



First 5 California CARES Plus Program

Component A Training/Trainer Approval Protocol and Forms

The First 5 California (F5CA) CARES Plus Program (Component A) incentivizes participants who engage in 21 hours of professional development annually. This training/trainer and approval protocol was developed to increase the number of available training opportunities, expand access to high quality training, and augment what is currently approved and offered through the California Department of Education, Early Education Support Division (CDE/EESD).

F5CA is now accepting applications for new CARES Plus Component A training options and new trainers for existing trainings. The application and approval process is ongoing. This document provides the information necessary for an individual or entity to become an approved. Approval may be given for:

- Additional trainers certified to offer one or more of the trainings on the *CDE/EESD-Approved CARES Plus Component A Trainings* (available at <http://www.cde.ca.gov/sp/cd/re/compatraining.asp>)
- Non-CDE/EESD trainings approved for Component A and available statewide
- County-specific training available only to participants in that county

The application process is open to any entity or individual who would like a training or trainer added to the list of *Approved CARES Plus Component A Trainings*. F5CA and the CDE/EESD support linkage between CARES Plus and other funded programs. We encourage training/trainer applications that support continuous quality improvement in Race to the Top–Early Learning Challenge (RTT-ELC) and/or the F5CA Child Signature Program (CSP) and welcome applications from First 5 County Commissions, training providers, independent trainers, college faculty, and others.

Training/trainer approval ensures both training content and trainer qualifications reflect current research about high quality professional development¹. This approval process also ensures training is aligned with the California Early Learning and Development System (CELDS) and is delivered in a way that supports how adults learn best. All training should be geared to adults who currently are employed in the early learning field and serving children ages 0 to 5.

¹ For more information about the components of quality professional development on which this application is based, please read pages 6 and 7.

Application Process

Applications will be accepted year-round. Please submit documentation relevant to the training or trainer status for which you are applying to F5CA at:

caresplus@ccfc.ca.gov

or mail to

**First 5 California
2389 Gateway Oaks Drive, Suite 260
Sacramento, CA 95833**

A separate request must be submitted for every **training** and/or **trainer** not already listed on the approved Component A training list at <http://www.cde.ca.gov/sp/cd/re/compatraining.asp>)

F5CA will review and approve applications for new Component A training. F5CA will forward applications for new trainers on existing CDE/EESD-approved trainings to CDE/EESD for approval.

Please allow four to six weeks for approval. If necessary, additional information may be requested prior to making a final determination.

Application Process for New Component A Training

Submit the following training application materials

1. Form 1. About the Applicant
 - a. Trainer qualifications (for individuals or organizations as applicants as indicated on Form 1)
 - b. Training syllabus
2. Form 2. Application for Training Approval, sections I, II, and III

Application Process for New Component A Trainers (On Existing, Approved Training)

Submit the following training application materials:

1. Form 1. About the Applicant
 - a. Trainer qualifications (for individuals or organizations as applicants as indicated on Form 1)
 - b. Written approval from the tool's author or training certification
2. Form 2. Application for Training Approval, Section I only

Form 2. Application for Training Approval

I. TRAINING INFORMATION												
Training Title:												
Description of Training:												
<p>What is the origin of this training?</p> <p><input type="checkbox"/> On list of <i>EESD-Approved CARES Plus Component A Trainings</i></p> <p><input type="checkbox"/> Modified version of a training on the <i>EESD-Approved CARES Plus Component A Training</i></p> <p><input type="checkbox"/> Nationally-recognized training</p> <p><input type="checkbox"/> Locally-developed training</p> <p><input type="checkbox"/> Other _____</p>												
Session Length: # _____ total hours over # _____ sessions												
Delivery Method: Choose one:												
<p>Availability of Training/Trainer: <input type="checkbox"/> Statewide <input type="checkbox"/> _____ County Only</p> <p><input type="checkbox"/> Limited to these specific organization(s): _____</p>												
<p>Cost of Training: <input type="checkbox"/> No cost <input type="checkbox"/> \$_____ per person or \$_____ per #_____ participants</p> <p><input type="checkbox"/> Other cost structure: _____</p>												
Training Language: <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other: _____												
Age Level Focus: <input type="checkbox"/> Infant <input type="checkbox"/> Toddler <input checked="" type="checkbox"/> Preschool <input checked="" type="checkbox"/> Transitional Kindergarten												
Other Audience or Training Considerations:												
<p>Training Methods (<i>check all that apply</i>):</p> <p><input type="checkbox"/> Lecture <input type="checkbox"/> Handouts <input type="checkbox"/> Demonstration & Practice (during training)</p> <p><input type="checkbox"/> Written Reflection <input type="checkbox"/> Hands-On Activities <input type="checkbox"/> Required Reading <input type="checkbox"/> Child Observation</p> <p><input type="checkbox"/> Self or Program Assessment <input type="checkbox"/> Facilitated Peer Discussion <input type="checkbox"/> Hands-On Activities</p> <p><input type="checkbox"/> On-site Technical Assistance <input type="checkbox"/> Other: _____</p>												
<p>Early Childhood Educator Competencies addressed by this training:</p> <table border="0"> <tr> <td><input type="checkbox"/> Child Development and Learning</td> <td><input type="checkbox"/> Special Needs and Inclusion</td> </tr> <tr> <td><input type="checkbox"/> Culture, Diversity, and Equity</td> <td><input type="checkbox"/> Learning Environments and Curriculum</td> </tr> <tr> <td><input type="checkbox"/> Relationships, Interactions, & Guidance</td> <td><input type="checkbox"/> Health, Safety, and Nutrition</td> </tr> <tr> <td><input type="checkbox"/> Family and Community Engagement</td> <td><input type="checkbox"/> Leadership in Early Childhood Education</td> </tr> <tr> <td><input type="checkbox"/> Dual Language Development</td> <td><input type="checkbox"/> Professionalism</td> </tr> <tr> <td><input type="checkbox"/> Observation, Screening, Assessment, and Documentation</td> <td><input type="checkbox"/> Administration and Supervision</td> </tr> </table>	<input type="checkbox"/> Child Development and Learning	<input type="checkbox"/> Special Needs and Inclusion	<input type="checkbox"/> Culture, Diversity, and Equity	<input type="checkbox"/> Learning Environments and Curriculum	<input type="checkbox"/> Relationships, Interactions, & Guidance	<input type="checkbox"/> Health, Safety, and Nutrition	<input type="checkbox"/> Family and Community Engagement	<input type="checkbox"/> Leadership in Early Childhood Education	<input type="checkbox"/> Dual Language Development	<input type="checkbox"/> Professionalism	<input type="checkbox"/> Observation, Screening, Assessment, and Documentation	<input type="checkbox"/> Administration and Supervision
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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: Choose one:
	Performance Area:
	Topic(s) and Competency Context(s):
	Specific training activity/ies that meet objective:
Objective 2	Competency Area: Choose one:
	Performance Area:
	Topic(s) and Competency Context(s):
	Specific training activity/ies that meet objective:
Objective 3	Competency Area: Choose one:
	Performance Area:
	Topic(s) and Competency Context(s):
	Specific training activity/ies that meet objective:
III. QUALITY PROFESSIONAL DEVELOPMENT	
Describe how this content and delivery reflects cultural awareness and diversity.	
Describe how this training supports how adults learn (see #1, <i>Components of Quality Professional Development</i>).	
Describe how this training will help improve educators’ practices and support children’s healthy development, learning, and outcomes.	
Describe the method for evaluating whether the training met the learning objective(s).	

Appendix

Components of Quality Professional Development

“Professional development is a continuous process of individual and collective examination and improvement of practice. It should empower individual educators and communities of educators to make complex decisions; to identify and solve problems; and to connect theory, practice, and student outcomes. Professional development also should enable teachers to offer students the learning opportunities that will prepare them to meet world-class standards in given content areas and to successfully assume adult responsibilities for citizenship and work” (AFT, 2008).

Ongoing training and professional development are essential elements of a high-quality program and an individual’s ability to develop or hone skills and expertise. Quality professional development is characterized by a common set of principles, listed below.

1. Quality professional development is delivered in a way that supports what we know about how adults learn.

Adult learners learn best when training is:

- Active, engaging learners throughout the learning process, with time for reflection and application of their existing foundation of knowledge and experience to new problems
- Facilitated in a way that supports diverse learning styles and fosters internal motivation to learn
- Relevant and meaningful, with opportunities to apply the knowledge in their real-world context
- Facilitated in a way that allows adults to share what they know and interact with one another

2. Quality professional development for Component A will identify key Early Childhood Educator Competencies and be consistent with the components of the California Early Learning and Development System (CELDS).

The CELDS consists of a comprehensive set of tools, frameworks, and guidelines to support quality in early childhood settings. The CELDS was developed through the work of nationally known researchers and expert practitioners and includes resources such as Preschool and Infant/Toddler Learning and Development Foundations, Program Guidelines, Curriculum Frameworks, the *Preschool English Learners* guide, *California Early Childhood Educator Competencies*, and Desired Results System as frameworks for quality.

3. Quality professional development delivers content with a clear and direct connection to improving the learning of all children.

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Professional development should support early childhood educator effectiveness and help early childhood educators acknowledge the individual assets of children and their families, and honor the racial, ethnic, linguistic, gender, religious, cultural, socioeconomic, and other unique characteristics that children and families bring.

4. Quality professional development supports research-based expectations about what early childhood educators should know and be able to do to support children's learning.

Professional development has the power to increase educators' knowledge of academic content and teaching skills while changing what educators believe about children's learning and how early childhood educators interact with children in their care.

5. Quality professional development not only improves the practices of the early childhood educator, but also has the potential to improve practices of peers and others with whom the educator works.

Professional development that includes opportunities to share knowledge and interact with the facilitator and peers can help to develop a learning community that facilitates individual and collaborative exploration, practice, and reflection. Peer learning can foster collegiality and shared problem solving.

6. Quality professional development includes opportunities to practice new learning.

Multi-session training, with opportunity for the learner to practice strategies, reflect, and receive feedback provide more lasting results. In fact, "A review of research on the effect of professional development on increased student learning found that programs had to include more than 14 hours of professional development for student learning to be affected" (DeMonte, 2013).

7. Quality professional development includes an evaluation component.

It is important to use evaluation to gauge the effectiveness of the training and increased level of knowledge/skills to determine whether the training met its intended goals and the method of delivery met the learner's needs.

8. Quality professional development is delivered by trained and qualified professionals.

Qualified professionals will have experience and formal education in early childhood education, as well as knowledge of adult learning principles and sound training design. A qualified trainer will have reached mastery level on specific training regarding tools and topics.

References:

AFT. (2008). *Principles for professional development: AFT guidelines for creating professional development programs that make a difference*. Retrieved from American Federation of Teachers (AFL-CIO): <https://www.aft.org/issues/teaching/profdevel/>

DeMonte, J. (2013, July 15). *High-Quality Professional Development for Teachers*. Retrieved from Center for American Progress:

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<http://www.americanprogress.org/issues/education/report/2013/07/15/69592/high-quality-professional-development-for-teachers/>