

California Preschool Instructional Network (CPIN) Evaluation Report

*Evaluation of CPIN Administration, Regional Professional Development,
and On-site Technical Assistance*

FINAL EVALUATION REPORT SUBMITTED TO THE CALIFORNIA DEPARTMENT OF EDUCATION

BY

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EXECUTIVE SUMMARY

Evaluation Purpose and Evaluation Questions (Page 7)

The California Department of Education (CDE) contracted with the University of California Educational Evaluation Center (UCEC) during the spring of 2014 to conduct an evaluation of the California Preschool Instructional Network (CPIN).¹ CPIN provides training and on-site technical assistance to the field of early childcare and childhood education based on the California Preschool Learning Foundations (volumes 1 -3), the California Preschool Curriculum Framework (volumes 1 - 3), and other key publications. CPIN is part of a larger state system that provides professional development and resources to early childhood education (ECE) programs.

The specific goal of the evaluation of CPIN was to gain a better understanding of the network's administrative effectiveness and the efficacy of its ECE regional professional development and on-site technical assistance, including content and implementation. The evaluation was organized into four components: CPIN administration, regional professional development, on-site technical assistance, and dual language learner support. Evaluation questions were asked within each component, as listed below.

CPIN Administration

- How effectively is CPIN managed to support regional leads and local training partners?
- How effectively is CPIN managed to promote understanding of the network?

Regional Professional Development

- How effective is CPIN training and what is the quality of the training services?
- How has CPIN professional development impacted teacher practice?

On-Site Technical Assistance

- How effective is CPIN on-site technical assistance and what is the quality of the services?
- How has CPIN on-site technical assistance impacted teacher practice?

Dual Language Learner Support

- How is CPIN promoting best practices for teachers of dual language learners?

Program Background (Pages 9 – 10)

The California Preschool Instructional Network (CPIN) provides professional development to early childhood educators throughout California. It is funded by the California Department of Education Early Education and Support Division (EESD). The Sacramento County Office of Education (SCOE) coordinates CPIN, and serves as its administrative component. WestEd oversees the research and development

¹ During the course of this evaluation, the UCEC ceased to exist due to funding. The evaluation was completed as part of the UCLA SRM Evaluation Group.

branch of the network. The CPIN professional development is implemented through 11 regions across the state.

Each region maintains a network of communication and support for early education preschools and child care programs. The network shares and provides professional development on CDE publications, primarily the California Preschool Learning Foundations and California Preschool Curriculum Framework, that promote early education best practices aimed at improving early learning and development for California's preschool children.

The California Preschool Learning Foundations identifies key competencies (knowledge and skills) that preschool children who are part of a high-quality early education program are expected to exhibit. The California Preschool Curriculum Framework was developed as a companion guide to the Learning Foundations; it outlines curricular and teaching strategies that early education providers can use when teaching preschool children.

Within in each of the 11 regions, one or more CPIN leads, along with local training partners, provide regional professional development opportunities and on-site technical assistance. Depending on the size of the region, the regional CPIN lead is supported by an English learner lead and a local ECE training partner.

Regional professional development typically comprises large scale training on a Learning Foundation or Curriculum Framework domain, with participants from numerous programs/agencies within the region. On-site technical assistance is more localized support given to an early education site or program by either the CPIN lead or local training partner(s). This support may include, but is not limited to, targeted professional development within a specific domain, coaching, demonstration lessons, observations and debriefs, and curriculum planning support. CPIN also provides dual language learner support and professional development through its Preschool English Language Learners Guide and English learner lead(s).

Evaluation Design and Methods (Pages 11 – 14)

In order to best evaluate and represent the scope and quality of CPIN's work, a mixed-methods approach was utilized in the evaluation. Evaluation data were collected via interviews with CPIN leads; two retrospective surveys of program directors/supervisors, teachers, and teachers' assistants (one for regional professional development participants, and one for on-site technical assistance recipients); training and classroom observations; and teacher interviews. The approach was a multi-phase combined design, utilizing initial CPIN lead interviews to inform both the surveys and the later observations and teacher interviews (Greene, 2007).

The CPIN lead interviews were conducted in the spring of 2014. The second phase surveys, observations, and interviews occurred concurrently in the winter and spring of 2015. This approach gave access to multiple perspectives and captured both broad and specific descriptions of CPIN professional development, reflecting support across the state. These data were triangulated to answer the evaluation questions.

Evaluation Findings, Conclusions, and Recommendations (Pages 15 – 37)

CPIN Administration

CPIN is managed effectively to support leads and promote the organization’s mission. This support is consistent and of high quality. CPIN provides regular statewide meetings, trainings, and collaboration time for their leads and local training partners. Leads view CPIN administrators as helpful and receptive to their concerns. Some leads feel that recognition of each region’s diverse needs would make the meetings even more relevant to their work, and allow them to better support the local needs of their programs and agencies.

WestEd is responsible for the training content and modules. All leads and local training partners noted that the essential content is good, but they tweak and change activities to make them more interactive, more appropriate for various audiences, and more engaging. Some emphasized the need to demonstrate fidelity to the WestEd modules and CDE-approved materials at the regional level, although the consensus is that supplementing and/or adapting the materials is necessary to meet the needs of preschool teachers, especially at the on-site level. Please see Appendix F more detail on CPIN lead interviews regarding content.

Also, in conjunction with WestEd, CPIN is piloting a CPIN trainer certification process to ensure appropriate training and background for those contracted to support regional leads. At the time of the interviews, one lead noted that there were some technical glitches with the process. Overall though, leads, even those not piloting, all felt that a certification process was a positive step that would further strengthen the network.

Regional Professional Development

CPIN’s regional professional development is effective and their trainings are high quality. Professional development participants have extremely positive views of the training sessions, including their usefulness and the instructors’ knowledge. Participants are engaged in the content and the session activities.

Most professional development attendees perceive a moderate to large increase in their knowledge from the sessions, ranging from 62 to 89 percent depending upon the professional development topic. Moreover, the number of training sessions attended is positively related to increased familiarity with the Learning Foundations and Curriculum Framework. Additionally, recipients of regional professional development feel confident in their ability to apply that knowledge.

Regional professional development positively impacts teacher practice. It contributes to increased use of Learning Foundation and Curriculum Framework strategies. However, the use of intentional planning strategies is an area for further development; CPIN leads are aware of this deficiency and plan to attend to it.

On-site Technical Assistance

Similar to the regional professional development, on-site technical assistance effectively contributes to recipient learning and is of high quality. This assistance includes activities such as training in a targeted domain, coaching, observations and feedback, and demonstration lessons. Recipients feel that trainers and coaches are knowledgeable, supportive, and accessible. As a result of this support, they also feel more knowledgeable and confident in their ability to immediately apply that knowledge.

On-site technical assistance contributes to positive changes in teacher practice. Recipients note an increased use of Learning Foundation and Curriculum Framework strategies. This finding is further supported by CPIN lead and teacher interviews, and can be directly attributed—at least in part—to the explicit expectations of CPIN leads and training partners that they will see these changes during follow-up observations.

Dual Language Learner Support

CPIN supports dual language learner best practices by developing and providing materials and training. They utilize the Preschool English Language Learners (PELL) Guide and the Preschool Learning Foundations and Curriculum Framework to provide guidance on how best to linguistically and developmentally support dual language learners. CPIN professional development and on-site technical assistance promote a better understanding of relevant instructional practices and contribute to increased use of appropriate classroom strategies.

Strengths of CPIN

- Provides high-quality professional development and on-site technical assistance to ECE providers throughout the state of California.
- Promotes the use of the California Preschool Learning Foundations and California Preschool Curriculum Framework, which identify key competencies and teaching strategies of high-quality ECE programs.
- Promotes appropriate linguistic and developmental support for dual language learners
- Contributes to increased knowledge of the California Preschool Learning Foundations and Curriculum Framework by ECE providers, including program directors, supervisors, teachers, and teachers' assistants.
- Results in increased use of California Preschool Learning Foundations and Preschool Curriculum Framework instructional strategies.

Recommendations to Enhance CPIN

The findings from this study are overwhelmingly positive, confirming the work and efforts of CPIN administration, leads, and local training partners. The recommendations below are intended to further strengthen the CPIN program.

Recommendation 1: The CPIN regions differ in size, demographics, and needs. CPIN leads request more flexibility in how the content is delivered. The CPIN administrative component and research and development component (WestEd) should continue exploring how to best collaborate with leads to meet regional needs while still maintaining fidelity to the content. CPIN leads currently spend a tremendous amount of time planning for regional training modules, including the creation, prep, and package/transport of materials, the addition of activities to increase engagement, and alterations to make them more “their own” and tailored to their audiences.

Recommendation 2: The effectiveness of trainings could be enhanced if the materials used by the trainers for demonstrations were provided to participants (e.g. children’s literature, music, play materials, classroom props, etc.). CDE and CPIN leads should find diverse ways to fund educational materials modeled in the trainings to all who attend.

Teachers and administrators speak very positively about the trainings and often report going back to the classroom and implementing strategies right away. This is more of a challenge when the strategy involves a specific text that the teacher or site does not have. The incorporation of high quality, developmentally appropriate children’s literature is a cornerstone to learning across domains. CPIN leads may be able to adjust their local budgets to provide more of these educational materials. As CDE is able to expand CPIN grant funds in the future, CPIN leads would have greater capacity to provide these children’s books and other educational materials to training participants.

Recommendation 3: The need for CPIN services is exceeding current funding and capacity. CDE and CPIN administration should consider how to secure additional funding for materials and support, while recognizing constraints within the ECE field.

A common theme throughout the findings is the need for increased funds. These funds could be used to increase the number and quality of regional trainings offered, including more locations and sessions and more materials that participants could take back with them to their sites, such as the books used in the demonstrations. These funds could also be used to offset the extra time and effort involved in the planning and execution of these large-scale events. In short, CPIN is an extremely popular and well-received program; additional funding could help expand its reach.

Summary

CPIN is effectively managed to maintain its professional development and on-site technical assistance training needs. CPIN administrators support the needs of their leads and local training partners, and promote understanding of the California Learning Foundations and Curriculum Framework. Regional professional development and on-site technical assistance are high quality and effectively contribute to increased Learning Foundation and Curriculum Framework knowledge and practice.

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EVALUATION PURPOSE AND QUESTIONS

The California Department of Education (CDE) contracted with the University of California Educational Evaluation Center (UCEC) in the spring of 2014 to conduct an evaluation of the California Preschool Instructional Network (CPIN).² CPIN provides training and on-site technical assistance to the field of early childcare and childhood education based on the California Preschool Learning Foundations (volumes 1–3), the California Preschool Curriculum Framework (volumes 1–3), and other key publications.

The specific goal of the evaluation was to gain a better understanding of CPIN’s administrative effectiveness and the efficacy of its regional professional development and on-site technical assistance, including content and implementation. As such, the evaluation had four components:

1. CPIN Administration
2. Regional Professional Development
3. On-Site Technical Assistance
4. Dual Language Learner Support

Within these sections, a number of evaluation questions were asked. These questions are listed below.

CPIN Administration

- How effectively is CPIN managed to support regional leads and local training partners?
- How effectively is CPIN managed to promote understanding of the network?

Regional Professional Development

- How effective is CPIN training and what is the quality of the training services?
- How has CPIN professional development impacted teacher practice?

On-Site Technical Assistance

- How effective is CPIN on-site technical assistance and what is the quality of the services?
- How has CPIN on-site technical assistance impacted teacher practice?

Dual Language Learner Support

- How is CPIN promoting best practices for teachers of dual language learners?

Information gathered through surveys, interviews, classroom observations, and training observations were triangulated to answer these questions.

² During the course of this evaluation, the UCEC ceased to exist due to funding. The evaluation was completed as part of the UCLA SRM Evaluation Group.

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PROGRAM BACKGROUND

The California Preschool Instructional Network (CPIN) provides professional development to early child educators throughout California. It is funded by the California Department of Education (CDE) Early Education and Support Division (EESD). CPIN is part of a larger state system that provides professional development and resources to early childhood education (ECE) programs. The Sacramento County Office of Education (SCOE) coordinates CPIN, and serves as its administrative branch. WestEd oversees the research and development branch of the network. The CPIN professional development is implemented through 11 regions across the state, shown in Table 1.

Table 1: CPIN Regions

Region	Counties
North Coast	Del Norte, Humboldt, Mendocino, Lake, Sonoma
Northeastern	Siskiyou, Modoc, Trinity, Shasta, Lassen, Tehama, Plumas, Butte, Glenn
Capital Service	Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, Yuba
Bay	Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Solano
South Bay	Monterey, San Benito, Santa Clara, Santa Cruz
Delta Sierra	Amador, Calaveras, San Joaquin, Stanislaus, Tuolumne
Central Valley	Fresno, Kings, Madera, Mariposa, Merced, Tulare
Costa Del Sur	Kern, San Luis Obispo, Santa Barbara, Ventura
Southern	Imperial, Orange, San Diego
RIMS	Inyo, Mono, Riverside, San Bernardino
Los Angeles	Los Angeles

Each of the 11 regions maintains a network of communication and support for early education schools and programs. The network shares and provides professional development on CDE publications, primarily the California Preschool Learning Foundations and California Preschool Curriculum Framework, that promote early education best practices aimed at improving early learning and development for California’s preschool children.

California Preschool Learning Foundations

The California Preschool Learning Foundations identifies key competencies (knowledge and skills) that preschool children who are part of a high-quality early education program are expected to exhibit. These competencies were developed based on input from stakeholders across the state and on public comment. There are three volumes of the Learning Foundations, and together they cover nine domains:

1. Social-Emotional Development
2. Language and Literacy
3. English Language Development
4. Mathematics
5. Visual and Performing Arts
6. Physical Development
7. Health
8. History-Social Science
9. Science

California Preschool Curriculum Framework

The California Preschool Curriculum Framework was developed as a companion guide to the Learning Foundations. The Curriculum Framework outlines curricular and teaching strategies that early education providers can use when teaching preschool children. By using these strategies, early education providers can help children gain the competencies identified in the Learning Foundations. The Curriculum Framework is also laid out in three volumes around the same nine domains as the Foundations.

Regional Professional Development and On-site Technical Assistance

Within each region, one or more CPIN leads, along with local training partners, provide regional professional development opportunities and on-site technical assistance. Depending on the size of the region, the regional CPIN lead is supported by an English learner lead and a local ECE training partner.

Regional professional development typically comprises large-scale training on a Learning Foundation or Curriculum Framework domain, with participants from numerous programs/agencies within the region. The training may be coordinated with one of the partner agencies, such as a county office of education. As part of the regional professional development, CPIN also has training modules available on its website. WestEd was contracted to develop the training modules and materials.

On-site technical assistance is more localized support given to an early education site or program by either the CPIN lead or local training partner(s). Early education program administrators and teachers receive services such as:

- Targeted professional development within a specific Learning Foundation domain
- Coaching
- Observations and feedback
- Demonstration of lessons
- Classroom environment improvements
- Curriculum planning support
- Support for special populations (e.g., dual language learners and children with disabilities)

EVALUATION DESIGN, METHODS, AND LIMITATIONS

Evaluation Design

In order to best evaluate and represent the scope and quality of CPIN’s work, a mixed-methods approach was utilized; it included surveys, observations, and interviews. The mixed-methods approach was a multi-phase combined design, utilizing initial CPIN lead interviews to inform the surveys and the later observations and teacher interviews (Greene, 2007). The second-phase surveys, observations, and interviews occurred concurrently. This approach gave access to multiple perspectives and captured both broad and specific descriptions of CPIN professional development, reflecting support across the state.

Survey Methodology

Two retrospective surveys of program directors/supervisors, teachers, and teachers’ assistants were conducted as part of this evaluation: (a) a survey of regional professional development participants, and (b) a survey of on-site technical assistance recipients. English and Spanish survey versions were provided. The surveys were distributed via email in February 2015. SurveyMonkey, an online platform, was used to collect the data. For those who did not have or were unlikely to have access to a computer, hardcopies were sent in the mail. The sampling frames were compiled from email and mailing addresses of those who had attended regional professional development events or received on-site technical assistance during a six-month window (July 2014–December 2014). Surveys were sent to all participants on the sampling frames, and the sample is representative of this population. The survey sample characteristics are shown in Table 2 and Table 3 starting on the next page.

The response rates for the regional professional development and on-site technical assistance surveys were 38 percent and 31 percent, respectively. For the regional professional development survey, 2,547 surveys were distributed and 958 returned. A total of 477 on-site technical assistance surveys were sent and 148 were returned. Response rates were calculated from all returned surveys rather than a deemed completion rate because the sampling frames included others who were not program directors/supervisors, teachers, and/or teachers’ assistants. Since the sampling frames could not be sorted by position type, each survey’s first question created a position filter. Thus, more surveys were returned than were used in the analysis.

Both surveys gathered information regarding respondents’ knowledge and familiarity with the Learning Foundations and Curriculum Framework, perceptions of the quality of the trainings or on-site technical assistance, and perceived increase in knowledge, confidence, and strategy use. They also collected information about organizational support and background characteristics. The survey instruments can be found in the appendix.

Table 2: Survey Sample Characteristics (Continued in Table 3)

Characteristic	Regional Professional Development Respondents		On-site Technical Assistance Respondents	
	#	%	#	%
Position Type				
Program Director or Site Administrator/Supervisor	195	23%	30	29%
Teacher	499	59%	64	61%
Teacher's Assistant	150	18%	12	11%
Total	843	100%	106	100%
Years of Teaching Experience (Teachers & Teachers' Assistants Only)				
Less than 5 years	109	19%	14	20%
5 to 9 years	136	24%	19	26%
10 to 14 years	110	19%	9	13%
15 to 19 years	87	15%	12	16%
20 or more years	128	22%	19	26%
Total	570	100%	74	100%
Missing	274		32	
Highest Level of Education				
High School Diploma/GED	58	8%	7	6%
Child Development Associate's Degree	170	24%	22	21%
Other Associate's Degree	70	10%	7	7%
Bachelor's Degree	259	37%	46	46%
Master's Degree or Higher	96	14%	18	18%
Other	42	6%	2	2%
Total	696	100%	102	100%
Missing	148		4	

Table 3: Survey Sample Characteristics, Continued

Characteristic	Regional Professional Development Respondents		On-site Technical Assistance Respondents	
	#	%	#	%
Ethnicity (Multiple Responses Allowed)				
African American	29	4%	6	6%
Asian	77	11%	5	5%
Native American/Alaska Native	13	2%	0	0%
Hawaiian or Pacific Islander	1	0%	0	0%
Hispanic/Latino	300	43%	59	57%
White	235	34%	28	27%
Other	18	3%	2	2%
Declined to State	35	5%	6	6%
Total	707	102%	103	104%
Gender				
Male	7	1%	8	8%
Female	687	99%	94	92%
Total	694	100%	102	100%
Missing	149		4	

Observation and Interview Methodology

In order to represent the scope, characteristics, and quality of support offered by CPIN, observations combined with interviews were conducted in the two focus regions – one in northern California and one in southern California.³ These two regions were selected by CDE for the qualitative methods portion of the evaluation because each contains urban areas and a mix of types of agencies served, including school districts, private non-profits, Head Start programs, and community colleges.

Within each region, the regional CPIN leads and local training partner selected six agencies to observe, based on length of time each had been receiving CPIN support. The selected agencies had been receiving CPIN support at least since the beginning of the school year in 2014. Thus, the six agencies were selected based on a convenience sample.

Observation Data Collection

Observations of regional trainings (2), on-site trainings/seminars (3), supervisor/director meetings (1), classroom teaching (5), and debriefing/coaching sessions (5) were conducted at the various agencies. Observations typically lasted 2–6 hours, depending on the event being observed. Specifically, seminars and trainings lasted 2–6 hours, and classroom observations and debrief meetings lasted 1–2 hours. Field notes were taken at each event.

³ The regions are not disclosed to protect confidentiality.

Interview Data Collection

At the start of the project, all 11 regional leads were interviewed to better understand the key training activities within each region, the context in which CPIN services were being delivered, and the regional leads' perspectives on the impact of their services. At the close of the evaluation, interviews were conducted in each of the two focus regions with teachers (4), CPIN leads (2), a CPIN English learner lead (1), and CPIN consultants/partners (3). In addition to the interviews, the evaluation team also had many less formal phone conversations and meetings in person, during which CPIN leads and consultants/partners shared information about their history at each site, their processes, and other information relevant to the context of the work. Interviews were recorded and transcribed. Field notes were taken during the informal conversations.

Analysis Methods

The survey data were analyzed using descriptive and, where appropriate, inferential statistical methods. Raw data were downloaded from SurveyMonkey and imported into a statistical analysis software called SPSS. The data were cleaned and prepared for analysis. Data were weighted by region to account for any non-response differences, allowing for a more accurate representation of statewide estimates.

The observation and interview data were reviewed, manually coded, and then interpreted, looking at the themes and patterns that emerged. Cross-case analysis also compared differences and similarities between the two focal regions.

The evaluation team then assessed patterns and themes from all three datasets (surveys, interviews, and observations), searching for commonalities and dissimilarities. These findings were used to answer the evaluation questions and to form conclusions.

Limitations

The primary limitation of the evaluation design was the inability to capture data from a pre-test period. This approach was considered at the beginning of the evaluation, but "treatment" had already begun, so any pre-post difference would not be an accurate reflection of knowledge or use gains. Therefore, a retrospective survey was deemed most appropriate. Retrospective surveys—where survey participants are asked to recall any gains in knowledge and use—are commonly used in situations where the pre-test period cannot be accurately captured. This design was strengthened by the observations and interviews that provided additional and deeper evidence of perceived changes in knowledge and use.

Other limitations of the study include possible selection bias and a small sample size for observations and interviews. Specifically, the agencies and sites selected for observations and interviews were selected by the CPIN leads. The relatively small number of agencies visited and of teachers interviewed made it challenging to generalize from the findings. Again, the approach was strengthened by the triangulation of data sources, including the surveys, which had larger and representative samples.

EVALUATION FINDINGS

As noted earlier, the CPIN evaluation had four primary foci: (a) CPIN administrative effectiveness, (b) implementation and effectiveness in regional professional development, (c) implementation and effectiveness in on-site technical assistance, and (d) dual language learner support. This section details the findings related to each element.

CPIN Administration

This section sheds light on how CPIN manages their professional development programs, supports their leads and local training partners, and promotes their mission. According to the organization's website, CPIN's mission is to provide "high quality professional development for preschool administrators and teachers highlighting current research-based information, resources, and effective instructional practices which are focused on preparing children to flourish in early childhood and succeed in elementary school and beyond."

As described in the Program Background section, CPIN administration oversees a network of communication and support for early education schools and programs. This network promotes best practices aimed at improving early learning and development for California's preschool children. CPIN is organized into 11 regions across the state. Within each region, one or more CPIN leads, along with local training partners, provides regional professional development opportunities and on-site technical assistance. Depending on the size of the region, the regional CPIN lead may be supported by an English learner lead, a special education lead, or a local training partner(s).

How effectively is CPIN managed to support regional leads and local training partners?

CPIN leads are supported by CPIN administration. They participate in regular statewide meetings, during which they receive updates about their work, time for networking and training opportunities, and time to discuss their regional work with statewide CPIN lead colleagues. Leads indicated that, of these activities, face to face networking time with other leads and professional development are the most valuable. In particular, they highly value the opportunity to discuss common issues among their colleagues such as strategies for dealing with on-the-job challenges and other administrative or managerial concerns unique to their roles as leads.

In general, leads find these meetings valuable and view CPIN administration as extremely helpful and receptive to their concerns. One lead noted that, in particular, the CPIN statewide director is always available for help or support. In addition, the leads expressed appreciation for the quality of experts brought in to train and share knowledge. However, some did offer suggestions for making the meetings even more relevant to their work. For example, they explained that various regions are distinct, and this should be taken into account to a greater degree. Some leads specifically expressed the need for more autonomy in decisions about how best to support the local agencies and programs served by their particular regions.

In a similar vein, CPIN leads are concerned about amount of time and effort they spend revising CPIN training modules created by WestEd. All leads and local training partners noted that the essential content is good, but they tweak and change activities to make them more interactive, more appropriate for various audiences, and more engaging. Some emphasized the need to demonstrate fidelity to the

WestEd modules and CDE-approved materials at the regional level, although the consensus is that supplementing and/or adapting the materials is necessary to meet the needs of preschool teachers, especially at the on-site level.

Importantly, the leads do not wish to change the substance of the trainings or the research behind them; rather, they would like to see minor modifications such as condensing a five-hour training to three-hours, or providing additional activities to engage the audience. They described facilitation techniques such as drawing on the knowledge of participants, integrating the domains with one another, bringing in outside books or materials, and livening up the content by making the modules more interactive and less lecture-driven. Because of the amount of time they spend prepping the modules—and because of their own levels of experience and expertise—the leads would like to be more involved in creating them.

Also, in conjunction with WestEd, CPIN is piloting a CPIN trainer certification process to ensure appropriate training and background for those contracted to support leads. Leads agree this is a positive step that will help CPIN expand its support. The certification process involves 3 phases: Phase 1, participants participate in online training modules created by WestEd; Phase 2, participants interact with WestEd personnel on a discussion board discussing articles and ECE topics and writing short responses; Phase 3, participants co-present a regional training with a regional lead and then present on their own. At the time of the interviews, one lead noted that there were some technical glitches with the process that were not being addressed in a timely manner. Overall, leads, even those not piloting, all felt that a certification process was a positive step that would further strengthen the network.

The CPIN leads noted that lack of funding presents a barrier to needed support. Funding is needed for additional CPIN partners, such as those who were in positions that were cut (including special education CPIN leads), and to buy books or other materials for regional and on-site trainings. For example, in more than one observed training, CPIN trainers had to share a single copy of a text or bring their own personal copies to share with teachers. Depending on the local region's ability to supplement budgets, CPIN leads and partners rely on their own materials and resources, buy things out-of-pocket, or find ways for districts or sites to chip in for extra personnel through a fee-for-service model.

Finally, another concern for CPIN leads is the challenge of establishing trust and relationships with the local agencies they support. Initial contact with agencies often pertains to compliance issues, and agencies may be told to participate in CPIN by the CDE's field service officers. Negotiating the onus of being seen as a compliance piece takes tremendous commitment and effort on the leads' part. The leads feel supported in their efforts to establish these relationships by the CPIN administration and cite examples of instances in which CPIN administration has intervened on a lead's behalf to help ease the initial relationship.

Despite these areas of concern, overall, the leads feel very positive about CPIN and believe that CPIN administration's strengths include effective communication, leadership, transparency, timely response to issues, and ability to support leads in their jobs by offering relevant opportunities for professional development.

How effectively is CPIN managed to promote understanding of the network?

From interviews with CPIN leads and partners, as well as from observations of their work, it is clear that CPIN leads and training partners are all aware of their role as it pertains to spreading knowledge about

the Preschool Learning Foundations and Curriculum Frameworks. In every training, debriefing, and coaching session that was observed, the subject of how to make use of the Preschool Learning Foundations and Curriculum Frameworks was prominently featured in the conversation. This consistency and deep understanding of the mission is supported by CPIN professional development; the evidence of this consistent understanding showed up in each observation and interview.

Despite the many professed differences among regions, both perceived and real, the support provided by CPIN leads and partners in each region is markedly similar. Leads use their vast professional networks to recruit and retain partners with extensive background knowledge and experience in early childhood education. They then use the Preschool Foundations and Curriculum Frameworks to drive all work. Their commitment to and belief in these documents was equal and consistent in every interaction observed and described in the evaluation.

Even though the leads' perceptions differ, the model of technical assistance in both of the focus regions is very similar. In both, the CPIN lead or partner consults with the site and uses assessment data to create an action plan, works hard to build a trusting relationship, and assesses needs through observations and consultation with site leadership. Once the needs are established, a plan is written and support is provided through seminars and training with follow-up observations and debriefings. Debriefings always start by refocusing on the goals of the previous session and observation, noting accomplishments, and then using the current observation and the Preschool Foundation and Curriculum Framework to build in critical conversation around what could be improved upon.

In both regions, CPIN leads and partners ask reflective questions that prompt teachers to think about their practice. Each also gives very specific and direct feedback, so that there is no confusion about what is seen or what the next steps might be. This work is always couched in the language and content of the Preschool Foundations and Curriculum Frameworks. "Go back to foundations, read the Foundations, that is what is developmentally appropriate," was heard over and over. CPIN leads and partners use the documents to help supervisors and teachers determine which classroom practices are developmentally appropriate and which should be eliminated. For example, at one site, CPIN partners were observed using the Preschool Foundations to help a teacher understand that sending home a homework packet was not developmentally appropriate, even if it was well received by parents.

A final similarity is the emphasis on the delicate building of trust and relationships; all reported this was necessary to move any work forward. Both focus regions noted that helping teachers with their room environment is an excellent place to begin building this foundation and to get one's "hands dirty." This willingness to move furniture and get into the room was cited as "a less stressful or blameful way to start." It was further noted, "You maximize the learning and engagement by how you arrange the room." Thus, the approach builds trust, in a "low risk" way.

A difference between regions with respect to the communication of the CPIN mission to local agencies is the use of the trainer-of-trainer model. This model is implemented in the larger and/or more populated regions to maximize CPIN's reach in those areas. In this model, CPIN leads and partners work with a chosen cadre of supervisors, teacher-leaders, coaches, or coordinators to build their capacity as trainers and leaders, rather than spending the majority of the time with individual teachers. This trained group can then go into the classroom to promote CPIN's mission and broaden CPIN's reach over a large agency. Overall, however, the consistency of approaches evidences that CPIN leads and partners receive strong support from the CDE/SCOE about their mission.

Regional Professional Development

As noted in the program description, regional professional development is classified as large-scale training on a Learning Foundation or Curriculum Framework domain. The training may be coordinated with one of the partner agencies, such as a county office of education. A variety of early education employees attend these trainings, including, but not limited to, program directors and supervisors, teachers, teachers' assistants, coaches, and education coordinators.

Regional professional development was evaluated using a framework similar to Thomas Guskey's (2000) *5 Levels of Professional Development*, which identifies the features of high quality professional development and a structure for gathering relevant evaluation evidence.⁴ Through surveys, interviews, and observations, information was gathered on program directors'/supervisors', teachers', and teachers' assistants' reactions to the professional development, their learning, their use of new knowledge and skills, and organizational support.

How effective is CPIN training and what is the quality of the training services?

Program directors/supervisors, teachers, and teachers' assistants were surveyed regarding a specific training they attended in the second half of 2014. They were asked to recall the last training they attended during that time period. Additionally, teachers were interviewed about the quality of CPIN professional development. Observations of the professional development events supplemented this information.

Survey results showed that program directors/supervisors, teachers, and teachers' assistants have extremely positive views of the training instructors and session content. Nearly all (96%) said the instructor was knowledgeable (36%) or extremely knowledgeable (60%). A full 88 percent said their time was well spent in the sessions. As many (91%) said the professional development is useful (48%) or extremely useful (43%) to their day-to-day work. Table 4 shows these results broken down by position type.

Interview data and observations of the trainings themselves support these findings. All of the teachers interviewed praised the CPIN trainers and the content of the trainings, calling them useful and relevant. In addition, participants are engaged throughout the sessions. During observations, they consistently took notes, asked questions, and most notably, appeared to willingly and enthusiastically participate in activities that required them to do something active, such as get up in front of a group to present, or something silly, such as present a concept from the Foundations or Framework in the form of a dance or song.

⁴ There are few frameworks for evaluating professional development and all have limitations. Guskey *5 Levels of Professional Development* (2000) offers the most appropriate framework for evaluating CPIN and is used as a loose guide our analysis.

Table 4: Views About Regional Professional Development Sessions by Respondent Position Type

Survey Item	Administrators	Teachers	Teachers' Assistants	Total
The instructor was knowledgeable about the professional development topic ^a	96%	95%	96%	96%
The time was well spent during the professional development	88%	86%	94%	88%
The professional development was useful to your everyday work ^b	92%	89%	95%	91%
Number of Respondents (n)	158–159	399	115–117	673–674

^a Reflects those who responded “knowledgeable” or “extremely knowledgeable.”

^b Reflects those who responded “useful” or “extremely useful.”

Source: CPIN Regional Professional Development Survey, February 2015.

Of those program directors/supervisors, teachers, and teachers’ assistants who attended professional development in the related Preschool Learning Foundation area during the late summer or fall of 2014, almost all perceived a moderate to large increase in their knowledge (ranging from 85% to 90%). (Due to the smaller sample size of those who attended a particular training during that time period, those who responded that they saw a moderate increase were combined with those who saw a large increase.) This increase in knowledge is consistent across topics. Table 5 shows the breakdown by Preschool Learning Foundation topic and position type.

Table 5: Increased Knowledge of Preschool Learning Foundations by Respondent Position Type

Preschool Learning Foundation Topic	Administrators	Teachers	Teachers' Assistants	Total
Social-Emotional Development	90%	89%	95%	90%
Language and Literacy	92%	87%	95%	90%
English Language Development	83%	88%	92%	88%
Mathematics	82%	89%	94%	88%
Visual and Performing Arts	84%	86%	96%	87%
Physical Development	91%	86%	90%	88%
Health	88%	88%	90%	88%
History-Social Science	97%	84%	74%	85%
Science	82%	87%	90%	87%
Classroom Env./Daily Schedule	97%	88%	78%	88%
Number of Respondents	19–67	47–194	16–52	83–308

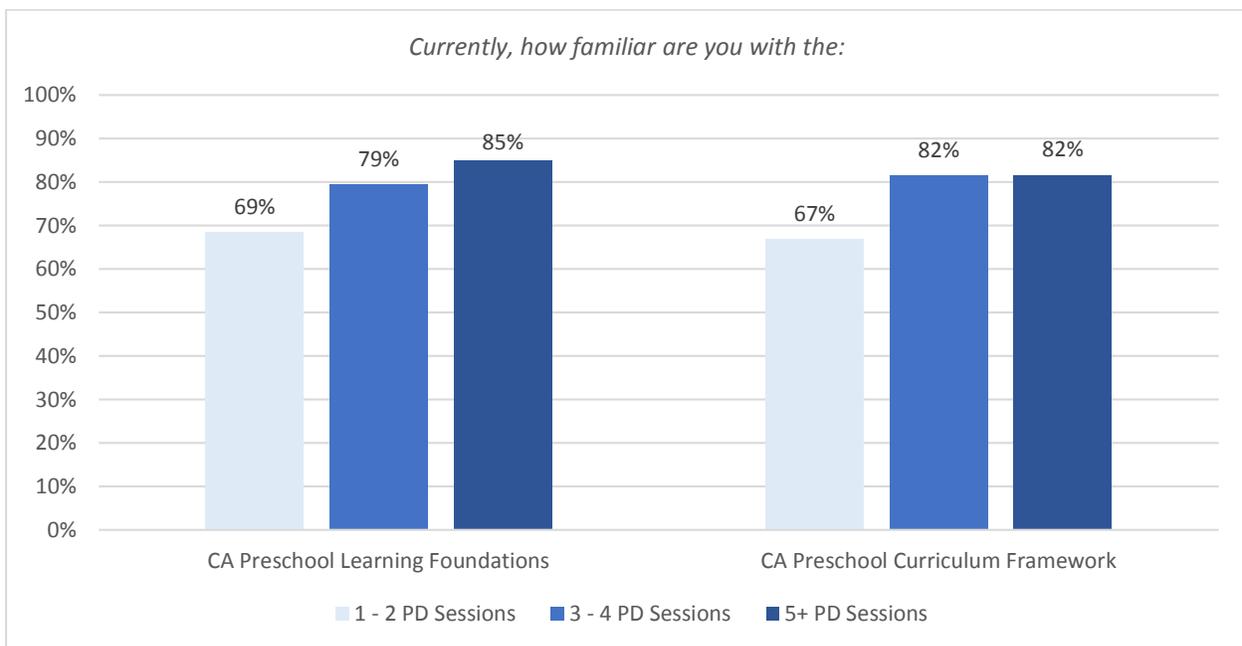
Note. Reflects percentage of respondents who attended related training during the fall of 2014 and reported a moderate or large increase in knowledge; responses include only those who attended professional development on the related topic.

Source: CPIN Regional Professional Development Survey, February 2015.

During the six-month study period, 62 percent of respondents participated in one or two professional development sessions, 29 percent participated in three or four sessions, and 9 percent participated in five or more sessions (not shown). Attending more sessions did contribute to greater familiarity with the California Preschool Learning Foundations ($\chi^2= 18.28, p<.05$) and Curriculum Framework ($\chi^2= 25.61 p<.05$), suggesting that CPIN professional development impacts knowledge in those areas.

The survey asked how familiar participants were with the Learning Foundations and Curriculum Framework. While the majority of those who attended CPIN professional development events said they were currently familiar or very familiar with both, Figure 1 shows that the percentage increases with more sessions attended. For the Learning Foundations, the percentage increases from 69 percent for those who attended 1–2 sessions to 85 percent for those who attended 5 or more sessions. For the Curriculum Framework, the percentage increases from 67 percent (1–2 sessions) to 82 percent (3 or more sessions).

Figure 1: Familiarity with Preschool Learning Foundations and Curriculum Framework by Frequency of Professional Development Attendance



Note. Reflects percentage of respondents who attended related training during the fall of 2014 and responded “Familiar” or “Very Familiar”; Learning Foundation n = 685; Curriculum Framework n = 663.

Source: CPIN Regional Professional Development Survey, February 2015.

Survey respondents were asked how confident they were that they could apply their learning immediately after attending professional development in one of the Preschool Learning Foundation Areas. (Again, due to the smaller sample size of those who attended a particular training during that time period, “confident” and “extremely confident” responses were combined.) Overwhelmingly, respondents felt confident in their ability, ranging from 92 percent to 97 percent. Table 6 presents the analysis by Preschool Learning Foundation topic and position type.

Table 6: Confidence in Ability to Apply Learning from Professional Development by Respondent Position Type

Preschool Learning Foundation Topic	Administrators	Teachers	Teachers' Assistants	Total
Social-Emotional Development	92%	95%	94%	95%
Language and Literacy	100%	93%	95%	95%
English Language Development	96%	92%	93%	93%
Mathematics	93%	91%	95%	92%
Visual and Performing Arts	98%	93%	92%	94%
Physical Development	100%	96%	96%	97%
Health	100%	92%	89%	93%
History-Social Science	100%	86%	88%	90%
Science	93%	92%	92%	92%
Classroom Env./Daily Schedule	96%	96%	93%	95%
Number of Respondents (n)	19–72	48–194	14–52	84–318

Note. Reflects percentage of respondents who attended related training during the late summer or fall of 2014 and responded “Confident” or “Extremely Confident”; only includes those who attended professional development on the related topic. Source: CPIN Regional Professional Development Survey, February 2015.

How has CPIN professional development impacted teacher practice?

Data were gathered from the survey, classroom observations, and teacher interviews to determine how CPIN professional development has affected teacher practice. Specifically, the survey asked retrospective questions to gauge whether CPIN professional development contributed to increases in use of California Preschool Learning Foundation and Curriculum Framework strategies. Evaluators also observed classrooms and interviewed teachers to better understand the potential impact on practice.

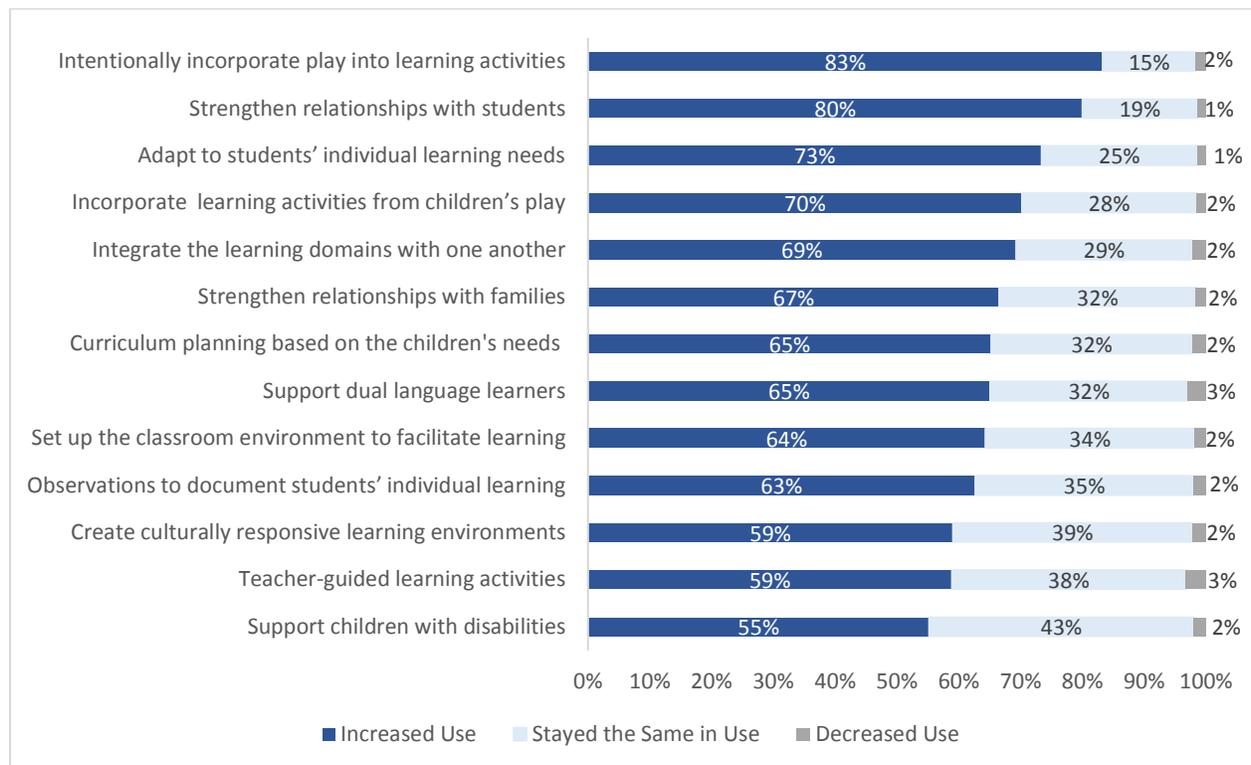
Teachers and teachers’ assistants increased their use of a number California Preschool Learning Foundation and Curriculum Framework classroom strategies (Figure 2). The most frequent increases were in strategies to intentionally incorporate play into learning activities (83% of teachers and teachers’ assistants) and to strengthen relationships with students (80%). It is important to note that this question did not identify whether those who stayed the same in use were already using the strategies or not.

The finding that regional professional development impacted teacher practice is further supported by interviews with CPIN leads and local training partners, who were able to describe how teachers took strategies from the trainings and used them in the classroom; this is further evidenced by follow-up observations. In particular, it appears that when a CPIN lead or local training partner makes explicit the expectation that a strategy should be practiced and that it will be observed at a visit, it is more likely to be used. One CPIN lead noted that this shift towards explicitly letting the teacher know what she wanted to see had resulted in a change of practice and an integration of the strategy being discussed.

Additionally, in interviews and in debriefing meetings, teachers described taking something from the trainings and applying it in their classrooms. One teacher noted that she went out to buy the materials showcased at a visual and performing arts module training and used the strategy the very next day in

her classroom. Another said, “The trainings I have been to—I have learned a lot. It has taken me to another level. I go back to my books and I find an answer.” In classroom observations, strategies from CPIN trainings were also evident.

Figure 2: Teachers’ and Teachers’ Assistants’ Increases in Particular Strategies Following Professional Development

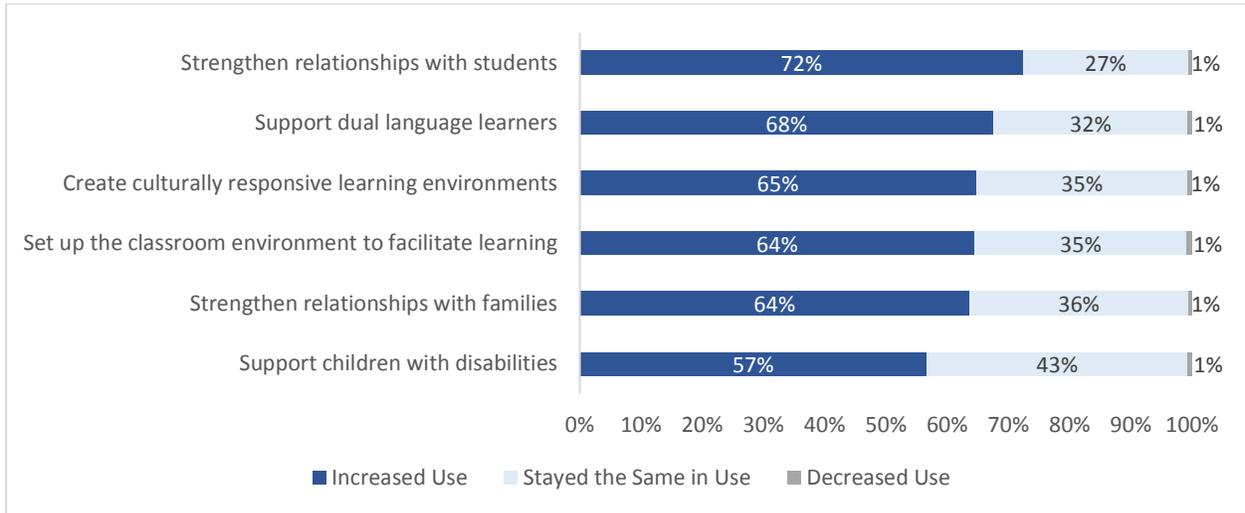


Note. Reflects teachers and teachers’ assistants combined; n = 395–468.

Source: CPIN Regional Professional Development Survey, February 2015.

Program directors and supervisors were also asked whether they increased, stayed the same, or decreased in a number of approaches to supporting their students. As shown in Figure 3, the majority increased in their use of California Preschool Learning Foundation and Curriculum Framework strategies. Almost three out of four (72%) increased in their use of strategies to strengthen relationships with students. Nearly as many increased their use of strategies to support dual language learners (68%) and create culturally responsive classroom learning environments (65%). Again, it is important to note that this question did not identify whether those whose usage stayed the same were already using the strategies or not.

Figure 3: Program Directors' and Supervisors' Increases in Particular Strategies Following Professional Development



Note. Reflects program directors and supervisors combined; n = 121–137.
 Source: CPIN Regional Professional Development Survey, February 2015.

Respondents were asked to indicate on a scale from 0 to 8 (0 = “never”; 8 = “always”) how often they use a variety of strategies (Table 7). The average values range from 6.39 to 7.16, or “usually to always.” For the most part, attending more professional development sessions did not influence how often particular lesson planning strategies were used, with the exception of two. Teachers and teachers’ assistants who attended more CPIN professional development were slightly more likely to say they created lesson plans based on best practices from the Preschool Curriculum Framework and that they refer to existing information about their students when designing lessons (Jonckheere’s test of a linear trend. $p < .05$. Effect sizes: $r = .13$ and $.12$, respectively).

At all observed professional development sessions, training on intentional planning using the Preschool Learning Foundation and Curriculum Framework was a prominent feature. Intentional planning by early education providers encompasses planning for lessons, for specific connections and invitations for students to interact with materials, and for the classroom environment. Each CPIN lead and local training partner who was interviewed described the practice of intentional planning as an area of weakness at most agencies, and said that work in this area is an eventual goal of most action plans.

Table 7: Frequency of Teachers' and Teachers' Assistants' Use of Particular Lesson Plan Strategies When Designing Lessons

When designing lessons, how often do you:	N	Mean	Std. Deviation	Minimum	Maximum
Adapt/Redesign the classroom environment to better support your learning objective	512	6.45	1.59930	0.00	8.00
Create lesson plans that are based on best practices from the Preschool Curriculum Framework	511	6.39	1.78063	0.00	8.00
Incorporate students' interests into class activities	514	6.95	1.34129	0.00	8.00
Integrate the self-initiated play of your students	510	6.94	1.30367	0.00	8.00
Reflect upon the learning needs of your individual students	514	7.16	1.14145	2.00	8.00
Refer to existing information about your students, such as your notes, child portfolio, and/or photographs	508	6.92	1.42182	0.00	8.00

Note. Reflects teachers and teachers' assistants combined; scale is 0 to 8 (0=never; 8=always).

Source: CPIN Regional Professional Development Survey, February 2015.

Organizational Context

When evaluating professional development, it is important to understand the organizational context in which the professional development is being applied (Guskey, 2000). Sometimes organizational policies or practices can hinder the implementation of the best designed professional development. Or, there may be other organizational barriers such as lack of supervisor support or resources. Thus, the survey questions were designed to shed light on the organizational context in which program directors/supervisors, teachers, and teachers' assistants apply their CPIN professional development. This information was supplemented by interviews with teachers and CPIN leads.

When asked how supportive or unsupportive program directors or administrators are when teachers and teachers' assistants apply professional development learning, 86 percent said "extremely supportive" or "supportive" (not shown). In interviews, all teachers said that administration is very supportive of CPIN work. At some agencies, staff receive release time to attend regional trainings together; at others, they must stagger attendance.

Program directors/supervisors, teachers, and teachers' assistants were also asked about organizational obstacles that made it difficult to apply what they had learned. Approximately three out of four (74%) said there were no barriers, 16 percent said there were obstacles, and 10 percent were unsure. Lack of time and funding are the most commonly cited barriers (not shown), and the interviews and meeting observations reinforce the significance of these barriers. Specifically, lack of funds for substitutes and release time, lack of personnel to serve as substitutes, and lack of materials can restrict the implementation of some strategies.

Other barriers noted by CPIN leads are policy related and may be larger in scope than any particular program or region. For example, many leads said teacher turnover prevents them from moving beyond overview trainings and delving deeper into specific content areas and related teaching strategies. They noted that the ECE field is underfunded in general, and preschool teachers are extremely underpaid in particular, contributing to high turnover rates. Leads recognized that many of these barriers are statewide problems and outside of their control, but they also indicated that programs like CARE Plus have been largely successful in incentivizing teachers to attend more trainings. In addition, leads are very creative in how they address many of these barriers; they offer a diverse array of training times including evenings, weekends, summers, and nap or break times during the school day. Despite these challenges, trainings are often full, which may reflect their efforts at removing obstacles.

On-Site Technical Assistance

CPIN provides intensive professional development support through its on-site technical assistance. Preschool administrators and teachers receive direct support from CPIN leads and local training partners. This support includes, but is not limited to, targeted professional development within specific domains, coaching, demonstration lessons, observations and debriefs, and curriculum planning support.

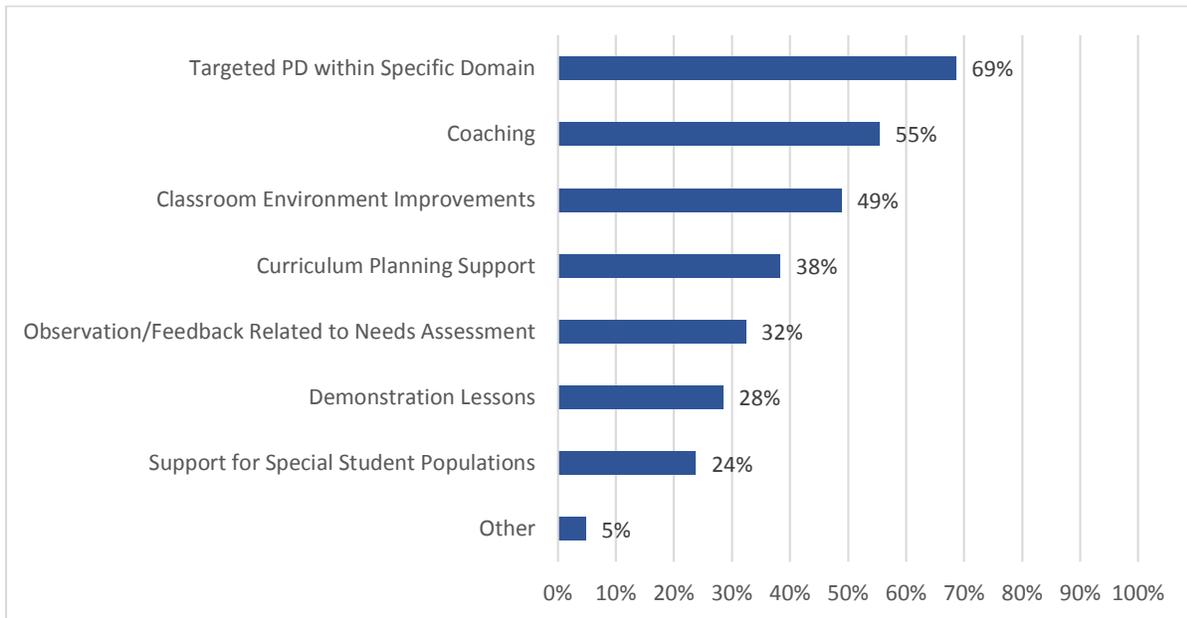
On-site technical assistance was evaluated through surveys, interviews, and observations. As with the regional professional development survey, only program directors/supervisors, teachers, and teachers' assistants were included in the survey analysis. Unlike the regional professional development analysis, all three groups are combined because of the smaller sample who receive on-site technical assistance.

How effective is CPIN on-site technical assistance and what is the quality of the services?

Program directors/supervisors, teachers, and teachers' assistants were surveyed about on-site technical assistance and other CPIN professional development they received in the summer and fall of 2014. Additionally, teachers were interviewed about the quality of on-site technical assistance, and observations of on-site coaching supplemented this information.

On-site technical assistance participants have received a variety of supports. The most common is targeted professional development support within a specific domain (69%), such as math or social-emotional development. The next most prevalent support is coaching, with 55 percent of participants saying they have received this type of assistance (Figure 4).

Figure 4: Supports Received by On-site Technical Assistance Participants



Note. Survey respondents could select multiple supports; n = 103.
Source: CPIN On-site Technical Assistance Survey, February 2015.

The vast majority of those who receive on-site technical assistance feel it is of high quality. As shown in Table 8, almost all respondents said that the on-site trainer or coach was extremely knowledgeable (60%) or knowledgeable (37%) when it came to their own program’s needs. Eighty-eight percent believe the technical assistance was tailored to their program’s needs, and 98 percent feel the support was useful to their everyday work (56% said “extremely useful” and 42% said “useful”).

In interviews, the teachers all expressed great satisfaction with CPIN on-site support, noting that the lead or local training partner is always available by phone, text, or email, and he or she visits regularly and is a constant source of support. One teacher noted that the CPIN partners at her agency “[did] a really good job of connecting things and teaching me so much keep us motivated and excited about what we are doing.”

Table 8: Participants’ Views of On-site Technical Assistance

Survey Item	Percent	n
The on-site trainer or coach was knowledgeable.	97%	101
The on-site PD or coaching was tailored to my program’s needs.	88%	102
The on-site PD or coaching was useful to your everyday work.	98%	100

Source: CPIN On-site Technical Assistance Survey, February 2015.

On-site technical assistance also contributes to increased knowledge of the Preschool Learning Foundations, and to educators' confidence in applying that knowledge. As shown in Table 9, the vast majority of recipients of technical assistance reported moderate to large increases in their knowledge, ranging from 62 percent to 89 percent. Likewise, most felt confident or extremely confident (82%–96%) in their ability to apply this knowledge immediately after receiving professional development (Table 10). It should be noted that survey participants were asked about their knowledge and confidence after receiving *any* CPIN professional development, not just on-site technical assistance. Thus, increases may also be the result of other professional development.

Table 9: Increased Knowledge of Preschool Learning Foundations from On-site Technical Assistance

Preschool Learning Foundation Topic	Percent (Moderate or Large Increase)	n
Social-Emotional Development	87%	68
Language and Literacy	85%	70
English Language Development	88%	48
Mathematics	89%	51
Visual and Performing Arts	77%	19
Physical Development	77%	20
Health	70%	17
History-Social Science	62%	9
Science	88%	27
Classroom Env./Daily Schedule	81%	46

Note. Reflects percentage of respondents who attended related training during the fall of 2014 and reported a moderate or large increase in knowledge; responses only include those who attended professional development on the related topic.

Source: CPIN On-site Technical Assistance Survey, February 2015.

Table 10: On-site Technical Assistance Recipients' Confidence in Ability to Apply Knowledge

Preschool Learning Foundation Topic	Percent (Extremely Confident or Confident)	n
Social-Emotional Development	94%	70
Language and Literacy	96%	71
English Language Development	95%	48
Mathematics	89%	50
Visual and Performing Arts	82%	19
Physical Development	87%	19
Health	93%	16
History-Social Science	83%	7
Science	96%	27
Classroom Env./Daily Schedule	91%	45

Note. Reflects percentage of respondents who attended related training in the fall of 2014 and responded "Confident" or "Extremely Confident"; responses only include those who attended professional development in the related topic.

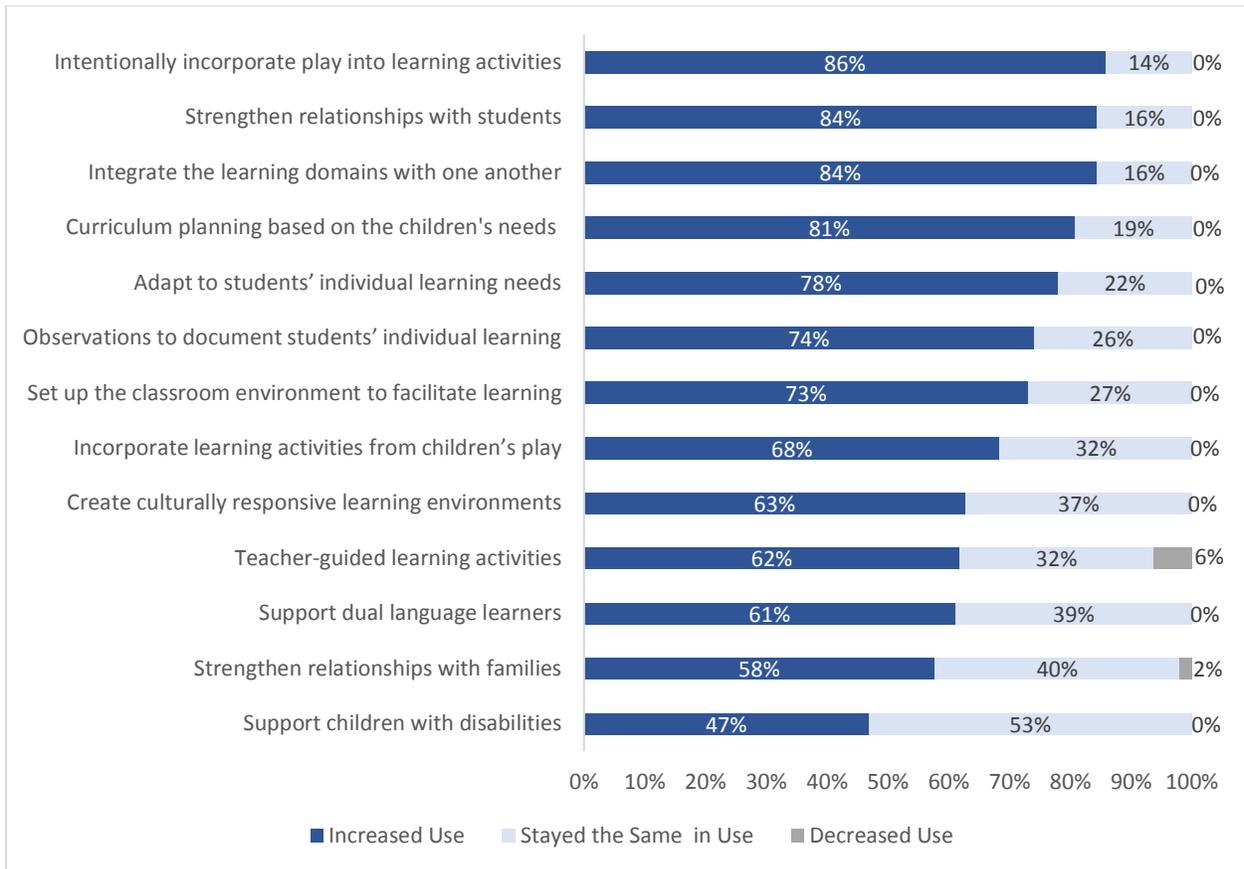
Source: CPIN On-site Technical Assistance Survey, February 2015.

How has CPIN on-site technical assistance impacted teacher practice?

The survey asked retrospective questions to assess whether CPIN on-site technical assistance contributed to an increase in use of California Preschool Learning Foundation and Curriculum Framework strategies. Evaluators also observed classrooms and interviewed teachers to better understand the potential impact on practice.

For the most part, the majority of teachers and teachers' assistants who received on-site technical assistance increased their use of the Preschool Learning Foundation and Curriculum Framework strategies (Figure 5). The greatest proportion of participants (86%) increased in their strategies to intentionally incorporate play into learning activities. Almost as many increased strategies to strengthen relationships with students and to integrate learning domains with one another (84% each). The strategies with the smallest percentage of participants reporting an increase were those that support children with disabilities (47%). Again, it should be noted that survey participants were asked about increases following *any* CPIN professional development or training.

Figure 5: Teachers' and Teachers' Assistants' Increases in Use of Particular Strategies Following On-site Technical Assistance



Note. Reflects teachers and teachers' assistants combined; n = 50–69.

Source: CPIN On-site Technical Assistance Survey, February 2015.

This finding was further supported by observations and interviews. When a strategy was presented at an on-site or regional training, and the expectation was communicated that the CPIN lead or partner would come and observe that strategy, there was a high likelihood that the teacher would, in fact, use the strategy in the classroom. This use of the strategies was captured in observations and reported in interviews with CPIN leads and local training partners. One barrier to subsequent use of a strategy was if a particular book or material was needed to implement it. For example, many strategies centered around certain children's books; if the agency or program did not have that book, then it was a challenge for the teacher to implement the strategy. Some CPIN leads and partners have lent out their own personal copies, and teachers reported checking books out from local libraries.

Teachers and teachers’ assistants who participated in on-site technical assistance were asked how frequently they employed a number of classroom strategies when designing lessons (Table 11). The vast majority said they usually or always use the Learning Foundation and Curriculum Framework strategies, including reflecting upon the learning needs of individual students (92%), incorporating students’ interests into class activities (91%), and integrating students’ self-initiated play (88%).

Table 11: Teachers’ and Teachers’ Assistants’ Use of Particular Lesson Planning Strategies Following On-site Technical Assistance

When designing lessons, how often do you:	Never to Rarely	Sometimes	Usually to Always	Total	n
Adapt/Redesign the classroom environment to better support your learning objective	6%	15%	79%	100%	71
Create lesson plans that are based on best practices from the Preschool Curriculum Framework	3%	18%	79%	100%	70
Incorporate students’ interests into class activities	3%	6%	91%	100%	72
Integrate the self-initiated play of your students	2%	11%	88%	100%	71
Reflect upon the learning needs of your individual students	2%	6%	92%	100%	71
Refer to existing information about your students, such as your notes, child portfolio, and/or photographs	2%	15%	83%	100%	70

Note. Reflects teachers and teachers’ assistants combined.

Source: CPIN On-site Technical Assistance Survey, February 2015.

Organizational Context

In terms of organizational context, almost nine out of ten teachers and teachers’ assistants felt that their program directors are supportive or extremely supportive (88% combined; not shown). When asked about organizational obstacles that have made it difficult to apply their professional development, the vast majority (77%) said there are not any barriers. Of the 13 percent who said there are barriers, lack of funding and lack of time were the most commonly cited (not shown). The remaining eleven percent were “not sure” whether there were barriers or not.

Data from interviews and observations support this finding. In interviews, all teachers said their administration is very supportive of CPIN on-site technical assistance. One teacher did note that the administration was not supportive at first, but that over the course of the year, they became very supportive of CPIN’s services. CPIN leads and partners echoed this pattern consistently—that establishing the initial support of the administration could take time and “baby steps,” as trust is built and CPIN’s purpose as a source of support becomes clear. All agreed that administrative support is a critical piece of the success of CPIN services.

The tremendous cost of on-site technical assistance compared to regional trainings was mentioned several times by the CPIN leads as a barrier. In grappling with this issue, one region has begun experimenting with ways to extend their support to reach large agencies in a more efficient and effective way. This led to the development of a trainer-of-trainer model where CPIN leads and partners support individuals at the agencies, whether directors, supervisors, coaches, or instructional coordinators. Once trained in the Preschool Foundations and Curriculum Frameworks and in coaching and training techniques, they are empowered to carry the CPIN mission back at their various sites. One director of a very large program with 73 classrooms noted how happy she has been with this model and how responsive CPIN has been to her program's needs; as she noted, this is "not a cookie cutter [approach]."

Another barrier to effectiveness is the high rate of staff and administrative changes. CPIN leads and partners expressed frustration at investing months or years of support with an individual teacher or administrator to then have that individual leave the site or the profession. Likewise, they discussed the education level of early childhood education teachers and supervisors. At some agencies, all that is required of teachers are units, while at others, some type of degree is required to lead a class. The level of education of the teachers impacts the way the CPIN leads and consultants adjust and modify their training and support.

Support for Dual Language Learners

As part of the evaluation, CDE also wanted to learn about the effectiveness of CPIN's dual language learner professional development. Along with the development of the Preschool Learning Foundations and Curriculum Framework, investments have been made to support dual language learner needs.

How is CPIN promoting best practices for teachers of dual language learners?

CPIN provides regional trainings, on-site technical assistance, and resources for educators of preschool dual language learners. The Preschool Learning Foundations and Curriculum Framework provide guidance on how best to linguistically and developmentally support dual language learners. CPIN professional development also utilizes the Preschool English Language Learners (PEL) Guide. Training modules and other resources are accessible on the CPIN website.

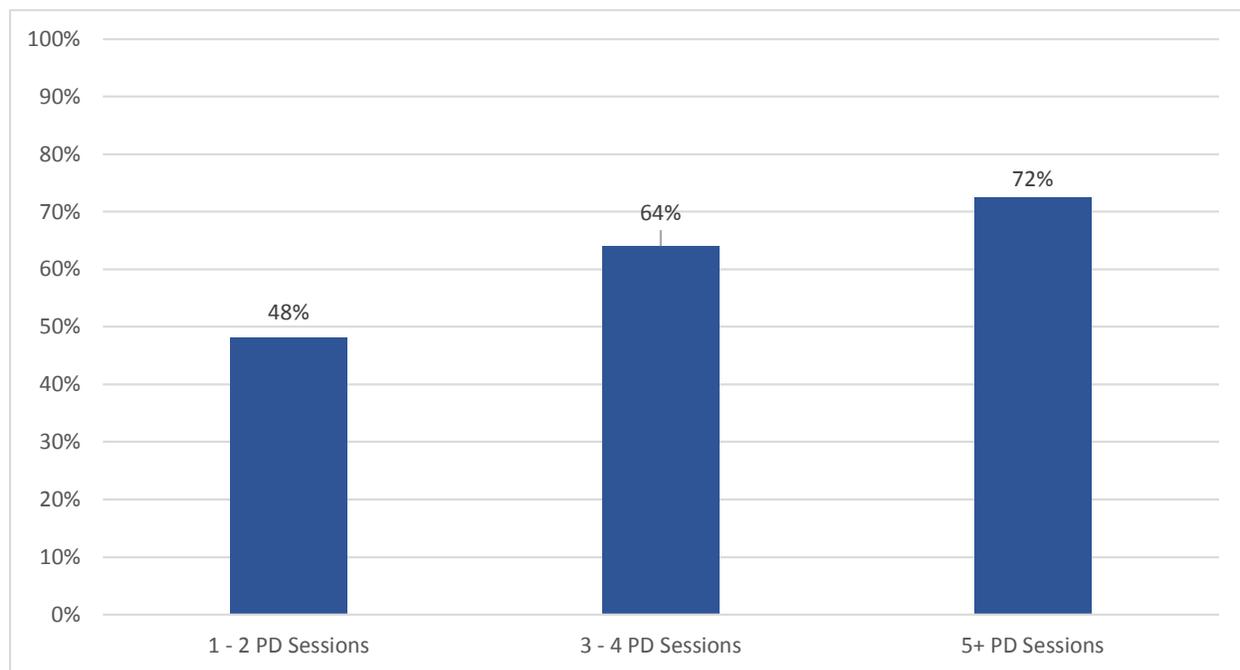
Regional Trainings

One out of four regional training attendees (26%) participated in the dual language learner professional development between July and December 2014. As mentioned in the regional training section, the majority increased their use of strategies to support dual language learners (68% of program directors/supervisors, and 65% of teachers and teachers' assistants). The majority also increased their use of strategies to create culturally responsive classroom learning environments (65% of program directors/supervisors, and 59% of teachers and teachers' assistants).

The analysis cannot attribute the increase directly to CPIN professional development. However, the survey provides evidence suggesting that it does contribute to a better understanding of instructional practices aimed at providing equal learning opportunities for dual language learners. The evaluation analyzed the relationship between frequency of attendance at CPIN professional development sessions and how well program directors/supervisors, teachers, and teachers' assistants understand dual language learner-related instructional practices in the Curriculum Framework. As shown in Figure 6, a higher proportion of those who attended five or more sessions said they understood relevant

instructional practices well or extremely well than of those who attended one or two sessions (72% vs. 48%, respectively; $\chi^2= 30.47$ $p<.05$).

Figure 6: Program Directors, Teachers, and Teachers' Assistants Who Reported Understanding Instructional Practices for Dual Language Learners "Well" Or "Extremely Well" by Frequency of Professional Development Attendance



Note. Reflects program directors, teachers, and teachers' assistants combined; includes percentage of respondents who attended related training during the fall of 2014 and responded "Well" or "Extremely Well"; $n = 661$.

Source: CPIN Regional Professional Development Survey, February 2015.

On-site Technical Assistance

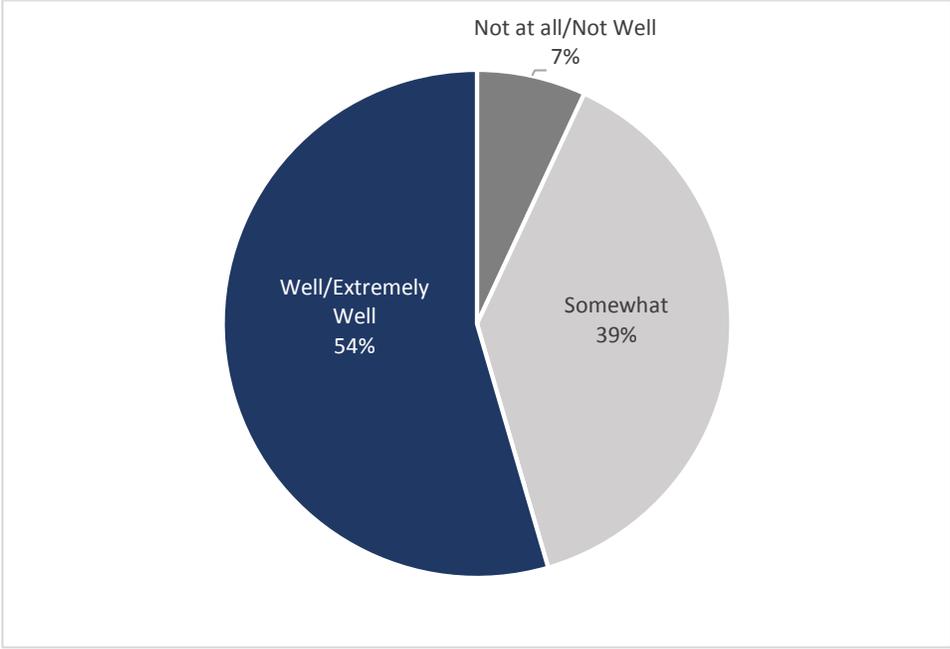
More than one third of on-site technical assistance recipients (34%) received training related to dual language learners. Only slightly more than half of these individuals (54%) noted that they understand the instructional practices presented in the Curriculum Framework well or extremely well (Figure 7). Depending upon the language needs of the programs that received on-site technical assistance during this time period, this could be an indicator that more program directors/supervisors, teachers, and teachers' assistants need to gain a better understanding of dual language learner instructional practices.

As previously noted (see Figure 5), 61 percent of on-site technical assistance participants increased in their use of strategies to support dual language learners, and 63 percent increased in their use of strategies to create culturally responsive classroom learning environments.

Both focus regions have CPIN English learner (EL) leads who focus their support on the needs of dual language learners and their teachers. Funding for these positions has been inconsistent, however; for example, one EL lead is not fully funded by CPIN and must be paid through other means. In observations of classrooms and on-site meetings, it was evident that even more support for classrooms with dual

language learners is necessary. For instance, in meetings, teachers asked CPIN leads for specific strategies to use with English learners, and sometimes leads would bring this issue up if teachers did not raise it on their own.

Figure 7: On-site Technical Assistance Recipients' Understanding of Instructional Practices for Dual Language Learners



Note. N = 98.

Source: CPIN On-site Technical Assistance Survey, February 2015. n = 98

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CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The goal of this evaluation was to assess CPIN's administrative effectiveness and the efficacy of its regional professional development and on-site technical assistance, including content and implementation. The evaluation was composed of four components: CPIN administration, regional professional development, on-site technical assistance, and dual language learner support.

CPIN Administration

CPIN administration is effectively supporting its leads and promoting its mission. This support is consistent and of high quality. CPIN provides regular statewide meetings, trainings, and collaboration time for their leads and local training partners. Leads view CPIN administrators as helpful and receptive to their concerns. One area for improvement is the recognition of each region's diverse needs. Some leads feel that this recognition could make the meetings even more relevant to their work, and would allow them to better support the local needs of their programs and agencies.

WestEd is responsible for the training content and modules. All leads and local training partners noted that the essential content is good, but they tweak and change activities to make them more interactive, more appropriate for various audiences, and more engaging. Some emphasized the need to demonstrate fidelity to the WestEd modules and CDE-approved materials at the regional level, although the consensus is that supplementing and/or adapting the materials is necessary to meet the needs of preschool teachers, especially at the on-site level. Please see Appendix F more detail on CPIN lead interviews regarding content.

Regional Professional Development

CPIN's regional professional development is effective and their trainings are high quality. Professional development participants have extremely positive views of the training sessions, including their usefulness and the instructors' knowledge. Participants are engaged in the content and the session activities, and the sessions contribute to increases in knowledge. Not only do most participants perceive a moderate to large increase in their knowledge, the number of training sessions attended is positively related to increased familiarity with the Learning Foundations and Curriculum Framework. Additionally, recipients of regional professional development feel confident in their ability to apply that knowledge.

Regional professional development positively impacts teacher practice and increased use of Learning Foundation and Curriculum Framework strategies. However, the use of intentional planning strategies is an area for further development. It is notable that CPIN leads are aware of this deficiency and plan to attend to this weakness. This speaks to their awareness of training participant needs.

On-site Technical Assistance

Similar to regional professional development, on-site technical assistance effectively contributes to recipient learning and is of high quality. This assistance includes activities such as training in targeted domains, coaching, observations and feedback, and demonstration lessons. Recipients feel that trainers and coaches are knowledgeable, supportive, and accessible. As a result of this support, they feel more knowledgeable and confident in their ability to immediately apply the knowledge they gain.

On-site technical assistance contributes to a positive change in teacher practice. Recipients note an increased use of Learning Foundation and Curriculum Framework strategies. This finding, which is further supported by CPIN lead and teacher interviews, can be directly attributed to the explicit expectation that CPIN leads and training partners will see these changes during follow-up observations.

Dual Language Learner Support

CPIN supports dual language learner best practices by developing and providing materials and training. The Preschool Learning Foundations and Preschool Curriculum Framework provide guidance on how best to linguistically and developmentally support dual language learners. CPIN also utilizes the Preschool English Language Learners (PEL) Guide. Overall, CPIN professional development and on-site technical assistance promote a better understanding of relevant instructional practices and contribute to increased use of appropriate classroom strategies.

Recommendations to Enhance CPIN

The findings from this study are overwhelmingly positive, confirming the work and efforts of CPIN administration, leads, and local training partners. The recommendations below are intended to further strengthen the CPIN program.

Recommendation 1: The CPIN regions differ in size, demographics, and needs. CPIN leads request more flexibility in how the content is delivered. The CPIN administrative component and research and development component (WestEd) should continue exploring how to best collaborate with leads to meet regional needs while still maintaining fidelity to the content. CPIN leads currently spend a tremendous amount of time planning for regional training modules, including the creation, prep, and package/transport of materials, the addition of activities to increase engagement, and alterations to make them more “their own” and tailored to their audiences.

Recommendation 2: The effectiveness of trainings could be enhanced if the materials used by the trainers for demonstrations were provided to participants (e.g. children’s literature, music, play materials, classroom props, etc.). CDE and CPIN leads should find diverse ways to fund educational materials modeled in the trainings to all who attend.

Teachers and administrators speak very positively about the trainings and often report going back to the classroom and implementing strategies right away. This is more of a challenge when the strategy involves a specific text that the teacher or site does not have. The incorporation of high quality, developmentally appropriate children’s literature is a cornerstone to learning across domains. CPIN leads may be able to adjust their local budgets to provide more of these educational materials. As CDE is able to expand CPIN grant funds in the future, CPIN leads would have greater capacity to provide these children’s books and other educational materials to training participants.

Recommendation 3: The need for CPIN services is exceeding current funding and capacity. CDE and CPIN administration should consider how to secure additional funding for materials and support, while recognizing constraints within the ECE field.

A common theme throughout the findings is the need for increased funds. These funds could be used to increase the number and quality of regional trainings offered, including more locations and sessions and more materials that participants could take back with them to their sites, such as the books used in the

demonstrations. These funds could also be used to offset the extra time and effort involved in the planning and execution of these large-scale events. In short, CPIN is an extremely popular and well-received program; additional funding could help expand its reach.

Summary

Based on the findings in this evaluation report, CPIN is effectively managed to maintain its professional development and on-site technical assistance training needs. CPIN administration supports the needs of their leads and local training partners and promote understanding of the California Learning Foundations and Curriculum Framework. Regional professional development and on-site technical assistance are high quality and effectively contribute to increased Learning Foundation and Curriculum Framework knowledge and practice.

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APPENDICES

Appendix A: Regional Professional Development Survey Results

Appendix B: Regional Professional Development Survey Instrument

Appendix C: On-site Technical Assistance Survey Results

Appendix D: On-site Technical Assistance Survey Instrument

Appendix E: CPIN Lead Interview Protocol

Appendix F: Summary of Results from First Round of Interviews with CPIN Leads

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**APPENDIX A: REGIONAL PROFESSIONAL
DEVELOPMENT SURVEY RESULTS**

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CPIN Regional Professional Development Survey Results

What is your position?	
Program Director or Site Administrator/Supervisor	23%
Teacher	59%
Teacher's Assistant	18%
Total	100%
n	843

How many years have you taught preschool? (Teachers & Teacher's Assistants Only)	
Less than 5 years	19%
5 to 9 years	24%
10 to 14 years	19%
15 to 19 years	15%
20 or more years	22%
Total	100%
n	570

Currently, are your preschool sessions: (Teachers & Teacher's Assistants Only)	
Half day	59%
Full day	38%
Both half day and full day	3%
Total	100%
n	562

Approximately, how many total students do you currently have in a session? (Teachers & Teacher's Assistants Only)	
15 or Fewer	23%
16 - 30	75%
More than 30	2%
Total	100%
n	559

Note: Some totals may not equal 100% due to rounding.

a Only includes those that said they attended training between July - December 2014.

b Respondents could select more than one. Totals are greater than 100%.

CPIN Regional Professional Development Survey Results

How many other adults (teachers or aides) are in the room for each session? (Teachers & Teacher's Assistants Only)	
None	6%
1	30%
2	39%
3 or More	25%
Total	100%
n	556

Currently, how familiar are you with:	Not at all familiar	A little familiar	Somewhat familiar	Familiar	Extremely familiar	Total	n ^a
CA Preschool Learning Foundations?	1%	5%	20%	56%	17%	100%	686
CA Preschool Curriculum Framework?	1%	6%	20%	57%	16%	100%	663

Currently, how well do you understand instructional practices presented in the curriculum framework that are aimed at providing equal learning opportunities for:	Not at all	Not well	Somewhat well	Well	Extremely well	Total	n ^a
Children with disabilities or other special needs?	3%	10%	40%	39%	8%	100%	684
Dual language learners?	2%	8%	35%	43%	12%	100%	661

On a scale from 0 to 8, with 0 being never and 8 being always- When designing lessons, how often do you: (Teachers and Teacher's Assistants Only)	Never 0	1	Rarely 2	3	Some- times 4	5	Usually 6	7	Always 8	TOTAL	n ^a
Adapt/Redesign the classroom environment to better support your learning objective	1%	0%	2%	1%	11%	7%	22%	23%	33%	100%	512
Create lesson plans that are based on best practices from the Preschool Curriculum Framework	1%	1%	3%	2%	7%	9%	22%	19%	36%	100%	511
Incorporate students' interests into class activities	<1%	<1%	1%	1%	6%	3%	17%	25%	46%	100%	514
Integrate the self-initiated play of your students	<1%	<1%	<1%	1%	5%	6%	18%	25%	45%	100%	510
Reflect upon the learning needs of your individual students	0%	0%	<1%	0%	4%	2%	16%	24%	53%	100%	514
Refer to existing information about your students such as notes, child portfolio, and/or photographs	<1%	<1%	1%	2%	4%	5%	16%	25%	47%	100%	508

Note: Some totals may not equal 100% due to rounding.

a Only includes those that said they attended training between July - December 2014.

b Respondents could select more than one. Totals are greater than 100%.

CPIN Regional Professional Development Survey Results

Between July 2014 – December 2014, did you participate in any early learning professional development given by:	
Yes, CPIN	90%
Yes, another organization	44%
No, neither	6%
n ^b	767

Between July 2014 – December 2014, how many times did you attend professional development given by the CA Preschool Instructional Network (CPIN)?	0	1 - 2 times	3 - 4 times	5 - 9 times	10 or more times	Total	n
	4%	60%	28%	7%	1%	100%	843

Note: Some totals may not equal 100% due to rounding.

a Only includes those that said they attended training between July - December 2014.

b Respondents could select more than one. Totals are greater than 100%.

CPIN Regional Professional Development Survey Results

[Q12] What was the topic of the last CPIN professional development that you attended in 2014? ONLY SELECT ONE TOPIC. (If you attended more than one prof. development, select the last one that you attended in 2014.)	
OVERVIEWS:	
Preschool Learning Foundations (PLF) & Preschool Curriculum Frameworks (PCF) Vol. 1	9%
Preschool Learning Foundations (PLF) & Preschool Curriculum Frameworks (PCF) Vol. 2	3%
Preschool Learning Foundations (PLF) & Preschool Curriculum Frameworks (PCF) Vol. 3	6%
PRESCHOOL ENGLISH LEARNERS:	
Preschool English Language Learners Guide (PEL) Chapters 1-8	5%
Preschool English Language Learners Guide (PEL) Ch. 7- ELLS w/ Disabilities or Special Needs	2%
Preschool English Language Learners Guide (PEL) Ch. 8 – Recommended Early Literacy Practices	4%
VOLUME 1:	
Social-Emotional Development	10%
Language & Literacy	12%
English Language Development	5%
Mathematics	15%
VOLUME 2:	
Visual & Performing Arts	9%
Physical Development	3%
Health	3%
VOLUME 3:	
History-Social Science	1%
Science	4%
OTHER TOPICS:	
Inclusion Works!	2%
Working with Parents	2%
Pre to K Transition and Beyond	3%
Lesson Planning	1%
Other (If your most recent training isn't listed, please describe.)	2%
Total	100%
n ^a	682

Note: Some totals may not equal 100% due to rounding.

a Only includes those that said they attended training between July - December 2014.

b Respondents could select more than one. Totals are greater than 100%.

CPIN Regional Professional Development Survey Results

How knowledgeable was the instructor of [Q12] about the professional development topic?	
Extremely knowledgeable	59%
Knowledgeable	36%
Somewhat knowledgeable	4%
Not knowledgeable at all	0%
Total	100%
n ^a	674

Do you feel the time was well spent during the [Q12] professional development?	
Yes	88%
Somewhat	11%
No	2%
Total	100%
n ^a	674

How useful was the [Q12] professional development to your everyday work?	
Extremely useful	43%
Useful	48%
Somewhat useful	8%
Not useful at all	1%
Total	100%
n ^a	673

Between July 2014 – December 2014, did you participate in any professional development given by CPIN on the following topics?	
CA Preschool Learning Foundations and Frameworks	68%
Dual Language Learners (i.e. Preschool English Learners Guide)	26%
Children with disabilities or other special needs (i.e. Inclusion Works!)	13%
Did not participate in any of the above	18%
n ^b	673

Note: Some totals may not equal 100% due to rounding.

a Only includes those that said they attended training between July - December 2014.

b Respondents could select more than one. Totals are greater than 100%.

CPIN Regional Professional Development Survey Results

Between July 2014 – December 2014, did you receive any CPIN professional development or training about <u>Preschool Learning Foundations</u> in any of the following topics?			n ^a
	NO	YES	
Social-Emotional Development	26%	74%	422
Language and Literacy	21%	79%	425
English Language Development	29%	71%	367
Mathematics	35%	65%	372
Visual and Performing Arts	52%	48%	329
Physical Development	56%	44%	289
Health	58%	42%	291
History – Social Science	68%	32%	281
Science	56%	44%	301
Classroom Environment/Daily Schedule	54%	46%	288

If YES, please indicate how much training knowledge in that area.	No Increase	Small Increase	Moderate Increase	Large Increase	Total	n ^a
Social-Emotional Development	2%	8%	55%	35%	100%	300
Language and Literacy	1%	9%	60%	29%	100%	308
English Language Development	2%	10%	54%	34%	100%	246
Mathematics	2%	10%	54%	34%	100%	227
Visual and Performing Arts	2%	11%	51%	37%	100%	148
Physical Development	2%	10%	54%	34%	100%	118
Health	3%	9%	62%	27%	100%	112
History – Social Science	2%	13%	54%	31%	100%	83
Science	2%	11%	50%	36%	100%	125
Classroom Environment/Daily Schedule	1%	11%	52%	36%	100%	128

Note: Some totals may not equal 100% due to rounding.

a Only includes those that said they attended training between July - December 2014.

b Respondents could select more than one. Totals are greater than 100%.

CPIN Regional Professional Development Survey Results

Immediately after participating in any CPIN professional development or training in the following <u>Preschool Learning Foundations</u> areas, how confident were you that you could successfully apply your learning?	Not confident at all	Somewhat confident	Confident	Extremely confident	Total	n^a
Social-Emotional Development	<1%	5%	50%	45%	100%	304
Language and Literacy	0%	5%	50%	45%	100%	318
English Language Development	<1%	6%	51%	42%	100%	243
Mathematics	<1%	7%	46%	46%	100%	225
Visual and Performing Arts	0%	6%	47%	47%	100%	152
Physical Development	<1%	2%	52%	45%	100%	118
Health	<1%	7%	52%	41%	100%	115
History – Social Science	0%	10%	50%	39%	100%	84
Science	<1%	7%	50%	42%	100%	123
Classroom Environment/Daily Schedule	0%	5%	45%	50%	100%	118
Other	6%	4%	51%	39%	100%	91

Since participating in ANY CPIN professional development or training, have you increased, decreased or stayed about the same in your use of: (Teachers and Teacher's Assistants Only)	Increase use	Stayed the same in use	Decreased use	Total	n^a
Strategies to intentionally incorporate play into learning activities	83%	15%	2%	100%	457
Strategies to integrate the learning domains with one another	69%	29%	2%	100%	443
Strategies to incorporate classroom learning activities that are developed from your observations of children's self-initiated play	70%	28%	2%	100%	440
Strategies to adapt to students' individual learning needs	73%	25%	1%	100%	460
Observations to document students' individual learning	63%	35%	2%	100%	433
Curriculum planning based on the needs of the children in your classroom	65%	32%	2%	100%	435
Teacher-guided learning activities	59%	38%	3%	100%	438

Note: Some totals may not equal 100% due to rounding.

a Only includes those that said they attended training between July - December 2014.

b Respondents could select more than one. Totals are greater than 100%.

CPIN Regional Professional Development Survey Results

Since participating in ANY CPIN professional development or training, have you increased, decreased or stayed about the same in your use of:	Increase use	Stayed the same in use	Decreased use	Total	n ^a
Strategies to strengthen relationships with students	78%	20%	1%	100%	605
Strategies to strengthen relationships with families	66%	33%	1%	100%	589
Strategies to set-up the physical classroom environment to facilitate learning	64%	34%	2%	100%	557
Strategies to create culturally responsive classroom learning environments	60%	38%	2%	100%	570
Strategies that support dual language learners	66%	32%	2%	100%	558
Strategies that support children with disabilities	56%	43%	2%	100%	515

How supportive or unsupportive are your program directors or administrators when you try to apply what you learn from your professional development?	
Extremely Supportive	48%
Supportive	38%
Somewhat Supportive	13%
Not at all Supportive	1%
Total	100%
n ^a	593

Are there any organizational obstacles that make it difficult for you to apply what you learned in your professional development?	
Yes	16%
No	74%
Not Sure	10%
Total	100%
n ^a	629

Note: Some totals may not equal 100% due to rounding.

a Only includes those that said they attended training between July - December 2014.

b Respondents could select more than one. Totals are greater than 100%.

CPIN Regional Professional Development Survey Results

Please select your region:	
Region 1- North Coast: Del Norte, Humboldt, Mendocino, Lake, and Sonoma counties	8%
Region 2- Northeastern: Siskiyou, Modoc, Trinity, Shasta, Lassen, Tehama, Plumas, Butte and Glenn counties	5%
Region 3- Capital Service: Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo and Yuba counties	8%
Region 4- Bay: Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano counties	7%
Region 5- South Bay: Monterey, San Benito, Santa Clara, and Santa Cruz counties	11%
Region 6- Delta Sierra: Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne counties	3%
Region 7- Central Valley: Fresno, Kings, Madera, Mariposa, Merced, and Tulare counties	9%
Region 8- Costa Del Sur: Kern, San Luis Obispo, Santa Barbara, and Ventura counties	9%
Region 9- Southern: Imperial, Orange, and San Diego counties	14%
Region 10- RIMS: Inyo, Mono, Riverside, and San Bernardino counties	8%
Region 11- Los Angeles: Los Angeles county	18%
Total	100%
n	503

Note: Some totals may not equal 100% due to rounding.

a Only includes those that said they attended training between July - December 2014.

b Respondents could select more than one. Totals are greater than 100%.

CPIN Regional Professional Development Survey Results

What is the highest level of education that you have completed?	
High School Diploma/GED	8%
Child Development Associate's Degree	24%
Other Associate's Degree	10%
Bachelor's Degree	37%
Master's Degree or Higher	14%
Other	6%
Total	100%
n	696

Are you currently enrolled in classes toward a child development permit?	
Yes	20%
No	81%
Total	100%
n	702

If yes, please select the type of permit(s) that you are working towards:	
Assistant	7%
Associate Teacher	16%
Teacher	38%
Master Teacher	19%
Site Supervisor	25%
Program Director	17%
n	136

Are you currently enrolled in classes toward a child development degree?	
Yes	18%
No	82%
Total	100%
n ^b	702

If yes, please select the type of degree that you are working towards.	
Associate's Degree	44%
Bachelor's Degree	37%
Master's Degree or Higher	11%
Other	8%
Total	100%
n	121

Note: Some totals may not equal 100% due to rounding.

a Only includes those that said they attended training between July - December 2014.

b Respondents could select more than one. Totals are greater than 100%.

CPIN Regional Professional Development Survey Results

Gender		
	Female	99%
	Male	1%
	Total	100%
	n	694

Ethnicity Select all that apply		
	African American	4%
	Asian	11%
	Native Am./Alaska Native	2%
	Hawaiian or Pacific Islander	0%
	Hispanic/Latino	43%
	White	34%
	Other	3%
	Declined to State	5%
	Total	102%
	n ^b	707

Note: Some totals may not equal 100% due to rounding.

a Only includes those that said they attended training between July - December 2014.

b Respondents could select more than one. Totals are greater than 100%.

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**APPENDIX B: REGIONAL PROFESSIONAL
DEVELOPMENT SURVEY INSTRUMENT**

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California Preschool Instructional Network Survey

Introduction

We need your help!

Please complete the following survey, and mail back in the postage-paid return envelope within the next two weeks.

Your input will help us evaluate our professional development programs. This information will help us design useful trainings and serve you better.

The survey will take about 10 - 15 minutes. Please provide honest feedback. All individual responses are anonymous and confidential.

Thank you for your participation in the survey!

Position

1. What is your position?

- Program Director or Site Administrator - **SKIP TO QUESTION 7**
- Teacher – **CONTINUE TO QUESTION 2**
- Teacher's Assistant – **CONTINUE TO QUESTION 2**
- Other _____ (please specify) - **SKIP TO QUESTION 7**

Tell Us About Your Teaching Experience

2. How many years have you taught preschool? (If less than 1 year, please write in .5)

(write in here)

3. Currently, how many preschool sessions do you teach in a day?

(write in here)

4. Currently, are your preschool sessions: (Check all that apply)

Half day

Full day

5. Approximately, how many total students do you currently have in a session?

Session 1: (write in here)

Session 2:(if applicable) (write in here)

6. How many other adults (teachers or aides) are in the room for each session? (If none, please enter 0)

Session 1: (write in here)

Session 2:(if applicable) (write in here)

Participation in Professional Development

10. Between July 2014 – December 2014, did you participate in any early learning professional development? Select all that apply.

- Yes – I participated in professional development offered by the CA Preschool Instructional Network (CPIN)
- Yes – I participated in professional development offered by **another organization** (not the CA Preschool Instructional Network (CPIN))
- No – **SKIP TO QUESTION 22**

Attended CPIN Professional Development

11. Between July 2014 – December 2014, how many times did you attend professional development given by the CA Preschool Instructional Network (CPIN)?

- 0 – **SKIP TO QUESTION 22**
- 1 -2 times
- 3 – 4 times
- 5 - 9 times
- 10 or more times

Attended CPIN Professional Development

12. What was the topic of the last CPIN professional development that you attended in 2014?

ONLY SELECT ONE TOPIC. (If you attended more than one prof. development, select the last one that you attended in 2014.)

Topic	Only Select One
OVERVIEWS:	
Preschool Learning Foundations (PLF) & Preschool Curriculum Frameworks (PCF) Vol. 1	<input type="radio"/>
Preschool Learning Foundations (PLF) & Preschool Curriculum Frameworks (PCF) Vol. 2	<input type="radio"/>
Preschool Learning Foundations (PLF) & Preschool Curriculum Frameworks (PCF) Vol. 3	<input type="radio"/>
PRESCHOOL ENGLISH LEARNERS:	
Preschool English Language Learners Guide (PEL) Chapters 1-8	<input type="radio"/>
Preschool English Language Learners Guide (PEL) Chapter 7 –ELLs with Disabilities or Other Special Needs	<input type="radio"/>
Preschool English Language Learners Guide (PEL) Chapter 8 – Recommended Early Literacy Practices	<input type="radio"/>
VOLUME 1:	
Social-Emotional Development	<input type="radio"/>
Language & Literacy	<input type="radio"/>
English Language Development	<input type="radio"/>
Mathematics	<input type="radio"/>
VOLUME 2:	
Visual & Performing Arts	<input type="radio"/>
Physical Development	<input type="radio"/>
Health	<input type="radio"/>
VOLUME 3:	
History-Social Science	<input type="radio"/>
Science	<input type="radio"/>
OTHER TOPICS:	
Inclusion Works!	<input type="radio"/>
Working with Parents	<input type="radio"/>
Pre to K Transition and Beyond	<input type="radio"/>
Lesson Planning	<input type="radio"/>
Other: If your training is not listed above, please describe here. _____	<input type="radio"/>

Attended CPIN Professional Development

The next set of questions refer to the professional development you just selected. **Please answer all of these questions about the professional development you selected in Question 12.**

13. For the professional development you selected in Q12, how knowledgeable was the instructor about the professional development topic?

- Extremely knowledgeable
- Knowledgeable
- Somewhat knowledgeable
- Not knowledgeable at all

14. Do you feel like the time was well spent during that professional development?

- Yes
- Somewhat
- No

If you answered "No," please tell us why.

15. How useful was that professional development to your everyday work?

- Extremely useful
- Useful
- Somewhat useful
- Not useful at all

If you selected "not useful at all," please tell us why.

Participation in CPIN Professional Development

16. Between July 2014 – December 2014, did you participate in any professional development given by the CA Preschool Instructional Network (CPIN) on the following topics? Select all that apply.

- CA Preschool Learning Foundations and Frameworks (Topics include: Social-Emotional Development, Language & Literacy, English Language Development, Mathematics, Visual & Performing Arts, Physical Development, Health, History-Social Science, Science)
- Dual Language Learners (i.e. Preschool English Learners Guide)
- Children with disabilities or other special needs (i.e. Inclusion Works)
- Did not participate in any of the above

Professional Development Areas

17. Between July 2014 – December 2014, did you receive any CPIN professional development or training about the Preschool Learning Foundations in any of the following topics?

If yes, please indicate how much the training increased your knowledge in that area.

	Received professional development in this area		How much did the prof. development increase your knowledge in that area?			
			No increase	Small increase	Moderate increase	Large increase
Preschool Learning Foundation Topics:						
Social-Emotional Development	Yes	No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language and Literacy	Yes	No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English Language Development	Yes	No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	Yes	No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visual and Performing Arts	Yes	No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Development	Yes	No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health	Yes	No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
History – Social Science	Yes	No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science	Yes	No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom Environment/Daily Schedule	Yes	No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Professional Development Areas

18. Immediately after participating in any CPIN professional development or training in the following Preschool Learning Foundation areas, how confident were you that you could successfully apply your learning?

Preschool Learning Foundation Topics:	Not confident at all	Somewhat confident	Confident	Extremely confident	Did not participate in prof. develop.
Social-Emotional Development	<input type="radio"/>				
Language and Literacy	<input type="radio"/>				
English Language Development	<input type="radio"/>				
Mathematics	<input type="radio"/>				
Visual and Performing Arts	<input type="radio"/>				
Physical Development	<input type="radio"/>				
Health	<input type="radio"/>				
History – Social Science	<input type="radio"/>				
Science	<input type="radio"/>				
Classroom Environment/Daily Schedule	<input type="radio"/>				
Other _____ (please describe)	<input type="radio"/>				

Professional Development Areas

19. Since participating in ANY CPIN professional development or training have you increased, decreased, or stayed about the same in your use of:

	Increased use	Stayed the same in use	Decreased use	N/A
Strategies to strengthen relationships with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies to strengthen relationships with families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies to intentionally incorporate play into learning activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies to integrate the learning domains with one another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies to set-up the physical classroom environment to facilitate learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies to incorporate classroom learning activities that are developed from your observations of children's self-initiated play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies to adapt to students' individual learning needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies to create culturally responsive classroom learning environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observations to document students' individual learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum planning based on the needs of the children in your classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher-guided learning activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies that support dual language learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies that support children with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(please describe)				

Organizational Support

20. How supportive or unsupportive are your program directors or administrators when you try to apply what you learn from your professional development?

- Extremely Supportive
- Supportive
- Somewhat Supportive
- Not at all Supportive
- N/A: I am the program director or administrator

If you answered "not at all supportive," please provide an example(s)

21. Are there any organizational obstacles that make it difficult for you to apply what you learn in your professional development?

- Yes
- No
- Not Sure

If you selected "yes," please describe

Tell Us About Yourself

22. Please select your region:

- Region 1- North Coast: Del Norte, Humboldt, Mendocino, Lake and Sonoma counties
- Region 2- Northeastern: Siskiyou, Modoc, Trinity, Shasta, Lassen, Tehama, Plumas, Butte and Glenn counties
- Region 3 - Capital Service: Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba counties
- Region 4 - Bay: Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano counties
- Region 5 - South Bay: Monterey, San Benito, Santa Clara, and Santa Cruz counties
- Region 6 - Delta Sierra: Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne counties
- Region 7 — Central Valley: Fresno, Kings, Madera, Mariposa, Merced, and Tulare counties
- Region 8 — Costa Del Sur: Kern, San Luis Obispo, Santa Barbara, and Ventura counties
- Region 9 — Southern: Imperial, Orange, and San Diego counties
- Region 10 — RIMS: Inyo, Mono, Riverside, and San Bernardino counties
- Region 11 — Los Angeles: Los Angeles county

23. What is the highest level of education that you have completed?

- High School Diploma\GED
- Child Development Associate's Degree
- Other Associate's Degree
- Bachelor's Degree
- Master's Degree or Higher
- Other _____(please specify)

Tell Us About Yourself

24. Are you currently enrolled in classes working toward a child development permit?

- Yes
- No

25. If yes, please select the type of permit(s) that you are working towards.
Please select all that apply.

- Assistant
- Associate Teacher
- Teacher
- Master Teacher
- Site Supervisor
- Program Director

26. Are you currently enrolled in classes working toward a child development degree?

- Yes
- No

27. If yes, please select the type of degree that you are working towards.

- Associate's Degree
- Bachelor's Degree
- Master's Degree or Higher
- Other _____(please specify)

Tell Us About Yourself

28. What is your gender?

- Male
- Female

29. Are you:

- African American
- Asian
- Native American or Alaskan Native
- Hawaiian or Pacific Islander
- Hispanic/Latino
- White
- Other
- Declined to State

Thank you!

Thank you for your participation in the survey. You have now completed the survey.

30. Please write in any additional comments that you would like to share regarding CPIN professional development.

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**APPENDIX C: ON-SITE TECHNICAL ASSISTANCE
SURVEY RESULTS**

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On-site Technical Assistance Survey Results

What is your position?	
Program Director or Site Administrator/Supervisor	29%
Teacher	61%
Teacher's Assistant	11%
Total	100%
n	106

How many years have you taught preschool? (Teachers & Teacher's Assistants Only)	
Less than 5 years	20%
5 to 9 years	26%
10 to 14 years	13%
15 to 19 years	16%
20 or more years	26%
Total	100%
n	74

Currently, are your preschool sessions: (Teachers & Teacher's Assistants Only)	
Half day	48%
Full day	50%
Both half day and full day	2%
Total	100%
n	74

Approximately, how many total students do you currently have in a session? (Teachers & Teacher's Assistants Only)	
15 or Fewer	8%
16 - 30	91%
More than 30	1%
Total	100%
n	74

Note: Some totals may not equal 100% due to rounding.

a Respondents could select more than one. Totals are greater than 100%.

On-site Technical Assistance Survey Results

How many other adults (teachers or aides) are in the room for each session? (Teachers & Teacher's Assistants Only)	
None	0%
1	20%
2	57%
3 or More	23%
Total	100%
n	72

Currently, how familiar are you with:	A little familiar	Somewhat familiar	Familiar	Extremely familiar	Total	n
CA Preschool Learning Foundations?	7%	18%	52%	23%	100%	105
CA Preschool Curriculum Framework?	7%	17%	55%	21%	100%	100

Currently, how well do you understand instructional practices presented in the curriculum framework that are aimed at providing equal learning opportunities for:	Not at all	Not well	Somewhat well	Well	Extremely well	Total	n
Children with disabilities or other special needs?	5%	11%	44%	36%	4%	100%	101
Dual language learners?	3%	4%	39%	46%	8%	100%	98

On a scale from 0 to 8, with 0 being never and 8 being always- When designing lessons, how often do you: (Teachers & Teacher's Assistants Only)	Never 0	1	Rarely 2	3	Some- times 4	5	Usually 6	7	Always 8	TOTAL	n
Adapt/Redesign the classroom environment to better support your learning objective	0%	1%	4%	1%	6%	8%	13%	34%	32%	100%	71
Create lesson plans that are based on best practices from the Preschool Curriculum Framework	0%	0%	3%	4%	10%	4%	20%	21%	38%	100%	70
Incorporate students' interests into class activities	0%	1%	2%	0%	1%	5%	18%	28%	44%	100%	72
Integrate the self-initiated play of your students	0%	0%	2%	0%	7%	4%	17%	28%	42%	100%	71
Reflect upon the learning needs of your individual students	0%	0%	2%	0%	5%	1%	12%	30%	51%	100%	71
Refer to existing information about your students such as notes, child portfolio, and/or photographs	0%	0%	2%	0%	8%	7%	10%	28%	45%	100%	70

Note: Some totals may not equal 100% due to rounding.

a Respondents could select more than one. Totals are greater than 100%.

On-site Technical Assistance Survey Results

Between July 2014 – December 2014, did you participate in any early learning professional development given by:	
Yes, CPIN	94%
Yes, another organization	36%
n ^a	106

Between July 2014 – December 2014, how many times did you receive <u>on-site</u> professional development or coaching from the CA Preschool Instructional Network (CPIN)?						
	1 - 2 times	3 - 4 times	5 - 9 times	10 or more times	Total	n
	34%	43%	15%	8%	100%	106

What type of <u>on-site</u> professional development or coaching did you receive between July 2014 - December 2014? Check all that apply.	
Targeted Professional Development within a Specific Domain or Content Area	69%
Coaching/Mentoring	55%
Observations and Feedback Related to the Initial Needs Assessment	32%
Demonstration Lessons	28%
Classroom Environment Improvements	49%
Curriculum Planning Support	38%
Support for Special Student Populations	24%
Other	5%
Total	301%
n ^a	103

When thinking about your program's specific needs, how knowledgeable was your on-site trainer or coach?	
Extremely knowledgeable	60%
Knowledgeable	37%
Somewhat knowledgeable	2%
Not knowledgeable at all	1%
Total	100%
n	101

Note: Some totals may not equal 100% due to rounding.

^a Respondents could select more than one. Totals are greater than 100%.

On-site Technical Assistance Survey Results

Was the <u>most recent</u> on-site professional development or coaching tailored to your program's needs?	
Yes	88%
Somewhat	10%
No	2%
Total	100%
n	102

How useful was the on-site professional development or coaching to your everyday work? Please answer regarding the on-site professional development you received between July 2014 - December 2014.	
Extremely useful	56%
Useful	42%
Somewhat useful	2%
Total	100%
n	100

Between July 2014 – December 2014, did you participate in ANY professional development given by the CA Preschool Instructional Network (CPIN) on the following topics? Select all that apply. This could be either off-site or on-site.	
CA Preschool Learning Foundations and Frameworks	94%
Dual Language Learners (i.e. Preschool English Learners Guide)	34%
Children with disabilities or other special needs (i.e. Inclusion Works!)	11%
Did not participate in any of the above	5%
Total	145%
n ^a	103

Note: Some totals may not equal 100% due to rounding.

^a Respondents could select more than one. Totals are greater than 100%.

On-site Technical Assistance Survey Results

Between July 2014 – December 2014, did you receive ANY CPIN professional development or training about <u>Preschool Learning Foundations</u> in any of the following topics? This could be either off-site or on-site.	NO	YES	n
Social-Emotional Development	11%	89%	78
Language and Literacy	9%	91%	78
English Language Development	22%	78%	64
Mathematics	26%	74%	72
Visual and Performing Arts	62%	38%	50
Physical Development	62%	38%	53
Health	65%	35%	53
History – Social Science	80%	20%	46
Science	54%	46%	58
Classroom Environment/Daily Schedule	26%	74%	66

If YES, please indicate how much training knowledge in that area.	No Increase	Small Increase	Moderate Increase	Large Increase	Total	n
Social-Emotional Development	0%	13%	51%	35%	100%	68
Language and Literacy	0%	15%	44%	41%	100%	70
English Language Development	0%	12%	46%	42%	100%	48
Mathematics	0%	11%	43%	47%	100%	51
Visual and Performing Arts	7%	16%	42%	35%	100%	19
Physical Development	0%	23%	43%	35%	100%	20
Health	0%	30%	32%	38%	100%	17
History – Social Science	0%	39%	20%	42%	100%	9
Science	0%	12%	43%	45%	100%	27
Classroom Environment/Daily Schedule	3%	16%	46%	35%	100%	46

Note: Some totals may not equal 100% due to rounding.

a Respondents could select more than one. Totals are greater than 100%.

On-site Technical Assistance Survey Results

Immediately after participating in any CPIN professional development or training in the following <u>Preschool Learning Foundations</u> areas, how confident were you that you could successfully apply your learning?	Not confident at all	Somewhat confident	Confident	Extremely confident	Total	n
Social-Emotional Development	0%	6%	66%	28%	100%	70
Language and Literacy	0%	4%	61%	35%	100%	71
English Language Development	0%	5%	65%	30%	100%	48
Mathematics	3%	9%	48%	41%	100%	50
Visual and Performing Arts	7%	11%	36%	47%	100%	19
Physical Development	0%	13%	53%	35%	100%	19
Health	0%	7%	59%	34%	100%	16
History – Social Science	0%	17%	65%	18%	100%	7
Science	0%	4%	75%	21%	100%	27
Classroom Environment/Daily Schedule	0%	9%	48%	42%	100%	45
Other	0%	18%	36%	46%	100%	12

Since participating in ANY CPIN professional development or training, have you increased, decreased or stayed about the same in your use of: (Teachers and Teacher's Assistants Only)	Increase use	Stayed the same in use	Decreased use	Total	n
Strategies to intentionally incorporate play into learning activities	86%	14%	0%	100%	68
Strategies to integrate the learning domains with one another	84%	16%	0%	100%	66
Strategies to incorporate classroom learning activities that are developed from your observations of children's self-initiated play	68%	32%	0%	100%	65
Strategies to adapt to students' individual learning needs	78%	22%	0%	100%	63
Observations to document students' individual learning	74%	26%	0%	100%	64
Curriculum planning based on the needs of children in your classroom	81%	19%	0%	100%	62
Teacher-guided learning activities	62%	32%	6%	100%	65

Note: Some totals may not equal 100% due to rounding.

a Respondents could select more than one. Totals are greater than 100%.

On-site Technical Assistance Survey Results

Since participating in ANY CPIN professional development or training, have you increased, decreased or stayed about the same in your use of:	Increase use	Stayed the same in use	Decreased use	Total	n
Strategies to strengthen relationships with students	84%	15%	1%	100%	95
Strategies to strengthen relationships with families	62%	36%	3%	100%	89
Strategies to set-up the physical classroom environment to facilitate learning	71%	28%	1%	100%	87
Strategies to create culturally responsive classroom learning environments	65%	34%	1%	100%	88
Strategies that support dual language learners	66%	32%	1%	100%	89
Strategies that support children with disabilities	47%	52%	2%	100%	74

How supportive or unsupportive are your program directors or administrators when you try to apply what you learn from your professional development?	
Extremely Supportive	48%
Supportive	40%
Somewhat Supportive	12%
Total	100%
n	94

Are there any organizational obstacles that make it difficult for you to apply what you learn in your professional development?	
Yes	13%
No	77%
Not Sure	11%
Total	100%
n	103

Note: Some totals may not equal 100% due to rounding.

a Respondents could select more than one. Totals are greater than 100%.

On-site Technical Assistance Survey Results

Please select your region:	
Region 1- North Coast: Del Norte, Humboldt, Mendocino, Lake, and Sonoma counties	5%
Region 2- Northeastern: Siskiyou, Modoc, Trinity, Shasta, Lassen, Tehama, Plumas, Butte and Glenn counties	2%
Region 3- Capital Service: Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo and Yuba counties	2%
Region 4- Bay: Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano counties	3%
Region 7- Central Valley: Fresno, Kings, Madera, Mariposa, Merced, and Tulare counties	18%
Region 9- Southern: Imperial, Orange, and San Diego counties	18%
Region 10- RIMS: Inyo, Mono, Riverside, and San Bernardino counties	13%
Region 11- Los Angeles: Los Angeles county	39%
Total	100%
n	106

What is the highest level of education that you have completed?	
High School Diploma/GED	6%
Child Development Associate's Degree	21%
Other Associate's Degree	7%
Bachelor's Degree	46%
Master's Degree or Higher	18%
Other	2%
Total	100%
n	102

Note: Some totals may not equal 100% due to rounding.

a Respondents could select more than one. Totals are greater than 100%.

On-site Technical Assistance Survey Results

Are you currently enrolled in classes toward a child development permit?	
Yes	16%
No	84%
Total	100%
n	106

If YES, please select the type of permit(s) that you are working towards. Please select all that apply.	
Assistant	0%
Associate Teacher	17%
Teacher	13%
Master Teacher	25%
Site Supervisor	35%
Program Director	18%
Total	108%
n ^a	15

Are you currently enrolled in classes toward a child development degree?	
Yes	17%
No	83%
Total	100%
n	103

If YES, please select the type of degree that you are working towards.	
Associate's Degree	29%
Bachelor's Degree	38%
Master's Degree or Higher	26%
Other	7%
Total	100%
n	18

Note: Some totals may not equal 100% due to rounding.

^a Respondents could select more than one. Totals are greater than 100%.

On-site Technical Assistance Survey Results

Gender		
	Female	92%
	Male	8%
	Total	100%
	n	102

Ethnicity Select all that apply		
	African American	6%
	Asian	5%
	Native Am./Alaska Native	0%
	Hawaiian or Pacific Islander	0%
	Hispanic/Latino	57%
	White	27%
	Other	2%
	Declined to State	6%
	Total	104%
	n ^a	103

Note: Some totals may not equal 100% due to rounding.

^a Respondents could select more than one. Totals are greater than 100%.

**APPENDIX D: ON-SITE TECHNICAL ASSISTANCE
SURVEY INSTRUMENT**

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California Preschool Instructional Network Survey

Introduction

We need your help!

Please complete the following survey, and mail back in the postage-paid return envelope within the next two weeks.

Your input will help us evaluate our professional development programs. This information will help us design useful trainings and serve you better.

The survey will take about 10 - 15 minutes. Please provide honest feedback. All individual responses are anonymous and confidential.

Thank you for your participation in the survey!

Position

1. What is your position?

- Program Director or Site Administrator - **SKIP TO QUESTION 7**
- Teacher – **CONTINUE TO QUESTION 2**
- Teacher's Assistant – **CONTINUE TO QUESTION 2**
- Other _____ (please specify) - **SKIP TO QUESTION 7**

Tell Us About Your Teaching Experience

2. How many years have you taught preschool? (If less than 1 year, please write in .5)

(write in here)

3. Currently, how many preschool sessions do you teach in a day?

(write in here)

4. Currently, are your preschool sessions: (Check all that apply)

Half day

Full day

5. Approximately, how many total students do you currently have in a session?

Session 1: (write in here)

Session 2:(if applicable) (write in here)

6. How many other adults (teachers or aides) are in the room for each session? (If none, please enter 0)

Session 1: (write in here)

Session 2:(if applicable) (write in here)

Participation in Professional Development

10. Between July 2014 – December 2014, did you participate in any early learning professional development? Select all that apply.

- Yes – I participated in professional development offered by the CA Preschool Instructional Network (CPIN)
- Yes – I participated in professional development offered by **another organization** (not the CA Preschool Instructional Network (CPIN))
- No – **SKIP TO QUESTION 22**

On-Site Professional Development/Coaching

11. Between July 2014 – December 2014, how many times did you receive on-site professional development or coaching from the CA Preschool Instructional Network (CPIN)?

- 0 (SKIP TO QUESTION 16) 1 – 2 times 3 – 4 times
- 5 – 9 times 10 or more times

On-Site Professional Development/Coaching

12. What type of on-site professional development or coaching did you receive between July 2014 – December 2014? Please check all that apply.

- Targeted Professional Development within a Specific Domain or Content Area
- Coaching/Mentoring
- Observations and Feedback Related to the Initial Needs Assessment
- Demonstration Lessons
- Classroom Environment Improvements
- Curriculum Planning Support
- Support for Special Student Populations (e.g., dual language learners and children with disabilities)
- Other (please specify) _____

13. When thinking about your program's specific needs, how knowledgeable was your on-site trainer or coach?

- Extremely knowledgeable
- Knowledgeable
- Somewhat knowledgeable
- Not knowledgeable at all

On-Site Professional Development/Coaching

14. Was the most recent on-site professional development or coaching tailored to your program's needs?

- Yes
- Somewhat
- No

If you answered "no," please tell us why.

15. How useful was the on-site professional development or coaching to your everyday work? Please answer regarding the on-site professional development that you received between July 2014 - December 2014.

- Extremely useful
- Useful
- Somewhat useful
- Not useful at all

If you selected "not useful at all," please tell us why.

Participation in ANYCPIN Professional Development

16. Between July 2014 – December 2014, did you participate in ANY professional development given by the CA Preschool Instructional Network (CPIN) on the following topics? Select all that apply. (This could be either off-site or on-site)

- CA Preschool Learning Foundations and Frameworks (Topics include: Social-Emotional Development, Language & Literacy, English Language Development, Mathematics, Visual & Performing Arts, Physical Development, Health, History-Social Science, Science)
- Dual Language Learners (i.e. Preschool English Learners Guide)
- Children with disabilities or other special needs (i.e. Inclusion Works)
- Did not participate in any of the above

Professional Development Areas

17. Between July 2014 – December 2014, did you receive ANY CPIN professional development or training about the Preschool Learning Foundations in any of the following topics? (This could be either off-site or on-site)

If yes, please indicate how much the training increased your knowledge in that area.

Preschool Learning Foundation Topics:	Received professional development in this area		How much did the prof. development increase your knowledge in that area?			
			No increase	Small increase	Moderate increase	Large increase
Social-Emotional Development	Yes	No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language and Literacy	Yes	No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English Language Development	Yes	No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	Yes	No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visual and Performing Arts	Yes	No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Development	Yes	No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health	Yes	No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
History – Social Science	Yes	No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science	Yes	No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom Environment/Daily Schedule	Yes	No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Professional Development Areas

18. Immediately after participating in any CPIN professional development or training in the following Preschool Learning Foundation areas, how confident were you that you could successfully apply your learning?

Preschool Learning Foundation Topics:	Not confident at all	Somewhat confident	Confident	Extremely confident	Did not participate in prof. develop.
Social-Emotional Development	<input type="radio"/>				
Language and Literacy	<input type="radio"/>				
English Language Development	<input type="radio"/>				
Mathematics	<input type="radio"/>				
Visual and Performing Arts	<input type="radio"/>				
Physical Development	<input type="radio"/>				
Health	<input type="radio"/>				
History – Social Science	<input type="radio"/>				
Science	<input type="radio"/>				
Classroom Environment/Daily Schedule	<input type="radio"/>				
Other _____ (please describe)	<input type="radio"/>				

Professional Development Areas

19. Since participating in ANY CPIN professional development or training have you increased, decreased, or stayed about the same in your use of:

	Increased use	Stayed the same in use	Decreased use	N/A
Strategies to strengthen relationships with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies to strengthen relationships with families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies to intentionally incorporate play into learning activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies to integrate the learning domains with one another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies to set-up the physical classroom environment to facilitate learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies to incorporate classroom learning activities that are developed from your observations of children's self-initiated play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies to adapt to students' individual learning needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies to create culturally responsive classroom learning environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observations to document students' individual learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum planning based on the needs of the children in your classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher-guided learning activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies that support dual language learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies that support children with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(please describe				

Organizational Support

20. How supportive or unsupportive are your program directors or administrators when you try to apply what you learn from your professional development?

- Extremely Supportive
- Supportive
- Somewhat Supportive
- Not at all Supportive
- N/A: I am the program director or administrator

If you answered "not at all supportive," please provide an example(s)

21. Are there any organizational obstacles that make it difficult for you to apply what you learn in your professional development?

- Yes
- No
- Not Sure

If you selected "yes," please describe

Tell Us About Yourself

22. Please select your region:

- Region 1- North Coast: Del Norte, Humboldt, Mendocino, Lake and Sonoma counties
- Region 2- Northeastern: Siskiyou, Modoc, Trinity, Shasta, Lassen, Tehama, Plumas, Butte and Glenn counties
- Region 3 - Capital Service: Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba counties
- Region 4 - Bay: Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano counties
- Region 5 - South Bay: Monterey, San Benito, Santa Clara, and Santa Cruz counties
- Region 6 - Delta Sierra: Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne counties
- Region 7 — Central Valley: Fresno, Kings, Madera, Mariposa, Merced, and Tulare counties
- Region 8 — Costa Del Sur: Kern, San Luis Obispo, Santa Barbara, and Ventura counties
- Region 9 — Southern: Imperial, Orange, and San Diego counties
- Region 10 — RIMS: Inyo, Mono, Riverside, and San Bernardino counties
- Region 11 — Los Angeles: Los Angeles county

23. What is the highest level of education that you have completed?

- High School Diploma\GED
- Child Development Associate's Degree
- Other Associate's Degree
- Bachelor's Degree
- Master's Degree or Higher
- Other _____(please specify)

Tell Us About Yourself

24. Are you currently enrolled in classes working toward a child development permit?

- Yes
- No

25. If yes, please select the type of permit(s) that you are working towards.
Please select all that apply.

- Assistant
- Associate Teacher
- Teacher
- Master Teacher
- Site Supervisor
- Program Director

26. Are you currently enrolled in classes working toward a child development degree?

- Yes
- No

27. If yes, please select the type of degree that you are working towards.

- Associate's Degree
- Bachelor's Degree
- Master's Degree or Higher
- Other _____(please specify)

Tell Us About Yourself

28. What is your gender?

- Male
- Female

29. Are you:

- African American
- Asian
- Native American or Alaskan Native
- Hawaiian or Pacific Islander
- Hispanic/Latino
- White
- Other
- Declined to State

Thank you!

Thank you for your participation in the survey. You have now completed the survey.

30. Please write in any additional comments that you would like to share regarding CPIN professional development.

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APPENDIX E: CPIN LEAD INTERVIEW PROTOCOL

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CDE-CPIN Evaluation ECE Lead Informant Interview

1. CPIN Training Activities in the Region

1.1. CPIN Training Activities

- 1.1.1. What kinds of regional training opportunities do you provide?
- 1.1.2. What kinds of on-site technical assistance do you provide?
- 1.1.3. How or what methods do you use to implement these trainings? Do teachers receive training in all 9 curricular domains every year?
- 1.1.4. What do you expect teachers to get out of your trainings? Skills? New ideas about lesson planning?

1.2. Planning & Development

- 1.2.1. When do you engage in the planning CPIN services for the year? (e.g., current fiscal year for the upcoming fiscal year?)
- 1.2.2. How do you plan upcoming CPIN services for the year? How do you choose what topics to focus on? What is your decision-making process like?
- 1.2.3. In addition to WestEd, what other resources do you have access to or utilize when you provide trainings?
- 1.2.4. How do you modify existing training to be responsive to the needs of your local populations?

1.3. Reach of Training AND Onsite Technical Assistance Activities

- 1.3.1. Who is the target audience for your training services?
- 1.3.2. How often do they receive training activities?
- 1.3.3. How is training different for classroom teachers vs. aids vs. administrators?
- 1.3.4. How do you decide who gets the training? Which schools or areas?
- 1.3.5. How do you build awareness of training activities within your region?
- 1.3.6. How do you increase utilization of activities within your region?

2. Trainer Quality Assurance

- 2.1. Who are your local training partners?
- 2.2. How do you identify good training partners? What criteria do you use?
- 2.3. How/Does WestEd's training certification assist you with securing local training partners? How helpful is the WestEd team in response to questions or concerns about training manual, training materials or other training resources?
- 2.4. How often do you and your leads receive professional development? Is PD accessible to you as the trainers?
- 2.5. How do you ensure that your training is responsive to adult learners?

3. Perceived Impact of CPIN Activities on Special Student Populations

- 3.1. Please describe how you support special student populations (e.g., dual-language learners, special education students, students who are preparing to transition to Kindergarten).
- 3.2. How do you help teachers differentiate their instruction for these special groups?

4. Perceived Impact of CPIN Activities on Teachers

- 4.1. What do you look for as indicators of whether trainings are having a positive impact on teachers? How/do you use self-evaluation? (teacher practices)
- 4.2. From your perspective, how has the training contributed to professional advancement of teachers?
 - 4.2.1. For example, has there been an increase in confidence or competence of staff? Have teachers taken on additional responsibilities in schools such as mentoring others? Do teachers receive better performance evaluations?

5. Factors that Enable/Hinder Implementation of Activities

- 5.1. Can you describe the CPIN administration and statewide SCOE meetings (with Sac County Office of Ed;)?
 - 5.1.1. How effective are these meetings?
 - 5.1.2. Have they been an effective management team in supporting you?
 - 5.1.3. How do these network meetings support you in your job?
 - 5.1.4. What needs to be in place for you to do your job more effectively?
- 5.2. What kinds of **barriers** do you face with implementing CPIN training activities in your region?
 - 5.2.1. Teacher-related barriers: e.g., time off for attending, providing substitutes, paid-time off, etc.?
 - 5.2.2. What kinds of capacity barriers are there?:
 - 5.2.2.1. Is there a higher demand for services that exceeds the amount of training available?
 - 5.2.2.2. Are there new demands on services? e.g., has Race to the Top created a new demand that wasn't there before?
 - 5.2.2.3. What might be reasons for why demand exceeds supply? What contributes to the demand for services?
 - 5.2.3. Are there any partnerships that have made implementation more difficult?
 - 5.2.4. Financial limitations?
 - 5.2.5. Policy or infrastructure barriers? (e.g., how do you ensure that teachers can attend trainings given their schedules?)
- 5.3. What factors have been especially **helpful** with implementing these activities?
 - 5.3.1. Are there any key supports from the CPIN administration (CDE, SCOE, WestEd) that help you with implementation?
 - 5.3.2. Are there any key partnerships that have helped?
 - 5.3.3. Is the CPIN administration supportive in terms of:
 - 5.3.3.1. Financial supports?
 - 5.3.3.2. Policy or infrastructure supports?

**APPENDIX F: SUMMARY OF RESULTS FROM FIRST
ROUND OF INTERVIEWS WITH CPIN LEADS**

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University of California
Educational Evaluation Center

Regional Leads' Perspectives on their Training Responsibilities and Materials and the Impact and Context of CPIN: Summary of Results from First Round of Interviews with CPIN Leads

Prepared by

University of California Educational Evaluation Center

For

California Department of Education

8/18/14

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Summary of Report

The California Preschool Instructional Network (CPIN) has been in existence since 2004, providing training and technical assistance to the field of early childcare and childhood education based on the California Preschool Learning Foundations (volumes 1, 2, & 3), the California Preschool Curriculum Framework (volumes 1, 2, & 3) and other key publications and resources from the Child Development Division of the California Department of Education (CDE). The CDE has called for a two-phase evaluation of CPIN, the first of which consists of interviews with CPIN Regional Leads and is the focus of this interim report.

12 CPIN Leads from 11 CPIN regions in the state participated in these Key Informant interviews. Each Lead answered a series of questions about their training activities and the impact and context of their work. This report highlights several major themes from the interviews, but is not an exhaustive list of the questions covered during the interviews.

Overview of CPIN Training Activities (see pgs. 3-6)

CPIN Leads provide a variety of training opportunities in their regions. At the regional level, they provide regional trainings and professional development sessions, which generally cover topics from the Preschool Learning Standards. At the local level, Leads provide onsite technical assistance, which consists of targeted professional development, coaching and personalized feedback for program teachers and staff. Leads plan their activities far in advance and are highly collaborative in how they choose their training topics and locations that best meet the needs of their region.

Training Capacity and Development of Training Materials (see pgs. 7-10)

CPIN Leads expect teachers will leave their trainings with a greater understanding of the domains from the Preschool Learning Standards as well as practical teaching strategies they can apply in the classroom. In order to accomplish these objectives, Leads draw on a variety of training resources including CDE approved materials, WestEd training modules, evidence-based research and various evaluative tools. To some extent, Leads find themselves modifying their core training modules in order to better meet the needs of their participants. Leads recognize that WestEd has been a tremendous resource for rolling out new trainings on the Preschool Foundations and Frameworks, but also acknowledge there could be more room for collaboration moving forward.

Impact of CPIN Activities on Teachers (see pgs. 11-12)

CPIN Leads see the positive impact of their trainings on a regular basis. They receive positive feedback on participant surveys after each of their regional training sessions. They also hear from teachers about how they've taken strategies from their trainings and successfully applied them in their classrooms. In addition, Leads may use formal results from research-based measures to look for progress as well as their own individual, site observations.

Implementation Context of CPIN Training Activities (see pgs. 13-14)

CPIN Leads participate in regular statewide meetings with CDE where they receive job updates, networking and training opportunities and time to discuss their work with their

CPIN colleagues. In general, Leads find these meetings valuable and they also view the CPIN administration as extremely helpful and receptive to their concerns. However, some Leads expressed some criticisms and suggestions for making these meetings even more relevant to their work. In terms of preschool teachers attending CPIN trainings, Leads cited several difficulties including inadequate financial support or compensation for preschool teachers, logistical barriers and high teacher turnover rates in the ECE field.

Next Steps

The next steps of the second phase of this evaluation include two major components. The first is an online survey that will be administrated to preschool instructors at the beginning and end of the 2014-2015, academic school year. The second part includes site observations in both the northern and southern regions of the state. These two perspectives will help with assessing the effectiveness and overall impact of CPIN training activities.

Introduction

The California Preschool Instructional Network (CPIN) is a program sponsored by the California Department of Education's Early Education and Support Division. CPIN is a group of expert trainers who provide high quality professional development and related services to each of California's 11 designated educational service regions. CPIN trainings emphasize evidence-based learning standards and practices for teaching developmentally appropriate skills and knowledge to children in preschool. CPIN trainers also provide several levels of services to preschool programs including administrator consultation, teacher professional development, training and technical assistance, classroom observation and on-site support.

The aim of this first phase of the evaluation study is to better understand the key training activities that take place within each region, the context in which CPIN services are delivered, and the Regional Leads' perspective on the impact of their services. This information will help inform the development of the second phase of the study, which seeks to measure the quality of implementation and effectiveness of CPIN training activities across the state. This evaluation takes a mixed-methods approach to understanding the effectiveness of CPIN, which includes individual interviews, online surveys and observational data. These data collection procedures will also incorporate multiple informants including CPIN Lead trainers, preschool teachers directly receiving CPIN services and third-party observers. Through its diversity of research methods and participants, we hope the evaluation study provides an accurate description of the impact of CPIN services as well as contributes to the enhancement of teaching and learning in California's preschool programs.

The remainder of this document summarizes preliminary findings from interviews conducted with CPIN Regional Leads and is organized into the following four major sections. The brief concludes with a description of next steps for the evaluation.

Section 1: Overview of CPIN Training Activities

Section 2: Training Capacity and Development of Training Materials

Section 3: Impact of CPIN Activities on Teachers

Section 4: Implementation Context of CPIN Training Activities

Section 1: Overview of Statewide CPIN Training Activities

What kinds of regional training opportunities do CPIN Leads provide?

CPIN Leads provide several kinds of regional training opportunities that cover various topics based on guidance from the California Department of Education (CDE) and the training templates or modules provided by WestEd. Depending on the population of the region, Leads provide anywhere from about 20 to 60 regional training opportunities in a single year. They can be distributed throughout the region's counties or in one central county depending on the geography. CPIN Leads provide most of the trainings in person; however, they must sometimes resort to videoconferencing to deliver trainings because of geographic or capacity limitations. At the regional level, most Leads provide two different

kinds of trainings that include regional network and professional development (PD) meetings. Regional network meetings are open to all counties in the region and may be offered anywhere from one to several times per year. They were originally supposed to target directors or administrators of preschool programs who could share the information with their own programs, although they have since expanded to include the entire Early Childhood Education (ECE) community, in part, due to popular demand. Network meetings generally include an overview of a training module, which is tied to a specific, Preschool Learning Foundation (PLF) or Preschool Curricular Frameworks (PCF) domain area such as Language & Literacy or Mathematics, and, depending on the region, also provides attendees with an opportunity to network with other ECE professionals in the region as well as receive pertinent updates from CDE on the state of the ECE field. CPIN Leads generally roll out the latest WestEd modules at these network meetings. In contrast to the network meetings, the regional professional development sessions are designed specifically for preschool teachers or aides, can focus on any number of the dozens of substrands from the major domains of the PLF or PCF, may not include networking or informational updates, and are offered more frequently throughout the year. PD sessions tend to be more focused than network meetings and generally have a practical component that allows teachers to bring new and effective teaching strategies back to their classrooms. The topics of the PD meetings are designed to meet the needs of the preschool community and may be adjusted based on the specific audience. CARES Plus, a California First 5 professional development program, participants generally attend CPIN trainings in high numbers and tend to drive the delivery or focus of CPIN professional development trainings based on their own program requirements. In general, it may take three or more years to cover all the domain areas from the PLF/PCF, although high preschool teacher turnover rates require CPIN Leads to repeat their trainings from year to year.

What kinds of onsite technical assistance (OTA) do CPIN Leads provide?

In addition to regional trainings, CPIN Leads also provide OTA to preschool programs in their regions that includes multiple kinds of training activities, but mostly consists of coaching, mentoring and modeling of ECE teaching strategies and best practices. OTA was added to the Leads' job description about 4 years ago with little guidance or training on how to implement these activities. Therefore, each region has developed its own strategy for engaging program sites in OTA, although there seems to be a general model that Leads follow. In contrast to regional trainings, OTA is not about reaching the ECE masses, but is targeted at underperforming programs that could benefit from additional training assistance. After a program is referred for services, an OTA plan can take anywhere from one to three years to implement, which is developed by the Lead in consultation with the program's director or administration as well as the results of data-based assessment tools such as the Desired Results Developmental Profile (DRDP). An OTA plan should be customized to the needs of the program site and generally varies in length and the range of technical activities provided. During the initial development of the OTA plan, Leads will conduct classroom observations, interview directors and teachers, review DRDP results to identify priority areas, explain OTA expectations and, lastly, build relationships with staff in order to enhance their commitment to and trust in the training agenda. After a custom OTA plan is developed, Leads generally engage in a number of activities including targeted,

onsite professional development trainings, classroom environment improvements, demonstration lessons, modeling teaching strategies, reflective coaching with videotaped sessions of teaching, lesson plan review, small group discussions, support for special student populations, and feedback on individual and program progress toward OTA goals. Generally, Leads follow a cyclical training process, which includes observations, coaching, feedback, independent practice, and then repeating this training loop. Leads can provide OTA activities anywhere from once per week to every four to six weeks depending on the program's needs. The first year of an OTA plan may start with the "basics" including a focus on social-emotional development, behavioral problems and the classroom environment. In subsequent years, the OTA plan may shift to academic priorities including language and literacy, mathematics and science, or other high priority domain areas. Many CPIN Leads see OTA as the heart of their work with preschool programs as it allows them to focus directly on the needs of teachers as well as build the capacity of programs. One Lead described her approach to OTA as follows:

I do want to stress how important it is to be able to look at a program's data to inform our goals. Once we have our goals, we provide the PD just for that site. The PD is modeled by me and my team in the classroom for the teachers with the children. At that time, the teacher gets the opportunity to engage in guided practice. Then we offer or invite her to have an opportunity for independent practice for a few weeks...it's important and it makes a difference for teachers' success if we can go through the technical assistance cycle. There are two things that really matter a lot for the success of these sites that are referred to us. The first one is having the opportunity to go through the cycle thoroughly. Then...it's very important that the program director and the site supervisor or both actually understand the coaching cycle and the process and that they have buy-in...I brainstorm with them [supervisors] a list of strategies that they can do at their individual sites to sustain the growth and development. If we just go in and make changes with teachers and go away, and the site supervisor is not included in this knowledge and skill building, then there's not much sustainability.

As the Leads progress in their own approach to OTA, they have come to see their work with the directors and lead teachers as essential for the sustained growth and development of the preschool programs since their work with any particular program will always be limited in duration.

Who is the target audience for CPIN training activities?

In general, CPIN training activities target the overall ECE community, although staff in state funded preschool programs appear to be the primary audience. At the regional level, the participants are more diverse than targeted trainings and come from a wide variety of ECE backgrounds. For example, regional and network trainings have included administrators, directors, site supervisors, teacher aids, transitional kindergarten (TK) or pre-kindergarten teachers, community college faculty, special education teachers, family, faith-based or for-profit childcare providers, First 5 and Head Start providers, as well as other ECE community-based organizations. Targeted trainings at both the regional and onsite levels

tend to include mostly preschool teachers as well as other kinds of educators in the ECE community. CPIN Leads did not report facilitating separate sessions for different audiences, as they support a philosophy of inclusion in the ECE classroom as well as in their own trainings. However, CPIN leads may tailor certain aspects of their meetings to the participants if, for example, the audience is mostly either administrators or teachers. The diversity of the training audience is one of the strengths of CPIN trainings as participants enjoy networking with and learning from each other; however, trainings are often filled to capacity in many of the regions.

When do CPIN Leads plan their training activities for the year?

CPIN Leads across the state indicated that the planning process for trainings was an ongoing process that often starts in the spring and continues through the summer until the next academic year begins. The planning process does not necessarily end in the fall, but continues throughout the academic year as new programs are referred or new areas of need are identified. Some regions begin the planning process for the upcoming academic year as early as the winter months. However, several factors appear to reward Leads who begin planning as early as possible and these may ultimately be responsible for driving the planning process during the spring months. For example, meeting locations must be booked far in advance and sometimes Leads need to reserve these rooms a full year ahead. In addition, results from the second iteration of the DRDP and other planning data becomes available in April and May, which helps inform the priority training areas for regional trainings. Lastly, Leads must submit their initial training plans and scope of work for the upcoming year to the CDE in May, which appears to require that they initiate the planning process in the spring. Throughout the spring and into the summer, Leads will often meet with their planning partners including their co-trainers and local stakeholders to discuss trainings from the previous year, review their assessment data and specific requests by programs, and identify high need areas to focus on for the upcoming year.

How do Leads decide what trainings to provide or topics to focus on?

The CPIN Leads consider multiple sources of information when deciding which training opportunities to provide for their regions in the upcoming year. The decision making process for Leads is often different for regional trainings and OTA. However, in general, Leads attempt to offer a customized menu of trainings that best meets the needs of their constituents and prioritizes new training modules, areas of high need and individual program or agency requests. The CDE appears to set each region's training priorities every year by recommending a set of trainings along with an accompanying "Scope of Work" document, although it is unclear why most Leads did not mention these specific CDE guidelines in their planning processes. For regional trainings, the process of choosing topics appears to result from direct feedback from many partners including past training participants, program directors, local childcare planning councils, CARES Plus coordinators and other regional ECE leaders. While the weight of each of these groups may vary by region, several Leads mentioned that CARES Plus was a significant driver of the topics of their trainings. In addition, Leads also stressed they valued the feedback they received in their training evaluations as well as input from program administrators and their own

observations when deciding what topics to cover especially for trainings offered through OTA. At the program or site level, Leads also consider multiple sources of data as they choose their topic areas for trainings. For example, Leads review the results of the DRDP with program administrators and these discussions then inform the identification of high need domain areas in the program and the development of the OTA plan. Other sources of data include results from the Early Childhood Environmental Rating Scales (ECERS-R) and the Classroom Assessment Scoring System (CLASS) for identifying priority areas. Some Leads may emphasize the use of this data with program administrators for several reasons including building the capacity of programs to increase their own data usage and to either validate or refute directors' concerns about the needs of their programs. However, some Leads also cast doubt on the validity of the data sources especially in regards to the DRDP results. Leads acknowledged that the DRDP is a valuable source of information when administered with fidelity, but also admitted that teachers do not always collect this data with adequate reliability. In order to address some of these concerns, many Leads prioritized their own observations of programs and the particularly problematic domains they identified through their own OTA. Leads also consider other factors such as not wanting to repeat topics from the previous year and any new modules that WestEd has recently released. The planning process appears to be an ongoing and fluid process for the Leads as they balance multiple sources of information and attempt to adapt their training plans based on their own observations and feedback from their planning partners as the academic year progresses.

How do Leads coordinate the delivery of training activities across the region?

As stated earlier, Leads have a system for coordinating and implementing their training activities across vast and/or dense geographical regions. Leads may choose centralized locations for holding regional meetings, rotate meetings throughout their counties, or honor requests by individual County Offices of Education (COE) to hold trainings. Leads also coordinated their trainings with other ECE agencies such as the local childcare planning councils, the Association for the Education of Young Children (AEYC) and the COE's to avoid redundancies or oversaturating the region with certain training topics. For OTA activities, Leads coordinated and delivered their services based on referrals or other information that could identify a program in need of training services. For most regions, the bulk of referrals for OTA appeared to result from collaborations with CDE's Field Service Officers (FSO's) who monitor preschool programs for compliance with state regulations. During the early years of CPIN, some regions appeared to rely on a formula for identifying high need preschools that incorporated API scores from underperforming elementary schools. However, this method did not always yield reliable results because low performing preschools do not always overlap with low scoring elementary schools. Most, but not all, Leads had positive relationships with their regional FSO counterparts who have a deep, working knowledge of preschool program quality and make referrals to CPIN based on their site visit observations. Some leads also discussed other benefits of working closely with FSO's and believed that coordinating these services together added more credibility and accountability for following CPIN's training services and recommendations. Other Leads cautioned against associating too much formal accountability with CPIN services because of the need to establish high levels of trust with the preschool program. In any

case, FSO's may also make referrals that don't meet the requirements of CPIN criteria and, therefore, Leads must have additional ways of identifying programs for OTA. Preschool programs may also self-identify and refer after they hear about the benefits of working with CPIN Leads often by word of mouth. Leads may also know of programs that would benefit from OTA through their own observations and participation in various regional ECE networking opportunities such as conferences, symposia, advisory board meetings, COE or superintendent meetings and other relationships with organizations mentioned earlier such as local planning councils or community colleges.

Section 2: Training Capacity and Development of Training Materials

What do Leads expect teachers to get out of CPIN trainings?

Leads share similar expectations for what they hope participants will learn in their trainings. For overview trainings of the Preschool Learning Standards (PLS), Leads expect teachers to gain a deeper understanding of the foundations and domains as well as a few new teaching practices they can apply immediately in their classrooms. Leads described how they would like teachers to understand how to transform the foundations into teaching and learning objectives that informs the development of their classroom curriculum. Furthermore, Leads expected teachers to increase their ability to use the preschool frameworks to transform their teaching objectives from the preschool foundations into lesson plans and actual teaching strategies. Leads expressed some variation in the extent to which they expected teachers to walk away with an improved understanding of the research that supports the domains and the related teaching practices. However, Leads agreed that participants should have a better understanding of ECE documents including the various substrands of the major domain areas and what constitutes high quality, developmentally appropriate, teacher-child interactions or classroom environments. Leads also described the importance of participants gaining both additional background knowledge about child development as well as specific strategies or techniques they could use in the classroom. There were some differences in expectations for regional, overview trainings in comparison to targeted professional development opportunities. With OTA, Leads generally placed greater emphasis on the "nuts and bolts" of preschool teaching such as specific skills, teaching practices and changes to the classroom environment. At the very least, some Leads said they wanted participants to be able to talk with each other and have fun in their trainings. But for almost all Leads, the overall expectation was that participants would continue to apply their learning and implement new teaching strategies even after the Leads were gone.

How do Leads build awareness of training activities in their regions?

Increasing the utilization of trainings throughout the regions was not always a necessary action for Leads since many, if not most, of their trainings were already at capacity. However, Leads engaged in several activities both directly and indirectly that helped to build awareness of CPIN training opportunities. Leads maintained an active presence on several mailing lists and databases in their regions that disseminate their training calendars throughout their regions. Leads also conducted outreach directly in their own

network meetings as well as with local planning councils, the county offices of education and CARES Plus Coordinators. Many of the Leads endorsed word of mouth as one of the most successful strategies for a tightly knit community like the ECE one, but have also relied on social networking, conferences and their own personal networks to spread the word about their trainings. Past participant rosters from CPIN trainings were also a widely cited source of contacts, although most Leads acknowledged elsewhere that high teacher turnover was a persistent problem in the field, which supports their use of multiple outreach strategies.

In addition to the WestEd training materials, what other resources do Leads utilize in their trainings?

Leads have access to a variety of resources they can draw from as they implement their training activities. However, while some Leads emphasized the need to demonstrate fidelity to the WestEd modules and CDE approved materials at the regional level, there was somewhat of a consensus among Leads that supplementing these materials was necessary to meet the needs of preschool teachers especially at the onsite level. For example, Leads mentioned that it was often necessary to provide more examples of teaching activities than the modules gave them, which were often based on their own personal experiences in the classroom, but could also be taken from other materials endorsed by CDE. In terms of CDE materials, Leads utilized the preschool foundations and frameworks and the Preschool English Learners (PEL) guide, but also drew from CDE approved content such as materials from the Center on the Social Emotional Foundations for Early Learning (CSEFEL) and the California/National AEYC. Leads also drew on materials from various rating scales such as the DRDP, CLASS and ECERS. In particular, the CLASS has a video library of exemplary teaching practices by domain area, which is helpful when Leads need to add to the number of examples provided in the WestEd materials. Furthermore, many Leads have their own libraries of books on the various domains including behavior management and also make use of the CPIN approved book list and studies by researchers who originally developed the content. Presumably, the Leads also draw from whatever resources, materials or experiences they shared with WestEd to help them develop the training modules that were, in turn, provided back to the Leads.

How do Leads modify existing training materials to be responsive to the needs of their participants?

Leads described several ways they adapt training materials to fit the needs of their participants and programs. In general, older WestEd modules developed before the PLF's were released appear to need more modifications than recent modules, which received more positive endorsement possibly, in part, because Leads had a greater role in their development. OTA activities also were more likely to be adapted than regional level trainings. However, Leads presented conflicted views on the subject of adapting training materials. Many Leads referred to a CPIN or CDE policy of fidelity to training materials, which Leads followed to a certain extent, but they also acknowledged the reality of needing to adapt materials to provide the most effective trainings possible for their participants. While many Leads recognized the importance of maintaining a consistent, statewide

training model, they also varied in the extent to which they felt comfortable adapting materials for their own trainings. Some Leads wanted to be as faithful to the modules as possible, while others admitted outright that the materials needed substantial additions for them to be more relevant and accessible to their audiences. While there seemed to be somewhat of a disconnect between stated policy and actual practice in this area, Leads' provided brief descriptions of their adaptations when they believed they were necessary. However, Leads reiterated that they did not want to change the substance of the trainings or the research behind them, but rather supplement the modules with additional materials, tools or activities. Minor modifications included changes such as condensing a 5 hour training into a 3 hour window or providing additional activities for engaging the audience. Other kinds of adaptations included certain kinds of facilitation techniques such as drawing on the knowledge of participants, integrating the domains with one other, bringing in outside books or materials or livening the content by making them more interactive or discussion-based and less lecture driven. One of the Leads described this process in the following way:

WestEd provides the template Powerpoints for us and we pretty much follow that template. We can adjust those based on our audience and based on the need. We try to provide a lot of strategies. We focus heavily on the research because that's critically important for teachers to understand why they do what they do. We try to balance that because...teachers want to walk away with something to do tomorrow in the classroom. So we try to integrate those strategies along the way so they can see how it can happen in the classroom. We try to make them really interactive. We don't like to stand up there and talk to people. We get them into the documents. We have them moving around. We try to make them really interactive and then include strategies...We draw from each other [other Leads], our team. We all bring a lot to the table...experience, things we've seen in other places...We build on teachers' knowledge too. They have a lot of good ideas for sharing. It's a combination of what we get from CDE, the documents, and the participants' experiences.

Some Leads thought the training materials adequately incorporated ways of working with different adult learning styles while others felt the training materials didn't provide enough variation in this regard. Some Leads were also unsatisfied with the CDE approved reading list and wanted to provide alternative materials that were more sensitive to the backgrounds of the children. Furthermore, for Leads that had to repeatedly adapt or supplement training materials, there was frustration about the amount of time this took away from other parts of their work. The frustration may arise for several reasons including Leads feeling like their content expertise is undervalued or that they receive inadequate compensation for their efforts especially if there is an expectation that training development falls to WestEd. However, when adaptations were necessary, there was a consensus that the changes made trainings more engaging for the participants and deepened their content knowledge of the PLF and PCF.

How helpful is the WestEd team in responding to Leads' questions or concerns about the training manual, materials or other resources?

Feedback about the responsiveness of the WestEd team was generally positive with most Leads reporting that WestEd worked hard to meet their needs, was helpful and knowledgeable about the training materials and answered their questions quickly. Leads also mentioned that they had opportunities to provide feedback during the development of modules and the performance of the WestEd team has improved in recent years. There were also several criticisms of WestEd's performance including the slow development of new training strands especially in regards to Volume 3 of the Foundations and Frameworks. Most Leads understood that the slow turnaround time was a function of factors outside of WestEd's control such as contractual, financial or personnel limitations as well as the cumbersome CDE process for approving new materials. Some Leads also noted that not all modules were of the same quality and in particular some needed more improvement than others. Along these lines, one of the regions described interactions with WestEd in the following way:

They're a great resource in terms of giving us that basic template or outline on how we are to conduct the training. We attend CPIN Lead meetings every quarter, so any new modules they present during those sessions we have an opportunity to give feedback on particular content or strategies or approaches. I feel like they've been fairly receptive in terms of that feedback. If we modify or adjust our trainings, we submit it to them for their review...and to me, that system can be a little cumbersome. It doesn't necessarily allow us to be as flexible as we need to be at times to meet local approaches that are moving forward. Although historically they have provided a framework for the trainings, I think moving forward we really need to think about how to further engage our audiences in the content in a more varied way. Sometimes I think we keep the same pattern in the trainings. The openings, the book walks and some of the activities are very similar. The more we can get a variety of ways to present the materials, the better we will be down the road...Some of them [the trainings] are very rich and complete and some of them are more basic. I think what we need to do is get to that rich and more complete and engaging activities for participants in all of the modules, even some of the modules that we've already done and completed, and now we need to go back and revisit and make them deeper and more engaging.

In general, most Leads acknowledged that the modules could use more hands on activities and more engaging ways of connecting the content to the audience. Along these lines, some Leads also expressed a desire to be more involved in the development of training materials because they would ultimately need to adapt them in their own trainings anyway. Others appreciated the high quality content released by WestEd, but expressed a desire to have more flexibility and control in delivering the materials in a way that met their participants' needs. Still others went even further and wondered whether WestEd as a "middle man" was needed at all as the Leads had sufficient experience and content expertise to submit their own training materials to CDE for direct approval. However, also recognizing the realities of the current system, Leads wondered whether there was any room for the WestEd team to respond to Leads' concerns or suggestions for improving the materials in a more collaborative fashion moving forward.

Section 3: Impact of CPIN Activities on Teachers

What do Leads look for as indicators of whether trainings are having a positive impact on teachers?

Leads use multiple indicators to determine whether trainings are having their intended effects on teacher participants. They also look for different kinds of impact at the regional and OTA levels, which may have different areas of focus. With the onsite assistance, Leads recognize that their trainings have varying degrees of diffusion and may not transform entire programs, but rather they may observe separate changes for individual teachers and classrooms or the site leadership. Despite significant challenges with assessing their own practice like high rates of teacher turnover, almost if not all the Leads indicated they have observed evidence of the positive impact of their training activities. For their regional trainings opportunities, Leads commonly employ self-evaluations in which they ask teachers specific questions about their expectations for the training, learning objectives, new content learned, satisfaction and suggestions for improvement. Participant feedback for these trainings is mostly positive and Leads often have repeat “customers” and readily incorporate their suggestions in future training opportunities. However, in certain situations, Leads must overcome challenges to their assessment methods as participant motivation is not always equal and some training groups may be too small to provide honest feedback. State funded preschool teachers who are subject to accountability actions may have more motivation to apply their learning than CARES Plus participants who may have a competing interest in receiving stipends. At the individual program level, Leads appear to receive more indicators of the impact of their work through individual conversations with staff members and their own observations of teachers working with children in their classrooms. Examples of what Leads view as credible evidence of a positive impact include integration of research based teaching strategies across the domains and throughout the day, reading CPIN literature, sharing activities with other teachers, developing curriculums rooted in the Foundations and Frameworks, high quality teacher-child interactions, effective classroom management, developmentally appropriate language and conversations, stimulating classroom environment, efficient use of structured and unstructured time, and the use of games or activities brought back from the trainings, among many other things. Leads also make use of assessment tools at the site level to determine the impact of trainings. They commonly monitor the results from the DRDP or other measures to look for improvement and use videotaping to engage teachers in reflective practice, which also provides observable documentation of improved classroom practices. Almost all the Leads spoke anecdotally of hearing stories from past participants about how a certain technique or activity from the training made a real difference in their classrooms. One Lead described how she saw the impact of her work in the field:

To have the opportunity to do the work I do is very rewarding. When I see a teacher over the course of a year grow the way that I have...from not being able to read a story to seeing children engaged in a large group in circle time, and then at the end of the year, the children are in circle for way more time than you could imagine and engaged and starting to use the English language and use it well...I think it's just critical and essential that we continue the work we're doing and find ways in our

state to make reflective practice and professional development a part of a teacher's day-to-day work. By partnering that along with coaching that they're receiving, we will see greater impact in our classrooms for our children, especially with...the amount of dual language learners and the amount of children who are coming to preschool who don't speak English. There's not a day I come to work where I feel like our services are not needed.

While the Leads expressed confidence in the positive impact of their training activities, they also acknowledged the importance of letting teachers know they did not have an evaluative role over them per se, but were there rather to strengthen and support the development of their skills and knowledge as effective ECE practitioners.

Section 4: Implementation Context of CPIN Training Activities

How effective do the Leads find the statewide CPIN/SCOE meetings?

In general, the Leads believed their statewide SCOE meetings were effective and met most of their needs; however, in addition to sharing what has been working for them, they also expressed several criticisms and suggestions for areas of improvement. Many aspects of the statewide meetings were valuable for them such as receiving CDE updates on current issues, networking with other Leads, sharing resources, discussing new training modules, asking clarifying questions and receiving opportunities for professional development. Out of these activities, Leads indicated that face to face networking time with other Leads and professional development were the most valuable parts of these meetings. In particular, they highly valued having the opportunity to discuss common issues among their colleagues such as sharing strategies for dealing with on the job challenges and other the administrative or managerial concerns unique to their roles as Leads. One Lead described her experience with the meetings in the following way:

The face-to-face network meetings with my fellow Leads are priceless. It's the only opportunity that we really get on a regular basis to come together in one place and have a chance to talk about successes, workplace challenges, share our strategies, talk about how things are going, pick each other's brains, and learn from each other. I think that is the most valuable part of them. I don't like the web-based or phone meetings. I really struggle with them. I know it's a cost issue to bring people together, but I don't think there's anything like being in the same room with each other. That's the most powerful part. And the professional development by the researchers at these meetings...they just brought two people in last year and it was fantastic. It's just an encouragement to them to keep it up if they can. To keep us current is just so great. Also, I think just being able to have these conversations with CDE, face to face. They know us by name and we know them. I've worked in education my whole career and I've worked with many folks at CDE, and I've never worked with such a flexible, open, humane, and responsive department...I feel like they really listen to us. They work with us and try to understand that the county offices we work in are different animals. They just really try to meet our needs and they communicate with us. They try to be really transparent.

Similarly, many Leads indicated that the “like Leads” meetings were the most effective time they spent together and several Leads suggested increasing the amount of time spent on these kinds of activities. This was not a universal sentiment, however, as it was also felt that these turned into complaint sessions. The Leads also raised several concerns about the statewide meetings and how they were not a very productive use of their time. For example, several Leads commented on how there was not enough time to adequately cover all of the agenda items. The information overload would create further problems because presentations would run over their allotted time, which took away from Lead networking time. Along these lines, Leads also recommended that informational or “Powerpoint”-like updates from CDE could be delivered to them electronically to save valuable networking time. One rule of thumb Leads suggested is that if updates *could* be delivered via a format like email, then they probably *should* be delivered that way. Videoconferencing and phone calls received mixed reviews from the Leads. It may be safe to say that some detested this kind of communication, although others found it to be a convenient way of keeping in touch and coordinating their work together especially as attending meetings could be a huge hurdle at times. Some Leads expressed dissatisfaction with other activities such as the meetings with FSO’s because they are not always present and the “all Lead” meetings that includes ELL Leads or other staff because they can’t address administrative concerns that affect only the regional Leads. Despite these areas of concern, however, in general, the Leads felt that CDE’s strengths included their effective communication, leadership, transparency, timely response to issues and ability to support Leads in their jobs by offering relevant opportunities for professional development.

What barriers make it difficult for participants to attend CPIN trainings?

Leads most often cited scheduling barriers and conflicts that made it difficult for teachers in particular to attend trainings. Some of the challenges for teachers were related to logistics such as inordinate travel time or inconvenient timings or locations of meetings. For Leads, they may have difficulties coordinating schedules with other co-Leads or finding locations or times that meet the needs of their diverse participants. Other barriers were programmatic such as teachers not being able to take time off for a variety of reasons including a lack of substitutes, no paid time off or unions not allowing them to leave their classrooms. Though more rare, occasionally programs had poor leadership or management and Leads could not continue their onsite training activities with teachers at these sites. Lastly, other barriers were policy related and may be larger in scope than any particular program or region. For example, many Leads cited teacher turnover as a huge problem in field, which prevented them from moving beyond overview trainings and delving deeper into specific content areas and related teaching strategies. This was also related to financial barriers, as Leads believed the ECE field was underfunded in general and preschool teachers were extremely underpaid in particular, which not only contributed to high turnover rates, but also a lack of funding as well as requirements for the continued professional development of teachers. Leads recognized that many of these barriers were statewide problems and outside of their control, but also indicated that programs like CARE Plus were largely successful in incentivizing teachers to attend more trainings since these participants made up a large percentage of their trainings in general. In addition,

Leads were very creative in how they addressed many of these barriers to attending trainings. They offered a diverse array of training times including evenings, weekends, summers, and nap or break times during the school day. However, despite these challenges, Leads often commented that their trainings were often full, which may reflect their efforts at removing obstacles for teachers when they observed any sessions with low attendance in the past.

Next Steps of the Evaluation

The results from this first phase of the evaluation study will inform the second phase and the follow-up surveys. This report will assist with the development of the next two major components of the second phase of the study. The first step of the second phase is the administration of online, pre- and post-surveys to preschool instructors who receive CPIN services. The pre-survey will take place in the fall of the 2014 and will be followed by the post-survey in the spring of 2015. These surveys will gather information about teachers' perspectives on the effectiveness of CPIN professional development trainings and related onsite services they receive. The second component of the second phase includes site observations of several preschool programs served by CPIN. Several sites will be selected representing both the northern and southern regions of the state. Site observations will provide an additional perspective on the effectiveness of CPIN training activities and are meant to complement the information gathered from the online surveys. A final report at the end of the second phase will summarize major findings across each component of the evaluation.