Preparing California's Early Care and Education Workforce to Teach Young Dual Language Learners

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Introduction

Research shows a high return for investment in education for birth-to-age-five populations (Grunewald & Rolnick, 2005; Heckman, 2002). Accordingly, the State of California is investing in review processes, research, and guidance with the focus of cultivating a skilled teaching workforce and ensuring implementation of its high quality early childhood system (CDE, 2010). The present transformation of State early childhood education (ECE) could address the overall lack of Dual Language Learner [1] (DLLs)-relevant teacher preparation and supporting qualifications (Lopez & Zepeda, 2012), an essential task when DLLs account for 60% of the 0-5 population in California (Cannon, Jacknowitz, & Karoly, 2012; Fortuny, Hernandez, & Chaudry, 2010), 40% of State

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preschoolers (Cannon, Jacknowitz, & Karoly, 2012), and about 36% of kindergarteners (CDE, 2014b).

Of the one million children served by Head Start (HS) nationally, DLLs make up 30% of the population and are distributed across 87% of all HS classrooms. In California, HS DLLs make up 48% of the children served. These figures demonstrate that it is nearly inevitable that ECE teachers in California will encounter DLLs in their classrooms.

The needs of DLLs in the State have gone largely unmet, particularly in the early stages of education (Matera & Estrada, 2015; Lindholm-Leary, 2013) when children are most primed for the development of language skills and the benefits they bring. Successful enforcement and implementation, then, of California's ECE system necessitates improved teacher preparation, pre-service, and ongoing training that results in effective dual language learning practices.

Preparing for a Bilingual Present and Future

Nearly half (49%) of the population of children in the U.S. under 5 years old is composed of ethnic minorities, many of whom live in homes where English is not the primary language. This population is expected to continue to grow (U.S. Census Bureau, 2013). Spanish-speaking Latino students represent the fastest growing segment of the population of 4.4 million students in the U.S. whose primary language is not English (Kena et al., 2013; U.S. Department of Education, 2014). About 1.4 million of these students live in California (Batalova & McHugh, 2010; California Department of Education [CDE], 2015; Kena et al., 2013). According to the most recent projections, enrollment of Latinos in K-12 schools will increase significantly in the next decade (Hussar & Bailey, 2013).

Preparing for Positive Results

As described by Petitto and Dunbar (2004), educational policy in many States and in countries such as England is based on the mistaken premise that dual language instruction interferes with language development. Instruction in a child's home language actually encourages socio-emotional development (Sanchez, 2005) and enhanced cognitive skills (Bialystok et al., 2005; Emmorey, Luk, Pyers, & Bialystok, 2008). Bilingual children also perform better in reading and math than their monolingual peers (Zelasko & Atunez, 2000), may learn additional languages more easily (Howard et al., 2007), and tend to exercise greater self-control (Kovács & Mehler, 2009). Socially, bilingual individuals experience a stronger sense of identity and experience stronger family

and community ties (Zelasko & Atunez, 2000). Later in life, bilingualism may even help to prevent the decline of executive function (Dreifus, 2011). Reasons to support DLLs, then, are strong, and include outcomes that align with educational expectations and desires for all children.

A revised and enforced framework of qualifications would incorporate higher standards for early childhood education dual language learning teaching expertise (Bellen, Whitebook, Cohen & Stevenson, 2005; Institute of Medicine and National Research Council of the National Academies, 2015; Whitebook & Austin, 2015), and require professional development that is ongoing and progressively aligned to specific teaching and community contexts (Hyson, Horm, & Winton, 2012). Teachers must gain the competencies that enable them to respond to the language configurations they encounter in their classroom and to implement best practices that serve their DLL students (Lopez & Zepeda, 2012; Gándara, Maxwell-Jolly, & Driscoll, 2005). The enforcement of California's entire Early Learning & Development System aligned with the State's current and future credential ECE system would significantly advance the professional workforce to ensure high quality and effective teaching of our State's young dual language learners.

Current Head Start and State Program Provision for Dual Language Learners

The 2013 Head Start Report to Congress on DLLs notes ongoing efforts "to build capacity in the research field to provide better information regarding the development, needs, and strengths of young DLLs, and to develop new curricula and assessment tools for young DLLs and their families" (U.S. Department of Health and Human Service [USDHHS], 2013). The report also finds that most HS DLLs live in the West and South regions of the U.S., live in poverty, and speak Spanish as their home language. Further, more than 50% of parents of Head Start DLLs are not proficient in English, and have not graduated from high school. Compared to their monolingual English-speaking peers, HS DLLs were found to have access to fewer books, but possess a larger vocabulary when both English and Spanish words were considered. The Head Start DLL population, then, presents both challenges and opportunities that teachers need to recognize and address.

Strikingly, the Head Start DLL report also found that by the end of program participation, students showed a slight decrease in Spanish-speaking skills, indicating a lack of support for their home language. Thus, although HS has consistently supplied highly expert and widely available DLL materials, guidance, and resources (National Center on

Cultural and Linguistic Responsiveness [NCCLR], 2014), implementation has been woefully lacking. The 2007 Head Start Reauthorization (Head Start Act, 2007) emphasizes boosting school readiness among all students in ways that recognize the benefits of home language support and help to ensure its provision for DLLs (USDHHS, 2008). HS requires that programs "ensure that children have opportunities to interact and demonstrate their abilities, skills, and knowledge in any language, including their home language." Unfortunately, implementation measures were not included in the 2014 federal funding review (USDHHS, 2014). Moreover, the Classroom Scoring Assessment System[2] (CLASS), the official classroom assessment used to measure "teacher quality" in HS settings (as part of the Federal Compliance and Monitoring requirements), does not "specifically assess cultural competence, cultural sensitivity, or teaching strategies specific to dual language learners" (Vitiello, 2013). Consequently, the HS mandate for home language support has gone largely unenforced.

In regard to State preschool provision, early childhood programs have benefitted[3] by not being formally constrained by Proposition 227, which led to the elimination of most bilingual instruction in K-12 settings in California (Lopez & Zepeda, 2012). In parallel to Head Start reform, California has developed the Early Learning and Development System (ELDS), a system of programs, publications, professional development, and initiatives to support ECE teachers (CDE, 2011). The ELDS[4] includes strong support for DLLs from birth to age five and has the potential for universal application (CDE, 2014a); however, the only mandated component of the ELDS is its preschool assessment protocol – the Desired Results Developmental Profile (DRDP). The fact that DRDP assessment can occur without enforcement of all the other components of the ELDS means that there has been no incentive to provide teachers with the comprehensive tools available to facilitate dual language learning and therefore ensure that assessment covers teaching quality for DLLs. The *Preschool Learning Foundations*, with a focus on English Language Development in particular, were designed as standards for ECE teachers, but have not been enforced in State preschool will now, as discussed below, be required in Transitional Kindergarten (TK) (California Budget Act of 2014). This brings many opportunities to incorporate other DLL components of the ELDS in teacher credentialing, licensure, and professional development.

The 2013 California Comprehensive Early Learning Plan (CCELP), published by CA's Governor's State Advisory Council on Early Learning & Care, encouragingly states that a "key direction for the State [is] the development of a high-quality birth-to-age-five system that provides all

children with the knowledge and skills they need to achieve long-term success" (CCELP, 2013, p. vii). The plan identifies four Key Drivers[5] (broad areas for change) and six Essential Elements[6] (critical policy and infrastructure areas). "Supporting Dual Language Learners" is one of the identified elements.

The CCELP recommends that, "…the early childhood workforce should be well-educated, well-trained, reflective of the State's cultural and linguistic diversity, and supported on an ongoing basis" (CCELP, 2013, p. 11). The plan stipulates that, "teachers and providers need special training to meet the needs of dual language learners and their families" (CCELP, 2013, p. 12). Further, the plan recommends periodic update of ECE competencies to reflect best practices and early learning standards, and the integration of career pathways based on the competencies into professional development and higher education coursework (CCELP, 2013). Adoption of these recommendations would considerably advance current California ECE teacher preparation.

California's Current Early Childhood Education Professional Development System

There are two main bodies in California that provide and incentivize professional development (PD) to ECE Teachers: the California Department of Education and First 5 California.[7] These two entities and their related PD programs promote the utilization and engagement with the California ELDS and enables teachers to meet their Child Development Permit (CDP) renewal requirement of 105 documented hours of professional growth at each level of the Permit Matrix and provide monetary incentives for participation and completion.

The California ELDS includes the California Preschool Instructional Network (CPIN), a California Department of Education Early Education and Support Division collaboration with the Center for Child and Family Studies at WestEd and the California County Superintendents Educational Services Association (CCSESA). CPIN provides PD for preschool teachers, "highlighting current research-based information, resources, and effective instructional practices" (California Preschool Instructional Network, 2014). Publications and resources from the California Department of Education guide CPIN PD, technical assistance, and on-site preschool program support (Sacramento County Education Office, 2014). While CPIN resources include all the ELDS DLL materials, their use is not mandated, not progressively delivered or contextualized, and participation varies county by county.

In addition to the ELDS, the California Department of Education

provides funding to local childcare planning councils (LPCs) to support professional development and retention in State-contracted Title 5 child development programs via professional development funds known as AB212[8] (CDE, 2012b). Each eligible county is allocated funding via the LPCs and distributes funding per local priorities and as approved annually by the State. The State does not require the use of any structured professional development program and allows complete discretion to the LPCs for the distribution of those funds. As of 2015, the State of California provided additional funding in 2015 through the California Transitional Kindergarten Stipend (CTKS) Program; these funds are also managed by LPCs to support ECE Teachers in California State Preschools seeking to meet TK educational requirements in ECE content areas (CDE, 2015c).

First 5 California provides a state-match program known as the Comprehensive Approaches for Raising Educational Standards (CARES) Plus[9] to support ECE professionals in California by providing incentives and stipends, academic support, higher education pathway partnerships, and training and technical assistance (First 5 California, 2014). This program includes a "Core" requirement that all enrolled teachers participate in training on the Classroom Assessment Scoring System (CLASS) to support improvement in teacher quality. This demonstrates a great leap forward for the improvement of quality care with the intentional integration of a research-based tool. However without a required integration of training that would specifically support teachers to work with young DLLs the issue of inadequate implementation of best practices for DLLs continues (New America, 2015).

The CLASS and the ELDS are included in both the QRIS, currently a California Department of Education Program, and in First 5 California's CARES Plus program. Therefore the two main bodies in California that provide and incentivize professional development (PD) to ECE Teachers has missed the opportunity to integrate best practices for Dual Language Learners by not requiring the use of supplementary DLL materials when using CLASS, despite the fact that its developers stated that inclusion of these materials was necessary (Vitiello, 2013; CQEE, 2014). "Soft" alignment and promotion of the ELDS of engagement and utilization is not enough when DLLs account for 60% of the 0-5 population in California.

California Quality Improvement Systems

The California Quality Continuum Framework serves to "ensure that children in California have access to high quality programs so that

they thrive in their early learning setting and can succeed kindergarten and beyond" by utilizing a "consortia" of established county and regional organizations operating or developing a quality rating and improvement system (QRIS) to focus on three areas of program quality: Child Development and readiness for school, Teachers & Teaching and Program & Environment quality (CDE, 2014c). The premise is that by aligning to common "research-based elements" outlined in the Quality Continuum framework, and implementing regional assessment, statewide goal setting, and monitoring of progress there will be tangible change towards meeting the needs of CA's early learners.

California's Quality Rating and Improvement System (QRIS) program started in 2011 with 16 counties, 17 consortia and 14 mentee counties. QRIS funding will end on December 31, 2015, to be sustained by a new round of California funding known as the CSPP Block Grant[10] that "set targets to improve the quality of state preschool programs" (CDE, 2015d), and includes relevant initiatives and efforts.

Quality under QRIS is achieved through a tiered rating[11] system outlined in the Quality Continuum Framework. The framework only requires "familiarity" with two specific tools, CLASS and Environment Rating Scales (ERS) (see footnotes 2 and 7). Familiarity infers training, and it can therefore be concluded that the CA QRIS holds the infrastructure to integrate and ensure that training address the needs of young DLLs, however it does not.

The QRIS includes an annual requirement of 21 hours of professional growth for teachers and directors under the element Core II: Teachers & Teaching, Minimum Qualifications for Lead Teacher. QRIS programs are encouraged to achieve their 21 hours of PG via the Core Tools & Resources Continuous Quality Improvement Pathway of which the The Preschool English Learner Guide (CDE, 2009) is one resource of five listed under the School Readiness component for Child Observation and Assessment. While the QRIS program includes fostering "competence in supporting the success of children from diverse ethnic groups, with multiple languages" (CDE, 2010) as one of its goals, an explicit requirement or recommendation is lacking and reflects an overall lack of focus on DLLs in California's PD programs.

California First 5's newest initiative, approved April 2015, Improve and Maximize Programs so All Children Thrive (IMPACT), brings a new model of funding to "support a continuum of quality… by building on State and local investments in a Quality Improvement System (QIS)/Quality Rating and [QRIS]" (First 5 CA, 2015). IMPACT grants will "focus on systems-level work centered on the Early Learning and Development System… Support the implementation and evaluation

of California's Race to the Top—Early Learning Challenge (RTT-ELC) QRIS." The approved proposal includes a promise to "Ensure culturally and linguistically effective strategies to engage families and children who are dual language learners… [and] "link" to F5CA's Dual Language Learner and Family Engagement Pilots" (p.4-5)." It is unknown, however how it intends to "ensure" the promise as the Request for Applications has not yet been released. Statewide Early Educator Workforce Supports that infer supports for DLL, however at this time California lacks a framework for intentional integration and implementation of existing tools and resources that support all children, but particularly, DLLs, outside of "overview" trainings, the proposal states "Provid[e] statewide evidence-based training for providers, coaches, and administrators on cultural and linguistic competence to promote effective work in cross-cultural situations," and "provid[e] statewide CLASS® training and certification and negotiating competitive purchasing for counties to access additional products and services."

California's Current Early Childhood Education Permits and Credentials System

Presently, California state preschool teachers in licensed childcare settings are required to hold a minimum of twelve Child Development units, as verified by possession of a California Commission of Teacher Credentialing (CCTC) Child Development Permit (CDP). A CDP authorizes the permit holder to serve in an "instructional capacity in a child care and development program" (CA Ed Code Section 8360-8370). With the institution of Transitional Kindergarten (TK), TK teachers, must hold a Multiple Subjects credential and 24 additional ECE units at an unspecified level to serve in a teaching capacity for the related age group (CDE, 2015c).

The use of Child Development Permits is institutionalized as the State mandates that programs contracted with the California Department of Education for subsidies, such as State Preschool and General Child Care, require teaching staff to hold a Child Development Permit often with a local augmentation of an Associate's / Bachelor's degree (a specific degree in a child development or ECE is not required), and/or Multiple Subjects credential, depending on the program. Head Start grantees that contract with CDE for general child care funds in addition to Head Start, known blended funding models, require teaching staff to hold Child Development Permits to meet CDE requirements.

It is important to note that although child development units are required at all levels in California licensed childcare settings, as mandated

by funding and CA community care licensing requirements, neither the CDP itself nor a specific degree in a CD/ECE field is required by any California licensing or governing body (CCTC, 2014). The CDP Matrix, discussed below, explains several pathways to attainment of the Permit and renewal requirements.

The California Child Development Permit Matrix

The CDP Matrix (see Appendix I) allows entrance into the profession at one of six levels, three focused on Teaching,[12] two for Program Administration,[13] and a basic permit for serving as a child care assistant. The three permits applicable to teaching staff are: Associate Teacher, Teacher, and Master Teacher. All three teaching level permits meet state of California child care qualification requirements and require a minimum of 12 units of college coursework in Child, Growth, & Development, Child, Family, & Community, and a course on Curriculum. The General course category requirements are aligned to a conferral of an Associate's and Bachelor's degree. Although course category specifications are included, none of the required courses relate specifically to DLLs (Holod, 2004).

In order to renew or upgrade a Child Development Permit, holders are required to engage in either 105 hours of on-going professional growth or to complete coursework over the five-year permit issuance period.[14] According to the Child Development Permit Professional Growth Manual, the rationale for this requirement is as follows, "The [California] Commission [on Teacher Credentialing] strongly believes that an individual educator's professional growth should be guided by goals and priorities that relate to enhanced competence, performance, and effectiveness in the education of students and that it should be planned as a cohesive sequences of activities." Professional Growth activities are required to meet the acceptable categories set by the CCTC, and stipulate that all activities must be planned in consultation with a Professional Growth Advisor (typically another CDP permit holder). The acceptable activities provided are broad and require at least two of the specified activity categories as part of the Professional Growth plan to ensure "a breadth and depth within the professional growth program". Given that one activity is a licensing mandate, CPR, the permit holder must select an activity from only one other category to fulfill this requirement, and hence another opportunity is missed to incorporate a requirement focused on improving teaching strategies for DLLs (see Appendix II for a full list).

According to the California Education Code Section 8363.1, the CDP Matrix requirements must be reviewed and updated where appropriate on or before July 1, 2016. In March 2015, the CTC announced the formation of an advisory panel to review the preparation of TK teachers

and the Permit Matrix overall (CCTC, 2014). The commencement of this committee offers an opportunity to rework the existing educational and training standards.

In California, most preschool teachers hold a CDP, but do not complete an Associate's or Bachelor's degree (Calderon, 2005). A recent teacher survey in Santa Barbara County found that teachers cited financial constraints, math and English requirements, location, and lack of release time as barriers to the pursuit of higher education (First 5 Santa Barbara County, 2013). Additionally, colleges find it difficult both to recruit language proficient instructors and to provide language appropriate curriculum (Santos Rico, Villazana-Price, Donovan, & Cheng, 2003). The barriers to the pursuit of a higher education ECE degree are many and various, and obviously significant in light of transitional kindergarten requirements and Head Start's mandate that 50% of its teachers should hold a Bachelor's degree.

Opportunities to Improve ECE Support for Dual Language Learners

Presently, great importance is attached at the national level to the education of DLLs. The U.S. Secretary for Education, Arne Duncan, has consistently touted the benefits of bilingualism, and has recently pioneered a drive toward national multilingualism and literacy beginning in early childhood (Maxwell, 2013). The combination of Duncan's leadership, Federal Government funding, and HS resources and (pending) revised standards positions California well to overcome the current lack of implementation of best practices for young DLLs. The chance to make the necessary changes exists right now.

1. Mandated implementation of the ELDS and HS resources. The California Budget Act of 2014 mandated that TK programs use the PLF as standards in alignment with California Common Core. This brings funding for teachers to earn 24 ECE units and for ECE PD, which, in turn, creates an opportunity for the incorporation of the ELDS and HS DLL guidance and materials.

2. TK DLL emphasis. The requirement for TK teachers to obtain a Multiple Subjects credential opens up an opportunity to reshape current credential and licensure programs to include a significant DLL emphasis (Brown et al., 2013).

3. New ECE credential. As mentioned above, following a self-assessment, the CTC has established an advisory panel on early childhood

educator preparation (CTC, 2014). Recommendations by this panel could bring about a new ECE credential that includes full preparation to support young DLLs.

4. Continuous, cumulative, tailored preparation and PD. Mandated use of the DLL materials could help ensure that PD becomes continuous, tailored to different classroom language configurations, and designed to achieve cumulative learning, expertise, and experience in the DLL competencies. However, in order to best serve and support DLLs, a new model of ECE teacher preparation must extend beyond PD for existing teachers to the training of new ECE teachers in teacher training programs. In this way, all ECE teachers would experience continuous learning and build on their knowledge base about strategies for supporting DLLs. Academic programs offer core curricula and practica in early childhood development and pedagogy while highlighting the contextual influences of family, culture, language, and society. Higher education early care and education programs should emphasize the first eight years of life in the context of families and children who are DLLs. Every course should focus on preparing students with knowledge and dispositions to work with DLLs—even when students themselves are not bilingual.

5. DLL leadership and advocacy. Finally, the current opportunities to improve ECE teachers' support of DLLs would entail a shift in the role of the ECE professional. Coursework provided in undergraduate early care and education programs must be aligned with post-baccalaureate and doctoral programs in the State (e.g., credential/educational leadership masters/doctoral programs). A well prepared and trained ECE teacher will become a DLL leader: an advocate for linguistic diversity who is competent in relevant DLL interventions and assessment strategies and willing to serve as a bridge to unite families, educators across ECE contexts, administrators, and policymakers.

Competencies to Support Dual Language Learners

ECE teacher coursework, student teaching fieldwork at any level, and PD need to cover the following main areas: DLL competencies, best DLL instructional strategies, engagement and collaboration with families and community, preparation on classroom language configurations and models, and best DLL assessment strategies. The resources already created by HS and contained within California's ELDS provide the basis for such teacher preparation. The California Early Childhood Educator Competencies (2011) capture the elements on which future credentialing processes, licensure, and PD should focus in order to prepare teachers to

serve DLLs. Assembled by an expert team, the recommended skills and abilities are based on the most current knowledge and best practices (pp. 1-11). The competencies represent "a major opportunity for California to take national leadership in highlighting the central importance of educator competency in the areas of cultural diversity [and] dual language learning…" (Center for the Study of Child Care Employment, 2008).

The twelve Competency Areas include (2) Culture, Diversity, and Equity, and (5) Dual Language Development. Each area includes Key Concepts, Dispositions, and Performance Areas. Topics and Competency Contexts are also included to ground the Performance Areas in the specific related knowledge, skills, and responsibilities (p. 7). It follows that ECE teacher preparation programs that form part of higher education in California need to offer courses in culture, diversity, and equity, and in dual language development. Such courses should address the Performance Areas for the two Competency Areas, and include them as the basis for learning objectives.

Notably, the State's Dual Language Development Competency Area does not address "the broad variability of teacher characteristics across their developing capabilities" (Lopez & Zepeda, 2012). In response, an expert group developed supplemental material in the form of the Dual Language Learner Teacher Competencies (DLLTC), which is currently endorsed by the State but not mandated (Lopez & Zepeda, 2012). The DLLTC provides a teacher competency matrix for the domains of language and literacy and socio-emotional development. Each domain is organized into categories of language ability, cultural competency and level of teacher experience. The DLLTC would make a useful tool to underpin DLL teacher preparation in both higher education and local PD programs for ECE.

Essential Professional Development Content to Support Dual Language Learners

Building on the foundation of the DLL competencies described above, essential content for ECE coursework should include: (1) Key instructional DLL strategies that focus on oral language support organized around not just classroom instruction, but also family language experience, environment, and goals (Magruder, Hayslip, Espinosa, & Matera, 2013); (2) experiences in initial face-to-face and ongoing conversation to gather language experience information and set dual language goals for the child (Espinosa, 2010) in order to strengthen the family-teacher relationship and collaboration, and to monitor the child's dual language progress; (3) instruction in establishing a classroom environment that

includes the languages of all the children in the classroom, using cultural artifacts and displays contributed by the children and their families, and quality literature in all the classroom languages; (4) instruction in formal, small group approaches to assess prior knowledge, encourage use of the home language, and how to model language separation; (5) instruction in the teaching of new vocabulary and sophisticated words in the language of instruction using gestures, photographs, realia, songs, and movement; (6) instruction in scaffolding and the extension of language based on individual skills; (7) instruction in how to discuss differences and similarities between languages; (8) instruction in the use of cognates and bilingual picture dictionaries in ways that respect children's choice of language; (9) instruction in how to elicit retelling of stories and events by children. Head Start provides comprehensive tools, some in a variety of languages, for most of the above instructional strategies (USDHHS, n.d., p. 9).

For teachers not yet proficient in Spanish, beginning Spanish for ECE and service learning in the community should be added to their ECE coursework. Fluent Spanish-speaking teachers should have the option to take courses on the facilitation of early language and literacy in Spanish and teaching using academic Spanish.

In addition to instruction on best DLL instructional strategies and techniques to engage and collaborate with families, both existing and preservice ECE teachers should also learn about the many possible language configurations of a classroom in their area, as well as the model or approach for best serving such a configuration. Due to the mobility of the population of California, from year to year, teachers may encounter a different mix of languages and language proficiencies in their classroom (Editorial Projects in Education Research Center, 2004). The same is true for what children find with their teachers (Lopez & Zepeda, 2012). To partly address this, HS mandates that "when a majority of children speak the same language, at least one classroom staff member or home visitor interacting regularly with the children must speak their language" (USDHHS, 1998). Nevertheless, no such mandate exists for State preschool, and the HS stipulation does not take into account the occurrence of language configurations where there is no majority language.

Head Start, however, developed the Planned Language Approach (PLA) in 2009 to take into account the language configuration of both children and teachers (NCCLR, 2014). The approach ensures that teachers are aware of the prior language experiences and exposure of the young DLLs in their classroom. In this way, teachers are able to facilitate and monitor progress of DLLs' home language development and their English acquisition, and can apply appropriate teaching strategies and curricular adaptations. Implementation of the approach has been

inconsistent, however, since it has not been included in the HS audit protocol. This looks likely to be remedied as a result of 2014-15 review of the HS Performance Standards (McMahon, 2015).

A range of language approaches has been observed in California preschool classrooms, but they often arise incidentally or are selected without consideration of the language configuration (CDE, 2013). Unfortunately, there is no prospect yet of a PLA for California state preschools or TK programs. This leaves classroom DLL support inconsistently managed by the range of local education authorities, only a few of which tailor instruction to respond to changing language configurations. Training and PD needs to ensure ECE professionals are prepared to encounter a planned approach or the lack of such.

Best Practices for Assessment of Young DLLs

Preparation for new ECE professionals, as well as PD for existing ECE educators, needs to include instruction and experience in the screening and assessment of young DLLs in both English and their home language. As CDE's *Best Practices for Young DLLs* reports, "Most assessments across the four purposes [identified in the Principles and Recommendations for Early Childhood Assessments (Shepard, Kagan, & Wurtz, 1998)] are not congruent, do not assess the same developmental constructs, and are difficult to integrate" (Espinosa & Gutierrez-Clellen, 2013). Nevertheless, new course and fieldwork needs to offer methods for assessment in both the home language and language of instruction, and for recognition by teachers of the developmental sequence of second language acquisition. While instruments are readily available in Spanish and English, those in Spanish must be normed with a "larger group of similar children of the same age" (USDHHS, n.d., p. 10). An important finding of the HS Report *Screening Dual Language Learners in Early Head Start and Head Start* is that "for children whose home language is NOT English or Spanish, it is virtually impossible to find valid and reliable instruments." (USDHHS, n.d.). Despite the need for more comprehensive assessment tools, a new model of ECE teacher training should include research findings on key elements of DLL assessment, and procedures found to be effective, even if limited.

Conclusion

The stage is set for major change in California ECE. The State's requirements for TK instruction, teacher training, and PD could lead to mandated integration of existing, impressive DLL resources, guidance,

and best practices. In addition to more research addressing the early childhood needs of DLLs ages birth through three, what is needed now to support preschool-age DLLs is organized advocacy of a new preparation and training model as proposed above for ECE professionals. Representation from DLL experts, program directors, teachers, families, community, business leaders, and politicians to the CTC, the CDE Early Education and Support Division, and First 5 California would encourage decisions by these bodies that would generate wise investment in a coherent, high quality system of ECE preparation and training that truly values and celebrates bilingualism in all California classrooms.

Notes

[1] The Office of Head Start officially adopted the term DLL in 2008 to refer to children who are learning two or more languages simultaneously or in sequence. The term is not limited to students attending dual immersion programs (U.S. Department of Health and Human Services, 2008).

[2] The Classroom Assessment Scoring System (CLASS) is the observation tool developed to assess teacher-child interactions: from infant care through 12th grade. For Preschool, observed teacher child interactions, and behaviors, are organized into three domains: Emotional Support, Classroom Organization and Instructional Support. For more information visit: www.Teachstone.com

[3] Proposition 227 did not include State preschool, and while the CA Preschool Learning Foundations heavily promote English language development without mentioning home language, this proved to be advantageous in the long run, as all newer resources explicitly address dual language learning.

[4] Those tools specifically designed for DLLs include the Preschool English Language Guide (2002), Preschool Learning Guidelines (2015), A World Full of Language: Supporting Preschool English Learners (2007), California Early Childhood Educator Competencies (2011), California's Best Practices for Young DLLs (2013), and the English Language Development section of the Preschool Learning Foundations (PLF) (CDE, 2008).

[5] CCELP Core Recommendations, Key Drivers: 1. Access to Quality Early Learning & Care, 2. Program-Level Continuous Improvement, 3. A Great Early Childhood Workforce, 4. Family Partnership

[6] CCELP Essential Elements: 1. Assessing & Meeting the Needs of Children, 2. Supporting Dual Language Learners, 3. Effective Data Practices, 4. Food, Nutrition, and Physical Activity, 5. Kindergarten Transition, 6. Finance & Governance

[7] First 5 California is a voter-approved initiative known as Proposition 10 (1998). Tobacco taxes are utilized to provide services for Children zero to five years old and their families.

[8] AB212 is written into California legislation and is known as the Staff Retention and Professional Development funds for State Preschool.

[9] First 5 California provided match funding for the local implementation of

their "Teacher Signature Program" CARES Plus from 2010 to 2016. The CARES Plus program sunsets on June 2016 and requires implementing counties (with support from their local LPC) to apply for quality funds from First 5 California's new initiative known as IMPACT, Improve and Maximize Programs so All Children Thrive.

[10] The CSPP Block Grant is the result of Senate Bill 858 (Chapter 32, Statutes of 2014) which authorizes $50 million of Proposition 98 for a Quality Rating an Improvement System (QRIS).

[11] The CA QRIS includes 3 common rating tiers (levels) in the rating system, symbolizing ascending quality, such as stars; steps; or medals (bronze, silver, or gold). Rating structures vary but essentially criteria at a particular tier level must be met before graduating to the next tier. For more information see the RTT-ELC Consortia Implementation Guide: http://www.cde.ca.gov/sp/cd/rt/rt-telcapproach.asp

[12] The Assistant Level permit, listed as optional, has no course specifications, and requires six units of college coursework in CD.

[13] The two Administrative Permit levels, Site Supervisor & Program Director. An Associate's degree is listed at the Site Supervisor level, but is not required if the applicant has attained 60 course units, no field is specified. A Bachelor's degree is not required until the level of Program Director (Stebbing & Sullivan, 2010).

[14] All levels but the Associate Teacher Permit level require 105 clock-hours of professional growth for each five-year renewal cycle. Holders of the Associate Teacher Child Development Permit will be required to complete 15 semester units toward full completion of the Teacher level of the permit during the five-year validity period of the permit. During the second five-year permit period, the holder will be expected to complete the requirements for the Teacher level permit (CCTC Child Development Permit Professional Growth Manual, May 2014)

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Appendix 1
CCTC Child Development Permit Matrix

	Child Development Permit Matrix - *with Alternative Qualification Options Indicated*				
Permit Title	**Education Requirement** (Option 1 for all permits)	**Experience Requirement** (Applies to Option 1 Only)	**Alternative Qualifications** (with option numbers indicated)	**Authorization**	**Five Year Renewal**
Assistant (Optional)	*Option 1:* 6 units of Early Childhood Education (ECE) or Child Development (CD)	None	*Option 2:* Accredited HERO program (including ROP)	Authorizes the holder to care for and assist in the development and instruction of children in a child care and development program under the supervision of an Associate Teacher, Teacher, Master Teacher, Site Supervisor or Program Director.	105 hours of professional growth*****
Associate Teacher	*Option 1:* 12 units ECE/CD including core courses**	50 days of 3+ hours per day within 2 years	*Option 2:* Child Development Associate (CDA) Credential.	Authorizes the holder to provide service in the care, development, and instruction of children in a child care and development program, and supervise an Assistant and an aide.	Must complete 15 additional units toward a Teacher Permit. Must meet Teacher requirements within 10 years.
Teacher	*Option 1:* 24 units ECE/CD including core courses** plus 16 General Education (GE) units*	175 days of 3+ hours per day within 4 years	*Option 2:* AA or higher in ECE/CD or related field with 3 units supervised field experience in ECE/CD setting	Authorizes the holder to provide service in the care, development and instruction of children in a child care and development program, and supervise an Associate Teacher, Assistant and an aide.	105 hours of professional growth*****
Master Teacher	*Option 1:* 24 units ECE/CD including core courses** plus 16 GE units* plus 6 specialization units plus 2 adult supervision units	350 days of 3+ hours per day within 4 years	*Option 2:* BA or higher (does not have to be in ECE/CD) with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting	Authorizes the holder to provide service in the care, development and instruction of children in a child care and development program, and supervise a Teacher, Associate Teacher, Assistant and an aide. The permit also authorizes the holder to serve as a coordinator of curriculum and staff development.	105 hours of professional growth*****
Site Supervisor	*Option 1:* AA (or 60 units) which includes: • 24 ECE/CD units with core courses** plus 6 administration units plus 2 adult supervision units	350 days of 3+ hours per day within 4 years including at least 100 days of supervising adults	*Option 2:* BA or higher (does not have to be in ECE/CD) with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; **or** *Option 3:* Admin. credential *** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; **or** *Option 4:* Teaching credential**** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting	Authorizes the holder to supervise a child care and development program operating at a single site; provide service in the care, development, and instruction of children in a child care and development program; and serve as a coordinator of curriculum and staff development.	105 hours of professional growth*****
Program Director	*Option 1:* BA or higher (does not have to be in ECE/CD) including: • 24 ECE/CD units with core courses** plus 6 administration units plus 2 adult supervision units	One year of Site Supervisor experience	*Option 2:* Admin. credential *** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; **or** *Option 3:* Teaching credential**** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting, plus 6 units administration; **or** *Option 4:* Master's Degree in ECE/CD or Child/Human Development	Authorizes the holder to supervise a child care and development program operating in a single site or multiple sites; provide service in the care, development, and instruction of children in a child care and development program; and serve as coordinator of curriculum and staff development.	105 hours of professional growth*****

NOTE: All unit requirements listed above are semester units. All course work must be completed with a grade of C or better from a regionally accredited college. Spanish translation is available.

*One course in each of four general education categories, which are degree applicable: English/Language Arts; Math or Science; Social Sciences; Humanities and/or Fine Arts.

**Core courses include child/human growth & development; child/family/community or child and family relations; and programs/curriculum. You must have a minimum of three semester units or four quarter units in each of the core areas.

***Holders of the Administrative Services Credential may serve as a Site Supervisor or Program Director.

****A valid Multiple Subject or a Single Subject in Home Economics.

*****Professional growth hours must be completed under the guidance of a Professional Growth Advisor. Call (209) 572-6080 for assistance in locating an advisor.   7/10

This matrix was prepared by the Child Development Training Consortium. To obtain a permit application visit our website at www.childdevelopment.org or call (209) 572-6080.

Permit Matrix 7-10

Appendix II
CCTC Categories of Acceptable Activities
(Section 13 on the Growth Plan)

1. Complete one or more college or university courses
College or university course work, aside from offering high-quality educational experiences, will help you work toward the next level of the permit and may lead to a degree.

2. Attend conferences, workshops, institutes, academies, symposia, teacher center programs, or staff development programs
Participation in any of the above-named activities that contribute to your goals is acceptable. (Child Development Permit holders who attend workshops offering guidance on how to become a professional growth advisor may count those hours toward their own professional growth requirements.)

3. Provide service in a leadership role in which you contribute to the improvement of the center or group of centers above and beyond the requirements of your job
Examples of acceptable activities are developing curriculum or early literacy activities for the teachers in the center, making materials to be shared with the teachers in the center, acting as a committee member to benefit the center, acting as a mentor to a new staff member, and acting as an advocate for early childhood education programs.

4. Provide service in a leadership role in a professional organization
Examples of acceptable activities are serving as an elected officer, serving as a chair of a committee, acting as an official representative of an organization of professional early childhood educators, and acting as an advocate for early childhood education programs on behalf of the organization.

5. Provide service as a professional growth advisor for holders of a Child Development Permit
Individuals who serve in this capacity may use up to 50 clock-hours of the time spent advising holders of the Child Development Permit about professional growth activities toward the renewal of their own permit.

6. Conduct educational research and innovation
Examples of acceptable activities are time spent planning and evaluating a field test of curriculum or curriculum materials for young children; and time spent planning and evaluating a research project in the field of early childhood education, such as a program focusing on early literacy based on current research or a program aimed at helping young children cope with the effects of violence.

7. Perform systematic programs of observation and analysis of teaching, curriculum, classroom management techniques, play, or circle activities at a similar professional level in your field
Written notes and conclusions must be shared with your advisor.

8. Participate in a program of independent study

This is acceptable if you investigate a specified aspect of education, such as create a classroom environment that supports literacy, produce a written report or other tangible product, and evaluate the independent study and its product.

9. Improve basic skills

Activities that contribute to your ability to contribute to the profession, such as improved writing and communication skills, are considered acceptable if you and your advisor agree that these skills will enhance your professionalism. Examples of acceptable skill improvement are courses in basic reading and writing, writing grant proposals, writing professional articles, and writing a review of the literature on a specific topic in early childhood education.

10. Participate in creative endeavors

This is acceptable if you either create a tangible product that exhibits originality of thought and execution, or exhibit a creative talent while participating in a group production, and provided that the activity relates to early childhood education. Examples of acceptable activities are membership in a storytelling group, participation in a puppet theater production, writing bilingual children's books, and editing a newsletter for early childhood educators.

11. Receive instruction in Cardiopulmonary Resuscitation (CPR) or First Aid

Instruction in cardiopulmonary resuscitation (CPR), including training in subdiaphragmatic abdominal thrust (also known as the "Heimlich Maneuver"), may be an acceptable activity if it meets the standards of quality of either the American Heart Association (AHA) or the American Red Cross (ARC) or can be shown to be of equivalent quality. A course in first aid that meets or exceeds the ARC standards is acceptable.

Appendix III
Quality Continuum Framework–Hybrid Rating Matrix (QRIS Matrix)

CALIFORNIA RACE TO THE TOP – EARLY LEARNING CHALLENGE (RTT–ELC)
QUALITY CONTINUUM FRAMEWORK – HYBRID RATING MATRIX WITH ELEMENTS AND POINTS FOR CONSORTIA COMMON TIERS 1, 3, AND 4

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	☐ Not required	☐ Program uses evidence-based child assessment/observation tool annually that covers all five domains of development	☐ Program uses valid and reliable child assessment/ observation tool aligned with CA Foundations & Frameworks[1] twice a year	☐ DRDP 2010 (minimum twice a year) and results used to inform curriculum planning	☐ Program uses DRDP 2010 twice a year and uploads into DRDP Tech and results used to inform curriculum planning
2. Developmental and Health Screenings	☐ Meets Title 22 Regulations	☐ Health Screening Form (Community Care Licensing form LIC 701 "Physician's Report - Child Care Centers" or equivalent) used at entry, then: 1. Annually OR 2. Ensures vision and hearing screenings are conducted annually	☐ Program works with families to ensure screening of all children using a valid and reliable developmental screening tool at entry and as indicated by results thereafter AND ☐ Meets Criteria from point level 2	☐ Program works with families to ensure screening of all children using the ASQ at entry and as indicated by results thereafter AND ☐ Meets Criteria from point level 2	☐ Program works with families to ensure screening of all children using the ASQ & ASQ-SE, if indicated, at entry, then as indicated by results thereafter AND ☐ Program staff uses children's screening results to make referrals and implement intervention strategies and adaptations as appropriate AND ☐ Meets Criteria from point level 2
CORE II: TEACHERS AND TEACHING					
3. Minimum Qualifications for Lead Teacher/ Family Child Care Home (FCCH)	☐ Meets Title 22 Regulations [Center: 12 units of Early Childhood Education (ECE)/Child Development (CD) FCCH: 15 hours of training on preventive health practices]	☐ Center: 24 units of ECE/CD[2] OR Associate Teacher Permit ☐ FCCH: 12 units of ECE/CD OR Associate Teacher Permit	☐ 24 units of ECE/CD + 16 units of General Education OR Teacher Permit AND ☐ 21 hours professional development (PD) annually	☐ Associate's degree (AA/AS) in ECE/CD (or closely related field) OR AA/AS in any field plus 24 units of ECE/CD OR Site Supervisor Permit AND ☐ 21 hours PD annually	☐ Bachelor's degree in ECE/CD (or closely related field) OR BA/BS in any field plus/with 24 units of ECE/CD (or Master's degree in ECE/CD) OR Program Director Permit AND ☐ 21 hours PD annually
4. Effective Teacher-Child Interactions: CLASS Assessments (*Use tool for appropriate age group as available)	☐ Not Required	☐ Familiarity with CLASS for appropriate age group as available by one representative from the site	☐ Independent CLASS assessment by reliable observer to inform the program's professional development/improvement plan	☐ Independent CLASS assessment by reliable observer with minimum CLASS scores: Pre-K • Emotional Support - 5 • Instructional Support –3	☐ Independent assessment with CLASS with minimum CLASS scores: Pre-K • Emotional Support – 5.5 • Instructional Support – 3.5 • Classroom Organization – 5.5

ELEMENT	BLOCK (Common Tier 1) Licensed In-Good Standing	2 POINTS	3 POINTS	4 POINTS	5 POINTS
				• Engaged Support for Learning – 3.5	• Engaged Support for Learning – 4
CORE III: PROGRAM AND ENVIRONMENT - Administration and Leadership					
5. Ratios and Group Size (Centers Only beyond licensing regulations)	☐ Center: Title 22 Regulations Infant Ratio of 1:4 Toddler Option Ratio of 1:6 Preschool Ratio of 1:12 ☐ FCCH: Title 22 Regulations (excluded from point values in ratio and group size)	☐ Center - Ratio:Group Size Infant/Toddler – 4:16 Toddler – 3:18 Preschool – 3:36	☐ Center - Ratio:Group Size Infant/Toddler– 3:12 Toddler – 2:12 Preschool– 2:24	☐ Center - Ratio:Group Size Infant/Toddler – 3:12 or 2:8 Toddler – 2:10 Preschool – 3:24 or 2:20	☐ Center - Ratio:Group Size Infant/Toddler – 3:9 or better Toddler – 3:12 or better Preschool – 1:8 ratio and group size of no more than 20
6. Program Environment Rating Scale(s) (Use tool for appropriate setting: ECERS-R, ITERS-R, FCCERS-R)	☐ Not Required	☐ Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan	☐ Independent ERS assessment. All subscales completed and averaged to meet overall score level of 4.0	☐ Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.0	☐ Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5
7. Director Qualifications (Centers Only)	☐ 12 units ECE/CD+ 3 units management/ administration	☐ 24 units ECE/CD + 16 units General Education +/with 3 units management/ administration OR Master Teacher Permit	☐ Associate's degree with 24 units ECE/CD +/with 6 units management/ administration and 2 units supervision OR Site Supervisor Permit AND ☐ 21 hours PD annually	☐ Bachelor's degree with 24 units ECE/CD +/with 8 units management/ administration OR Program Director Permit AND ☐ 21 hours PD annually	☐ Master's degree with 30 units ECE/CD including specialized courses +/with 8 units management/ administration, OR Administrative Credential AND ☐ 21 hours PD annually
TOTAL POINT RANGES					
Program Type	Common-Tier 1	Local-Tier 2[3]	Common-Tier 3	Common-Tier 4	Local-Tier 5[4]
Centers 7 Elements for 35 points	Blocked (No Point Value) – Must Meet All Elements	Point Range 8 to 19	Point Range 20 to 25	Point Range 26 to 31	Point Range 32 and above
Infant-only Centers 6 elements for 30 points	Blocked (No Point Value) – Must Meet All Elements	Point Range 7 to 15	Point Range 16 to 21	Point Range 22 to 26	Point Range 27 and above
FCCHs 5 Elements for 25 points	Blocked (No Point Value) – Must Meet All Elements	Point Range 6 to 13	Point Range 14 to 17	Point Range 18 to 21	Point Range 22 and above
Infant-only FCCHs 4 Elements for 20 points	Blocked (No Point Value) – Must Meet All Elements	Point Range 5 to 10	Point Range 11 to 13	Point Range 14 to 17	Point Range 18 and above

Appendix IV
RTT-ELC Continuous Quality Improvement Pathways

CORE TOOLS & RESOURCES[1]

CORE I: CHILD DEVELOPMENT & SCHOOL READINESS	
School Readiness	
Goal (Pathway)	All children receive individualized instruction and support for optimal learning and development informed by child observation and assessment data.
Related Element(s)	CORE I.1 Child Observation and Assessment
RTT-ELC Core Tool(s) & Resources	• CA Foundations and Frameworks: http://www.cde.ca.gov/sp/cd/re/cddpublications.asp • Preschool English Learner Guide: http://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf • Desired Results Developmental Profile Assessment (DRDP) Tools: http://desiredresults.us/index.htm • National Data Quality Campaign's Framework: http://www.dataqualitycampaign.org/ • Ages and Stages Questionnaire (ASQ): http://agesandstages.com/
Social-Emotional Development	
Goal (Pathway)	Children receive support to develop healthy social and emotional concepts, skills, and strategies.
Related Element(s)	CORE I.2 Developmental and Health Screenings

RTT-ELC Core Tool(s) & Resources	• CA CSEFEL Teaching Pyramid Overview and Tiers 1-4 (Modules 1-3):
	  http://www.cainclusion.org/teachingpyramid/trainingmodules.html
	• CA Foundations and Frameworks - Social-Emotional Development:
	  http://www.cde.ca.gov/sp/cd/re/cddpublications.asp
	• Ages and Stages Questionnaire – Social Emotional (ASQ-SE): http://agesandstages.com/asq-products/asqse/

Health, Nutrition, and Physical Activity	
Goal (Pathway)	• Children receive support for optimal physical development, including health, nutrition, and physical activity.
Related Element(s)	• CORE I.1 Child Observation and Assessment and Core 1.2 Developmental and Health Screenings

RTT-ELC Core Tool(s) & Resources	• CA Preschool Foundations and Frameworks– Health and Physical Development:
	  http://www.cde.ca.gov/sp/cd/re/cddpublications.asp
	• Infant/Toddler Program Guidelines: http://www.cde.ca.gov/sp/cd/re/documents/itguidelines.pdf
	• CA Infant/Toddler Foundations and Frameworks-Perceptual/ Motor:
	  http://www.cde.ca.gov/sp/cd/re/cddpublications.asp
	• USDA Child and Adult Care Food Program Guidelines: http://www.fns.usda.gov/cacfp/

CORE II: Teachers and Teaching	
Effective Teacher-Child Interactions	
Goal (Pathway)	Teachers are prepared to implement effective interactions in the classroom.
Related Element(s)	CORE II.4 Effective Teacher-Child Interactions
RTT-ELC Core Tool(s) & Resources	• Classroom Assessment and Scoring System (CLASS) for relevant age grouping: http://www.teachstone.com/the-class-system/ • Program for Infant-Toddler Care (PITC): http://www.pitc.org/pub/pitc_docs/home.csp. Program Assessment Rating Scale (PARS), as applicable and available *** No current source Web page for PARS**

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[1] *This document accompanies the Hybrid Matrix as part of the Quality Continuum Framework. These are the tools and resources listed in the Federal application that the Consortia are required to include in their Quality Improvement plan. Data will be gathered regarding how these tools and resources are used by the Consortia. Optional companion tools will also be developed, including the Enhanced Pathways Continuum, Pathways Implementation Guide, and Additional Pathways Tools and Resources.*

Professional Development	
Goal (Pathway)	Teachers are life-long learners.
Related Element(s)	Core II.3 Minimum Qualifications and Core II.4 Effective Teacher-Child Interactions
RTT-ELC Core Tool(s) & Resources	• Common Core 8²: http://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm • Early Childhood Educator (ECE) Competencies: http://www.cde.ca.gov/sp/cd/re/ececomps.asp • ECE Competencies Self-Assessment Tool: http://ececompsat.org/ • Professional Growth Plan
CORE III: PROGRAM AND ENVIRONMENT	
Environment	
Goal (Pathway)	The program indoor and outdoor environments support children's learning and development.
Related Element(s)	CORE III.6 Program Environment Rating Scale(s) (ERS)

RTT-ELC Core Tool(s) & Resources	• Environment Rating Scales: http://www.ersi.info/index.html (Harms, Clifford, Cryer):
	   o Infant-Toddler Environment Rating Scale (ITERS),
	   o Early Childhood Environment Rating Scale (ECERS),
	   o Family Child Care Environment Rating Scale (FCCERS)

Program Administration	
Goal (Pathway)	The program effectively supports children, teachers, and families.
Related Element(s)	All
RTT-ELC Core Tool(s) & Resources	• Business Administration Scale (Family Child Care) – (BAS): http://mccormickcenter.nl.edu/program-evaluation/business-administration-scale-bas/ • Program Administration Scale (Centers) – (PAS): http://mccormickcenter.nl.edu/program-evaluation/program-administration-scale-pas/ **OR** • Self-Assessment using the Office of Head Start (OHS) Monitoring Protocols http://eclkc.ohs.acf.hhs.gov/hslc/grants/monitoring/fy-2014-pdfs/fy-2014-ohs-monitoring-protocol.pdf and continuous improvement through a Program Improvement Plan (PIP)
Family Engagement	
Goal (Pathway)	Families receive family-centered, intentional supports framed by the Strengthening Families™ Protective Factors to promote family resilience and optimal development of their children.
Related Element(s)	All (III.6 ERS *Provision for Parents* Indicator)
RTT-ELC Core Tool(s) & Resources	Strengthening Families™ Five Protective Factors Framework: http://lcfs.org/pdf/FiveProtectiveFactors.pdf