



AGENDA ITEM: 8
DATE OF MEETING: October 22, 2015
ACTION: _____
INFORMATION: X

CARES PLUS EVALUATION FINDINGS UPDATE

SUMMARY

This agenda item summarizes key findings for the most recent evaluation data available for the CARES Plus (Comprehensive Approaches to Raising Educational Standards) program, Round 2, Fiscal Years (FY) 2013–14 through 2015–16.

Key evaluation findings show that:

- Participants rate the program highly and find it useful for their early learning careers.
- Participants are almost all female and represent the racial and ethnic diversity of California.
- The program most typically supports professional development for participants without a bachelor's degree.
- Classroom Assessment Scoring System[®] (CLASS[®]) scores for child-teacher interaction showed most improvement for participants engaged in evidenced-based professional growth training and one-on-one coaching, but little change for general degree coursework.
- Lead Agency administrators report many alignments and collaborations at the local level across professional development programs, and training and education partners. Lead agencies with strong collaboration and partnerships were able to serve more participants, reduce duplication of services, and provide more support services to participants.

BACKGROUND

In April 2010, the State Commission approved funding for three years (FY 2010–11 through FY 2012–13, Round 1) to support the CARES Plus program to further the work of its predecessor program, CARES. In October 2012, a second set of funding was approved for CARES Plus Round 2 (FYs 2013–14 through 2015–16). The Commission directed these funds be used to increase the quality of early learning programs for children ages 0 to 5 and their families by supporting the education and preparation of an effective, well-compensated, and diverse early care and education workforce.

During CARES Plus, Round 1 and Round 2, four program components have been available to participants: Component A, 21 hours of evidenced-based professional growth training approved by the California Department of Education; Component B, a minimum of six units of higher education toward a degree in Early Childhood Education/Child Development; Component C, serving as a local CARES Plus advisor; and Component D, a one-on-one professional growth coaching model called MyTeachingPartner™ (MTP™). Additionally, first year participants are required to complete three CORE online courses: *Introduction to the CLASS™*, *Looking at CLASSrooms™*, and *Kids and Smoke Don't Mix*. As part of the core requirements, each participant is required to meet twice with a CARES Plus Advisor, develop a Professional Growth Plan, and select an elective program component (A, B, C, or D).

Evaluation of CARES Plus is based on three views of the program. The attached presentation summarizes findings from each point of view using the most recent data available.

- **Participant View:** Participants in the CARES Plus program are required to complete an online survey at the end of each school year. The survey asks about program satisfaction, challenges, and suggestions for improvement. This agenda item describes findings from the 2014–15 survey.
- **Research-Based Assessment View:** Using observations with CLASS®, a validated research instrument, the quality of teacher-child interaction has been assessed for participants in three of the program components, or training tracks, provide by CARES Plus. This agenda item describes analyses for CLASS data collected during 2012–13 and 2013–14 combined.
- **Lead Agency View:** The Quality Performance Report is an annual online survey completed by Lead Agency administrators. This agenda item summarizes findings for the 2013–14 survey report.

ATTACHMENTS

PowerPoint Presentation: CARES Plus Evaluation Findings Update



CARES Plus Evaluation Findings Update

Commission Meeting
October 22, 2015

October 2015



CARES Plus, Fiscal Years 2012–13 and 2013–14

Evaluation Findings Update

Outline

- Background
- Who Participates? Demographics
- Evaluation: Three Views of the Program
- Participant Survey
- Classroom Assessment Scoring System® (CLASS®)
Observational Assessment
- Quality Performance Report
- Conclusions
- Acknowledgments

What is the CARES Plus Program?

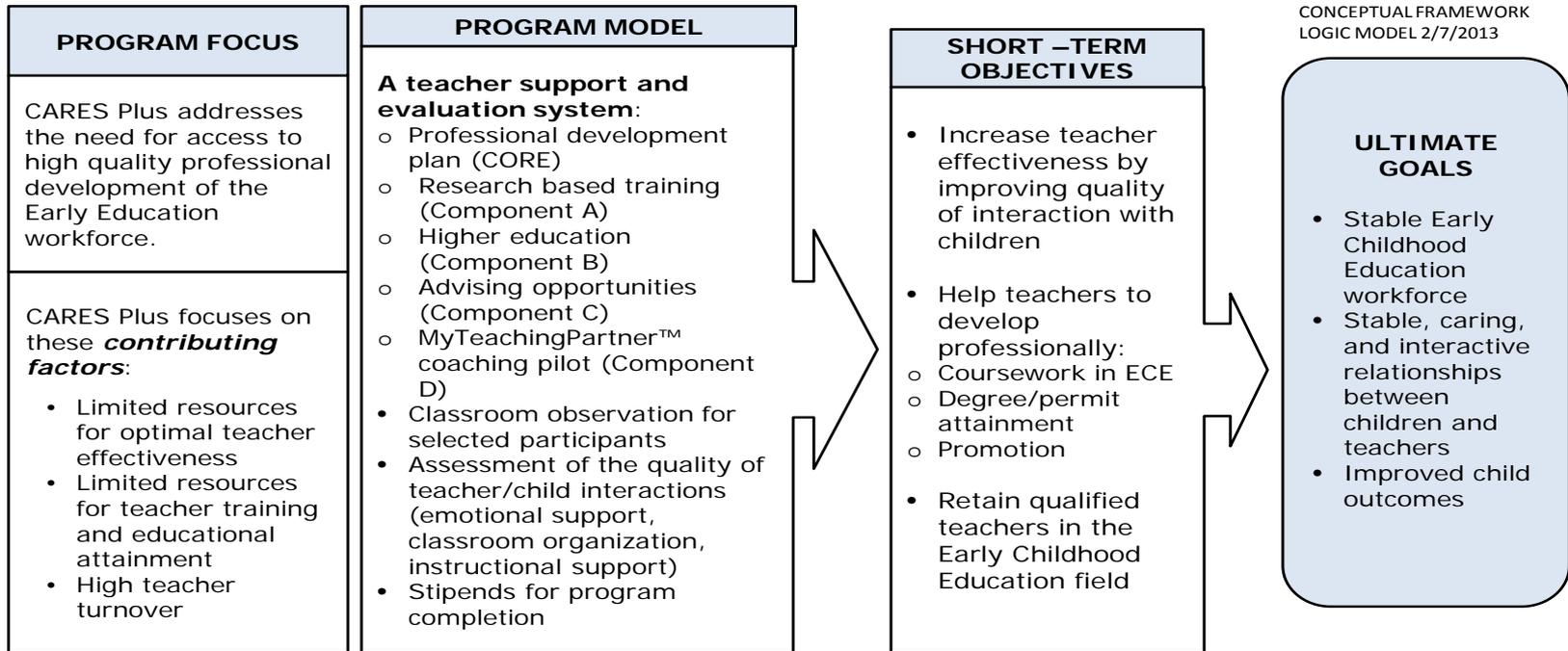
CORE	<ul style="list-style-type: none"> • <i>Introduction to the CLASS™</i> • <i>Looking at CLASSrooms™</i> • CARES Plus Tobacco Training: Kids and Smoke Don't Mix • Annual meeting with a CARES Plus Advisor, completion of a Professional Growth Plan, approved component requirements (elective, identified below), and completion of an annual participant survey.
Component A	<ul style="list-style-type: none"> • Minimum of 21 hours of California Department of Education (CDE)-approved professional growth training • CLASS observation (if randomly selected)
Component B	<ul style="list-style-type: none"> • Minimum of six units of higher education toward a degree in Early Childhood Education/Child Development (ECE/CD) or related field • CLASS observation (if randomly selected)
Component C	<ul style="list-style-type: none"> • Serve as CARES Plus Advisor
Component D	<ul style="list-style-type: none"> • MyTeachingPartner™ (MTP™) one-on-one professional growth coaching • Required to participate in CLASS observation

CARES Plus Logic Model

Comprehensive Approaches to Raising Educational Standards (CARES) Plus

*Promoting high quality interaction between teachers and children in pre-school**

CONCEPTUAL FRAMEWORK
LOGIC MODEL 2/7/2013



GUIDING PRINCIPLES

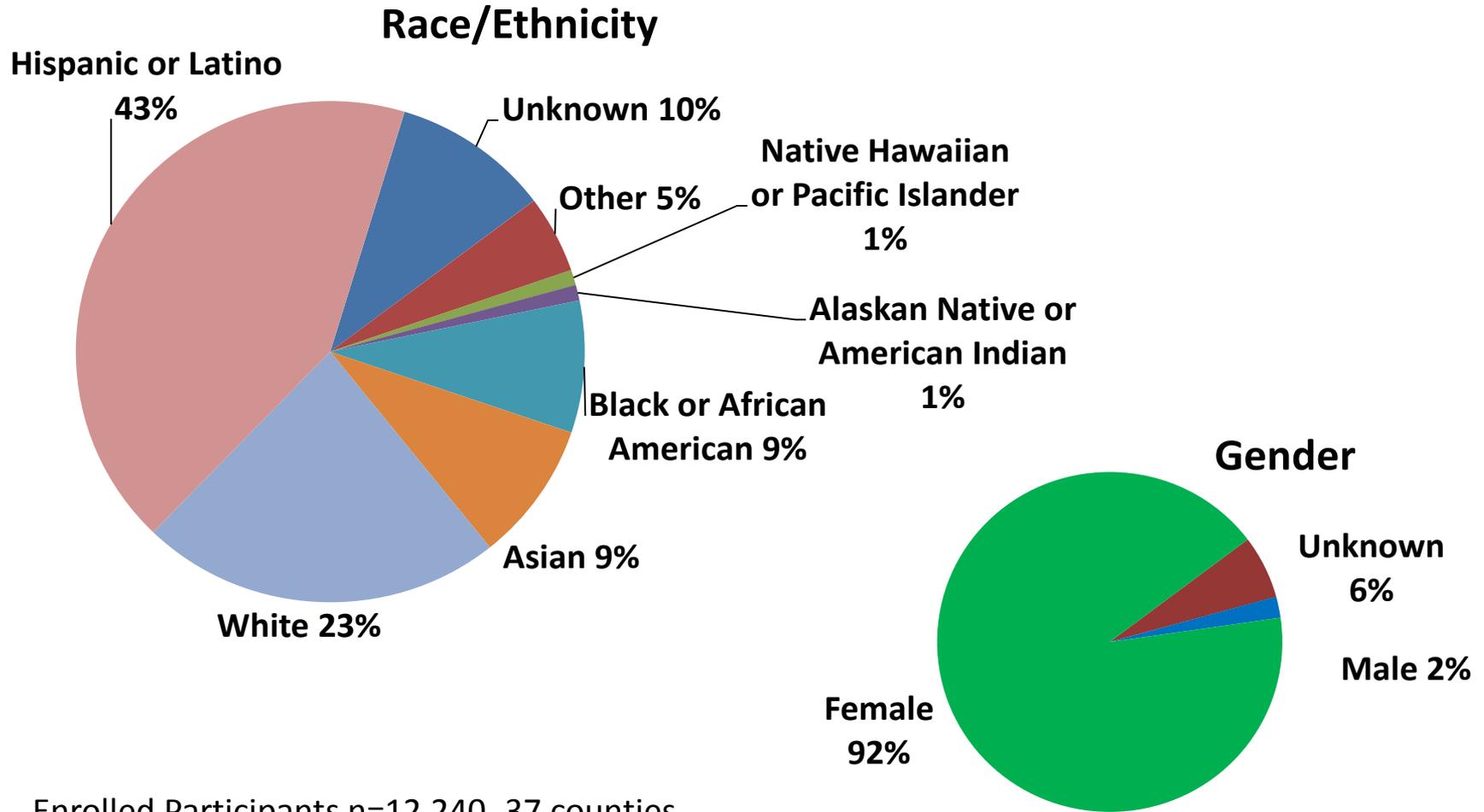
- Interventions based on research and scientific theory (developmental psychology, neuropsychology).
- Curriculum meeting standards of California Department of Education: *California Infant/Toddler and Preschool Learning Foundations* and *California Preschool Curriculum Framework*
- First 5 Principles on Equity*: Inclusive governance and participation, access to services, legislative and regulatory mandates, results-based accountability.
- Cost-effective quality improvement of preschool learning environments.

* Teacher effectiveness is one of the most important factors for quality of early learning programs. "The relationship a child has with a teacher or caregiver...is the central most critical component of child care quality" (US Department of Education).



Who Participates?

CARES Plus Demographics, 2012–13 and 2013–14

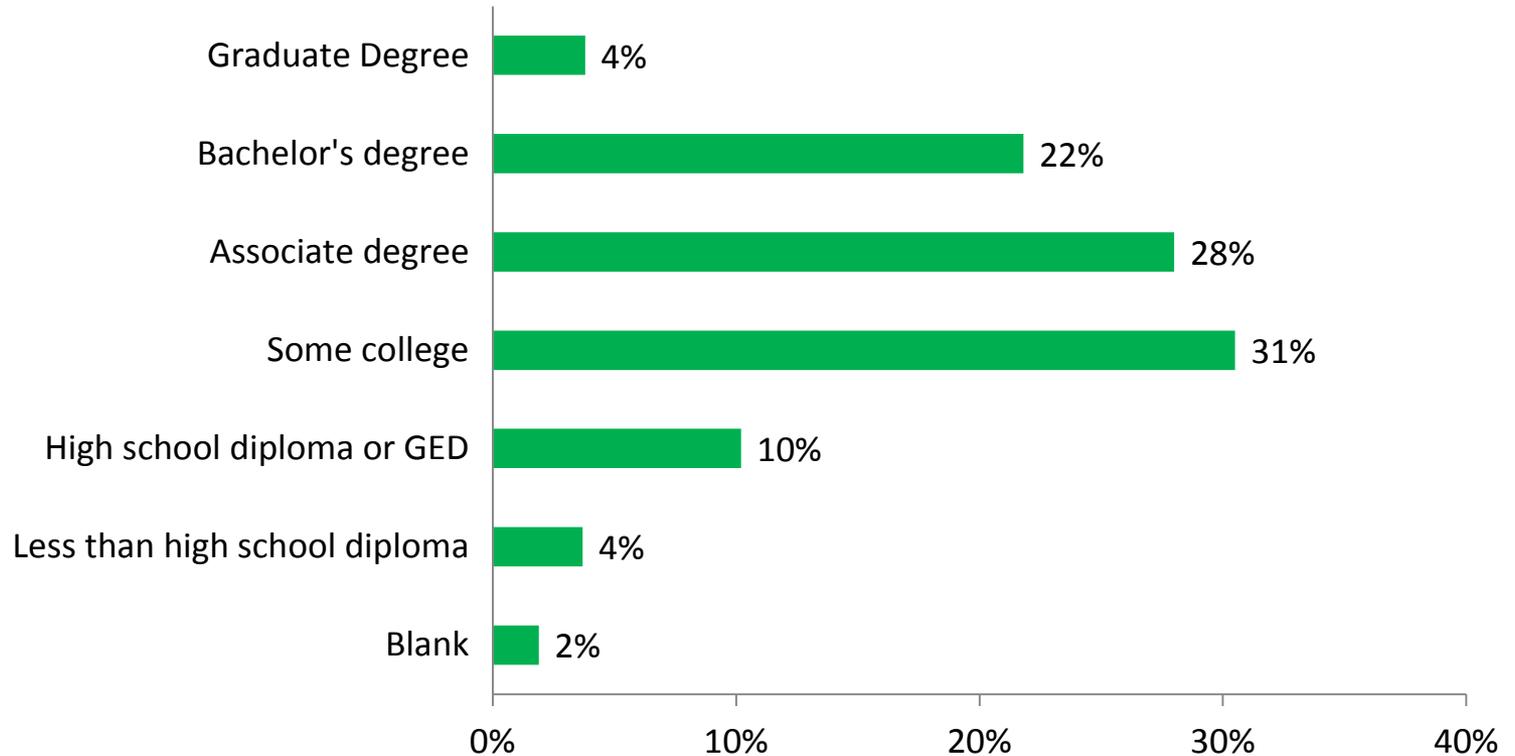


Enrolled Participants n=12,240, 37 counties

*Due to rounding, total percentages may not equal 100%.

CARES Plus, 2012–13 and 2013–14

Level of Education

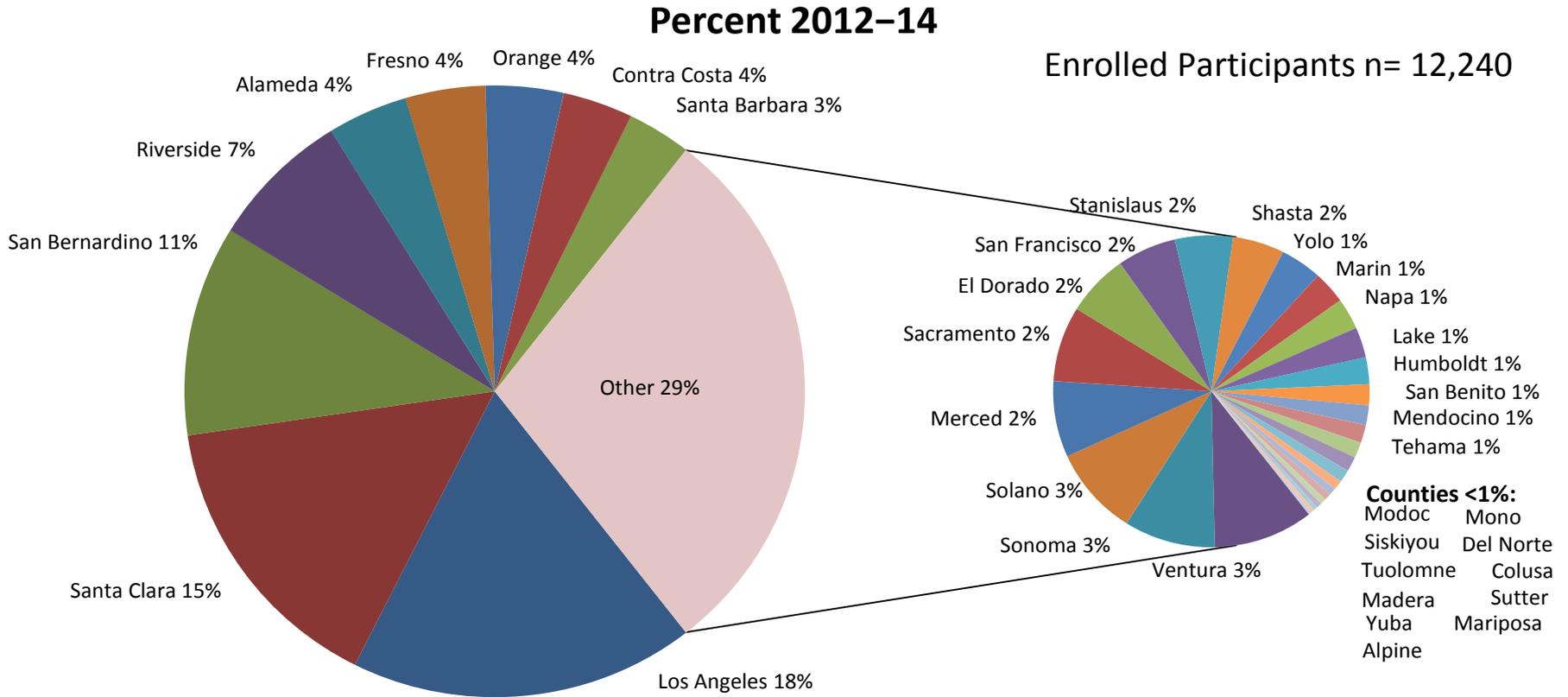


Enrolled Participants n=12,240

*Due to rounding, total percentages may not equal 100%.

CARES Plus, 2012–13 and 2013–14

Percent of Enrolled Participants by County Lead Agency (n=37)



*Due to rounding, total percentages may not equal 100%.

CARES Plus Program Evaluation: Three Views of the Program

Participant View: Online Survey

- Purpose: Quantitative and qualitative assessment of satisfaction, successes, and challenges of the program from participants' point of view.

Research-Based Assessment View: Observations with Classroom Assessment Scoring System[®] (CLASS[®])

- Purpose: Structured observation to assess quality of teacher-child interaction (validated instrument).

Lead Agency View: Quality Performance Report (QPR)

- Purpose: Qualitative assessment of program successes and challenges from Lead Agency point of view.



CARES Plus Participant Survey, 2014–15

Overall Satisfaction

Participants reported high satisfaction with the program:

How useful was your CARES Plus learning experience in meeting your professional development goals?	82% Very Useful
If you participated in CORE, how useful did you find the online course Introduction to the CLASS[®] Tool?	81% Very useful
Do you expect to be working in the early care and education field in the next five years?	94% Yes
Do you feel you are a better teacher because of your participation in CARES Plus?	78% Very much

CARES Plus Participant Survey, 2014–15

General Comments

- “I learned so much more than I ever expected even though I've been a day care provider for many years. I would highly recommend this program, especially for inexperienced providers. I wish I had this training when I first started. The children in my care would have benefited so much more. “
- “This program was the original motivator for me to return to school, apply for a children's center permit and continue pursuing my degree. I am so happy to be a part of it. “
- “I really enjoyed the CARES Plus program because it gave me all the resources to take the classes offered by the different programs. Every class I took was very, very, valuable. I'm very impressed and glad these programs are offered to family child care homes. Thank you so very much for your support.”

CARES Plus Participant Survey, 2014–15

MyTeachingPartner™ Comments

- “The MTP program is so beneficial. Having the one-on-one interaction with a knowledgeable and experienced coach provides immense opportunity for growth.”
- “I really enjoyed working one-on-one with my MTP coach. She was super helpful and so easy to talk to. She made me less scared to participate and gave me confidence to go out of my comfort zones. She is amazing.”

*Due to rounding, total percentages may not equal 100%.

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CARES Plus Participant Survey, 2014–15

Most Common Challenges or Difficulties

- Work-Life Balance
 - Lack of time for training or school due to work , family, or child care issues
 - Course times do not fit schedule
- Training Content
 - Need more options for classes available online
 - Not enough Child Development classes available at college
 - Need more training for work with children ages 0 to 3

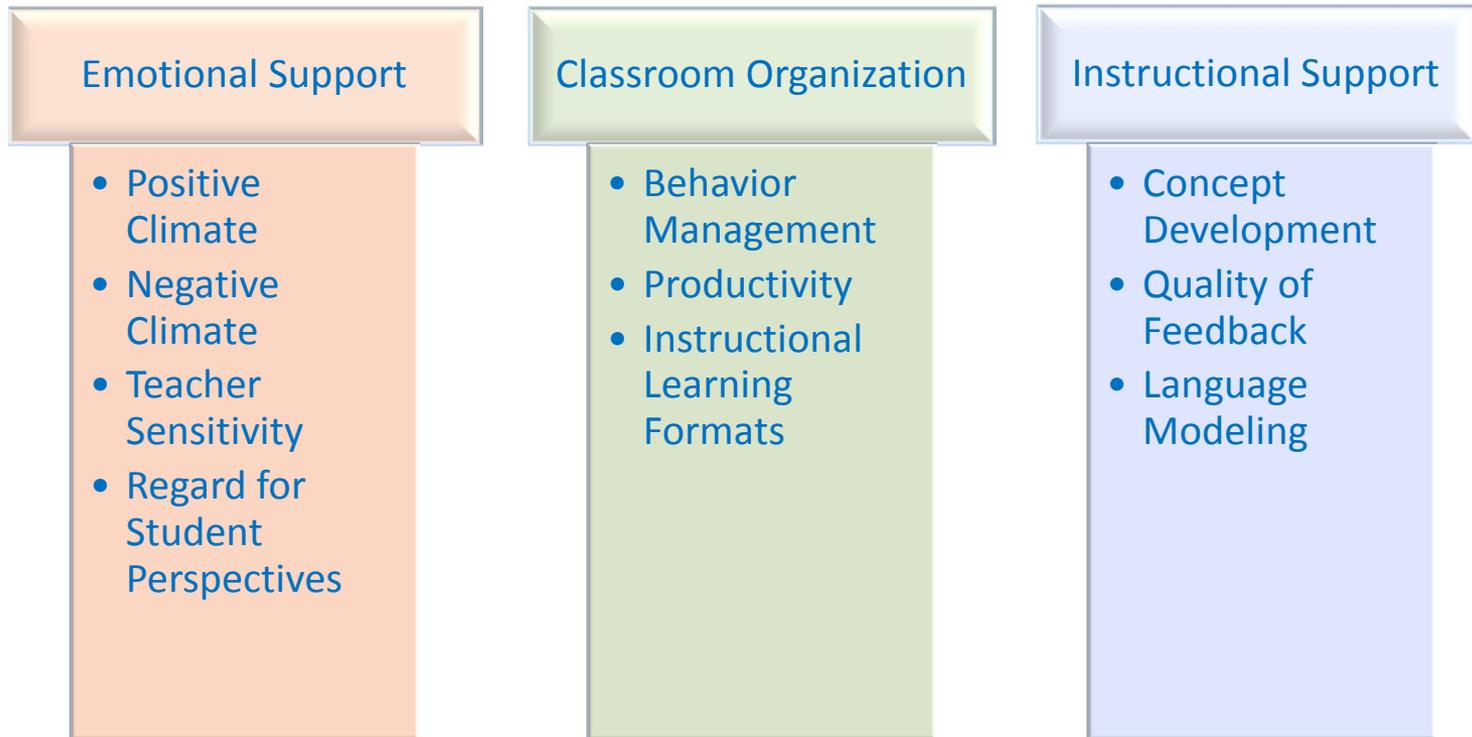
*Due to rounding, total percentages may not equal 100%.

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CLASS[®]

Pre-K Domains and Dimensions for Observational Assessment of Quality of Interaction*



*Pianta, R.C., K. La Paro, and B.K. Hamre. (2008). *Classroom Assessment Scoring System*. Baltimore: Paul H. Brooks.

CARES Plus CLASS[®] Observational Assessment Method

- Pre observations (fall) → Post observations (spring)
- Sampling methods
 - Random sampling was used for Component A and Component B observations
 - 100 percent of Component D participants were observed
- Two analysis methods
 - Shift in mean scores: t-test, modified Cohen's D
 - Change in proportions meeting a score threshold: McNemar's test

CARES Plus, 2012–13 and 2013–14

Effect Size by Program Component and CLASS® Domain

CARES Plus Program Component	CLASS Domain	Effect Size*	Significant Change? **
A: 21 Hours California Department of Education (CDE) -Approved Training	Emotional Support	0.14	Yes
	Classroom Organization	0.22	Yes
	Instructional Support	0.13	No
B: 6 Units Higher Education Toward Early Childhood Education/Child Development (ECE/CD)	Emotional Support	0.14	No
	Classroom Organization	0.13	No
	Instructional Support	0.11	No
D: MyTeachingPartner™ One-on-One Coaching	Emotional Support	0.17	Yes
	Classroom Organization	0.25	Yes
	Instructional Support	0.25	Yes

Component Sample Sizes: (A) n= 152; (B) n=168; (D) n=397

*Effect Size = (Post-Pre) / SD_{Pre}

**Significant at $p < .05$ (t-test)

CARES Plus, 2012–13 and 2013–14

Percent of Participants at or Above Tiered Quality Rating and Improvement System (TQRIS) Thresholds¹ by CLASS[®] Domain and Program Component

CARES Plus Program Component	CLASS Domain	Pre (%)	Post (%)	Significant Change?*
A: 21 Hours CDE-Approved Training	Emotional Support	83	93	Yes
	Classroom Organization	63	80	Yes
	Instructional Support	20	24	No
B: 6 Units Higher Education Toward ECE/CD	Emotional Support	80	89	Yes
	Classroom Organization	67	73	No
	Instructional Support	23	27	No
D: MyTeachingPartner™ One-on-One Coaching	Emotional Support	77	81	No
	Classroom Organization	62	66	No
	Instructional Support	17	30	Yes

Component Sample Sizes: (A) n= 152; (B) n=168 ; (D) n= 397

*Significant at $p < .05$ (McNemar's Test)

¹ TQRIS Thresholds: Emotional Support = 5, Classroom Organization = 5, Instructional Support = 3

CLASS[®] Analysis Summary

- During CARES Plus, 2012–13 and 2013–14:
 - The program was useful for improving the quality of teacher-child interaction for program participants
- Improvements in Mean Scores
 - Component A (Professional Growth Training)
 - Significant for Emotional Support and Classroom Organization, but not for Instructional Support.
 - Component D (MyTeachingPartner™)
 - Significant for all three domains: Instructional Support, Emotional Support and Classroom Organization.
- Improvement in Percent Scores meeting TQRIS Thresholds
 - Component A (Professional Growth Training)
 - Significant for Emotional Support and Classroom Organization, but not for Instructional Support.
 - Component B (Degree Coursework)
 - Significant for Emotional Support.
 - Component D (MyTeachingPartner)
 - Significant for Instructional Support.

Quality Performance Report, 2013–14

Highlights from Lead Agencies

Collaboration

- Local collaboration and alignment between CARES Plus and other local entities, including the AB 212 program and institutes of higher education (IHE), provided opportunities for more participants and prevented duplication of services.
- 54 percent of county Lead Agencies reported AB 212 and CARES Plus programs operated seamlessly in their county.
- The remaining counties provided joint training, participation in advisory groups, and worked together to address early care and education challenges in their county.

Alignment

- Nearly 90 percent of county Lead Agencies met with IHEs to discuss issues and improve alignment.
- Alignment resulted in:
 - Local Community College professors serving as CARES Plus Advisors and consortium members
 - County Lead Agencies offering courses on transferring to IHEs as well as funding more sessions of high-demand courses
 - IHE provided more bilingual course work

Lessons Learned

- Improved alignment with local initiatives and activities led to greater participation and program completion by participants.

Conclusions

Participant View

- Participants find the training useful and rate the program highly.
- Some participants report challenges with work-life balance and training content.

Research-Based Assessment View

- Components A (Professional Growth Training) and D (MyTeachingPartner™) appear to be most helpful for improving CLASS® scores.

Lead Agency View

- CARES Plus supports improved alignment with local initiatives to allow greater participation and program completion by participants.

Acknowledgments

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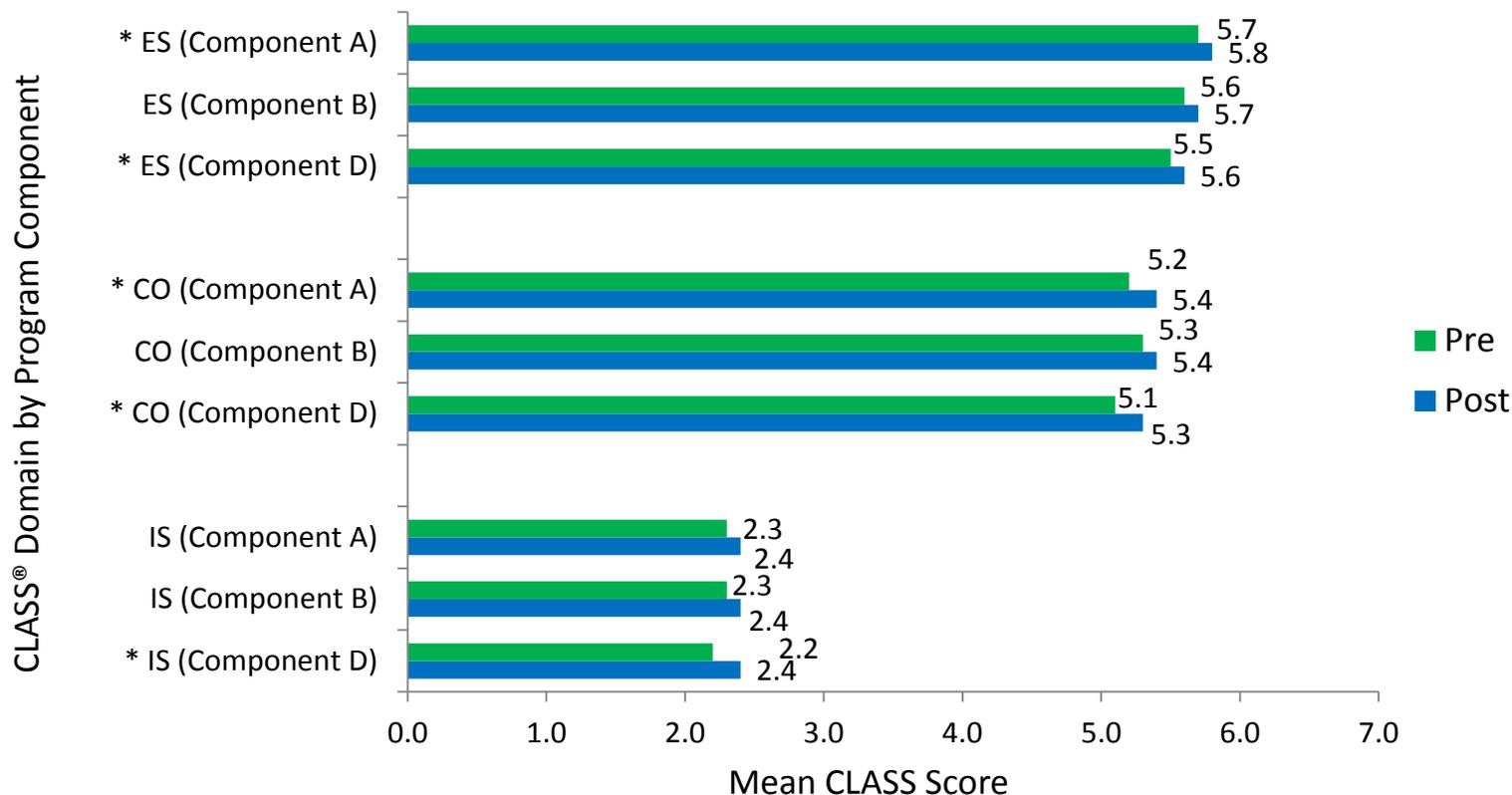
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Appendix

CARES Plus, 2012–13 and 2013–14

Mean Scores by CLASS® Domain and Program Component



Domain Codes: ES = Emotional Support CO = Classroom Organization IS = Instructional Support

*Significant at $p < .05$ (t-test)

Pre-Post Effect Size¹ for CLASS[®] Domains: California CARES Plus and Georgia Study²

California CARES Plus CLASS Domain	MyTeachingPartner™ (Component D)	Degree Coursework Pseudo-Control (Component B)	Professional Growth Training (Component A)
Emotional Support	0.17*	0.14	0.14*
Classroom Organization	0.25*	0.13	0.22*
Instructional Support	0.25*	0.11	0.13

Georgia CLASS Domain	MyTeachingPartner	Control	Making the Most of Classroom Interactions™ (MMCI™)
Emotional Support	0.26	0.01	0.35
Classroom Organization	0.30	0.13	0.32
Instructional Support	0.16	0.00	0.45

*CARES Plus t-test significant at $p < .05$

¹ Effect Size = $(\text{Post-Pre}) / SD_{\text{Pre}}$

² Early, D.M., Pan, Y. & Maxwell, K.L. (2014). *Georgia's Pre-K Professional Development Evaluation: Technical Appendix*. Chapel Hill, NC: University of North Carolina at Chapel Hill.

What is an Effect Size?

- “An effect size refers to the magnitude of the result as it occurs, or would be found, in the population” (Paul Ellis, 2010, *The Essential Guide to Effect Sizes*, Cambridge University Press, p. 4).
- Effect size helps to assess the meaningfulness of changes observed in a study sample beyond null hypothesis significance tests.
- Common families of measures for effect sizes:
 - Difference d (example, standardized mean difference, Cohen’s d)
 - Correlation r (example, Pearson’s r)
- How to interpret? For a standardized difference in means, Cohen (1988) suggests:
 - 0.20 small effect
 - 0.50 medium effect
 - 0.80 large effect
- What are typical effect sizes for education interventions?
 - Typically 0.20 to 0.40
 - See: Hill, Carolyn J., Howard S. Bloom, Alison Rebeck Black, and Mark W. Lipsey, (2007), “Empirical Benchmarks for Interpreting Effect Sizes in Research,” MDRC Working Papers of Research Methodology, New York, MDRC; Slavin, Robert E. and Dewi Smith, (2008), “Effects of Sample size on Effect Size in Systematic Reviews in Education,” In Best Evidence Encyclopedia, Johns Hopkins University, School of Education.