**Fresno County
Superintendent of Schools**
Dr. Michele Cantwell-Copher, Superintendent

Introduction

Q0.
The Fresno County Superintendent of Schools, Early Care and Education Department (FCSS) is accepting applications to participate in the Count Play Explore Professional Learning and Coaching Cohort (CPE PLC Cohort). Specifically, the CPE PLC Cohort is seeking applications from agencies across California including County Offices of Education, School Districts, non-profit organizations, and other organizations that provide technical assistance, training/professional development, coaching, or other capacity-building support for the early care and education (ECE) workforce in California.

This opportunity is designed to build capacity in early mathematics and science (including computer science) education for those who provide coaching and training for ECE professionals who serve children from birth to 3rd grade. Moreover, CPE will engage facilitators in developing awareness and capacity to utilize effective community resources in improving mathematics and science education, implementation plans, and tools and practices to leverage community resources in improving mathematics and science education in their own early learning contexts across the state.

Up to thirty agencies will be selected via an application process to participate in the CPE PLC Cohort and will receive $350,000.00 to support their full participation in the entire project period – from April 2025 to December 2027. Our goal is to recruit a representative sample of agencies/sites across California, in regards to geography (e.g., rural vs. urban; and small vs. large county) and target population characteristics (e.g., those characteristics which align with the Local Control Funding Formula, including Dual Language Learners and English Learners, children with disabilities and other special needs, etc.); in addition to those agencies who train and support the mixed delivery system (e.g., school and/or center-based sites, family/friend/neighbor, neighborhood resource centers, family child care homes, etc.).

Applications are due January 17, 2025, at 5 pm. If you have any questions, please contact Naomi Reeley at nreeley@fcoe.org.

Q0.0. To be eligible for participation in the CPE Professional Learning and Coaching Cohort, you must commit to the following statements. Please state whether or not your agency can commit to each item.

At least two staff members (and up to four) will participate during the entire project period (April 2025 to December 2027).	⌄
Participate during the week-long institute in June 2025 (June 2nd through June 6th), in Spring 2026, and in Spring 2027.	⌄
Participate in quarterly virtual community of practice sessions (3 hours per session).	⌄
Participate in ongoing coaching with CPE partner (1-2 hours per month).	⌄
Implement CPE professional learning resources and provide feedback.	⌄
Implement family and community STEAM engagement efforts.	⌄
Provide 20 hours in total of professional learning and coaching sessions per school year for at least 20 ECE professionals within your community (can be staff members of your organization and/or of partner agencies).	⌄
Participate in implementation logs, surveys, focus groups, and/or interviews with CPE's independent evaluator, WestEd.	⌄
Agency teams and leadership will attend 2 virtual meetings per year with CPE leadership to discuss program updates, cohort deliverables, and updates about local implementation.	⌄
Agency teams and leadership will work on a sustainability plan throughout the cohort to support sustainability of math and science programming in their local context.	⌄

Applicant Information

Q1. General Information

Agency Name

Address

City/Town

ZIP/Postal Code

Contact Person

Role

Email

Phone

Q2. Select the following categories which describe your agency.
*Select all that apply.

☐ County Office of Education (COE)

☐ School District

☐ Non-profit/Community Based Organization (an agency granted tax-exempt status by the IRS - organized for purposes other than generating profit and in which no part of the organization's income is distributed to its members, directors, or officers)

☐ Administers Head Start

☐ Administers Early Head Start

☐ Administers a California Department of Education and/or California Department of Social Services child development/child care contract (i.e., California State Preschool Program, or CSPP; General Child Care, or CCTR; Migrant Child Care, or CMIG; Alternative Payment; CalWORKs Stage 2 or 3; etc.)

☐ Administers a Family Child Care Home Education Network (FCCHEN)

☐ Administers Transitional Kindergarten (TK)

☐ Is the lead agency for (and administers) Quality Counts California (QCC) / Quality Rating Improvement System (QRIS)

☐ Is the lead agency for (and/or administers) First 5 IMPACT

Q3. Briefly describe the primary services of your agency.
*Please limit your response to no more than 700 words.

Q4. Does your agency have sites and/or staff who directly serve young children (within the infant through 3rd grade continuum)?

○ Yes
○ No

Q5. Which age range does your agency serve?
*Select all that apply.

☐ Infants and/or Toddlers (0-2 years)
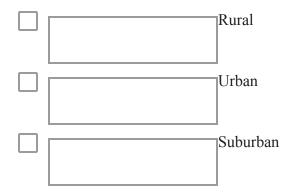☐ Preschool
☐ Transitional Kindergarten
☐ Kindergarten (K)
☐ 1st Grade through 3rd Grade

Q6. Which geographic areas does your agency cover? Include the estimated percentage associated with each

category below.

☐ [   ] Rural

☐ [   ] Urban

☐ [   ] Suburban

Q7. Does your agency serve any of the following populations – either directly or via training/coaching of those who work with these populations?

☐ Children who are Dual Language Learners / English Learners
☐ Children from Indigenous communities
☐ Children with Disabilities and other special needs
☐ Children experiencing homelessness
☐ Children in foster care
☐ [   ] Other (please specify)

Agency Infrastructure

Q8. Does your agency administer any of the following STEAM initiatives/programs?
*Select all that apply.

☐ System of Support for Expanded Learning (SSEL): Science, Technology, Engineering, Art, and Math Hub
☐ Cal-MSCS
☐ Seasons of CS
☐ California Education and the Environment Initiative
☐ Arts and Music in Schools funding program

☐ Carnegie Math Pathways

☐ Carnegie STEM Pathways

☐ Other (please specify)

[ ]

Q9. Does your agency administer any other initiatives and programs that may relate to your prospective efforts in the CPE Professional Learning and Coaching Cohort (i.e., Universal Prekindergarten Planning and Implementation, or UPK P&I; UPK Mixed Delivery; and/or P-3 alignment related efforts, etc.)? If yes, specify?

[ ]

Q10. Does your agency provide technical assistance, training/professional development, coaching, or other capacity building support for the early care and education (ECE) workforce? The ECE workforce are those who serve children aged birth to 3rd grade such as Infant/Toddler, PreK, and/or Elementary (1st through 3rd Grade) teachers.

○ Yes

○ No

Q11. Which workforce populations does your agency serve? The ECE workforce are those who serve children aged birth to 3rd grade, such as Infant/Toddler, Preschool, and/or Elementary (TK through 3rd Grade) Teachers.
*Select all that apply.

☐ Infant and/or Toddler workforce (for example, Infant/Toddler Teachers)

- [ ] Preschool workforce (for example, Preschool Teachers, Directors, etc.)
- [ ] Transitional Kindergarten (TK) workforce (for example, TK teachers)
- [ ] Kindergarten workforce (for example, teachers)
- [ ] 1st Grade through 3rd Grade workforce (for example, teachers)
- [ ] Other (please specify)

Q12. Please describe your agency's technical assistance/professional development services for the early care and education (ECE) workforce in the table below. Make sure to include the number of participants you served last year. Please specify if any of your existing TA/PD already focuses on any STEAM topics.

	Type or Service (e.g., coaching, training, webinars, etc.)	Number of Participants per year	Focus of technical assistance/professional learning (e,g, early literacy, inclusive practice, STEAM focus)	Who provided this PD?
1				
2				
3				
4				
5				

	Type or Service (e.g., coaching, training, webinars, etc.)	Number of Participants per year	Focus of technical assistance/professional learning (e,g, early literacy, inclusive practice, STEAM focus)	Who provided this PD?
6				

CPE PLC Cohort team

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Each selected agency will be required to have a CPE PLC Cohort team of at least two (and no more than four) facilitators who will be responsible for participating in cohort activities; one facilitator will serve as lead and will assist in the coordination of team activities.

Facilitators should have the time to commit to the tasks and responsibilities outlined below. Moreover, the CPE PLC Cohort team should include individuals with diverse experiences, expertise, and knowledge, including those who come from populations who have been historically underrepresented in STEAM fields (e.g., racial and ethnic minorities). Facilitators may have different levels of STEAM education, varying levels of training experience, and differing amounts of time in the workforce.

Facilitators will need allocated time each month to fully plan and implement quality CPE professional learning and coaching to local educators. Specifically, all CPE Team Facilitators will be asked to commit to the following:

- Attend and actively participate in CPE events:
  - An annual three-to-five-day in-person Institute (the first institute will be held June 2-6, 2025). The following institutes will be held in the spring of 2026 and 2027)
  - Virtual Events during the workday (M-F between 9 to 5)
  - Coaching sessions with CPE coaches during the workday (M-F between 9 to 5)
  - Feedback sessions during the workday (M-F between 9 to 5)
- Explore and utilize CPE online modules to build the facilitator's capacity and knowledge in early STEAM education.
- As an agency team, allocate time each month to fully plan and implement quality CPE professional learning and coaching to local educators: 20 hours of local professional learning and coaching sessions with at least 20 educators.
- Participate in evaluation activities, which may include (but are not limited to):

- o Pre- and post-surveys for facilitators
- o Focus groups for facilitators
- o Supporting the recruitment for and administration of pre- and post-surveys for educators
- Work alongside agency leadership to support sustainability and implementation of CPE deliverables

In addition, there will be one lead facilitator per agency. The lead facilitator will be the contact person for the agency and should be actively engaging in CPE Cohort activities. The lead facilitator's responsibilities include but are not limited to:

- Coordinating schedules with the other facilitators from their agency
- Updating CPE on any changes to their agency's team
- Completing agency surveys and questionnaires
- Ensuring all facilitators on their team are attending CoPs and other CPE-hosted events
- Coordinating coaching sessions
- Completing implementation logs for their agency
- Facilitating connections with sites to recruit educators, children, and families for participation in evaluation activities (e.g., surveys, observations, focus groups)

Q13. Each selected agency will be required to have a CPE PLC Cohort team of at least two (and no more than four) facilitators. How many staff members do you anticipate participating?

○ 2
○ 3
○ 4

Q14. Please complete the following for each staff member who is anticipated to participate.

	Name		Department	Title/Role
	First	Last	(if applicable)	
Facilitator 1 (LEAD)				
Facilitator 2				

	Name		Department	Title/Role
	First	Last	(if applicable)	
Facilitator 3				
Facilitator 4				

Q15. Please complete the following for each staff member who is anticipated to participate.

	Description of Agency Role In 2-3 sentences, please describe role and/or duties	Experience providing professional development on STEAM topics, including workshops, sessions, all-day trainings, and coaching sessions. Please include the number of years of experience in these areas. Include any relevant experience in other types of professional development, such as literacy training and coaching.
Facilitator 1 (LEAD):${q://QID37%231/ChoiceTextEntryValue/1/1}		
Facilitator 2:${q://QID37%231/ChoiceTextEntryValue/2/1}		
Facilitator 3:${q://QID37%231/ChoiceTextEntryValue/3/1}		
Facilitator 4:${q://QID37%231/ChoiceTextEntryValue/4/1}		

Q16. Each facilitator listed above can commit to the outlined responsibilities required to plan and implement CPE related-work throughout the grant period.

○ Yes
○ No

Q17. What existing resources (funds, expertise, etc.) will you leverage to support this effort?

Aligning with CPE Efforts

. **CPE Vision:** Children from birth through third grade develop strong math and science skills which provide a foundation for academic success and career access. Every child from birth through third grade — of any background, race, culture, ethnicity, language, gender, ability, or socioeconomic status — and every family, caregiver, and educator experiences math and science with confidence, joy, and belonging.

CPE Mission: Count Play Explore provides culturally affirming capacity building, professional learning, resources, and messaging to support equitable math and science learning and outcomes for every child from birth through third grade.

CPE Core Principles

- We lead with equity for children, families, and educators
- We operate in all places children and families live, play, and learn across the full birth through third grade continuum
- We ground our work in four fundamental principles of early math and science learning:
  - Math and science are everywhere
  - Math and science are for everyone
  - Math and science are fun and playful
  - Math and science mindsets matter
- We leverage and align with state, regional, and local efforts
- We build towards sustainability

CPE Outcomes

1. support early math and science outcomes for CA children from birth to 3rd grade
2. raise educators and families awareness of the importance of early math and science

3. build positive math and science identities for adults who care for and teach young children
4. increase confidence and capacity of educators and families to support children's early math and science

Q18. How does the above information about CPE's mission, vision, core principles, and promoted outcomes align with your agency's overall mission and vision? How does this align with your work and how will this be uplifted throughout your participation?

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Q19. How will you include educators serving the populations with the highest need? How will you recruit and maintain their participation?

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Q20. Has your agency participated in a previous Count Play Explore Cohort (formerly California Early Math Initiative or CAEMI)?
*Select all that apply.

☐ CAEMI Cohort 1 July 2019 to June 2020
☐ CAEMI Cohort 1 No Cost Extension July 2020 to June 2021
☐ CAEMI Cohort 2 January 2023 to June 2024
☐ CPE Family and Community Engagement Extension January 2024 to December 2024

Q21. What best describes your reason for applying to the CPE Professional Learning and Coaching Cohort?

○ We are new to providing professional learning on STEAM and aim to to develop a strong foundation for early STEAM professional learning.

○ We have an existing STEAM team and professional learning opportunities, but we want to strengthen or expand our efforts in early STEAM education.

○ We are looking to integrate STEAM learning into our current curriculum and need support to effectively implement and sustain these practices.

○ We want to foster a collaborative learning environment among educators serving children within and across different age-levels to share and expand our early STEAM practices and knowledge.

○ We have a robust early math program and seek to build Early science/STEAM knowledge and capacity to enhance our professional learning offerings in early STEAM education.

Q22. The Count Play Explore initiative desires implementation efforts to be sustained beyond the duration of your participation. How do you plan to support the sustainability of these efforts beyond the three-year period?

[text box]

Q23. Does your agency currently partner with family and community-based organizations, spaces, or initiatives? If yes, please specify.

[text box]

Q24. Describe how you will integrate family and community engagement efforts throughout your implementation.

[   ]

Q25. Would your agency be able to participate in a research study on children's outcomes during the grant period (in other words, assist in the collection of student-level data)?

◯ Yes
◯ No

Q26. We will be holding 30 minute interviews with a selection of applicants. We ask that the following individuals attend this interview (CPE Lead Facilitator, One CPE Facilitator, the Supervisor of the CPE Lead, and a Fiscal Individual). Include the names and emails of the individuals listed above. In addition, include who we would contact to schedule this interview.

	Name		Email
	First	Last	
CPE Lead Facilitator	[ ]	[ ]	[ ]
CPE Facilitator	[ ]	[ ]	[ ]
Supervisor of CPE Lead	[ ]	[ ]	[ ]
Fiscal Individual	[ ]	[ ]	[ ]
Contact person for Scheduling	[ ]	[ ]	[ ]

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