EVALUATION OF CHILD SIGNATURE PROGRAM (CSP) 1

BACKGROUND

In October 2011, 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 2005, PoP was established by F5CA as a demonstration program with nine county commissions. It provided high-quality, free, voluntary preschool targeting low-performing districts and underserved communities. While PoP initially focused on preschool, it expanded services to include infants and toddlers in 2010. During PoP's tenure, F5CA invested $128 million and generated local investments of more than $270.5 million while reaching nearly 112,000 young children. Based on demand and results from the 2008 meta-analysis demonstrating improved child and teacher outcomes and improved parenting skills and knowledge, F5CA built upon the success of PoP and developed CSP. In 2012, the Commission committed an investment of up to $45 million per year for three years for CSP. The purpose of this current strategic investment is to increase the quality of early learning programs across the state and improve children's healthy development and readiness for life success.

This agenda item presents data from the first of three years of CSP 1, collected during FY 2012–13, for eight county commissions: Los Angeles, Merced, San Diego, San Francisco, San Joaquin, Santa Clara, Ventura, and Yolo. The data presented are selected from a more lengthy written report. The classroom level of data available for CSP 1 was not available for PoP. These new CSP data represent a great step forward in F5CA's ability to assess the value of its early learning programs in collaboration with First 5 county commissions. The acknowledgments included in the attached presentation attest to the extensive collaborative work required to support this evaluation.

CSP builds upon First 5 California's commitment to early learning, ensuring that children through the age of five 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).

SUMMARY OF FINDINGS

The analytical scope of the evaluation for the first year of CSP 1 is to summarize data collected. The purpose of the first-year evaluation is primarily descriptive, serving as a baseline for data collected in subsequent years of the program. Included in the analysis is comparison of Maintenance of Effort (MOE) and Quality Enhanced (QE) classrooms, two levels of quality implemented to allow PoP county commissions to participate in the program. With additional data yet to be collected, future program evaluation may include more detailed subgroup and multivariate analyses to provide nuanced assessment of program effectiveness and impact on child outcomes.

Key evaluation findings for this first year of program data address topics of program targeting; characteristics of children served, including dual language learners (DLLs), special needs, and migrant children; classroom teaching staff characteristics; classroom quality; child development; and parent involvement.

Program Targeting

- CSP 1 serves children at risk of school failure as evidenced by participation of children from low-income households or children living in attendance areas of schools with low Academic Performance Index (API) scores. Low income and low API serve as proxy measures for children who may be at risk of school failure.

- With regard to low-income households, 79 percent of CSP 1 classrooms are either State Preschool or Head Start classrooms. Both State Preschool and Head Start programs enroll children based on program-specific income-eligibility requirements.

- One half of CSP 1 classrooms are located in school attendance areas in the three lowest API deciles.

Children Served

- Preschool-age children (3-5 years old) account for 97 percent of the children in CSP 1. Only two percent of children are toddlers, and infants constitute less than one percent.

- Hispanic or Latino children comprise the largest racial and ethnic group in CSP 1 classrooms (59 percent).

Dual Language Learners, Special Needs, and Children of Seasonal Migrants

- DLLs make up 55 percent of children in CSP 1 classrooms.

- Spanish-speaking children account for 82 percent of these DLLs.

- Children identified with special needs constitute four percent of all children served.

- Children of seasonal migrants constitute less than one percent of all children served.

Classroom Teaching Staff

- Overall, classroom teaching staff are well-qualified: 7 percent hold graduate degrees, 37 percent have a bachelor's degree, and 25 percent have an associate's degree. Teaching staff include lead teachers, assistant teachers, and teacher aides.

- A larger percentage of classroom teaching staff in Quality Enhanced (QE) classrooms hold bachelor's degrees than do classroom teaching staff in Maintenance of Effort (MOE) classrooms (43 compared to 36 percent).

- One hundred percent of classroom teaching staff in QE classrooms hold an early childhood education (ECE) or child development (CD) degree. Two-thirds (67 percent) of classroom teaching staff in MOE classrooms hold an ECE or CD degree.

- Classroom teaching staff are diverse: 40 percent are Hispanic or Latino, followed by "Other" at 20 percent, White at 13 percent, Asian at 13 percent, and Black or African American at 10 percent.

Classroom Quality

- On average, classroom quality is high as evidenced by scores from the Environment Rating Scales (ERS) and Classroom Assessment Scoring System[®] (CLASS[®]) instruments. Most classrooms, whether QE or MOE, meet criteria for CSP 1 program standards: ERS global scores of 5, a "good" level of quality; and CLASS domain scores of 5 for Emotional Support, 3 for Classroom Organization, and 2.75 for Instructional Support, thresholds of quality that have been shown to impact child outcomes.

Child Development

- Teachers assess children's developmental progress using an observational assessment tool, the Desired Result Developmental Profile (DRDP 2010).

- Teachers in both QE and MOE classrooms report their children make developmental gains; however, teachers of children in QE classrooms report greater gains than teachers of children in MOE classrooms.

Parent Involvement

- Parents were surveyed with the Desired Results for Children and Families-Parent Survey instrument at the end of the school year.

- Parents of children attending CSP sites report being well-informed and satisfied with their child's program.

- Most parents (79 percent) report participating in at least one parent-teacher conference. However, parents report low levels of involvement in other types of activities and support offered through CSP sites.

ATTACHMENT

Preliminary Evaluation Findings for the Child Signature Program (CSP) 1: 2012–13 School Year

Preliminary Evaluation Findings for the Child Signature Program (CSP) 1: 2012–13 School Year

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Children and Families Commission Meeting
October 23, 2014

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Presentation Outline

Part I:

CSP Program Design

(Sarah Neville-Morgan)

Part II:

Evaluation Design and Findings

(David Dodds)

Part I:
CSP Program Design

- Request for Application Cycles: 1, 2, 3
- Three Essential Program Elements
- Quality Essential Staff
- Logic Model Including Overarching Design Principles
- Program Objectives and Ultimate Goals

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Child Signature Program

RFA1 — FY 2012-15

For Current PoP Counties

Application Release (February 17, 2012):

Quality Enhancement of PoP

- Designed to enhance the quality of PoP in the existing eight PoP counties for three years. This RFA requires matching funds from counties.

RFA2 — FY 2012-15

For All 58 Counties

Application Release (March 2012):

Readiness Assessment and Quality Improvement

- Supports assessments to determine strengths and challenges of identified county centers and classrooms.

- Designed to provide targeted training and quality improvement support in all 58 counties for local centers and classrooms not yet participating in PoP.

- This RFA does not require matching funds from counties.

RFA3 — FY 2013-15

For Potential Quality Enhancement of PoP Counties

Application Release (February 2013):

- Designed to enhance the quality of PoP in qualifying non-PoP counties for two years. This RFA requires matching funds from counties.

TRAINING, TECHNICAL ASSISTANCE, AND IMPROVEMENT SUPPORT

Access to Early Education Effectiveness Exchange (E4):
Designed as a Learning and Improvement Academy to provide specific training and assistance to facilitate quality improvements in identified early learning centers across all counties.

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Three Essential Program Elements

- Instructional strategies and teacher child interactions
- Social-emotional development
- Parent involvement and support

Quality Essential Staff (QES)

- Program Coordinator (PC)

- Early Education Expert (EEE)

- Family Support Specialist (FSS)

- Mental Health Specialist (MHS)

- Local Evaluator (LE)

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Child Signature Program (CSP)

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

PROGRAM FOCUS

To increase quality in early care and education programs for children at greatest risk of school failure
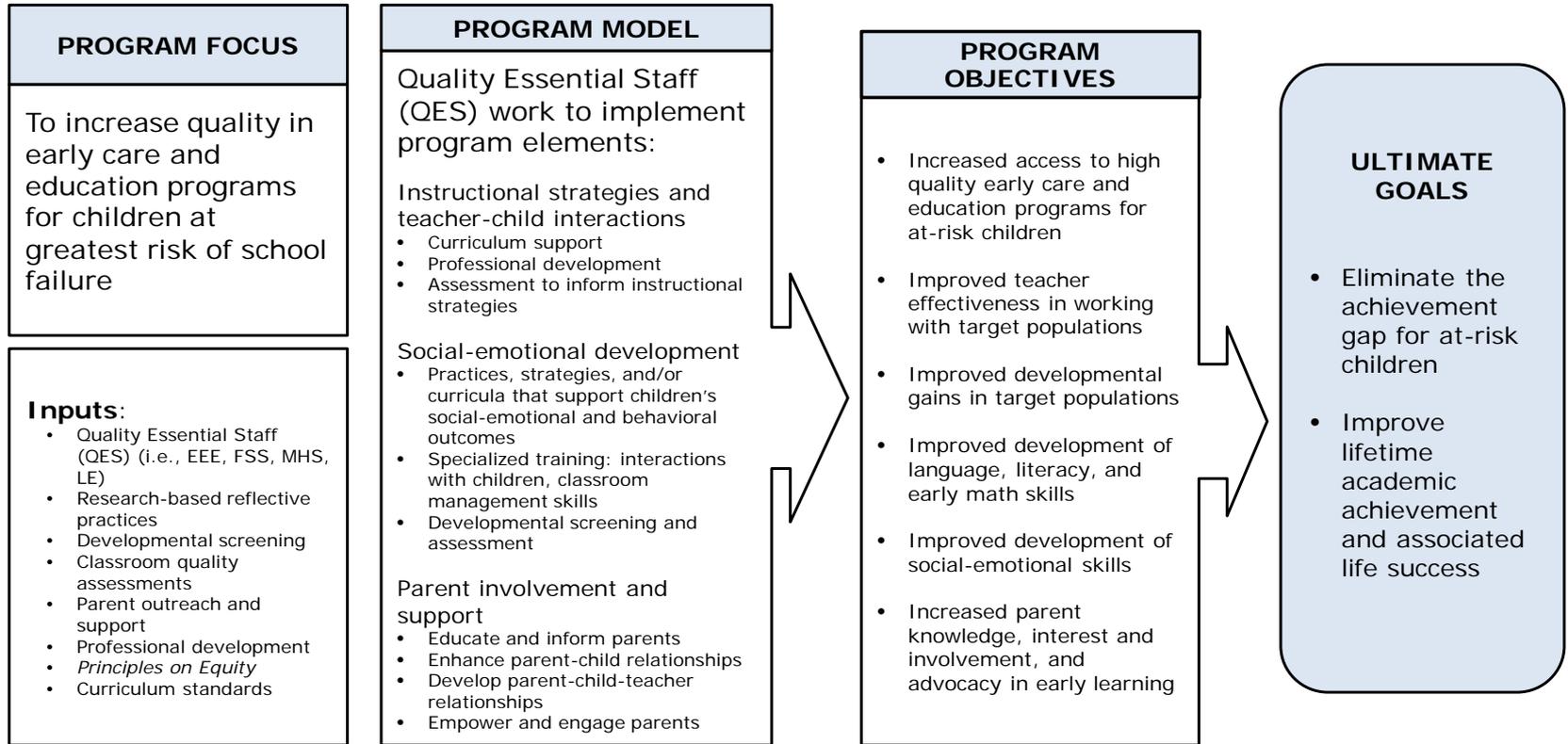
Inputs:
- Quality Essential Staff (QES) (i.e., EEE, FSS, MHS, LE)
- Research-based reflective practices
- Developmental screening
- Classroom quality assessments
- Parent outreach and support
- Professional development
- *Principles on Equity*
- Curriculum standards

PROGRAM MODEL

Quality Essential Staff (QES) work to implement program elements:

Instructional strategies and teacher-child interactions
- Curriculum support
- Professional development
- Assessment to inform instructional strategies

Social-emotional development
- Practices, strategies, and/or curricula that support children's social-emotional and behavioral outcomes
- Specialized training: interactions with children, classroom management skills
- Developmental screening and assessment

Parent involvement and support
- Educate and inform parents
- Enhance parent-child relationships
- Develop parent-child-teacher relationships
- Empower and engage parents

PROGRAM OBJECTIVES

- Increased access to high quality early care and education programs for at-risk children

- Improved teacher effectiveness in working with target populations

- Improved developmental gains in target populations

- Improved development of language, literacy, and early math skills

- Improved development of social-emotional skills

- Increased parent knowledge, interest and involvement, and advocacy in early learning

ULTIMATE GOALS

- Eliminate the achievement gap for at-risk children

- Improve lifetime academic achievement and associated life success

OVERARCHING DESIGN PRINCIPLES

1. Interventions based on research and scientific theory (developmental psychology, neuropsychology, economics): *The Productivity Argument for Investing in Young Children (Heckman and Masterov, 2004)*
2. Alignment with California Department of Education documents: *California Infant/Toddler Learning & Development Foundations, Preschool Learning Foundations, California Preschool Curriculum Framework, California Infant/Toddler Curriculum Framework*, and *California Code of Regulations, Title 5*
3. First 5 California's *Principles on Equity*: Inclusive governance and participation, access to services, legislative and regulatory mandates, results-based accountability
4. First 5 California vision that all children in California enter school ready to achieve their greatest potential
5. At-risk children are defined as "children at greatest risk of school failure." This includes children living in catchment areas with an API ranking at or below the 3rd decile, Dual Language Learners (DLLs), children with special needs, and children of seasonal migrants

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CSP: Overarching Design Principles

- **Interventions Based on Research and Scientific Theory:** developmental psychology, neuropsychology, economics

- **Alignment with California Department of Education**: *California Infant/Toddler Learning & Development Foundations, Preschool Learning Foundations, California Preschool Curriculum Framework, California Infant/Toddler Curriculum Framework, and California Code of Regulations, Title 5*

- **First 5 California's Principles on Equity**: Inclusive governance and participation, access to services, legislative and regulatory mandates, results-based accountability

- **First 5 California Vision:** California's children receive the best possible start in life and thrive.

- **At-risk children:** Defined as "children at greatest risk of school failure." This includes children living in catchment areas with an API ranking at or below the 3rd decile, dual language learners (DLLs), children with special needs, and children of seasonal migrants

CSP: Objectives and Ultimate Goals

Program Objectives

- Increased access to high-quality early care and education programs
- Improved teacher effectiveness in working with target populations
- Improved developmental gains for target populations
- Improved development of language, literacy, and early math skills
- Improved development in social-emotional skills
- Increased parent knowledge, interest, involvement, and advocacy in early learning

Ultimate Goals

- Eliminate the achievement gap for at-risk children

- Improve lifetime academic achievement and associated life success

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Classroom Quality Levels

- During program implementation, county commissions previously in the Power of Preschool (PoP) program were not able to meet quality standards for all classrooms as CSP 1 was designed.

- First 5 California's response was to allow two levels of classrooms for CSP 1.
  - **Quality Enhanced Classrooms** (meet all CSP 1 standards)
    - ERS assessments
    - CLASS® assessments
    - Degrees for classroom staff
    - QES
  - **Maintenance of Effort Classrooms** (follow-on from PoP)
    - ERS assessments
    - CLASS assessments

- Two levels of classroom quality provide an opportunity to evaluate how different levels of input may affect classroom quality and child development.

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Part II:
Evaluation Design and Findings

- Evaluation Questions
- Classroom Quality and Evaluation Design
- Program Targeting
- Classrooms and Children
- Classroom Teaching Staff
- Classroom Quality
- Child Development
- Parent Involvement

Evaluation Questions

- How well does CSP reduce the achievement gaps for at-risk young children?

- Program evaluation questions focus on program **outcomes** and **processes**.

- Child outcome assessments were planned to be collected by a statewide evaluator. The current plan is to collect data for CSP classrooms as part of the Race to the Top–Early Learning Challenge evaluation.

Classroom Quality and Evaluation Design

- Classroom Quality Levels
  - Quality Enhanced (QE) and Maintenance of Effort (MOE)
- Evaluation and Non-Evaluation Classrooms
  - Evaluation Classrooms = all QE + MOE random sample
  - Non-Evaluation Classrooms = MOE classrooms not sampled
- CSP 1 Counties:
  - Los Angeles, Merced, San Diego, San Francisco, San Joaquin, Santa Clara, Ventura, Yolo

Classroom Quality Level	Evaluation Classrooms	Non-Evaluation Classrooms	Total
QE	99	0	99
MOE	109	1,093	1,202
Total	208	1,093	1,301

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Program Targeting: Income Eligibility

- Eighty-one percent (81%) of QE classrooms meet either Head Start or State Preschool eligibility requirements (i.e., household income is below poverty line or is less than 70% of State Median Income [SMI]).

- Seventy-nine percent (79%) of MOE classrooms serve the same underprivileged children.
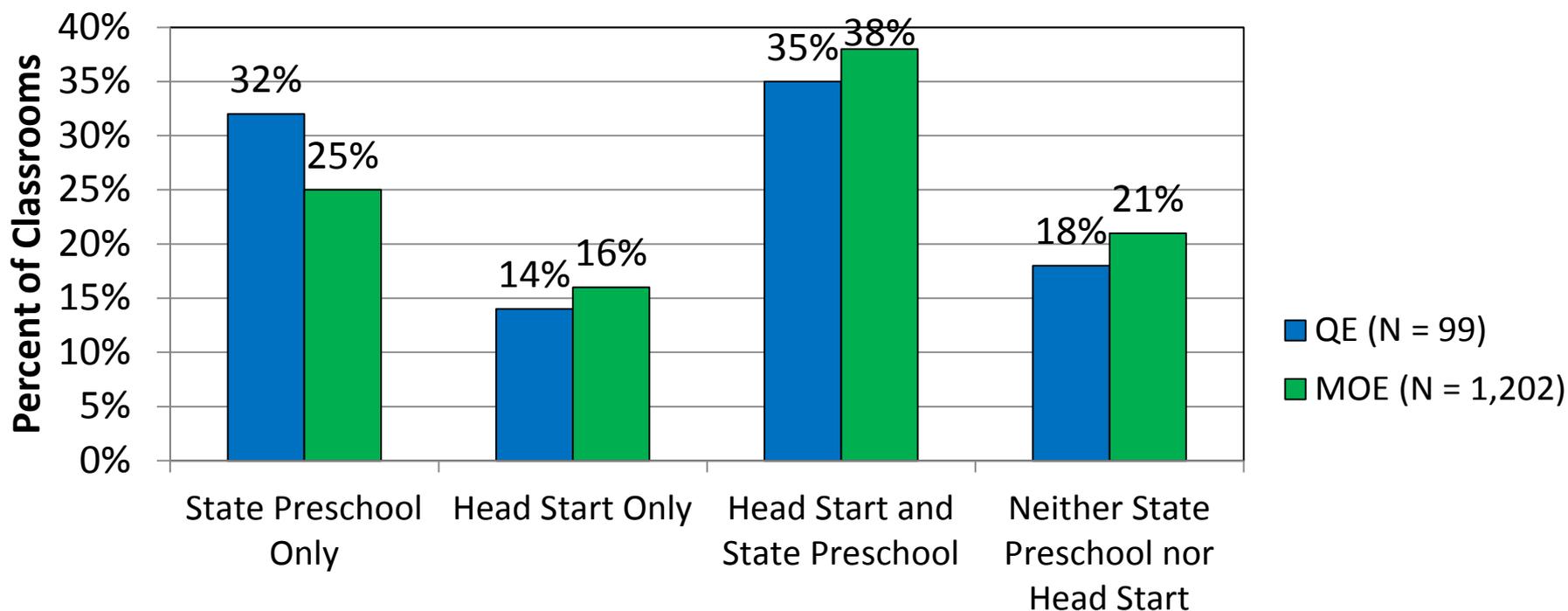
Funding Sources: State Preschool and Head Start

Program Targeting:
Academic Performance Index Deciles

- Seventy-one percent (71%) of QE classrooms are located in public school attendance areas scoring in the lowest three deciles of API scores.

- Forty-eight percent (48%) of MOE classrooms are located in school attendance areas scoring in the lowest three deciles of API scores.
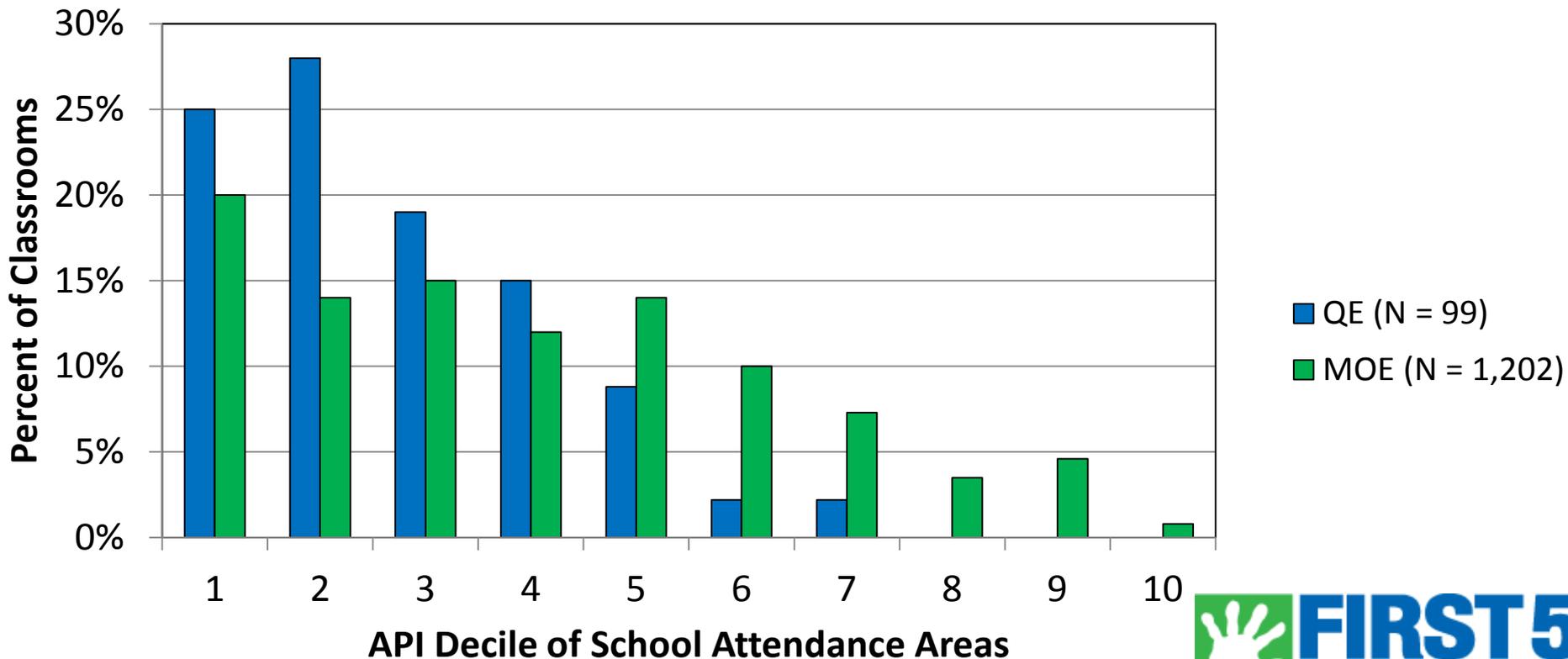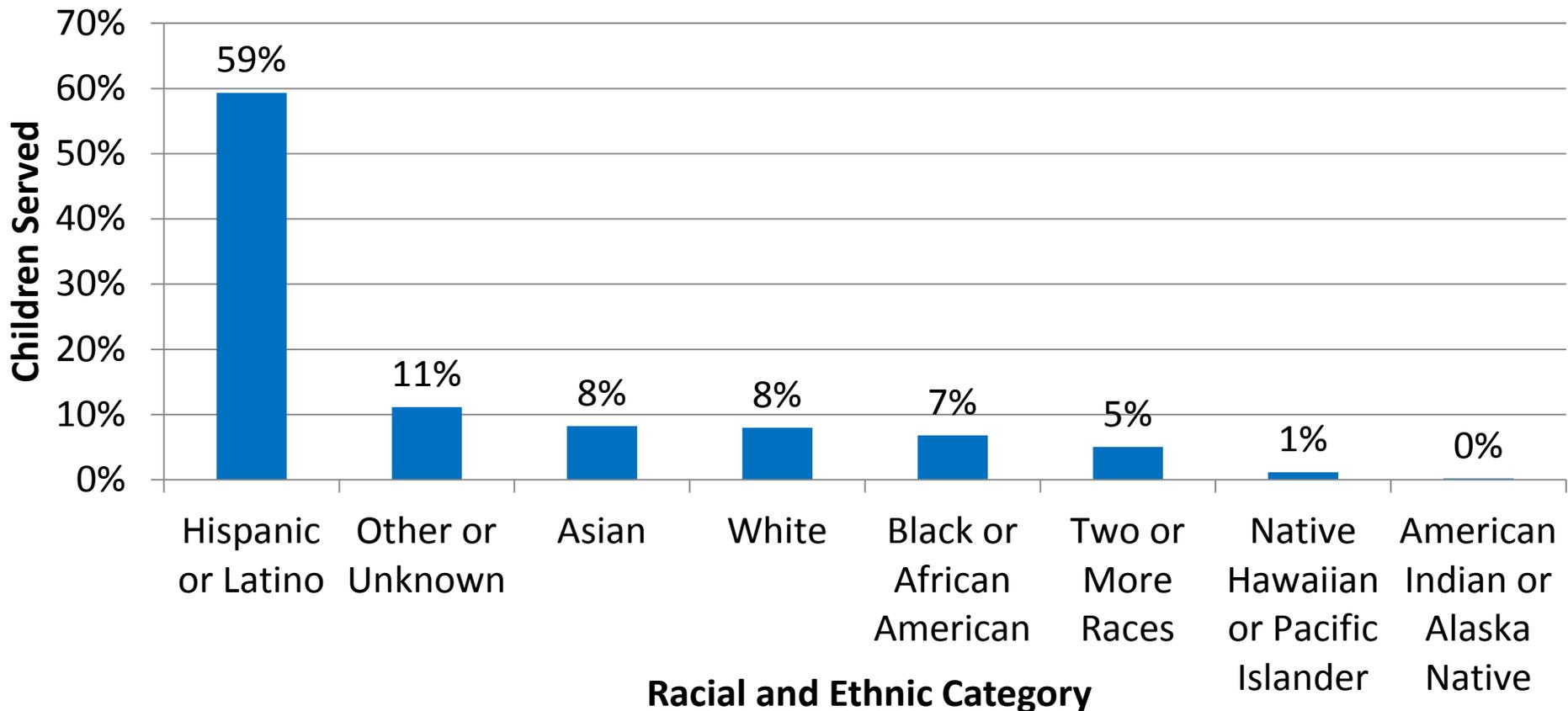
Classrooms and Children: Age Groups

- Ninety-seven percent (97%) of CSP 1 children are of preschool age (3-5 years old).
- Ninety-three percent (93%) of CSP 1 children are concentrated in the MOE preschool classrooms.
- Only 2% are infants or toddlers.

Age	Preschoolers		Infants/Toddlers		All Age Groups*	
Classroom Quality Level	Count	Percent	Count	Percent	Count	Percent
QE	1,710	7%	103	20%	1,813	8%
MOE	21,388	93%	412	80%	21,956	92%
All	23,098	97%	515	2%	23,769	

*Count of total children by age group differs from total count of children.

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Classrooms and Children: Racial/Ethnic Diversity

- Fifty-nine percent (59%) of CSP 1 children are of Hispanic or Latino ethnicity (the largest ethnic group).

Note: Percentages based on N = 23,224 race and ethnicity records for N = 23,769 total children.

Classrooms and Children: Special Target Populations

- 13,165 DLL (55%)

- 982 children with special needs (4%)

- 106 children of seasonal migrants (less than 1% of all children served)

Classroom Quality Level	DLLs	SN Children	Children of Seasonal Migrants	Total Children Served
QE	1,023 (56%)	68 (4%)	0 (0%)	1,813
MOE	12,142 (55%)	914 (4%)	106 (.5%)	21,956
All	13,165 (55%)	982 (4%)	106 (.4%)	23,769

Classrooms and Children: Dual Language Learners

- Fifty-five percent (55%) of children in CSP 1 were DLLs.
- Spanish-speaking DLL accounted for 82 percent of DLL children.
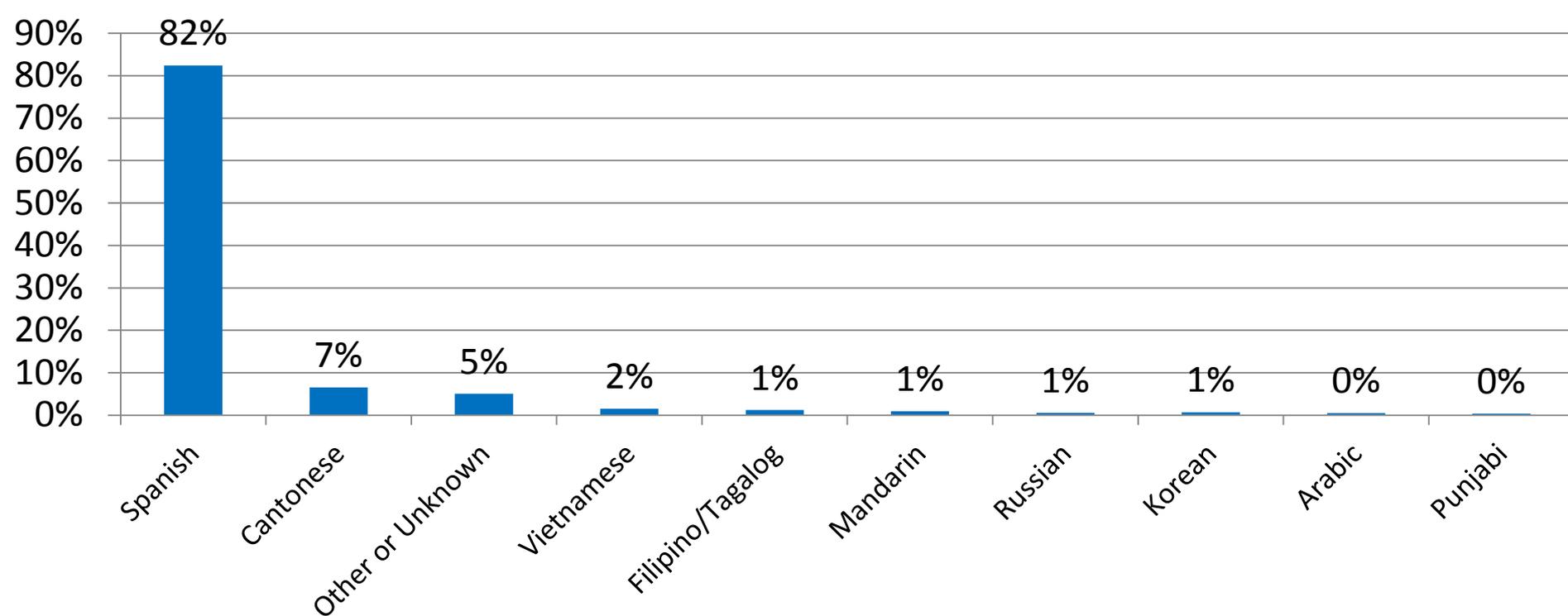
Note: Percentages based on N = 15,092 DLL records for N = 13,165 total DLL.
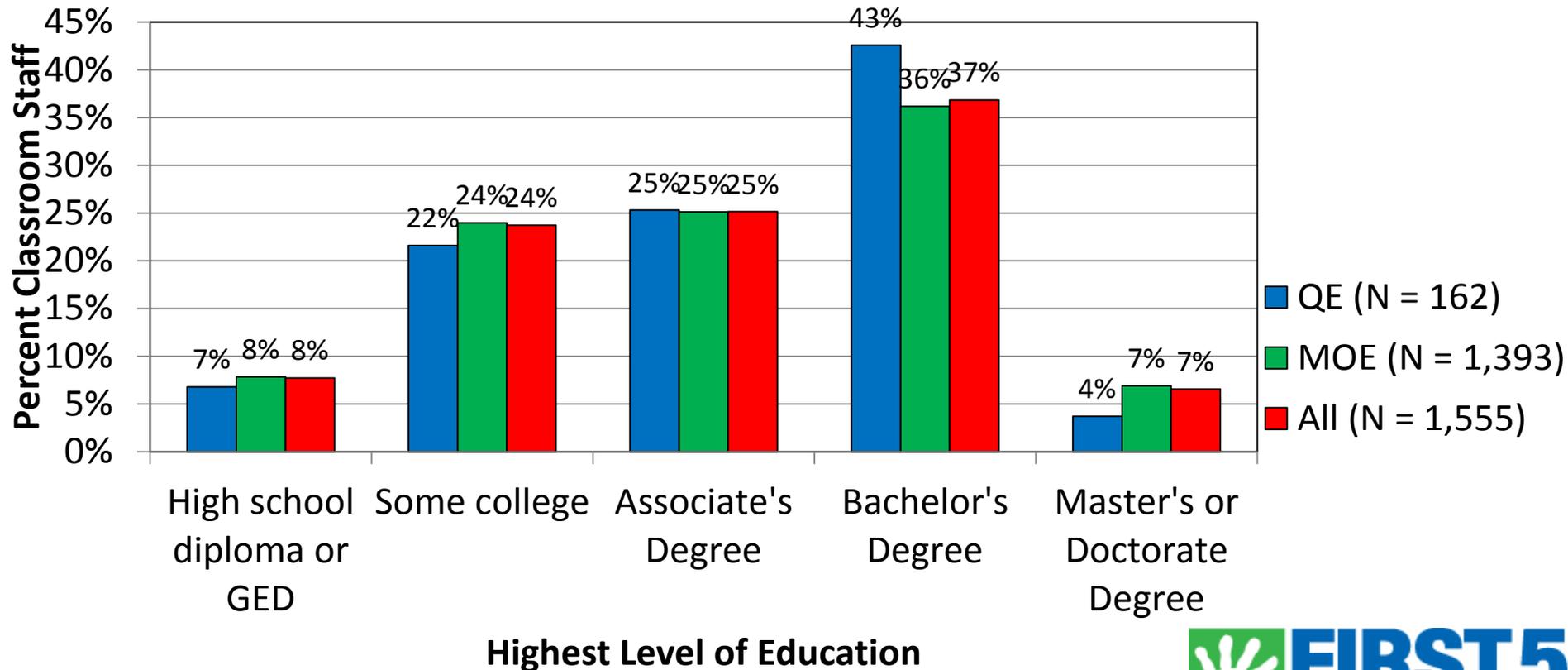
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Classroom Teaching Staff

- Teachers

- Assistant Teachers

- Teacher Aides

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

Classroom Teaching Staff: Qualifications

- CSP classroom teaching staff are well qualified.
- A larger percentage of teaching staff in QE classrooms hold bachelor's degrees.
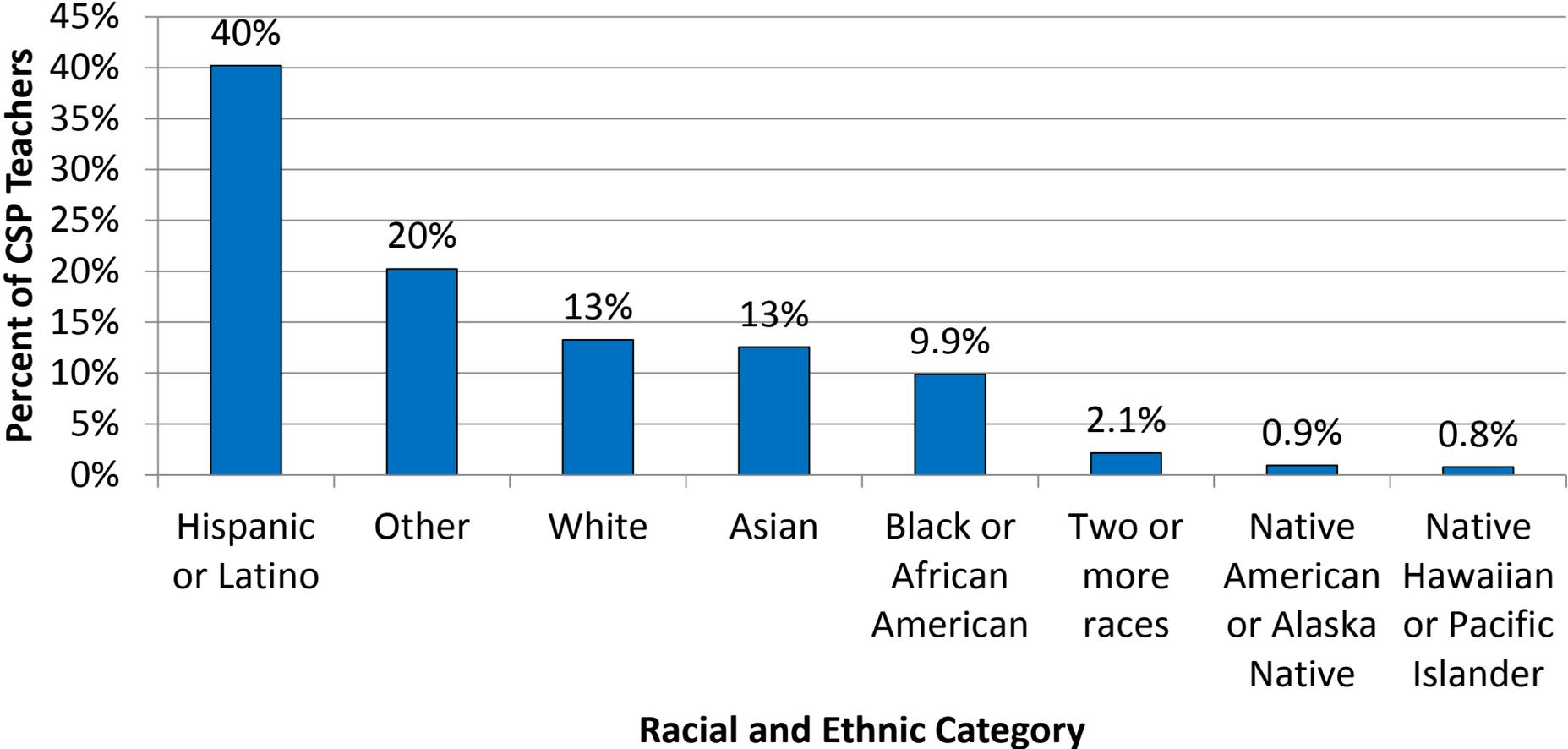

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Classroom Teaching Staff: Qualifications

- One hundred percent (100%) of teaching staff in QE classrooms and 67% of teachers in MOE classrooms hold early childhood education (ECE) or child development (CD) related degrees.

Early Childhood Education/Child Development Units or Degrees Held	QE (N = 185)	MOE (N = 1,230)
Average ECE or CD units each staff	28	23
ECE or CD Associate's degrees	34%	50%
ECE or CD Bachelor's degrees	58%	45%
ECE or CD Master's degrees	7.2%	5.3%
Teaching Staff with ECE or CD degrees	100%	67%

Classroom Teaching Staff: Racial/Ethnic Diversity

- CSP classroom teaching staff are diverse in terms of race and ethnicity–nearly as diverse as the population they serve.

Percent of CSP Teachers

Racial and Ethnic Category	Percent
Hispanic or Latino	40%
Other	20%
White	13%
Asian	13%
Black or African American	9.9%
Two or more races	2.1%
Native American or Alaska Native	0.9%
Native Hawaiian or Pacific Islander	0.8%

Racial and Ethnic Category

Note: N = 1,555 classroom teaching staff

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Classroom Quality: Assessment Instruments

- **Classroom Assessment Scoring System® (CLASS®)**
  - Pre-K CLASS instrument
  - Domains for quality of interaction: Emotional Support, Classroom Organization, and Instructional Support
  - Focus is classroom interaction (social environment)
  - CSP program standards, all classrooms: 5 for Emotional Support, 3 for Classroom Organization, and 2.75 for Instructional Support

- **Environment Rating Scales (ERS)**
  - Early Childhood Environment Rating Scale (ECERS)
  - Infant/Toddler Environment Rating Scale (ITERS)
  - Family Child Care Environment Rating Scale (FCCERS)
  - Focus is on the classroom environment (physical environment)
  - All participating classrooms are to maintain global ERS scores of 5 or better (i.e., a "good" level of quality)

Classroom Quality: CLASS®

- Nearly all evaluation classrooms meet CSP CLASS Pre-K domain score standards for Emotional Support and Classroom Organization.

- However, just 57 percent of QE and 61 percent of MOE classrooms meet Pre-K domain score standards for Instructional Support.

- No significant difference was found between QE and MOE classrooms meeting CLASS score standards.
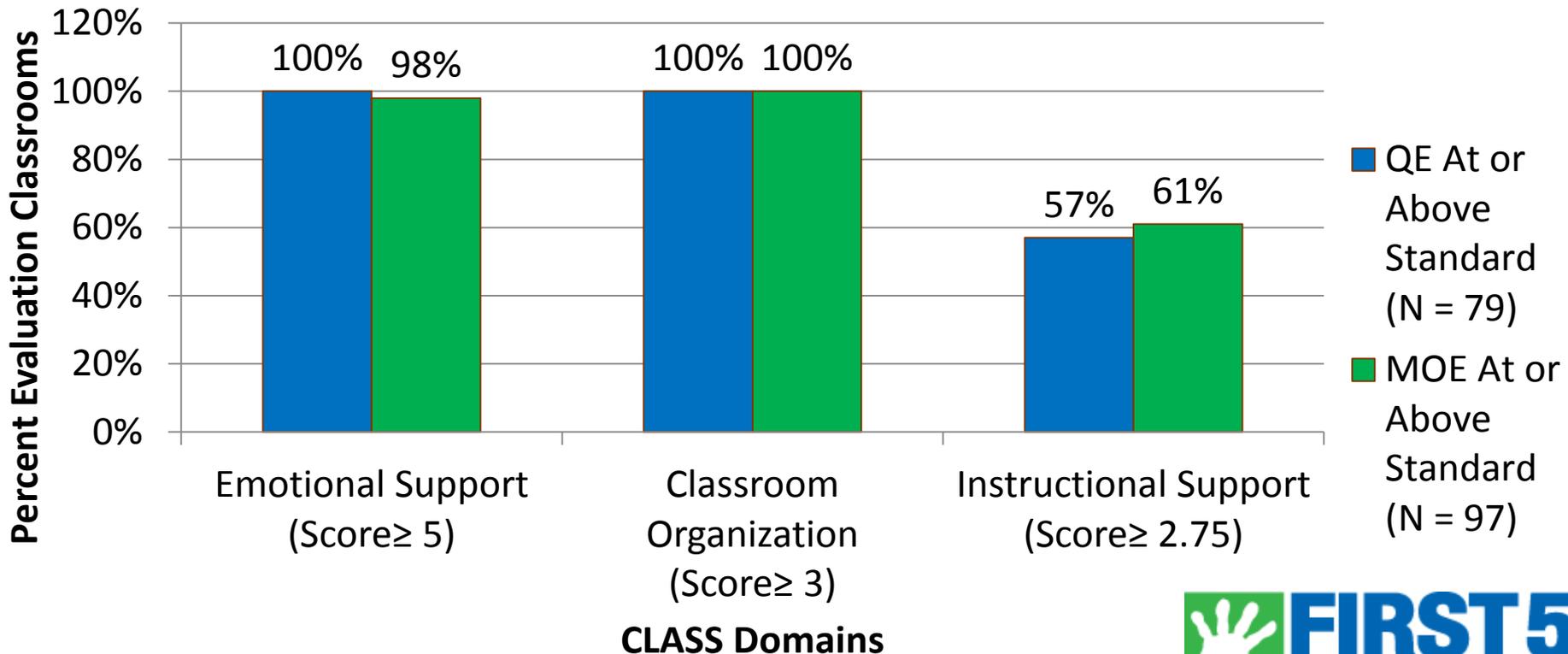
What might explain variation in CLASS® Instructional Support scores?

- In QE classrooms, and across all evaluation classrooms, there is a moderate but significant correlation between CLASS Pre-K instructional support domain scores and the number of ECE or CD units held by classroom teaching staff. This is suggestive evidence for the importance of ECE and CD training in meeting high standards of quality.

	CLASS Pre-K Domain	R^2	p-Value
QE (N = 59)	Emotional Support	0.003	0.663
	Classroom Organization	0.000	0.926
	Instructional support	0.254	0.001***
MOE (N = 67)	Emotional Support	0.063	0.041*
	Classroom Organization	0.008	0.460
	Instructional support	0.098	0.010**
All Evaluation Classrooms (N = 126)	Emotional Support	0.031	0.049*
	Classroom Organization	0.002	0.623
	Instructional support	0.153	0.001***

Note: Results for evaluation classrooms reporting CLASS and ECE/CD Units. R^2 expresses the proportion of variance explained in the bivariate regression.
* = p<.05, ** p<.01, *** p<.001

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Classroom Quality: ECERS

- The majority of CSP 1 preschool classrooms meet Early Childhood Environment Rating Scale (ECERS) global score standards.
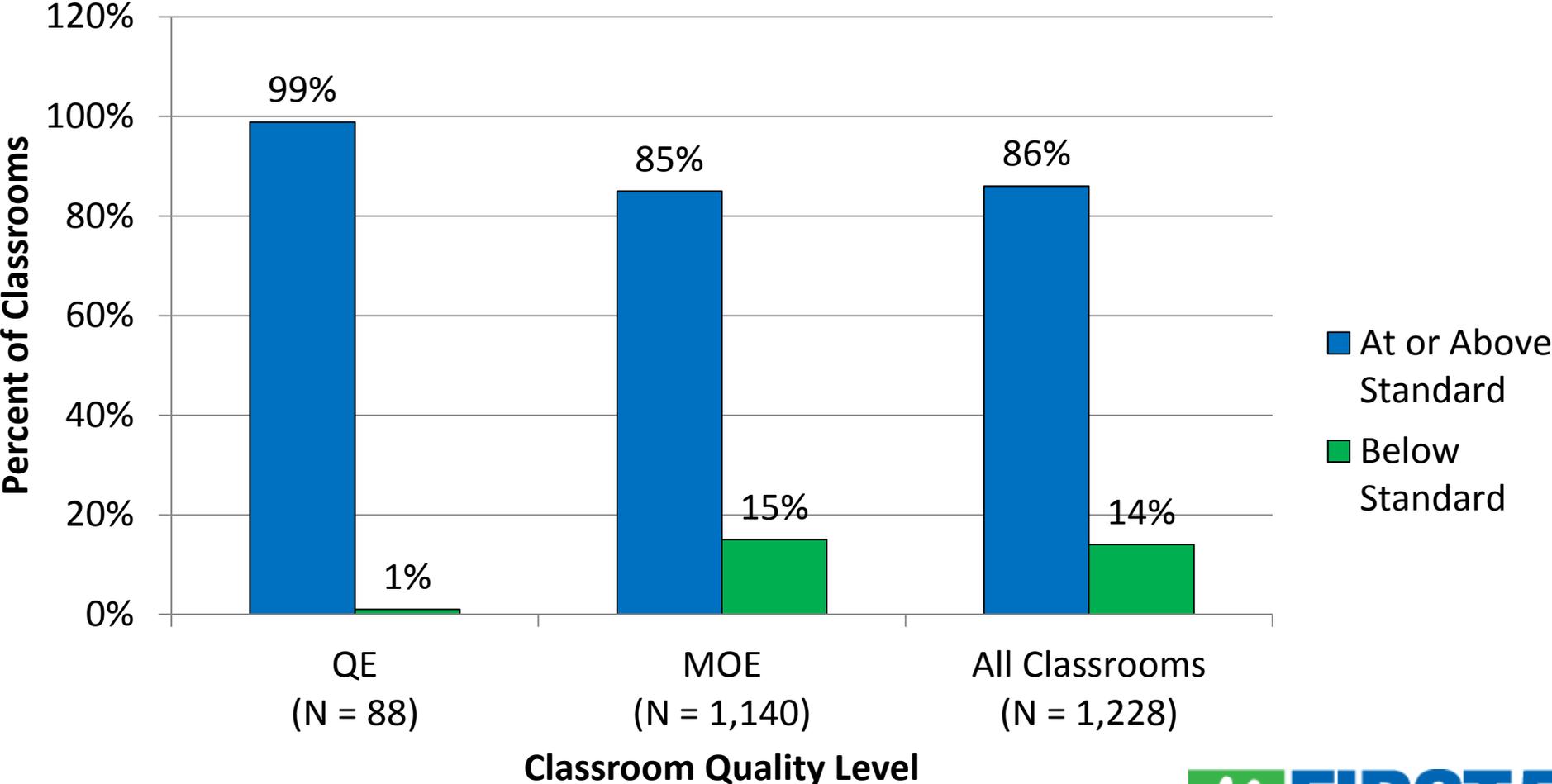
Classroom Quality: ITERS

- The majority of CSP 1 infant/toddler classrooms meet Infant/Toddler Environment Rating Scale (ITERS) global score standards.

At or Above Standard (blue), **Below Standard** (green)

Classroom Quality Level	At or Above Standard	Below Standard
QE (N = 13)	92%	8%
MOE (N = 25)	80%	20%
All Classrooms (N = 38)	84%	16%

Percent of Classrooms (y-axis), *Classroom Quality Level* (x-axis)

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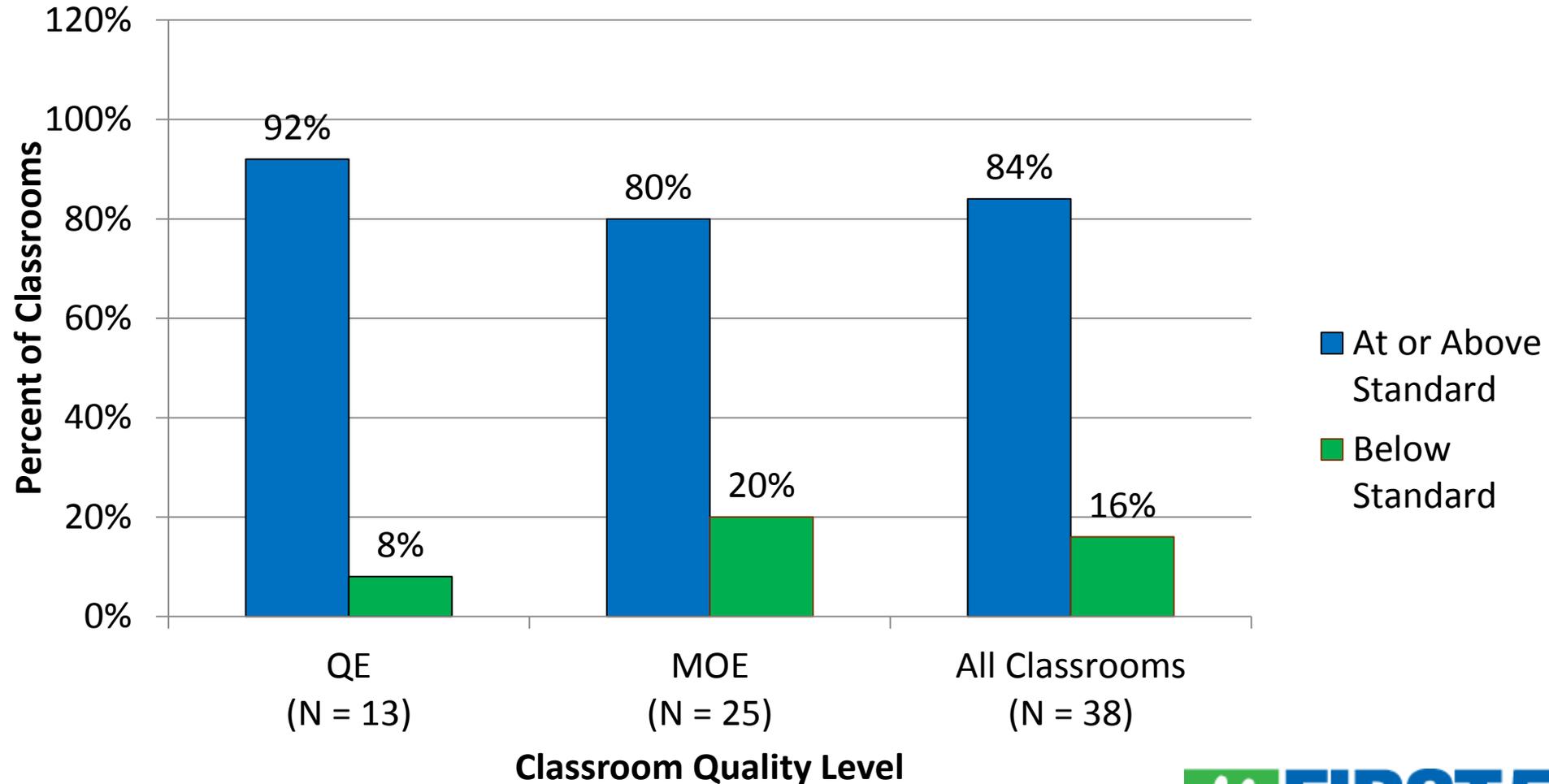
Classroom Quality: FCCERS

- The majority of CSP 1 classrooms based in family child care homes meet Family Child Care Environment Rating Scale (FCCERS) global score standards.

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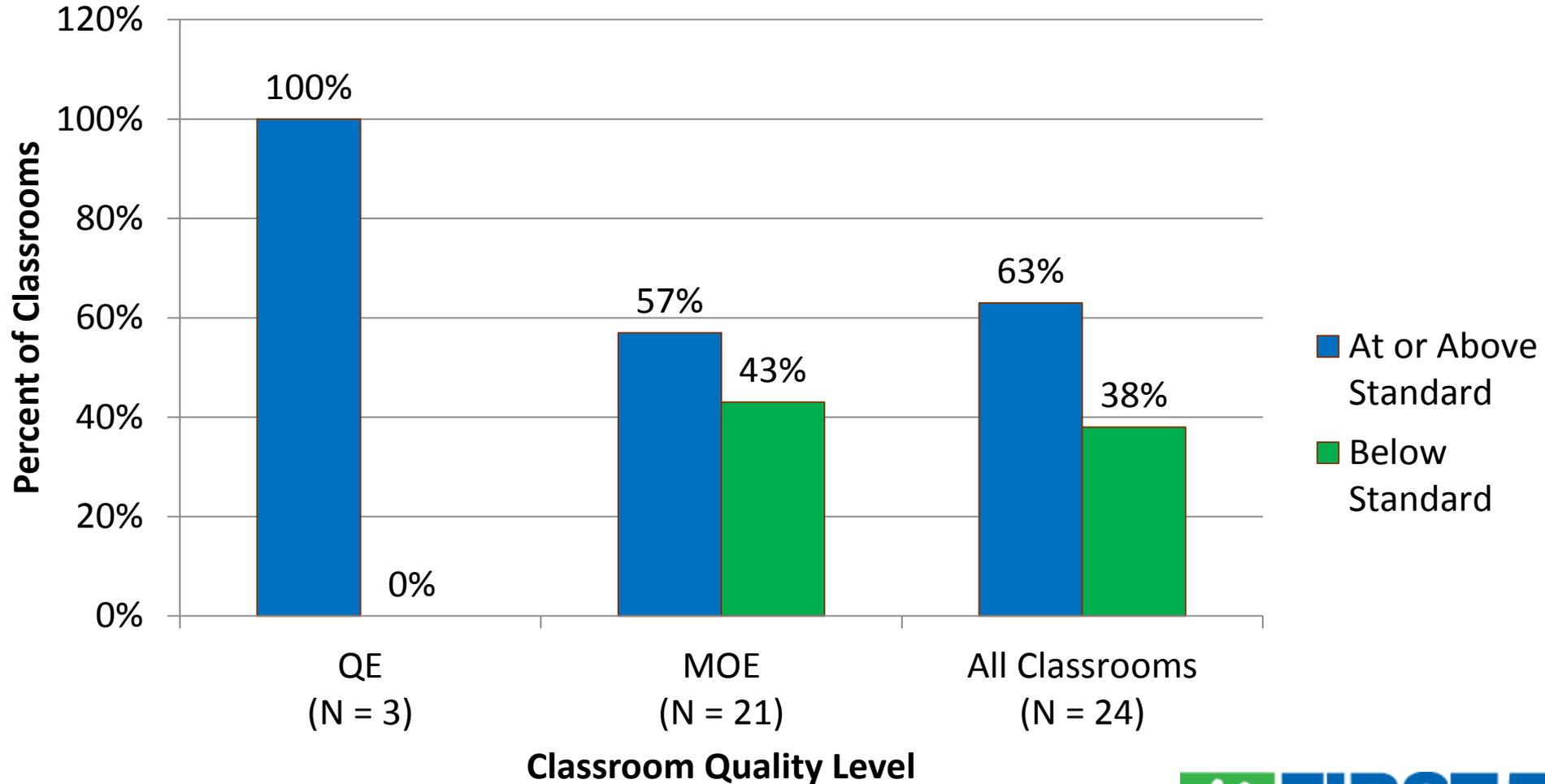
ECERS by Classroom Quality Level

- Quality, as measured by ECERS, is higher in QE preschool classrooms.
- On average, mean ECERS global scores for QE preschool classrooms are 0.36 points higher than for MOE classrooms.
- The effect size for the observed difference is medium-sized (Cohen's d =.614).

QE (N =88)		MOE (N = 1,140)			t-test		
Mean	SD	Mean	SD	Difference in Means	t	p-Value	Cohen's d
5.96	0.55	5.60	0.62	0.36	5.28	<.0001	0.614

Note: T-test detects significant difference in means.
Cohen's d effect sizes: 0.2 (small), 0.5 (medium), 0.8 (large)

Child Development: Assessment

- Desired Results Developmental Profile (DRDP) Assessment Tools
  - DRDP 2010
  - DRDP Infant/Toddler (IT)
  - DRDP *access*, DRDP School Age, DRDP School Readiness

- DRDP developmental domains include:
  - Self and social development
  - Language and literacy development
  - English language development
  - Cognitive development
  - Mathematical development
  - Health

- DRDP developmental levels include:
  - 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

- DRDP assessments are used in all CSP 1 classrooms, but data are collected only for evaluation classrooms.

- As assessed by teachers using DRDP 2010, children appear to experience healthy development in CSP across all developmental domains of DRDP in both QE and MOE classrooms.

- In QE classrooms, teachers report more ratings in the highest two developmental levels of DRDP at the end of the year as compared to MOE classrooms.

Child Development: DRDP

Desired Results (DR) Domain Developmental Domain	Quality Level	Percent child ratings at top two developmental levels		Percent Difference (QE – MOE)		N Ratings	
		Fall	Spring	Fall	Spring	Fall	Spring
Self and Social Development	QE	31%	86%	-3% ***	14% ***	11,408	13,277
	MOE	33%	72%			13,724	14,883
Language and Literacy Development	QE	24%	83%	<-1%	18% ***	9,481	11,076
	MOE	24%	66%			11,166	12,569
English Language Development	QE	33%	84%	-2%	14% ***	2,612	2,973
	MOE	35%	70%			2,597	2,949
Cognitive Development	QE	31%	85%	<1%	14% ***	4,717	5,470
	MOE	30%	71%			5,569	6,284
Mathematical Development	QE	21%	84%	-2% **	16% ***	5,687	6,627
	MOE	24%	68%			6,698	7,512
Physical Development	QE	57%	94%	<-1%	7% ***	2,846	3,312
	MOE	58%	87%			3,307	3,760
Health	QE	42%	90%	4% ***	12% ***	2,989	3,312
	MOE	38%	77%			3,338	3,744

Note: Results for evaluation classrooms only. Percentages are expressed with rounding. Difference of proportions test significance levels: **p<.01, ***p<.001

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Parent Involvement: Participation

- Seventy-nine percent (79%) of active parents attended parent-teacher conferences.
- Parent participation in activities such as advisory boards, volunteering opportunities, educational opportunities, and social support activities is lower in frequency (≤ 10 percent).
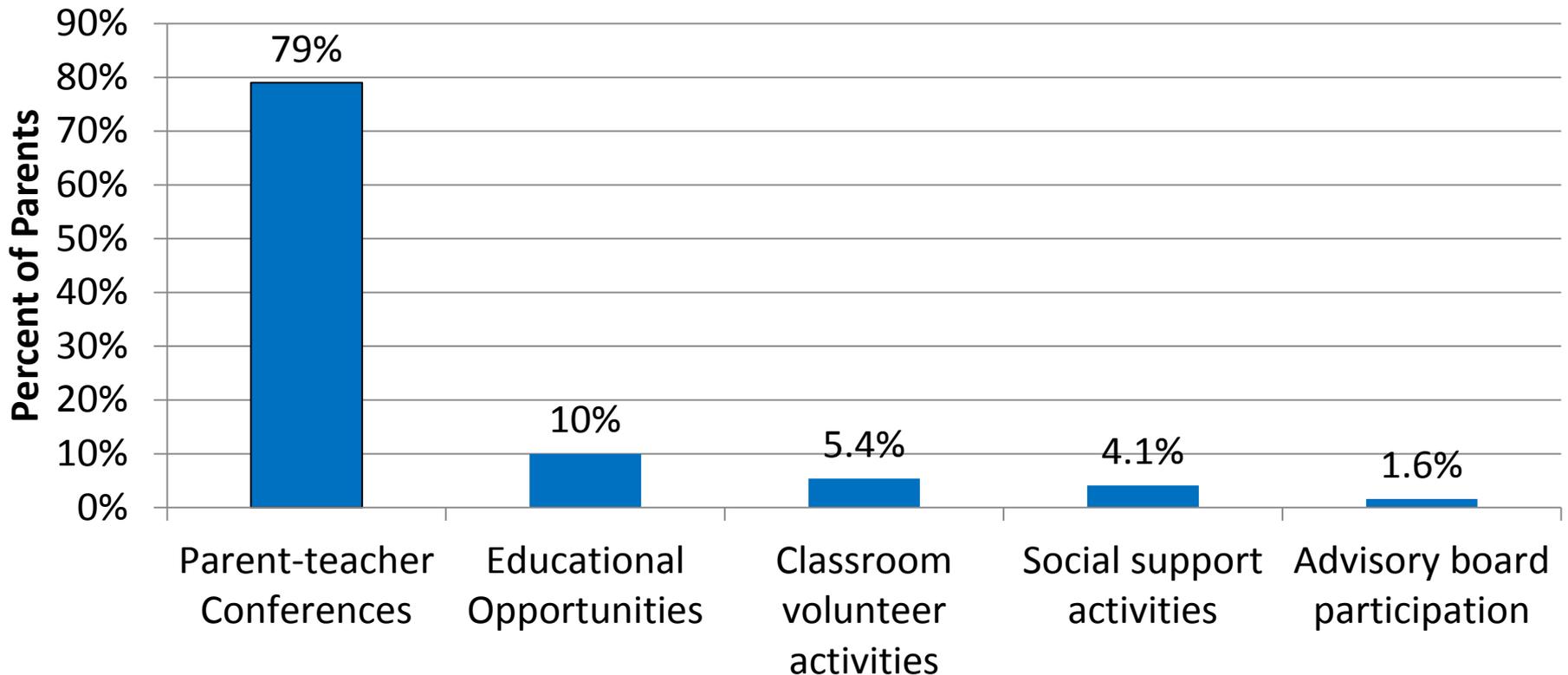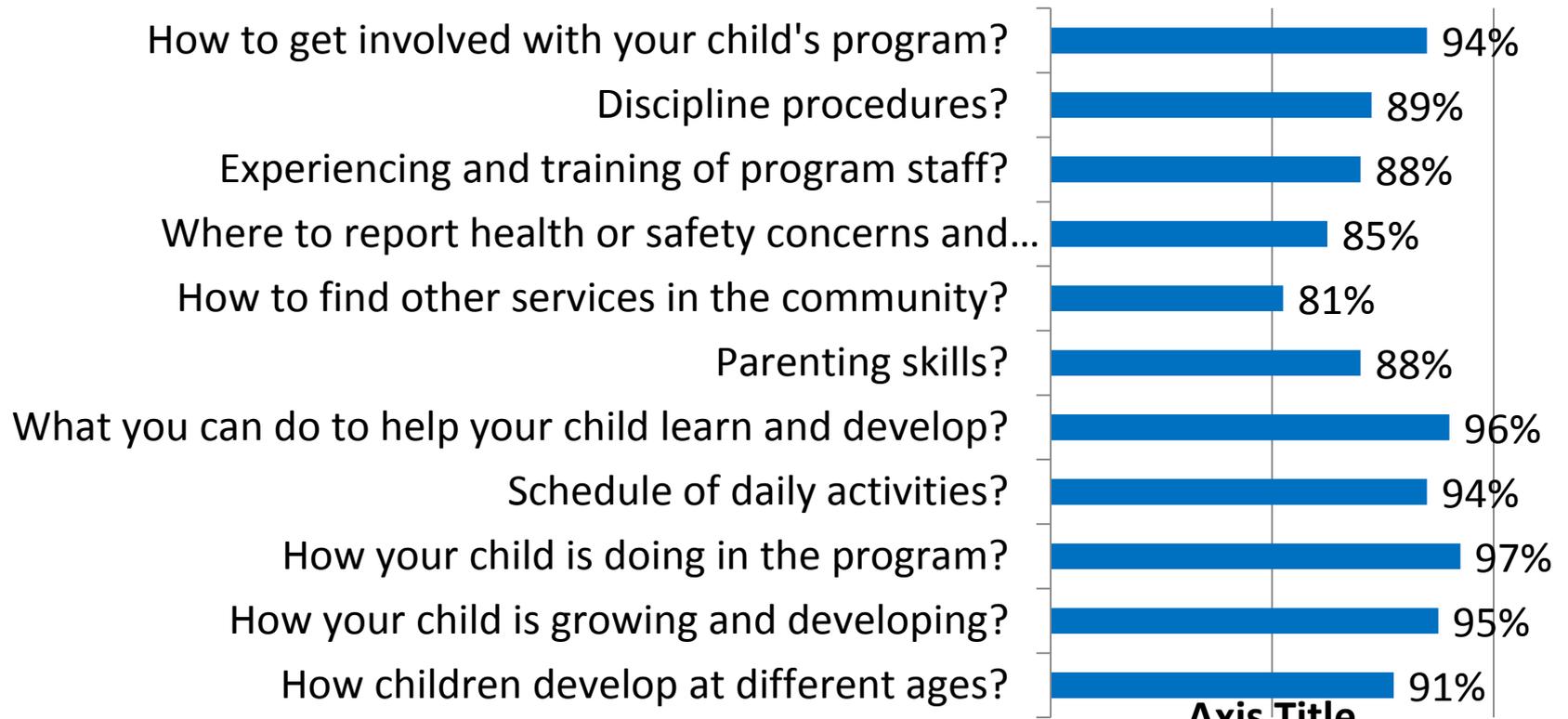

Note: N = 21,303 participating parents

Parent Involvement: Knowledge

- Parents at CSP sites are well informed.
- "Yes" responses to the *informed* subset of the DR Parent Survey are all above 80 percent.

"Have you received information from the program about…"

Question	Percentage
How to get involved with your child's program?	94%
Discipline procedures?	89%
Experiencing and training of program staff?	88%
Where to report health or safety concerns and…	85%
How to find other services in the community?	81%
Parenting skills?	88%
What you can do to help your child learn and develop?	96%
Schedule of daily activities?	94%
How your child is doing in the program?	97%
How your child is growing and developing?	95%
How children develop at different ages?	91%

Axis Title

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Parent Involvement: Satisfaction

- Parents at CSP sites are highly satisfied with specific aspects of their child's program.

- 99.6 percent of parents are satisfied with their child's program overall.

Category	Percentage
How the program promotes your child's learning	99%
Health and safety policies and procedures	98%
Nutrition	98%
Environment	99%
Daily activities	99%
Cultural activities	98%
Equipment and materials	99%
Parent involvement	96%
Interaction with other parents	96%
Interaction between staff and children	98%
Meeting the individual needs of your child	98%
How program staff communicate with you	98%
Languages spoken by staff	99%
Background and experience of staff	97%
Number of adults working with children	99%
Location of program	99%
Hours of operation	98%

Legend: ■ Satisfied ■ Very Satisfied

CSP 1: Challenges

- Children served:
  - o Only 2 percent of children served were toddlers and less than 1 percent were infants.
  - o 106 children of seasonal migrants were served by MOE classrooms; QE classrooms served none.

- Understanding why some classrooms did not meet quality standards for environment (ERS) and classroom interactions (CLASS®)
  - o Example: Forty-three percent of family child care-based MOE classrooms did not meet ERS global score requirements (N = 21).

- Parent participation in activities other than parent-teacher conferences appears low.

CSP 1: Successes

- CSP served nearly 24,000 children, largely from low-income households, during 2012–13.

- Classroom quality is high for both environment (ERS) and classroom interaction (CLASS®) in the majority of classrooms.

- CSP children and teachers represent the diversity of California's population.

- CSP teachers are well-qualified.

- As assessed by teachers, children experience healthy development in CSP classrooms.

- Parents of children at CSP sites are well informed and satisfied with their child's program.

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