



AB212 Annual Activities Report Fiscal Year 2009-2010



BACKGROUND

The intent of AB212 funding is to assist counties in improving the retention of qualified employees who work directly with children receiving state subsidized child care services. Funds are allocated across the State of California to Local Planning Councils (LPC) in each county. Each county submits an annual plan that outlines the objectives, goals, and activities that are intended as priorities for the year. AB212 retention plans are submitted to and approved by the California Department of Education (CDE).

During fiscal year (FY) 2009-2010, the Contra Costa LPC was approved by the California Department of Education to implement the following activities under the sponsorship of AB212 funding:

- Professional Development Program Services and Incentives (see attachment A)
- Center-Based Team Professional Development Grants (see attachment B)

AB212 PROFESSIONAL DEVELOPMENT PROGRAM (PDP)

Services Provided	# of People served at least one time/total	# of minutes per service provided
Permit-related services that included resources, application intake, application follow-up, admin preparation, notification to participant	282/312	5904
Quality Improvement-related services that included resources, explanation, advising, intake, reflection coaching, follow-up and review	128/226	2533
Education Planning advising which includes review of transcripts, goal planning, course description discussions, permit and degree goal development, and higher education topics and referrals	117/142	1700
Professional Growth Advising related to permits, workshops and conferences, college-level course, career counseling, and other related categories of professional growth	82/95	1176
PDP-related services including resource delivery, application intake and follow-up	263/555	8858
Coaching services related to Leadership, application completion, career development, quality improvement, Desired Results	40/47	471
CBTM – related resources, advising and follow-up services for team members	9/9	50
Administrative services related to address changes, data entry, mailings, inactive	121/152	848
Miscellaneous services i.e., ESL, technology	15	87

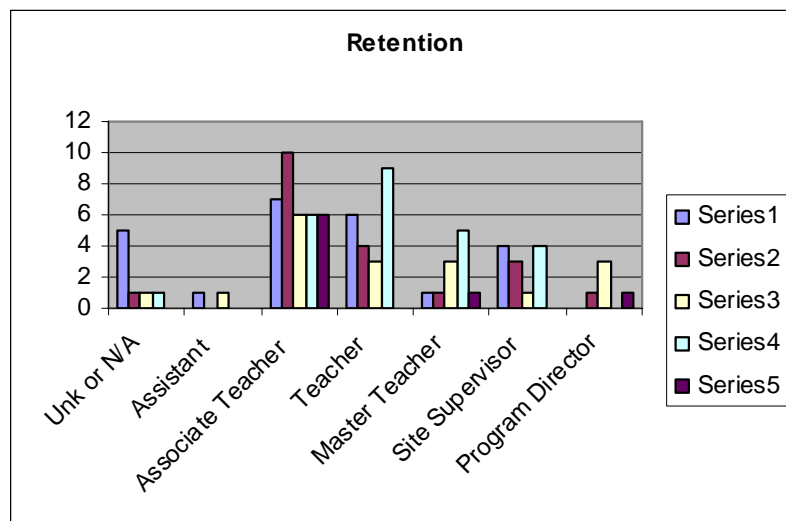
DISCLAIMER:

The above chart of service delivery does not completely capture all services performed during 2009-10. A new database and data collection strategy was developed during the second quarter of the fiscal year of services. Multiple services were offered to many individuals and possibly even multiple times.

NUMBER OF YEARS EMPLOYED WITH THE SAME PROGRAM
(CHART REFLECTS PARTICIPANTS APPLYING FOR FINANCIAL INCENTIVES ONLY)

Number of Years employed	Employment Job Title						Total # of applicants
	Assistant (Includes Teacher Assistant, Aide, Teacher Associate in Training)	Associate Teacher	Teacher (Includes Head Teacher, Lead Teacher and Instructional Assistant)	Master Teacher (Includes Preschool Coordinator)	Site Supervisor (Includes Assistant Director)	Program Director	
Less than 3 years, includes less than 1 year	6	13	8	1	3	1	32
3-5 years	-	9	7	-	-		16
5-9 years	1	5	7	3	1		17
More than 10	-	14	5	6	2	1	28
Unknown	-	2					2
Total	7	43	27	10	6	2	95

RETENTION FOR PARTICIPANTS APPLYING FOR INCENTIVES



Job Title	# of participants receiving incentives			Total Incentives paid	Notes
	Annual Participation	Degree Bonus	Additional Course Completion units		
Teacher Assistant, Aide, Instructional Assistant, Teacher Associate in Training	9		5	\$10,368.75	One earned six (6) additional units
Associate Teacher	42		34	\$57,205.25	15 earned five (5) or more additional units with at least five (5) earning at least 12 additional units
Teacher (Includes Head Teacher, Lead Teacher and Master Teacher)	34	6	23	\$50,656.00	10 earned more than five (5) additional units with six (6) earning 10 or more additional units. Within these six (6) two (2) earned 18 or more additional units.
Site Supervisor (Includes Assistant Director)	7	1	5	\$9,625.00	Four (4) earned five (5) or more additional units with one (1) earning 12 additional units.
Program Director (Includes Preschool Coordinator)	3		1	\$3,225.00	One (1) earned 3 additional units
					394.4 additional units paid after required three (3) units met for annual participation
Total	95			\$131,080.00	

KEY FINDINGS

- 125 applications were received by January 31, 2010, but only 95 applicants were funded.
- Applicants expressed satisfaction with the shift to connecting Desired Results and professional growth
- There was a high level of eagerness to complete additional coursework beyond the three unit requirement.
- There was a willingness of many to submit documents and correspondence electronically. This facilitated with the documenting of conversations and the discussions with participants.
- Peer support increased advisors’ delivery of services. If individual did not have access to e-mail, peers (and supervisors) were available to support.
- Advocacy increased as peer supported each other.

LESSONS LEARNED

- Some participants submitted applications with Education Planning acknowledging that three (3) units were required for participation, but later stated that they were unaware that they were required. Case notes need to reflect deeper discussions with participants.
- Explanation about what comprises a reflection may need to be delivered in writing, as there was confusion from some individuals and lack of compliance with submitting on time.
- Remove ECERS from the Quality Improvement component, as some still want to only make physical changes in the classroom without intentionality of purpose.

Center Based Team Model – Pilot Grants

The table below is reflective of the goals and activities approved and successfully implemented by the CBTM grantees:

Project Goals	Activities	Implementation Activities
To define the qualities of a mentoring level teacher common to the Center and individual to the program type (Infant/toddler, preschool, and school-age)	One - CLASS Intentional Teaching	Research in areas of Creative Curriculum, Improving Interactions and Concept Development, Making Literacy Come Alive, Infant/Toddler Foundations and ERS-related, Teachers as Leaders, Accreditation
To enhance the staff’s ability to communicate with each other to talk about assessments of the children in different areas. To strengthen the team’s understanding of DRDP-R assessment and recording.	One 3-day training DRDP-R, conducted by WestEd, with follow-up update DRDP-R training	Software program training, review process of assessments and recording, observation
To increase the knowledge and practical application of the Developmental Stages of Preschool students in the content areas of math, science, literacy and adult/child interactions. To pursue High Scope certification	7 – total Academic Background (6) and Academic Summary (1)	Specific Observations, Peer Feedback, Discussions, modeling of skills, review of assessment tools and accreditation
To train teachers in how to be more intentional in relating math to everyday classroom experiences.	4 curriculum based	Staff presentation, peer tours, activity development related to Math standards, discussions, prepared a Family Math Night
To improve data inquiry and assessment process	One 2-day assessment training	Professional Learning Community discussions, observations

KEY FINDINGS

- Increased awareness of role as leader, importance of 1:1 student focus while acknowledging other child’s feelings, implementation of teaching strategies, recognition that teachers become tired and need new strategies, leadership roles can be developed, the relevance of the teaching competencies. Teachers enter the classroom each day with a purpose and goal for children.
- Parents received workshop about Math
- Teachers have increased their understanding of the new DRDP process
- Improved knowledge on DRDP-R assessments, familiarity with computerized recording.
- Partnership possibilities with national organizations
- Collaboration by staff in achieving same goal
- Experienced opportunities to evaluate and to be evaluated

LESSONS LEARNED

- Participants found that it would be beneficial to schedule meetings that could involve everyone allowing for time to research, to identify resources and to engage in peer learning activities and conversations connected to professional development.
- Coordination of training with other agencies wasn’t successful; there were conflicts in scheduling with trainers. In the future, it may be recommended to establish memorandum of understandings or written agreements between collaborating agencies.
- Participating programs reported that it would have been beneficial to be informed of what other grantees were doing at the beginning of the implementation period. This knowledge would have promoted cross agency collaboration, dialogue, and sharing of resources and knowledge.

Center Name	Total Award Amount	1st Payment of 60% by 11/2/09	2nd Payment of 25% in Feb. '10	3rd Payment of 15% in May '10	TOTAL TO BE PAID
NHU El Nuevo Mundo	\$5,990.00	\$3,594.00	\$1,497.50	\$898.50	\$5,990.00
Concord Child Care Center	\$4,400.00	\$2,640.00	\$1,100.00	\$660.00	\$4,400.00
Antioch Partnership for Quality Childcare dba Kid's Club	\$7,990.00	\$4,794.00	\$1,997.50	\$1,198.50	\$7,990.00
Martinez Early Childhood Center, Inc.	\$4,225.00	\$2,535.00	\$1,056.25	\$633.75	\$4,225.00
WCCUSD State Preschool	\$4,000.00	\$2,400.00	\$1,000.00	\$600.00	\$4,000.00
Total to Date	\$26,605.00	\$15,963.00	\$6,651.25	\$3,990.75	\$26,605.00
	Total awarded	1st payment	2nd payment	3rd payment	Total Paid

**Contra Costa's AB212 Center-Based Team Professional Development Grant
Attachment B**

Program Goals

The AB212 Center-Based Team Professional Development Grant is designed to foster:

1. **Peer-Learning** - through the creation of small peer learning groups or discussion groups.
2. **Communication** - to identify areas of staff expertise and areas for staff growth.
3. **Mutual Cooperation** - to promote sharing of professional knowledge, to put knowledge gained from professional development opportunities into practice in the classroom, and to support team-based approaches to program improvement.
4. **Professional Development** - in areas that have been identified by the staff team at the site.
5. **Personal Growth and Emotional Support for Staff** - to support the retention of a stable and skilled workforce.

Pilot Outcomes

- Funded five teams of state-funded programs
- **A total amount of \$26,605.00 from AB212 funds were awarded and paid**
- **Benefits per grantee ranged from \$4,000 - \$7,990**
- **A total of 64 staff from five centers participated in the CBTM pilot**
- Teams were required a minimum of 18 hours of professional development activities for each team member
- The amount of each grant varied based on the number of team members and the activities
- The grant money was awarded to the center to support the activities of the team
- Individual staff members did not receive funds or stipends

Application Documentation

1. Center-Based Team description (roles and permit levels)
2. Professional Development Plan
 - Area of Program Need
 - Data/Evidence Used to Identify Area of Need (DRDP-R Program Action Plan, ECERS Summary of Findings, CLASS, Staff Input, Other)
 - Professional Development Goal/Goals
 - Proposed Team Activities
 - Number of Hours
 - Proposed Timeline or Expected Completion Date
 - Expected Cost
3. Narrative
4. Fostering a Professional Learning Team
5. Evaluation
6. Budget
7. Supporting Documentation
8. Resources for developing your proposal

Program Monitoring

- The funds were used to provide professional development as approved in the award confirmation.
- Changes to the budget needed to be approved by the AB212 Professional Development Program staff.
- Funds were distributed in three (3) segments: 60% upon receipt of grant award acceptance certification, 25% upon submission of mid year report due February 21, 2010, and 15% upon submission of end of year report and evaluation form due May 21, 2010.
- Participating programs were required to provide a mid-year and end of year report accounting of expenditures and a narrative of approved activities and implementation strategies.
- Project evaluation, resources and additional supportive/supplemental information was also requested from each grantee.