



LAUP Coaching Model in the Context of California's Race to the Top-Early Learning Challenge (RTT-ELC)

February 11, 2015

Presentation Overview

- LAUP's History
- LAUP's implementation of California's Race to the Top–Early Learning Challenge (RTT-ELC)
- Coaching in early childhood settings
- Challenges and limitations ECE providers face in implementing and sustaining programs that align with TQRIS standards
- Providers' experiences receiving coaching & the impact of coaching in quality improvement

LAUP Impact Since 2005

60,000+
children

have become better
prepared for
kindergarten

8,900+
professionals

in the LA County
ECE Workforce
Consortium
led by LAUP

300+
quality preschools

funded by LAUP
continue to educate
and thrive in LA
County

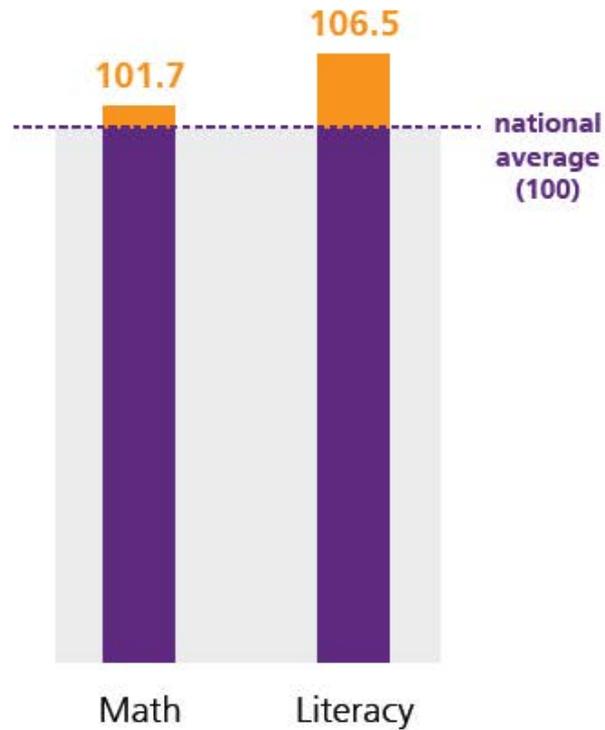
1,300+
parent advocates

are better prepared to
speak up for their
children and the
community

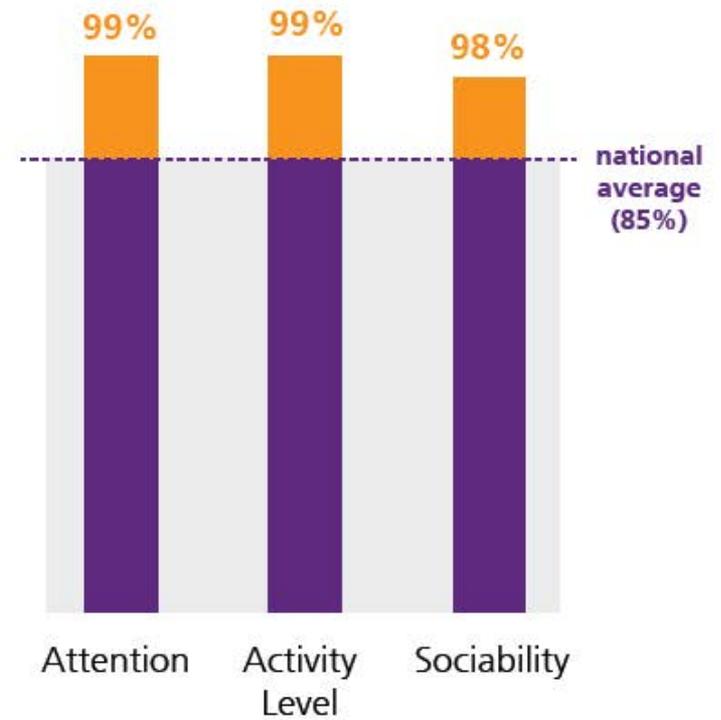
LAUP Child Outcomes



COGNITIVE AREAS



SOCIAL SKILLS



LAUP Child Outcomes

- LAUP children continue to score higher than the national average, despite their at-risk backgrounds.
- English learning students made significant gains in vocabulary, nationally outperforming their peers.

Low Income

64% of LAUP families are low income

38% of LAUP families live below the federal poverty level

< \$23,850 / year
for a family of 4

English Learners

41% of LAUP children have a language other than English as their primary language

36% Spanish
1% Korean
1% Armenian

Limited Education

26% of parents have a high school education or less



Implementation of Race to the Top-Early Learning Challenge (RTT-ELC)

RTT-ELC Awards

- California is one of only nine states to receive this kind of federal funding to improve the state's early childhood education program
- Two lead agencies: LAUP and Office of Child Care
- One countywide rating system upon completion of grant in 2015

ECE Providers in Race to the Top

153 sites throughout
Los Angeles County



84% Centers
16% FCCHs



475 Lead Teachers
84 Directors

Average of **17** years in field of
Early Childhood Education



60% English **31%** Spanish
Primary Language of ECE Staff



27% Site Supervisor Permits
32% Teacher Permits

Children Served in Race to the Top Sites

8,078+

children ages 0-5 years old
served in 153 sites
throughout Los Angeles
County

49% English is primary language

45% Spanish is primary language

47% of children are dual
language learners

63% Hispanic 18% White

8% Black 3% Asian

55% of families are
low income

RTT-ELC Quality Continuum Framework System

- The three common tiers rating framework is being used across the 16 California consortia (**CA is using all**)
- Seven elements, 5-point scales
- Randomly selecting a third of each provider's classrooms
- Points are assigned to each element separately and summed for a final rating
- One rating is assigned to each provider, aggregated up from all of the classrooms for one center rating

RTT-ELC Quality Continuum Framework

Tiers

ELEMENT	BLOCK (Common Tier 1) Licensed In-Good Standing	2 POINTS	3 POINTS	4 POINTS	5 POINTS
CORE I: CHILD DEVELOPMENT AND SCHOOL READINESS					
1. Child Observation	<input type="checkbox"/> Not required	<input type="checkbox"/> Program uses evidence-based child assessment/observation tool once a year	<input type="checkbox"/> Program uses valid and reliable child assessment/observation tool aligned with CA <i>Foundations & Frameworks</i> twice a year	<input type="checkbox"/> DRDP 2010 (minimum twice a year) and results used to inform curriculum planning	<input type="checkbox"/> Program uses DRDP 2010 twice a year and uploads into DRDP Tech and results used to inform curriculum planning
2. Developmental and Health Screenings	<input type="checkbox"/> Meets Title 22 Regulations	<input type="checkbox"/> Health Screening Form (Community Care Licensing form LIC 701 "Physician's Report - Child Care Centers") used at entry, then: <ol style="list-style-type: none"> Annually OR Conducts vision and hearing screenings annually 	<input type="checkbox"/> Program works with families to screen all children using a valid and reliable child screening tool at entry and as indicated by results thereafter AND <input type="checkbox"/> Meets Criteria from point level 2	<input type="checkbox"/> Program works with families to screen all children using the ASQ at entry and as indicated by results thereafter AND <input type="checkbox"/> Meets Criteria from point level 2	<input type="checkbox"/> Program works with families to screen all children using the ASQ & ASQ-SE , if indicated, at entry, then as indicated by results thereafter AND <input type="checkbox"/> Program staff uses children's screening results to implement intervention strategies and adaptations as appropriate AND <input type="checkbox"/> Meets Criteria from point level 2
CORE II: TEACHERS AND TEACHING					
3. Minimum Qualifications for Lead Teacher/Family Child Care Home (FCCH)	<input type="checkbox"/> Meets Title 22 Regulations	<input type="checkbox"/> Center: 24 units of ECE (core 8) <input type="checkbox"/> FCCH: 12 units of ECE (core 8)	<input type="checkbox"/> 24 units of ECE (core 8) and 16 units of General Education AND <input type="checkbox"/> 21 hours professional development (PD) annually	<input type="checkbox"/> Associate's degree (AA) in ECE OR 60 degree-applicable units, including 24 units of ECE OR AA in any field plus 24 units of ECE AND <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Bachelor's degree in ECE (or closely related field) with 48+ units of ECE OR master's degree in ECE AND <input type="checkbox"/> 21 hours PD annually
4. Effective Teacher-Child Interactions: CLASS Assessments (*Use tool for appropriate age group as available)	<input type="checkbox"/> Not Required	<input type="checkbox"/> Familiarity with CLASS (e.g., 2-hour Overview training) for appropriate age group as available by one representative from the site (on-line or face-to-face via facilitator)	<input type="checkbox"/> Independent CLASS assessment by reliable observer to inform the program's professional development/improvement plan	<input type="checkbox"/> Independent CLASS assessment by reliable observer with minimum CLASS scores: ▪ Emotional Support - 5 ▪ Instructional Support - 3 ▪ Classroom Organization - 5	<input type="checkbox"/> Independent assessment with CLASS with minimum CLASS scores: ▪ Emotional Support - 5.5 ▪ Instructional Support - 3.5 ▪ Classroom Organization - 5.5

Core Areas

Elements

LAUP Coaching Model

Are you a coach?

- Do you mentor others?
- Do you collaborate with your peers and set goals?
- Do you conduct trainings?
- Do you enjoy listening to others?
- Do you enjoying motivating others?

Race to the Top Coach

■ Profile of RTT Coaches

- Extensive experience working with infants, toddlers, and preschoolers
- Trained on DRDPs, ASQ & ASQ-SE, CLASS and ERS tools.
- Certified Observers for CLASS Pre-K and CLASS Toddler

6 Bachelor's Degree

4 Master's Degree

Education

Average of **15** years
in the field of Early
Childhood Education

Experience

3 Program Director

3 Site Supervisor

2 Teacher

2 Master Teacher

Permits

Coaching

- LAUP defines its coaching model as a collaboration between coaches and providers designed to help providers reach their potential
- Building and maintaining positive relationships is fundamental
- Three theories: *Process Consultation*, *Appreciative Inquiry*, and *Servant Leadership*

Coaching Theories

Appreciative Inquiry

- Increase what an organization does well rather than eliminate what it does badly

Process Consultation

- Instead of giving people fish, teach them how to fish

Servant Leadership

- Be authentic
- Be vulnerable
- Be accepting
- Be present
- Be useful

Coaching and Goals

- Monthly on-site observations with teachers
- Debrief and co-create goals for quality improvement
- Activity log with SMART goals and progress
- Coaches utilize tools to facilitate their coaching efforts with providers (CLASS, ERS, etc.) along with the use of the QRIS Continuum Framework

SMART Goals and Activity Logs

S = Specific

M = Measurable

A = Attainable

R = Realistic

T = Timely

- At each visit an activity log is created
- Co-created SMART goals are captured

RTT Internal Study

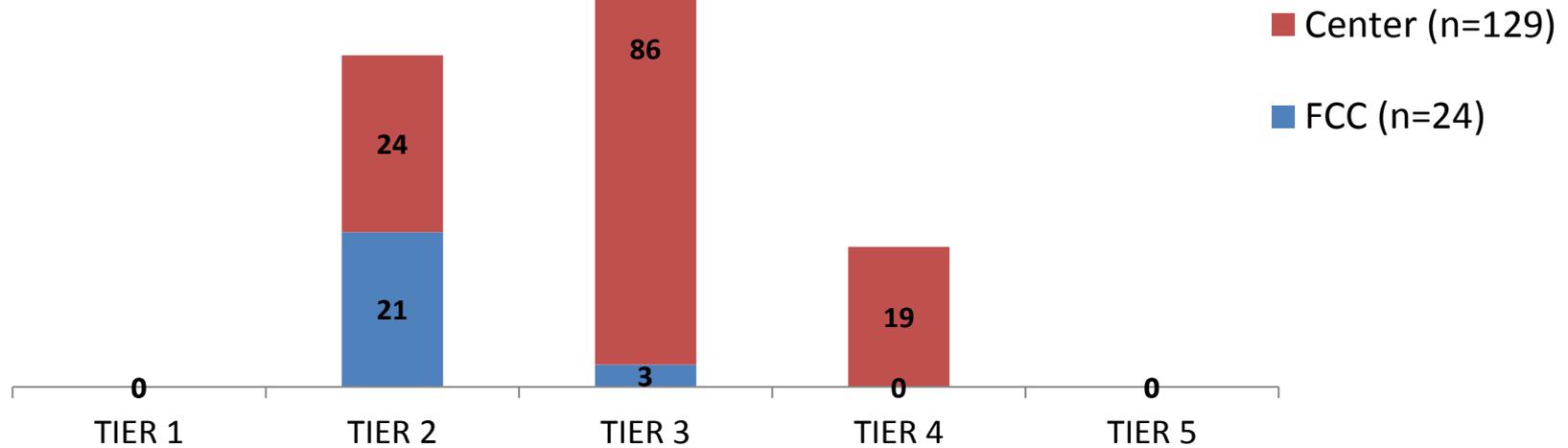
RTT Quality Continuum Framework

- Child Observation
- Developmental and Health Screenings
- Lead Teacher/FCCH Qualifications
- CLASS Assessments
- Ratio and Group Size (Centers Only)
- Environment Rating Scale (ECERS, FCCERS, ITERS)
- Director Qualifications (Centers Only)

RTT Quality Continuum Framework

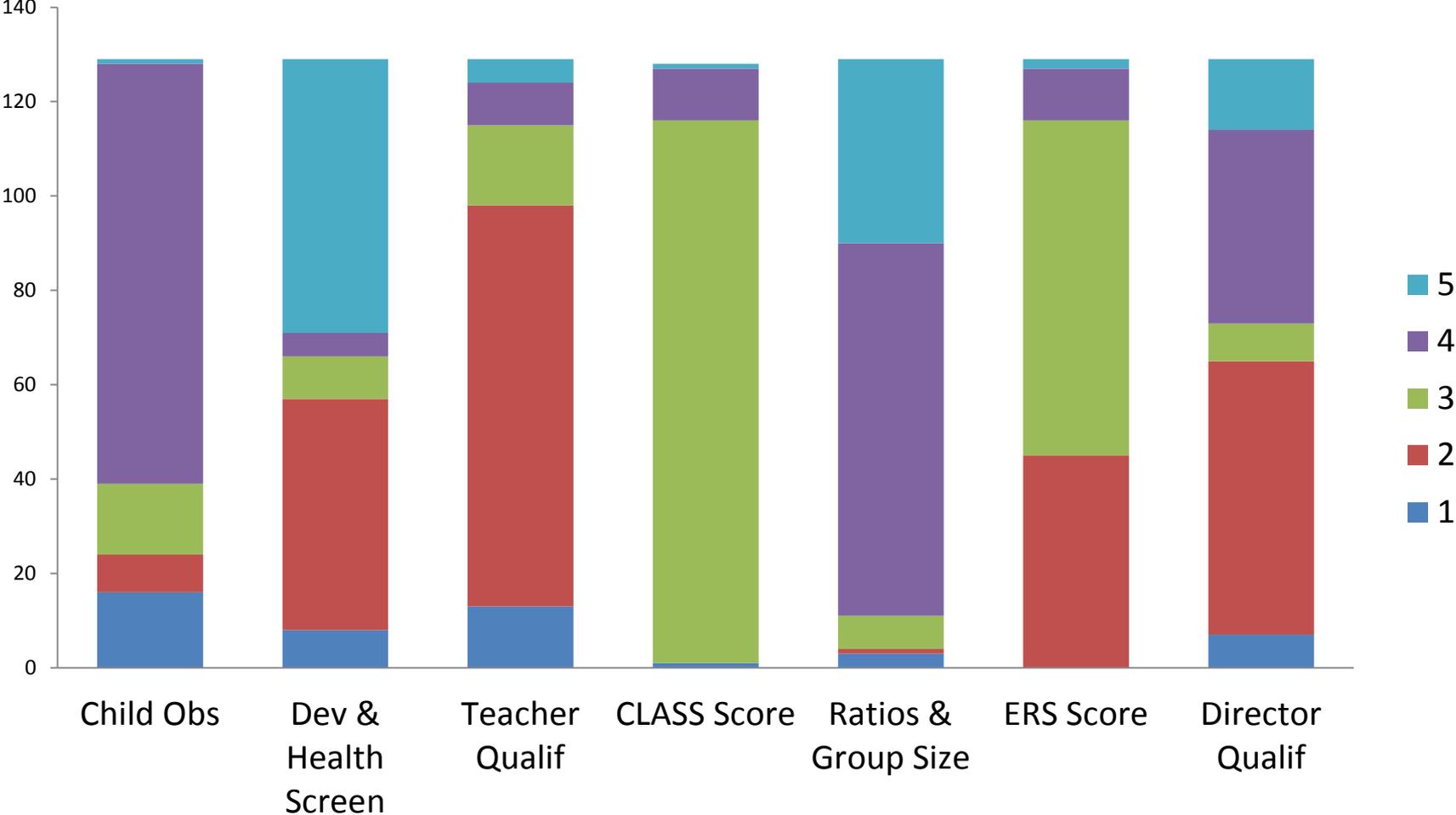
- Tier ratings assigned at the site level
- California's TQRIS:
 - Center-Based Programs
 - Assign ratings based on seven elements of quality
 - Family Child Care Homes
 - Assign ratings based on five elements of quality
 - Providers receive Program Quality Scores that are translated into "TIERS"

Initial Tier Ratings

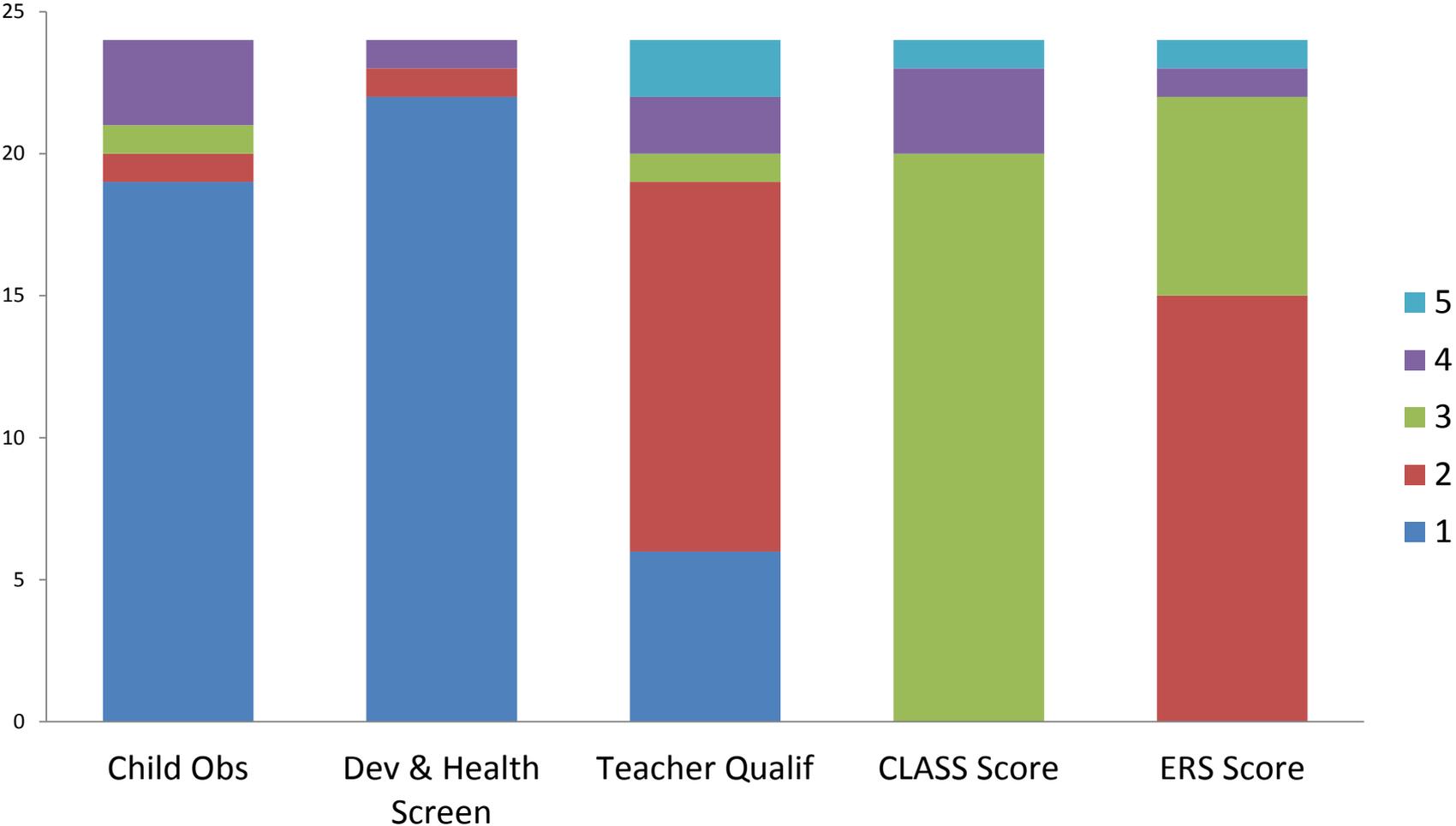


Overall Tier

GRAPH 1: RTT Element Ratings for Center-based Programs



GRAPH 2. RTT Element Ratings for Family Child Care Homes



RTT Quality Improvement Plans

- Sites are assigned a Race to the Top Coach who visits the site on a monthly basis
- Use pre-assessment scores and initial ratings develop quality improvement goals focusing on the elements of quality in the matrix
- Work together to strengthen existing systems and align their standards with a statewide TQRIS framework

Research Objectives for Study

- Examine the impact of coaching in quality improvement, and the implementation of coaching in the context of a new QRIS system
- Examine the differences between types of programs in their response to feedback through the QRIS, their engagement with the support provided, and the improvements they make on the QRIS.
- Examine providers' experiences receiving coaching, the impact of coaching in quality improvement, and the challenges and limitations ECE providers face in implementing and sustaining programs that align with TQRIS standards.

Research Methodology

- **Site Observations with RTT Coaches**
 - Observe how coaching looks like at the sites
- **Focus groups with RTT coaches**
 - Document coaches' perspectives and experiences coaching RTT sites throughout Los Angeles County
- **Interview with Directors/FCC owners**
 - Document providers' perspectives and experiences receiving coaching and the impact of coaching in quality improvement

Interview with Directors/FCC owners

Are there any challenges you face in incorporating and sustaining a program that aligns with the QRIS standards?

- Educational & professional development requirements
- Lack of resources and staff (especially for Family Child Care Homes)
- Not familiar with assessment/screening tools
- Cost of implementing assessment/screening tools

Addressing Challenges & Limitations

- **Education & Professional Development**
 - Provided information about the ASPIRE Stipend Program
 - LAUP offers trainings on elements in the Quality Continuum framework to support their professional development
 - Coaches offer on-site trainings for staff to become familiar with tools (i.e. DRPs, ASQ & ASQ:SE, CLASS and ERS)
- **Information & Resources**
 - Provide sites with Lakeshore kits to enhance their environment
 - Provide trainings to enhance teacher-child interactions & model new strategies & practices in the classroom
 - Provide ASQ and ASQ:SE kits to private centers & FCCs
 - Host Provider Network Meetings for providers to network with other providers in Los Angeles county

Importance of Coaching

- Coaching is a key component in LAUP's efforts of implementing the TQRIS by providing on-site assistance and supporting the professional development of the ECE workforce.
- Coaching has focused on facilitating the implementation of instructional practice providing ECE providers with skills-based knowledge and strategies to improve teacher-child interactions, enhance program and classroom environment, and develop goals based on the quality indicators in the TQRIS.

Experience Receiving Coaching

“I think that a coach who comes in with a singular purpose of supporting them in their quest to do a really good job gives a message to the teacher of—here’s support, what you do is important. We know you want to do it well. We’re going to support you to do it well; and I think that having someone like Race to the Top come in, is a powerful message.”

- Interview with Center Director, October 9, 2014

Race to the Top Testimonial Video

Questions

Contact Information

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<http://laup.net/>

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PRESCHOOL. IT'S NOT JUST FOR KIDS.