

**Data Collection and Evaluation Requirements for CSP 3**

Appendix C includes the following two sections:

Section A: Data Collection and Evaluation Requirements for CSP Counties (Pages 1-6)

Section B: Related Data Collection and Evaluation Requirements Proposed for State Evaluator<sup>1</sup> (Pages 7-9)

- Study Questions – Outcomes
- Study Questions – Process

**Section A: Overview of Data Collection and Evaluation Requirements for CSP Classrooms and Sites**

Study Questions (Outcomes)	Assessment Tools	Who Collects and How?	Timing/Frequency	Reporting Requirements
O.1. Are the classroom environments in CSP sites improving and meeting target quality criteria?	<ul style="list-style-type: none"> <li>• <u>For preschool</u>: Early Childhood Environment Rating Scale-R (ECERS-R)</li> <li>• <u>For infant/toddler</u>: Infant Toddler Environment Rating Scale-R (ITERS-R)</li> <li>• <u>For family child care</u>: Family Child Care Environment Rating Scale-R (FCCERS-R)</li> </ul>	<ul style="list-style-type: none"> <li>• Local Evaluator or other independent outside rater<sup>2</sup> will assess evaluation classrooms</li> <li>• Site staff will assess CDE-sponsored CSP classrooms according to CDE guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Annual ECERS and ITERS observations of all participating center-based classrooms</li> <li>• Annual FCCERS observations of all participating family child care homes</li> </ul>	<ul style="list-style-type: none"> <li>• Item level and subscale scores for all evaluation classrooms</li> <li>• Subscale and global scores for each CSP classroom or FCC home</li> </ul>

<sup>1</sup> Proposed requirements for the state evaluator are not intended to convey the entire scope of work for the state evaluator. Rather, it describes the proposed scope of work on related outcome and process measures for the CSP.

<sup>2</sup> An “outside rater” is defined as an individual or team that is not a current or former employee (within the past 12 months) of the program/provider being rated.

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Study Questions (Outcomes)	Assessment Tools	Who Collects and How?	Timing/Frequency	Reporting Requirements
O.2. Are the preschool and infant/toddler teachers in CSP classrooms using effective teaching and classroom interaction strategies to improve outcomes for young children?	Classroom Assessment Scoring System (CLASS) Pre-K and Toddler tools, as appropriate	The Local Evaluator or other independent outside rater will assess evaluation classrooms	Annual CLASS observations of all evaluation classrooms	CLASS dimension and domain scores for each classroom
O.3. Are high-risk young children who participate in CSP programs or who receive services through CSP demonstrating improvement in their readiness to succeed at kindergarten entry?	Desired Results Developmental Profile - Preschool (DRDP-PS)	<ul style="list-style-type: none"> <li>Teachers rate individual children using DRDP assessment forms</li> <li>Local Evaluator will collect and compile aggregate results</li> </ul>	Children are rated twice annually, once during the Fall and again during the Spring assessment cycles	Counts of children in the classroom at each developmental level of each measure of each domain
O.4. Is the developmental status of high-risk young children who participate in CSP programs improving over time?	<ul style="list-style-type: none"> <li><u>For Preschool</u>: DRDP-PS<sup>3</sup></li> <li><u>For Infants/Toddlers</u>: DRDP-IT</li> <li><u>For Special Needs Children</u><sup>4</sup>: DRDP <i>access</i></li> </ul>	<ul style="list-style-type: none"> <li>Teachers rate individual children using DRDP assessment forms</li> <li>Local Evaluator will collect and compile aggregate results</li> </ul>	Children are rated twice annually, once during the Fall and again during the Spring assessment cycles	Counts of children in the classroom at each developmental level of each measure of each domain

<sup>3</sup> The use of the DRDP for developmental progress will be validated with other standardized tests conducted on a sample of children.

<sup>4</sup> Special needs children are those identified as special needs at any time during the project year, or children with an Individualized Education Plan (IEP).

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Study Questions (Outcomes)	Assessment Tools	Who Collects and How?	Timing/Frequency	Reporting Requirements
O.5. Are children with special needs, Dual Language Learners (DLLs), and migrant children who participate in CSP programs making developmental gains?	<ul style="list-style-type: none"> <li>• DRDP-PS</li> <li>• DRDP-IT</li> <li>• DRDP <i>access</i></li> </ul>	<ul style="list-style-type: none"> <li>• Teachers rate individual children using DRDP assessment forms</li> <li>• Local Evaluator will collect and compile aggregate results</li> </ul>	<ul style="list-style-type: none"> <li>• Special needs children are rated twice annually, once during the Fall and again during the Spring assessment cycles</li> <li>• DRDP <i>access</i> results will be collected once towards the end of the school year</li> </ul>	Counts of children at each developmental level of each measure of each domain. Note: DRDP <i>access</i> results will be collected at the site level

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Study Questions (Outcomes)	Assessment Tools	Who Collects and How?	Timing/Frequency	Reporting Requirements
O.6. Are parents included in and satisfied with CSP?	<ul style="list-style-type: none"> <li>• DRDP Parent Survey</li> <li>• Program data</li> </ul>	Site administrators distribute DRDP Parent Survey to parents of children in CSP Classrooms	Annually toward the end of the school year	<ul style="list-style-type: none"> <li>• Narrative describing First 5 sponsored parent engagement and support activities</li> <li>• Counts of parents taking part in each type of activity</li> <li>• Counts of parents indicating each level of satisfaction for a subset of questions from the DRDP Parent Survey</li> <li>• Counts of parents indicating <i>yes</i> or <i>no</i> for a subset of questions from the DRDP Parent Survey</li> </ul> <p>Note: DRDP Parent Survey results will be collected at the site level</p>

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Study Questions (Process)	Core Measures	Who Collects and How?	Timing/Frequency	Reporting Requirements
P.1. Are the conditions that lead to and support quality early care and education increasing among programs that participate in the CSP?	<ul style="list-style-type: none"> <li>• Education level and ECE units of teachers</li> <li>• Highest license/permit level held</li> <li>• Number and type of staff who participated in the trainings or professional development</li> </ul>	Local Evaluator or other county staff collects this information through administrative data and/or teacher survey	<ul style="list-style-type: none"> <li>• Data on participation is collected annually toward the end of the school year</li> <li>• Data on education and licenses is collected twice annually, once during the Fall and again during the Spring assessment cycles</li> </ul>	<ul style="list-style-type: none"> <li>• Education and license level of staff by classroom</li> <li>• Narrative describing any training or professional development opportunities</li> <li>• Counts of staff persons who participated in training and professional development opportunities</li> </ul>

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Study Questions (Process)	Core Measures	Who Collects and How?	Timing/Frequency	Reporting Requirements
<p>P.2. What strategies and services most effectively promote positive outcomes for children?</p> <p>P.3. Are some strategies more effective for DLLs or children with special needs?</p>	<ul style="list-style-type: none"> <li>• <u>School Readiness</u>: DRDP (all subtypes, as appropriate)</li> <li>• Quality Improvement Narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers rate individual children using DRDP assessment forms</li> <li>• Local Evaluator will collect and compile aggregate DRDP results</li> <li>• Teachers and other classroom staff will work on Quality Improvement Narratives outlining the steps QES have taken to improve the classroom environment</li> <li>• Local Evaluator or other county staff will collect quality improvement narratives</li> </ul>	<ul style="list-style-type: none"> <li>• Children are rated with DRDP twice annually, once during the Fall and again during the Spring assessment cycles</li> <li>• Quality improvement narratives are collected annually at the end of the school year</li> </ul>	<ul style="list-style-type: none"> <li>• Counts of children in the classroom at each developmental level of each measure of each domain</li> <li>• Counts, types, and qualifications of QES assigned to classroom</li> <li>• Quality improvement narratives</li> </ul> <p>Note: DRDP and other data on strategies, such as trainings, PD opportunities, and EEE coaching, will be reported to and analyzed by state evaluator to determine relationship between these strategies and services and children's outcomes.</p>

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Study Questions (Process)	Core Measures	Who Collects and How?	Timing/Frequency	Reporting Requirements
P.4. Are children with special needs being identified and receiving services as appropriate?	<ul style="list-style-type: none"> <li>• Data on assessments and screening activity (e.g., DRDP, DECA, ASQ, ASQ-SE, etc.)</li> <li>• Developmental screening results</li> <li>• Developmental services provided</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers work with children and parents using developmental screenings</li> <li>• Site staff will assess CDE-sponsored CSP classrooms according to CDE guidelines</li> <li>• Local Evaluator or other county staff will collect data on developmental screening activity through review of program records, teacher survey, or by working with other QES</li> </ul>	Collect twice a year, once during Fall assessment cycle and again during Spring assessment cycle	<ul style="list-style-type: none"> <li>• Assessment and developmental screening types used in the classroom</li> <li>• Frequency of assessment</li> <li>• Counts and frequency of developmental screenings</li> <li>• Counts of children identified with special needs</li> <li>• Counts of children receiving developmental services</li> </ul>

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Study Questions (Process)	Core Measures	Who Collects and How?	Timing/Frequency	Reporting Requirements
P.5. What are the most effective outreach strategies for parents?	<ul style="list-style-type: none"> <li>• Number and type of engagement and support opportunities offered for parents (e.g., advisory board participation, parent-teacher conferences, classroom volunteer activities, educational opportunities to support parenting and child development, social support activities, etc.)</li> <li>• Number of parents who participate in parent engagement and support opportunities</li> <li>• DRDP Parent Survey</li> </ul>	Local Evaluator or other county staff to review program records and/or administer site survey	Annually towards the end of the school year	<ul style="list-style-type: none"> <li>• Narrative describing First 5 California sponsored parent engagement and support activities</li> <li>• Counts of parents taking part in each type of activity</li> <li>• Counts of parents indicating each level of satisfaction for a subset of questions from the DRDP Parent Survey</li> <li>• Counts of parents indicating <i>yes</i> or <i>no</i> for a subset of questions from the DRDP Parent Survey</li> </ul>

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Section B: Related Data Collection and Evaluation Proposed Requirements for State Evaluator

Study Questions (Outcomes)	Assessment Tools	Who Collects and How?	Timing/Frequency	Reporting Requirements
O.1. Is the language development of high-risk young children who participate in CSP programs improving over time?	Peabody Picture Vocabulary Test (PPVT-4)  Preschool Language Scales (PLS-4 English and Spanish)	State evaluator will conduct these assessments on a sample of high-risk children from participating programs	Sample of children assessed Fall and Spring	Per contract with First 5 California
O.2. Are Dual Language Learners (DLLs) who attend CSP programs making developmental gains?	<u>For DLL children:</u> Pre IPT Oral English Test (in English and Spanish)	State evaluator will conduct these assessments on a sample of DLL children from participating programs	Purposive sample of DLLs assessed Fall and Spring	Per contract with First 5 California
O.3. Are migrant children who participate in CSP programs making developmental gains?	DRDP (all subtypes, as appropriate)	State evaluator will conduct these assessments on a sample of DLL children from participating programs	Purposive sample of migrant children assessed Fall and Spring	Per contract with First 5 California
O.4. Is the development of early math skills in high risk young children who participate in CSP programs improving over time?	Woodcock-Johnson Applied Problems subtest	State evaluator will conduct these assessments on a sample of migrant children from participating programs	Sample of children assessed Fall and Spring	Per contract with First 5 California
O.5. Is the social-emotional development of high risk young children who participate in CSP programs improving over time?	<u>For Preschool:</u> Devereux Early Childhood Assessment (DECA) <u>For Infants and Toddler:</u> DECA –IT	State evaluator will collect these assessments on a sample of high-risk children from participating programs	Sample of children assessed Fall and Spring	Per contract with First 5 California for the other assessments

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<p>P.1. What strategies and services most effectively promote positive outcomes for children?</p> <p>P.2. Are some strategies more effective for DLLs or children with special needs?</p>	<ul style="list-style-type: none"> <li>• <u>Literacy/language:</u> <i>PPVT-4 and PLS-4</i> (English and Spanish)</li> <li>• <u>Early Math Skills:</u> <i>Woodcock Johnson Applied Problem Subtest</i></li> <li>• <u>Social emotional development:</u> <i>DECA</i> (all subtypes, as appropriate)</li> </ul>	<p>For other tools, state evaluator will conduct these assessments on a sample of high-risk children from participating programs</p>	<p>For other tools, a sample of children assessed annually</p>	<p>DRDP and other assessment results can be reported by:</p> <ul style="list-style-type: none"> <li>• Program setting</li> <li>• Funding sources and streams</li> <li>• Curriculum</li> <li>• Attendance data</li> <li>• Hours of instruction</li> <li>• Quality of setting (e.g., ITERS, ECERS or FDCRS/ FCCERS scores and CLASS scores)</li> <li>• Teacher education/ experience and level of participation in professional development opportunities</li> <li>• Quality of classroom instruction (CLASS scores)</li> <li>• Levels of parent outreach, engagement, and knowledge</li> <li>• QES activity</li> </ul>