apply.
	B. Higher Education	
	C. Professional-Advisors/Coaches/Mentors	
	D. State Coaching Pilot	
Work Facility		
Work Name		
Work Address		
Work Phone		
Director/Operator Last Name		
Director/Operator First Name		
Start Date at Current Place of Employment		

Variable	Value	Sample question
Length of Time in Current Employment	# MONTHS	How many months have you been employed by this provider?
Setting Type	<ul style="list-style-type: none"> Center FCC 	
Center Type	<ul style="list-style-type: none"> Private, for profit Private, non-profit Public 	
Accreditation Type	<ul style="list-style-type: none"> NAEYC CAEYC NAFCC NAA Montessori State Accreditation Local Accreditation 	
Licensing Status	<ul style="list-style-type: none"> Licensed License-exempt 	For Centers and FCC, employers are asked to report their licensing
Program Number		Facility License Number
Program Type	<ul style="list-style-type: none"> Head Start/Early Head Start State Preschool CDE General Child Care Private/Other Local Subsidy (city, county) Private/Non-Subsidized Public School Military Base Child Care Other 	Which best describes your child care program? Check all that apply, to the best of your knowledge.
Priority Zone Status	<ul style="list-style-type: none"> Low API Low Supply of Child Care 	Does your program provide child care in a low API, or low supply of child care area? Please select the areas that apply to your site.
Hours of Operation	<ul style="list-style-type: none"> After 6pm Between midnight and 5am Before 7am Weekends 	If your program provides care during non-traditional hours, please select all categories that apply.
Months of Operation	# months	How many months is your program open?
Age Served By Program	# CHILDREN Age groups: <ul style="list-style-type: none"> Birth to 23 months 2 years to 2 years, 11 months 3 years to 5 years Kindergarten and School-age 	
Position Title	<ul style="list-style-type: none"> Teacher Assistant Teacher Administrator 	What is your current job classification/title?
Number of Children Served (Direct Service)	# CHILDREN Age groups: <ul style="list-style-type: none"> Birth to 23 months 2 years to 2 years, 11 months 3 years to 5 years Kindergarten and School-age 	Please report the number of children you serve in each age group in your classroom (for center based) or home (for FCC or FFN).

Variable	Value	Sample question
Relation to Children in Care	# CHILDREN	Of the children in your care, how many are related to you? (asked only of FCC providers)
Number of Children with Special Needs	# CHILDREN	Of the children 5 and under in your care, how many have a special need? (include definition)
Participant Formal Education and Professional Credentials		
Highest Level of Education	• No formal schooling	What is the highest level of education that you have completed?
	• Less than high school diploma/GED	
	• High school diploma/GED	
	• Some college	
	• AA in non-ECE/CD	
	• AA in ECE/CD	
	• BA in non-ECE/CD	
	• BA in ECE/CD	
	• Graduate degree in non-ECE/CD	
• Graduate degree in ECE/CD		
Foreign Education	• Yes	If you received a BA or higher, did you receive the degree in a foreign country?
	• No	
Teaching Credential	• Yes, from California	Do you have a teaching credential?
	• Yes, out of state/country	
	• No	
Teaching Credential Type	• Single Subject	If you have a California teaching credential, what type/s? Check all that apply.
	• Multiple Subject	
	• Education Specialist (Disabilities and Other Special Needs)	
	• Early Childhood Special Education	
	• Reading Specialist	
	• Administrative	
	• Pupil Personnel Services	
	• Clinical/Rehabilitative Services	
	• School Nurse Services	
	• Library Media Services	
	• Other Health Services	
	• Other	
Credential Expiration		
ECE/CD Units Prior to Entry	# UNITS	How many ECE/CD units have you completed prior to entry into the CARES Plus program?
Professional Growth Hours Prior to Entry	# HOURS	How many professional growth hours have you completed prior to entry into the CARES Plus program?

Variable	Value	Sample question
Permits Acquired	<ul style="list-style-type: none"> • Do not have a permit • Assistant • Associate Teacher • Teacher • Master Teacher • Site Supervisor • Program Director 	Please indicate the permit you currently have.
Date Permit Acquired	ENTER DATE	
Permits Applied For	<ul style="list-style-type: none"> • Have not applied • Assistant • Associate Teacher • Teacher • Master Teacher • Site Supervisor • Program Director 	Please select the permit that you have most recently applied for.
Date Permit Applied For	ENTER DATE	
Coursework Type	<ul style="list-style-type: none"> • Core 8 (if yes, then identify course below) <ul style="list-style-type: none"> ·Child Growth and Development ·Child, Family and Community ·Health, Safety and Nutrition ·Principles and Practices of Teaching Young Children ·Introduction to Curriculum ·Teaching in a Diverse Society ·Observation and Assessment ·Practicum: Field Experience • General Education (GE) which qualifies for graduation requirements, transfer to 4-yr or meets permit requirements (e.g. English, Math/Science, Social Science, Humanities) <ul style="list-style-type: none"> • English or Math pre-requisites • ECE • CD • ESL • Courses related to Education (Psych, Spec Ed) 	Counties must verify class completion and grade received using transcript or other official grade report.
Coursework Units	# UNITS PER COURSE	

Variable	Value	Sample question
Unit-Based Provider	<ul style="list-style-type: none"> • R&R/CBO/LPC • Community College • CSU/UC • UC Extension/CSU Extended Learning classes • Local/State First 5 • Other State Agency • Private College • School District/COE • NAEYC, CAEYC • Other 	Who provided the course?
Unit-Based Location	<ul style="list-style-type: none"> • R&R/CBO/LPC • Community College • CSU/UC • UC Extension/CSU Extended Learning classes • Local/State First 5 • Other State Agency • Private College • School District/COE • NAEYC, CAEYC • Distance Learning (ONLINE) • Other 	Where did the course take place?
State Pilot MTP Participation	Yes/No	Is the participant receiving MyTeachingPartner coaching?
State Research-Based Resources	<ul style="list-style-type: none"> • Foundations • Curriculum Framework • Learning and Development System • Early Educator Competencies • Desired Results Developmental Profile (DRDP 2010) • Program for Infant/Toddler Care (PITC) • English Learners Guide (PEL) • Center on the Social and Emotional Foundations in Early Learning (CSEFEL) 	Collect if offered by county.
Professional Growth Hours	# HOURS PER ACTIVITY	
First Aid Training	Y/N	Has the participant received First Aid training?
CPR Certification	Y/N	Has the participant received CPR training?

Variable	Value	Sample question
Assessment (completed up to 3 times per year) - To Be Input by CLASS Assessors		
Assessment Identifier	Pre, Midterm, or Post	
CLASS assessment date	Date	
CLASS assessor	Name or Identifier	
Start Time	##.## am/pm	
End Time	##.## am/pm	
Number of Children	# (scored 6 times)	
Positive Climate	# (scored 6 times)	
Negative Climate	# (scored 6 times)	
Teacher Sensitivity	# (scored 6 times)	
Regard for Student Perspective	# (scored 6 times)	
Behavior Management	# (scored 6 times)	
Productivity	# (scored 6 times)	
Instructional Learning Formats	# (scored 6 times)	
Concept Development	# (scored 6 times)	
Quality of Feedback	# (scored 6 times)	
Language Modeling	# (scored 6 times)	
Incentive/Stipend Information		
Sources of Incentives	• First 5	
	• AB212	
	• Local	
	• Other	
Type of Incentive	• Materials/Equipment	What type of incentive did participant receive?
	• Gift Card	
	• Benefits Package	
	• Stipend	
Stipend Amount	\$\$,###	Annual Value of stipend, if received.

Annual Quality Performance Report Data Categories

Quality Performance Report

Please note that these data categories are subject to change. Final data categories and fields will be sent to participating County Consortiums at the onset of CARES Plus administration.

Data Categories include:

- Summary of local program outreach strategies
- Information on quality of program implementation
- Summary of local trainings and support services offered to participants
- Description of local performance measures and targets
- Updates on local Effectiveness and Access Plans
- Summary of local evaluation findings

The annual Quality Performance Report (QPR) will be submitted on or before October 1 of each year via the CARES Plus Database.

**First 5 California
 CARES Plus
 Component D Selection Criteria: CEL Wait List**

CEL WAIT LIST

CDE CEL wait list as of 6/30/2009					
County	CDE CEL wait list as of 6/30/2009	% to total	County	CDE CEL wait list as of 6/30/2009	% to total
Alameda County	7,842	4.03%	Orange County	13,792	7.09%
Alpine County	8	0.00%	Placer County	636	0.33%
Amador County	89	0.05%	Plumas County	12	0.01%
Butte County	1,850	0.95%	Riverside County	13,156	6.77%
Calaveras County	45	0.02%	Sacramento County	4,155	2.14%
Colusa County	103	0.05%	San Benito County	898	0.46%
Contra Costa County	2,763	1.42%	San Bernardino County	12,797	6.58%
Del Norte County	35	0.02%	San Diego County	10,273	5.28%
El Dorado County	679	0.35%	San Francisco County	4,510	2.32%
Fresno County	4,050	2.08%	San Joaquin County	5,156	2.65%
Glenn County	403	0.21%	San Luis Obispo County	554	0.28%
Humboldt County	466	0.24%	San Mateo County	3,793	1.95%
Imperial County	1,278	0.66%	Santa Barbara County	4,720	2.43%
Inyo County	35	0.02%	Santa Clara County	14,653	7.54%
Kern County	5,566	2.86%	Santa Cruz County	979	0.50%
Kings County	1,895	0.97%	Shasta County	534	0.27%
Lake County	198	0.10%	Sierra County	0	0.00%
Lassen County	68	0.03%	Siskiyou County	65	0.03%
Los Angeles County	40,325	20.74%	Solano County	3,118	1.60%
Madera County	922	0.47%	Sonoma County	3,388	1.74%
Marin County	916	0.47%	Stanislaus County	3,976	2.04%
Mariposa County	26	0.01%	Sutter County	608	0.31%
Mendocino County	287	0.15%	Tehama County	435	0.22%
Merced County	1,114	0.57%	Trinity County	0	0.00%
Modoc County	34	0.02%	Tulare County	7,608	3.91%
Mono County	60	0.03%	Tuolumne County	38	0.02%
Monterey County	3,570	1.84%	Ventura County	6,563	3.37%
Napa County	1,000	0.51%	Yolo County	1,797	0.92%
Nevada County	235	0.12%	Yuba County	384	0.20%

Point Distribution	
Percentage	Point Values:
< 3%	1
> 3%	2

Points will be distributed based on the CEL eligibility by county. Lower levels will be given one point and higher percentages will be given more points.

Counties	1 Point	2 Points
	Alpine	Alameda
	Amador	Los Angeles
	Butte	Orange
	Calaveras	Riverside
	Colusa	San Bernardino
	Contra Costa	San Diego
	Del Norte	Santa Clara
	El Dorado	Tulare
	Fresno	Ventura
	Glenn	
	Humboldt	
	Imperial	
	Inyo	
	Kern	
	Kings	
	Lake	
	Lassen	
	Madera	
	Marin	
	Mariposa	
	Mendocino	
	Merced	
	Modoc	
	Mono	
	Monterey	
	Napa	
	Nevada	
	Placer	
	Plumas	
	Sacramento	
	San Benito	
	San Francisco	
	San Joaquin	
	San Luis Obispo	
	San Mateo	
	Santa Barbara	
	Santa Cruz	
	Shasta	
	Sierra	
	Siskiyou	
	Solano	
	Sonoma	
	Stanislaus	
	Sutter	
	Tehama	
	Trinity	
	Tuolumne	
	Yolo	
	Yuba	

**First 5 California
 CARES Plus
 Component D Selection Criteria: Federal Poverty Level**

SELECTION CRITERIA: FEDERAL POVERTY LEVEL

The table below shows the percentage of children ages 0-17 living in families with incomes below the Federal Poverty Level. In 2008, a family of two adults and two children was considered poverty level if their annual income fell below \$21,834. The average percentage of children below the Federal Poverty Level in California is 17.90%.

Poverty Levels By County					
County	%	County	%	County	%
Alameda County	13.60%	Marin County	8.20%	San Mateo County	8.50%
Alpine County	DNA	Mariposa County	DNA	Santa Barbara County	15.50%
Amador County	LNE	Mendocino County	22.70%	Santa Clara County	9.90%
Butte County	22.00%	Merced County	28.20%	Santa Cruz County	14.30%
Calaveras County	LNE	Modoc County	DNA	Shasta County	23.70%
Colusa County	LNE	Mono County	DNA	Sierra County	DNA
Contra Costa County	11.70%	Monterey County	15.80%	Siskiyou County	21.10%
Del Norte County	LNE	Napa County	12.40%	Solano County	12.60%
El Dorado County	10.70%	Nevada County	10.20%	Sonoma County	13.20%
Fresno County	30.30%	Orange County	12.70%	Stanislaus County	19.50%
Glenn County	27.90%	Placer County	5.60%	Sutter County	18.30%
Humboldt County	20.30%	Plumas County	LNE	Tehama County	27.00%
Imperial County	27.60%	Riverside County	16.20%	Trinity County	DNA
Inyo County	DNA	Sacramento County	17.80%	Tulare County	31.20%
Kern County	27.20%	San Benito County	8.70%	Tuolumne County	13.30%
Kings County	24.70%	San Bernardino County	18.80%	Ventura County	12.20%
Lake County	25.10%	San Diego County	15.30%	Yolo County	15.30%
Lassen County	LNE	San Francisco County	11.60%	Yuba County	24.90%
Los Angeles County	21.70%	San Joaquin County	20.60%		
Madera County	26.20%	San Luis Obispo County	10.50%		

- Data Source: U.S. Census Bureau, American Community Survey. Accessed online at http://factfinder.census.gov/home/saff/main.html?_lang=en.
- These estimates are based on a survey of the population and are subject to both sampling and nonsampling error. LNE (Low Number Events) refers to estimates that have been suppressed because the confidence interval around the percentage was greater than 10 percentage points.
- DNA (Data Not Available)

Point Distribution	
Percentage	Point Values:
Data Not Available	0
< 10%	1
11% - 19%	2
20% and Greater	3

Points will be distributed based on poverty levels by county. Lower levels will be given one point and higher percentages will be given more points. The following table shows the distribution of points.

	3 Points	2 Points	1 Points	0 Points
Counties	Butte County	Alameda County	El Dorado County	Alpine County
	Fresno County	Contra Costa County	Marin County	Inyo County
	Glenn County	Los Angeles County	Placer County	Mariposa County
	Humboldt County	Monterey County	San Benito County	Modoc County
	Imperial County	Napa County	San Luis Obispo County	Mono County
	Kern County	Nevada County	San Mateo County	Sierra County
	Kings County	Orange County	Santa Clara County	Trinity County
	Lake County	Riverside County		
	Madera County	Sacramento County		
	Mendocino County	San Bernardino County		
	Merced County	San Diego County		
	San Joaquin County	San Francisco County		
	Shasta County	Santa Barbara County		
	Siskiyou County	Santa Cruz County		
	Tehama County	Solano County		
	Tulare County	Sonoma County		
	Yuba County	Stanislaus County		
		Sutter County		
		Tuolumne County		
		Ventura County		
	Yolo County			

Effective Teacher-Student Interactions

Measuring and Improving Classroom Practice

CLASS™ Classroom Assessment Scoring System™

Investing in research-based tools to help teachers and schools to improve the quality of their interactions with children has the potential to make a difference in our young children's lives. The Classroom Assessment Scoring System™ (CLASS™) is one tool that can help federal agencies, state departments of education, non-profit organizations, and schools take a step in this direction. CLASS™ offers a research-based approach to defining and measuring effective interactions in early childhood and elementary classrooms. The CLASS™ also provides aligned professional development supports to give targeted feedback to programs and teachers, with the overarching goal of improving outcomes for children in Pre-K - 3rd classrooms.

CLASS™ is supported, in part, by grants from the Foundation for Child Development and the Picower Foundation.

For more information about CLASS™ please visit:
www.teachstone.com E-mail us at:
contact@teachstone.com
or call 866.998.8352

Interactions Are the Active Ingredient in Classrooms

Past attempts to define and measure quality in early childhood education have yielded limited results. We now know that many of the more commonly debated regulations intended to improve the quality of classrooms (i.e., class size, teacher education, and credentialing) are not sufficient to ensure that children make academic and social progress.^{1,2}

Likewise, the implementation of different curricula has done little to improve student achievement, because it is teachers' facilitation of learning objectives—not simply having the curriculum box on the shelf—that determines whether children benefit from instruction.³ Consistent evidence suggests that if we want to improve children's academic achievement and social skill development, we need to focus on how teachers instruct and relate with children.⁴

As the figure below illustrates, when we identify and measure effective interactions, we can create opportunities to promote them through teacher education, professional development, and monitoring and evaluation. Moreover, teachers increase their competencies, become more effective teachers, experience greater job satisfaction, and remain in the field of teaching. Most importantly, more effective teacher-student interactions and improved teacher outcomes lead to enhanced outcomes for children—children learn more and develop the social skills necessary for future achievement.

Effective teacher-student interactions create:

Emotional Support

Positive relationships among teachers and children

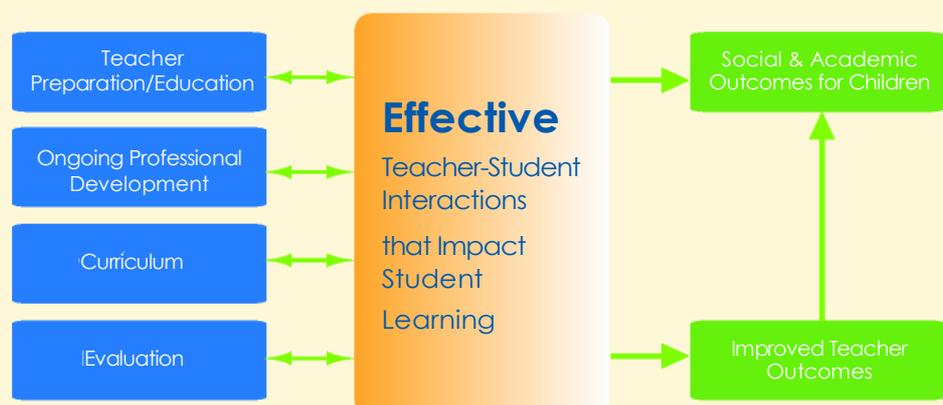
Classroom Organization

Well-managed classrooms that provide children with frequent, engaging learning activities

Instructional Support

Interactions that teach children to think, provide ongoing feedback and support, and facilitate language development

Effective Teacher-Student Interactions



Too Few Students are Exposed to the Interactions that Matter Most

To improve the effectiveness of teacher-student interactions, we must first know how to assess them.

The Classroom Assessment Scoring System™ (CLASS™) provides a reliable, valid assessment of effective interactions.⁵ The CLASS™ assesses three broad domains of effective interactions—Emotional Support, Classroom Organization, and Instructional Support—that characterize children’s classroom experiences in Pre-K-3rd grades. Each domain is comprised of multiple dimensions of effective interactions known to contribute to children’s success in school, such as Teacher Sensitivity, Behavior Management, and Quality of Feedback.

Research conducted in over 3,000 classrooms concludes that from Pre-K programs into the third grade, children in classrooms with higher CLASS™ ratings realize greater gains in achievement and social skill development.

The link between effective interactions and improved social and academic outcomes for children has been replicated in numerous studies across the Pre-K and elementary years. In fact, **effective teacher-student interactions can mitigate the achievement gap.**

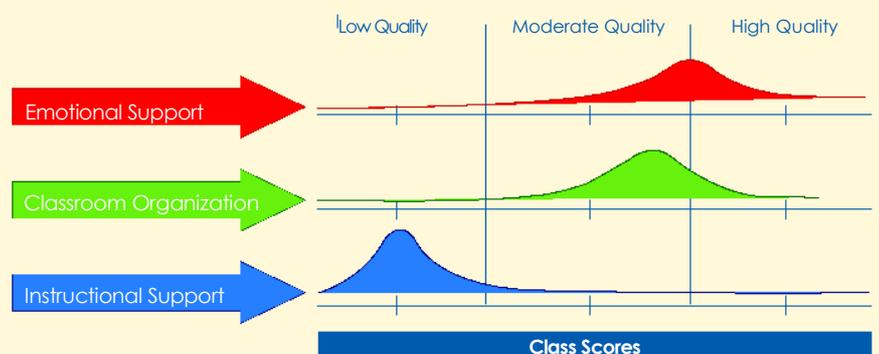
Unfortunately, too few children are exposed to these types of effective interactions in the early grades. In a study of 700 preschool classrooms across 11 states, less than 15% of classrooms were observed to display moderately to highly effective teacher-student interactions across all three categories.¹² Moreover, effective interactions are highly variable from year to year. In a study that followed 800 students from first through fifth grade, less than 10% of children were consistently enrolled in classrooms that scored in the mid- to upper range for effective interactions.¹³ Significantly, **children from low income families are less likely to experience effective teacher- student interactions**, relative to middle-income peers.¹⁴

Selected studies demonstrate:

- higher levels of instructional support are related to preschoolers’ gains in pre-reading and math skills;⁶
- high levels of emotional support contribute to preschoolers’ social competence in the kindergarten year;⁷
- high levels of emotional support are associated with growth in reading and math achievement from kindergarten through third grade;⁸
- high levels of classroom organization are associated with gains in first graders’ literacy;⁹
- kindergarten children are more engaged and exhibit greater self-control in classrooms offering more effective teacher child interactions;¹⁰
- 1st grade children at-risk for school failure perform on par with peers, both socially and academically, when exposed to classrooms with effective teacher-child interactions.¹¹

This figure illustrates that across several thousand Pre-K-3rd classrooms observed throughout the country, children tend to experience moderate to high levels of effective interactions for emotional support and classroom organization. However, most children attend Pre-K-3rd classrooms characterized by very low levels of instructional support.

Average Ratings of Interactions in Pre-K - 3rd Classrooms



Classroom Assessment Scoring System™

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Targeted, Sustained Supports to Teachers Improve Classroom Interactions

The ability to demonstrate even small improvements in effective interactions has practical implications: **differences in just over one point on the CLASS™ seven-point scale translate into improved achievement and social skill development for children.** Moreover, children who experience effective interactions for several years receive cumulative benefits. Children enrolled in classrooms that average just over one point higher on CLASS™ for two consecutive years score significantly better on several standardized tests of language and literacy than their peers in classrooms with lower CLASS™ scores for two years.¹⁵

(CLASS™) “has changed the way I teach in the sense that it has made me more patient and confident...

I have become more productive in my lessons, and now it has become easier for me to instruct, maintain good classroom organization, and provide a positive climate.”

- Pre-kindergarten teacher, after participating in CLASS™ professional development

The creators of the CLASS™ have partnered with federal agencies as well as state departments of education to develop systems that use CLASS™ to measure and improve classroom practices.

The CLASS™ can be used in:

- **Teacher preparation and education**
- **Professional development**
- **Program monitoring**
- **Research and evaluation**

The developers of CLASS™ are creating tools to facilitate use of CLASS™ for these purposes.

MyTeachingPartner™ (MTP™) is one example of this work. MTP™ is aligned with growing evidence suggesting that a collaborative, individualized, and sustained approach to professional development is the most effective strategy for changing classroom practices.

MTP™ provides relevant, interactive, and on-going feedback to teachers through online resources, and web-mediated consultation throughout the school year. MTP™ uses CLASS™ to focus teachers' attention on the very interactions shown to be most effective.

Research demonstrates teachers participating in MTP™ engage in more effective interactions with children, especially in classrooms that serve higher proportions of children in poverty.¹⁶ Students in these classrooms show enhanced academic and social skill development.

Other professional development programs that incorporate a collaborative, individualized, and sustained approach have produced similar findings. An evaluation of an elementary grades professional development program that explicitly focuses on teacher-child interactions, Responsive Classroom, revealed that teachers who participated in this sustained professional development program were able to improve the effectiveness of their social and instructional interactions with children which, in turn, led to gains in children's academic achievement and social skill development.¹⁷

As policy-makers and program administrators strive to maximize children's developmental outcomes and streamline budgets, research-based monitoring, evaluation, and professional development strategies are gaining prominence. A research-based assessment tool quantifies information about classroom practices that translates into efficient and effective professional development.



Endnotes

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- ² Carollee Howes, Margaret Burchinal, Donna Bryant, Diane Early, Richard Clifford, et al., "Ready to Learn? Children's Pre-Academic Achievement in Pre-Kindergarten Programs," *Early Childhood Research Quarterly*, 23:1, pages 27-50.
- ³ Laura Justice, Bridget Hamre, and Robert Pianta, "Quality of Language and Literacy Instruction in Preschool Classrooms Serving At-Risk Pupils," *Early Childhood Research Quarterly*, 23, pages 51-68.
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- ⁵ Karen LaParo, Robert Pianta, and Meghan Stuhlman, "Classroom Assessment Scoring System' (CLASS): Findings from the Pre-K Year," *Elementary School Journal*, 104:5, pages 409-426.
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- ⁷ Timothy Curby, Jennifer Locasale-Crouch, Timothy Konold, Robert Pianta, Carollee Howes, Margaret Burchinal et al., "The Relations of Observed Pre-K Classrooms Quality Profiles to Children's Academic Achievement and Social Competence," *Early Education and Development*, 19, pages 643-666.
- ⁸ Robert Pianta, Jay Belsky, Nathan Vandergriff, Renee Houts, Fred Morrison, and NICHD-ECCRN, "Classroom Effects on Children's Achievement Trajectories in Elementary School," *American Education Research Journal*, 49, pages 365-397.
- ⁹ Claire Cameron Ponitz, Sara Rimm-Kaufman, Laura Brock, and Lori Nathanson, "Contributions of gender, early school adjustment, and classroom organizational climate to first grade outcomes," *Elementary School Journal*, in-press.
- ¹⁰ Sara Rimm-Kaufman, Timothy Curby, Kevin Grimm, Lori Nathanson and Laura Brock, "The Contribution of Children's Self-Regulation and Classroom Quality to Children's Adaptive Behavior in Kindergarten," *Developmental Psychology*, in-press. See also NICHD ECCRN, "A Day in Third Grade: A Large-Scale Study of Classroom Quality and Teacher and Student Behavior," *Elementary School Journal*, 105, pages 305-323.
- ¹¹ Bridget Hamre and Robert Pianta, "Can Instructional and Emotional Support in First Grade Classrooms Make a Difference for Children At Risk of School Failure?" *Child Development*, 76, pages 949-967.
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- ¹³ Robert Pianta, Jay Belsky, Renee Houts, Fred Morrison, and NICHD-ECCRN, "Opportunities to Learn in America's Elementary Classrooms," *Science*, 315, pages 1795-1796.
- ¹⁴ Pianta, Belsky, Houts, and Morrison, *Science*, 315, pages 1795-1796.
- ¹⁵ Anne Henry, "The Power of Two: The Impact of Experiencing Two Years of High Quality Classrooms", Manuscript in preparation, University of Virginia.
- ¹⁶ Robert Pianta, Andrew Mashburn, Jason Downer, Bridget Hamre, and Laura Justice, "Effects of Web-Mediated Professional Development Resources on Teacher-Child Interactions in Pre-Kindergarten Classrooms," *Early Childhood Research Quarterly*, 23:4, pages 431-451.
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COUNTY CATEGORIES

Category	County
GROUP A	Alpine
	Amador
	Calaveras
	Colusa
	Del Norte
	Glenn
	Inyo
	Lassen
	Mariposa
	Modoc
	Mono
	Plumas
	Sierra
	Siskiyou
	Trinity
Tuolumne	

Category	County
GROUP B	Butte
	El Dorado
	Humboldt
	Kings
	Lake
	Madera
	Marin
	Mendocino
	Napa
	Nevada
	San Benito
	Shasta
	Sutter
	Tehama
	Yolo
Yuba	

Category	County
GROUP C	Imperial
	Merced
	Monterey
	Placer
	San Francisco
	San Luis Obispo
	San Mateo
	Santa Barbara
	Santa Cruz
	Solano
	Sonoma
	Stanislaus
	Tulare

Category	County
GROUP D	Alameda
	Contra Costa
	Fresno
	Kern
	Orange
	Riverside
	Sacramento
	San Bernardino
	San Diego
	San Joaquin
	Santa Clara
Ventura	
GROUP E	Los Angeles