

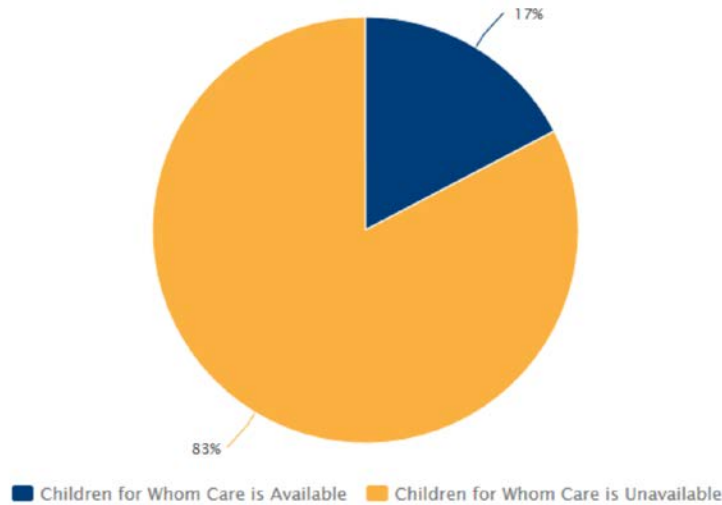
Mono Childcare Quality Consortium

Fiscal Year 2016-17 Report

Availability of Child Care for Potential Demand: 2014

(Availability of Licensed Child Care for Children with Working Parents: All)

Mono County



California & Inyo County:

- Children for whom care is available: 25%
- Children for whom care is not available: 75%

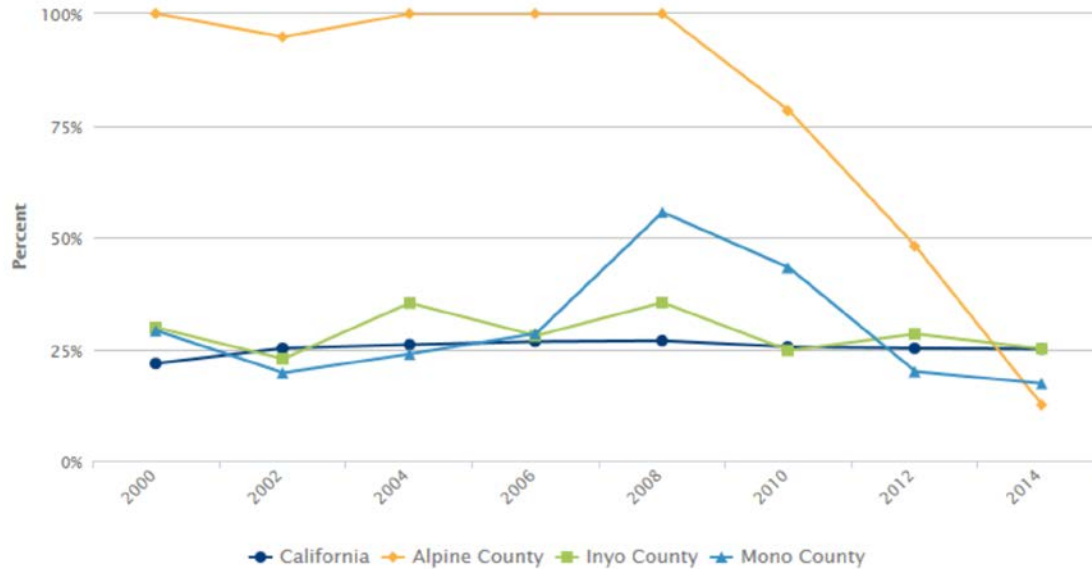
Definition: Estimated percentage of children with parents in the labor force for whom licensed child care is available and unavailable. Figures for 2000-2008 cover children ages 0-13, but 2010-2014 figures cover children ages 0-12.

Data Source: [As-cited on kidsdata.org](http://As-cited-on-kidsdata.org), California Child Care Resource & Referral Network, California Child Care Portfolio (Nov. 2015).



Availability of Child Care for Potential Demand: 2000 to 2014

(Availability of Licensed Child Care for Children with Working Parents: Children for Whom Care is Available)



Definition: Estimated percentage of children with parents in the labor force for whom licensed child care is available and unavailable. Figures for 2000-2008 cover children ages 0-13, but 2010-2014 figures cover children ages 0-12.

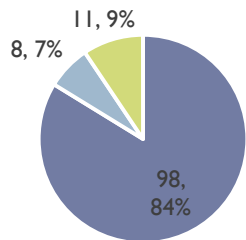
Data Source: [As cited on kidsdata.org](http://kidsdata.org), California Child Care Resource & Referral Network, California Child Care Portfolio (Nov. 2015).

Ideas to impact slot availability	Action taken
work with Social Services on workforce development use of a promotional flyer	Promotional flyer created, see appendix I
continue “Do you want to be a child care provider?” and ombudsperson trainings	[awaiting update]
offer a stipend for start up costs	Completed, see appendix I
utilize websites	[awaiting update]
emphasize tax write offs	[awaiting update]

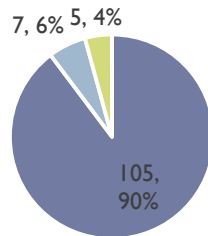
Fall 2016 Provider ASQ Results

n=117

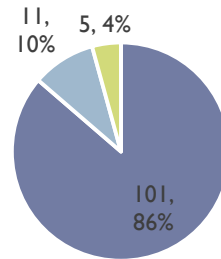
Problem Solving



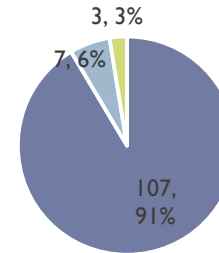
Personal-Social



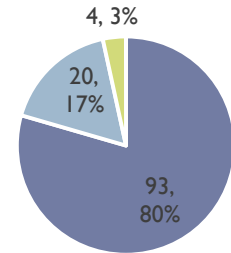
Communication



Gross Motor



Fine Motor



■ Above ■ Monitoring ■ Below

Comparison 2015 & 2016

	2015 n=113	2016 n=117
Above	59%	60%
Monitor	17%	25%
Below	24%	15%

***8 Children Needed Referrals**

***23 Children Needed Monitoring**

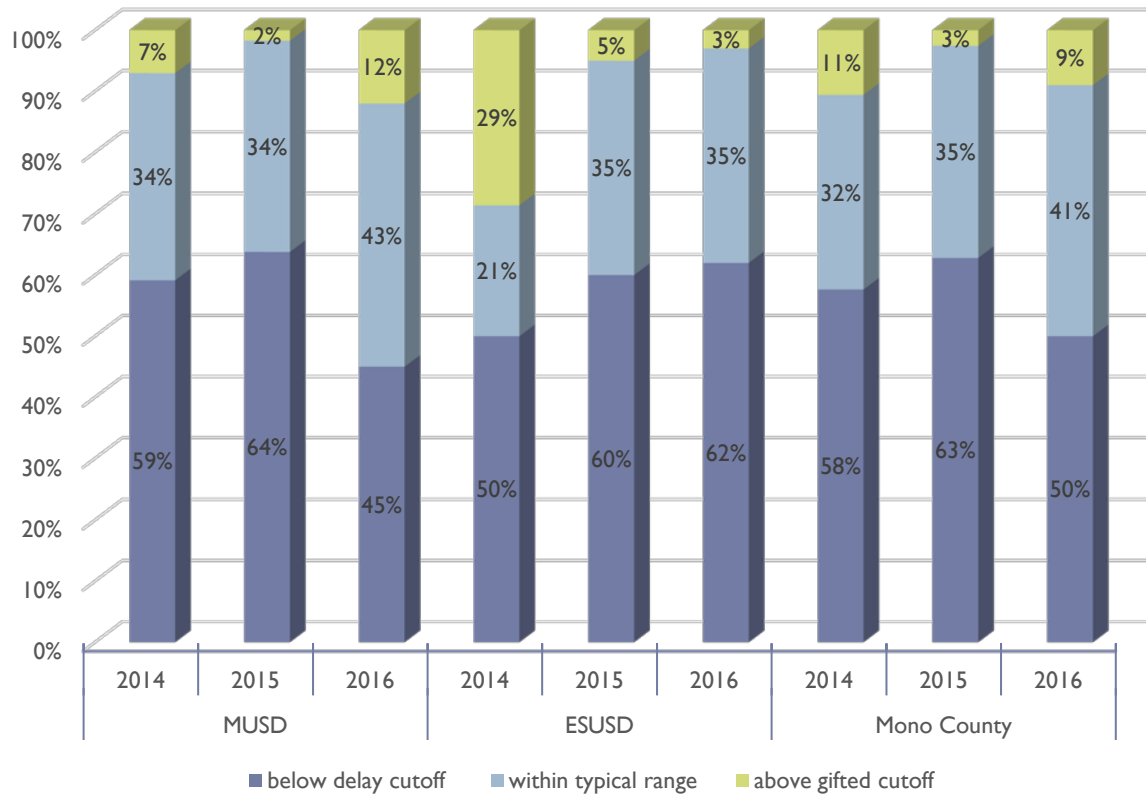
Ideas to address monitoring needs

Support providers to include activities incorporated into the daily routine. (e.g.: encourage self-feeding & taking shoes off and on)

Action taken

Providers that are part of an agency have systems in place to monitor children. Spanish speaking family providers accessed support through home visits. In FY 2017-18 English speaking providers will also have support through site visits.

Mono County School Readiness Brigrance Results Incoming Kindergarten Classes 2014, 2015 & 2016



- Universal use of the Brigrance assessment tool occurred between July and September of each year, the tool is calibrated for age.
- County-wide percentage of students screened increased annually from 61% in 2014 to 66% in 2015 to 99% in 2016.

Students Meeting or Exceeding Grade-Level Standard in English Language Arts (CAASPP), by Grade Level: 2015 - 2016

(Grade Level: Grade 3)

Locations	Percent	
	2015	2016
California	38%	42%
Alpine County	S	S
Inyo County	30%	37%
Mono County	41%	37%

Definition: Percentage of all public school students tested who completed the English Language Arts/Literacy (ELA) California Assessment of Student Performance and Progress (CAASPP) test with a score of Standard Met or Above (e.g., in 2016, 59% of grade 11 students in California scored at or above their grade-level standard).

Data Source: [As cited on kidsdata.org](#), California Dept. of Education, CAASPP Test Results (Oct. 2016).

The percent of 3rd graders meeting the standard in English Language Arts:

- declined 4% in Mono County from 2015 to 2016, from 41% to 37%
- Was 5% below the California average in 2016



Child Outcomes

- ▶ Percentage of children receiving intervention services in kindergarten who received intervention services prior to kindergarten entry: 55% 2015-16; 50% 2016-17
 - ▶ 5 of 11 kindergartners for school year 2015-16 (see table below)
 - ▶ Students identified as having special education* :

	Dec. 2015	June 2016	Dec. 2016	June 2017
Preschoolers (age 3-5 as of Dec. 2015)	12	26	15 (8 of age to enter Kindergarten in Fall 2017)	30
Kindergartners	5	11	7	14

- ▶ Percentage of 3-5 year olds children with special needs served in a program that includes typically developing children: 73%
 - ▶ 11 of 15 children with an IEP were enrolled in a program, all of which were inclusive of both typically developing and atypically developing children.
- ▶ All children are school-ready upon kindergarten entry:
 - ▶ 50% of incoming kindergartners were school ready.

* Mono County Office of Education SELPA reports for the California Special Ed. State Management System (Casemis)

Program Outcomes

- ▶ Participating sites' CLASS and ERS or FCCERS scores. County averages range from good to high.

Tool	Point Meaning			
ERS/FCCERS	0-2=Inadequate	3-4=Minimal	5-6=Good	7=Excellent
CLASS	1-2=Low	3-5=Medium	6-7=High	

Site	ERS/ FCCERS	CLASS- Emotional Support Toddler: Emotional & Behavioral Support	CLASS- Classroom Organization	CLASS- Instructional Support Toddler: Engaged Support for Learning
Site 1 (Pre-K)	5.95	6.63	6.00	3.08
Site 2 (Pre-K)	6.08	6.3	5.8	3.4
Site 3 (Pre-K)	5.29	6.69	5.67	3
Site 5 (Pre-K)	3.84	5.94	4.92	3.17
Site 5 (Toddler)	4.27	6.05	NA	3.75
County Average	5.09=Good	6.32=High	5.59=Medium	3.28=Medium

- ▶ Percentage of Early Childhood Educators trained to administer assessments. **47%**
 - ▶ 45 providers served local children 0-5, 16 were trained to administer the ASQs, 5 conducted DRDPs with some training support
- ▶ Participating sites report progression of educators in the Permit Matrix in their improvement plan. **45%**
 - ▶ Of the 11 sites participating in IMPACT, five sites have one or more providers taking Early Childhood Education (ECE) classes

2016 Program Outcomes

- ▶ Participating providers include transition to kindergarten activities in their site plans.
 - ▶ In 2016, sites report inclusion of the following activities: phonics, reading, number recognition, letter writing. Number of sites to be reported at the end of the fiscal year.
- ▶ Participating sites report family engagement activities in their site plan. **100%**
 - ▶ Sites included the following in their site plans: back to school night, parent-teacher conferences, ASQs, Raising-A-Reader, Early Years Newsletters, holiday celebrations, and Pre-K graduation.
- ▶ Cerro Coso reports students' acquisition of Early Childhood Educator Permits.
 - ▶ I in FY 2015-16, 2016-17 data anticipated in October 2017

Data not yet gathered and no longer deemed feasible:

- ▶ Survey data yield families report having been supported through the referral process and having received information about quality programs.
 - ▶ Surveys were developed last year, but due to the extensive paperwork burden on families, the group decided this is no longer a feasible goal
- ▶ Survey data yield families of all income levels report accessing quality early care.
 - ▶ due to the extensive paperwork burden on families, the group decided this is no longer a feasible goal

Activity Progress

- ▶ Create and implement a high school Early Childhood Educator (ECE) Career Pathway. In conjunction with MUSD/ACUSD (student counseling), Cerro Coso (educational support), and First 5 (practicum opportunities), create an Early Childhood Educator Career Pathway as a vehicle for high school students to earn a child development permit prior to high school graduation. This career pathway will be a unique opportunity for local students in that professional status can be achieved without having to leave the area for school.
 - ▶ MCOE reports no progress was made.
- ▶ Build a coaching program for ECE to increase the number of consistent, qualified ECE in the county. Develop a coaching system with training and technical assistance opportunities to support local ECE. First 5 will identify interested partners to serve as coaches and support development of a system in conjunction with the Childcare Quality Consortium.
 - ▶ Coaching capacity increasing: IMACA and F5 staff were trained by Inyo County Superintendent of Schools (ICSOS) for Infant Toddler Sites; F5 staff was also trained in Center on the Social and Emotional Foundations for Early Learning (CESEFL); F5 provided Provider Home Visits in Spanish to 8 sites.
- ▶ Conduct CLASS and ERS/FCERS assessments and use the results to guide trainings, coaching and site plans. Develop the capacity to conduct CLASS and ERS/FCERS assessments.
 - ▶ The Regional Hub funded assessments for interested sites in Spanish and ICSOS conducted assessments for qualifying State Preschools. Results from assessments will guide coaching and site plans in FY 2017-18. IMACA is interested in having staff trained as assessors. The Regional Hub is working to potentially fund travel costs and access state-supported training free of cost if the increased capacity can be utilized to benefit the region.

Activity Progress

- ▶ Provide parents and educators a snapshot of a kindergarten ready student. Create a K-ready subcommittee to develop a K-ready snapshot that will include a list of preschool curriculums that support acquisition of the skills included in the snapshot.
 - ▶ MES developed, distributed to providers in February 2017 at a training, was distributed to parents at Round Up in March 2017 and shared with ESUSD. Curriculums have not yet been identified, that is a goal for 2017-18.
- ▶ Administer the Ages and Stages Questionnaire (ASQ) at childcare sites. First 5 will offer training to ECE in ASQ administration and referrals to early intervention services. Training will include tools to review the ASQ with families and a referral protocol.
 - ▶ First 5 conducted 2 trainings, will continue annually. Sixteen providers have been trained to date. First 5 staff became certified ASQ trainer. 117 screenings were conducted at childcare sites.
- ▶ Provide a county resource guide to programs, medical providers, families and agencies. Inyo Mono Advocates for Community Action (IMACA) will develop and share a detailed county resource guide including services available for children birth to five years old. Alpine County LPC will update their family resource guide that includes services for children birth to five years old.
 - ▶ IMACA has a draft and is working on completion. [awaiting update]

Activity Progress

- ▶ Annually report school readiness data including: preschool and kindergarten readiness assessments, 3rd grade reading scores. Continue to develop current assessment system to provide for the capacity to better understand and address demographic gaps. Specifically, administer a form to families of all incoming kindergartners that gathers demographic information that can be linked to assessments.
 - ▶ Data reported herein
 - ▶ Incoming kinder parent survey is being administered in Fall 2017 and will be included in next year's data report
- ▶ Support childcare providers and centers in providing family engagement activities through coaching/mentoring, trainings and financial incentives.
 - ▶ Coaching provided 10 sites: 8 Spanish speaking providers through Provider Home Visiting and 2 Infant Toddler Sites with coaching mentorship from Inyo County Supt. of Schools.
 - ▶ Trainings offered monthly through CCIP and periodically through CPIN & UC Davis, online trainings also supported through myTeachstone and other sources, IMACA sites conduct monthly peer support meetings.
 - ▶ Financial incentives—in the form of stipends and supply gift cards to sites and providers— were distributed in May through the CCIP, QRIS, IMPACT and AB 212 programs
 - ▶ 2016: \$25,937
 - ▶ 2017: \$25,593

Activity Progress

- ▶ Provide local resources (a resource directory of 0-5 programs), Child Development trainings/classes and coaching to ECEs to increase the number of children prepared for elementary school entry.
 - ▶ Resource directory in development by IMACA
 - ▶ Local agencies, such MLPD, Safe Kids, and the Mono County Health & Social Services Departments made presentations at monthly childcare trainings over the year
 - ▶ School Readiness training conducted by Mammoth Elementary School in Feb. 2017
 - ▶ Coaching capacity increased
- ▶ Administer surveys to parents seeking child care information through the Resource and Referral agency to identify the strengths and weaknesses of quality systems supports.
 - ▶ Developed, implementation problematic—too many surveys already. Reassess this activity for next year.
- ▶ Administer surveys to providers to identify the strengths and weaknesses of quality system supports.
 - ▶ Conducted in May 2017, see following slides for results.

Provider Survey Results

May 2017 (n-20)

- ▶ **How many years have you participated in Early Childhood Education (ECE) professional development? Average of 7 years**
- ▶ **Why do you participate in professional development?**
 - ❑ Desire to maintain/increase professional growth (18)
 - ❑ To stay current on issues and practices in ECE (17)
 - ❑ Desire to continue my education in ECE (16)
 - ❑ For the stipend at the end of the year (9)
 - ❑ To network with other child care providers (9)
- ▶ **How have the supports you received contributed to your professional development?**
 - ❑ Increased sense of value and professionalism (15)
 - ❑ Attended professional growth trainings (12)
 - ❑ Networking with ECE professionals (7)
 - ❑ Applied for a Child Development Permit (6)
 - ❑ Promoted to a higher position (6)
 - ❑ Pursuing a college degree (6)
 - ❑ Obtained a college degree (3)
 - ❑ Obtained a Child Development Permit (2)
- ▶ **How has the Childcare Quality System contributed to your knowledge and expertise as an ECE professional?**
 - ❑ Increased understanding of Early Childhood development (15)
 - ❑ Prepared me to provide a better environment (13)
 - ❑ Improved the physical environment of my program (10)
 - ❑ Increased understanding of Child Development Permit process (8)
 - ❑ Increased understanding of how to use Environmental Rating Scale (ERS) (7)



Provider Survey Results

May 2017 (n=20)

▶ **What part of the program would you like to see continued?**

- More on children behaviors
- Coming together as childcare providers in a positive environment, and growing!
- Continued trainings on Early Childhood behavioral issues/tactics/methods/current events
- Earning money to help the school grow as a whole and keeping informed and updated about anything new or changing in ECE
- Trainings and activities to support child development
- All of it was very helpful with developing a new program
- Offering a variety of professional development classes.
- All of it.
- Trainings
- All aspects are extremely beneficial. The variety of the program can benefit individuals at all educational and developmental levels.
- The ECE learning programs that I have taken on line has helped me to be a better teacher.
- Very organized this year
- More relevant trainings



Provider Survey Results

May 2017 (n=20)

▶ **What would you like to see changed?**

- More hands on interactions for learning.
- Probably having more people participate on games or other things.
- I enjoy and take home different ideas from all trainings.
- More training at the beginning of the school year.
- More personal incentives for continued education
- Trainings and workshops spread out thru the year instead of all at the end of the year.
- More training and coaching at the start of the year.
- Nothing at this time.
- Maybe the appreciation dinner-no trainings included.
- I would like to do a yearly program on ECE, to give us new ideas and encourage us as teachers.
- Having classes and trainings closer to Coleville on occasion so that our staff are able to attend.
- Making ERS more user friendly.

▶ **What types of training would you be interested in attending next year?**

- Nutrition, emotional support for children, PB&J (CPIN Social/Emotional),
- I am very open to all the trainings, and I hope I can attend next year.
- Early childhood special needs & information pertaining to said trainings.
- ASQ, behavior management
- I enjoy almost everything offered if it has to do with the age I work with. I feel it's always good to take a new technique or way of doing something and apply it in the classroom.
- Training on infant care, brain development, trainings on environments



Provider Survey Results

May 2017 (n=20)

▶ **What types of training would you be interested in attending next year? (Continued)**

- Child/teacher interaction, curriculum planning, SPED support, DRDP training.
- I like all classes and I want to attend every one that I can. (translated)
- Social/emotional development
- ERS, ECERS
- Science & Dual language
- Open to anything. Always looking for the most up to date information in regards to caring for and educating our children.
- New ideas for preschoolers
- Activities for children.
- It's difficult to get time off to go to trainings.
- Special Needs Training-how to help children with SN
- Child development (emotion, developmentally appropriate practice, play etc. Preschool/Daycare management, running a business is the most difficult part, and possibly the most daunting for those interested in starting an FCC.

▶ **What other comments would you like to share regarding the Childcare Quality System?**

- It's a great system, just need to make it funner.
- I have enjoyed networking with other ECE Professionals. Thank you so much for the extra support and always making me feel welcome at the First 5 office.
- I feel that the ECE system is overall very positive and well run in our community
- I really appreciate all the support
- Thank you for your hard work & devotion to supporting our program!
- I'm happy to see a program implemented that helps improve quality throughout our community.
- All good, Thank you.
- Pleased to see the effort goin into making EC programs more than just babysitting institutions. And it all starts with education.
- I'm interested in learning all I can, for the children.
- Perhaps the system could consider FCC a bit more. A lot of criteria only considered centers, but not FCCs. (ratios were not a part of the FCC matrix)