



April 28, 2016

<p>SUBJECT</p> <p>EVALUATION OF THE CHILD SIGNATURE PROGRAM, 2012–2015</p> <p>Strategic Priority Area 1. Children and Families Support children prenatal through age 5 and their families by providing culturally and linguistically effective resources, knowledge, and opportunities for them to develop the skills needed to achieve their optimal potential in school and life.</p> <p>Goal 1.2. Early Learning Children birth through age 5 benefit from high quality early education, early intervention, family engagement, and support that prepares all children to reach their optimal potential in school and life.</p> <p>Goal 1.3. Family and Community Support and Partnership Families and communities are engaged, supported, and strengthened through culturally effective resources and opportunities that assist them in nurturing, caring, and providing for their children’s success and well-being.</p>	<p><input type="checkbox"/> Action</p> <p><input checked="" type="checkbox"/> Information</p>
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SUMMARY OF THE ISSUE

This item highlights findings of the summary evaluation report for the Child Signature Program (CSP) analyzing data from all three fiscal years of the program, 2012–2015.

First 5 California (F5CA) launched CSP in partnership with county commissions as an expansion of its previous early learning program, the Power of Preschool (PoP). In 2012, the Commission approved an investment of up to \$135 million for CSP for three years (FY 2012–2013 through 2014–2015). The purpose of this strategic investment was to increase the quality of early learning programs across the state and improve children’s healthy development and school readiness. CSP builds upon F5CA’s commitment to early learning, ensuring children ages 0 to 5 benefit from high-quality early education, early intervention, family engagement, and support to realize optimal potential in school and life (Strategic Plan Goal 1.2), and to support families and communities (Strategic Plan Goal 1.3).

Eight counties (Los Angeles, Merced, San Diego, San Francisco, San Joaquin, Santa Clara, Ventura, and Yolo) participated in CSP under Request for Applications 1 (CSP 1) during the 2012–13 school year. In 2013, classrooms from two additional counties, San Mateo and Orange, (CSP 3) were added. Both CSP 1 and 3 ended on June 30, 2015. The evaluation focuses on data collected for CSP 1 and 3 classrooms and sites only.

CSP Request for Application 2 (CSP 2) is not included in this evaluation. The 34 counties participating in CSP 2 worked on improvement plans (IPs) to develop quality early care and education infrastructure with the support of First 5 California's Early Education Effectiveness Exchange (E4) Learning Academy (e4.ccfc.ca.gov).

RECOMENDATION

This is an information-only item. First 5 California staff is not requesting action at this time.

BACKGROUND OF KEY ISSUES

The CSP 1 and 3 programs were a success as evidenced by more than 72,000 children served, assessments of high quality for physical environment and teacher-child interactions, and improvements in child development. Though there were challenges in implementing a quasi-experimental design for CSP, the evaluation shows classrooms benefited at-risk children and families. As suggested by teachers' ratings with the Desired Results Developmental Profile (DRDP) assessment, children appear to have benefited especially from participation in Quality Enhanced classrooms that were supported by Quality Essential Staff (early education experts, family support specialists, and mental health specialists). Collaboration between F5CA with local evaluators and program coordinators enabled data collection and reporting, despite the complexities of local program and evaluation implementation.

Findings of the CSP evaluation support the utility of building and maintaining flexible, collaborative working relationships within an integrated early care and education system to effectively serve California's children and families, especially those with high needs.

Once finalized, a complete narrative report will be available on the F5CA website.

SUMMARY OF PREVIOUS COMMISSION DISCUSSION AND ACTION

- In 2012, the Commission approved an investment of up to \$45 million per year for three years for CSP.
- In October 2014, staff presented to the Commission a summary of evaluation findings for CSP FY 2012–13.
- In July 2015, staff presented to the Commission a summary of evaluation findings for CSP FY 2013–14.

ATTACHMENTS

- A. Evaluation of the Child Signature Program, 2012–2015 (PowerPoint presentation)

Please note: The PowerPoint appendix contains additional CSP background information, including program goals and requirements.

Evaluation of the Child Signature Program, 2012–2015

First 5 California
Evaluation Office

Prepared for the California Children
and Families Commission
April 28, 2016



Outline

- Program Context
- Program Overview
- Evaluation Overview
- Program Targeting: Income Eligibility
- Classrooms and Children
- Classroom Teaching Staff
- Classroom Quality
- Child Development
- Evaluation Themes and Questions

Child Signature Program Context

F5CA Efforts for Quality ECE Programs

F5CA Programs Support	Fiscal Years	Number Counties	F5CA Funds	Key Features**
Power of Preschool (PoP)	2005-06 through 2011-12	9	\$138 M	<ul style="list-style-type: none"> - Program quality standards - High quality preschool classroom focus - Underserved high-priority communities - Assessment: DRDP, ERS - Screening: ASQ
Child Signature Program (CSP): RFA 1, 2,* 3	2012-13 through 2014-15	RFA 1,3:10 RFA 2: 34	\$135 M	<ul style="list-style-type: none"> - Program quality standards - Classroom focus - Quality Essential Staff - Assessment: DRDP, ERS, CLASS - Screening: ASQ
Child Signature Program (CSP): RFA 1, 3 Extension	2015-16	10	\$13.6 M	<ul style="list-style-type: none"> - CSP 1, 3 program quality standards - Site focus - Bridge to First 5 IMPACT
First 5 Improve and Maximize Programs so All Children Thrive (IMPACT)	2015-16 through 2019-20	58 (49 lead agencies)	\$190 M	<ul style="list-style-type: none"> - Quality Rating and Improvement System (QRIS) Matrix & Pathways - Site focus - Assessment: DRDP, ERS, CLASS - Screening: ASQ

*CSP RFA 2 focused on quality preparation activities.

**Quality standards shared: teacher education levels, professional development, California Preschool Foundations and Frameworks.



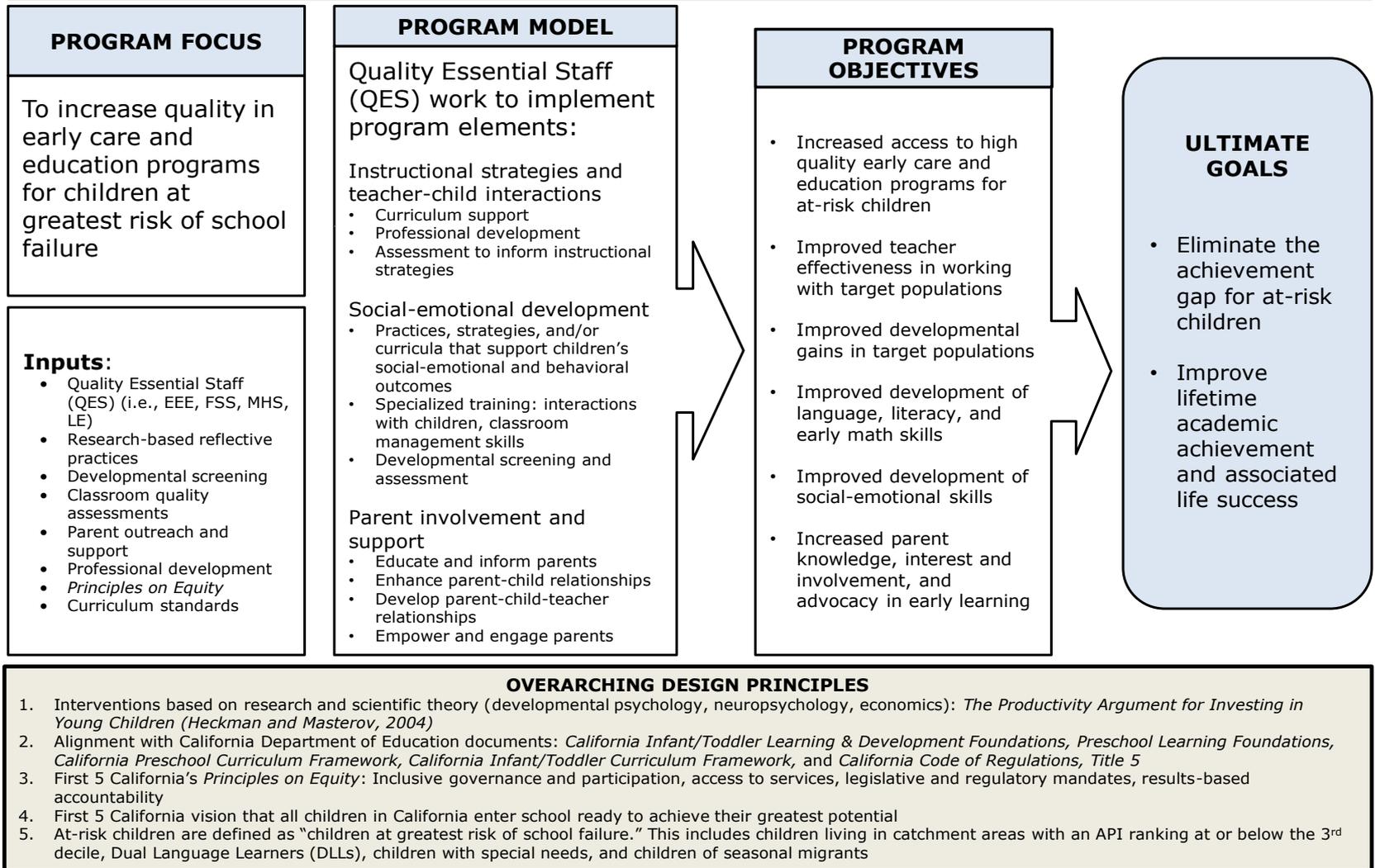
Program Overview

Purposes of CSP 1 and 3

- To expand the quality of the Power of Preschool (PoP) program by implementing three research-based elements:
 - Instructional strategies and teacher-child interactions
 - Social-emotional development
 - Parent involvement and support
- To provide counties the opportunity to increase quality in early learning programs for children ages 0 to 5 where the educational divide is greatest

Child Signature Program (CSP)

Enhancing quality in early care and education programs for at-risk children



Quality Essential Staff (QES)

- Program Coordinator (PC)
- Early Education Expert (EEE)
- Family Support Specialist (FSS)
- Mental Health Specialist (MHS)
- Local Evaluator (LE)

Evaluation Overview

- The summary evaluation report analyzes data from all three years of CSP 1 and 3 (2012–13 through 2014–15)
 - CSP 1 for prior PoP counties maintaining quality
 - CSP 3 for new counties achieving quality
 - CSP 2 provided support for counties to start building quality infrastructure so is not included here
- Evaluation design: sampling by classroom quality level
- Evaluation themes focus on program processes and outcomes

Sampling by Classroom Quality Level

Total Classrooms FY 2012–13 through 2014–15*

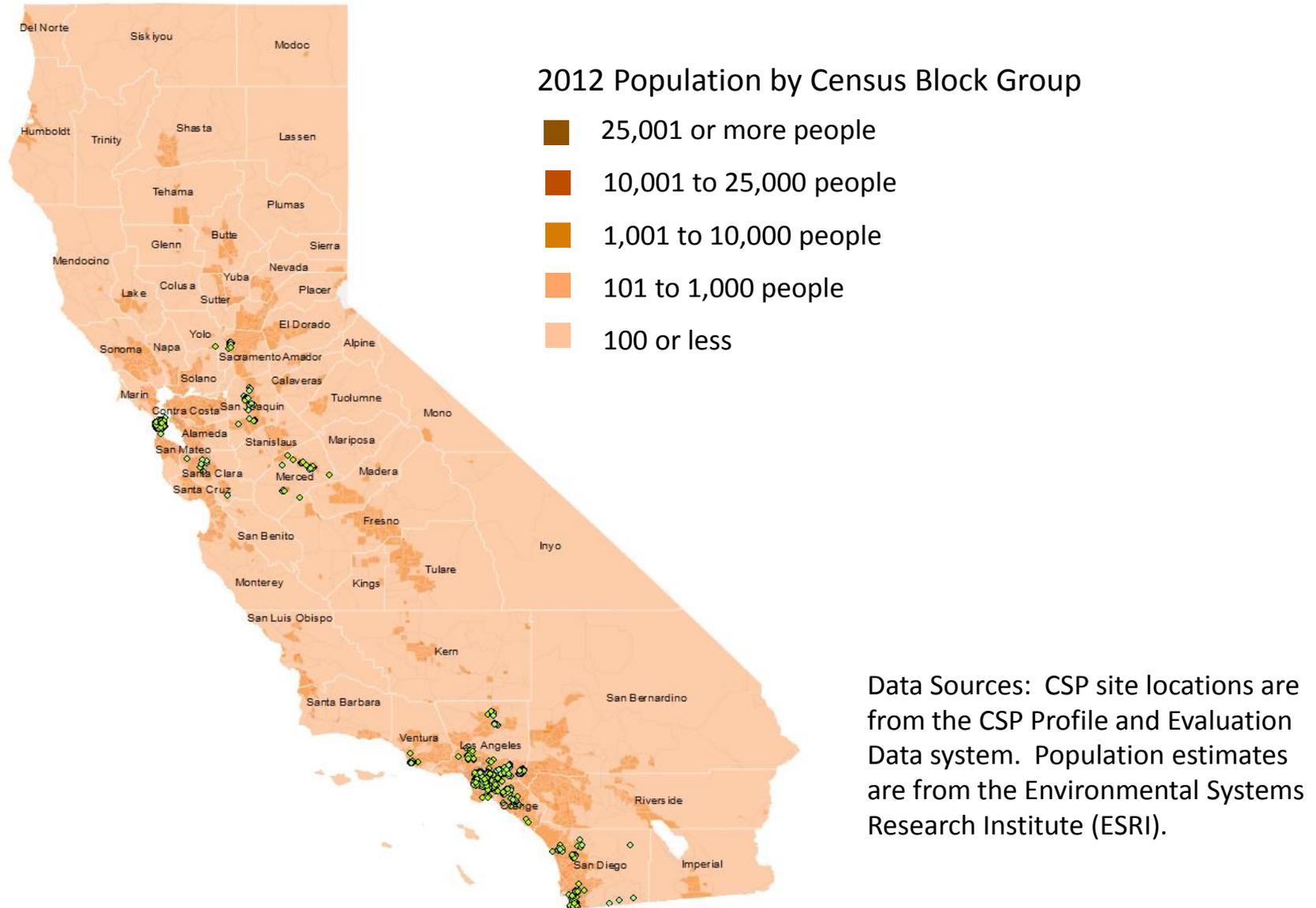
Classroom Quality Level	Evaluation Classrooms	Non-Evaluation Classrooms	Total
QE	371	0	371
MOE	372	3,197	3,569
Total	743	3,197	3,940

- **CSP 1 and 3 Counties:**

- Los Angeles, Merced, San Diego, San Francisco, San Joaquin, Santa Clara, Ventura, Yolo, Orange, San Mateo

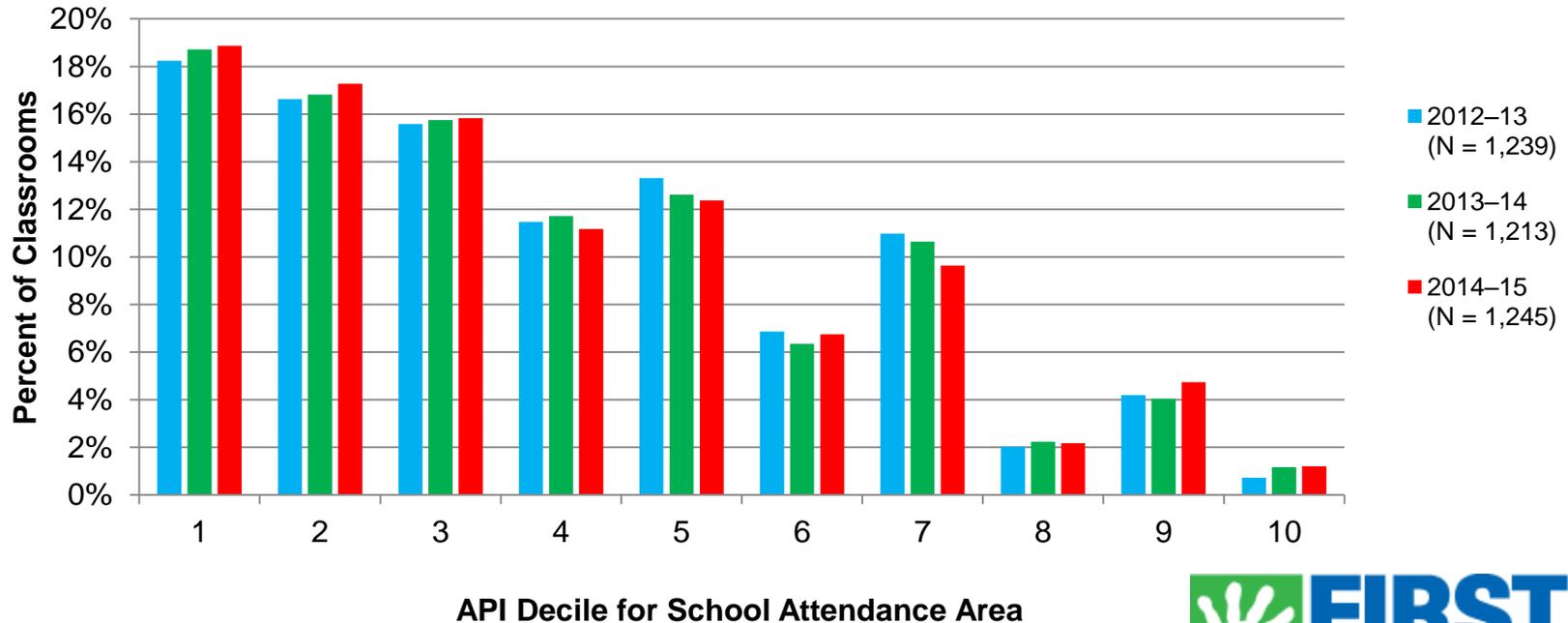
*Note: Table may include same classrooms across years.

CSP 1 and 3 Site Locations, 2012–15



Program Targeting: Income Eligibility

- CSP served at-risk children as evidenced by participation of children from low income households.
- Over the life of the program, 70 percent of classrooms were funded through Head Start or California State Preschool Program (CSPP)—programs serving low-income families.
- The majority of classrooms were located in lower-performing areas of the state. Low performance was defined as the bottom three deciles of the Academic Performance Index (API).



Classrooms and Children: Age Groups

- Over 72,000 children were served through CSP
- Ninety-seven percent of CSP children were of preschool age (3-5 years old)
- Ninety percent were concentrated in the MOE preschool classrooms
- Three percent were infants or toddlers

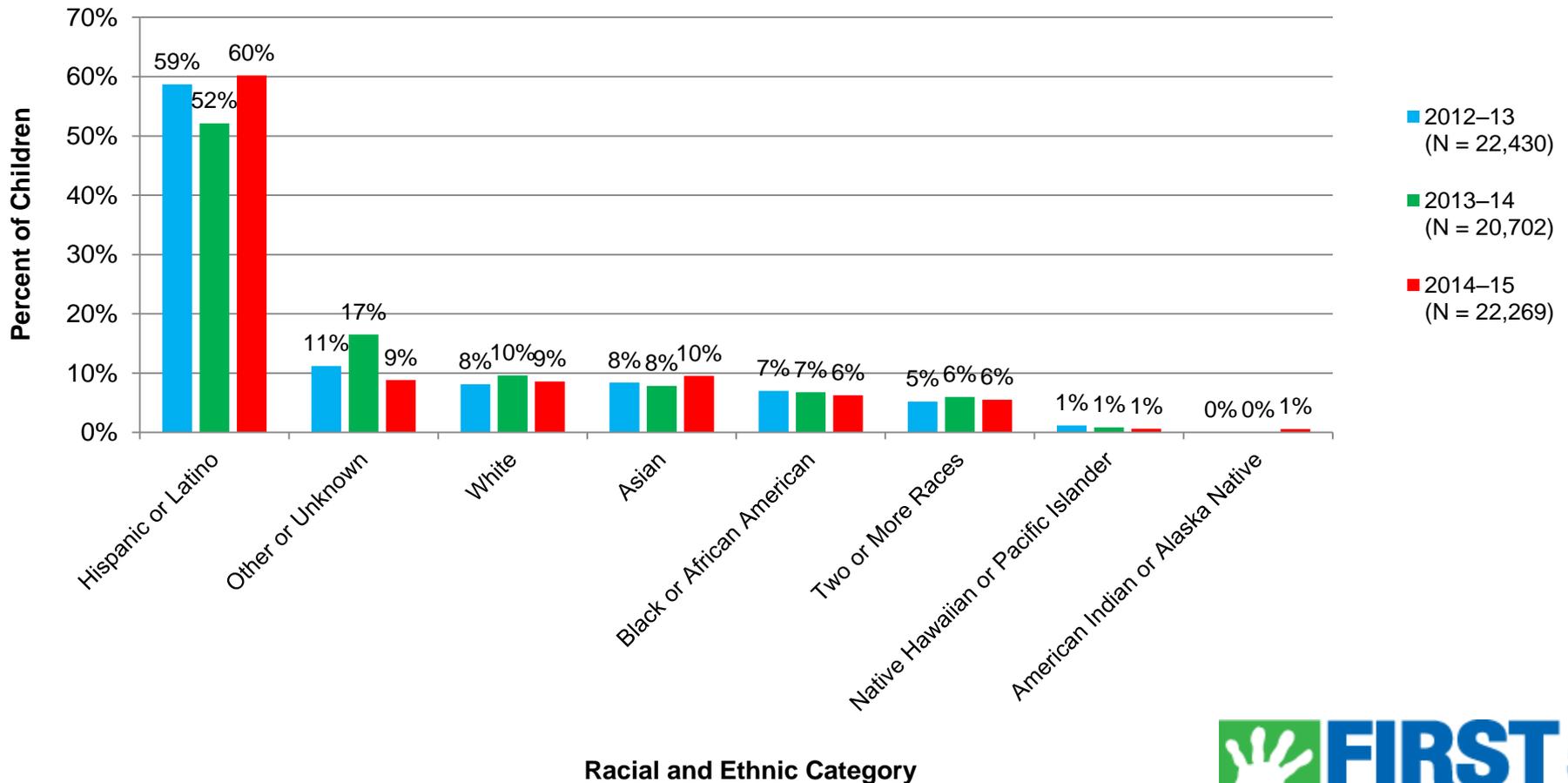
Classrooms and Children: Target Populations

Over the life of the program, CSP served

- 2,446 infants and toddlers
- 2,772 children with special needs
- 237 children of seasonal migrants
- Over 41,000 Dual Language Learners (DLLs)

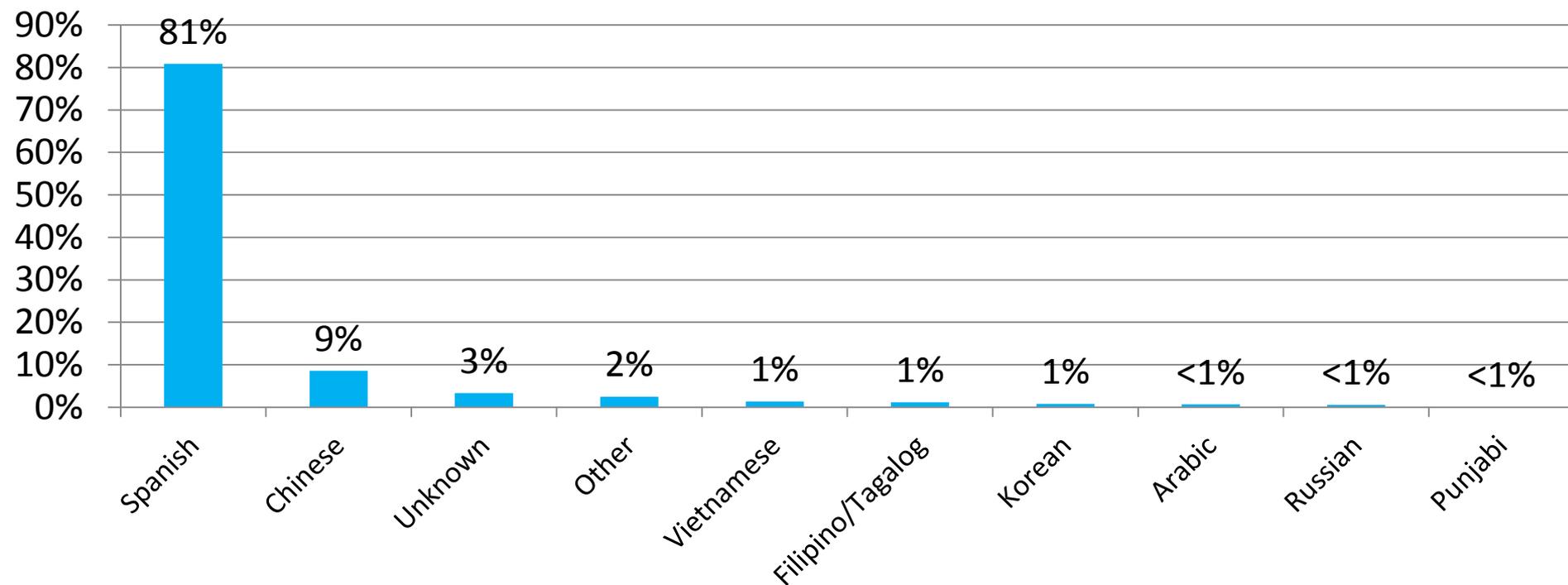
Classrooms and Children: Diversity

- Over the life of CSP, 57 percent of children served were of Hispanic or Latino ethnicity—the largest ethnic group served through CSP.



Classrooms and Children: Dual Language Learners

- Fifty-seven percent of children served in CSP were DLLs.
- Spanish-speaking DLLs accounted for 81 percent of all DLL children served over the life of the program.



Note: Percents are for N = 12,492 children reported by language and for N = 13,738 total DLLs served.

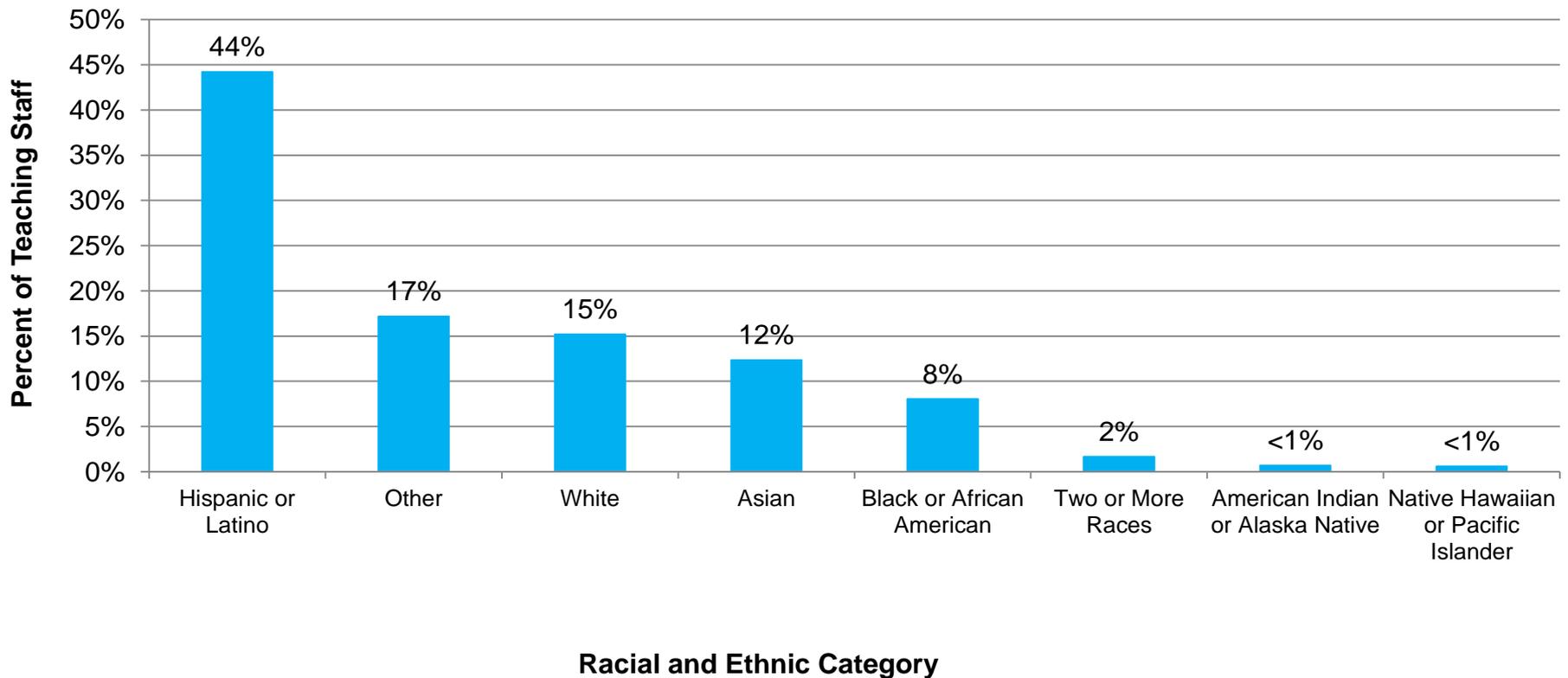
Classroom Teaching Staff: Characteristics

- Teachers
- Assistant Teachers
- Teacher Aides

Note: Classroom Teaching Staff does not include Quality Essential Staff.

Classroom Teaching Staff: Diversity

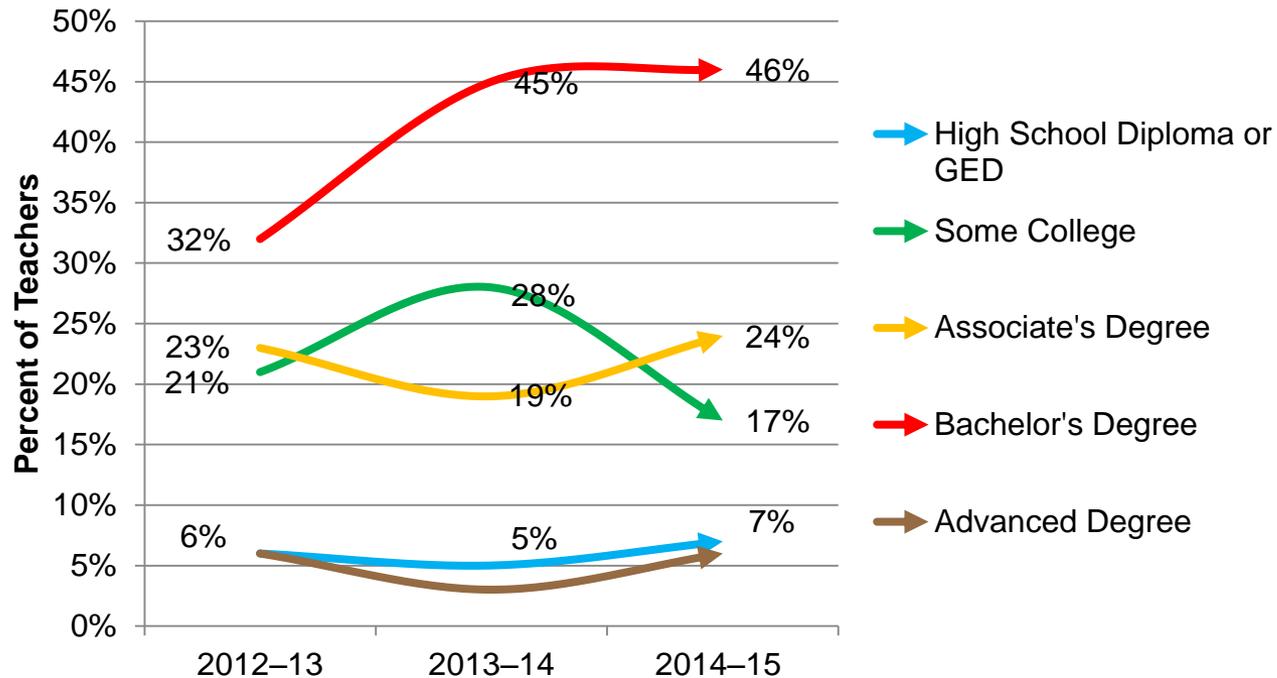
- CSP classroom teaching staff were diverse in terms of race and ethnicity.
- Forty-four percent of teaching staff over the course of CSP were Hispanic or Latino.



Note: Percents are based on an approximate N = 1,162 teachers.

Classroom Teaching Staff: Qualifications

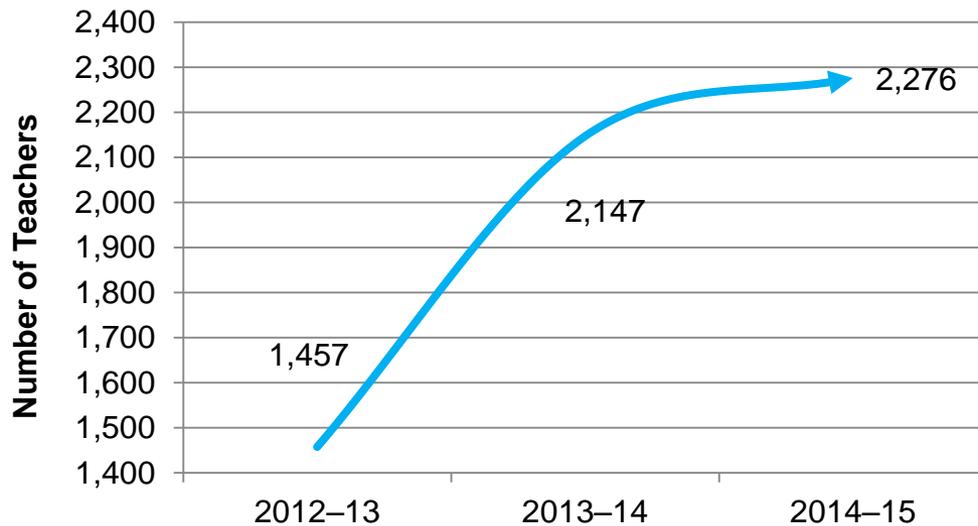
- Classroom teaching staff became more-qualified over the life of the program.
- Percent of teachers with bachelor's degrees increased from 32% to 46% over the life of the program.
- Intersecting trend lines for "Some College" and "Associate's Degree" suggests some teachers completed degree programs while participating in CSP.



Note: Percents are for N = 1,845 records with data on highest level of education.

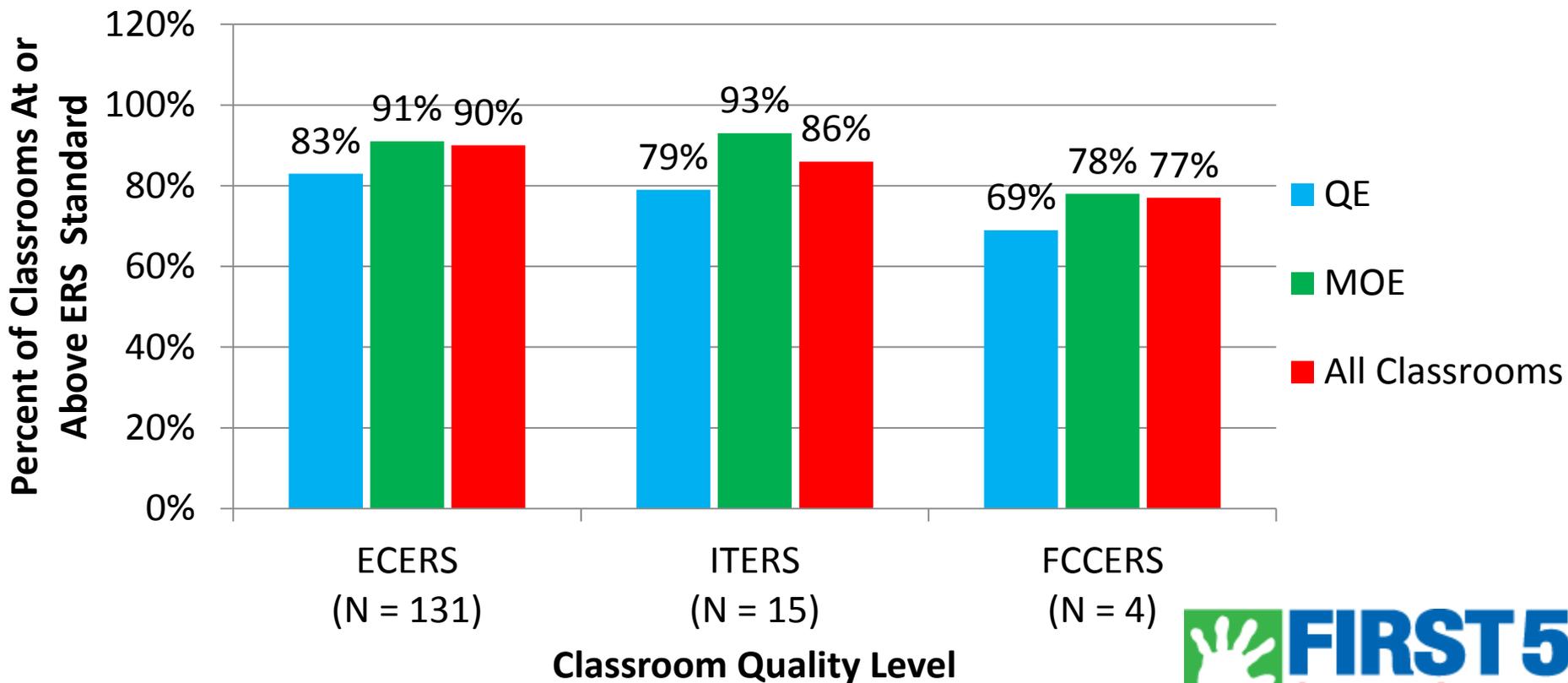
Classroom Teaching Staff: Qualifications

- There was a 56 percent increase in teachers taking part in professional development, from 1,457 teachers in 2012–13 to 2,276 teachers in 2014–15.



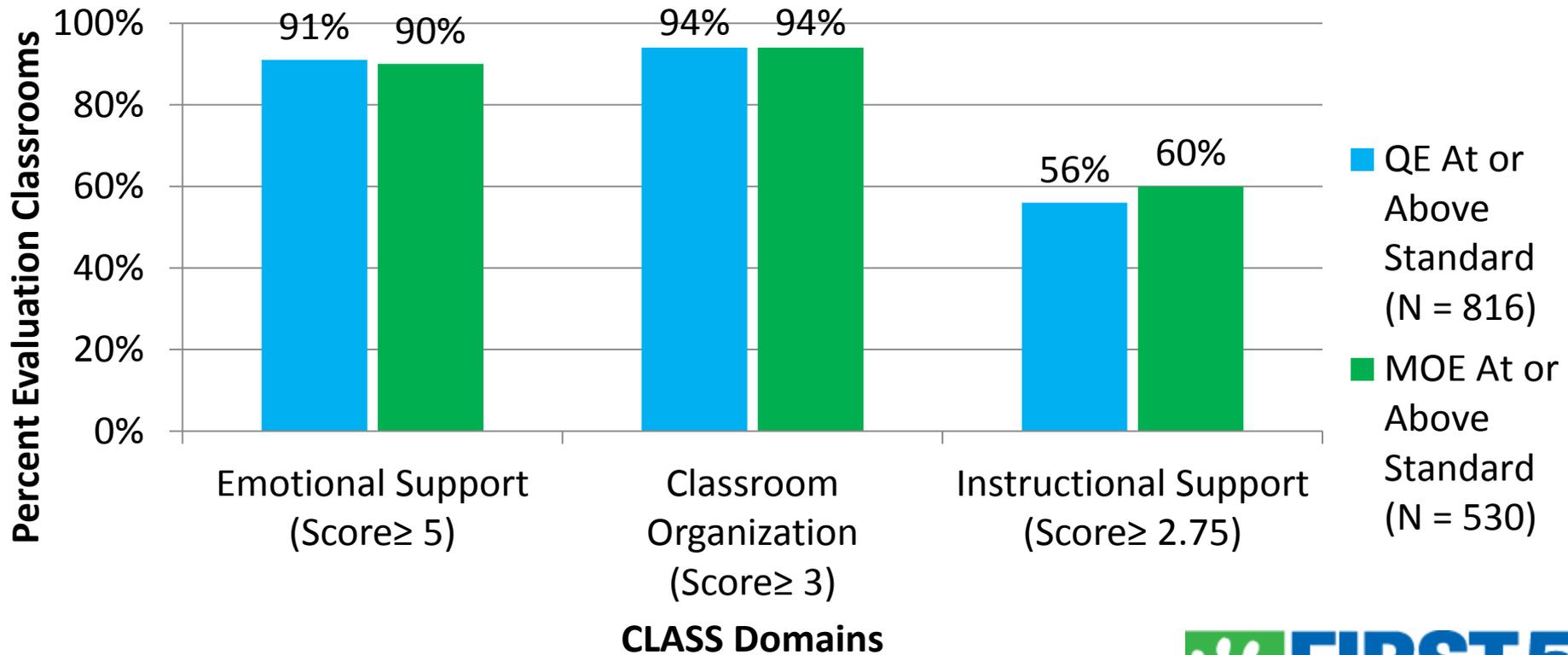
Classroom Quality: ECERS

- The pooled three-year data show the majority of evaluation classrooms met Environment Rating Scales global score standards (ECERS, ITERS, FCCERS).
- Slightly higher percentages of sampled MOE classrooms met ERS global score standards over the life of the program. Similarity in scores may reflect legacy of quality efforts for CSP 1 counties previously in PoP.



Classroom Quality: CLASS[®]

- The pooled 3-year data show a majority of classrooms reporting CLASS data met domain standards of 5 for Emotional Support, 3 for Classroom Organization, and 2.75 for Instructional Support while participating in CSP.
- 56 percent of QE and 58 percent of MOE classrooms met all three CLASS domain score standards. Similarity in scores may reflect legacy of quality efforts for CSP 1 counties previously in PoP.



Child Development: DRDP-PS

For preschoolers, combined three-year DRDP-PS results suggest QE classrooms were able to move higher percentages of ratings into the higher developmental levels, over the life of CSP, than were MOE classrooms.

Desired Results (DR) Domain	Quality Level	Percent child ratings at top two developmental levels		Difference in Percents (QE – MOE) _a		Difference in Improvement (Spring Difference – Fall Difference)
		Fall	Spring	Fall	Spring	
Self and Social Development	QE	35%	83%	3%	7%	4%
	MOE	31%	76%			
Language and Literacy Development	QE	27%	77%	2%	7%	5%
	MOE	25%	69%			
English Language Development	QE	38%	76%	8%	10%	2%
	MOE	46%	50%			
Cognitive Development	QE	34%	82%	4%	8%	4%
	MOE	29%	74%			
Mathematical Development	QE	27%	78%	3%	8%	5%
	MOE	24%	70%			
Physical Development	QE	61%	94%	6%	7%	1%
	MOE	55%	86%			
Health	QE	42%	87%	2%	7%	5%
	MOE	40%	80%			

Note: Results for evaluation classrooms only. Percentages are expressed with rounding.

Percents are based on N = from 15,400 to 3,435 ratings.

a. All tests of proportions were significant at the $p < .001$ level.

Evaluation Themes and Questions

- **Program Targeting**
 - Did CSP serve its target population of at-risk children?
 - Yes
- **Classrooms and Children**
 - What are the demographic characteristics of children who participated in CSP?
 - Children in CSP reflect the diversity of California.
 - Are CSP classrooms diverse by race/ethnicity and language?
 - Children in CSP reflect the diversity of California.
- **Classroom Teaching Staff**
 - Are teachers in CSP diverse by race/ethnicity and language?
 - Yes, teachers reflect the diversity of California.
 - Are teachers in CSP well qualified?
 - Yes

Evaluation Themes and Questions

- **Classroom Quality**

- Did classrooms provide high-quality environments and interactions?
 - Yes, based on ERS and CLASS[®] scores.
- Did QE classrooms show higher levels of quality than Maintenance of MOE classrooms?
 - No, QE and MOE were similar in ERS and CLASS[®] scores by the end of the program. Similarity may reflect legacy of PoP.

- **Child Development**

- Did classroom quality level affect child development?
 - Possibly, yes.
 - Suggestive evidence from DRDP-PS that children in QE classrooms achieved higher developmental levels as assessed by teachers.
 - Children experienced healthy development in CSP classrooms, in both classroom quality levels (QE, MOE) based on teachers' assessment with DRDP.

Challenges and Limitations

- Quasi-experimental design was difficult to implement.
 - MOE classrooms not in original program design—all classrooms were to be QE
 - Quality Essential Staff were shared by QE and MOE classrooms
- Data collection was challenging due to different state and local data systems and local control of data (e.g., DRDP access).
- In some instances, data collected could not address evaluation questions in the original Request for Applications. Evaluation questions were overly complex with multiple nested questions.
- Some instruments may not have been sensitive enough to detect differences in classroom quality.

Lessons Learned

- Flexibility was key for implementing the program.
- Evaluation design required adaptation to remain feasible within constraints of program timelines and costs.
- Collaboration between county commissions and F5CA enabled data collection in support of this evaluation.
- First 5 IMPACT builds upon these lessons learned.

Appendix

Key Program Goals

CSP 1 and 3

- Focus on children ages 0 to 5 at greatest risk of school failure
 - Living in elementary catchment areas with API scores in deciles 1-3
- Provide access to quality early learning programs so children enter school with skills to be successful
- Teacher effectiveness for:
 - Culturally and linguistically diverse children
 - Children with special needs
- Parents with children ages 0 to 5 living in elementary school attendance areas with API scores in deciles 1-3 will:
 - Have knowledge and skills to successfully advocate for their child's education
 - Be knowledgeable and involved in their child's age-appropriate cognitive and behavioral development

CSP 1 and 3 Program Requirements

Administrative

- Provide 1:1 cash match
- Serve 90% of eligible children in elementary school catchment areas scoring in the bottom 3 deciles of the API

Staffing

- Hire Quality Essential Staff
- Maintain Teacher/Provider qualifications
- All staff complete online training: *Kids and Smoke Don't Mix*

Program

- Serve Infants and Toddlers (minimum of one classroom)
- Implement CSP essential program elements
- Align with CDE *California Preschool Foundations and Frameworks*
- Provide nurturing caring relationships
- Provide culturally sensitive care
- Provide high-quality learning environments
- Encourage well child visits
- Provide developmental screening and assessment

Target Populations

- Serve children with diverse languages, cultures, and abilities
- Serve children with special needs

CSP 1 and 3 Program Requirements (cont.)

Classroom Curriculum

- Use only “developmentally, culturally, and linguistically appropriate curricula” aligned with CDE *California Preschool Foundations and Frameworks*
- Incorporate physical activity
- Teacher-child ratios
- Teacher qualifications

Parent Involvement and Support

- Develop and implement a plan to support diverse parent and family partnerships
- Promote and support emerging parent and community leaders
- Hold a minimum of two individual parent conferences per year
- Complete and annual family partnership agreement
- Educate parents on the dangers of secondhand smoke

Assessment and Evaluation

- Use Environment Rating Scales tool (ECERS, ITERS, FCCERS)
- Use Classroom Assessment Scoring System® (CLASS®) tool
- 80% of classrooms achieve scores of
 - 5 on ECERS
 - 5 on CLASS Emotional Support
 - 3 on CLASS Organizational Support
 - 2.75 on CLASS Instructional Support
- Complete ERS self assessments
- Use DRDP 2010 and DRDP Parent Survey

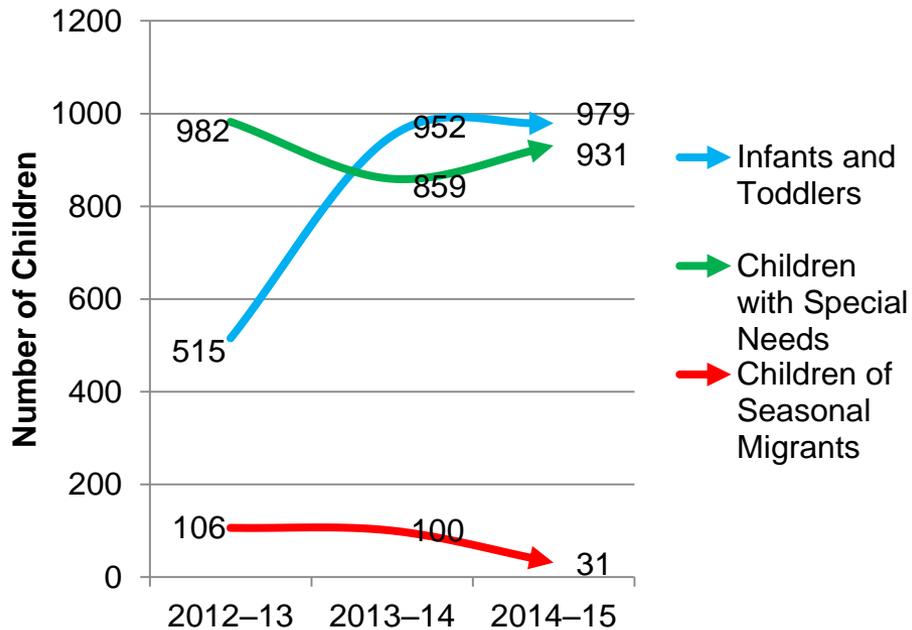
Classrooms and Children: Age Groups CSP 1 and 3, 2012—2015

Age	Preschoolers		Infants/Toddlers		Total Children Served	
Classroom Quality Level	Count	Percent	Count	Percent	Count	Percent
QE	6,306	9%	558	1%	6,864	10%
MOE	63,407	88%	1,888	3%	65,295	90%
All	69,713	97%	2,446	3%	72,159	100%

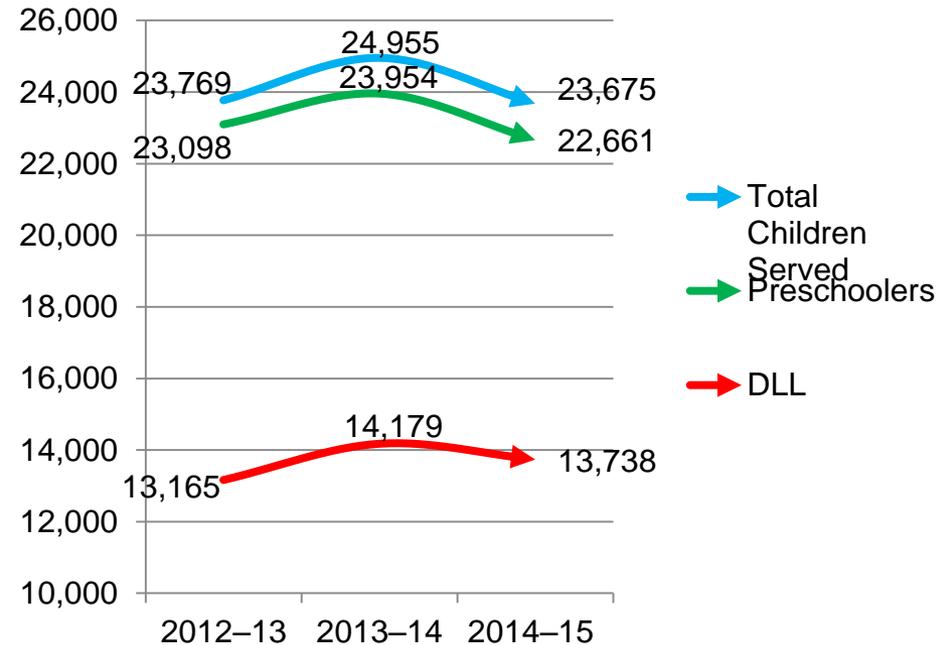
Note: Percents are for N = 72,159 children reported by age group and N = 72,351 total children served.

Classrooms and Children: Target Populations

Smaller Target Groups During Program ($\leq 10,000$ Children)



Larger Target Groups During Program ($\geq 10,000$ Children)



Classroom Quality: Assessment Instruments

- **Environment Rating Scales (ERS)**
 - Focus is on the classroom environment (physical environment)
 - Early Childhood Environment Rating Scale (ECERS)
 - Infant/Toddler Environment Rating Scale (ITERS)
 - Family Child Care Environment Rating Scale (FCCERS)
 - All participating classrooms are to maintain global ERS scores of 5 or better (i.e., a “good” level of quality)
- **Classroom Assessment Scoring System[®] (CLASS[®])**
 - Pre-K CLASS instrument
 - Focus is adult-child interaction (classroom social environment)
 - Domains for quality of interaction: Emotional Support, Classroom Organization, and Instructional Support
 - CSP program standards, all classrooms: 5 for Emotional Support, 3 for Classroom Organization, and 2.75 for Instructional Support

Child Development: Desired Results Developmental Profile (DRDP) Assessment

- DRDP Assessment Tools
 - DRDP 2010 (Preschool PS) – 7 developmental domains
 - DRDP Infant/Toddler (IT) – 5 developmental domains
 - DRDP *access*, DRDP School Age, DRDP School Readiness
- Four DRDP developmental levels: Exploring-Developing-Building-Integrating
- For each developmental domain, teachers observe individual children and rate development according to four developmental levels
- Teachers provide evidence (i.e., student work, narrative, etc.) to support their assessment of the child's development

Child Development: DRDP-IT

- For infants and toddlers, combined three-year DRDP-IT results suggest QE classrooms narrowed developmental gaps detected in the fall for Self and Social Development, Cognitive Development, and Health domains.
- However, MOE outperformed QE classrooms in terms of Language and Literacy Development and Motor and Perceptual development.

Desired Results (DR) Domain	Quality Level	Percent child ratings at top two developmental levels		Difference in Percents (QE – MOE)		Difference in Improvement (Spring Difference – Fall Difference) _a
		Fall	Spring	Fall	Spring	
Self and Social Development	QE	32%	48%	-17%	-12%	5%
	MOE	49%	60%			
Language and Literacy Development	QE	31%	27%	-16%	-19%	-3%
	MOE	37%	47%			
Cognitive Development	QE	36%	48%	-12%	-10%	2%
	MOE	48%	58%			
Motor and Perceptual Development	QE	49%	52%	-10%	-18%	-8%
	MOE	59%	70%			
Health	QE	46%	59%	-18%	-15%	3%
	MOE	64%	73%			

Note: Results for evaluation classrooms only. Percentages are expressed with rounding. Difference of proportions test significance levels: * $p < .05$, ** $p < .01$, *** $p < .001$. Percents are based on N = from 9,060 to 132 ratings. a. Negative Difference in improvement percentage indicates effects were not in the expected direction.

Acknowledgments: CSP 1 and 3 Counties

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