



Camp Fire

**CAMP FIRE
SCHOOL READINESS
& EARLY EDUCATION
APPRENTICESHIP
PROGRAM**

**2020-2021
SCHOOL YEAR**
Evaluation Report

APRIL 2022



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REPORT

2020-2021

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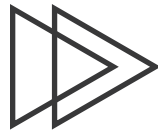
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EXECUTIVE SUMMARY

BACKGROUND

Camp Fire First Texas has a long and successful history of strengthening early childhood education and setting children in Fort Worth on a path to academic success. Its work to **prepare children for kindergarten** began in 2005 with the Camp Fire School Readiness Program (CFSRP), a research-based initiative designed to strengthen children's school readiness by improving the quality of the early childhood centers participating in the program. The program provides professional development and individual coaching/mentoring focused on teaching practices that improve language and social-emotional skills among children age 0-5. CFSRP supports early education programs that feed into the Fort Worth Independent School District (FWISD).

In 2020-2021, Camp Fire expanded its work to support early childhood development with the first cohort of the Early Education Apprenticeship Program (EEAP). EEAP is the first early childhood apprenticeship in the state of Texas. It facilitates a **career and educational pathway for early childhood educators** by combining paid, on-the-job learning with coaching from experienced educators and extensive professional development and professional certificate over a course of one to two years, as appropriate for each apprentice's background and circumstances.

REPORT STRUCTURE

For 2020-2021, Camp Fire has prepared a “report within a report,” separately addressing the activities and achievements of CFSRP and EEAP. This structure enables readers to pull out a comprehensive summary of CFSRP or EEAP alone, as well as to consider them together.

The CFSRP report was designed to address five central evaluation questions. To what extent did the CFSRP:

1. Implement professional development, stipend allocation, and mentorship activities as intended?
2. Improve the percentage of children demonstrating age-appropriate developmental, early literacy, and social-emotional skills during the 2020-2021 program year?
3. Impact children’s growth in developmental, early literacy, and social-emotional skills during the 2020-2021 program year?
4. Enhance the quality of teaching, classroom management, and centers’ family engagement practices during the 2020-2021 program year?
5. Impact CFSRP children’s school readiness as they enter prekindergarten and kindergarten?

The EEAP report was designed to address three central evaluation questions:

1. What are the characteristics and motivations of apprentices in the program?
2. What barriers or supports affected participation in the apprenticeship program?
3. To what extent have apprentices obtained wage and credentialing growth so far?

CFSRP RESULTS

All activities and outcomes for the 2020-2021 school year must be interpreted within the context of the ongoing COVID-19 pandemic, which influenced everything from student enrollment to teacher retention to mentoring practices.

PROGRAM IMPLEMENTATION

Professional development and mentoring in the CFSRP were adapted to make use of virtual classrooms and technological tools in response to the pandemic. The shift helped overcome barriers to in-person participation, including transportation and childcare challenges, as well as limits on physical gatherings. In 2020-2021, 29% of eligible teachers and 60% of eligible directors participated in participated in the Early Educators and Directors Institute, respectively.

Stipend allocation in CFSRP changed substantially in 2020-2021. Historically, CFSRP stipends have been awarded based on professional development participation and demonstrated competency on assessments. In the 2020-2021 school year, Camp Fire shifted most stipends to participants in Camp Fire’s new Early Education Apprenticeship Program. Within CFSRP, only directors of Level 4 centers and mentor teachers were eligible to receive stipends. A total of 13 CFSRP teachers and directors received stipends.

Finally, in the face of pandemic challenges, CFSRP mentors worked to support teacher development and strong child outcomes throughout the year through adaptations such as mentoring via virtual technology, enabling mentors to provide support and build relationships with educators while maintaining pandemic precautions. The types of activities mentors engaged in shifted due to virtual mentoring, with reflective follow-up, observation, and help with child assessments constituting the most common forms of activities.

CHILD OUTCOMES

Child outcomes were assessed using validated assessments appropriate to the child's level of development, summarized as follows.

Infant and Toddler Development (ASQ®)¹

At the end of the year, infant developmental targets were met for problem solving, gross motor skills, and fine motor skills; toddler developmental targets were met for problem solving, communication, gross motor skills, and fine motor skills. Neither group showed the level of personal-social development staff hoped to see; CFSRP staff have focused on this as an area for support and growth in 2021-2022. The CFSRP expects to see improvement in a post-pandemic environment.

Social-Emotional Development (DECA)²

About half of students met social-emotional benchmarks at the end of the year, including 42% of infants, 52% of toddlers, and 50% of preschool students.

Preschool Cognitive Development (CPALLS+)³

Skill development targets for listening and rhyming 2 were met, while those for rhyming 1 were not. All areas showed gains from the beginning of the year, with particularly strong results in listening and mathematics, where 95% and 85% of students, respectively, increased or maintained acceptable levels.

CENTER OUTCOMES (CLASSTM, PAS)⁴

The evaluation of center outcomes focused primarily on the quality of teacher-child interactions in the classroom (CLASSTM) and center leadership and management practices (PAS). The CFSRP sets targets for the CLASSTM ratings from the beginning to the end of the year. All CLASSTM domains other than preschool instructional support met these targets for 2020-2021 at end of year, in spite of pandemic disruptions. Preschool CLASSTM ratings can also be measured against a research-based quality threshold. CFSRP preschool teachers exceeded this threshold for Emotional Support domain at the beginning and end of the year. They did not quite meet the threshold at the end of the year for the Classroom Organization and Instructional Support domains. The finding of high ratings for the Emotional Support domains (among both toddler and preschool teachers) is promising given the demands on both teachers and children during the pandemic year.

All PAS domains showed improvement over the year, with the greatest gains in staff development.

School Readiness. Evaluation findings for 2020-2021 were consistent with findings in earlier years, suggesting CFSRP has a positive impact on children's school readiness at prekindergarten or kindergarten. At both grade levels, higher percentages of students who attended a CFSRP center were on track in literacy development—including phonological awareness, vocabulary development, and reading fluency—than the matched groups who did not attend a CFSRP center. A finding of concern is that neither of the kindergarten student groups in the 2020-2021 academic year met their projected growth targets, and that both groups had decreases from the beginning to the end of the year in the percentage of students at or above normed grade level standards for most of the MAP® Reading Fluency™ and Growth™ measures. These findings do not suggest that the children 'lost ground' during this time period. Rather, they did not make as much progress as expected—perhaps due to COVID-related disruptions in the learning environment.

1 For more information about the Ages & Stages Questionnaires®, Third Edition, see <https://agesandstages.com/products-pricing/asq3/>.

2 For more information about the Devereaux Early Childhood Assessment (DECA), see <https://centerforresilientchildren.org/home/about-us/summary-technical-information-assessment-tools/>.

3 For more information about CPALLS+, see <https://public.cliengage.org/tools/assessment/circle-progress-monitoring/>.

4 For more information about CLASSTM, see <https://teachstone.com/class/>. For more information about the Program Administration Scale (PAS), see <https://mccormickcenter.nl.edu/library/program-administration-scale-pas-2nd-ed/>.

EEAP RESULTS

The first cohort of EEAP apprentices began the program in September 2020. Because EEAP is designed to last two years, this report covers initial characteristics and lessons learned. Complete results for this cohort will be available in the 2021-2022 annual evaluation.

Apprentice Characteristics and Motivations

The initial EEAP cohort included 23 apprentices across seven early childhood host sites. Sixteen apprentices completed Camp Fire's Early Education Institute (EEI) professional development course during the first year of the program. Of those, four entered the program with a CDA or associate's degree and were able to graduate within the first year of the two-year program. Another eight apprentices are continuing their work on track for graduation in fall 2022. Applicants for the initial EEAP cohort provided their professional goals and motivation to participate in EEAP. Primary motivations to participate in the apprenticeship include career advancement (50%), furthering their education (39%), and general professional and educational improvement (11%).

Participation Supports and Barriers

Effective strategies to support apprentice participation and retention in the initial cohort include strong relationships between Camp Fire First Texas and EEAP host sites and—from the perspective of apprentices—meaningful time with their mentors and instructors, content that felt relevant to immediate classroom and personal challenges, and the flexibility bestowed by the program's virtual mode of delivery. Barriers to participation and retention during the ongoing pandemic included technological limitations in the early months of the program and apprentices leaving employment at their host sites, and thereby leaving the apprenticeship program. Every apprentice who left EEAP in the first year did so because they left their current employer. Those who left listed personal (e.g., family requirements, pandemic strains, illness) and professional (e.g., changing employers within the profession, leaving the childcare profession) reasons for discontinued participation.

Apprentice Progress and Initial Outcomes

Of the initial 23 apprentices, a total of 16 apprentices (70%) completed the EEI course in 2020-2021. Four of the sixteen have graduated, and 12 were in good standing to continue the program. The apprentices whose classroom practices were assessed at beginning and end of year showed strong improvements in best practices and CLASSTM ratings, meeting all CLASSTM quality rating levels at the end of the year. In addition, initial information on the four program graduates shows increased wage growth for all four and continued educational effort for three of the four. In 2021-2022, a formal evaluation plan has been put into place, and annual reports in future years will provide greater information on the full cohort's results and long-term impact.

Overall, Camp Fire's programs to support educators and students adapted to pandemic circumstances once again in 2020-2021, with strong results, innovative solutions that are being carried forward, and insights for additional ways to support children and educators in North Texas.

GLOSSARY OF TERMS

ASQ®-3	Ages and Stages Questionnaires®, Third Edition A developmental screening tool for use with children ages one month to 5½ years old. The ASQ®-3 highlights a child’s developmental strengths and areas of concern. Camp Fire uses ASQ®-3 to see where individual children need additional support, assess development over time, and identify developmental domains to emphasize in the classroom.
BOY	Beginning of Year Generally refers to measurements taken at the beginning of a school year (September through November).
BPOT	Best Practices Observation Tool A research-based checklist for classroom observers to measure the presence or absence of teaching practices that align with the CFSRP professional development curriculum. Checklists are tailored to classroom type (infant, toddler, Pre-K3 and Pre-K4).
CFSRP	Camp Fire School Readiness Program Camp Fire First Texas’ research-based initiative to strengthen school readiness through improving language and social-emotional skills among children age 0-5 and enhancing the quality of teaching and childcare centers
CIRCLE	Circle Progress Monitoring Tool A criterion-referenced assessment used to identify prekindergarten students who are on track, need monitoring, or need support for development of early literacy and social emotional skills.
CLASSTM	Classroom Assessment Scoring System A quality improvement tool focused on teacher-student interactions that measures the teaching quality within a classroom. Camp Fire uses CLASSTM to gauge classroom quality and provide individualized feedback to improve educator practices.
CPALLS+	An assessment of prekindergarten learning (literacy, math, science, social studies), social development, and critical Head Start skills. Camp Fire uses CPALLS+ to assess older children’s language and math skill development over time.
DECA	Devereux Early Childhood Assessment A strengths-based social-emotional screening and assessment tool for infants and toddlers (ages one month to 36 months) and preschoolers (ages three to five years). Camp Fire uses DECA to assess children’s social-emotional well-being and level of protective factors.

EEAP

Camp Fire Early Education Apprenticeship Program

Camp Fire First Texas' workforce development initiative to build a career pathway for early childhood educators by combining paid, on-the-job learning with coaching, professional development, and professional certification.

EOY

End of year

Generally refers to measurements taken at the end of a school year (April through June).

FWISD

Fort Worth Independent School District

The K-12 public school system that serves most students after they age out of the CFSRP.

MAP® Reading Fluency™

An online screening and progress monitoring tool that assesses basic reading skills with an emphasis on oral fluency (e.g., listening comprehension, words per minute, accuracy, decoding). It is part of a standardized, norm-referenced series of assessments that can be used to measure students' performance against the performance of a national sample. Students receive a MAP® Reading Fluency™ rating of below, approaching, meeting, or exceeding grade level expectations.

MAP® Growth™

An online screening and progress monitoring tool that assesses early literacy skills, reading comprehension, and use of vocabulary. It is part of a standardized, norm-referenced series of assessments that can be used to measure students' performance against the performance of a national sample. Students receive a score that places them at one of five levels (low, low average, average high average or high), based on the national sample.

MOY

Middle of year

Generally refers to measurements taken in the middle of a school year (January or February).

PAS

Program Administration Scale

A leadership and program management assessment tool designed for center-based early childhood education programs. Camp Fire uses the PAS to assess center quality and support continuous improvement.

TX-KEA

Texas Kindergarten Entry Assessment

An assessment of entering Texas kindergarten students' language, literacy, STEM, social emotional, executive function, and academic motor skill. Kindergarten teachers in Texas administer the TX-KEA to their students at the beginning, middle, and end of the school year.

INTRODUCTION

Camp Fire First Texas has a successful history of strengthening early childhood education and setting children in Fort Worth on a path to academic success. Its work to **prepare children for kindergarten** began in 2005 with the Camp Fire School Readiness Program (CFSRP), a research-based initiative that strengthens children's school readiness through improving language and social-emotional skills among children age 0-5 while also enhancing childcare center and teacher quality. CFSRP supports early education programs that feed into the Fort Worth Independent School District (FWISD).

This year, Camp Fire expanded its work to support early childhood development with the first cohort of the Early Education Apprenticeship Program (EEAP). EEAP facilitates a **career and educational pathway for early childhood educators** by combining paid, on-the-job learning with coaching from experienced educators and extensive professional development and professional certification over a course of one to two years, as appropriate for each apprentice's background and circumstances.

Each year, CFSRP staff work to collect quality data that inform them of their achievements toward program outcomes in order to understand areas of success and shortfall in the short term. They pair this knowledge with FWISD assessments of CFSRP students from either prekindergarten or kindergarten through third grade. Typical CFSRP program elements and data collection efforts were challenged during the 2019-2020 and 2020-2021 school years in light of the coronavirus pandemic. In response to these challenges, CFSRP staff focused on supporting center directors, supplemented program assessments with surveys and focus groups to gather feedback, and adjusted their programming accordingly.

Camp Fire's annual evaluation report provides an opportunity to reflect on challenges and successes in the preceding year, make adjustments to more effectively support children's education, and have transparent, productive conversations with partners and funders.

Report Structure

For 2020-2021, Camp Fire has prepared a “report within a report,” separately addressing the activities and achievements of CFSRP and EEAP. This structure enables readers to pull out a comprehensive summary of CFSRP or EEAP alone, as well as to consider them together.

CFSRP

This report describes the results of social-emotional, developmental, and literacy assessments for children attending CFSRP centers in 2020-2021. It considers how Camp Fire’s implementation of the CFSRP responded to ongoing pandemic challenges. It captures child development center and classroom quality measures. It compares beginning- to end-of-year developmental and literacy gains among students attending CFSRP and students in other FWISD classrooms. Notably, Camp Fire was able to collect beginning and end of year assessment data for students, teachers, and classrooms, after pausing assessment in the spring of 2020 due to the coronavirus pandemic.

The CFSRP report was designed to address five central evaluation questions. To what extent did the CFSRP:

1. Implement professional development, stipend allocation, and mentorship activities as intended?
2. Improve the percentage of children demonstrating age-appropriate developmental, early literacy, and social-emotional skills during the 2020-2021 program year?
3. Impact children’s growth in developmental, early literacy, and social-emotional skills during the 2020-2021 program year?
4. Enhance the quality of teaching, classroom management, and centers’ family engagement practices during the 2020-2021 program year?
5. Impact CFSRP children’s school readiness as they enter prekindergarten and kindergarten?

EEAP

This year’s report also addresses the implementation and preliminary outcomes of EEAP’s inaugural year. EEAP is an innovative solution to intractable issues facing the early childhood profession: difficulty for educators to obtain a living wage, professional support, and recognition; and elevated turnover among center-based staff. Ultimately, these issues affect educators and students alike; strengthening the early education workforce has potential to improve educational quality and professional support, elevating child outcomes over the long run. EEAP is implemented with the support of the Texas Workforce Commission and is certified by the U.S. Department of Labor. It is Texas’ first early education apprenticeship program, developed in partnership between Camp Fire First Texas, Workforce Solutions for Tarrant County, Tarrant County College, Tarleton State University, and TEACH Early Childhood Texas.

In 2020-2021, Camp Fire supported the training and education of 23 apprentices in an effort to build a career pathway and labor pipeline supporting high-quality early childhood education for children as well as adequate professional, educational, and wage support for educators. Due to the coronavirus pandemic, the program’s first year was conducted virtually, expanding the program’s reach beyond Tarrant County. All apprentices in the initial cohort were eligible for wage increases as they reached program milestones. They had the opportunity to leave the program with up to 33 hours of college credit. The initial year provided an opportunity for initial lessons learned, informing the future direction, implementation, and evaluation of EEAP.

This report was designed to address three central evaluation questions:

1. What are the characteristics and motivations of apprentices in the program?
2. What barriers or supports affected participation in the apprenticeship program?
3. To what extent have apprentices obtained wage and credentialing growth so far?



CAMP FIRE SCHOOL READINESS PROGRAM (2020-2021)

School readiness encompasses the social and cognitive skills and developmental milestones that prepare children to succeed in school when they enter kindergarten.⁵ It is well established that children from lower-income households are at increased risk of entering kindergarten without the skills to support their success.⁶ Furthermore, lower-income students who enter kindergarten with this disadvantage tend to progress academically at a slower rate, falling behind their peers, ultimately leading to lower educational attainment and lifetime earnings.⁷ One remedy to this problem is high-quality early education programming. Empirical studies indicate that students with high-quality early education are more prepared with the skills and knowledge they need to succeed in school, with low-income children seeing the greatest benefits.⁸

In light of having an unambiguous solution to a critical community need, Camp Fire provides professional development for early childhood educators as the most effective means of improving quality of early education and development. It is not always feasible to implement new childcare centers or support advanced teacher training and certification, especially in the communities where students have the greatest need. Camp Fire works with childcare development centers in low income, targeted areas of Fort Worth to support early childhood educators with the knowledge and skills necessary to provide high-quality childcare.

The CFSRP measures its success in terms of child learning and development, classroom quality, and center quality at the beginning and end of each school year. The theory of change⁹ below outlines the causal model for the program (Figure 1). The components of the program are outlined in detail in Appendix A. To understand how and why these outcomes came about, the evaluation includes program implementation indicators: teacher and student retention, teacher participation in professional development, and mentoring activities.

5 Snow, K. L. (2006). Measuring school readiness: conceptual and practical considerations. *Early Educ. Dev.* 17, 7–41. doi: 10.1207/s15566935eed1701_2

6 Reardon, S. F. & Portilla, X. A. (2016). Recent trends in income, racial, and ethnic school readiness gaps at kindergarten entry. *AERA Open* 2(3), 1-18. doi: 10.1177/2332858416657343

7 Garcia, E. & Weiss, E. (2017). Education inequalities at the school starting gate. Economic Policy Institute. epi.org/132500

8 Magnuson, K.A., Meyers, M.K., Ruhm, C.J., & Waldfogel, J. (2004). Inequality in preschool education and school readiness. *American Educational Research Journal.* 41(1):115-157. doi:10.3102/00028312041001115

9 A theory of change provides an illustration of a program's impact pathway—the logical causal change that is expected to occur as a result of program activities.

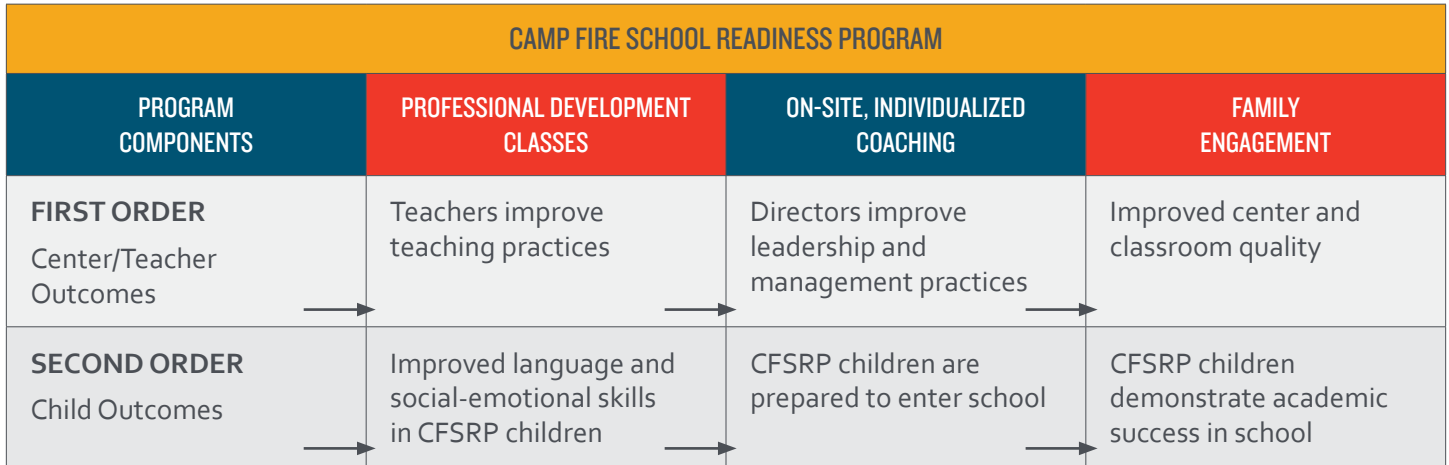


Figure 1: CFSRP Theory of Change

PROFESSIONAL DEVELOPMENT LEVEL	NUMBER OF CENTERS (CLASSROOMS)	DESCRIPTION
LEVEL 1	0 (0)	Relationship building between CFSRP and the center (does not include professional development).
LEVEL 2	3 (15)	Basic (Center participates for one year)
LEVEL 3	8 (37)	Intense (Center participates for three years)
LEVEL 4	4 (18)	Sustainability (Center participation begins after the third, intensity-level year and continues as long as the center remains in the program)

Table 1: Description of CFSRP Professional Development Levels

Pandemic Response

As with the 2019-2020 school year, the 2020-2021 school year was significantly impacted by the COVID-19 pandemic. Program implementation and child and center outcomes were achieved against the backdrop of childcare center closures (including three 2019-2020 CFSRP centers), decreased workforce participation, increased physical risks to staff, heightened sanitation and safety precautions, and the general personal and professional challenges presented by COVID-19.

In other words, every element of the CFSRP's operations in 2020-2021 was impacted by the COVID-19 pandemic, from shifts in student enrollment to teacher training and retention to virus safety protocols. Childcare centers across the country faced high demand for care, decreased staff availability due to sickness and workforce exits, and increased expenses to maintain a safe atmosphere for young children, who were not eligible to be vaccinated. Teachers faced competing demands from their personal and professional responsibilities, while center directors frequently faced staffing shortages that strained their ability to care for as many children—and bring in as much revenue—as was typical in other circumstances.

In order to support strong centers and maintain student outcomes in the face of these barriers, Camp Fire adjusted its delivery of the CFSRP in key ways, including:

- Using live, virtual and hybrid modes for professional development courses
- Distributing Bluetooth and internet-connected tablets to support virtual mentoring
- Providing guidance to center directors on how to obtain and appropriately spend funds from the Texas Workforce Commission and the federal Child Care and Development Block Grant

Implementing these changes involved challenges stemming from limited availability of technological tools and initial staff unfamiliarity with virtual learning (e.g., Google Classroom as a platform for professional development). However, the changes also enabled CFSRP staff and mentors to reach more educators and provide greater support than would have been possible under previous procedures. At the end of the 2020-2021 school year, teachers indicated their mentors were effective at helping them recognize success, helping in the areas where the teacher wants supports, and being reliable. Directors indicated their mentors were effective at building relationships on trust and talking together about areas of improvement. Teachers felt they continued to have particular challenges for supporting children with a variety of special needs during the pandemic, and that additional mentoring elements, such as time for reflective follow-up, were not as strong as desired under the adjusted approach.¹⁰ At the end of the year, CFSRP mentors confirmed that all CFSRP centers were preparing to apply for public grants supporting early childhood education in 2021-2022.

The following summary of program participants, processes, and outcomes at all levels should be considered in context of the ongoing coronavirus pandemic.



¹⁰ Based on an end-of-year survey of CFSRP teachers and directors conducted in May-June 2021.

Program Characteristics

CENTER CHARACTERISTICS

In the 2020-2021 school year, the CFSRP served 16 child development centers, reaching 203 staff members and 772 children in targeted areas of Fort Worth (Table 2). A majority of participating centers were engaged in CFSRP Level 3 (56%). Of the 16 child development centers, three participated in Level 2 programming, nine in Level 3 intensive support, and four in Level 4 sustainability work. Eleven centers (69%) also participated in Texas Rising Star (TRS) during the 2020-2021 school year.

	CENTER NAMES	ZIP CODE	CFSRP LEVEL	TRS LEVEL	TOTAL STUDENTS
1	All Stars Early Learning Center	76120	Level 3: Intense	Pursuing	88
2	Children’s Early Development	76111	Level 4: Sustaining	Pursuing	27
3	Childtime Learning Center – Meadowbrook	76120	Level 3: Intense	3 Star	59
4	Childtime Learning Center – Morrison	76112	Level 3: Intense	3 Star	44
5	Faith Academy Learning Center	76103	Level 2: Basic	Pursuing	11
6	Fortress Youth Development	76104	Level 3: Intense	Pursuing	46
7	Good Shepherd Christian Academy	76119	Level 3: Intense	4 Star	48
8	Joy Learning Palace	76103	Level 3: Intense	4 Star	36
9	Kiddyland Childcare	76133	Level 3: Intense	3 Star	28
10	Like My Own	76104	Level 4: Sustaining	3 Star	23
11	Little Tyke Creative Childcare – Brentwood	76112	Level 3: Intense	3 Star	86
12	Mother Goose	76164	Level 3: Intense	2 Star	26
13	One Safe Place	76104	Level 2: Basic	3 Star	40
14	Temple Days	76120	Level 2: Basic	Pursuing	101
15	YMCA – Amaka	76102	Level 4: Sustaining	4 Star	67
16	YMCA – Ella McFadden	76102	Level 4: Sustaining	4 Star	42

Table 2: CFSRP Participating Centers, 2020-2021

YEAR	NUMBER OF...				
	CLASSROOMS	CHILD DEVELOPMENT CENTERS	FAMILY CHILD CARE HOMES	TEACHERS AND DIRECTORS	CHILDREN
2009–2010 (PILOT)	39	6	15	38	307
2011–2012	69	13	13	119	675
2012–2013	80	24	8	171	967
2013–2014	102	28	8	263	1,158
2014–2015	100	26	6	285	1,458
2015–2016	106	23	3	302	1,808
2016–2017	124	25	0	238	1,338
2017–2018	86	21	0	209	1,100
2018–2019	87	19	0	201	1,177
2019–2020	86	19	0	167	937
2020–2021	70	16	0	161	772

Table 3: Number of Centers, Classrooms, Staff, and Children served by the Camp Fire School Readiness Program, 2009-2021

Table 3 summarizes the number of home- and center-based providers, center classrooms, staff, and students served by the CFSRP from 2009 to 2021. Since 2016, the CFSRP has exclusively served center-based providers. The number of classrooms served each year is highlighted as the best indicator of the level of program investment in terms of both time and money. (E.g., mentor capacity is influenced by the number of classrooms on their caseload.)

The classrooms participating in the CFSRP in 2020-2021 were primarily single age group classrooms (87%). The number of child development centers participating in the CFSRP decreased somewhat in the 2020-2021 school year, as three centers closed due to pandemic effects or damage from Winter Storm Uri in February 2021. The number of classrooms served was similarly decreased as classrooms were combined or closed at the beginning of the year due to lower enrollment or staff availability.

Ultimately, center and classroom closures—as well as pandemic protocols necessitating lower student teacher ratios to support the health and safety of all involved—served to decrease the number of children supported by the CFSRP in the 2020-2021 school year relative to prior years.

CHARACTERISTIC	N (%)	
AGE GROUP		
Infants	194	(25%)
Toddlers	245	(32%)
Preschool (3 year olds)	171	(22%)
Prekindergarten (4-6 year olds)	154	(20%)
Six year old	4	(1%)
RACE/ETHNICITY		
African American	427	(55%)
Asian	5	(1%)
Caucasian	181	(23%)
Hispanic/Latino	113	(15%)
Multiracial	42	(5%)
Other	1	(0%)
GENDER		
Female	361	(47%)
Male	411	(53%)



Table 4: CFSRP Student Characteristics, 2020-2021 (N=772)

▶▶ STUDENT CHARACTERISTICS

The CFSRP serves a diverse set of young children. Table 4 presents demographic characteristics of the 772 children served by the CFSRP in 2020-2021. Students are predominantly African American (55%), Caucasian (23%), or Hispanic/Latino (15%). Reflecting the program’s focus on early childhood from birth through age five, the children reached by CFSRP are well-balanced from infancy (25%) through prekindergarten (20%), with toddlers representing greatest share (32%).

STAFF CHARACTERISTICS

Table 5 presents demographic characteristics of the 197 educators supported by the CFSRP in 2020-2021.¹¹ In rough alignment with student demographics, 56% of teachers are African American, 21% are Caucasian, and 16% are Hispanic/Latino. Nearly all staff supported by the program (97%) are female.

CFSRP staff typically have less formal education than prekindergarten teachers affiliated with school districts, and their level of experience in the childcare field is variable. Most staff participating in the CFSRP have less than an associate's degree: 57% have a high school diploma or GED as their highest educational attainment, and 21% have some college but less than an associate's degree. Twenty-one percent have some type of childcare credential, generally a CDA (13% of staff). Years of experience in the field of childcare varied, with nearly half (41%) of staff reporting three years or less experience and one third reporting more than ten years of experience.

11. Staff served include center directors, teachers, assistant or float teachers, and other staff involved in childcare.

CHARACTERISTIC	N (%)	
EDUCATION		
Early childhood certification (CDA, ECMI, Director Certificate, etc.)	41	(21%)
High school diploma or GED	112	(57%)
Some college	42	(21%)
Associate's degree	18	(9%)
Bachelor's degree	21	(10%)
Master's degree	2	(1%)
Not reported	2	(1%)
RACE/ETHNICITY		
African American	111	(56%)
Asian	1	(0%)
Caucasian	41	(21%)
Hispanic/Latino	31	(16%)
Multi-Racial	6	(3%)
Other	4	(2%)
Not reported	3	(2%)
GENDER		
Female	191	(97%)
Male	3	(2%)
Not reported	3	(2%)
YEARS OF CHILDCARE EXPERIENCE		
Less than 1 year	30	(15%)
1-3 years	53	(26%)
4-6 years	32	(16%)
7-10 years	17	(8%)
More than 10 years	68	(33%)
Not reported	2	(1%)
YEARS WITH CFSRP		
Less than 1 year	76	(39%)
1-3 years	61	(31%)
4-6 years	21	(11%)
7-10 years	11	(6%)
More than 10 years	26	(13%)
Not reported	2	(1%)

Table 5: CFSRP Staff Characteristics, 2020-2021 (N=197)

CHARACTERISTIC	N (%)	
EDUCATION		
Bachelor's degree	3	(50%)
Master's degree	3	(50%)
RACE/ETHNICITY		
African American	4	(67%)
Caucasian	2	(33%)
GENDER		
Female	6	(100%)
Male	0	(0%)
YEARS OF CHILDCARE EXPERIENCE		
7-10 years	4	(67%)
More than 10 years	2	(33%)
YEARS WITH CFSRP		
Less than 1 year	2	(33%)
1-3 years	1	(17%)
4-6 years	1	(17%)
7-10 years	2	(33%)

Table 6: CFSRP Mentor Characteristics, 2020-2021 (N=6)

MENTOR CHARACTERISTICS

Camp Fire assigns experienced mentors to support teachers in the program. These mentors provide teachers with guidance on best practices in the classroom, how to handle challenging situations, and how to support child development and provide high quality care in age-appropriate ways. Camp Fire had six mentors in 2020-2021, for a 33:1 teacher to mentor ratio. All mentors had at least a bachelor's degree, and half had a master's degree. Four were African American, and two were Caucasian. Two had more than 10 years of childcare experience, and four had between seven and 10 years of experience (see Table 6).

Program Implementation¹²

Process evaluation describes the extent to which the CFSRP program implemented program activities as intended and how those activities resulted in the expected program outcomes. Findings from a process evaluation enable Camp Fire to determine which aspects of the program are working as expected, and which processes require additional support and clarification in order to be most effective.

TEACHER RETENTION BEGINNING OF YEAR (BOY) TO END OF YEAR (EOY)

Teacher turnover in early childhood education is a serious barrier to child development, educational quality, and the economic stability of the businesses providing childcare. In the United States, teacher turnover is consistently as high as 25-30% each year among early childhood programs.¹³ Turnover rates are four times higher among early childhood teachers at child development centers than among elementary school teachers,¹⁴ and are highest among center-based programs that serve children ages 0 to 5 (compared to prekindergarten only programs): precisely the programs the CFSRP seeks to support.¹⁵ Importantly, this turnover has a negative effect on child development.¹⁶ Detrimentially for the industry, many early childhood educators who leave the classroom exit the field entirely, rather than shifting to a different classroom setting.¹⁷

Turnover has increased during the pandemic, as well. The National Association for the Education of Young Children (NAEYC), a national accrediting body for early childhood programs, conducted a survey of childcare providers in June-July 2021. The results for Texas showed even greater projected turnover than in typical years. Among Texas survey respondents, 86% of childcare center owners experienced a staffing shortage. Nearly half (47%) indicated they were considering leaving their program or the field within the coming year. This percentage was higher among programs with non-white proprietors (59%) and educators with one year of experience or less (69%).¹⁸

In the context of state and national teacher retention trends, CFSRP teachers showed above-average employment stability. Of the 197 CFSRP staff employed during the 2020-21 school year, 153 remained at their childcare center from beginning to end of year, for a 78% retention rate (see Figure 2).¹⁹ Teacher retention rates for the program are typical for the CFSRP in recent years and exceed those expected industry-wide in regular years as well as during the pandemic.

12 A description of the methods used for this report are provided in Appendix B.

13 Institute of Medicine and National Research Council. (2012). *The Early Childhood Care and Education Workforce: Challenges and Opportunities: A Workshop Report*. The National Academies Press.

14 Whitebook, M. & Sakai, L. (2003). Turnover begets turnover: An examination of job and occupational instability among childcare center staff. *Early Childhood Research Quarterly*, 18, 273-293.

15 Caven, M., Khanani, N., Zhang, X., & Parker, C. E. (2021). *Center- and program-level factors associated with turnover in the early childhood education workforce* (REL 2021-069). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast & Islands. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

16 Hale-Jinks, C., Knopf, H., & Kemple, K. (2006). Tackling teacher turnover in childcare: Understanding causes and consequences, identifying solutions. *Childhood Education*, 82(4), 219-226.

17 Bassok, D., et al. (2021). New evidence on teacher turnover in early childhood. *Educational Evaluation and Policy Analysis*, 43, 172-180. doi: 10.3102/0162373720985340

18 National Association for the Education of Young Children. (2021). *State Survey Data: Child Care at a Time of Progress and Peril*. https://www.naeyc.org/sites/default/files/wysiwyg/user-74/naeyc_survey_statedatawithquotes_sep2021.pdf

19 Retention rates during the 2019-2020 school year were artificially high due to centers keeping teachers on staff, in hiatus, during the coronavirus pandemic. Not all teachers on the staff lists were not actually present in childcare centers. This unique situation led to an artificially high retention rate on paper, in spite of having fewer children to serve in spring 2020.

STUDENT RETENTION (BOY TO EOY)

Continuity—in terms of having a consistent learning environment as well as maintaining healthy relationships with a consistent adult—is a critical element of early childhood learning and development.^{20,21} Additionally, because Camp Fire measures developmental change from beginning of year to end of year, stable class enrollment is imperative to understanding student and program outcomes. During the 2019-2020 school year—i.e., the beginning of the COVID-19 pandemic—centers participating in the CFSRP saw particularly high levels of student retention (see Figure 3). From fall 2020 to spring 2021, Camp Fire centers retained 555 of 772 students for 72% retention, a typical rate for recent years.

TEACHER AND DIRECTOR PROFESSIONAL DEVELOPMENT PARTICIPATION

Teachers have the opportunity to increase their knowledge and skills related to classroom management and child development through the Foundational Professional Development and the Early Education Institute (EEI) courses the CFSRP provides. Directors have the opportunity to increase their knowledge of leadership practices, business management, and child development through the CFSRP Director’s Institute (DI).

After making programmatic adjustments in response to the COVID-19 pandemic in spring 2020, Camp Fire shifted from in-person professional development to virtual and hybrid modalities during the 2020-2021 school year. All 100 full-time teachers at Level 3 (“Intense”) centers were expected to participate in EEI and foundational professional development, per the terms of Camp Fire’s agreements with each center. Of those 29 full-time teachers at Level 3 centers participated in EEI in 2020-2021, for a 29% participation rate. There were 30 Directors and Assistant Directors eligible to participate in the Directors Institute (DI); of those 18 attended, for a 60% participation rate.

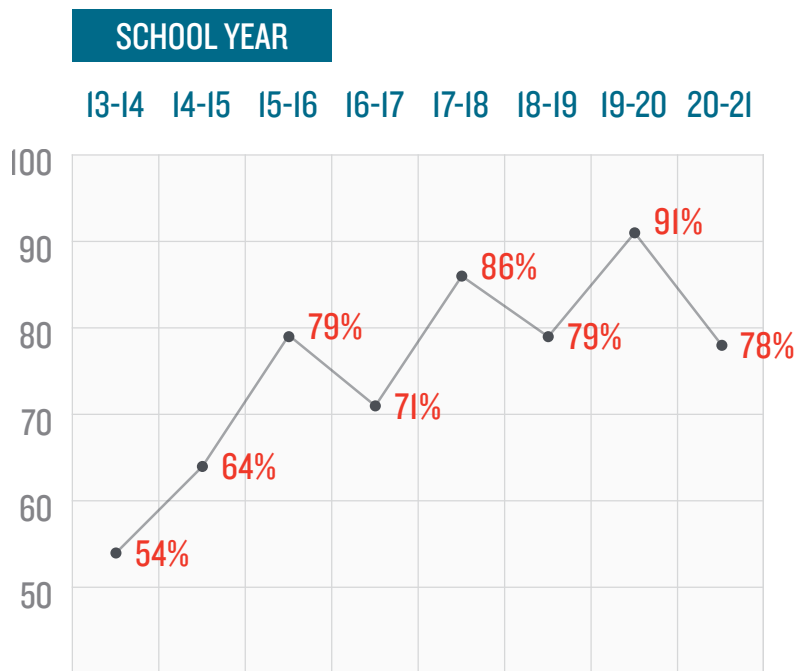


Figure 2: Teacher Retention Rates from BOY to EOY

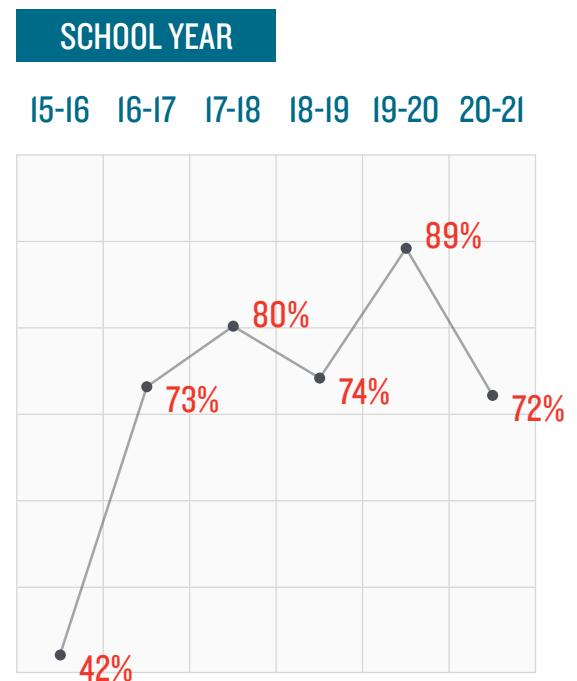


Figure 3: Student Retention Rates from BOY to EOY

20 Sabol, T.J. & Pianta, R.C. (2012). Recent trends in research on teacher-child relationships. *Attachment & Human Development* 14(3). doi: 10.1080/14616734.2012.672262

21 Curby, T.W., Grimm, K.J., & Pianta, R.C. (2010). Stability and change in early childhood classroom interactions during the first two hours of a day. *Early Childhood Research Quarterly* 25(3): 373-384. doi: 10.1016/j.ecresq.2010.02.004

TEACHER AND DIRECTOR STIPENDS

Historically, Camp Fire has awarded stipends to eligible teachers and directors based on attendance in professional development and demonstrated competency on assessments. In the 2020-2021 school year, Camp Fire shifted most stipends to participants in Camp Fire’s new Early Education Apprenticeship Program. Within CFSRP, directors of Level 4 centers and mentor teachers were eligible to receive stipends at the end of the school year, based on completion of agreed upon leadership and mentoring duties. A total of 13 CFSRP teachers and directors received stipends in 2020-2021.

ONE-ON-ONE MENTOR ACTIVITY

CFSRP mentors typically provide on-site, individualized coaching to teachers and directors. Mentors help integrate assessment results into teacher action plans, improve the use of best practices in teaching and classroom management, and coach teachers and directors on how to provide quality education.

One-on-one mentoring activities in the 2020-2021 school year were adjusted to accommodate safety protocols limiting visitors to center facilities. As a result, Camp Fire mentoring shifted from side-by-side work in classrooms to use of Bluetooth and tablets, enabling mentors to see the classroom and provide guidance to teachers without physically entering the space. With the use of these tools Camp Fire mentors were able to mimic side-by-side work and provide real-time coaching in classrooms while maintaining COVID safety precautions at each center. Table 7 summarizes the CFSRP’s key mentoring activities and the number of visits in which mentors focused on each activity. During the pandemic, family engagements and support for the physical classroom environment were both necessarily limited. Mentors were especially supportive of teacher reflective follow-up on situations encountered in the classroom and classroom observation in the 2020-2021 school year.

TYPE OF VISIT ACTIVITY		NUMBER OF ACTIVITIES	PERCENTAGE OF ACTIVITIES
1	Reflective Follow Up	154	32.3%
2	Observing	113	23.7%
3	Help with Child Assessments	64	13.4%
4	Instructional Planning	49	10.3%
5	Modeling	44	9.2%
6	Side-by-Side Coaching	26	5.5%
7	Problem Solving Generate Options	13	2.7%
8	Physical Classroom Environment	12	2.5%
9	Family Engagement	2	0.4%
TOTAL		477	100.0%

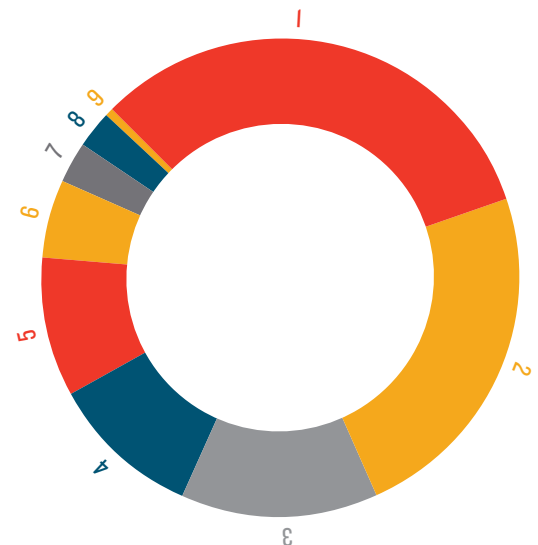


Table 7: Mentor Activities, 2020-2021

Child Outcomes²²

The CFSRP measures its success in helping children attain age-appropriate developmental, early literacy, and social-emotional skills through consistent use of validated assessments. For younger children, key outcomes are developmental: gross and fine motor skills, as well as communication, problem solving, and personal-social skills. For prekindergarten students, key outcomes are academic: literacy and numeracy skills. For all students, social-emotional outcomes are an additional outcome and dimension of childhood development that supports school readiness. Descriptions of the assessments used to measure child outcomes are available in Appendix C.

Each year, to determine the program’s level of success in each of these domains, CFSRP staff set targets for the percent of children developmentally on-target at the end of the year. This evaluation assesses the extent to which these targets are met, as well as the extent to which individual children maintain and/or improve their developmental skills.

Camp Fire was able to resume student assessments in the 2020-2021 school year after pandemic disruptions the previous spring. This section presents the developmental, social-emotional, and academic outcomes students served by the CFSRP demonstrated in the past school year.

²² A description of CFSRP assessments is provided in Appendix C.



ASQ® DEVELOPMENTAL DOMAIN	% OF CHILDREN DEVELOPMENTALLY ON-TARGET AT END-OF-YEAR			
	INFANTS (N=26)		TODDLERS (N=62)	
	TARGET	EOY ACTUAL	TARGET	EOY ACTUAL
Problem Solving Skills	70%	81%	80%	82%
Communication Skills	65%	50%	80%	87%
Gross Motor Skills	75%	100%	85%	92%
Fine Motor Skills	70%	88%	70%	74%
Personal-Social Skills	70%	69%	80%	77%

**End of year figures shaded in green meet or exceed the year’s target.*

Table 8: CFSRP Infant and Toddler Development Outcome Goals Versus Actual (ASQ®-3), 2020-2021

INFANTS AND TODDLERS: CHILD DEVELOPMENT

Center teachers administered the Ages and Stages Questionnaire (ASQ®-3) to infants and toddlers ages 0-3 to screen for potential developmental concerns. Developmental concerns are identified when a child scores below the cut-off in at least one of the ASQ®-3's five developmental domains (i.e., problem solving, communication, fine motor, gross motor, and personal-social). When developmental concerns are identified, center staff use the screening results to implement individualized instruction in their classrooms and refer families to external support services if the concerns are more severe.

Collectively, infants and toddlers were developmentally on target across the majority of developmental outcomes (Table 8). Infants were on target for problem solving skills and gross and fine motor skills, but lagged the goal for communication and personal-social skills. Toddlers were on target for all areas except for personal-social skills (Figure 4).

When considering individual change from beginning (BOY) to end of year (EOY), the majority of infants and toddlers either improved or continued to perform at or above their "real" age in each domain (Figures 4 and 5). A notable exception to this trend was infant communication: only half of infants increased or maintained age-appropriate levels of communication during the school year.

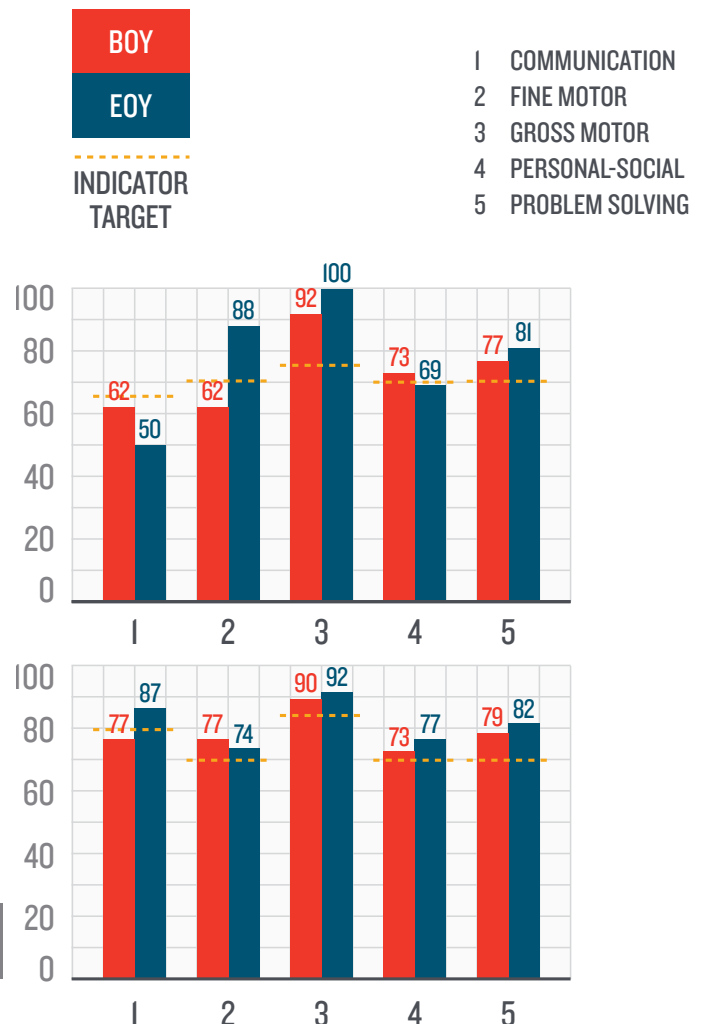
Figure 4: Percentage of Infants Demonstrating Age-Appropriate Skills by Assessment Area (ASQ®-3), 2020-2021 (N=26)

Figure 5: Percentage of Toddlers Demonstrating Age-Appropriate Skills by Assessment Area (ASQ®-3), 2020-2021 (N=62)

CPALLS+ DEVELOPMENTAL DOMAIN	% OF CHILDREN DEVELOPMENTALLY ON-TARGET AT END-OF-YEAR	
	TARGET	EOY ACTUAL
Listening	90%	95%
Rhyming 1	80%	78%
Rhyming 2	60%	68%
Math	95%	89%



Table 9: CFSRP Prekindergarten Development Outcome Goals versus Actual (CPALLS+), 2020-2021



PREKINDERGARTEN CHILDREN: MATH AND LITERACY

ALL AGES: SOCIAL-EMOTIONAL DEVELOPMENT

Center teachers administered the CPALLS+ assessment to children ages three-and-a-half through five to assess their listening skills, ability to determine if two words rhyme (rhyming 1), ability to independently present a word that rhymes with a given word (rhyming 2), and early math skills. Rhyming 2 is one of the most challenging skills to master, and many children may not master rhyming 2 skills until they turn five or six years old. For the purposes of the evaluation, the results for four- and five-year-old children are considered.

Math and literacy results were inconsistent among prekindergarten children. Children collectively met targets for listening and rhyming 2, but not for math and rhyming 1 (Table 9). However, the percentage of 4- and 5-year-old prekindergarten children meeting the target increased substantially from beginning to end of year (Figure 6), particularly in listening and rhyming 1, where the percentage of children meeting the target increased by 21% and 17%, respectively (Figure 6).

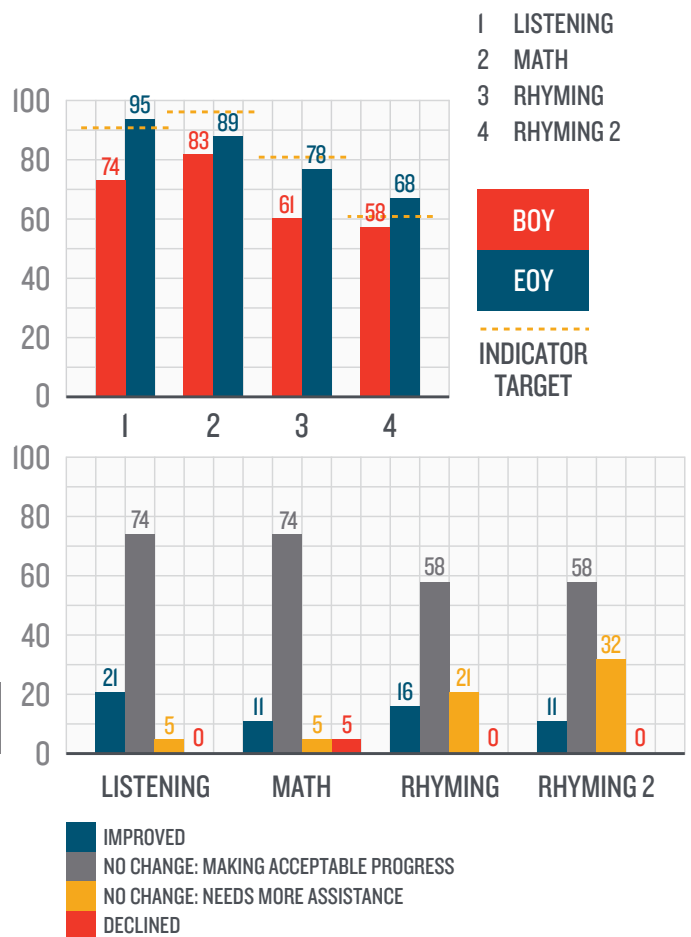
Prekindergarten students generally fared well on academic outcomes when considering individual change from beginning to end of year, as well. Students showed particularly strong progress in listening and math, where 95% and 85% of students, respectively, improved or maintained acceptable progress by the end of the year (Figure 7).

Figure 6: Percentage of 4- and 5-Year-Old Children Improving or Making Acceptable Progress from BOY to EOY (CPALLS+), 2020-2021 (N=19)

Figure 7: Percentage of 4- and 5-Year-Old Children Improving or Making Acceptable Progress from BOY to EOY (CPALLS+), 2020-2021 (N=19)

Center teachers administered the Devereux Early Childhood Assessment (DECA) to infant, toddler, and prekindergarten students at CFSRP-supported centers participating at Level 3 and 4.²³ The DECA identifies whether children’s social-emotional skills need intervention (need), are within typical range for their age (typical), or exceed the typical range (strength).

There was an increase in the percentage of infants in the “strengths” category, as well as a small increase in the “needs” category from BOY to EOY. For toddlers and prekindergarten students, the percentage of children in the all categories held roughly constant (Figure 7). When looking at change from BOY to EOY, 42% of infants, 52% of toddlers, and 50% of prekindergarten students showed improvement in their DECA score.



23 Only 10 of 13 CFSRP-supported Level 3-4 centers were able to successfully administer the DECA in 2020-2021, due to staffing issues and pandemic strains that limited the extent and quality of child assessments. 2020-2021 is the first year in which not all CFSRP centers participated in the DECA assessment. Non-participating centers include

Classroom and Center Outcomes

CLASSROOM ENVIRONMENT QUALITY

The Classroom Assessment Scoring System (CLASS™) is a widely-used measure of the quality of teacher-child interactions in center-based early childhood programs. Certified CLASS™ observers conducted the assessment at the beginning and end of the school year.²⁴ Different domains are captured based on the developmental stage of the children in the classroom. In infant classrooms, CLASS™ measures teacher ability to respond to and interact with infants during play, routine care and other activities (responsive caregiving). In toddler classrooms, it measures teachers' ability to promote intentional, prosocial interactions that encourage children's capacity for self-regulation and social skills (emotional-behavioral support) and teachers' ability to promote emerging, expressive language skills in children (engaged support for learning). In preschool classrooms, it measures teacher ability to foster positive relationships and respond to children's emotions or interests (emotional support); set clear behavioral guidelines and maintain a classroom that supports children's interactions with teachers and peers through the effective management of children's time, behavior, and attention (classroom organization); and help children learn to solve problems, develop more complex language skills, and use feedback to deepen children's skills and knowledge (instructional support). Empirical studies have shown positive outcomes for children in classrooms with high CLASS™ assessment ratings.^{25,26}

Studies have also provided evidence of a threshold effect indicating a minimal level at which classroom quality in preschool classrooms is met to achieve positive student outcomes.^{27,28} A description of the teacher-student interaction domains CLASS™ captures and associated quality thresholds is available in Table 10.

In 2020-2021, CLASS™ assessment changed from using trained observers from Southern Methodist University (SMU) to trained observers at Camp Fire. Staff and mentors noted that Camp Fire staff tend to score their centers slightly lower than SMU observers, but that the new approach resulted in stronger director satisfaction with the process and improvements to the flow of implementation for all involved. A total of 11 of the 16 centers participating in the CFSRP were able to complete CLASS™ assessments at both beginning and end of year. Barriers to completion on schedule included teacher turnover, which delayed training and administration timelines.²⁹

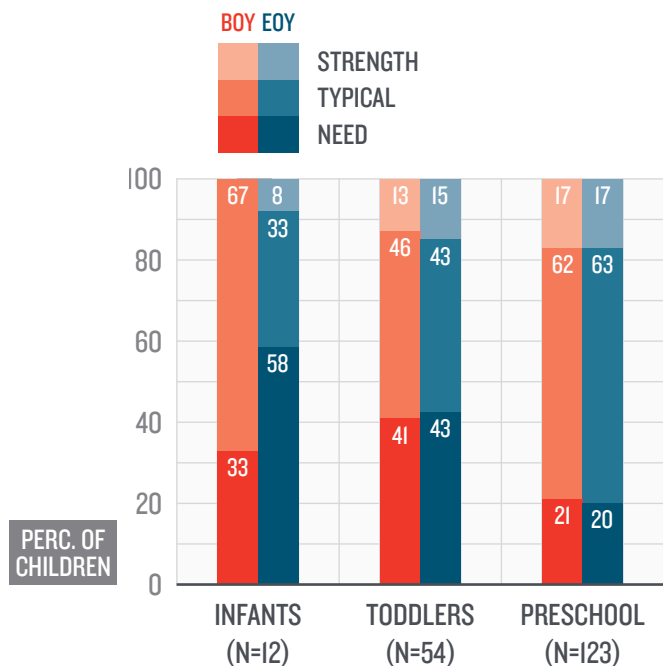


Figure 8: Social Emotional Development at BOY and EOY (DECA), 2020-2021

- 24 Bringing assessment in house was a new development in 2020-2021. In previous years, Camp Fire contracted with the Center on Research and Evaluation at Southern Methodist University to conduct all classroom assessments. Prior to the most recent year, Camp Fire staff were certified as CLASS™ observers.
- 25 Carr, R., Mokrova, I., Vernon-Feagans, Burchinal, M. (2019). Cumulative classroom quality during pre-kindergarten and kindergarten and children's language, literacy, and mathematics skills. *Early Childhood Research Quarterly*, 47, 218-228.
- 26 Vitiello, V. E., Bassok, D., Hamre, B. K., Player, D., & Williford, A. P. (2018). Measuring the quality of teacher-child interactions at scale: Comparing research-based and state observation approaches. *Early Childhood Research Quarterly*, 44(3), 161-169.
- 27 Burchinal, M., Vandergrift, N., Pianta, R., & Mashburn, A. (2010). Threshold analysis of association between childcare quality and child outcomes for low-income children in pre-kindergarten programs. *Early Childhood Research Quarterly*, 25, 166-176.
- 28 For Pre-K CLASS™, the quality threshold is set at 5 for the Emotional Support and Classroom Organization domains, and at 3.25 for the Instructional Support domain. For infants and toddlers, scores of 3 to 5 indicate a mix of effective teacher-child interactions, while scores of 6 to 7 indicate consistently effective teacher-child interactions.
- 29 The centers that were not able to complete CLASS™ assessments in 2020-2021 include All Stars Early Learning Center, Childtime Learning Center – Meadowbrook, Childtime Learning Center – Morrison, Faith Academy Learning Center, and YMCA – Amaka.

Infant and toddler teachers maintained ratings in the mid-range of quality from the beginning to the end of the year for each of the CLASS™ domains.

CLASS™ provides ratings that place the quality of teacher-child interactions in a high (5.6 or above), mid (3.0 to 5.5) or low range. Camp Fire targets at scores in the mid-quality range or higher in all domains. It expects an overall increase from beginning to end of year in each CLASS™ domain for infant, toddler, and preschool classrooms. In 2020-2021, CLASS™ scores held roughly steady across all domains and age groups, with a slight increase in preschool classrooms emotional and instructional support and slight decreases in infant and toddler classrooms and the organization in preschool classes. Camp Fire expected to see increased CLASS™ scores in each domain from beginning to end of year. While preschool classrooms showed gains in emotional and instructional support, quality levels did not increase in infant or toddler classrooms, or in preschool classroom organization.

Quality thresholds are defined for preschool classrooms, and Camp Fire expects to see these classrooms meet quality thresholds, as well. At the end of the year, average preschool CLASS™ scores met the quality threshold for emotional support but fell short in classroom organization and instructional support (Figure 9).

Examining the percentage of preschool classrooms at or above the quality threshold for each domain facilitates understanding classroom strengths and areas for improvement. All CFSRP classrooms showed high quality emotional support at the beginning and end of the year. Classrooms made improvements in instructional support over the year, rising from 0% (BOY) to 38% (EOY) meeting the quality threshold. However, the percentage of CFSRP meeting the classroom organization threshold decreased somewhat (i.e., in one classroom) during the year. There is evident room for improvement in the domains of classroom organization and instructional support.

CLASS™ DOMAIN	MEASURES TEACHERS' ABILITY TO...	QUALITY THRESHOLD
INFANT CLASSROOMS		
Responsive Caregiving	Respond to and interact with infants during play, routine care and other activities	NA
TODDLER CLASSROOMS		
Emotional-Behavioral Support	Promote intentional, prosocial interactions that encourage children's capacity for self-regulation and social skills	NA
Engaged Support	Promote emerging, expressive language skills in children	NA
PRESCHOOL CLASSROOMS		
Emotional Support	Foster positive relationships and respond to children's emotions or interests	5.00
Classroom Organization	Set clear behavioral guidelines and maintain a classroom that supports children's interactions with teachers and peers through the effective management of children's time, behavior, and attention	5.00
Instructional Support	Help children learn to solve problems, develop more complex language skills, and use feedback to deepen children's skills and knowledge	3.25

Table 10: CLASS™ Domain Descriptions

CHILDCARE CENTER QUALITY

The Program Administration Scale (PAS) is a research-based instrument that captures childcare center leadership and management quality. Each CFSRP-supported center was assessed by the director and director’s mentor to identify areas of strength and improvement. CFSRP staff identified four focal areas: staff orientation, staff development, program evaluation, and family support and involvement. Collectively, CFSRP-supported centers exhibited notable growth in all four areas, with the greatest improvements in staff development (Figure 11).

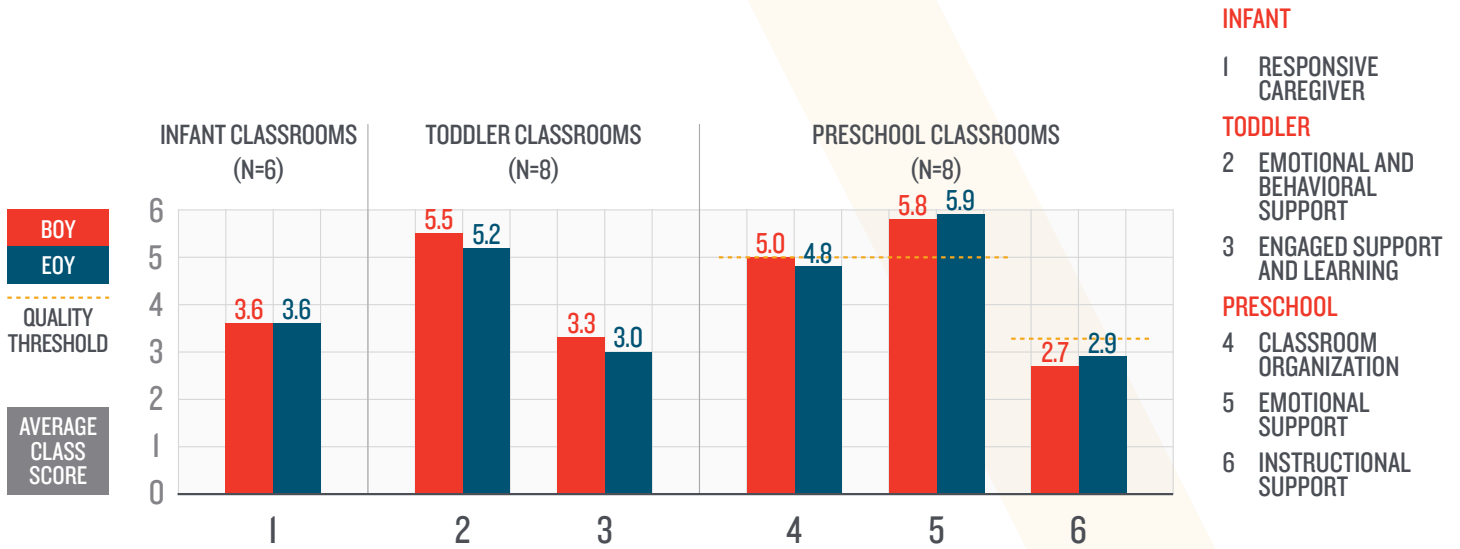


Figure 9: CFSRP Classroom Environment and Management at BOY and EOY (CLASSTM), 2020-2021

- 1 CLASSROOM ORIENTATION
- 2 EMOTIONAL SUPPORT
- 3 INSTRUCTIONAL SUPPORT

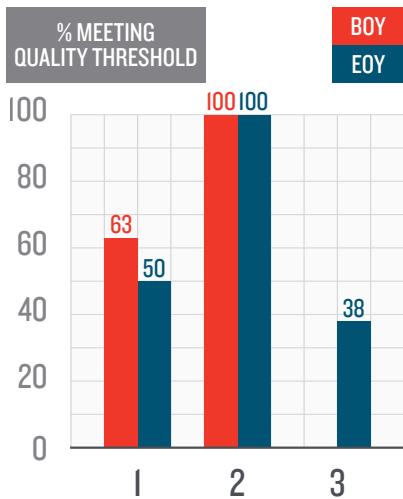


Figure 10: Percentage of CFSRP Preschool Classrooms at or Above the Preschool Quality Threshold (CLASSTM), 2020-2021

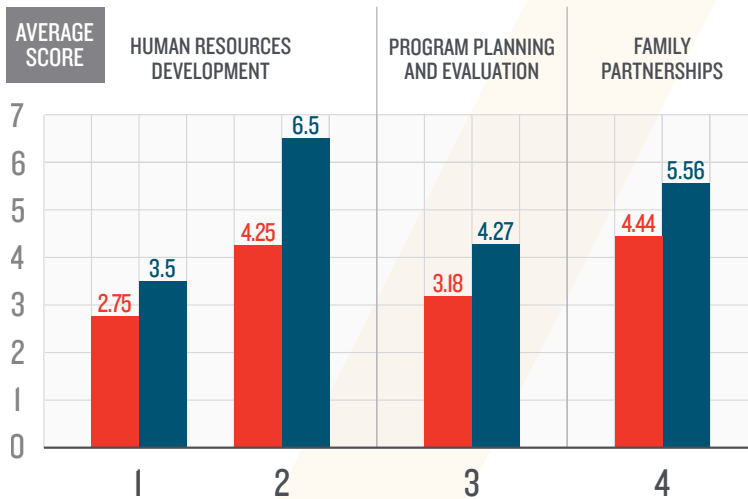


Figure 11: Center Management Scores at BOY and EOY (PAS), 2020-2021

- INFANT**
- 1 RESPONSIVE CAREGIVER
- TODDLER**
- 2 EMOTIONAL AND BEHAVIORAL SUPPORT
- 3 ENGAGED SUPPORT AND LEARNING
- PRESCHOOL**
- 4 CLASSROOM ORGANIZATION
- 5 EMOTIONAL SUPPORT
- 6 INSTRUCTIONAL SUPPORT

- HUMAN RESOURCES DEVELOPMENT**
- 1 STAFF ORIENTATION
- 2 STAFF DEVELOPMENT
- PROGRAM PLANNING AND EVALUATION**
- 3 PROGRAM EVALUATION
- FAMILY PARTNERSHIPS**
- 4 FAMILY SUPPORT AND INVOLVEMENT

CFSRP Contributions to School Readiness

OVERVIEW OF EVALUATION METHOD

As noted above, the primary purpose of the CFSRP is to improve children's school readiness by improving the quality of the early childhood centers in the program. To determine the extent to which the program accomplishes this goal, the annual evaluation uses results from assessments already in place in FWISD to assess the impact of the program on children's school readiness as they enter school in prekindergarten or kindergarten and as they progress to the 3rd grade.

In prior years (beginning in 2012-2013), the evaluation included fall (i.e., beginning of year) pre-kindergarten and kindergarten assessment results to examine children's school readiness and spring (e.g., ITBS, STAAR) assessments to examine the children's continued academic progress in first, second, and third grade. In spring 2020, due to COVID, the district did not administer student assessments. Therefore, the most recent evaluation (2019-2020)³⁰ focused only on fall prekindergarten and kindergarten readiness. Similarly, the current evaluation focuses on school readiness and academic progress two cohorts of FWISD prekindergarten and kindergarten students:

- The cohort that entered FWISD prekindergarten or kindergarten in fall 2021, and
- The cohort that entered kindergarten in fall 2020 and remained in FWISD for the 2020-2021 school year

As in prior years, the CFSRP evaluation compares the assessment results for the students who attended one of the CFSRP centers in an earlier year with a matched demographically similar group of children. Appendix D describes the assessments and the matching process.

Appendix E shows the demographic characteristics of the prekindergarten and kindergarten CFSRP students and their comparison groups for each assessment. As student learning recovers from the impact of COVID, the evaluation can resume examining results of the spring assessments for first, second, and third grade students.

COVID-related interruptions to children's learning and challenges to assessment administration have had immediate and ongoing effects on student performance and its measurement. All student assessment results addressed in this section must be considered in the context of the COVID-19 pandemic. In the 2020-2021 academic year, prekindergarten and kindergarten students were in various learning modes (i.e., in-person, virtual, hybrid). Even though students in fall 2021 had returned to classrooms, the effects of experiencing the pandemic persist. Atypical learning modalities influenced both instruction and assessment administration. Additionally, at times classrooms closed or shifted locations or teachers due to pandemic threats. The pandemic disrupted classroom learning routines, even as children and families experienced pandemic stressors at home, including financial, housing, and food insecurity; job loss; and death. These disruptions occurred on an unprecedented scale, and it is reasonable to expect that these factors, and others related to the pandemic, could have impacted children's academic performance. Straightforward interpretation of results compared to prior years may be misleading, as they do not account for context. For example, norm-referenced tests such as MAP® Reading Fluency™ and Growth™ compare student performance in 2020 and 2021 to norms established based on student performance several years before the pandemic began.³¹

30 Camp Fire First Texas. (2021). *School Readiness: 2019-2020 School Year Evaluation Report*. <https://www.campfirefw.org/wp-content/uploads/2021/04/Camp-Fire-School-Readiness-Evaluation-Report-2019-2020.pdf>

31 MAP® scores are currently compared to norms set in 2020 based on the U.S. public school student population's performance in the 2015-16, 2016-17, and 2017-18 school years. For more information, visit https://nwea.force.com/nweaconnection/s/nwea-news/2020-map-growth-norms-overview-and-faq-MCQT7L2KCSJNEDRPFAPVUD33JHLM?language=en_US.

PREKINDERGARTEN AND KINDERGARTEN READINESS (FALL 2021 COHORT)

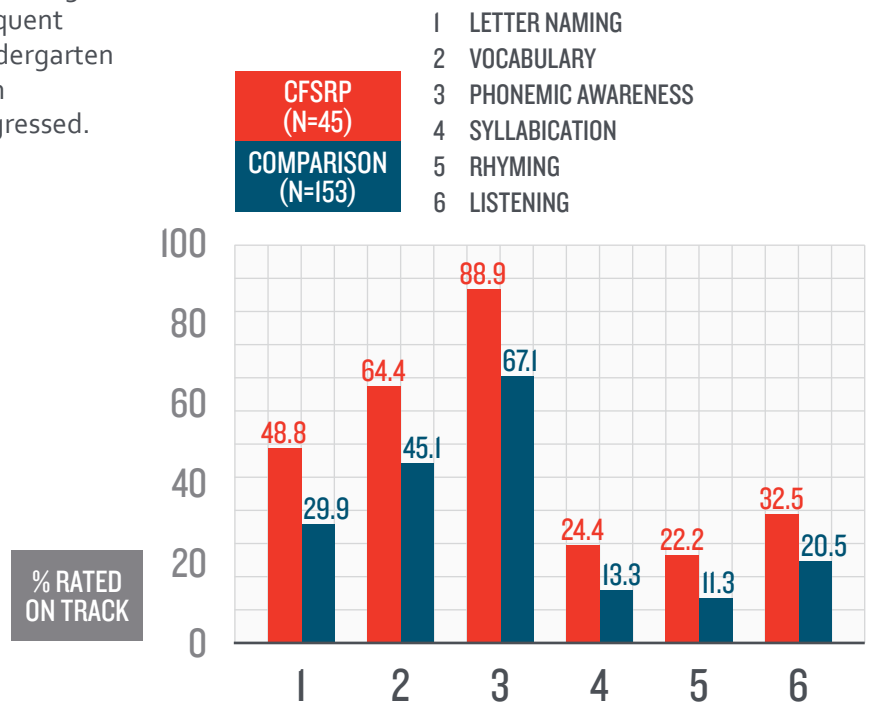
ASSESSMENTS USED

To assess students' school readiness, the evaluation examines the results of three sets of assessments administered to the kindergarteners in fall 2021:

- Circle Progress Monitoring Tool (CIRCLE)³² for prekindergarten students
- Texas Kindergarten Entry Assessment (TX-KEA)³³ for kindergarten students
- MAP[®] Reading Fluency^{TM34} and Growth^{TM35} assessments for kindergarten students

FWISD administers each of these assessments at the beginning of each year to identify specific skills that students have (or have not) developed and to plan instruction accordingly. For FWISD kindergarten students, the beginning of year assessment is the first time the children are assessed. As such, the results shown below can be considered baseline, or starting points from which to measure growth. Subsequent assessments at the middle and end of the kindergarten year and in subsequent grades include growth measures to show how the children have progressed.

Figure 12: Comparisons of Pre-Kindergarten Literacy Ratings (CIRCLE, Fall 2021 Cohort)



RESULTS: PREKINDERGARTEN EARLY LITERACY SKILLS (CIRCLE ASSESSMENT, FALL 2021 COHORT)

As shown in Figure 12, children who attended a CFSRP centers in the year prior to entering prekindergarten had higher ratings than their counterparts on all six targeted early literacy skills, with statistically significant differences in three areas: Letter Naming, Vocabulary, and Phonemic Awareness. In prior years, evaluation has revealed similar results, with CFSRP students outperforming their counterparts in most of the assessed early literacy skills (see Appendix F). These findings suggest a positive impact of the CFSRP program for children who enter FWISD in prekindergarten.

32 CIRCLE is a criterion-referenced assessment that identifies students who are on-track, need monitoring, or need support for their early literacy and social emotional skills. CLI Engage (2017). CIRCLE Progress Monitoring System. <https://cliengage.org/public/tools/assessment/circle-progress-monitoring/>.

33 CIRCLE is a criterion-referenced assessment that identifies students who are on-track, need monitoring, or need support for their early literacy and social emotional skills. Texas Kindergarten Entry Assessment (TX-KEA). <https://www.texaskea.org/>.

34 MAP[®] Reading FluencyTM is an online screening and progress monitoring tool that assesses basic reading skills with an emphasis on oral fluency (e.g., listening comprehension, words per minute, accuracy, decoding). Students receive a rating of below, approaching, meeting, or exceeding grade level expectations. For additional detail, visit <https://www.nwea.org/map-reading-fluency/>.

35 The Kindergarten MAP[®] Reading GrowthTM assessment also focuses on early literacy skills with an additional emphasis on reading comprehension and use of vocabulary. MAP[®] Reading Growth is part of a standardized, norm-referenced series of assessments that can be used to measure students' performance against the performance of a national sample. Students receive a score that places them at one of five levels (low, low average, average high average or high), based on the national sample. For additional detail, visit <https://www.nwea.org/map-growth/>.

RESULTS: KINDERGARTEN EARLY LITERACY AND SOCIAL EMOTIONAL SKILLS (TX-KEA FALL 2021 COHORT)

As shown in Figure 13, on entry into FWISD kindergarten, higher percentages of CFSRP students were on-track with language and literacy skills for six of the seven measures. Differences between CFSRP and non-CFSRP students were not statistically significant. Evaluation results from prior years also showed similar results, with higher percentages of CFSRP students rated on target relative to students in the comparison

group. In many cases, differences have been statistically significant (see Appendix G).

As shown in Figure 14, the percentages of students on track with social emotional and executive function skills were similar for both groups. As in prior years, the percentages are high for social emotional skills for both groups (also shown in Appendix G).

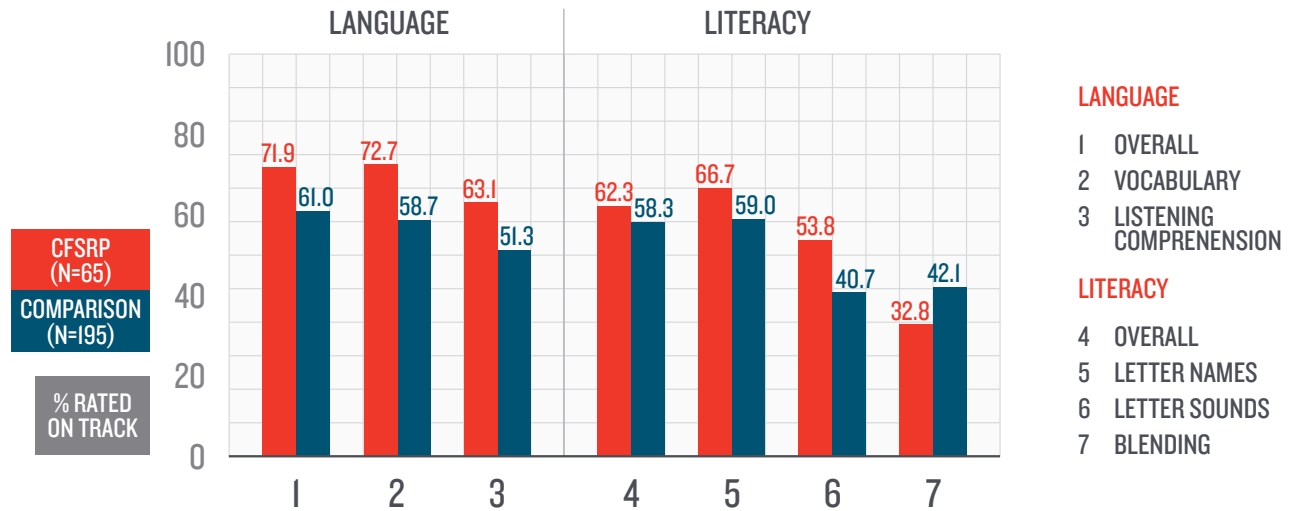


Figure 13: Comparisons of Kindergarten³⁶ Language and Literacy Ratings (TX-KEA, Fall 2021 Cohort)

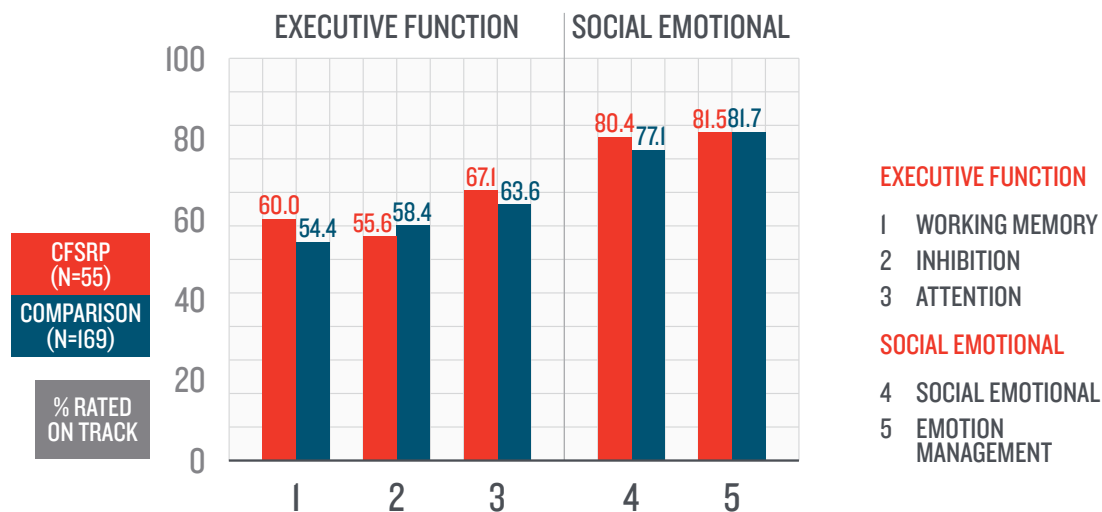


Figure 14: Comparisons of Kindergarten Social Competence Ratings (TX-KEA, Fall 2021 Cohort)

³⁶ The CFSRP students included in these analyses attended one of the CFSRP centers in 2020-2021 or in 2019-2020.

RESULTS: MAP® READING FLUENCY™ AND GROWTH™ ASSESSMENTS (FALL 2021 COHORT)

The results of the MAP® Reading Fluency™ and Growth™ assessments are best considered together because they each measure slightly different aspects of children’s reading ability. MAP® Reading Fluency™ assesses the extent to which students have mastered specific grade level skills that help them learn to read. MAP® Reading Growth™ assesses growth in children’s ability to use their reading skills for learning.

As shown in Figures 15 and 16, higher percentages of CFSRP kindergarten students meet or exceed grade level standards on each of the MAP® Reading Fluency™ measures than their comparison group counterparts. The differences are statistically significant for three of the measures (Listening Comprehension, Picture Vocabulary, and Phonics).

Figure 15: Fall 2021
MAP® Reading Fluency™
(Language Skills)

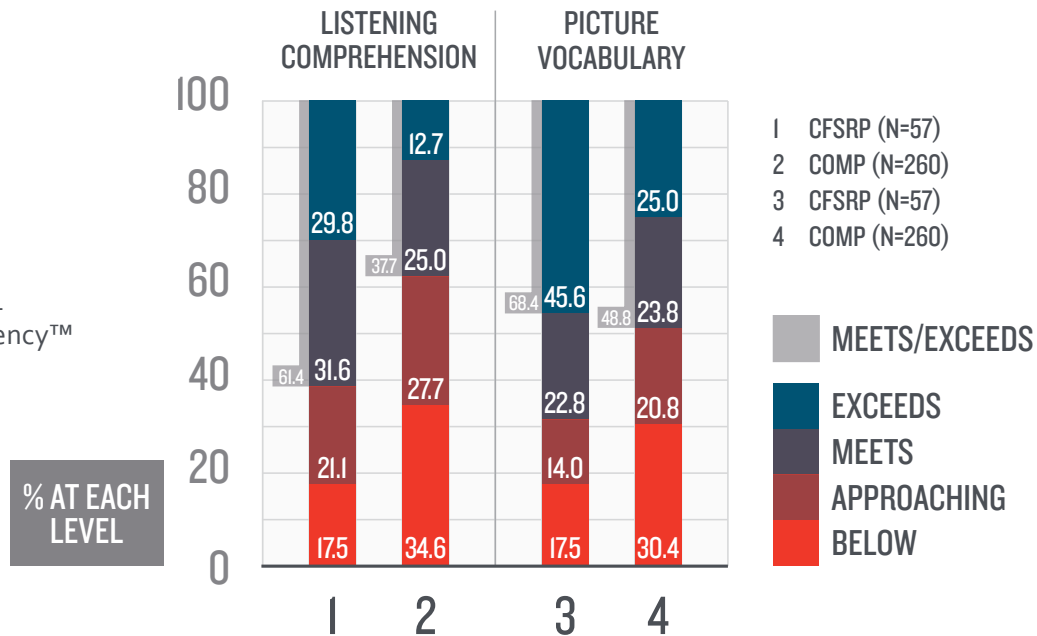
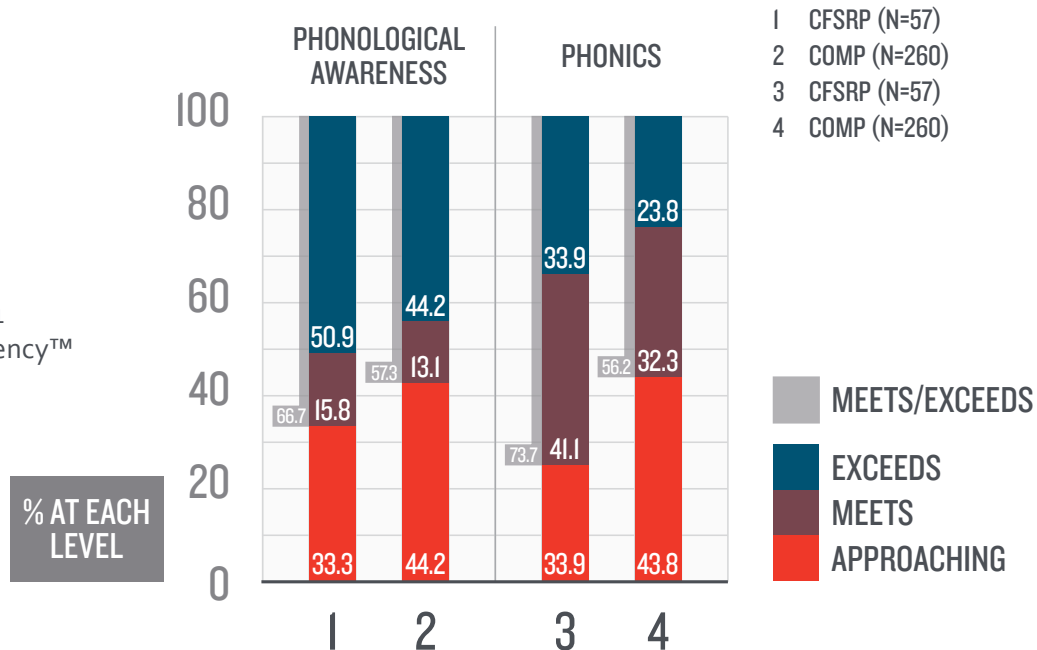


Figure 16: Fall 2021
MAP® Reading Fluency™
(Decoding Skills)



RESULTS: FALL 2021 MAP® READING GROWTH™

The MAP® Reading Growth™ Assessment provides an overall score as well as measures of foundational reading skills and literal comprehension skills. As noted above, the scores are standardized, and students are rated as low, low-average, average, high average and high, compared to a national sample. The results are mixed for the Fall 2021 MAP® Reading Growth measures. The Overall Achievement percentages are similar for both groups. However, higher percentages of *CFSRP* students were at or above average for Vocabulary and Composition skills while higher percentages of the *comparison* group were at or above average for Analyzing Text. None of the differences were statistically significant (see Figures 17, 18, and 19).

Figure 17: Fall 2021 Kindergarten MAP® Reading Growth™ (Overall Achievement)

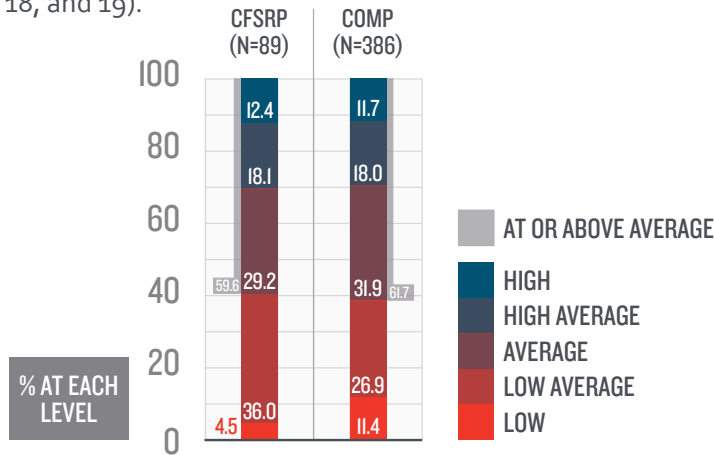


Figure 18: Fall 2021 Kindergarten MAP® Reading Growth™ (Foundational Skills)

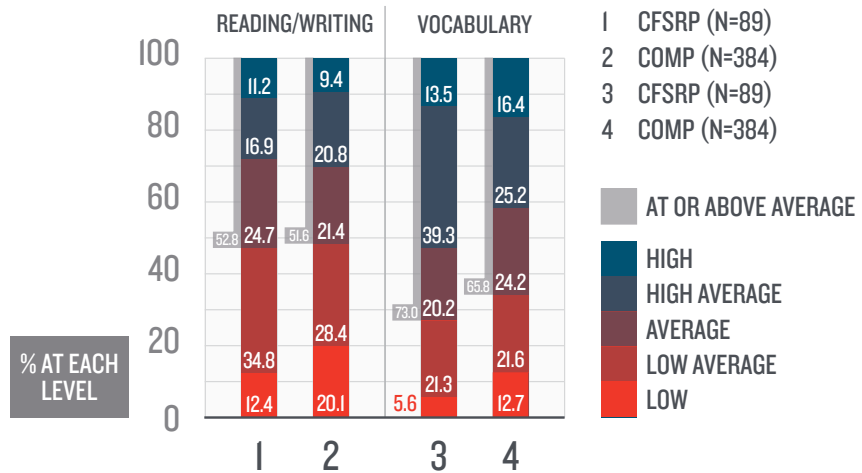
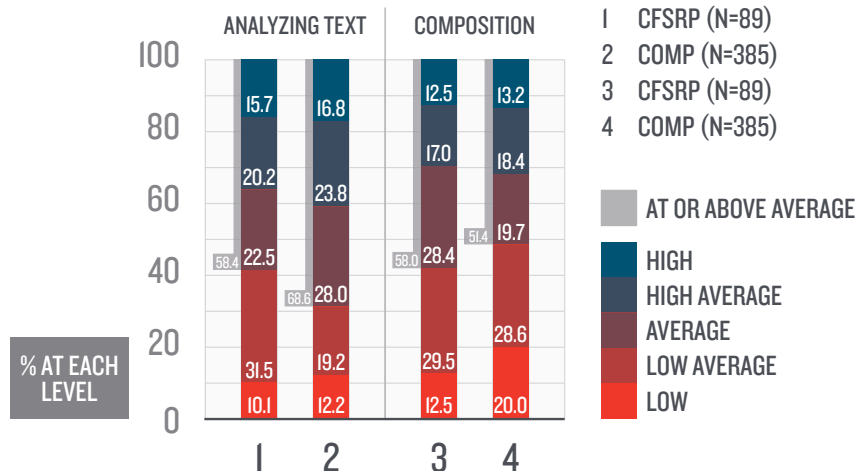


Figure 19: Fall 2021 Kindergarten MAP® Reading Growth™ (Literal Comprehension)



CONTINUED ACADEMIC GROWTH (FALL 2020 COHORT)

ASSESSMENTS USED

The current evaluation also uses MAP® Reading Fluency™ and Growth™ results assessments to assess student growth over time. As noted above, beginning in the 2020-2021 academic year, FWISD administers these assessments at the beginning, middle, and end of year so that teachers can monitor student progress and adjust instruction accordingly. In addition, the MAP® Reading Growth™ Assessment provides measures at the end of each year that indicate the extent to which each student meets projected growth targets. The targets set for each student are based on their baseline beginning of year scores and the observed growth for similar students in the norm-referenced sample³⁷. The evaluation examines these results for the fall 2020 cohort of kindergarten students because this group has a full year (fall 2020 to spring 2021) of assessment data. As with the results of the fall 2021 prekindergarten and kindergarten readiness analyses, these analyses compare results for students who attended a CFSRP center and a matched group of comparison students. For each group, the results identify:

- The percentage of students who met their growth targets
- The percentage of students with average or above average growth, compared to the national sample
- The percentage of students at or above average, based on the national normed sample, at the beginning and end of the 2020-2021 school year

When reviewing this set of results, it is important to note COVID-related challenges to administration of assessments and to the learning environment. In the fall semester of the 2020-2021 academic year, students were in various learning modes (i.e., in-person, virtual, hybrid). It is reasonable to expect that these factors, and others related to COVID, could have impacted children's performance.

RESULTS: MAP® READING FLUENCY™ AND GROWTH™ ASSESSMENTS (FALL 2020 COHORT)

As shown in Figure 20, fewer than half of students in both groups achieved an average or above average level of growth in the 2020-2021 academic year. In addition, slightly more than one-third met or exceeded their projected growth target.

Further examination of the fall 2020 and spring 2021 MAP® Reading Fluency™ and Growth™ results³⁸ provides more detail about the academic growth for both groups of students.

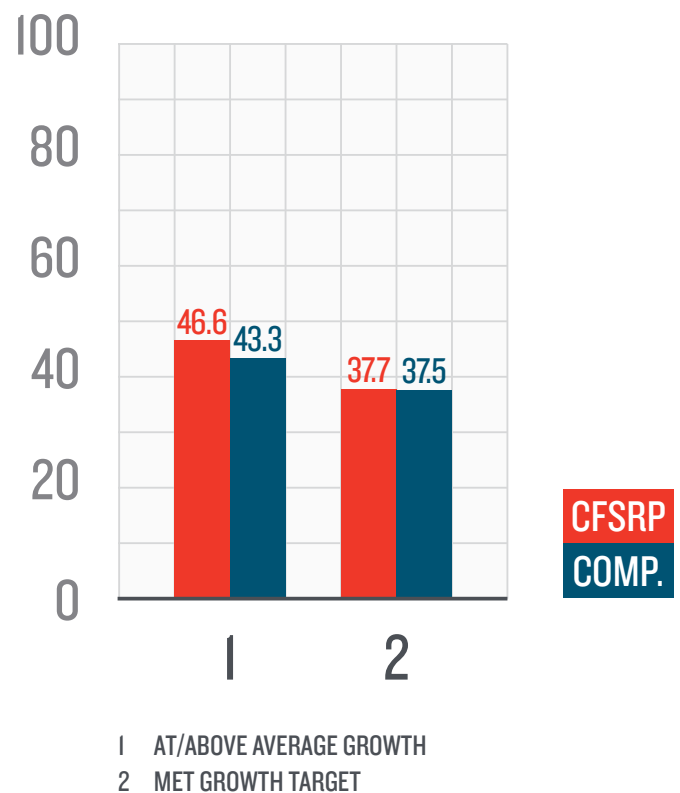


Figure 20: Kindergarten Academic Growth: Fall 2020 to Spring 2021

37 NWEA. (2020). 2020 NWEA MAP Growth normative data overview. <https://teach.mapnwea.org/impl/MAPGrowthNormativeDataOverview.pdf>
38 The Fall 2020 to Spring 2021 analyses included the same groups of students at each time period.

RESULTS: MAP® READING FLUENCY™ ASSESSMENT (FALL 2020 COHORT)

Higher percentages of CFSRP students met or exceeded grade for three of the four Fluency measures in fall 2020 (Listening Comprehension, Phonological Awareness and Phonics) and for two of the measures in spring 2021 (Listening Comprehension and Picture Vocabulary). Both the CFSRP and the non-CFSRP group showed an increase in the percentage of students who met or exceeded grade level standards for Fluency measures (Listening and Vocabulary) and a decrease in the percentage that met the standards for Fluency Decoding measures (Phonological Awareness and Phonics). Increases in the percentage of students meeting end of year standards for Vocabulary skills were greater for the CFSRP group. However, decreases in Phonological Awareness and Phonics were also greater for the CFSRP group (see Table 11).

MAP® READING FLUENCY™ MEASURES		FALL 2020 (% MET OR EXCEEDED GRADE LEVEL)		SPRING 2021 (% MET OR EXCEEDED GRADE LEVEL)		INCREASE OR DECREASE (FALL 2020 TO SPRING 2021)	
		COMPARISON (N=322)	CFSRP (N=67)	COMPARISON (N=322)	CFSRP (N=67)	COMPARISON (N=322)	COMPARISON (N=322)
CFSRP (N=67)							
LANGUAGE SKILLS	Listening Comprehension	70.1%	63.4%	87.3%	82.4%	17.2%	19.0%
	Picture Vocabulary	76.1%	73.0%	92.1%	84.2%	16.0%	11.2%
DECODING SKILLS	Phonological Awareness	77.6%	65.0%	61.3%	58.6%	-16.3%	-6.4%
	Phonics	83.6%	75.7%	56.5%	58.4%	-27.1%	-17.3%

*Shaded cells highlight differences between the CFSRP and comparison groups greater than 5%.

Table 11: Comparisons of MAP® Reading Fluency™ Measures (Fall 2020 to Spring 2021)*

RESULTS: MAP® READING GROWTH™ ASSESSMENT (FALL 2020 COHORT)

For the MAP® Reading Growth™ measures, the CFSRP group maintained higher levels of performance than the comparison group at both time periods. Both groups had decreases or minimal gains from Fall 2020 to Spring 2021 in the percentage of students at or above average for all the measures. The decreases were lower for the CFSRP students on three of the five measures (Overall Achievement, Vocabulary and Composition) (see Table 12).

MAP® READING GROWTH™ MEASURES		FALL 2020 (% AT AVERAGE OR ABOVE AVERAGE)		SPRING 2021 (% AT AVERAGE OR ABOVE AVERAGE)		INCREASE OR DECREASE (FALL 2020 TO SPRING 2021)	
		COMPARISON (N=277)	CFSRP (N=69)	COMPARISON (N=277)	CFSRP (N=69)	COMPARISON (N=277)	COMPARISON (N=277)
CFSRP (N=69)							
OVERALL ACHIEVEMENT		73.9%	67.9%	63.8%	51.3%	-10.1%	-16.6%
FOUNDATIONAL SKILLS	Reading/Writing	73.9%	62.1%	65.2%	55.6%	-8.7%	-6.5%
	Vocabulary	76.8%	72.9%	65.2%	52.3%	-11.6%	-20.6%
LITERAL COMPREHENSION	Analyzing Text	76.8%	69.3%	56.5%	55.2%	-20.3%	-14.1%
	Composition	62.3%	58.5%	63.8%	52.3%	1.5%	-6.2%

*Shaded cells highlight differences between the CFSRP and comparison groups greater than 5%.

Table 12: Comparisons of Kindergarten MAP® Reading Growth™ Measures (Fall 2020 to Spring 2021)*

Conclusions and Discussion

PROCESS EVALUATION

Overall, teacher and student retention were all satisfactorily high (78% and 72% respectively), and exceeded national benchmarks, where available. Professional development supporting teacher quality was adapted to overcome barriers to transportation, childcare challenges, and limits to physical gatherings. As stipends for participating in professional development shifted away from CFSRP teachers to EEAP apprentices and CFSRP directors/teacher mentors in 2020-2021, Camp Fire witnessed corresponding changes in teachers' level of engagement in program activities. CFSRP teachers who were expected to participate in professional development had lower levels of participation than desired in 2020-2021. Camp Fire staff are using this finding to consider how to effectively incentivize professional development participation in the future. Finally, with the assistance of virtual technology, mentors were enabled to provide support and build relationships with educators while maintaining pandemic precautions.

CHILD OUTCOMES

Overall, child outcomes were positive: children showed appropriate developmental trajectories with improvements in mathematics and literacy from beginning to end of year, and steady or increasing social-emotional skills.

Infants and toddlers were generally on target developmentally, showed improvement over the course of the year on the ASQ[®]-3, and continued to perform at or above their age in each domain. A concerning deviation from this pattern was lagging personal-social skills in each group and lagging communication skills among infants. Only half of infants increased or maintained age-appropriate levels of communication during the school year. CFSRP staff and mentors attribute this difference to the effect of learning during a pandemic, when interaction with children and adults outside the home or childcare center has generally been more limited than under typical circumstances, and when a majority of adults and language role models have worn masks during interactions with the children.

Among prekindergarten students, academic results, as measured by CPALLS+, were moderately positive. Although targets were met in only two of the four domains assessed (listening and rhyming 2), the percentage of 4- and 5-year-old prekindergarten children meeting the target increased substantially from beginning to end of year, including in the domains that did not meet the target (mathematics and rhyming 1). This result indicates that students made great gains during the year.

Finally, results from the DECA assessment showed that social emotional skills increased among infants (from 33% to 58% being in a place of strength) and held roughly constant across toddlers and preschoolers from BOY to EOY. The fact that social emotional levels held steady among toddlers and preschoolers was inconsistent with patterns from prior years. It is expected that the lack of growth is primarily attributable to pandemic disruptions in classrooms and staffing, as well as general pandemic strain on children's social and emotional well-being.

CLASSROOM AND CENTER OUTCOMES

Classroom quality was variable during the 2020-21 school year. Not all classrooms showed improved quality over the course of the year. Overall, the scores held roughly steady, but infant and toddler classrooms showed slight decreases in raw scores. Preschool classrooms, for which a quality threshold is defined, fell short of the threshold in two domains: classroom organization and instructional support. The quality threshold was met in 100% of preschool classrooms at both beginning and end of the year. In the 2018-19 school year—the most recent school year for which CLASS™ assessments were conducted—CFSRP classrooms had also faced challenges to increasing quality. Relative to the past, current efforts showed strong emotional support throughout the year and sizable increases in instructional support at end of year. Classroom organization continues to pose a challenge. CFSRP staff and mentors noted that particularly strong emotional support may have been a priority given the need to help children feel secure amidst pandemic challenges.

Center quality showed consistent improvement. Collectively, CFSRP-supported centers exhibited growth in all four areas assessed—staff orientation, staff development, program evaluation, and family support and involvement. The strongest areas at the end of the year were staff development and family support and involvement, with staff development showing the greatest gains. These results may reflect a director priorities of aiding their staff and families throughout the pandemic.



SCHOOL READINESS

As with earlier evaluations, the results of the current evaluation suggest a positive impact of the Camp Fire School Readiness Program on children's school readiness when they enter prekindergarten or kindergarten in FWISD. At both grade levels, higher percentages of students who attended a CFSRP center were on track in literacy development than the matched groups who did not attend a CFSRP center. Of note for the prekindergarten students is the high percentage (88.9%) of students on track with phonological awareness skills (as measured by CIRCLE in fall 2021). Phonological Awareness is the ability to recognize and work with sounds in the spoken language and is a critical foundational skill for continued reading and writing development.³⁹ A similar, promising finding for the kindergarten students is the high percentage (72.7%) of CFSRP students on track with their vocabulary development (as measured by TX-KEA in fall 2021), also critical for future reading success.⁴⁰

The results of the fall 2021 kindergarten MAP® Reading Fluency™ and Growth™ assessments also provide evidence that CFSRP students enter kindergarten better prepared to learn than their counterparts without a CFSRP experience. Of note are the higher percentages of CFSRP students at or above grade level standards on all measures of MAP® Reading Fluency™. Higher percentages of CFSRP students also exceeded grade level standards for each of the fluency measures, again revealing a higher level of readiness for these students. Both groups of students showed similar levels of baseline overall achievement as measured by the Fall 2021 MAP® Reading Growth™ assessment. However, higher percentages of CFSRP students were at or

above average grade level performance (based on a national normed sample) than their comparison group counterparts. Similar to the TX-KEA results, this finding provides evidence of a positive impact of the CFSRP on vocabulary development, a critical early literacy skill.

Of concern are the findings that neither of the kindergarten student groups in the 2020-2021 academic year met their projected growth targets at the end of year, and that both groups had decreases from the beginning to the end of the year in the percentage of students at or above normed grade level standards for most of the MAP® Reading Fluency™ and Growth™ measures. These findings do not suggest that the children 'lost ground' during this time period. Rather, they did not make as much progress as expected. This result is likely due, at least in part, to the fact that students in FWISD (as well as students in other districts across the country) were experiencing COVID-related stresses and learning challenges during the time frames covered in this evaluation.. As noted above, students were in different learning environments during the fall semester. Some were in the classroom, others were at home with a virtual learning setting, and others had a combination of both. In any of these settings, and due to COVID in general (e.g., family illness, parent loss of work), it is reasonable to expect that children's learning could be hindered. With the COVID effects on children's learning likely to persist, Camp Fire can work with their participating centers to support best practices, such as their current pilot program supporting parent/child reading interactions, that may help to buffer some of these effects and continue to better prepare their students for school.

39 Hougén, M. (2016). Phonological awareness: An essential component of reading instruction. The University of Texas System/Texas Education Agency, Brief #5. https://d1yqpar94jqbqm.cloudfront.net/documents/1Brief_PhonologicalAwareness.pdf#:~:text=Phonological%20awareness%20is%20one%20of%20the%20first%20and,%2F%29%20is%20used%20to%20denote%20a%20particular%20sound. Children's Literacy Initiative. (2020). Phonological awareness. <https://learn.cli.org/building-blocks/phonological-awareness#:~:text=Phonological%20awareness%20is%20the%20ability%20to%20recognize%20and,skill%20for%20learning%20how%20to%20read%20and%20write>.

40 Moody, S., Hu, X., Kuo, L., Jouhar, M., Xu, Z., & Lee, S. (2018). Vocabulary instruction: A critical analysis of theories, research, and practice. *Education Sciences* 180(8). doi:10.3390/educsci8040180



2020-2021 CFSRP Evaluation Recommendations

The following recommendations are based on the findings of the 2020-2021 evaluation.

PROFESSIONAL DEVELOPMENT:

- Investigate strategies for equitable access to virtual professional development, given that teachers' primary mode of access to virtual delivery is cell phones
- Deliver technological tools and train staff on their use before beginning PD courses

MENTORING:

- Define virtual vs. in-person mentoring components and expectations (number of visits, visit duration, etc.)

CHILD OUTCOMES:

- Train teachers on the appropriate use of a developmental checklist
- Train teachers on reading ASQ®-3 results and integrating them into lesson plans
- Emphasize communication in infant classrooms and interactions
- Support toddler personal-social skill development through emphasizing self-help skills (e.g., putting on a coat, dishing up food)

CENTER OUTCOMES:

- Define strategies for encouraging strong classroom practices
- Define goals and strategies for actively engaging directors

EVALUATION PROCEDURES:

- Ensure center staff are accurately recording EEI participation
- Clarify expectations on timing and administration of student assessments; define a strategy to support timely center administration of the assessments
- Define strategies for using the correct screeners for each child's age

EARLY EDUCATION APPRENTICESHIP PROGRAM (2020-2021)

Educators, families, and policymakers are increasingly aware that early childhood is a critical developmental period, and that intervening early in a child's life has substantial potential benefits for individuals and society.⁴¹ Further, support in early childhood has potential to reduce disparities and support the economic and academic success of children and families from lower-income and minority populations.⁴² However, the systems supporting early education and development are fragmented and of variable quality. These shortcomings pose significant threats to achieving goals of universal kindergarten readiness.

One of the key barriers to achieving consistent, high-quality early education is the early education workforce. Historically, early education has experienced a shortage of skilled and adequately compensated professionals, as well as high employee turnover. Staff credentialing is variable, ranging from providers with no formal childcare credentials or education beyond high school to providers with advanced degrees in child development. Professional development is similarly inconsistent across programs. Wage levels in early education are low; in 2019, the median hourly wage among childcare workers in Texas was \$10.15, compared to \$32.41 among kindergarten teachers.⁴³ With wages like these, childcare centers compete with service, hospitality, and other industries—as well as with competitors in early education—to hire and retain qualified staff. Between February 2020 and February 2022, approximately 116,000 early childhood workers across the U.S. left the field,⁴⁴ exceeding the staffing challenges seen by the labor force in general.⁴⁵ While negative employment trends have been particularly stark during the pandemic, the challenge of retaining qualified early education staff is not new.

In 2015, the National Academies of Medicine convened an expert workgroup to contextualize the workforce training and retention problem and present a blueprint for systems change to support children and educators.⁴⁶ Since that time, a number of states and organizations across the country have dedicated additional effort to strengthening career pathways and systems to support a strong early education workforce. Camp Fire First Texas joined the ranks of organizations seeking to strengthen the early education workforce in 2020 with the first U.S. Department of Labor-approved Early Education Apprenticeship Program (EEAP) in Texas.

All apprentices receive paid positions at child development centers participating as apprenticeship host sites, coaching from experienced educators, professional development through Camp Fire's Early Education Institute and Foundational Professional Development programs, milestone recognitions (stipends) and nationally recognized certificates, including the opportunity to obtain a Child Development Associate (CDA) credential before graduation. Ultimately, those graduating from the program will have earned an Early Childhood Educator I certificate issued by the Department of Labor eligible for up to 33 hours of college credit, connection to college and university partners for additional training and education, and mandatory wage increases. The host sites at which they work have support to improve quality, increase retention and recruitment, grow a highly-skilled team, and maintain accreditation and superior quality ratings. Apprentices and host site directors are also eligible for participation stipends.

41 See, for example, Garcia, J. L., Heckman, J. J., Leaf, D. E., & Prados, M. J. (2020). Quantifying the life-cycle benefits of an influential early-childhood program. *Journal of Political Economy* 128(7). doi:10.1086/705718. Heckman, J. J., & Karapakula, G. (2019) Intergenerational and intragenerational externalities of the Perry Preschool Project. NBER Working Paper No. 25889. doi: 10.3386/w25889.

42 Iruka, I. U., Oliva-Olson, C., & Garcia, E., (2021) *Research to practice brief: Delivering on the promise through equitable policies*. SRI International. https://childcareta.acf.hhs.gov/sites/default/files/public/pdgb5ta_equitablepractices_rtp_acc.pdf

43 Center for the Study of Child Care Employment. (2021). *Early Childhood Workforce Index 2020*. University of California, Berkeley. https://cscce.berkeley.edu/workforce-index-2020/wp-content/uploads/sites/2/2020/11/2020-Index_StateProfile_Texas.pdf

44 U.S. Bureau of Labor Statistics. (2022). Current Employment Statistics. Table B-1a: Employees on nonfarm payrolls by industry sector and selected industry detail, seasonally adjusted. <https://www.bls.gov/ces/data/employment-and-earnings/>

45 Long, H. (2021, September 19). 'The pay is absolute crap': Child-care workers are quitting rapidly, a red flag for the economy. *The Washington Post*. <https://www.washingtonpost.com>

46 National Academies of Medicine. (2015). *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*. https://www.ncbi.nlm.nih.gov/books/NBK310532/pdf/Bookshelf_NBK310532.pdf

5 COMPONENTS



EEAP is designed so that apprentices are able to progress through the program at an individualized pace, completing the program in 12 to 24 months. Those with an existing CDA or related credential can request credit for their prior work, participate in professional development and on-the-job learning, and complete the program, with wage increases, in 12 months. Those with no prior related work experience or no current CDA additionally complete the process to obtain a CDA, with completion expected in 24 months (see Appendix I). The theory of change⁴⁷ below outlines the causal model for the program (Figure 21), with the expectation that through strengthening educators within host sites, educators and centers are both strengthened, ultimately to the benefit of child development.

This evaluation report is an early check on initial implementation, participation, and findings of EEAP mid-way through its inaugural cohort of apprentices. It is not a complete picture of the cohort’s accomplishments, as the first cohort is still in process. Information on longer-term apprentice outcomes—including educational and career progression and wage growth—will be provided with future cohorts of apprentices. Camp Fire has used lessons learned from this inaugural cohort to define the EEAP model, formalize a well-defined evaluation plan and measurement approach, and obtain input from community partners.

CAMP FIRE EARLY EDUCATION APPRENTICESHIP PROGRAM			
PROGRAM COMPONENTS	PROFESSIONAL DEVELOPMENT CLASSES	ON-SITE, INDIVIDUALIZED COACHING	HANDOFF TO HIGHER EDUCATION PARTNERS FOR FURTHER CAREER PROGRESSION
FIRST ORDER Apprentice outcomes (teacher or director)	Improved teaching knowledge and classroom experience	Improved teaching practices	Educational and career progression, increased wage capacity
SECOND ORDER Center outcomes	Increased staff wages and qualifications (years of experience, credentials)	Increased teacher retention and staff stability	Increased classroom and center quality
THIRD ORDER Child outcomes	Improved child-teacher interactions	Improved child learning and development	Children enter pre-K and kindergarten ready

Figure 21: EEAP Theory of Change

⁴⁷ A theory of change provides an illustration of a program’s impact pathway—the logical causal change that is expected to occur as a result of program activities.

Participant Characteristics

APPRENTICES

EEAP began enrolling apprentices in September 2020. The initial cohort of 23 apprentices came from a diverse group of early childhood education professionals. Apprentices ranged in age from 19 to 58 and had varying racial and educational backgrounds when they entered the program (Table 13). Participants were overwhelmingly female (96%) and earned an average hourly wage of \$10.18 when they entered the program. All apprentices had at least one year of experience at their host site, and four had a CDA or associate’s degree. All 23 of the initial cohort of apprentices were expected to complete the apprenticeship by September 2022, 24 months after beginning the program. Four apprentices—those who entered the program with a CDA or AA—completed their apprenticeship in 12 months, graduating in September 2021.

HOST SITES

A total of seven early childhood centers served as host sites for apprentices during the 2020-2021 school year (Table 14). Host sites agree to provide apprentices with wage increases each year during the program and support program activities onsite by providing time and space for mentors to come regularly and aiding with apprentice skill development. Host sites had between one and six paid staff members who were participating in EEAP as apprentices. These apprentices worked in classrooms, received on-the-job learning and mentorship, and participated in structured professional development and training.

Table 14: EEAP Host Sites, 2020-2021

CHARACTERISTIC	ALL APPRENTICES N (%)	
EDUCATION		
GED	1	(4%)
High school graduate	12	(52%)
Any college	10	(44%)
RACE/ETHNICITY*		
African American	16	(70%)
Caucasian	5	(22%)
Hispanic/Latino	3	(13%)
GENDER		
Female	22	(96%)
Male	1	(4%)
YEARS OF CHILDCARE EXPERIENCE		
Less than 2 years	5	(22%)
2-4 years	6	(26%)
5-9 years	3	(13%)
More than 10 years	9	(39%)
Age, mean (SD)	35.3	(10.6)
Starting wage, mean (SD)	\$10.26	(\$2.02)

*Race/ethnicity sums to more than 100% due to selection of multiple characteristics.

SD = standard deviation, a measure of how close or spread out the values are from the mean (average). A larger standard deviation signals that the values are different from each other, while a smaller standard deviation signals they are similar.

Table 13: EEAP Apprentice Characteristics (N=23), 2020-2021

CENTER NAMES	ZIP CODE	TRS LEVEL	NUMBER OF APPRENTICES
Childtime Learning Center: Morrison	76112	3 STAR	2
Good Shepherd Christian Academy	76119	4 STAR	6
Kids R Kids of Mansfield & South Arlington	76133	3 STAR	4
Little Tyke Creative Childcare – Brentwood	76112	3 STAR	1
Little Tyke Creative Childcare – Crowley	76036	3 STAR	2
YMCA – Amaka Child Development Center	76102	4 STAR	5
YMCA – Ella McFadden Child Development Center	76102	4 STAR	3

Program Participation

APPRENTICE RECRUITMENT

Camp Fire First Texas recruited the initial cohort of apprentices in collaboration with partners to spread awareness of the new opportunity. Staff visited childcare centers and recruited teachers during staff meetings or lunch hours, held virtual interest sessions, and worked to develop broad awareness of EEAP among early childhood educators. Camp Fire specified preferred participant criteria to guide apprentice selection, giving priority access to teachers from centers in good standing with a Texas Rising Star rating of 3 or 4 who have been in the field at least one year. Potential apprentices also needed positive references and support of their host site (i.e., current center) director. Apprentices agreed to attend EEAP's professional development courses, complete all coursework and activities, meet regularly with their assigned mentor, and stay employed at their host site for one year after graduating from the program. In exchange, apprentices would obtain Camp Fire's assistance with negotiating wage increases from their host site and provide education, professional development, mentoring, and support for credentialing. With program progress and demonstrated competency, apprentices would receive up to \$2,000 in stipends over the course of the program.

APPRENTICE MOTIVATIONS FOR PARTICIPATION

At program entry, each apprentice was interviewed by the EEAP director to learn about their professional goals, interest in early childhood as a career, and potential to successfully complete the program. Of the eighteen apprentices for which information on motivation is recorded, 50% indicated they were motivated by career advancement. Career goals among apprentices include "own my own center," "work in a school district," "write curriculum," and "stability and advancement." An additional 39% indicate they were motivated to the opportunity to further their education with a CDA, associate's, or bachelor's degree. The remaining 11% sought informal education and improvement, including "different methods to teach."



STIPENDS

\$500

New CDA
(or \$125 CDA renewal)

\$500

Complete EEI

\$1,000

DoL Child Care Development
Specialist credential

BARRIERS TO PROGRAM PARTICIPATION

The initial cohort was launched with the backdrop of the ongoing coronavirus pandemic, which shaped the program's implementation, host sites' ability to support apprentices, and apprentices' own ability to give time and focus to EEAP. In addition to its overarching effect on the program, the pandemic shaped specific elements of EEAP in its initial year, including how Camp Fire staff and apprentices interacted and use of technology.

The largest adjustment was a shift to a virtual learning environment. In 2020-2021, EEAP relied heavily on virtual program delivery due to the pandemic and limitations on visitors in childcare settings. EEAP used Google Classroom to engage apprentices in professional development and training, which enabled the EEAP instructor to reach participants throughout the school year while minimizing in person contact during a pandemic. Due to COVID protocols, interactions between Camp Fire staff and apprentices were limited, and apprentices had minimal interaction with anyone at Camp Fire other than the program instructor. Virtual learning brought additional challenges to apprentices. In a December 2020 focus group, apprentices indicated they felt a

lack of connection and support relative to in-person development and challenges with digital technology. Due to a high community demand and low supply, appropriate technology was not available to host sites until after professional development had begun, leaving staff, mentors, and apprentices alike with technological challenges.

Camp Fire addressed these challenges in turn. Staff offered a professional development session introducing Google classroom at the beginning of the program. They acquired Bluetooth devices and tablets to facilitate a virtual version of "side-by-side" mentoring in the classrooms. And when Camp Fire staff learned that many apprentices accessed Google Classroom through mobile devices rather than laptops, they gifted each apprentice a laptop and worked to address how materials were displayed on different devices.

Over time, instructors and apprentices alike became more familiar with the program technology, mentors and apprentices found ways to interact effectively, and many of the technological issues affecting program delivery eased over the 2020-2021 school year.

SUPPORTS FOR PROGRAM PARTICIPATION

Key supports for program participation among the initial cohort include strong relationships with host sites, meaningful time with instructors and mentors, content that felt relevant to participants, particularly in light of pandemic challenges, and flexibility due to the program's virtual mode of delivery. Recruiting participants through partner host sites enabled Camp Fire to secure additional support for apprentices beyond Camp Fire program staff and mentors. Additionally, apprentices shared in a 2021 focus group that they felt the supported by the instructors, mentors, and staff running the program. They indicated that the EEAP instructor kept content current with what was happening during the pandemic while also providing them with tools that supported their success in the classroom and the program. Finally, apprentices credited the virtual mode of delivery with minimizing commute times and the need to arrange for additional childcare.



APPRENTICE PROGRESS: YEAR ONE

"We can encourage continuing education in our field. I feel proud about that. It can really be a path to a future." – *EEAP Apprentice*

"I think for me that, I love my position. I get to be in the classroom and I get to work with teachers. I really love what I do. But I don't want to wake up one day and wish I had done more or want to do more and not be prepared for that. I always think there are things that we can learn. This program pushed me to take some next steps with my education and career. It's all got us looking at our positions a bit differently." – *EEAP Apprentice*

"[The EEAP director] tries to make it pretty current, and right now with COVID that is extremely important because we aren't dealing with situations that we have dealt with before. There are different situations in the classroom than we have ever seen. She is really trying to help us walk through those experiences and take elements of the lesson and fit it to even the stuff we are going through right now with COVID. They have given us some social distancing ideas and have helped us deal with certain behaviors in the classroom because kids are overwhelmed. It's taught me how to focus more on my class, I've been having a lot of things going on in my life and it has taught me how to focus and set goals in my classroom and then accomplish those goals." – *EEAP Apprentice*

"In all my staff, the staff that are not in the program are learning from the staff in the program. Pure Magic!!" – *EEAP Host Site Director*

EEAP is a two-year program that has not yet been in existence for two years. As such, any report on the initial cohort is interim and incomplete, while apprentices continue with the program. Of the initial 23 apprentices, 16 successfully completed EEI during the first year of the program, staying on track to complete the program on schedule. This includes four apprentices who had a CDA at entry. All four apprentices completed the apprenticeship within 12 months and graduated from EEAP in September 2021 with all training, stipends, and credentialing complete. An additional eight apprentices continued to work toward graduation and certification within 24 months (i.e., by September 2022).

Eleven apprentices left EEAP before completing the first year of the program. Of these 11, four completed the EEI course and are in good standing to return in the future. Apprentices who left the program in its first year without graduating did so due to illness or changes in their employment status (Table 15). Retaining half of the initial apprentice cohort is a lower rate than EEAP expects to realize in the future. It was, however, a significant accomplishment in 2020-2021, given pandemic disruptions to the child care industry, workers' lives, supply chains limiting delivery of technological tools, and limitations inherent to launching a new program under such circumstances. In order to remain in EEAP, apprentices had to be committed to both the requirements of program participation and continued employment at their host site. Given high rates (25-30% annually) of annual teacher turnover among early childhood programs,⁴⁸ combined with elevated worker exits from the field during the pandemic,⁴⁹ some attrition was expected. Challenges related to health (e.g., family needs or center COVID response) and employment circumstances (e.g., changing centers or leaving the childcare industry) prevented some apprentices from completing their apprenticeship.

Table 15:
Apprentice Reasons
for Leaving EEAP
before Completion,
2020-2021

REASON FOR LEAVING THEIR JOB	NO. OF APPRENTICES
Family/health reasons	4
Chose to leave employer; may have stayed in the childcare industry	4
Chose to leave employer; expressed intent to leave the childcare industry	2
Center closure due to COVID	1

48 Institute of Medicine and National Research Council. (2012). *The Early Childhood Care and Education Workforce: Challenges and Opportunities: A Workshop Report*. The National Academies Press.

49 Long, H. (2021, September 19). 'The pay is absolute crap': Child-care workers are quitting rapidly, a red flag for the economy. *The Washington Post*. <https://www.washingtonpost.com>

Classroom Environment Quality

Trained observers assessed each apprentice in the classroom at the beginning and end of the school year. Classrooms with an EEAP apprentice generally showed strong growth in classroom practices, as measured by the BPOT and CLASS™ tools.⁵⁰ Eleven of the thirteen classrooms with apprentices showed improvement in teaching best practices over the course of the school year (Figure 22).

CLASS™ assessments involving apprentice classrooms showed strong quality at both beginning and end of year in most domains. As with the CFSRP, Camp Fire expected to see increased CLASS™ scores at end of year, with scores of 3.0 or higher. Quality thresholds in all domains across all age groups were met at end of year (Figure 23). A limitation in this year's data is incomplete CLASS™ administration during the pandemic: only seven of the thirteen classrooms with an apprentice were assessed at beginning and end of year.

50 For more information about BPOT, see Appendix C. For more information about CLASS™, see <https://teachstone.com/class/>.

Figure 23: Percentage of EEAP Preschool Classrooms at or Above the Preschool Quality Threshold (CLASS™), 2020-2021

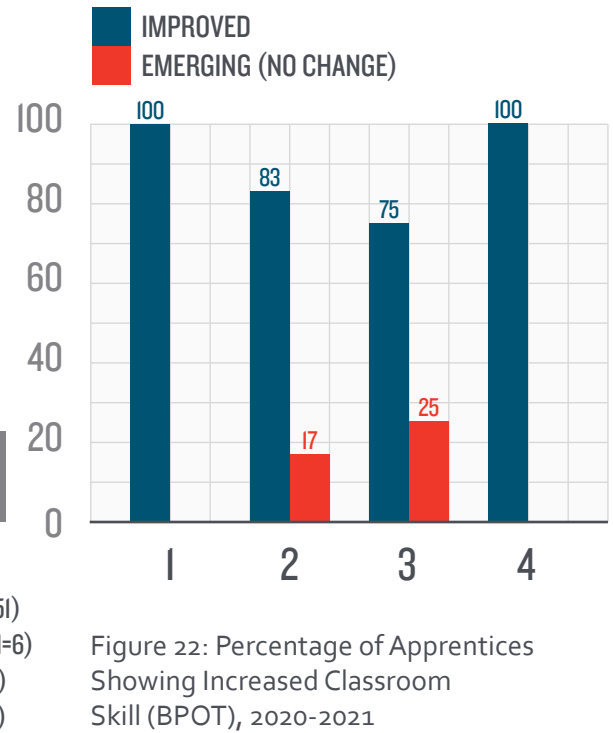
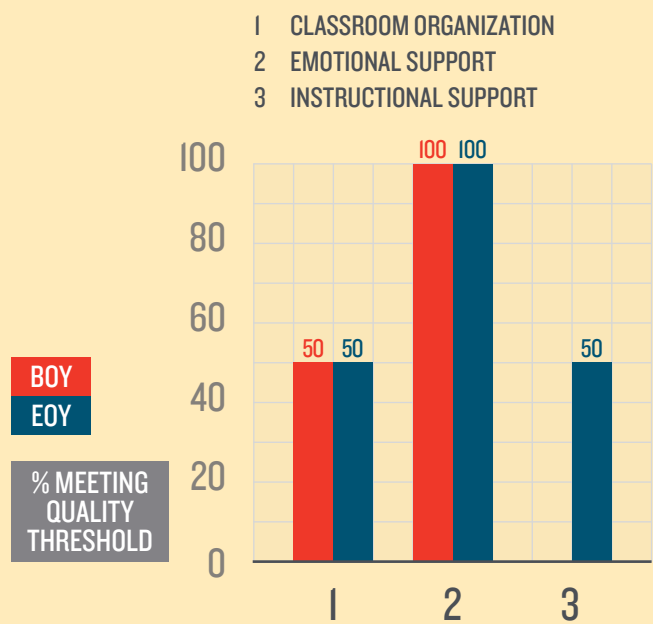


Figure 22: Percentage of Apprentices Showing Increased Classroom Skill (BPOT), 2020-2021



Preliminary Apprenticeship Outcomes

EEAP is designed to have a lasting, positive effect on the careers of educators. In addition to near-term goals of apprentice program participation and completion and demonstration of classroom best practices, success for EEAP means continued wage growth and educational/credentialing attainment after graduation. The specifics of career growth will vary based on each apprentice's background and personal career goals, but in all cases, the program intent is continued professional growth; apprentices are selected for participation based on their ability to persist and succeed in the field. Because the first set of apprentices are still in process, information on these longer-term outcomes is limited. However, Camp Fire staff are laying the groundwork with partner agencies to capture meaningful indicators of program impact in 2022 and beyond.

CREDENTIALING GROWTH

From September 2020-September 2021, the initial cohort of EEAP apprentices resulted in twelve on-track apprentices, including four graduates. Two CDA renewals and no new CDA completions were completed in the first year.

WAGE GROWTH

Apprentices who completed the program in 2020-2021 saw an average wage increase of \$0.88 per hour between September 2020 and September 2021, from \$13.73 to \$14.61 per hour. Those who left the program before completion had wages stay constant, with only one apprentice seeing any wage increase during the program period.

GRADUATES' POST-PROGRAM PATHWAYS

Three of the four apprentices from the initial cohort who graduated are in the process of pursuing additional education. One is enrolled in at a higher education partner institution and two others are in the process of pursuing enrollment in 2022. The fourth apprentice decided in 2022 to leave the childcare profession

Discussion

Launching a new program during a pandemic offers challenges and opportunities, and Camp Fire is using the lessons it has learned from the initial year of EEAP to inform program roll out. In the case of EEAP, apprentice employment stability was under increased stress, making the commitment to additional training, homework, and learning especially challenging for centers and apprentices. At the same time, the necessity to rely on digital technology and innovative solutions to restrictions on physical encounters provided opportunities to deploy the program virtually, reaching more apprentices. It is incorporating feedback from apprentices to build on strategies that worked well (e.g., relationship building with staff and providing relevant material to current challenges) and strengthen areas with need (e.g., delivery of technological equipment and participant orientation to virtual training tools).

Initial program results in terms of participation, EEI completion, and early graduation of apprentices who entered with a CDA are promising. That all four program graduates experienced wage growth and that three continued educational efforts are early indicators of EEAP's promise. In 2021-2022, a formal evaluation plan has been put into place, and annual reports in future years will provide greater information on the full cohort's results and long-term impact as the first cohort completes a full program cycle.

2020-2021 EEAP Evaluation Recommendations

The following recommendations are based on the findings of the 2020-2021 evaluation.

PROFESSIONAL DEVELOPMENT:

- Ensure adequate support for virtual professional development by ensuring all host sites, apprentices, and mentors are sufficiently trained in the digital tools to be effective
- Implement virtual professional development in an intentional and limited manner to ensure adequate connection and program support

MENTORING:

- Provide additional guidance to mentors on how to effectively support apprentices virtually

APPRENTICE SELECTION:

- Selectively invite apprentices based on their ability to persist in the program through completion
- Clearly communicate to potential apprentices the differences between CFSRP and EEAP

POST-PROGRAM SUPPORT:

- Provide a warm handoff to institutes of higher education/increased guidance on how to navigate career progression post-program
- Follow up with graduates to track post-program outcomes including career and educational progression, wage increases, and duration with their center and the field

EVALUATION PROCEDURES:

- Implement a more formal pilot cohort with a fully defined evaluation plan and program implementation metrics in 2021-2022
- Systematically collect information on why apprentices leave the program or fail to complete it, along with demographic characteristics, to identify opportunities to support apprentice success and support an equitable workforce development program
- Consistently measure and report on all apprentices' classroom quality at beginning and end of year
- Develop and implement an outcomes survey and data sharing agreements to gather information on participants' post-program paths



CONCLUSION

The Camp Fire School Readiness Program (CFSRP) prepares children for school by supporting teacher and classroom quality through professional development and mentoring. The Early Education Apprenticeship Program (EEAP) strengthens the early education workforce in Tarrant County and surrounding areas through rigorous training and support. Each program and its participating centers and educators faced substantial challenges during the 2020-2021 school year, as the pandemic continued to play a large role in day-to-day operations. Program staff and participants worked to support teacher development and strong child outcomes throughout the year.

Overall, Camp Fire's programs to support educators and students adapted to pandemic circumstances once again in 2020-2021, with strong results, innovative solutions that are being carried forward, and insights for additional ways to support children and educators in North Texas.

APPENDICES

Appendix A

CFSRP Program Components

Appendix B

Evaluation Methods

Appendix C

Child Development and
Center Quality: Assessment
Tools and Data Analysis

Appendix D

Data Analysis and Assessment
Tools for FWISD Data

Appendix E

CFSRP and Comparison Group
Demographics (FWISD, Fall 2021)

Appendix F

Year-to-Year Comparisons of
Prekindergarten Readiness Results

Appendix G

Year-to-Year Comparisons of
Kindergarten Readiness Results

Appendix H

Early Education
Apprenticeship Tracks

Appendix A: CFSRP Program Components

LEVELS OF SUPPORT

The CFSRP supports 70 classrooms in 16 licensed, non-residential child development centers that provide care services and early education. The CFSRP engages participating child development centers at four levels of professional development intensity. A child development center’s movement from a lower intensity level (Level 1: Initial Relationship Building) to a higher intensity level (Level 4: Sustainability) is determined by factors such as length of participation in the program, class participation requirements, and center performance and capacity. The table below shows the four professional development levels, three of which include professional development support.

Professional Development (PD) and Stipends

Professional development is offered to teachers through Foundational PD and the Early Education Institute (EEI). Both are designed to increase knowledge and skills in techniques that promote child development and classroom management. In addition, the EEI specifically addresses five components of reading science cited as critical for effective early literacy instruction.⁵¹ Directors attend many teacher sessions and participate in the Director’s Institute (DI). The DI is designed to increase knowledge of child development and center business management and leadership practices.

Historically, in an effort to promote teacher retention and engagement, full-time teachers who have completed Foundational PD and directors have been eligible for a stipend based on attendance and demonstrated competency in Camp Fire PD. The incentive pay is distributed at the conclusion of the EEI at the end of the program year. Teacher and director fulfillment of the requirements is reviewed prior to payment distribution. In 2020-2021, stipends for PD participation were targeted toward EEAP apprentices, directors of CFSRP Level 4 centers, and CFSRP mentor teachers were eligible for stipends of up to \$2,000.

PROFESSIONAL DEVELOPMENT LEVEL	NUMBER OF CENTERS (CLASSROOMS)	DESCRIPTION
LEVEL 1	0 (0)	Relationship building between CFSRP and the center (does not include professional development).
LEVEL 2	3 (15)	Basic (Center participates for one year)
LEVEL 3	8 (37)	Intense (Center participates for three years)
LEVEL 4	4 (18)	Sustainability (Center participation begins after the third, intensity-level year and continues as long as the center remains in the program)

Description of CFSRP Professional Development Levels

51 National Council on Teacher Quality (2020). Program Performance in Early Reading Instruction retrieved from <https://www.nctq.org/publications/home>.

MENTORING

On-site individualized coaching is provided by CFSRP mentors⁵² who hold Bachelor's or Master's degrees in child development or early childhood education; have three to five years of experience coaching, mentoring and/or working in early childhood settings; and hold certifications in child development assessments. CFSRP mentors provide coaching visits to Centers based on Center level, with Level 2 and 3 Centers receiving more visits than Level 4 Centers. The practice-based coaching sessions with teachers consist of creating Teacher Action Plans with SMART (Specific-Measurable-Attainable-Realistic-Timely) goals based on needs identified from assessments (e.g., using teaching best practices, improving classroom management) and supporting the attainment of the identified goals. The coaching sessions with directors also consist of setting SMART goals based on needs identified from assessments related to center business management and leadership practices and supporting the attainment of the identified goals.

FAMILY ENGAGEMENT

The CFSRP family engagement component is an ongoing collaboration between directors and center staff, which consists of a focus on reciprocal communication between families and center staff, as well as family support and involvement-- a range of activities that allows a childcare center to be responsive to family needs, including Parent Cafés⁵³ and Playgroups.



52 The CFSRP established a Mentor Professional Pathway framework which categorizes mentors into four levels based on their existing level of training and experience. For example, Level 1 (Beginning) mentors may need support with close guidance, Level 2 (Developing) mentors may need support with increasing independence, Level 3 (Proficient) mentors may need limited support and can independently enhance the knowledge and skills of others in the profession, and Level 4 (Exemplary) mentors can develop program policies and practices and enhance the knowledge and skills of others in the profession. The CFSRP Director uses the Mentor Professional Pathway framework to monitor mentor needs and promote professional development opportunities. There were 5 mentors during the 2018-2019 school year: one at Level 1, one at Level 2, and 3 at Level 3.

53 Parent Cafés are a type of family meeting/support group that CFSRP has supported partner centers in offering to their parents. Parent Cafés are carefully designed, structured discussions that use the principles of adult learning and family support to help participants explore their strengths, learn about Protective Factors, and create strategies to help strengthen their families. CFSRP has also encouraged the use of play groups as a family support. Play groups provide opportunities for parents and their children to interact together in a planned 'play activity' that aligns learning opportunities between school and home. The play groups promote social-emotional development, support parent/child relationships, and encourage parents to interact with other parents in the group. CFSRP also provides information and presentations about community resources to center directors who can then use this information to refer families to supportive services regarding family issues, which is another form of family engagement. The CFSRP uses the Family Engagement Measure from the Program Administration Scale (PAS) to set programmatic goals in this area.

Appendix B: Evaluation Methods⁵⁴

The CFSRP evaluation consists of both a process and outcome evaluation. The process evaluation component provides a clearer picture of how the CFSRP was being implemented in practice and determines to what extent the program was operating as designed in the theory of change. Findings from process evaluation can inform program improvement and help explain why a program achieved or failed to achieve the intended outcomes. The CFSRP process evaluation included a specific focus on professional development participation, stipend allocation, and mentor activities.

The outcome evaluation included a focus on child outcomes (developmental, academic, and social-emotional) and center outcomes (classroom environment and management, Center leadership and management). The CFSRP outcome evaluation also includes a comparative analysis of outcomes for CFSRP children and demographically similar groups non-CFSRP children enrolled in Fort Worth Independent School District (FWISD). This part of the evaluation uses assessments already in place in to compare the performance of the CFSRP children and the comparison groups when they enter prekindergarten and at the end of their kindergarten through third grade years.

The EEAP evaluation is a process evaluation—one that is preliminary and descriptive. It examines characteristics, motivations, and barriers/supports for success of apprentices in the initial cohort, as well as a summary of apprentice progress to completion. Its focus is on identifying participant characteristics and needs in order to more completely formulate and scale the program for future cohorts.

⁵⁴ Assessment tools and data analysis procedures are described in Appendix C and D.

Appendix C: Child Development and Center Quality: Assessment Tools and Data Analysis

The CFSRP contracts with CNM to provide program evaluation consulting services and CNMpact outcomes services. CNM created secure, web-based online data entry spreadsheets for each CFSRP child development center. Directors at CFSRP-supported child development centers entered student and teacher enrollment information, classroom information, and assessment data. The Classroom Assessment Scoring System (CLASS™) was used by trained CLASS™ observers and submitted the final data to the CNM evaluation team to analyze. Other assessment data were provided by the CFSRP Director. Prior to data analysis, CFSRP staff reviewed and cleaned final data. The table below presents each assessment and its associated assessment areas.

ASSESSMENT	AREA ASSESSED	DATA ANALYSIS
CHILD OUTCOMES		
Ages and Stages Questionnaire, Version 3 (ASQ®-3) A standardized, screening tool designed to identify infants and young children who are and are not displaying typical age-appropriate development. CFSRP recommends that children ages three years and five months or younger receive the ASQ®-3 assessment.	COGNITIVE AND PHYSICAL DEVELOPMENT LANGUAGE AND LITERACY DEVELOPMENT	The evaluation team calculated the percentage of children meeting the cut-off for developmental skills in five domains at the beginning and end of the year. The results were disaggregated by age group. The percentage of children demonstrating improvement in developmental skills from the beginning to the end of the year was also calculated.
Circle Phonological Awareness, Language and Literacy Screener plus Math (CPALLS+) A standardized, criterion-referenced assessment designed to measure children’s literacy and language skills. CPALLS+ recommends that children ages three years and six months or older receive the CPALLS+ assessment.	LANGUAGE AND LITERACY DEVELOPMENT COGNITIVE DEVELOPMENT (MATH)	The evaluation team calculated the percentage of children meeting the cut-off for language and literacy skills at the beginning and end of the year. Separate analyses were conducted for three-year-old children (MOY-EOY comparisons) and four- and five-year-old children (BOY-EOY). The results were disaggregated by age group. The percentage of four- and five-year old children demonstrating improvement in developmental skills from the beginning to the end of the year was also calculated.
Devereux Early Childhood Assessment (DECA) A strengths-based, standardized assessment and planning system that supports educators in promoting children’s social and emotional development, thus promoting resilience.	SOCIAL-EMOTIONAL DEVELOPMENT	The evaluation team calculated the percentage of children who scored in the Typical or Strength category in social-emotional/resilience at the beginning and the end of the year. The percentage of children demonstrating improvement in their scores was also calculated.



ASSESSMENT	AREA ASSESSED	DATA ANALYSIS
CLASSROOM/CENTER OUTCOMES		
<p>Classroom Assessment Scoring System (CLASS™)</p> <p>A standardized, observation-based assessment designed to assess classroom management and quality on a 7-point scale. The Infant CLASS™ measures the quality of responsive caregiving in infant classrooms. The Toddler CLASS™ measures the quality of emotional and behavioral support and engaged support for learning in toddler classrooms. The Pre-K CLASS™ measures the quality of emotional support, classroom organization, and instructional support. For Pre-K CLASS™, the quality threshold is set at 5 for the Emotional Support and Classroom Organization domains, and at 3.25 for the Instructional Support domain.</p>	<p>CLASSROOM MANAGEMENT AND QUALITY</p>	<p>The evaluation team included only teachers with matched pre- and post-assessment scores in the analysis. The average CLASS™ pre- and post-assessment scores were compared. In addition, for Pre-K classrooms, analyses examined the percent of teachers who met a research-based quality threshold for each domain.</p>
<p>Best Practices Observation Tool (BPOT)</p> <p>A research-based observational checklist that measures the presence or absence of research-based teaching practices that align with CFSRP professional development curriculum. This tool is intended for professional development purposes. Teachers in infant classrooms are rated on 105 best-practice teaching strategies, and teachers in toddler classrooms are rated on 110 best-practice teaching strategies. The BPOT for three-year-old classrooms and four-year-old classrooms includes 110 and 120 best-practice teaching strategies, respectively.</p>	<p>QUALITY IN TEACHING PRACTICES</p>	<p>Based on the design of the BPOT assessments, the evaluation team calculated the total observations and created a weighted system that categorized scores as 'needs support', 'emerging', and 'consistently meets'. The results were disaggregated by domain.</p> <p>This assessment is used internally to assist mentors with identifying target areas for teacher development.</p>
<p>Program Administration Scale (PAS)</p> <p>A 25-item research-based instrument that measures the quality of leadership and management practices of early childhood programs. PAS measures quality on a 7-point scale (1 = inadequate, 3 = minimal, 5 = good, 7 = excellent).</p>	<p>CENTER LEADERSHIP AND MANAGEMENT QUALITY</p>	<p>The evaluation team used each center's individual score to calculate an overall average for each of the 10 domains.</p>

Appendix D: Data Analysis and Assessment Tools for FWISD Data

Camp Fire partners with FWISD to gain access to data from student assessments currently used in the school district. Through this partnership, the CFSRP evaluation team has been able to assess the impact of the program for seven years with analyses of the children's assessment scores not only as they enter school but also through their kindergarten, 1st, 2nd, and 3rd grade years. Camp Fire contracted with Aware Research Solutions to provide evaluation and data analysis services.

Each year, using a modified propensity matching process, the evaluation team compares the assessment scores of children who attended a CFSRP-supported center in one of the prior six years and children in -demographically similar comparison groups who did not attend one of the centers. This technique allows the evaluation team to create a random, non-biased sample of children who are similar to the sample of CFSRP children and, in turn, make valid comparisons between the two groups. Any statistically significant differences identified in the results provide evidence that the differences between CFSRP children's scores and the comparison group's scores can be attributed, in part, to the CFSRP program rather than to random chance.

The groups were matched on the following characteristics:

- School location
- Grade level
- Ethnicity
- Free/Reduced Lunch Status
- Gender

To get the best possible match, the comparison groups are necessarily larger than the CFSRP groups. Students with Special Education designation are not included in the analyses (see Appendix E for the demographic descriptions of the CFSRP and comparison groups). Depending on the grade level for each set of comparison groups, the analyses were conducted with the FWISD assessment data described in the table on the next page, "FWISD Assessments Used in the Evaluation." Because very few CFSRP children were assessed in Spanish only the English versions of each assessment were included in the analyses. For the same reason, students with LEP status were not included in the analyses.



GRADE LEVEL	ASSESSMENT DESCRIPTION
PRE-KINDERGARTEN READINESS	<p>Circle Progress Monitoring Tool (CIRCLE)⁵⁵. CIRCLE is similar to the CPALLS+ assessment used in the CFSRP three and four-year old classrooms. It is a criterion-referenced assessment based on the Texas Education Agency (TEA) pre-kindergarten guidelines for literacy, math, and social skills. Teachers use CIRCLE at the beginning of the school year to help identify children who meet or do not meet developmental benchmarks so they can plan individualized instruction.</p>
KINDERGARTEN READINESS	<p>Texas Kindergarten Entry Assessment (TX-KEA)⁵⁶ TX-KEA is a screening tool designed to assess kindergarten children’s skills in seven areas of school readiness: Language, Early Literacy, Math, Science, Executive Functioning, Social Emotional Skills, and Physical Skills. For each measure, students receive a score indicating if they are on-track, need monitoring or need additional support/intervention. Teachers use the TX-KEA is to identify children who may need additional support and to plan individualized instruction.</p> <p>Texas school districts and charter schools are required to administer a Kindergarten assessment for all Kindergarten students. The TX-KEA is on the Commissioner’s approved list of assessment Instruments for meeting this requirement. See below for a more detailed description of the measures.</p>
MAP® READING FLUENCY™ ⁵⁷	<p>MAP® Reading Fluency™ is an online screening and progress monitoring tool The assessment establishes a benchmark oral reading fluency level for students, and depending on the level, assesses foundational or advanced reading skills. For kindergarten students, MAP® Reading Fluency™ assesses Language Skills (Listening Comprehension & Vocabulary) and Decoding Skills (Phonological Awareness & Phonics). For each skill, students are rated at, below, approaching, meets or exceeds grade level.</p>
MAP® READING GROWTH™ ⁵⁸	<p>The MAP® Reading Growth™ assessment provides categorical (quintiles) and continuous scale (RIT) scores designed to measure achievement at a given point in time as well as growth over the school year and from one year to another. The quintile scores identify students as low, low average, average, high average, or high. For Kindergarten students at the beginning of the year, MAP® Growth™ provides baseline (or starting point) achievement measures for overall reading achievement, foundational skills (Reading/Writing & Vocabulary) and Literal Comprehension skills (Analyzing Text & Composition.) Teachers use these results to start individualized instruction at each student’s particular skill level. The end-of-year MAP® Reading Growth assessment also includes measures of each student’s projected growth (from fall to spring), identifies whether or not the student met that projection and provides a growth quintile.</p>

55 CLI Engage (2017). CIRCLE Progress Monitoring System. <https://cliengage.org/public/tools/assessment/circle-progress-monitoring/>.

56 Texas Kindergarten Entry Assessment (TX-KEA).<https://www.texaskea.org/>.

57 <https://www.nwea.org/map-reading-fluency/>

58 <https://www.nwea.org/map-growth/>

D

DESCRIPTION OF TEXAS KINDERGARTEN ENTRY ASSESSMENT MEASURES⁵⁹

Language Domain

Vocabulary is a foundational language skill that supports learning in all content domains. Knowing a student’s vocabulary abilities helps teachers adjust their own vocabulary usage during instruction to levels that are most beneficial for individual children.

Listening comprehension is a foundational language skill that supports learning in all content areas. TX-KEA assesses the student’s ability to understand verbal information and follow directions. Knowing your student’s receptive language abilities will allow you to adjust the complexity of your own language during instruction.

Literacy Domain

The **Letter Names** subtest assesses children’s knowledge of the names associated with various letters of the alphabet. Letter names is one component of letter knowledge which is an excellent predictor of reading achievement

The **Letter Sounds** subtest assesses children’s knowledge of letter sounds. Letter knowledge at kindergarten entry is a strong predictor of literacy achievement

The **Blending Sounds** subtest assesses children’s phonological awareness, or sensitivity to the sound structure of oral language. Phonological awareness is necessary for learning to read and write and is predictive of literacy achievement.

The **Spelling** subtest assesses children’s early spelling abilities, which is the ability to use sound-symbol relationships to write words. TX-KEA assesses spelling because it is highly related to later literacy achievement. Attempting to spell words requires children to apply multiple literacy skills simultaneously, such as alphabet knowledge and phonological awareness.

Executive Functioning

The Executive Functioning domain addresses the cognitive skills used by children to plan, problem solve, and follow classroom rules.

Inhibition. Students are asked to respond accurately to a specific stimulus (e.g., butterfly), and withhold, or inhibit, a response to a different stimulus (e.g., bee). Scores reflect the student’s ability to respond accurately while inhibiting a response

Working Memory. Students are assessed on their ability to hold in memory 1 – 3 pieces of information in an increasingly complex setting. In this subtest, children recall where cars are parked in a garage. The number of cars and the number of parking spaces increases as the student progresses.

Attention. Students are assessed on their ability to focus their attention, stay on task, as well as quickly and accurately focus on relevant features of the task. They are provided 2 minutes to make as many correct matches as possible between the target object, a flower, and five answer choices, other flowers.

Social Emotional Competence and Emotion Management

The **Social/Emotional Competence** subtest focuses on children’s social and emotional skills within a classroom setting. The subtest evaluates children’s pro-social skills, approaches to learning, and emotion understanding.

59 This description is taken from the Texas Kindergarten Entry Assessment User Guide at: https://cliengage.org/user-guides/User_Guide_TX-KEA_8.13.2018.pdf.

DESCRIPTION OF MAP® READING FLUENCY™ AND GROWTH™ MEASURES⁶⁰

The *Emotion Management* subtest focuses on children’s ability to manage their emotions and respond appropriately to an emotional experience. They are evaluated on whether they can adapt to the demands of a classroom and school environment.

MAP® Reading Fluency™

Language Domain

Listening Comprehension includes the ability to listen to a passage that is read aloud and ask and answer questions about the passage, as well as the ability to repeat and follow sequenced, multi-step directions.

Picture Vocabulary refers to the students’ ability to understand the meaning of spoken words (receptive vocabulary) by correctly identifying pictures related to the spoken words.

Decoding Domain

Phonological Awareness is the ability to recognize and work with sounds in the spoken language, including skills such as: identifying rhyming words, recognizing words with same initial sound, blending syllables, and segmenting multisyllabic words.

Phonics/Word Recognition refers to students’ ability to recognize the sounds of the spoken language and the letters and combinations of letters (words) that represent those sounds.

MAP® Reading Growth™ measures

Foundational Skills

Beginning Reading and Writing skills include phonological awareness and phonics (described above) as well as correct use of oral language.

Use of Vocabulary refers to the students’ ability to understand how words can be used such as the ability to identify words with the same meaning or finish an incomplete sentence.

Literal Comprehension

Analyzing Text for kindergarten students refers to their ability to understand key ideas, implied meaning, and details in an oral passage.

Composition: Inquiry and Research refers to the students comprehension of an oral passage and their ability to identify and evaluate information.



60 A variety of sources provided the information included in these descriptions. 1Brief_PhonologicalAwareness.pdf (d1yqpar94jqbqm.cloudfront.net) Phonological Awareness | LEARN - Children’s Literacy Initiative (cli.org), Kindergarten_TEKS_0820 (texas.gov), Phonics | LEARN - Children’s Literacy Initiative (cli.org), Reading Curriculum Ladders (forheteachers.org)

Appendix E: CFSRP and Comparison Group Demographics (FWISD, Fall 2021)

ASSESSMENT AND GRADE LEVEL

		GROUP	FALL 2021 PREK	FALL 2021 KINDERGARTEN			FALL 2020/SPRING 2021 KINDERGARTEN ⁶¹	
				KEA	MAP® FLUENCY	MAP® GROWTH	MAP® FLUENCY	MAP® GROWTH
ETHNICITY	BLACK	CFSRP	53.7%	52.9%	54.4%	56.2%	56.7%	56.5%
		COMP	54.2%	48.8%	56.5%	59.3%	55.9%	67.5%
	HISPANIC	CFSRP	29.3%	34.3%	33.3%	30.3%	28.4%	24.6%
		COMP	32.7%	38.3%	33.1%	28.2%	36.2%	21.6
	WHITE	CFSRP	9.8%	10%	8.8%	10.1%	8.9%	7.5%
		COMP	13.1%	10%	10.4%	9.6%	5.2%	10.8%
	OTHER	CFSRP	4.9%	2.9%	3.5%	3.4%	5.9%	6.9%
		COMP	0.0%	3.0%	0.0%	2.8%	2.8%	0.0%
SOCIO-ECONOMIC STATUS	FREE/ REDUCED LUNCH	CFSRP	81.5%	80.0%	78.2%	80.9%	76.2	86.5%
		COMP	82.3%	82.6%	81.5%	82.9%	88.1	89.8%
GENDER	MALE	CFSRP	43.9%	47.1%	42.1%	49.0%	41.8%	46.4%
		COMP	48.4%	47.8%	46.9%	49.4%	41.3%	49.1%
	FEMALE	CFSRP	56.1%	52.9%	57.9%	51.0%	58.2%	53.6%
		COMP	51.6%	52.2%	53.1%	50.6%	51.6%	50.9%

61 The Fall 2020/Spring 2021 groups were first matched in Fall 2020. Subsequently, Spring 2021 analyses included those same students. Some of the Fall 2020 students had either left the district or did not the Spring 2021 assessment. For this reason, demographic characteristics for this two groups in this cohort are less similar than the two groups in the Fall 2021 cohorts.

Appendix F: Year-to-Year Comparisons of Prekindergarten Readiness Results (Fall 2017 – Fall 2021)

PRE-KINDERGARTEN CIRCLE SKILL CFSRP (N=88)		FALL 2017		FALL 2018		FALL 2019		FALL 2020		FALL 2021	
		COMP. (N=414)	CFSRP (N=115)	COMP. (N=452)	CFSRP (N=92)	COMP. (N=456)	CFSRP (N=48)	COMP. (N=136)	CFSRP (N=45)	COMP. (N=153)	COMP. (N=153)
EARLY LITERACY	Letter Naming	39%	14%	42%	26%	46%	32%	42.7%	30.9%	48.8%	29.9%
	Vocabulary	44%	32%	48%	49%	54%	48%	39.6%	37.0%	64.4%	45.1%
	Phon. Awareness	78%	66%	64%	63%	61%	59%	66.0%	53.6%	88.9%	67.1%
	Alliteration	6%	4%	5%	4%	4%	2%	4.2%	2.1%	2.2%	5.4%
	Syllabication	22%	8%	16%	12%	15%	10%	14.9%	9.6%	24.4%	13.3%
	Onset Rime	21%	13%	13%	14%	13%	12%	23.4%	22.5%	13.3%	17.8%
	Rhyming I	18%	10%	11%	9%	8%	9%	17.0%	16.4%	22.2%	11.3%
	Rhyming II	20%	9%	12%	8%	14%	5%	11.4%	10.9%	13.2%	7.0%
	Listening	37%	28%	32%	31%	30%	24%	28.9%	27.0%	32.5%	20.5%
	Words	14%	12%	16%	8%	20%	13%	15.9%	11.8%	23.1%	12.5%
	Book Print	87%	81%	77%	77%	79%	68%	66.7%	61.9%	83.9%	69.2%
	Early Writing			94%	94%	100%	91%	NA	NA	96.3%	94.1%

FWISD Prekindergarten CIRCLE Assessment Ratings: CFSRP Students and Comparison Group (Fall 2017 - Fall 2020)⁶²

62 Green cells highlight average ratings that are 5 or more higher for one group than the other. Patterned cells indicate statistically significant differences).

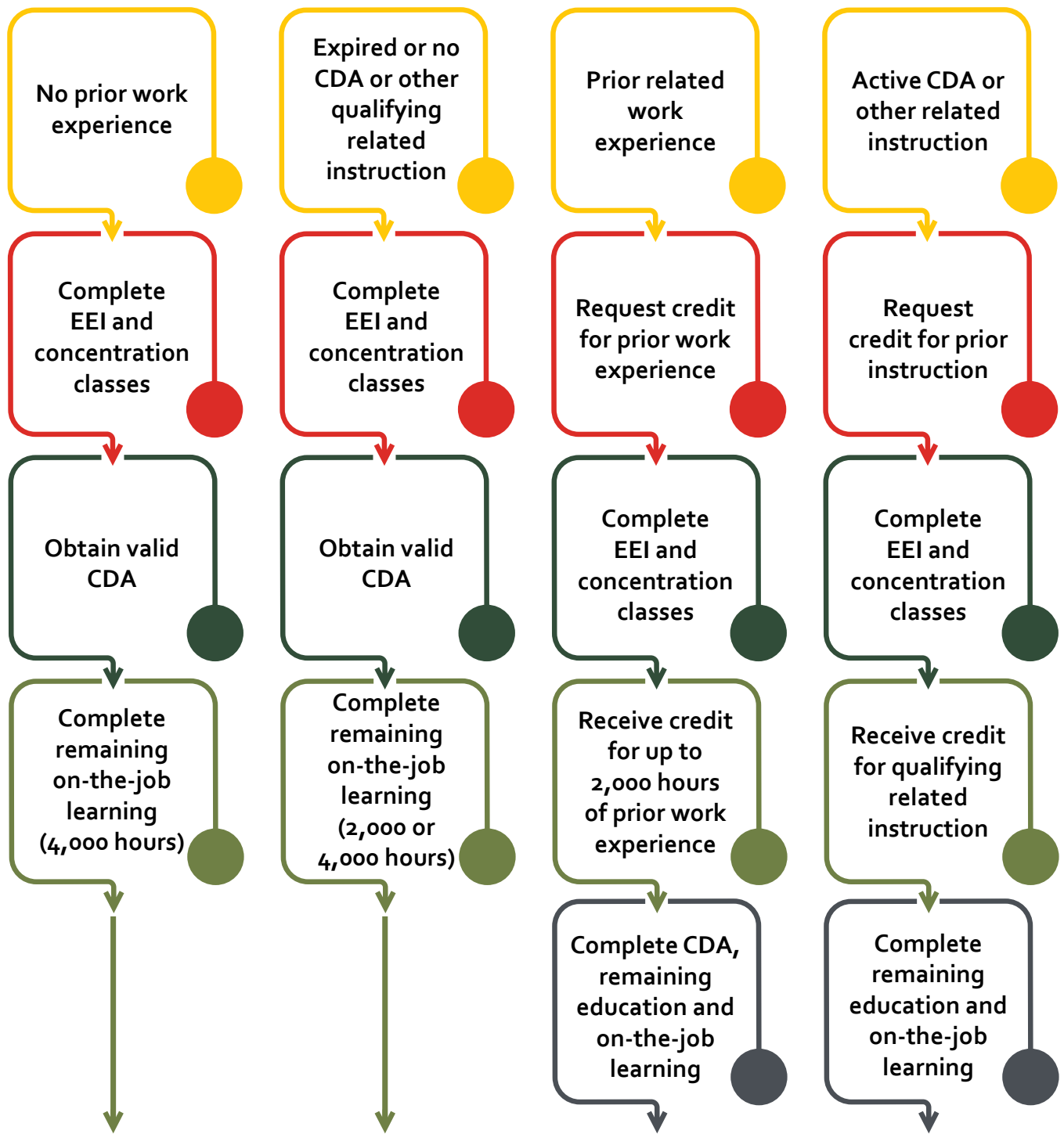
Appendix G: Year-to-Year Comparisons of Kindergarten Readiness Results (Fall 2018 - Fall 2021)

KINDERGARTEN ENTRY ASSESSMENT (KEA) ITEM CFSRP (N=103)		FALL 2018		FALL 2019		FALL 2020		FALL 2021	
		COMP. (N=549)	CFSRP (N=91)	COMP. (N=480)	CFSRP (N=94)	COMP. (N=586)	CFSRP (N=65)	COMP. (N=195)	COMP. (N=195)
LANGUAGE	OVERALL	76.0%	71.1%	80.0%	65.3%	72.0%	73.0%	71.9%	61.0%
	Vocabulary	78.8%	74.6%	65.6%	60.2%	66.0%	59.6%	72.7%	58.7%
	Listening Comp.	73.2%	71.9%	72.6%	63.0%	72.2%	73.1%	63.1%	51.3%
LITERACY	OVERALL	82.0%	69.1%	75.3%	62.3%	42.6%	37.4%	62.3%	58.3%
	Letter Names	83.3%	73.0%	81.4%	67.1%	76.6%	69.5%	66.7%	59.0%
	Letter Sounds	82.5%	68.3%	71.6%	58.5%	86.2%	77.3%	53.8%	40.7%
	Blending	67.3%	66.1%	33.7%	32.5%	50.0%	54.8%	32.8%	42.1%
	Spelling	96.3%	91.3%	79.3%	63.6%	60.0%	52.8%	56.1%	48.2%
EXECUTIVE FUNCTION	Working Memory	66.3%	68.5%	56.5%	61.6%	62.0%	62.4%	60.0%	54.4%
	Inhibition	55.9%	62.0%	63.7%	60.0%	57.7%	67.4%	55.6%	58.4%
	Attention	72.0%	66.2%	74.4%	63.6%	63.2%	52.7%	67.1%	63.6%
SOCIAL EMOTIONAL	Social Emotional	82.0%	84.1%	82.4%	77.9%	85.7%	83.0%	80.4%	77.1%
	Emotional Management	78.7%	74.2%	68.5%	77.4%	81.2%	81.4%	81.5%	81.7%
OTHER	Math	73.8%	68.5%	60.2%	42.4%	43.6%	38.9%	47.7%	33.0%
	Science	74.8%	69.1%	49.0%	45.7%	51.7%	57.1%	51.6%	48.1%
	Academic Motor	90.0%	83.0%	90.8%	81.7%	38.8%	30.8%	71.7%	78.0%

FWISD Kindergarten Entry Assessment (TX-KEA) Ratings: CFSRP Students and Comparison Group(Fall 2018 - Fall 2021) ⁶³

63 Green cells highlight average ratings that are 5 or more higher for one group than the other. Patterned cells indicate statistically significant differences).

Appendix H: Early Education Apprenticeship Tracks



EARLY CHILDHOOD EDUCATOR CERTIFICATE

CAMP FIRE EARLY EDUCATION & DEVELOPMENT PROGRAMS

Camp Fire First Texas offers a robust selection of data-informed programs that improve quality, professionalism and career advancement for early educators. As a leader in early education instruction and training, there is a program offering for you. Explore the options below.

SCHOOL READINESS (SR)

Center-Wide Intense Prof. Development: participants selected

FWISD Catchment Area

EARLY EDUCATION APPRENTICESHIP (EEAP)

Individual Recognized Professional Certificate: apply for admission

Focus in Tarrant, NCT, and Dallas limited state-wide spaces

COMMUNITY PROFESSIONAL DEVELOPMENT

Open to Community: register to attend

Focus in DFW area, virtual open to any area

Learn more about the opportunities offered by Camp Fire First Texas to advance your career and expand quality early learning experiences in the community.

CampFireFW.org
 Training@CampFireFW.org
 817.831.2111



	PROGRAM		
	SCHOOL READINESS (SR)	EARLY EDUCATION APPRENTICESHIP (EEAP)	COMMUNITY PROFESSIONAL DEVELOPMENT
INSTRUCTION			
COURSE-BASED CERTIFICATES			
Child Development Associate (CDA) / ECE Certificate		✓	✓
Early Education Institute (EEI)	✓	✓	
Directors Institute (DI)	✓		
Coaching			✓
Early Childhood Management Institute (ECMI) / TX Licensing Approved Administrators Credential			✓
WORKSHOPS & SEMINARS			
Class Series: Conscious Discipline	✓	✓	✓
Networking: Directors Collaboration	✓	✓	✓
Workshop: Strong Foundations	✓	✓	
Workshop: Infant/Toddler, Pre-K Guidelines	✓	✓	✓
Workshop: Teacher Assessment (CLASS)	✓	✓	
Workshop: Child Assessment (ASQ, DECA, CPALLS+)	✓	✓	
Workshop: Other	✓	✓	✓
SUPPORT			
MENTOR-COACHING			
Individual	✓	✓	
Center-wide	✓		
RESOURCES, MATERIALS, AWARDS			
Professional Development Hours	✓	✓	✓
Technical Equipment and support for learning	✓	✓	
Negotiated Wage Increases		✓	
Cash, Stipends, Materials, and other Incentives	Some	✓	
Recognized Credential Awarded		✓	✓ (ECMI/CDA)
College Credit (awarded by TCC/Tarleton)		✓	
College Educational Units (CEUs) for some seminars			✓
PROGRESS MONITORING & ASSESSMENT			
Classroom Assessment Scoring System (CLASS)	✓	✓	
Ages and Stages Questionnaire (ASQ)	✓		
Devereux Early Childhood Assessment (DECA)	✓		
CIRCLE Phonological Awareness, Language, and Literacy System plus (CPALLS+)	✓		