
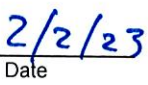


Services to Promote Quality Early Learning Cover Sheet 2022

Name of Applicant: Tuolumne County Superintendent of Schools	
Address: 175 Fairview Lane, Sonoma CA 95370	
Contact Person: Mayra Patey	Phone: 209-536-2056
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Descriptive Title of Project: Supporting Early Education and Development (SEED) program is available for all Tuolumne County early education programs and child care homes, serving ages 0-5 years. Early educators are provided with training and coaching focused on California Social-Emotional Foundations for Early Learning, the Teaching Pyramid (CSEFEL- TP), whose aim is to support and create high-quality learning engagements, environments, and relationships with children, staff, and families. It is an inclusive model used for all children with varying developmental levels and needs.	
Total Amount of Request: \$460,914.94	Total Project Cash Budget: \$0
Project Start Date: July 1, 2023	Project Completion Date: June 30, 2027

I authorize submission of this application:

Zack Abernathy	Tuolumne County Superintendent of Schools
Name of authorized agency official	Name of agency/organization
Superintendent	
Title of authorized agency official	
	
	Date

FIRST 5 SERVICES TO PROMOTE: QUALITY EARLY LEARNING

All services must align with the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children, and/or with the Tiered Quality Rating Improvement System (TQRIS), Appendix A.

The total funding available for these services will be \$100,000 in the first year for all funded projects, with an annual increase not to exceed 3% per year for three subsequent years.

The Commission may adjust fund availability for these services once proposals are received and may fund at levels above or below the amount stated in this Request for Applications. The amount is provided as a guideline only.

Project Design, Strength, and Feasibility:

Tuolumne County Superintendent of Schools (TCSOS) Supporting Early Education and Development (SEED) program is designed to support the development of young children ages 0-5 by providing coaching services to early educators and individual child consultations in Tuolumne County. Early educators will be provided with support in all areas related to developmentally appropriate early childhood practices, classroom management, curriculum implementation, inclusion of children with exceptional needs, and behavioral management. The SEED program will offer training to early educators through workshops and other community education programs available. The model for training and coaching will be based on the *Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children*, developed by the Center for Social Emotional Foundations for Early Learning (CSEFEL). The SEED program has been designed to meet the diverse needs of teachers, children and families by tailoring the supports to meet them where they are.

The service approach must address desired outcomes for the Pyramid Model or for TQRIS as detailed in the charts below. For the outcomes, below, that you plan to measure with your project, please provide an estimate of unduplicated individuals you will serve for each chosen desired outcome.

Pyramid Model Desired Outcomes: The approach must address at least 2 of the 4 following desired outcomes to promote social-emotional competence in infants and young children.	Unduplicated number of teachers, children, or caregivers to be served annually.
1. Teachers receive training and coaching on promoting early social-emotional competencies	12
2. Teachers learn to recognize social-emotional delays, and learn how to discuss shared approaches with parents	23
3. Children with severe behavioral health issues receive mental health treatment; play therapy	5

TQRIS Desired Outcomes: The approach must address both of the following desired TQRIS outcomes:	Unduplicated number of teachers and administrators to be served annually.

1. Teachers and administrators receive training and coaching in research-based teaching practices, the TQRIS and Transitional Kindergarten implementation issues.	10
2. Tuolumne County K-12 system and State Preschools are prepared to participate in state funded preschool expansion and Transitional K.	4

Please add any additional outcomes you plan to measure and report, and the unduplicated number of caregivers to be served annually.

- Family Support Sites will be provided information on Quality Counts, support in applying for stipends, tracking early educators professional development, and observations done to measure implementation success
- Referred children will receive direct observation with parental consent, follow-up summary, individualized instruction and recommendation reports, meeting with teachers and parents, resources and visuals prepared and provided to both teachers and parents, coach check-ins with teachers to assess progress in the classroom.
- Coach follows outcomes for Quality Counts rated sites, completion of quality improvement goals in the Hubbe online system for Tiered Quality Rating Improvement System (TQRIS).
- Coach shares in following up on outcomes of the Ages and Stages Screenings both online and paper versions
- Coach measures outcomes from those using the Coaching Companion platform to approve implementation of new skills and education in early childhood education topics

Estimated number of teachers and caregivers served annually: 30

Based on your answers above, provide a description of the service strategies you propose to use to effectively provide teachers, administrators, and caregivers with the services above.

Description:

Teachers will receive consultation utilizing the Pyramid Model for Supporting Emotional Competence in Infants and Young Children that include:

- Orientation and interview with the lead teachers/caregivers;
- Development of site-specific training and Quality Improvement Plan (QIP) coaching plan;
- Training including California Teaching Pyramid Module 1: Building Relationships and Creating Supportive Environments and Module 2: Social Emotional Teaching Strategies, as appropriate for the teacher/providers;
- On-site ongoing coaching and support for teachers/caregivers and off-site phone and online coaching;
- Preparation of materials for use in the classroom to support positive behavioral patterns and teacher implementation of new strategies;
- Where appropriate, facilitate referrals for screening, or assessments for children;
- Linking to other community agencies and First 5 programs as appropriate

Direct services to children who are exhibiting severe behavioral needs that are preventing them from being successful in their early education setting. With parental permission and as appropriate services may include:

- Classroom observations;
- Meeting with parents/guardians and teachers/caregivers;
- Teacher training (e.g. California Teaching Pyramid Module 3: Individualized Intensive Interventions);
- Development of a positive behavioral support plan that could be utilize in both the classroom and the home environment ;
- Warm hand-off linkages to parenting support and education programs;
- Linkages and warm hand-offs, as necessary, to medical and mental health professionals, and/or Early Intervention referral to special education

Access to Services & Community Linkages to Promote Seamless Services

Access to Services: Please describe specific barriers to services or desired outcomes that your proposed participants face, and how your proposed services will help overcome those barriers. These can include barriers such as geography, transportation, homelessness, cultural or socio-economic barriers, etc. as applicable.

Description: The barriers that come up with participants include: inadequate staff reflection and planning time, and access to training/coaching times that work for the early educators' schedules. In order to help overcome these barriers the coach will:

1. Coaching sessions will be planned with time for self/ team reflection, goal setting, along with a breakdown of steps to take for reaching goal/s.
2. Provide flexibility when scheduling coach sessions, coach check-ins, and coach observations.
3. If a site has a regularly scheduled staff meeting date, plan to do coach sessions on the same evenings. California Teaching Pyramid trainings are available during evening and weekend times
4. Professional development training through California Preschool Instructional Network (CPIN) will be scheduled for the evening and/or weekends.
5. Collaborative community meetings will be scheduled at the end of the work day to accommodate as many early educators as possible.

Community Linkages: Please briefly identify the critical community linkages you will make or maintain to effectively provide the proposed services. If the services you propose are currently offered by another service provider in Tuolumne County, or by your agency under a different funding source, explain how your proposal does not duplicate services.

Description:

TCSOS has strong relationships with First 5 and community partners. The SEED program coach is actively engage with partnerships in local, regional and state partnership which include:

- ATCAA Early Start and Head Start
- Belleview State Preschool
- California Department of Education - Specialized Programs: Early Education
- California Preschool Instructional Network

- Center on the Social and Emotional Foundations for Early Learning (CSEFEL)
- California Inclusion Teaching Pyramid
- Columbia College
- Columbia College Child Development Advisory Committee
- Columbia College Child Development Apprenticeship Program
- Columbia College California Early Childhood Mentor Program
- Columbia Elementary Structured Preschool
- California Department of Developmental Services - Early Start
- Family Child Care Providers
- Family Resource Centers Network of California
- First 5 Tuolumne County
- Infant/Child Enrichment Services (ICES) - Child Care Resources and Referral and Raising Healthy Families Program
- Private Preschools
- Smile Keepers
- Tuolumne County Behavioral Health
- Tuolumne County Local Child Care Planning Council
- Tuolumne County Superintendent of Schools - Student Support
- Tuolumne County Special Education Local Plan Area
- Valley Mountain Regional Center

Project Evaluation

Evaluation: Please check the boxes below, to indicate your understanding of the evaluation requirements under this funding process:	
<input checked="" type="checkbox"/>	I understand that the contract will include an evaluation plan.
<input checked="" type="checkbox"/>	I understand that the evaluation plan will include requirements for collection and reporting of service level indicators, such as number of participants, ethnicity, level and type of service, and other service data as required.
<input checked="" type="checkbox"/>	I understand that the evaluation plan will include requirements for collection and reporting of outcome indicators, including measures of relevant change for children, families or service systems, to be finally negotiated at contract time, and revisited as necessary to ensure that quality data is being collected.

Evaluation: Have you demonstrated any of the desired outcomes indicated on page 2 (or very similar outcomes) prior to completing this application, either as a First 5 grantee or under any other funding source? Please check applicable boxes below, and add information as indicated.	
<input checked="" type="checkbox"/>	Yes, as a First 5 Grantee, in the following years (list): 2011-2019 for the Social Emotional Learning Foundations (SELF) program and from 2019-2023 for the SEED program.
<input type="checkbox"/>	Yes, for another funder. I have attached an evaluation report reflecting our results.
<input type="checkbox"/>	No, there has been no demonstration of these or similar outcomes.
<input type="checkbox"/>	Other:

Organizational Capacity

Staffing: Please explain the staffing structure that you present in your budget. Describe the qualifications of the key personnel (staff or consultants), the time (FTE) they will devote to the project, and their experience performing the services outlined in this application.

Budget 1: The proposed budget to maintain the current SEED program services with a 0.81 FTE coach working 183 days per year at 8 hours per day. The position is placed on a management classified employee salary schedule with the educational background and experience necessary to operate the support services efficiently. The minimum qualifications are as follows:

1. Children's Center Permit Site Supervisor or Program Director level
2. BA in Child Development or related field
3. Minimum of 5 years working with children ages 0-5 or 3-5.
4. Knowledge of Tuolumne County resources
5. Ability to create relationships with teachers, administrators, children and families
6. Familiarity with most of the following: ERS, CSEFEL, DRDP, CLASS, ASQ, Preschool Foundations, and Practice Based Coaching
7. Willingness to learn to use necessary data base systems
8. Knowledge and experience with Microsoft Office programs
9. Experience working with children with behavioral challenges: the applicant should be skilled in conducting classroom observations, providing social emotional evidence-based strategies for classroom success and conferencing with parents and teachers.
10. Familiar with Coaching Companion Platform

This position also includes benefits which are listed on a separate line item. Benefits include a health/welfare cap, workers comp, and other statutory benefits. Indirect costs are set for all 4 years at 9.95%. The indirect covers cost for desk, office furniture, phone, IT, access to lending Lending Library, Teacher Workroom, Instructional Materials Center, training, and all related services needed to manage the grant including fiscal, HR, and programmatic support. There is a step and column applied each year with anticipated COLA built in.

Budget 2: The SEED program services with a 0.73 FTE coach working 161 to 166 (depending on fiscal year % increase) days per year at 8 hours a day if necessary for budget guidelines. The position is placed on a management classified employee salary schedule with the educational background and experience necessary to operate the support services efficiently. The minimum qualifications are as follows:

1. Children's Center Permit Site Supervisor or Program Director level
2. BA in Child Development or related field
3. Minimum of 5 years working with children ages 0-5 or 3-5.
4. Knowledge of Tuolumne County resources
5. Ability to create relationships with teachers, administrators, children and families
6. Familiarity with most of the following: ERS, CSEFEL, DRDP, CLASS, Preschool Foundations, and Practice Based Coaching
7. Willingness to learn to use necessary data base systems
8. Knowledge and experience with Microsoft Office programs
9. Experience working with children with behavioral challenges: the applicant should be skilled in conducting classroom observations, providing social emotional evidence-based strategies for classroom success and conferencing with parents and teachers.
10. Familiar with Coaching Companion Platform

This position also includes benefits which are listed on a separate line item. Benefits include a health/welfare cap, workers comp, and other statutory benefits. Indirect costs are set for all 4 years at 9.95%. The indirect covers cost for desk, office furniture, phone, IT, access to lending Library, Teacher Workroom, Instructional Materials Center, training, and all related services needed to manage the grant including fiscal, HR, and programmatic support. There is a step and column applied each year with anticipated COLA built in.

	YES	NO	N/A
Has your organization ever had a contract over the amount of \$10,000 with First 5 Tuolumne?	X		
If so: In your estimation, was the contract executed fully and responsibly?	X		
If so: Were you able to demonstrate good outcomes for children and/or parents?	X		
Has your organization had a contract over the amount of \$10,000 with another entity for similar services in the last five years? If so, please provide some detail on this contract below the table.		X	
If you are not an entity of county government, have you provided one copy only of the most recent audit or financial statements available for your organization?			X

If you would like to provide any additional comments regarding your answers to the questions above, please do so here. (You may be asked to provide additional information to demonstrate organizational effectiveness once applications have been reviewed.):

Budget

You may cut and paste the budget into this document, or you may submit it as a separate document, along with the answers to the Budget Narrative questions below.

Line Item Budget: Please provide a line item budget for each of the four years of this project (FY 2023/2024 through 2026/2027). A fiscal year shall be considered July 1 – June 30. **Annual increases shall not exceed 3%.** You may submit the budget in the budget format used by your organization. All personnel must be broken out by FTE; all consultant costs by hours.

See Attachments

Budget Narrative: Leveraging

What resources will you be able to leverage to assist you in providing and sustaining the services described in this application over the four years of operation? Include both cash resources (directed only to services for children birth to five, their parents, or pregnant women), and any in-kind resources that enable you to serve First 5 families.

TCSOS has multiple in-kind resources that are provided to our partner agencies. In addition to related office equipment, technology, and fiscal oversight support. The employee for SEED will

have access to immediate, highly trained technical staff, fiscal support personnel, human resources experts, education experts, and special education experts. These Includes:

- Teacher workroom with access to equipment and resources that cannot be found at individual sites and/or facilities
- New employee training for both mandatory and non-mandated requirements
- Conference rooms available for meetings
- IT support is accessible and immediate
- Access to an Infant Specialists for individuals with exceptional needs ages 0-3
- Access to an Educational Specialist for individuals with exceptional needs ages 3-5
- Access to special education administrator to guide in the process of special education referrals

Budget Narrative (Other): Please provide an explanation of any items in the budget that may raise questions for a reviewer.

ADDITIONAL REQUIREMENTS

Contracts shall stipulate a requirement for key program staff to participate in up to 12 grantee meetings a year, in the first funded year, facilitated by the First 5 Executive Director. The purpose of these meetings is to discuss opportunities for linkages, shared services, leveraging and other system improvements.

Please list the most likely person(s) to participate in these meetings:

TCSOS actively engages with First 5. The individuals who will participate in these meetings will be the Director II of Early Childhood Education and SEED coach.

Contracts shall stipulate a requirement for grantee to provide at least one training a year to peer professionals in the county on a topic of expertise for that grantee, of interest to other providers.

Please list at least one possible training topic that your organization would be willing to offer to peer professionals:

The trainings provided at least once a year are:

1. Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children, developed by the Center for Social Emotional Foundations for Early Learning (CSEFEL).
2. Coordination of at least two trainings a year delivered by California Preschool Instructional Network (CPIN)

FIRST 5 FUNDS CANNOT BE USED TO SUPPLANT

State law prohibits Commission funds from funding existing levels of service or programs. To ensure compliance with this provision, please provide the following information. If you have questions about how to fill out this form, please call Sarah Garcia at 536-2070.

- Has your organization provided any of the following services in Tuolumne County in the last year with any type of funding:

Service	Yes	No
Train and/or coach teachers on promoting early social-emotional competence.	X	
Train and/or coach teachers on recognizing social-emotional delays and communicating with parents.	X	
Provide/Link children to behavioral health services	X	
Engage caregivers with child's therapy, therapist		X
Train and/or coach teachers, administrators on research-based teaching practices.	X	
Train, coach, or convene administrators/educators from K-12 and/or State Preschool systems in planning for preschool expansion and Transitional Kindergarten.		X

- Did you receive any other funds other than First 5 funds to perform these services in the last year? Please explain. **No. We only use First 5 funds**
- If so, will this other funding be available, to the best of your knowledge, in FY 2022/2023 and beyond for serving children birth to five? If yes, please provide more detailed information on this funding, such as the source of funding, dates and amounts. If no, please explain why not.

Not applicable

Budget 1

Proposed Four Year Budget - SEED

	FY 23-24	FY 24-25	FY 25-26	FY 26-27	TOTAL
Personnel	183 days	183 days	183 days	183 days	
0.81 Coordinator - Beth Barnett	66,781.35	68,971.76	69,943.37	70,929.54	276,626.02
Benefits	29,861.02	32,032.87	32,849.73	33,472.51	128,216.13
Subtotal Personnel:	96,642.37	101,004.63	102,793.09	104,402.06	404,842.15
Operating/Other Costs					
Supplies	3,000.00	3,000.00	3,000.00	3,000.00	12,000.00
Travel/Conference	1,500.00	1,500.00	1,500.00	1,500.00	2,000.00
Subtotal Operating/Other:	4,500.00	4,500.00	4,500.00	4,500.00	14,000.00
Grand Subtotal:	101,142.37	105,504.63	107,293.09	108,902.06	418,842.15
Administrative/ Indirect	10,063.67	10,497.71	10,675.66	10,835.75	41,674.79
Subtotal Admin/Indirect:	10,063.67	10,497.71	10,675.66	10,835.75	42,072.79
TOTAL:	111,206.03	116,002.34	117,968.76	119,737.81	460,914.94
Grant Revenue Request	111,206.03	116,002.34	117,968.76	119,737.81	460,914.94

23/24 calculated 9.95% Indirect rate used for all 4 years

Budget 2

Reduced Proposed Four Year Budget - SEED

	FY 23-24	FY 24-25	FY 25-26	FY 26-27	TOTAL
Personnel	164 days	161 days	164 days	166 days	
FTE	0.73	0.72	0.73	0.74	
Coordinator Salary	60,283.65	61,184.78	63,117.36	64,730.46	249,316.25
Benefits	27,714.69	29,410.06	30,502.81	31,316.35	118,943.91
Subtotal Personnel:	87,998.34	90,594.83	93,620.18	96,046.80	368,260.16
Operating/Other Costs					
Supplies	2,952.09	3,084.11	2,869.14	3,337.19	12,242.53
Travel and Conference	1,500.00	1,500.00	1,500.00	1,500.00	6,000.00
Subtotal Operating/Other:	2,952.09	3,084.11	2,869.14	3,337.19	12,242.53
Grand Subtotal:	90,950.44	93,678.94	96,489.32	99,383.99	380,502.69
Administrative/ Indirect	9,049.57	9,321.05	9,600.69	9,888.71	37,860.02
Subtotal Admin/Indirect:	9,049.57	9,321.05	9,600.69	9,888.71	37,860.02
TOTAL:	100,000.00	103,000.00	106,090.00	109,272.70	418,362.71
Grant Revenue Allowable Request	100,000.00	103,000.00	106,090.00	109,272.70	418,362.70

23/24 calculated 9.95% Indirect rate used for all 4 years

Increase in funding by allowable 3% each year

First 2 years are taking into account a potential negotiated increase of salaries and benefits that would exceed the allowable 3% increase

3rd and 4th year allow only for yearly step increase of 1.5% which allows for a higher FTE % due to the allowable 3% increase