



AGENDA ITEM: 6

DATE OF MEETING: January 22, 2015

ACTION:   X  

INFORMATION:           

## **NEXT STEPS FOR CHILD SIGNATURE PROGRAM AND CARES PLUS: CALIFORNIA QUALITY SYSTEM OF SUPPORT**

### **OBJECTIVE**

Since its inception with the passage of Proposition 10 in 1998, First 5 California (F5CA) has been charged with implementing early learning programs targeted to children and families of greatest need. Per the California Children and Families Readiness Act (the Act), the intent of Proposition 10 calls for F5CA “to facilitate the creation and implementation of an integrated, comprehensive, and collaborative system of information and services to enhance optimal early childhood development and to ensure that children are ready to enter school.” This intent is reflected in this agenda item, which is to enact the F5CA mission to “convene, partner in, support, and help lead the movement to create and implement a comprehensive, integrated, and coordinated system for California’s children prenatal through 5 and their families,” as stated in F5CA’s 2014 Strategic Plan.

F5CA will look to accomplish this mission through the proposed California Quality System of Support (CQSS) Initiative, which not only supports implementation of the Act, but also addresses Strategic Plan Areas (SPA) 1 and 2 and corresponding Goals 1.1, 1.2, 1.3, 2.1, and 2.2.<sup>1</sup> Furthermore, it builds off F5CA’s past and current program investments and integrates current research along with federal, state, and local direction to support F5CA’s vision that “California’s children receive the best possible start in life and thrive.”<sup>2</sup>

Unlike F5CA’s past Power of Preschool (PoP) Program or the current Child Signature Program (CSP), the CQSS does not create new early learning and development programs, nor is it a vehicle for maintaining status quo. Rather, the CQSS creates an unprecedented opportunity to build a more comprehensive and unified approach to supporting young children and their families by incentivizing and partnering with counties and regions to focus deeply on their early learning and development systems. Additionally, CQSS is an innovative approach that links F5CA with counties to increase access to high-quality early learning and development programs and services for children and families, and helps ensure children enter school with the skills, knowledge, and dispositions necessary to be successful.

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<sup>1</sup> See Attachment 1, F5CA Strategic Plan SPA 1 and 2

<sup>2</sup> F5CA 2014 Strategic Plan

The centerpiece of the proposed CQSS is a network of local Quality Rating and Improvement Systems (QRIS) that better coordinate, implement, and evaluate high-quality early learning and development programs with a focus on giving families the information and support they need to promote, support, and optimize their child's development and learning and to select the best program for their child. It also connects the Early Learning and Development System to components of a Comprehensive Early Childhood System (See Figure 1).

## SUMMARY OF REQUEST

With CSP and CARES Plus scheduled to sunset on June 30, 2015, and June 30, 2016, respectively, staff is requesting support for a two-part item designed to:

1. Create a transition path for CSP 1 and 3, moving from direct services support into a systems-level approach, through a one-year extension of up to 50 percent of participating counties' current annual allocation (\$13.6 million) with minimized requirements, as described in Agenda Item 6a.
2. Support a continuum of quality through a new CQSS investment initiative open to all First 5 counties by building on state and local investments in a QRIS. The proposed CQSS Initiative will serve to promote a coordinated Early Learning and Development System in each county and across the state, and will build on and connect to counties' current systems' work and investments, as well as other federal, state, and local efforts.

## THE SCIENCE

Historically, a critical focus of F5CA is ensuring infants, toddlers, and preschoolers, especially those with high needs<sup>3</sup>, enter kindergarten ready to succeed in school and in life. A robust body of research demonstrates high-quality early learning and development programs and services can improve young children's health, social-emotional and cognitive outcomes, enhance school readiness, and help close the wide school readiness gap<sup>4,5</sup> that exists between children with high needs and their peers at

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<sup>3</sup> Children with High Needs: Children from birth through kindergarten entry who are from low-income families or otherwise in need of special assistance and support, including children who have disabilities or developmental delays; who are English learners; who reside on "Indian lands" as that terms defined by section 8013(6) of the ESEA; who are migrant, homeless, or in foster care; and other children as identified by the State. California includes infant and toddlers and children receiving protective services through the local county welfare department as well as children identified by a legal, medical, social service agency or emergency shelter as abused, neglected or exploited or at risk of abuse, neglect or exploitation.

<sup>4</sup> Camilli, G., Vargas, S., Ryan, S., & Barnett, W. S. (2010). *Meta-analysis of the effects of early education interventions on cognitive and social development*. Teachers College Record, 112(3), 579-620.

<sup>5</sup> Reynolds, A.J., Temple, J.A., Ou, S., Arteaga, I.A., & White, B.A.B. (2011). *School-based early childhood education and age-28 well-being: effects by timing, dosage, and subgroups*. Science, Retrieved from <http://www.sciencemag.org/content/early/2011/06/08/science.1203618.abstract> doi: 10.1126/science.1203618

the time they enter kindergarten.<sup>6,7</sup> These better education, health, economic, and social outcomes are realized not just for the children and families participating in the quality early learning and development programs, but for society as a whole.<sup>8</sup>

Quality early learning and development programs can positively affect disparities early in a child's development. Scientists and researchers have conducted extensive studies and identified quality elements and "effectiveness factors" associated with improving child outcomes and are found to consistently produce positive impacts. These include the following principal elements: "(1) highly skilled teachers; (2) small class sizes and high adult-to-child ratios; (3) age-appropriate curricula and stimulating materials in a safe physical setting; (4) a language-rich environment; (5) warm, responsive interactions between staff and children; and (6) high and consistent levels of child participation."<sup>9</sup>

Unfortunately, much of the education and care provided in early learning and development programs – both center-based and family child care – is not of sufficient quality to produce strong outcomes for children. Inadequate quality characterizes the early learning experiences of children from both middle-class and lower-income families. Critical to assuring quality are continuous improvement systems that support teachers in the implementation of evidence-based curricula focused on specific areas of learning and social-emotional development. Moreover, quality programs include connections to both health and home. Developmental screenings and follow up promote healthy cognitive, socio-emotional, and physical development. Quality early learning and development programs also model positive parent-child interaction and offer parents opportunities to practice with feedback, which can augment the positive effects of preschool on child development and later education achievement.<sup>10</sup>

Each year, more than half a million babies are born in California. With approximately three million children ages 0 to 5, California has more children ages 0 to 5 than any other state.<sup>11</sup> California also has the highest number of children in the U.S. living in poverty, contributing to a high number of families with limited access to the resources necessary to help children grow up healthy and ready to succeed. Despite the fact that quality programs can help prevent more costly interventions later on, quality

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<sup>6</sup> Princiotta, D., Flanagan, K. D., and Germino Hausken, E. (2006). *Fifth Grade: Findings From The Fifth-Grade Follow-up of the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K)*. (NCES 2006-038) U.S. Department of Education.

<sup>7</sup> Halle, T., Forry, N., Hair, E., Perper, K., Wandner, L., Wessel, J., & Vick, J. (2009). *Disparities in Early Learning and Development: Lessons from the Early Childhood Longitudinal Study – Birth Cohort (ECLS-B)*. Washington, DC: Child Trends.

<sup>8</sup> See Attachment 2, ECE Consensus Letter for Researchers

<sup>9</sup> *A Science-Based Framework for Early Childhood Policy: Using Evidence to Improve Outcome in Learning, Behavior, and Health for Vulnerable Children*. Center on the Developing Child, Harvard University. National Forum on Early Childhood Program Evaluation; National Scientific Council on the Developing Child.

<sup>10</sup> See Attachment 2, ECE Consensus Letter for Researchers

<sup>11</sup> State of California, Department of Finance, Report P-3: State and County Population Projections by Race/Ethnicity, Detailed Age, and Gender, 2010-2060. Sacramento, California, December 2014.

comprehensive early learning and development programs and support systems for children with high needs remain scarce.

### **FIRST 5 CALIFORNIA PROGRAMS – CURRENT INVESTMENTS**

Through investments in its current programs, such as CSP and CARES Plus, F5CA has helped meet the dire need in our state for making quality early learning programs accessible to children and families with high needs and providing professional development for early educators designed to increase their effectiveness in the classroom.

For FYs 2012–13 through 2015–16, the F5CA State Commission authorized \$135 million for CSP and \$42 million for CARES Plus. There are 37 counties participating in CSP and 34 in CARES Plus. Additionally, 30 participate in the federal Race to the Top-Early Learning Challenge (RTT-ELC).<sup>12</sup> Many of the counties participate in multiple funding opportunities and work at the local level to align and leverage the funds while dealing with multiple funding and reporting requirements.<sup>13</sup>

### **FIRST 5 CALIFORNIA PROGRAMS – FUTURE INVESTMENTS**

F5CA proposes to support a continuum of quality through the CQSS Initiative by building on the state's investment in a QRIS. This investment initiative will be open to all First 5 counties, build on existing F5CA programs, and align with local investments and direction. The recommended CQSS Initiative will serve to promote a coordinated Early Learning and Development System in each county and across the state and will build upon and connect to counties' current systems' work and investments, as well as other state and national efforts.

The CQSS Initiative will:

- Align with the California Children and Families Readiness Act and goals of the F5CA 2014 Strategic Plan
- Focus on systems-level work centered on the Early Learning and Development System
- Support parents and families as their children's first teachers by providing them with information and support they need to optimize their children's development and learning
- Support the implementation and evaluation of California's RTT-ELC QRIS by allowing counties and programs to enter at any level of development or implementation along the continuum

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<sup>12</sup> See Attachment 3, California's RTT-ELC Fact Sheet

<sup>13</sup> See Attachments 4 and 5, County Commissions Program Participation and Program Map

- Build upon F5CA's past and current program investments, integrate current research, and align with federal and state direction
- Emphasize local flexibility, partnership with counties, and local and regional capacity building
- Use research and evidence-based models, and foster innovation by incorporating state and federal promising practice models, high-quality local models, or promising practice local models (see page 8 for greater detail)
- Align horizontally across systems that serve the same age children (e.g., child care, Head Start, state pre-Kindergarten programs, and early intervention services) and vertically to provide continuity and coordination as they participate in services for children birth to age 5<sup>14</sup>
- Ensure culturally and linguistically effective strategies to engage families and children who are dual language learners
- Ensure strategies to engage families who have children with disabilities and other special needs
- Catalyze and maximize investment and leveraging of non-First 5 dollars
- Link to F5CA's Dual Language Learner and Family Engagement Pilots

### **CALIFORNIA QUALITY SYSTEM OF SUPPORT INITIATIVE BUILDS ON LOCAL, STATE, AND NATIONAL BEST PRACTICES**

The proposed CQSS Initiative will build on and connect to other federal efforts including the Child Care and Development Block Grant (CCDBG) Act of 2014, the new Early Head Start/Child Care Partnership Grants, and RTT-ELC. The federal CCDBG Act of 2014 will bring significant advancements to early learning by defining health and safety requirements for child care providers, outlining family-friendly eligibility policies, and ensuring parents and the general public have transparent information about available child care choices. Similar to CQSS, the CCDBG also requires states to spend quality funds on at least 1 of 10 specified quality activities, which includes developing a QRIS.

In December 2014, preliminary Early Head Start/Child Care Partnership Grant recipients were announced. Multiple awards are slated to go to organizations across California totaling \$63.8 million. These grants provide an opportunity to align across early learning systems and connect programs serving infants and toddlers to QRIS.

In 2011, California was awarded a highly competitive \$75 million RTT-ELC federal grant to improve the quality of early learning programs and close the achievement gap

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<sup>14</sup> *Birth to 5 and Beyond: A Growing Movement in Early Education*. Zero to Three, July 2006.

for young children with high needs. Seventy-seven percent of the funds support a voluntary network of Consortia, the majority of which are F5 county commissions, implementing a QRIS at the local level. Consortia in 30 counties across the state are improving the quality of early learning through locally driven efforts, which inform and engage families and communities. The participating counties represent nearly 2.3 million children (93 percent of children) under age five in California. The CQSS will provide the opportunity to expand the QRIS to additional interested counties and continue and expand the work of the counties already participating in RTT-ELC, which ends December 2015.

Additionally, the proposed CQSS Initiative also will build on and connect to state efforts. California's 2014–15 state budget included nearly \$273 million for early learning and child development (the largest investment in over a decade). This included \$70 million to provide 11,500 new full-day, full-year spaces in the California State Preschool Program (CSPP) for low-income four-year-olds from working families, \$25 million for professional development for transitional kindergarten (TK) and CSPP teachers, and \$50 million annually for the QRIS Block Grant, using the RTT-ELC Consortia QRIS, to support the quality of CSPP and increase the number of low-income children in high-quality state preschool programs. The CQSS will provide the opportunity to include early learning programs beyond CSPP in local QRIS and quality improvement efforts.

## **COMPREHENSIVE EARLY CHILDHOOD SYSTEM-BUILDING**

Many state and local leaders, including First 5 county commissions, are engaged in efforts to increase access to high-quality services for young children and their families. Early childhood system-building is the “ongoing process of developing the structures, behaviors, and connections that make all the components of an early childhood system operate as a whole to promote shared results for children and families.”<sup>15</sup>

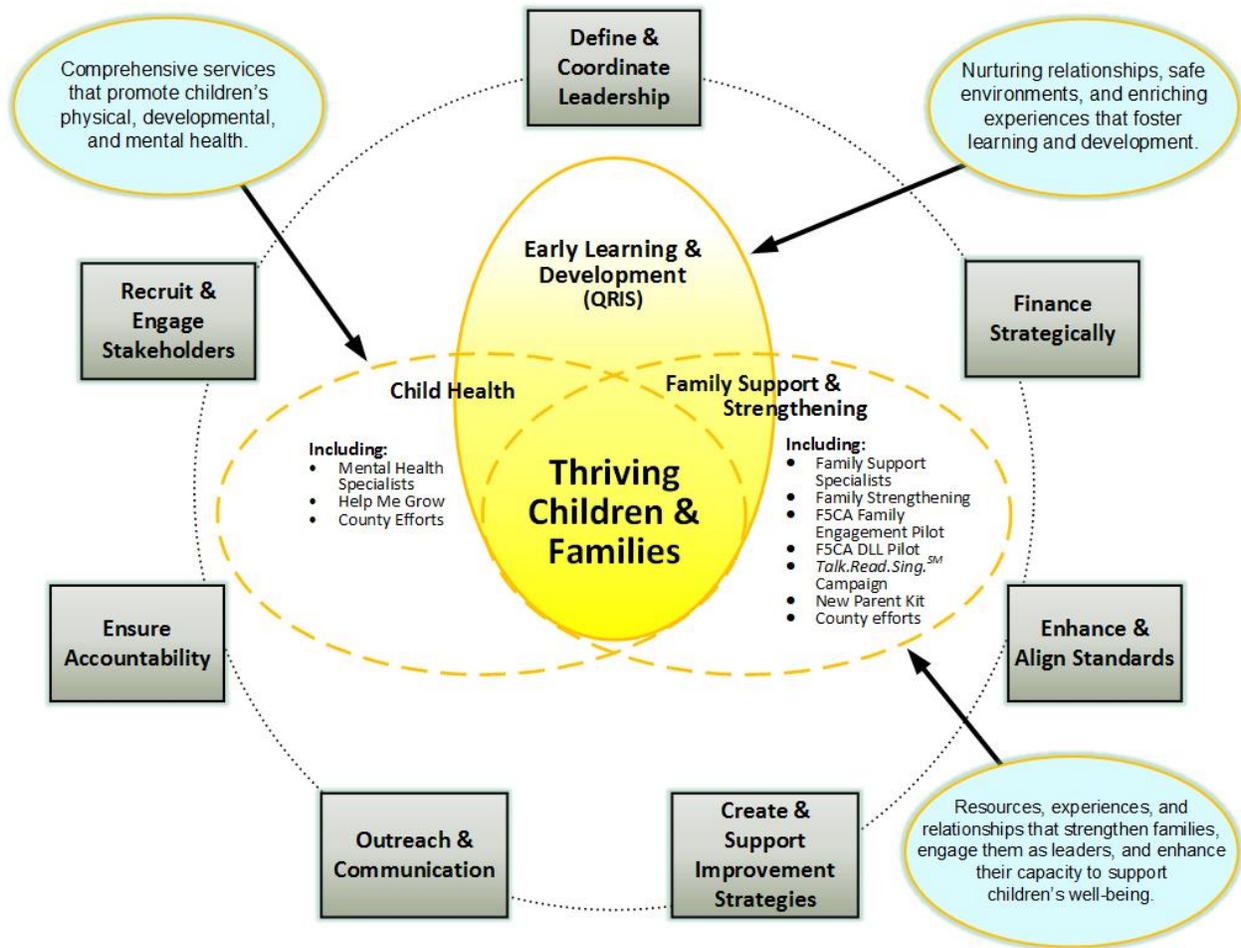
Aligned with F5CA's 2014 Strategic Plan and mirrored in the Small County Population Funding Allocation (SPCFA), the BUILD's Initiative Early Childhood Systems Working Group developed a model for a Comprehensive Early Childhood System which includes three interconnected systems: Early Learning and Development, Child Health, and Family Support and Strengthening.<sup>16</sup> Focused systems work can help provide an integrated continuum of programs, services, and policies across these three systems and, at the center where the systems intersect, is the desired result: thriving children and families. In order to reach the desired result, the Early Childhood System, and each of the three systems within it, has seven functions which must be effectively coordinated (see Figure 1). These seven functions are mirrored within the QRIS.

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<sup>15</sup> *Comprehensive Early Childhood System Building: A Tool to Inform Discussions on Collaborative, Cross-Sector Planning*. Early Childhood Systems Working Group, December 2013. BUILD Initiative.

<sup>16</sup> These three systems components are mirrored in the SPCFA, which requires small counties to fund a minimum of one program with SPCFA funds, either fully or partially, and meet the guidelines under the Focused Investment Areas of High-Quality Early Learning/Early Educator Support and Effectiveness, Developmental and Health Needs, and Engaging and Supporting Families.

Figure 1. California Quality System of Support



In addition to systems coordination through the QRIS, state-level pilots and projects, as well as county-funded and leveraged efforts, will support the balance of the three systems as follows:

- **Early Learning and Development** refers to high-quality early learning settings within a QRIS, which utilizes a common system designed to assess and rate early learning programs based on scientific early childhood research with the goal of supporting continuous quality improvement. This component enables development, continuation, and expansion of the work begun through RTT-ELC and CSP and allows for counties to focus on a research-based, common definition of quality early learning. It also enables continuation of effective components of CARES Plus.
- **Child Health** refers to strategies to identify and address the behavioral, developmental, and health needs of children prenatal to age 5 to improve school readiness and to target more intensive strategies and supports to children with high needs. For the purpose of the First 5-funded CQSS Initiative, strategies would

support quality in early learning and development programs and include, but are not limited to, local, state, and national programs and partners such as *Help Me Grow* and the Center on the Social and Emotional Foundations for Early Learning or CSEFEL.

- Family Support and Strengthening** refers to linguistically and culturally sensitive family support strategies that promote and enhance the parent/child relationship, provide parents with information about their children’s growth and development, and encourage parents’ involvement and advocacy in their child’s education, health, and development. These include engaging and supporting families through a variety of school readiness, parent engagement, and home visiting strategies to support quality in the early childhood environment through local, state, and national programs and partners. Examples include, but are not limited to, Strengthening Families, Touchpoints, Parents as Teachers, and Raising a Reader.

In the CQSS, the primary focus will be on the Early Learning and Development System through implementation of the RTT-ELC QRIS. The RTT-ELC grant, which drew on F5CA’s CARES Plus and former PoP programs, integrates and connects to all three components of a Comprehensive Early Childhood System through its QRIS and also aligns with CSP and CARES Plus. Figure 2 provides a crosswalk between the QRIS, the Comprehensive Early Childhood System, CARES Plus, and CSP.

**Figure 2. Crosswalk of the QRIS Core Areas, the Comprehensive Early Childhood System, and F5CA’s CARES Plus and CSP**

| QRIS Core Areas                                  | Comprehensive Early Childhood System |              |                                | F5CA Current Programs |     |
|--|--------------------------------------|--------------|--------------------------------|-----------------------|-----|
|  | Early Learning & Development         | Child Health | Family Support & Strengthening | CARES Plus            | CSP |
| <b>Child Development &amp; School Readiness</b>  | X                                    | X            | X                              |                       | X   |
| Observational Assessments & Learning Foundations | ✓                                    | ✓            | ✓                              |                       | ✓   |
| Developmental & Health Screenings                | ✓                                    | ✓            | ✓                              |                       | ✓   |
| Social Emotional Development                     | ✓                                    | ✓            | ✓                              | ✓                     | ✓   |
| Health, Nutrition, & Physical Activity           | ✓                                    | ✓            |                                |                       | ✓   |
| <b>Teachers &amp; Teaching</b>                   | X                                    | X            | X                              | X                     | X   |
| Education &                                      | ✓                                    | ✓            | ✓                              | ✓                     | ✓   |

|  |          |          |          |   |          |
|--|----------|----------|----------|---|----------|
| Professional Development                           |          |          |          |   |          |
| Effective Teacher-Child Interactions               | ✓        | ✓        |          | ✓ | ✓        |
| <b>Program &amp; Environment</b>                   | <b>X</b> | <b>X</b> | <b>X</b> |   | <b>X</b> |
| Director Qualifications & Professional Development | ✓        | ✓        | ✓        | ✓ |          |
| Leadership & Program & Business Administration     | ✓        |          | ✓        |   |          |
| Environment  | ✓        | ✓        | ✓        |   | ✓        |
| Family Engagement & Strengthening                  | ✓        | ✓        | ✓        |   | ✓        |

**CALIFORNIA QUALITY SYSTEM OF SUPPORT REQUIRED APPLICATION COMPONENT**

All participating counties will be required to:

1. Focus on the Early Learning and Development System by using funds to increase the quality of licensed and legally licensed-exempt early learning sites and family child care (FCC) in their county by incorporating Core Areas and moving towards the full QRIS.
2. Include within the system the full spectrum of early learning and development settings and must first prioritize, but not duplicate services to, programs and sites serving children and families with high needs. At a minimum, Infant/Toddler and FCC shall be represented proportionally to the numbers they represent in the county or region.
3. Enter the system at their current capacity level and incrementally build towards a QRIS through progressive steps of Continuous Quality Improvement (CQI). The seven system functions also will come in at different levels as counties build their system capacity, thereby deepening as counties and regions progress through their systems work.
4. Use evidence-based models/frameworks, promising practices models/frameworks, high-quality local models, or promising practice local models, to ensure the highest likelihood of measurable improvement in key child and family indicators. Local models must meet benchmarks for program quality and an effective evaluation design defined as follows:
  - a. **Evidenced-Based Program Model/Framework** – Programs, strategies, or approaches which have been shown through scientific research and evaluation

to be effective and have evidence that supports generalizable conclusions

- b. **Promising Practice Model/Framework** – Programs, strategies, or approaches with some scientific research or data showing effects and positive outcomes, but do not have enough evidence to support generalizable conclusions
  - c. **Promising Practice Local Model** – Programs, strategies, or approaches adapted from evidence-based or promising practices program models modified for local implementation; relies primarily on national data to assert effectiveness; may have limited local data to ascertain effectiveness with local populations
  - d. **High-Quality Local Program Model** – Programs, strategies, or approaches with rich local research or data showing effectiveness and positive outcomes for targeted local populations, but not enough evidence to support generalizable conclusions beyond the county
5. Counties will be able to use CQSS funds to support administrative, program, and evaluation services, and the seven systems functions.

#### **OPTIONAL APPLICATION COMPONENT**

CQSS funding also may be used to support local efforts related to Family Support and Strengthening (e.g., family resource centers, home visiting, etc.) or Child Health (e.g., nutrition programs, screening, etc.) if counties can demonstrate these efforts are integrated into the local Framework and CQI or QRIS. In incorporating optional application components with CQSS funding, counties must address how the components do the following:

- Link to the Framework or QRIS and ensure integration and coordination across the Systems
- Link back to the early learning site quality efforts to ensure a system of support for families and children and help to improve the site's overall QRIS rating, or are part of the CQI for participating sites
- Ensure *horizontal alignment* across systems that serve the same age children (e.g., child care, Head Start, state pre-Kindergarten programs, and early intervention services)
- Ensure *vertical alignment* to provide continuity and coordination for children as they participate in services birth to age 5

Essentially, counties will need to address the question: How will funding this family support/health component (e.g., resource center staff person, home visitor training) improve the quality and effectiveness of their local Comprehensive Early Childhood System?

For example:

- Funding Raising a Reader incorporated within participating early learning and development sites and linking to local libraries
- Funding a family support specialist to work with families in participating early learning and development programs to strengthen their parenting skills and support relationship building through positive parent-child interactions
- Funding a Women, Infants and Children (WIC) nutrition education program delivered onsite at early childhood programs to ensure children receive support for optimal physical development, including health, nutrition, and physical activity
- Developing a referral process between medical providers and early childhood sites to facilitate completion of health forms and screenings to ensure children receive support to develop healthy social and emotional concepts, skills, and strategies

## **COUNTY INPUT**

F5CA staff led several efforts to obtain input and feedback on the CQSS Initiative concept from First 5 county executive directors, including the following:

- In November 2014, a survey was sent to all First 5 county executive directors asking for feedback on the proposed program enhancement elements and other implementation issues.
- On December 1, 2014, F5CA co-hosted a meeting with the First 5 Association to review the survey results, provide an overview of the CQSS concept, and obtain feedback and recommendations with a representative group of county executive directors.
- In January 2015, F5CA launched four workgroups consisting of First 5 county executive directors and staff to develop the CQSS Framework.
- On January 21, 2015, F5CA will co-present with the First 5 Association and several counties on the proposed CQSS at the First 5 Association Meeting.

## **NEXT STEPS**

In Agenda Item 6a, staff will request a transition path for CSP 1 and 3, moving from direct services support into a systems-level approach, through a one-year extension of up to 50 percent of participating counties' current annual allocation (\$13.6 million) with minimized requirements.

In April 2015, F5CA staff will return with a more detailed description of the CQSS and a request to release a Request for Application for implementation to begin July 1, 2015.

Returning in April 2015 for CQSS funding approval will allow time for F5CA staff to carefully design and complete the CQSS Request for Application and use recommendations from the First 5 Commission. Additionally, more time will allow for continued county participation via workgroups and other input mechanisms, feedback from other partnering agencies, and additional research on effective ways to integrate and coordinate with Family Support and Strengthening services.

CQSS funds will support:

1. County and regional-level work
2. State-level systems support and training and technical assistance (T&TA)
3. Evaluation and related research projects

**FISCAL IMPACT**

F5CA staff recommends investing up to \$190 million over the proposed term of the CQSS Initiative (FYs 2015–16 through 2019–20). While this investment will have a significant impact on multiple F5CA state accounts, the fund balances and annual net resources (revenue less expenditures) of the impacted accounts are sufficient to fund the proposed CQSS Initiative. Table 1 below is a breakdown of the proposed investment by fund, while Table 2 displays the revenue, expenditures, and fund balance of the impacted funds over the term of the CQSS Initiative (with inclusion of CQSS expenditures).

**TABLE 1  
CQSS Funding Breakdown**

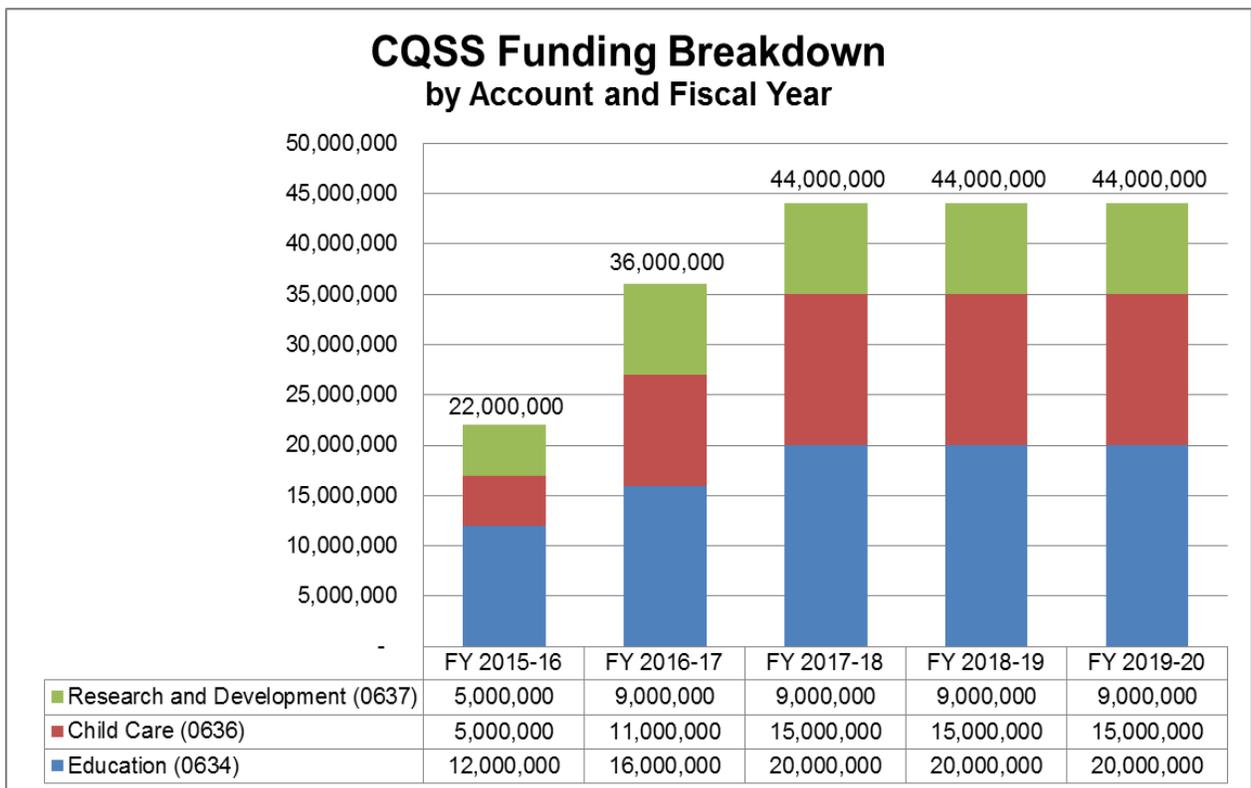
| First 5 California Account      | Amount               | Funding %   |
|---------------------------------|----------------------|-------------|
| Education (0634)                | \$88,000,000         | 46%         |
| Child Care (0636)               | \$61,000,000         | 32%         |
| Research and Development (0637) | \$41,000,000         | 22%         |
| <b>Total CQSS</b>               | <b>\$190,000,000</b> | <b>100%</b> |

**TABLE 2  
F5CA Impacted Account Details  
Fund Details of Impacted Accounts (Consolidated) by Fiscal Year  
(In millions)**

|                         | 2015–16       | 2016–17       | 2017–18       | 2018–19       | 2019–20       |
|-------------------------|---------------|---------------|---------------|---------------|---------------|
| Fund Balance, Beginning | \$101.7       | \$94.3        | \$88.3        | \$74.5        | \$58.5        |
| Revenue                 | \$43.5        | \$41.4        | \$39.4        | \$37.4        | \$35.5        |
| Expenditures            | \$50.9        | \$47.4        | \$53.2        | \$53.4        | \$53.2        |
| Fund Balance, Ending    | <b>\$94.3</b> | <b>\$88.3</b> | <b>\$74.5</b> | <b>\$58.5</b> | <b>\$40.8</b> |

As displayed in Table 2, the impacted accounts will have excess resources to offset unforeseen fluctuations in tax revenue, or invest in additional opportunities aligning with F5CA’s 2014 Strategic Plan.

F5CA anticipates the fiscal needs of participating counties to be lower during the initial implementation phase of the CQSS Initiative, as counties will still be receiving funding through F5CA’s Signature Programs (CARES Plus and the proposed CSP 1 and 3 extension will end June 30, 2016). After the initial year of the CQSS Initiative, program activities will ramp up and potentially level off toward the end of the proposed term. Based on these assumptions, F5CA estimates CQSS funding to be expended as displayed in the chart below.



Flexibility of funding is essential to the success of the CQSS. The funding breakdown provided is an estimate of the fiscal needs of participants and external contractors involved in the CQSS Initiative implementation. F5CA staff request the ability to carryover unspent funds into subsequent fiscal years of the CQSS Initiative term.

**ATTACHMENTS**

- Attachment 1: F5CA Strategic Plan Areas 1 and 2
- Attachment 2: ECE Consensus Letter for Researchers
- Attachment 3: California's 2013 RTT-ELC Fact Sheet
- Attachment 4: County Commissions Program Participation
- Attachment 5: County Commissions Program Map
- Attachment 6: RTT-ELC Hybrid Rating Matrix
- Attachment 7: RTT-ELC Continuous Quality Improvement Pathways

**ATTACHMENT 1**  
**F5CA Strategic Plan Areas 1 and 2**

The goal of the proposed CQSS Initiative framework is to support implementation of the California Children and Families Readiness Act as well as the goals of the First 5 California Strategic Plan, specifically in Strategic Plan Area (SPA) 1 and incorporates objectives and activities within Goals 1.1., 1.2., 1.3.

**SPA 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.

**Goal 1.1. Child Health** – Children prenatal through age 5 and their families access the full spectrum of health and behavioral health services needed to enhance their well-being.

**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.

**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.

The recommendations also support SPA 2, Goals 2.1. and 2.2., and corresponding objectives.

**SPA 2. System and Network** – Provide leadership to the First 5 movement and the development of a support system serving children prenatal through age 5, their families, and communities that results in sustainable and collective impact. achieve their optimal potential in school and life.

**Goal 2.1. Leadership as a Convener and Partner** – Work with First 5 county commissions, state agencies, and other stakeholders to convene, align, collaborate on, support, and strengthen statewide efforts and initiatives to **facilitate the creation of a seamless system of integrated and comprehensive programs and services** to improve the status and outcomes for children prenatal through age 5 and their families.

**Goal 2.2. Resource Exchange and Stewardship** – Strategically fund and co-fund, align resources, facilitate the exchange of information and best practices, and seek new opportunities to maximize positive impact for children prenatal through age 5 and their families.

**ATTACHMENT 2**  
**ECE Consensus Letter for Researchers**<sup>17</sup>

As policymakers debate investing in quality early childhood education programs, they should note the widespread agreement among researchers about the value of such programs. An extensive body of research in education, developmental psychology, neuroscience, medicine and economics shows that quality early childhood education programs produce better education, health, economic and social outcomes for children, families, and the nation. As researchers, we urge policymakers to make decisions based on the full body of scientific knowledge about early education and child development.

Quality early childhood education can reduce the achievement gap. Too many American children start school inadequately prepared to succeed. Gaps in cognitive, linguistic, social, and emotional skills due to unequal opportunities become evident well before children enter kindergarten. The resulting achievement gap widens as children progress through school, despite strong efforts at remediation. The long-term consequences include high rates of school failure, grade repetition, inappropriate special education placements, and dropout; involvement in risky behaviors and crime; and, even higher risk for adult chronic disease including hypertension, heart disease, obesity and diabetes. These problems are not limited to the poor: many children who fail a grade and drop out are from middle-income families. The costs of remediation, social dependency, poor health, and lost productivity are very high to individuals and our nation.

Access to quality early childhood education is essential. The early learning programs and child care that many parents can afford are not of good enough quality to appreciably affect early disparities in development. Inequities in access to high-quality early education may actually make them worse. From actual observations of children's experiences we know that much of the education and care provided in preschools, center-based settings, and child care homes is not of sufficient quality to produce strong outcomes for children. Inadequate quality characterizes the preschool experiences of children from both middle-class and lower-income families.

Develop the whole child with quality programs. Physical and emotional health, early learning, and socialization are key elements of healthy development that must be addressed in quality early childhood education delivered by well-trained teachers using proven curricula. Children benefit most when teachers engage in interactions that stimulate learning while being emotionally nurturing. These interactions foster engagement in and enjoyment of learning. Critical to assuring quality are continuous improvement systems that support teachers in the implementation of evidence-based curricula focused on specific areas of learning and socio-emotional development. In-classroom coaching and mentoring is a successful approach to providing this support.

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<sup>17</sup> ECE Consensus Letter for Researchers | nieer.org. (n.d.). Retrieved January 5, 2015, from <http://nieer.org/publications/ece-consensus-letter-researchers>

In addition, salaries commensurate with comparably prepared K-12 colleagues could stem the flight of teachers away from early childhood education.

Quality programs include health and home. Evidence-based health and parent engagement activities contribute to greater success. Early screenings and follow up promote healthy cognitive, socio-emotional, and physical development. By modeling positive parent-child interaction and offering parents opportunities to practice with feedback, programs can augment the positive effects of preschool on child development and later education achievement.

Quality programs can be brought to scale. Large-scale public preschool programs have produced substantial impacts on children's early learning. Recent analyses integrating evaluations of preschool programs find that children make substantive gains in cognitive abilities and later school success in preschool programs including Head Start and state/local pre-K programs. At-scale preschool systems including in Tulsa, Boston, and New Jersey have produced even larger gains in language and math above and beyond comparison group children, many of whom were in other center-based programs. Benefits to children's socio-emotional development and health have been documented in programs that focus intensively on these areas.

Quality programs produce quality life outcomes. Early childhood programs produce larger long-term impacts on life achievement than on IQ and achievement tests. Studies often find some convergence in test scores between children who did and did not attend preschool after children enter school. Despite the convergence on tests of achievement between children who receive quality early childhood education and those who do not, evidence points to important effects in other areas over time. Children who attend preschool show reductions in special education and grade retention. Evidence from long-term evaluations of both small-scale, intensive interventions and Head Start find long-term effects on important societal outcomes such as high-school graduation, years of education completed, earnings, and reduced crime and teen pregnancy, even after test-score effects become indistinguishable. Research is now underway focusing on why these long-term effects occur even when test scores during the school years converge.

Quality early childhood education benefits children from diverse family backgrounds and circumstances. Quality early learning can benefit middle-class children as well as disadvantaged children; typically developing children as well as children with special needs; and dual language learners as well as monolingual English speakers. Although early research focused only on programs for low-income children, more recent research indicates that middle-class children can benefit substantially and these benefits outweigh costs for children from middle-income as well as those from low-income families.

Investing in quality early childhood education pays off. Rigorous cost-benefit analyses show that the economic benefits of early childhood education outweigh the costs of providing access to quality programs. Available benefit-cost estimates based on older,

intensive interventions, such as the Perry Preschool Program, as well as contemporary, large-scale public preschool programs, such as the Chicago Child-Parent Centers and Tulsa's preschool program, find that their benefits far exceed the costs.

Critics of greater investment ignore the full body of evidence. Critics often cite data out of context, cherry-picking findings that highlight minimal effects within the larger findings of overall benefits. In addition, they claim the need to wait for larger-scale studies over many years to prove long-term effectiveness, knowing full well that such experiments are not possible without significant government investment and decades of research. Existing research findings are sufficient to warrant greater investment in quality programs now. Additional investments in research are essential and will be most productive if used to monitor quality and guide ongoing improvement of programs and systems.

This statement draws heavily upon a more detailed report on the scientific basis for preschool policy by: Yoshikawa, H., Weiland, C., Brooks-Gunn, J., Burchinal, M. R., Espinosa, L. M., Gormley, W. T., Ludwig, J., Magnuson, K., Phillips, D., & Zaslow, M. (2013). *Investing in our future: The evidence base on preschool education*. Ann Arbor, Michigan: Society for Research in Child Development and New York: Foundation for Child Development.

Quality data for preschool programs nationally from: U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics 2012. Table 61. Percentage distribution of quality rating of child care arrangements of children at about 4 years of age, by type of arrangement and selected child and family characteristics: 2005-06.

## ATTACHMENT 3 California's 2013 RTT-ELC Fact Sheet

### IMPROVING YOUNG CHILDREN'S SUCCESS: CALIFORNIA'S RACE TO THE TOP-EARLY LEARNING CHALLENGE



#### OVERVIEW

California is the recipient of a highly competitive Race to the Top-Early Learning Challenge (RTT-ELC) federal grant to improve the quality of early learning programs and close the achievement gap for vulnerable young children. Led by local efforts in 16 counties in collaboration with the RTT-ELC State Implementation Team and participating state agencies, California is working to ensure positive outcomes for the state's infants, toddlers and preschoolers via five key areas of reform:

1. Successful State Systems
2. High-Quality, Accountable Programs (Quality Rating and Improvement Systems or QRIS)
3. Promoting Early Learning and Development Outcomes for Children
4. A Great Early Childhood Education Workforce
5. Measuring Outcomes and Progress.

#### CALIFORNIA'S APPROACH

California is taking a unique approach that builds upon the state's local and statewide successes. This allows locals to develop and maintain control over their own quality improvement processes and build off of local investments, from First 5 Commissions and others, while still allowing counties to coordinate efforts when feasible and share lessons learned.

#### WHAT IS A QRIS?

A QRIS is a set of tools to collect and disseminate information about, as well as improve, the quality of early learning programs. They are based on a set of standards that describe the requirements center- and home-based programs must meet to qualify for a QRIS rating – the higher the quality the higher the rating. A QRIS can support early learning educators/providers with increased training, support, and compensation; provide families information on the type of learning and care their young children receive; and inform policymakers and the public about the effectiveness of programs. Currently 25 states have a statewide QRIS.

#### LOCAL ACTIVITIES & LOCAL QRIS

Regional Leadership Consortia in the 16 counties are improving the quality of early learning and expanding their current areas of impact by inviting other programs to join their local QRIS or reaching out to mentor other communities. By joining California's RTT-ELC effort, the Consortia voluntarily agreed to align their local QRIS to a common "Quality Continuum Framework" and are implementing three common tiers in addition to any locally-determined tiers. The Consortia will also participate in a statewide validation of the effectiveness of the common QRIS tiers.

#### STATE ACTIVITIES

California is also using RTT-ELC funding to support one-time investments in state capacity via 10 projects in four of the five key RTT-ELC reform areas.

##### High-Quality, Accountable Programs (Reform Area II)

- **Community Care Licensing Information.** Enhance the Department of Social Services, Community Licensing Division website to include educational and training materials for families and child care providers.
- **Cross Consortia Inter-rater Reliability.** Ensure that each Consortia has a comprehensive system for rating and monitoring by providing increased support for assessments and inter-rater reliability training and assessors.

#### CA RTT-ELC Facts at a Glance:

Received \$75 million four-year grant (January 2012 - December 2015)

One of only nine original states to win grant in the first round

The California Department of Education (CDE) is the lead fiscal agent and, jointly with First 5 California, staffs the RTT-ELC State Implementation Team to manage the grant and support local level work via 17 Regional Leadership Consortia

Other participating state agencies include the California Departments of: Developmental Services, Public Health, and Social Services

California is taking a local approach with state support:

- **Local:** QRIS with three common tiers across counties, and setting goals that focus on child development and school readiness; teachers and how they interact and support young children's learning and development; and program and classroom environment.
- **State:** 10 one-time investments to support local efforts including teacher/provider training and professional development; kindergarten readiness; community care licensing; home visitation; developmental screenings; plus evaluation of local QRIS efforts.

**Promoting Early Learning Development Outcomes for Children (Reform Area III)**

- **Electronic Training Materials of Existing Content.** Develop online training overviews of the Infant/Toddler Learning and Development Foundations and the Preschool Learning Foundations and their respective Frameworks, and of the Environment Rating Scales (ERS).
- **Screening Tool Training and Distribution.** Provide training on and distribute "Ages and Stages" developmental screening tools to the Consortia for distribution to programs participating in their local QRIS.
- **California Collaborative for the Social and Emotional Foundations of Early Learning (CCSEFEL).** Create a web-based overview of the CCSEFEL teaching pyramid, build a network of regional trainers and coaches, and support implementation of the teaching pyramid in interested sites in the Consortia.
- **Home Visiting.** Provide training to local California Home Visiting Program staff on implementing the Program for Infant/Toddler Care (PITC) practices and on lessons from the "Three R's of Early Childhood: Relationships, Resilience, and Readiness" DVD.
- **Personnel Development for Early Start.** Provide coordinated training for Early Start early intervention program staff and support implementation of best practices in developmental and health screenings at the local level in collaboration with the Consortia.

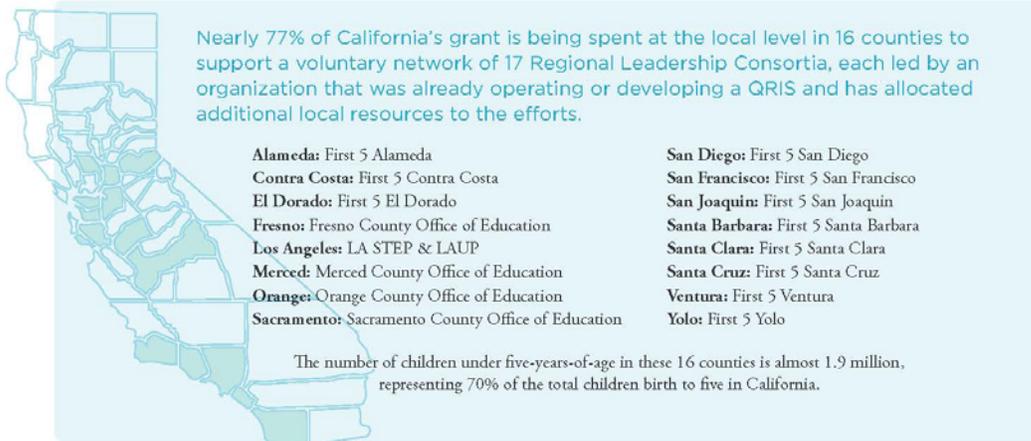
**A Great Early Childhood Education Workforce (Reform Area IV)**

- **Curricula Development for Higher Education.** Coordinate unit-based coursework alignment for three child development content areas: infant/toddler; children with special needs; and program administration.
- **Program Administration Scale (PAS)/Business Administration Scale (BAS) Training.** Provide "train-the-trainer" instruction on PAS and BAS tools in order to support administrative technical assistance to participating centers and family child care homes in the Consortia.

**Measuring Outcomes and Progress (Reform Area V)**

- **Kindergarten Entry Data.** Ensure kindergarten entry assessment data, namely Desired Results Developmental Profile – School Readiness (DRDP-SR) results, can be connected to the California Longitudinal Pupil Achievement Data System (CALPADS).

The end goal that unites the Consortia and the state's one-time investment activities is to ensure that children in California have access to high quality programs so that they thrive in their early learning settings and succeed in kindergarten and beyond.



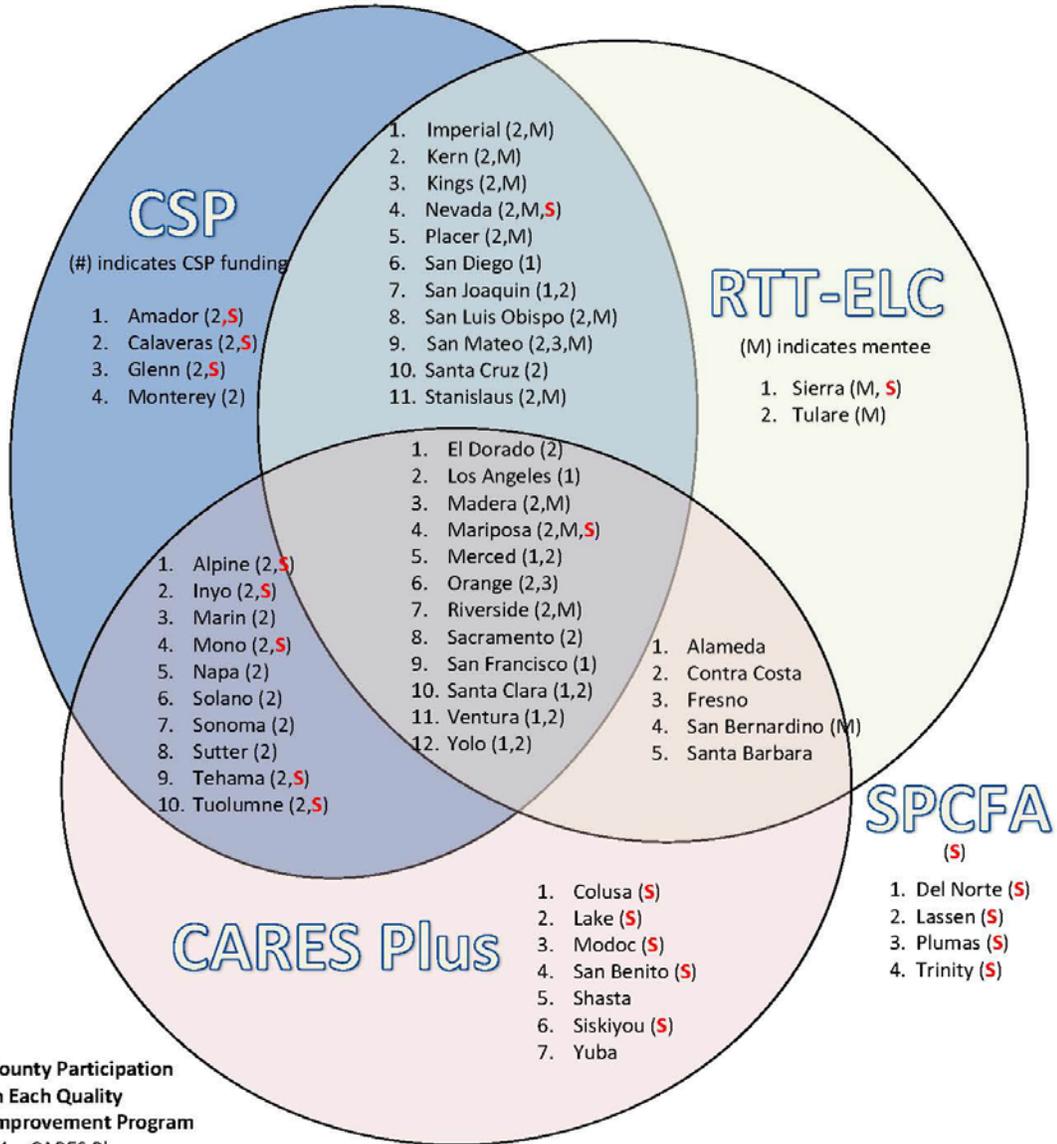
**MORE INFORMATION**

Contact the California Department of Education, Child Development Division at: [rtt-elc@cde.ca.gov](mailto:rtt-elc@cde.ca.gov)  
Visit the California Department of Education's RIT-ELC website at: <http://www.cde.ca.gov/sp/cd/rtt/>

Created by **CHILDREN NOW** in partnership with: California Child Care Resource & Referral Network, ZERO TO THREE, Advancement Project and Early Edge California.

## ATTACHMENT 4 County Commissions Program Participation

**Counties Participating in First 5 California's Child Signature Program (CSP),  
 First 5 California's Comprehensive Approaches to Raising Educational Standards  
 Plus (CARES Plus), First 5 California's Small Population County Funding  
 Augmentation (SPCFA), and Race to the Top-Early Learning Challenge (RTT-ELC)**



### ATTACHMENT 5 County Commissions Program Map

**Counties Participating in First 5 California's Child Signature Program (CSP),  
First 5 California's Comprehensive Approaches to Raising Educational Standards  
Plus (CARES Plus), First 5 California's Small Population County Funding  
Augmentation (SPCFA), and Race to the Top-Early Learning Challenge (RTT-ELC)**



**ATTACHMENT 6**  
**RTT-ELC Hybrid Rating Matrix**

**CALIFORNIA RACE TO THE TOP – EARLY LEARNING CHALLENGE (RTT-ELC)**  
**QUALITY CONTINUUM FRAMEWORK – HYBRID RATING MATRIX WITH ELEMENTS AND POINTS FOR CONSORTIA COMMON TIERS 1, 3, AND 4**

| ELEMENT   | BLOCK<br>(Common Tier 1)<br>Licensed In-Good Standing  | 2 POINTS  | 3 POINTS  | 4 POINTS  | 5 POINTS  |
|---|--|---|---|---|---|
| <b>CORE I: CHILD DEVELOPMENT AND SCHOOL READINESS</b>   |  |   |   |   |   |
| <b>1. Child Observation</b>   | <input type="checkbox"/> Not required  | <input type="checkbox"/> Program uses evidence-based child assessment/observation tool annually that covers all five domains of development   | <input type="checkbox"/> Program uses valid and reliable child assessment/ observation tool aligned with <i>CA Foundations &amp; Frameworks</i> <sup>1</sup> twice a year   | <input type="checkbox"/> DRDP 2010 (minimum twice a year) and results used to inform curriculum planning  | <input type="checkbox"/> Program uses DRDP 2010 twice a year and uploads into DRDP Tech and results used to inform curriculum planning  |
| <b>2. Developmental and Health Screenings</b>   | <input type="checkbox"/> Meets Title 22 Regulations  | <input type="checkbox"/> Health Screening Form (Community Care Licensing form LIC 701 "Physician's Report - Child Care Centers" or equivalent) used at entry, then:<br>1. Annually<br>OR<br>2. Ensures vision and hearing screenings are conducted annually | <input type="checkbox"/> Program works with families to ensure screening of all children using a valid and reliable developmental screening tool at entry and as indicated by results thereafter<br>AND<br><input type="checkbox"/> Meets Criteria from point level 2 | <input type="checkbox"/> Program works with families to ensure screening of all children using the ASQ at entry and as indicated by results thereafter<br>AND<br><input type="checkbox"/> Meets Criteria from point level 2 | <input type="checkbox"/> Program works with families to ensure screening of all children using the ASQ & ASQ-SE, if indicated, at entry, then as indicated by results thereafter<br>AND<br><input type="checkbox"/> Program staff uses children's screening results to make referrals and implement intervention strategies and adaptations as appropriate<br>AND<br><input type="checkbox"/> Meets Criteria from point level 2 |
| <b>CORE II: TEACHERS AND TEACHING</b>   |  |   |   |   |   |
| <b>3. Minimum Qualifications for Lead Teacher/ Family Child Care Home (FCCH)</b>  | <input type="checkbox"/> Meets Title 22 Regulations [Center: 12 units of Early Childhood Education (ECE)/Child Development (CD) FCCH: 15 hours of training on preventive health practices] | <input type="checkbox"/> Center: 24 units of ECE/CD <sup>2</sup><br>OR Associate Teacher Permit<br><input type="checkbox"/> FCCH: 12 units of ECE/CD<br>OR Associate Teacher Permit   | <input type="checkbox"/> 24 units of ECE/CD + 16 units of General Education<br>OR Teacher Permit<br>AND<br><input type="checkbox"/> 21 hours professional development (PD) annually   | <input type="checkbox"/> Associate's degree (AA/AS) in ECE/CD (or closely related field) OR AA/AS in any field plus 24 units of ECE/CD<br>OR Site Supervisor Permit<br>AND<br><input type="checkbox"/> 21 hours PD annually | <input type="checkbox"/> Bachelor's degree in ECE/CD (or closely related field) OR BA/BS in any field plus/with 24 units of ECE/CD (or Master's degree in ECE/CD)<br>OR Program Director Permit<br>AND<br><input type="checkbox"/> 21 hours PD annually   |
| <b>4. Effective Teacher-Child Interactions: CLASS Assessments</b><br>(*Use tool for appropriate age group as available) | <input type="checkbox"/> Not Required  | <input type="checkbox"/> Familiarity with CLASS for appropriate age group as available by one representative from the site  | <input type="checkbox"/> Independent CLASS assessment by reliable observer to inform the program's professional development/improvement plan  | <input type="checkbox"/> Independent CLASS assessment by reliable observer with minimum CLASS scores:<br>Pre-K<br>▪ Emotional Support - 5<br>▪ Instructional Support - 3  | <input type="checkbox"/> Independent assessment with CLASS with minimum CLASS scores:<br>Pre-K<br>▪ Emotional Support – 5.5<br>▪ Instructional Support – 3.5<br>▪ Classroom Organization – 5.5  |

<sup>1</sup> As of 10/2014 approved assessments are: BRIGANCE Inventory of Early Development III, Creative Curriculum GOLD, Early Learning Scale by National Institute of Early Education Research (NIEER)

<sup>2</sup> For all ECE/CD units, the core 8 are desired but not required.

**Note:** Point values are not indicative of Tiers 1-5 but reflect a range of point values.

**CALIFORNIA RACE TO THE TOP – EARLY LEARNING CHALLENGE (RTT-ELC)  
QUALITY CONTINUUM FRAMEWORK – HYBRID RATING MATRIX WITH ELEMENTS AND POINTS FOR CONSORTIA COMMON TIERS 1, 3, AND 4**

| ELEMENT  | BLOCK<br>(Common Tier 1)<br>Licensed In-Good Standing   | 2 POINTS   | 3 POINTS  | 4 POINTS  | 5 POINTS   |
|--|---|--|---|---|--|
|  |   |  |   | ▪ Engaged Support for Learning – 3.5  | ▪ Engaged Support for Learning – 4   |
| <b>CORE III: PROGRAM AND ENVIRONMENT - Administration and Leadership</b>                                     |   |  |   |   |  |
| <b>5. Ratios and Group Size</b> (Centers Only beyond licensing regulations)                                  | <input type="checkbox"/> Center: Title 22 Regulations Infant Ratio of 1:4<br>Toddler Option Ratio of 1:6<br>Preschool Ratio of 1:12<br><input type="checkbox"/> FCCH: Title 22 Regulations (excluded from point values in ratio and group size) | <input type="checkbox"/> Center - Ratio:Group Size<br><br>Infant/Toddler – 4:16<br>Toddler – 3:18<br>Preschool – 3:36                                  | <input type="checkbox"/> Center - Ratio:Group Size<br><br>Infant/Toddler – 3:12<br>Toddler – 2:12<br>Preschool – 2:24   | <input type="checkbox"/> Center - Ratio:Group Size<br><br>Infant/Toddler – 3:12 or 2:8<br>Toddler – 2:10<br>Preschool – 3:24 or 2:20  | <input type="checkbox"/> Center - Ratio:Group Size<br><br>Infant/Toddler – 3:9 or better<br>Toddler – 3:12 or better<br>Preschool – 1:8 ratio and group size of no more than 20  |
| <b>6. Program Environment Rating Scale(s)</b> (Use tool for appropriate setting: ECERS-R, ITERS-R, FCCERS-R) | <input type="checkbox"/> Not Required   | <input type="checkbox"/> Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan                                     | <input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 4.0  | <input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.0  | <input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5   |
| <b>7. Director Qualifications</b> (Centers Only)   | <input type="checkbox"/> 12 units ECE/CD+ 3 units management/ administration  | <input type="checkbox"/> 24 units ECE/CD + 16 units General Education +/with 3 units management/ administration<br><br><u>OR</u> Master Teacher Permit | <input type="checkbox"/> Associate's degree with 24 units ECE/CD +/with 6 units management/ administration and 2 units supervision<br><u>OR</u> Site Supervisor Permit<br><u>AND</u><br><input type="checkbox"/> 21 hours PD annually | <input type="checkbox"/> Bachelor's degree with 24 units ECE/CD +/with 8 units management/ administration<br><u>OR</u> Program Director Permit<br><u>AND</u><br><input type="checkbox"/> 21 hours PD annually | <input type="checkbox"/> Master's degree with 30 units ECE/CD including specialized courses +/with 8 units management/ administration,<br><u>OR</u> Administrative Credential<br><u>AND</u><br><input type="checkbox"/> 21 hours PD annually |
| <b>TOTAL POINT RANGES</b>  |   |  |   |   |  |
| Program Type   | Common-Tier 1   | Local-Tier 2 <sup>3</sup>  | Common-Tier 3   | Common-Tier 4   | Local-Tier 5 <sup>4</sup>  |
| <b>Centers</b><br>7 Elements for 35 points   | <b>Blocked</b> (No Point Value) – Must Meet All Elements  | <b>Point Range</b><br>8 to 19  | <b>Point Range</b><br>20 to 25  | <b>Point Range</b><br>26 to 31  | <b>Point Range</b><br>32 and above   |
| <b>Infant-only Centers</b><br>6 elements for 30 points   | <b>Blocked</b> (No Point Value) – Must Meet All Elements  | <b>Point Range</b><br>7 to 15  | <b>Point Range</b><br>16 to 21  | <b>Point Range</b><br>22 to 26  | <b>Point Range</b><br>27 and above   |
| <b>FCCHs</b><br>5 Elements for 25 points   | <b>Blocked</b> (No Point Value) – Must Meet All Elements  | <b>Point Range</b><br>6 to 13  | <b>Point Range</b><br>14 to 17  | <b>Point Range</b><br>18 to 21  | <b>Point Range</b><br>22 and above   |
| <b>Infant-only FCCHs</b><br>4 Elements for 20 points   | <b>Blocked</b> (No Point Value) – Must Meet All Elements  | <b>Point Range</b><br>5 to 10  | <b>Point Range</b><br>11 to 13  | <b>Point Range</b><br>14 to 17  | <b>Point Range</b><br>18 and above   |

<sup>3</sup>Local-Tier 2: Local decision if Blocked or Points and if there are additional elements

<sup>4</sup>Local-Tier 5: Local decision if there are additional elements included

**ATTACHMENT 7  
RTT-ELC Continuous Quality Improvement Pathways**

| <b>CORE I: CHILD DEVELOPMENT &amp; SCHOOL READINESS</b> |   |
|---|---|
| <b>School Readiness</b>                                 |   |
| Goal (Pathway)  | All children receive individualized instruction and support for optimal learning and development informed by child observation and assessment data.   |
| Related Element(s)                                      | CORE I.1 Child Observation and Assessment   |
| RTT-ELC Core Tool(s) & Resources                        | <ul style="list-style-type: none"> <li>• <u>CA Foundations and Frameworks</u></li> <li>• <u>Preschool English Learner Guide</u></li> <li>• <u>Desired Results Developmental Profile Assessment (DRDP) Tools</u></li> <li>• <u>National Data Quality Campaign's Framework</u></li> <li>• <u>Ages and Stages Questionnaire (ASQ)</u></li> </ul> |
| <b>Social-Emotional Development</b>                     |   |
| Goal (Pathway)  | Children receive support to develop healthy social and emotional concepts, skills, and strategies.  |
| Related Element(s)                                      | CORE I.2 Developmental and Health Screenings  |
| RTT-ELC Core Tool(s) & Resources                        | <ul style="list-style-type: none"> <li>• <u>CA CSEFEL Teaching Pyramid Overview and Tiers 1-4 (Modules 1-3)</u></li> <li>• <u>CA Foundations and Frameworks - Social-Emotional Development</u></li> <li>• <u>Ages and Stages Questionnaire – Social Emotional (ASQ-SE)</u></li> </ul>   |
| <b>Health, Nutrition, and Physical Activity</b>         |   |
| Goal (Pathway)  | Children receive support for optimal physical development, including health, nutrition, and physical activity.  |
| Related Element(s)                                      | <ul style="list-style-type: none"> <li>• CORE I.1 Child Observation and Assessment and Core 1.2 Developmental and Health Screenings</li> </ul>  |
| RTT-ELC Core Tool(s) & Resources                        | <ul style="list-style-type: none"> <li>• <u>CA Preschool Foundations and Frameworks– Health and Physical Development</u></li> <li>• <u>Infant/Toddler Program Guidelines</u></li> <li>• <u>CA Infant/Toddler Foundations and Frameworks-Perceptual/Motor</u></li> <li>• <u>USDA Child and Adult Care Food Program Guidelines</u></li> </ul>   |
| <b>CORE II: Teachers and Teaching</b>                   |   |
| <b>Effective Teacher-Child Interactions</b>             |   |
| Goal (Pathway)  | Teachers are prepared to implement effective interactions in the classroom.   |
| Related Element(s)                                      | CORE II.4 Effective Teacher-Child Interactions  |
| RTT-ELC Core  | <ul style="list-style-type: none"> <li>• <u>Classroom Assessment and Scoring System (CLASS) for</u></li> </ul>  |

|  |  |
|--|--|
| Tool(s) & Resources                      | <u>relevant age grouping</u> <ul style="list-style-type: none"> <li>• <u>Program for Infant-Toddler Care (PITC) Program Assessment Rating Scale (PARS)</u>, as applicable and available * <b>No current source Web page for PARS</b></li> </ul>  |
| <b>Professional Development</b>          |  |
| Goal (Pathway)                           | Teachers are life-long learners.   |
| Related Element(s)                       | Core II.3 Minimum Qualifications and Core II.4 Effective Teacher-Child Interactions  |
| RTT-ELC Core Tool(s) & Resources         | <ul style="list-style-type: none"> <li>• <u>Common Core 8</u><sup>18</sup></li> <li>• <u>Early Childhood Educator (ECE) Competencies</u></li> <li>• <u>ECE Competencies Self-Assessment Tool</u></li> <li>• Professional Growth Plan</li> </ul>  |
| <b>CORE III: PROGRAM AND ENVIRONMENT</b> |  |
| <b>Environment</b>                       |  |
| Goal (Pathway):                          | The program indoor and outdoor environments support children’s learning and development.   |
| Related Element(s)                       | CORE III.6 Program Environment Rating Scale(s) (ERS)   |
| RTT-ELC Core Tool(s) & Resources         | <u>Environment Rating Scales</u> (Harms, Clifford, Cryer): <ul style="list-style-type: none"> <li>• Infant-Toddler Environment Rating Scale (ITERS),</li> <li>• Early Childhood Environment Rating Scale (ECERS), Family Child Care Environment Rating Scale (FCCERS)</li> </ul>   |
| <b>Program Administration</b>            |  |
| Goal (Pathway):                          | <ul style="list-style-type: none"> <li>• The program effectively supports children, teachers, and families.</li> </ul>   |
| Related Element(s)                       | <ul style="list-style-type: none"> <li>• All</li> </ul>  |
| RTT-ELC Core Tool(s) & Resources         | <ul style="list-style-type: none"> <li>• <u>Business Administration Scale (Family Child Care) – (BAS)</u></li> <li>• <u>Program Administration Scale (Centers) – (PAS)</u></li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>• Self-Assessment using the <u>Office of Head Start (OHS) Monitoring Protocols</u> and continuous improvement through a Program Improvement Plan (PIP)</li> </ul> |
| <b>Family Engagement</b>                 |  |
| Goal (Pathway):                          | <ul style="list-style-type: none"> <li>• Families receive family-centered, intentional supports framed by the Strengthening Families™ Protective Factors to promote family resilience and optimal development of their children.</li> </ul>  |
| Related Element(s)                       | <ul style="list-style-type: none"> <li>• All (III.6 ERS <i>Provision for Parents</i> Indicator)</li> </ul>   |
| RTT-ELC Core Tool(s) & Resources         | <ul style="list-style-type: none"> <li>• <u>Strengthening Families™ Five Protective Factors Framework</u></li> </ul>   |

<sup>18</sup> Recommended



AGENDA ITEM: 6a  
DATE OF MEETING: January 22, 2015  
ACTION:   X    
INFORMATION: \_\_\_\_\_

## **CHILD SIGNATURE PROGRAM 1 AND 3 EXTENSION TO THE CALIFORNIA QUALITY SYSTEM OF SUPPORT**

### **SUMMARY OF REQUEST**

First 5 California (F5CA) staff requests a one-year extension (FY 2015–16) of Child Signature Program (CSP) 1 and 3 for up to 50 percent of participating counties' current annual allocation, for a total of \$13.6 million, to create a transition path for CSP 1 and 3 away from direct services support and into a systems-level approach.

### **TRANSITIONAL PHASE FOR CHILD SIGNATURE PROGRAM COUNTIES**

In October 2011, F5CA committed an investment of up to \$45 million per year for three years, and in 2012 launched the CSP in partnership with county commissions. The CSP was envisioned to serve children ages 0 to 5 at greatest risk of school failure by ensuring they attend high-quality early learning programs that promote children's healthy development and school readiness.

During the 2013–14 school year, 1,289 CSP 1 and 3 classrooms served almost 25,000 children across 10 participating counties. Data from the 2012–13 school year show CSP 1 primarily served children of low-income families or children living in low-performing school areas based on Academic Performance Index scores. Seventy-nine percent of CSP 1 classrooms were either State Preschool or Head Start classrooms (i.e., also serving low-income families).

CSP classrooms create learning environments of high quality as evidenced by the Environment Rating Scales (ERS) and Classroom Assessment Scoring System (CLASS<sup>®</sup>) scores. Over 86 percent of preschool classrooms and over 84 percent of infant/toddler classrooms achieved ERS global scores of "good" or "better". The majority of CSP 1 classrooms also met CLASS threshold score requirements in all dimensions of the tool.

While CSP 2 consists of only 9.5 percent of the entire CSP budget (spread over 34 counties), the CSP 1 and 3 have been significantly deeper investments for participating counties that require direct services and multiple staff positions. Although it is relatively easy to transition CSP 2 into the next system design (California Quality System of Support or CQSS), CSP 1 and 3 require additional time to transition from specific classroom investments into a more systems-level approach. A one-year, reduced investment extension will allow counties to more smoothly transition their program into

the CQSS including aligning their services to a Quality Rating and Improvement System (QRIS). It also will allow additional time for counties to transition eligible CSP 1 and 3 classrooms into the new California State Preschool Program (CSPP) QRIS Block Grant and apply for CSPP Expansion funds.

In the transitional phase, participating CSP 1 and 3 counties would be eligible for up to 50 percent of their FY 2014–15 county allocations with no provision for coordination funds for FY 2015–16. Additionally, F5CA will:

- Support CSP 1 and 3 counties at a reduced funding rate to ramp down their direct-service models into CQSS funding
- Support CSP 1 and 3 counties to transition from a classroom-based model to a site-based model within the realm of the CSP 1 and 3 Essential Program Elements
- Execute a local area agreement to cover requirements and include a Scope of Work which includes:
  - An Action Plan that describes implementation of the local CSP at the reduced funding amount, including the transition
  - Budget and budget narrative
  - Evaluation and reporting requirements
  - Ensure First 5 counties continue to meet the CSP (1 and 3) 1:1 funding match with state dollars

## **STRATEGIC PLAN**

The CSP 1 and 3 extension will support the F5CA 2014 Strategic Plan, specifically Strategic Plan Area (SPA) 1, Goals 1.1., 1.2., and 1.3. SPA 1 focuses on Children and Families in the areas of Child Health, Early Learning, and Family and Community Support and Partnership.

## **DISCUSSION**

Funding an extension phase will allow CSP 1 and 3 counties who choose to participate to gradually transition from direct services and programs into the CQSS. Permitting the CSP 1 and 3 counties to receive an additional year of limited funding will allow a gradual rather than abrupt end of services and will provide added time to transition:

- Current program components into the CQSS
- Staff participating in current CSP

- Programs/classrooms into other funding sources as funding becomes available (e.g., CSPP QRIS Block Grant, CSPP Expansion, etc.)

### STAFF RECOMMENDATION

Staff recommends the State Commission approve the one-year extension (FY 2015/16) of CSP 1 and 3 for up to 50 percent of their current annual allocation for a total of \$13.6 million to create a transition path for them off direct services support and into a systems level approach, the CQSS.

### FISCAL IMPACT

As presented at previous commission meetings, staff anticipated the balance of unallocated, or excess, CSP authority to be approximately \$33 million. To date, the projected amount of unallocated authority has been determined to be \$34 million. This excess authority will be used to fund the request for a one-year transition phase for CSP 1 and 3 counties at 50 percent of their annual allocation, or \$13,636,208. A breakdown of funding from F5CA accounts is specified in Table 1 on page 4.

**TABLE 1**  
**CSP Transition to CQSS Funding Breakdown**

| <b>First 5 California Account</b> | <b>Amount</b>       | <b>Funding %</b> |
|-----------------------------------|---------------------|------------------|
| Education (0634)                  | \$10,604,879        | 77.77%           |
| Child Care (0636)                 | \$1,514,983         | 11.11%           |
| Research and Development (0637)   | \$1,516,346         | 11.12%           |
| <b>Total CSP Extension</b>        | <b>\$13,636,208</b> | <b>100.0%</b>    |