



AGENDA ITEM: 9
DATE OF MEETING: April 23, 2015
ACTION: X
INFORMATION: _____

**FIRST 5 IMPACT
(IMPROVE AND MAXIMIZE PROGRAMS SO ALL CHILDREN THRIVE)**

SUMMARY OF REQUEST

With the Child Signature Program (CSP) and the Comprehensive Approaches to Raising Educational Standards (CARES) Plus scheduled to sunset on June 30, 2015¹, and June 30, 2016, respectively, staff is requesting \$190 million over five years (Fiscal Years [FY] 2015–16 through 2019–20) to support a continuum of quality through a new initiative open to all First 5 (F5) counties by building on state and local investments in a Quality Improvement System (QIS)/Quality Rating and Improvement System (QRIS). The proposed F5 IMPACT (Improve and Maximize Programs so All Children Thrive) 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 funds from the F5 IMPACT Initiative will support four key areas:

1. County and regional-level work
2. Regional Training and Technical Assistance (T&TA) Hubs
3. State-level systems support and statewide T&TA
4. Evaluation and related research projects

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 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

¹ At the January 2015 Commission Meeting, CSP 1 and 3 were extended for one-year (through FY 2015–16) at a 50 percent funding reduction from their FY 2014-15 allocations. CSP 2 was not extended.

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 F5 IMPACT, 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. Furthermore, the Initiative builds upon 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."²

F5 IMPACT is an innovative approach that partners F5CA with counties to increase access to high-quality early learning programs and services for children and families, and helps ensure children enter school with the skills, knowledge, and dispositions necessary to be successful. The centerpiece of F5 IMPACT is a network of local QRISs that better coordinate, implement, and evaluate early learning programs with a focus on improving their quality. This will give families the information and support they need to promote, support, and optimize their child's development and learning by selecting the best program for their child.

THE SCIENCE

Historically, a critical focus of F5CA is ensuring infants, toddlers, and preschoolers, especially those with high needs², enter kindergarten ready to succeed in school and in life. Extensive research demonstrates high-quality early learning and development programs and services can improve young children's health as well as social-emotional and cognitive outcomes, thereby enhancing school readiness and helping to close the substantial achievement gap^{3,4} that exists between children with high needs and their peers at the time they enter kindergarten.^{5,6} These improved outcomes are realized not

² F5CA 2014 Strategic Plan

² 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 term 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.

³ 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.

⁴ 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

⁵ 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.

⁶ 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.

just for the children and families participating in the quality early learning programs, but for society as a whole.⁷

Quality early learning programs can positively affect inequalities early in a child's development. Researchers have conducted extensive studies and identified quality elements and "effectiveness factors" consistently associated with improving child outcomes. These include the following principal characteristics:

- "Highly skilled teachers
- Small class sizes and high adult-to-child ratios
- Age-appropriate curricula and stimulating materials in a safe physical setting
- Language-rich environment
- Warm, responsive interactions between staff and children
- High and consistent levels of child participation"⁸
- Family-centered interactions that strengthen families, and promote parent-child relationships and engagement in learning activities at home (see Attachment A)

Unfortunately, strong outcomes for children are not achieved in many cases because much of the education and care provided in center-based and family child care is not of sufficient quality. This is true of early learning experiences of children from both middle-class and lower-income families. Both access and quality must be addressed in order to reduce the achievement gap.⁹ Access to programs of insufficient quality does not produce positive outcomes for children and may actually worsen early disparities in development. Despite the fact quality programs can help prevent more costly interventions later on, quality comprehensive early learning programs and support systems for children with high needs remain scarce. A recent report published by the U.S. Department of Education stated, "As a nation, we must ensure that all children, regardless of income or race have access to high-quality preschool opportunities."¹² F5 IMPACT takes the next step in helping to ensure that goal is met.

⁷ "ECE Consensus Letter for Researchers." National Institute for Early Education Research. n.d. Rutgers, The State University of New Jersey. Available at <http://nieer.org/publications/ece-consensus-letter-researchers>

⁸ *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.

⁹ *Equalizing Opportunity in California*. Stanford Pathways, Winter 2015.

¹² United States Department of Education, Report A Matter of Equity: Preschool in America. Washington D.C., April 2015.

FIRST 5 CALIFORNIA PROGRAMS – FUTURE INVESTMENTS

Between FYs 2012–13 through 2014–15, the State Commission authorized \$177 million for CSP and CARES Plus. Building on these past investments and the state’s investment in a QRIS, F5CA proposes to support a continuum of quality through F5 IMPACT, which will be open to all First 5 counties. F5 IMPACT will serve to promote a coordinated Early Learning and Development System and will build upon and connect to counties’ current systems’ work and investments, as well as other state and national efforts. It also coordinates the Comprehensive Early Childhood System by connecting the Early Learning and Development System to the other two systems: 1) Child Health, and 2) Family Support and Strengthening.¹⁰

In order to reach the desired result, there are seven functions within each system that must be effectively coordinated. Mirrored within the QRIS and a core part of F5 IMPACT’s work, the seven functions include:

Figure 1: F5 IMPACT Seven System Functions

1. Build Local Consortia
2. Finance Strategically
3. Recruit and Engage Participants (e.g., families and early learning sites including family child care [FCC] and license exempt)
4. Enhance and Align Standards
5. Create and Support Improvement Strategies
6. Ensure Accountability
7. Public Outreach and Communication

Additionally, the F5 IMPACT Initiative will:

- Align with the 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 the information and support they need to optimize their children’s development and learning, including connections to the *Talk. Read. Sing.*SM campaign

¹⁰ 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.

- Support the implementation and evaluation of California’s Race to the Top – Early Learning Challenge (RTT-ELC) QRIS by allowing counties and early learning programs to enter at any level of development or implementation along the continuum
- Build upon F5CA’s past and current program investments, integrate current research, and align with federal and state direction, including RTT-ELC, Promise Zone and Neighborhoods, the state QRIS Block Grant, and Early Head Start-Child Care Partnership Grants
- 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
- Align horizontally across systems that serve the same age children (e.g., child care, Head Start, state pre-Kindergarten programs, early intervention services) and vertically to provide continuity and coordination as they participate in services for children birth to age five¹¹
- 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 as well as strategies to engage adult family members who have special needs (e.g., substance abuse, mental health, disabilities, or other special needs)
- Catalyze and maximize investment and leveraging of non-F5 dollars
- Link to F5CA’s Dual Language Learner and Family Engagement Pilots

F5 IMPACT DESIGN: STEP LEVELS AND T&TA

County/Regional QRIS Implementation Step Levels

F5 IMPACT funding will be used to support local efforts related to Early Learning and Development, Child Health, and/or Family Support and Strengthening. These local efforts must link to the QRIS to ensure integration and coordination across systems. Local efforts funded by F5 IMPACT will focus on the early learning sites and be inclusive of all settings, including license exempt, for children birth through age five. This focus supports Continuous Quality Improvement (CQI) and QRIS rating improvement for participating sites, and ultimately ensures a system of quality for

¹¹ *Birth to 5 and Beyond: A Growing Movement in Early Education*. Zero to Three, July 2006.

children and families. As depicted in Figure 2 below, California’s QRIS (CA-QRIS) includes the Rating Matrix and the Continuous Quality Improvement Pathways (CQI Pathways) – see Attachments B and C for further detail.

Figure 2: CA-QRIS Elements

CA-QRIS (15 total elements)	
Elements in the Rating Matrix (7)	Elements in the CQI Pathways (8)
CORE I: Child Development and School Readiness	
1. Child Observational Assessments 2. Developmental and Health Screenings	1. School Readiness 2. Social-Emotional Development 3. Health, Nutrition, and Physical Activity
CORE II: Teachers and Teaching	
3. Qualifications for Lead Teacher/FCC Home Owner Education and Professional Development 4. Classroom Assessment Scoring System® (CLASS®)	4. Effective Teacher-Child Interactions 5. Professional Development
CORE III: Program and Environment	
5. Ratios and Group Size (Centers only) 6. Environment Rating Scales (ERS) 7. Director Qualifications (Centers only)	6. Environment 7. Program Administration 8. Family Engagement

Counties or regions will apply to participate in F5 IMPACT in one of three Implementation Step Levels: 1) Quality Improvement (QI), 2) QIS, or 3) QRIS (see Attachment D for further detail and examples). Based on the Implementation Step level, counties will need to implement a minimum number of elements from the CA-QRIS (see Figure 2 above) as well as a minimum number of the seven system functions.

The design of F5 IMPACT is intentionally flexible enough to accommodate unique local infrastructure needs and focus areas, but also targeted to address critical elements that improve child outcomes. Specifically, strategies that address effective teacher-child interactions and family engagement and strengthening are required at step two and three. In addition, essential systems functions must be developed at a county/regional level in all Implementation Steps. This approach places emphasis on building partnerships, fiscal strategies, and effective communication from the start, with the ultimate goal of sustaining strong systems.

Figure 3: F5 IMPACT Implementation Step Levels

Implement	Step 1 – QI	Step 2 – QIS	Step 3 – QRIS
CA – QRIS	ONE element: <ul style="list-style-type: none"> Local decision 	FOUR elements: <ul style="list-style-type: none"> Teacher-Child Interactions Family Engagement 2 others, local decision 	<ul style="list-style-type: none"> ALL elements of Rating Matrix From Pathways, at minimum: <ul style="list-style-type: none"> Teacher-Child Interactions Family Engagement
Systems Functions	THREE systems functions: <ul style="list-style-type: none"> Build Local Consortia Finance Strategically Recruit and Engage Participants 	SIX systems functions: <ul style="list-style-type: none"> Build Local Consortia Finance Strategically Recruit and Engage Participants Enhance and Align Standards Create and Support Improvement Strategies Ensure Accountability 	ALL SEVEN systems functions
Quality Improvement Plan	Not required	Required of all sites	Required of all sites
Tiered Rating	Not required	Not required	Required

All participating counties or regions will:

- Focus on the Early Learning and Development, Child Health, and Family Support and Strengthening Systems by using funds to increase the quality of licensed and legally licensed-exempt early learning sites (centers and FCC homes) in their county (or counties) by incorporating elements of the CA-QRIS and moving toward a systems approach to quality improvement.¹²
- Include within the system the full spectrum of early learning settings serving children birth through age five, including license exempt, and must first prioritize, but not duplicate services to, programs and sites serving children and families with high needs. In year one, of sites participating in F5 IMPACT:
 - 10 percent must serve infants/toddlers
 - 15 percent must be FCC homes

Over the course of the F5 IMPACT Initiative, counties will seek to engage and enroll new sites with an aspirational goal of achieving representation proportional to the number of infants/toddlers and FCC homes in their county or region. Counties will

¹² If applicable to county needs and design, counties may use funds to support Family, Friend, and Neighbor caregivers.

identify enrollment targets as a requirement of the RFA process.¹⁷

- Select an Implementation Step Level based on their current capacity and incrementally build toward a systemic approach to CQI. The seven F5 IMPACT system functions will be developed as counties build their system capacity.
- Incorporated within the F5 IMPACT system functions, use F5 IMPACT funds to support administrative, program, and evaluation services. This includes public will and messaging campaigns on quality. In addition, counties can use funds to support connections to early brain development and efforts on vocabulary development, and closing the word gap (e.g., links to the *Talk. Read. Sing.*SM campaign).
- 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.

In addition to coordinating the Early Learning and Development System through the CA-QRIS, state-level pilots and projects, as well as county-funded and leveraged efforts, will support connections to the other two systems as follows:

- **Child Health** – Strategies that support quality in early learning and development programs addressing behavioral, developmental, and health needs. These include, but are not limited to, early identification and referrals, oral health, nutrition, social-emotional development, and physical activity. Strategies are also inclusive of local, state, and national programs and partners such as *Help Me Grow* and the Center on the Social and Emotional Foundations for Early Learning (CSEFEL).
- **Family Support and Strengthening** – 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 through a variety of school readiness and home visiting strategies. It also refers to strengthening families by assisting with access to social supports for needs such as employment assistance, shelter, food, health care, substance abuse treatment, family counseling, domestic violence, and English-as-a-Second-Language (ESL) classes. Examples include, but are not limited to, Strengthening Families, Touchpoints, Parents as Teachers, The Special Supplemental Nutrition Program for Women, Infants, and Children (WIC), and Raising a Reader.

¹⁷ Counties achieving more than the minimum will be eligible for an incentive layer. See fiscal section on p. 15.

F5 IMPACT Regional T&TA Hubs

Regional T&TA Hubs will support counties in achieving their goals for F5 IMPACT through coordination and project management activities for counties implementing Step Level one through three. T&TA Hubs will become a formal structure to help counties coordinate efforts regionally, build capacity, increase efficiency, leverage local and state resources, and build on their existing strengths. By leveraging the needs and assets of counties in a similar region or with similar needs or interests, Hubs can build cross-county networks of T&TA and learning communities, promote cross-county resource-sharing and problem solving, and help counties integrate county, state, and national research and promising practices into their F5 IMPACT work. Utilizing mixed delivery methods, T&TA Hubs may operate by convening counties in face-to-face work, through webinar or other technology that supports distance meeting and learning, or a hybrid of the two.

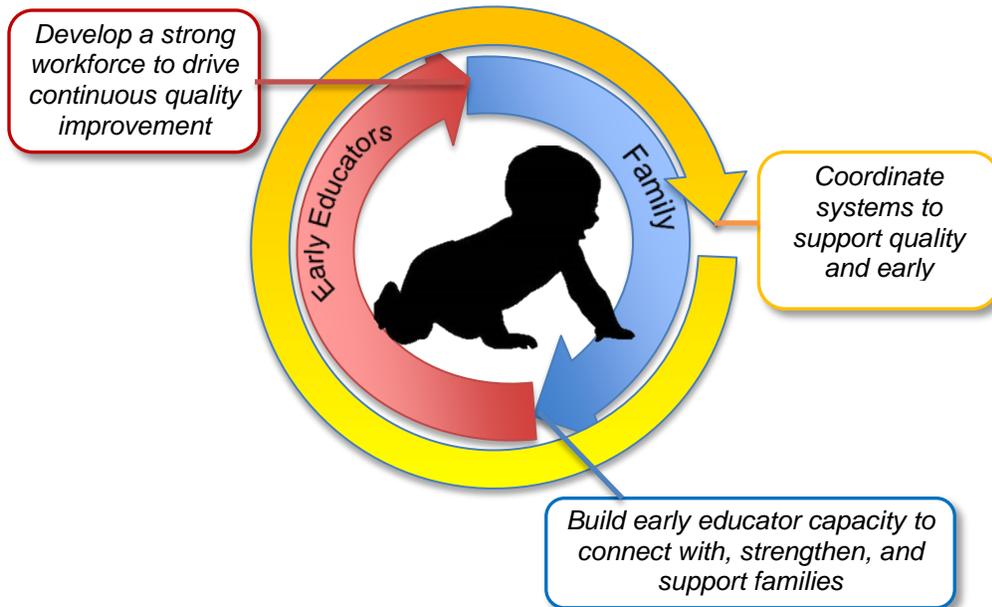
T&TA Hubs will play two essential roles to support counties and regions:

1. Basic coordination, project management, and systems-building activities (e.g., asset mapping) for counties participating in that Hub
2. Specialized support for counties in the region and across the state, if needed, for at least one additional activity or element from the CA-QRIS and/or function of a QIS/QRIS system to increase county capacity or improve system efficiency (e.g., house a regional anchor for supporting QRIS assessors [see Attachment E]).

F5CA will act as the “Master-Hub” and coordinate Hub activities within and across regions, ensure Hubs receive state-level T&TA supports they need to carry out basic coordination and specialization activities, and work with external contractors delivering services to Hubs, as needed.

Ultimately, site-quality improvement work should improve child outcomes. Thus, the work of T&TA Hubs not only will be framed around the early childhood setting but also strive to support family strengthening and the systems that support a connection between these two environments that most support a child’s healthy development, as depicted in Figure 4 below.

Figure 4: Connecting Environments to Support Child Development



F5 IMPACT's State-Level Systems Support and Statewide T&TA

F5 IMPACT state-level systems supports and statewide T&TA include projects and supports for counties, Hubs, and the early education workforce in three major areas (see Attachment F for specific strategies).

1. Systems Supports

Strategies for systems-related supports include training and facilitation to support systems development and coordination (e.g., asset mapping, QRIS annual summit, workgroups, and learning communities); assessor inter-rater reliability training, support for uniform data collection (e.g., workforce registry and QRIS databases), and connections to Child Health, along with Family Support and Strengthening.

2. Early Educator Workforce Supports

Strategies to support early learning teachers and administrators include continuing and expanding of CARES Plus-related efforts and offering specific training to support cultural and linguistic competence; promoting early educator-family connections; and improving coaching skills. State-level supports will focus on higher education (e.g. embedding practice-based coaching into coursework), coaching and training institutes to support effective coaches, evidence-based trainings linked to the QRIS, and specific training and partnerships to engage and support FCC and family, friend, and neighbor (FFN). Connections to the *Talk. Read. Sing.*SM campaign

will be made so early educators can both inform parents and act on the knowledge themselves within their early learning programs and sites.

3. Policy and Public Outreach Supports

Multi-fold strategies to support policy, outreach, and communication include building public will and knowledge through a messaging campaign and increasing parents demand for quality programs. Engaging other state agencies and partners on a shared agenda will be a key piece of this work.

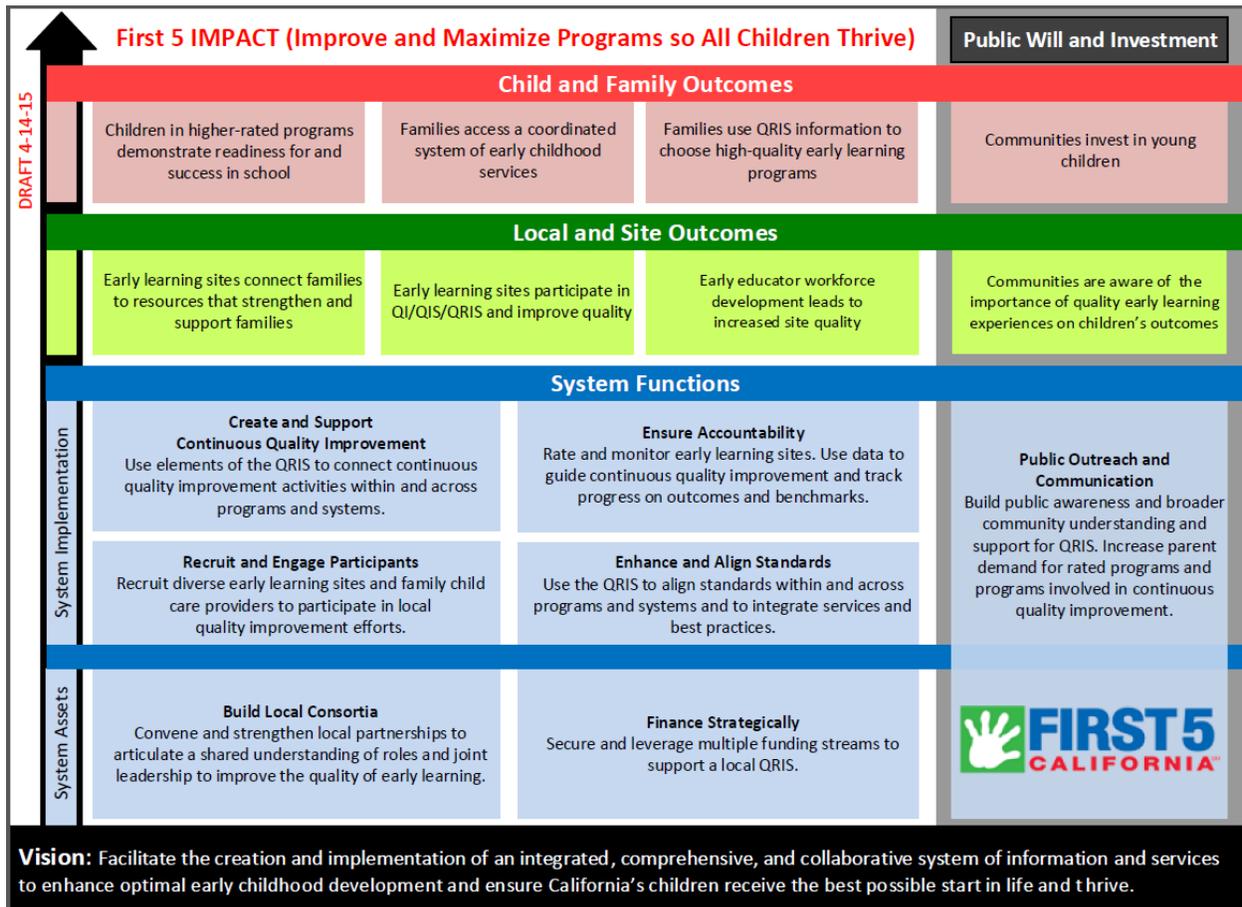
F5 IMPACT EVALUATION AND RELATED RESEARCH AGENDA

Evaluation Framework

The evaluation of F5 IMPACT is framed by the F5 IMPACT Strategy Map describing system functions and outcomes. For the purpose of describing a system and how its actors can support outcomes, a strategy map can be more useful than a standard program logic model.¹⁸ Program logic models tend to describe linear input and outputs, and, as such, do not fully capture the dynamic aspects of systems across multiple levels of actors and stakeholders. The F5 IMPACT Strategy Map includes the seven essential system functions of a Comprehensive Early Childhood System (infrastructure components that support quality improvement and measurement), local and site outcomes, and overall child and family outcomes. Together these aspects of a system can be shaped by strategies supporting integrated, comprehensive, and collaborative systems that give children the best start in life.

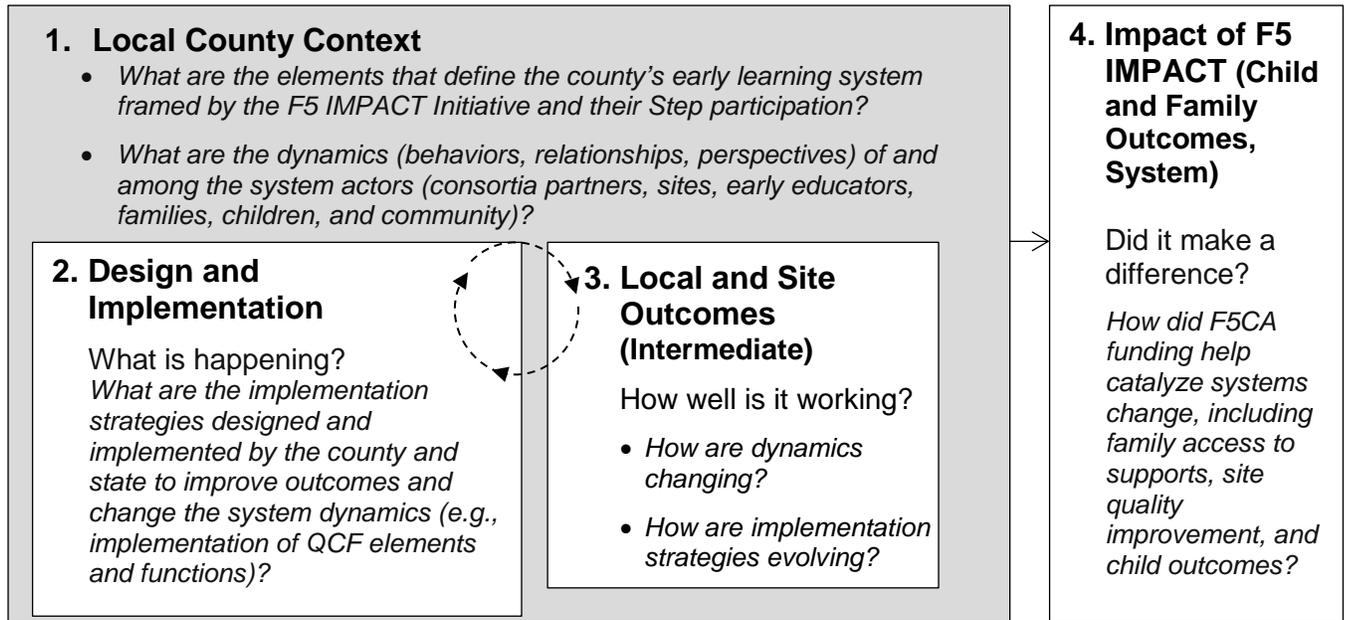
¹⁸ Kaplan, Robert S., and David P. Norton (2004). *Strategy Maps: Converting Intangible Assets into Tangible Outcomes*. Boston, Massachusetts, USA: Harvard Business School Press.

Figure 5: F5 IMPACT Strategy Map



The evaluation framework incorporates three evaluation paradigms: formative (exploratory and descriptive), summative (descriptive and explanatory), and developmental (flexible and emergent) evaluation to collect data on the characteristics of participating stakeholders and what is being implemented, as well as the outcomes of those implementation efforts. Importantly, activities, outcomes, and impacts have the potential to both change and become changed by local context. Thus, the evaluation will study the interplay among context, implementation activities, and outcomes as depicted in Figure 6.

Figure 6: F5 IMPACT Evaluation Framework¹⁹



Borrowing from literature on collective impact, the evaluation framework for F5 IMPACT is proposed as three phases to gather data about both implementation and outcomes (see Attachment G for details):

- Throughout the implementation of F5 IMPACT, Phase 1 will begin in the first year by collecting data about local context and basic implementation strategies using common data elements differentiated by the county's Implementation Step Level along with the county's annual narrative report about implementation successes, challenges, and lessons learned.
- The evaluation will begin exploring the expected local and site outcomes detailed in the counties' action plan (Phase 2) as well as child and family outcomes and impacts (Phase 3) beginning in the second year. Along with data collection efforts to understand impact on children's readiness for school, these phases will supplement Phase 1 data with targeted efforts, including, but not limited to, surveys, focus groups, systems maps, and case studies to understand more complex relationships that effect outcomes and impact.

¹⁹ Preskills, H., Parkhurst, M., and Juster, J.S. (n.d.). *Guide to Evaluating Collective Impact: Learning and Evaluation in the Collective Impact Context*. Collective Impact Forum, <http://www.fsg.org/tabid/191/ArticleId/1098/> accessed April 9, 2015.

Related Research Agenda

With its focus on continuous, data-driven improvement, an intentional commitment to research and innovation is central to the success of F5 IMPACT and to improving outcomes for children and their families. In addition to telling the F5 story, F5 IMPACT, along with the two pilots outlined in F5CA's Strategic Plan (Family Engagement and Dual Language Learners), provides an opportunity to add value to the knowledge base within the early childhood field. Through a collaborative approach with partners, a shared research agenda will help explore and address crucial questions about the most effective ways to measure and define quality, ensure quality teaching and effective teacher-child interactions, support young children's learning and development, engage and strengthen families, and sustain early gains that pave the way for future academic and life success.

Possible domain areas for the F5 IMPACT research agenda include:²⁰

1. Measure and Define Quality (QRIS Rating Matrix) – refinement of quality rating elements, adult work environment as a component of quality, continued evaluation of outcomes in the short and long term, and determine best ways to engage the full spectrum of sites
2. Early Educator Practice – determine the characteristics of effective training and education for early educator skill and knowledge development, determine how to embed professional development and learning communities within sites for sustainability, and determine effective ways to support improved practice of FCC providers
3. Healthy Development and Learning – determine ways to support early brain development, vocabulary and language development within early learning programs, and determine best practices to support outcomes for dual language learners
4. Engage and Strengthen Families – develop and/or test measures to best capture family engagement which are associated with child outcomes, and determine the organizational culture and conditions needed to meaningfully engage families to impact child outcomes

COUNTY AND STAKEHOLDER INPUT

Since the January 2015 Commission Meeting, F5CA staff led several additional efforts to obtain more input and feedback on the F5 IMPACT Initiative concept from F5 county executive directors and national, state, and local-level stakeholders, including the following:

²⁰ F5 IMPACT's shared research agenda will draw from IMPACT funds as well as funds for the two Pilots and tie into other efforts such as "Talk. Read. Sing."SM Partnerships with other national, state, local, and philanthropic funders will be sought.

- On March 10, 2015, F5CA held a meeting with the F5 county regional representatives and workgroup members.
- Throughout February and March 2015, F5CA held numerous county workgroup meetings, and met and discussed with small stakeholder groups.
- On March 23, 2015, F5CA co-hosted a meeting with the David and Lucile Packard Foundation on educator quality and gathered additional input and priorities for F5 IMPACT.
- On April 9, 2015, F5CA held an input and prioritization meeting with state and local agencies.

FISCAL IMPACT

F5CA staff requests an investment of up to \$190 million over the proposed term of F5 IMPACT (FYs 2015–16 through 2019–20). This funding will be used to support four key areas as described below:

1. County/Region Allocation – Approximately \$120 million over the term of F5 IMPACT will be allocated to county partners participating in F5 IMPACT. Funding will be distributed using a layered funding approach (see Attachment H). An overview of the approach is as follows:
 - Base Layer – This layer accounts for approximately 30 percent of County/Region Allocation funds, or approximately \$36 million. Participants will be funded based on two factors that are equally weighted: 1) the number of children (0 to 5) in poverty, and 2) licensed facilities located within the county.
 - QRIS Implementation Step Level Layer – This layer accounts for approximately 63 percent of the County/Region Allocation funds, or approximately \$75 million. Participants will be funded based on the Implementation Step Level they are entering F5 IMPACT (as described in Attachment D) and the number of participating sites. The formula for this layer includes a multiplier for each step level and will take into account whether a site is small (1-3 classrooms), medium (4-6 classrooms), or large (7 or more classrooms).
 - Incentive Layer – This optional layer of funding accounts for approximately eight percent of the County/Region Allocation funds, or approximately \$9 million. The purpose of this funding is to incentivize participants to engage infants and toddlers and FCC beyond the required minimum. The portion of this funding allocated to target infants/toddlers and FCCs will be prorated based on the number of infants/toddlers and FCCs engaged by participants.

2. Regional T&TA Hubs – Approximately \$18 million over the term of F5 IMPACT will be provided to counties with existing capacity and the willingness to act as a T&TA Hub. The potential roles of hubs are described in Attachment E.
3. State-level Systems Support and Statewide T&TA – Approximately \$28 million over the term of F5 IMPACT will be used to support state infrastructure and T&TA-related to CQI statewide.
4. Evaluation and Research Projects – Approximately \$24 million over the term of F5 IMPACT will be used to support expansion of QRIS databases and conduct evaluation and research projects, such as the continuance of Child Outcome Research already started through RTT-ELC.

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 F5 IMPACT. Table 2 below is a breakdown of the proposed investment by fund, while Table 3 displays the revenue, expenditures, and fund balances of the impacted funds over the term of F5 IMPACT (with inclusion of F5 IMPACT expenditures).

**TABLE 2
F5 IMPACT Funding Breakdown**

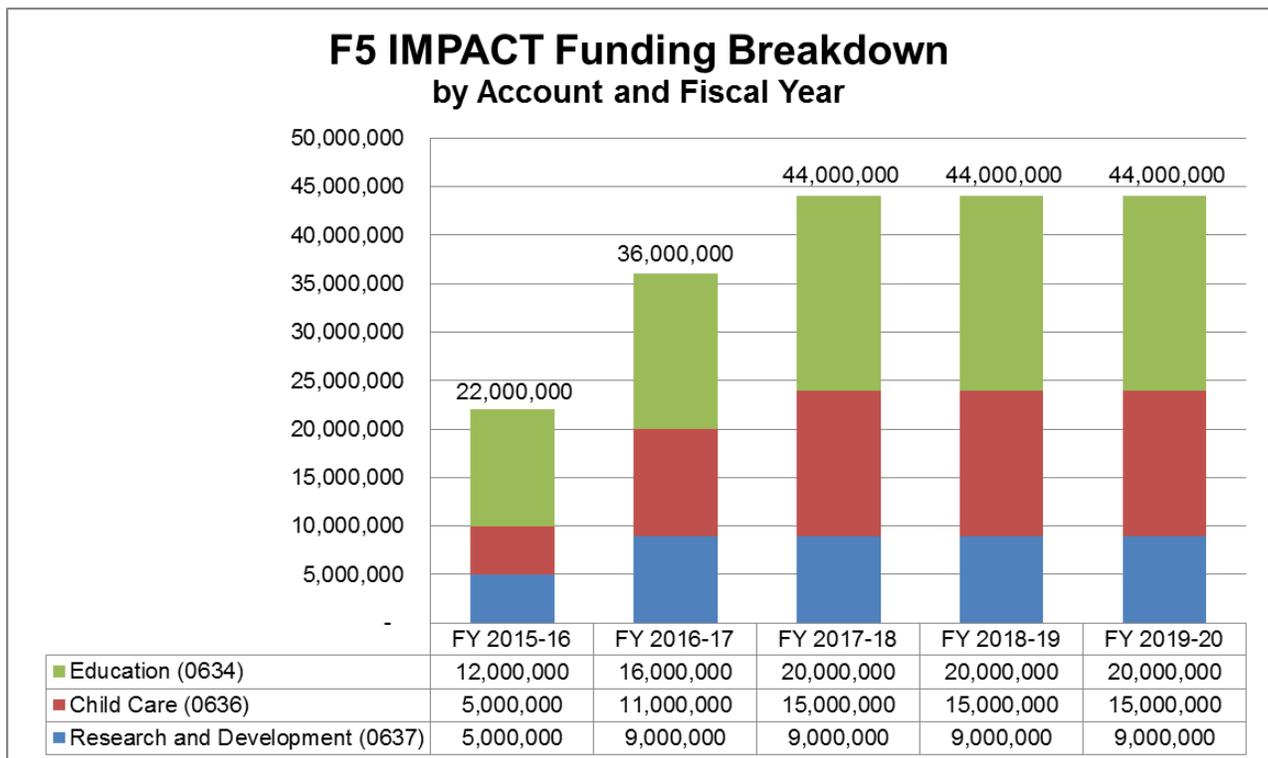
First 5 California Account	Amount	Funding %
Education (0634)	\$88,000,000	46%
Child Care (0636)	\$61,000,000	32%
Research and Development (0637)	\$41,000,000	22%
Total F5 IMPACT	\$190,000,000	100%

**TABLE 3
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	\$101.8	\$94.5	\$88.6	\$75.0	\$59.2
Revenue	\$43.5	\$41.4	\$39.4	\$37.4	\$35.5
Expenditures	\$50.8	\$47.3	\$53.0	\$53.2	\$53.0
Fund Balance, Ending	\$94.5	\$88.6	\$75.0	\$59.2	\$41.7

As displayed in Table 3, the impacted accounts will have excess resources to offset unforeseen fluctuations in tax revenue, or invest in additional opportunities aligning with F5CA’s Strategic Plan.

F5CA anticipates the fiscal needs of participating counties to be lower during the initial implementation phase of F5 IMPACT, as counties will still be receiving funding through F5CA’s Signature Programs (CARES Plus and the extension of CSP 1 and 3 will end June 30, 2016). After the initial year of F5 IMPACT, program activities will ramp up and potentially level off toward the end of the proposed term. Based on these assumptions, F5CA estimates F5 IMPACT funding to be expended as displayed in the chart below.



Flexibility of funding is essential to the success of F5 IMPACT. The funding breakdown provided is an estimate of the implementation costs incurred by participants and external contractors. However, due to the fluidity of F5 IMPACT, it is anticipated that funding needs will vary from year to year.

NEXT STEPS

F5 IMPACT components will be released in stages with the Request for Application (RFA) released in late spring, county applications due back approximately six to eight weeks later, and implementation to begin July 1, 2015.

A process to enter local area agreements with counties to carry out the work of T&TA Hubs, and procure state-level supports, T&TA, and evaluation contracts with external

contractors, will launch soon after the release of the RFA. Once Hubs are launched, F5CA staff will continue to coordinate T&TA across the Hubs, counties, and regions, and state-level supports and T&TA contracts.

In order to ensure counties receive T&TA from the beginning and evaluation data is collected from the onset, First 5 CA staff will:

- Provide T&TA to counties to support planning and development of applications and action plans, and while Hubs are forming
- Utilize existing data systems, common data elements, and build off the current RTT-ELC evaluation to collect information about the county context, design, and implementation as well as start-up and implementation successes and challenges

STAFF RECOMMENDATIONS

F5CA staff request approval to spend \$190 million over the term of F5 IMPACT without fiscal year constraints and as long as sufficient resources exist to expend the allocated funds.

ATTACHMENTS

Attachment A: Family Engagement Literature Review– Findings and Recommendations

Attachment B: RTT-ELC Continuous Quality Improvement Pathways

Attachment C: F5 IMPACT QRIS Implementation Step Levels

Attachment D: Regional T&TA Hub Framework and Description

Attachment E: Examples of First 5 California State-Level Systems Support and Statewide T&TA

Attachment F: Evaluation Framework Phases and Description

Attachment G: F5 IMPACT Layered Funding Approach

Attachment H: RTT-ELC Rating Matrix

ATTACHMENT A

Family Engagement Literature Review: Findings and Recommendations

Too often, educators define family engagement using a list of activities in which families can participate. However, F5 IMPACT uses research to define the term “family engagement” with an understanding that relationships, trust, and communication are key elements to developing effective family engagement practices and improve outcomes for children and their families.

F5 IMPACT’s effective family engagement practices refer to the quality of intentional interactions that demonstrate commitment to family-driven partnership between early care and education setting and families, and supports improved outcomes for children and their families and the ongoing relationship between parents and children. Effective family engagement practices are mediated by educator and families’ beliefs, attitudes, and behaviors that promote development of mutual trust, buy-in and a shared commitment to true partnership, acknowledgement of parents’ role as children’s first and most important teacher, and the imperative to tailor engagement strategies with consideration to the specific cultures and life circumstances of the families.

Research on family engagement in education shows that the most accurate predictor of a student’s achievement in school is not income, language, or parent level of education, but the extent to which that student’s family:

1. Creates a home environment that encourages learning
2. Expresses high, realistic expectations for their children’s achievement and future
3. Becomes involved in their children’s education at school and in the community

A growing body of research informs our view of family engagement in early childhood, and calls out certain components that are unique to engaging families in the early years. While the predictors stated above are relevant to early childhood and K–12 environments, a focus on the whole family and the home environment have emerged as central to effectively engaging families in their child’s first five to eight years. Not only can a home environment supportive of learning counteract the effects of disadvantage in the early years, evidence indicates that what schools do to engage families makes the difference in whether and how families become engaged and the extent to which that engagement reaches beyond early childhood and into the child’s future school and life.

Children thrive when families, schools, and community resource agencies function within independent, compatible micro-systems *to support the whole family*. Families thrive when early childhood settings use a *systemic, integrated and comprehensive approach* to support parenting, and foster relationships and shared responsibility for

child's learning outcomes. An extensive review of the literature suggests that the following eight principles, or beliefs-in-practice, are central to the work of early childhood education settings that successfully engage all families:

1. All families have strengths. Early Care and Education settings that successfully engage all families seek to learn about family strengths and let parents know that their strengths are valued.
2. Many family forms exist and are legitimate and valuable. Early learning settings that successfully engage all families recognize and support family differences as valid and valuable, whether families differ by culture or language or socioeconomic level; whether they are parenting as single adults or adults of same or opposite gender; whether they are parenting foster or birth children; or whether they differ in other respects.
3. Family is an enduring relationship whose members are connected by culture, tradition, shared experiences, emotional commitment, and mutual support. Early learning settings that successfully engage all families involve the mother and father, stepparents, grandparents, and foster parents, and provide family support where family resources are limited.
4. Most parents really care about their children; some simply do not know how to help them with their education. Early learning settings that successfully engage all families recognize that family engagement requires an ongoing attention and intention to develop trust, communication, and reciprocal relationships that value, nurture and engage families in ways that are meaningful to families.
5. Learning begins at home. Early learning settings that successfully engage all families seek to learn about families' home environment and provide supports for basic needs, safety, stability, and routine that are required for children to learn.
6. Engaging families must be systemic, integrated, and comprehensive. Early learning settings that successfully engage all families embed family engagement as a core component in all practices to promote child development and learning and are rooted in all of the organization's goals and practices.
7. We are all responsible and dependent on each other to help children learn. Early learning settings that successfully engage all families are aware that high needs families who often feel powerless and out of control and that they can empower families by considering the family's agenda first.
8. Partnership with high needs families is impossible without collaboration with other community agencies. Early learning settings that successfully engage all families collaborate with community agencies and put parents in touch with community resources to support family well-being.

Researchers also found even as principles such as these gain more currency in the field, there remains a gap between intent and actual practice. The work of F5 IMPACT will focus on bridging the chasm between principles, intent, and practice, which is mediated by educator and families' beliefs, attitudes, behaviors that promote development of mutual trust, strong and supportive two-way relationships, and a shared commitment to true partnership.

Supporting Literature

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ATTACHMENT B RTT-ELC 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 (Common Tier 1) Licensed In-Good Standing	2 POINTS	3 POINTS	4 POINTS	5 POINTS
CORE I: CHILD DEVELOPMENT AND SCHOOL READINESS					
1. Child Observation	<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 CA <i>Foundations & Frameworks</i> ¹ 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
2. Developmental and Health Screenings	<input type="checkbox"/> Meets Title 22 Regulations	<input type="checkbox"/> Health Screening Form (Community Care <i>Licensing form LIC 701 "Physician's Report - Child Care Centers" or equivalent</i>) used at entry, then: 1. Annually OR 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 AND <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 AND <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 AND <input type="checkbox"/> Program staff uses children's screening results to make referrals and implement intervention strategies and adaptations as appropriate AND <input type="checkbox"/> Meets Criteria from point level 2
CORE II: TEACHERS AND TEACHING					
3. Minimum Qualifications for Lead Teacher/ Family Child Care Home (FCCH)	<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 ² OR Associate Teacher Permit <input type="checkbox"/> FCCH: 12 units of ECE/CD OR Associate Teacher Permit	<input type="checkbox"/> 24 units of ECE/CD + 16 units of General Education OR Teacher Permit AND <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 OR Site Supervisor Permit AND <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) OR Program Director Permit AND <input type="checkbox"/> 21 hours PD annually
4. Effective Teacher-Child Interactions: CLASS Assessments (*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: Pre-K ▪ Emotional Support - 5 ▪ Instructional Support - 3	<input type="checkbox"/> Independent assessment with CLASS with minimum CLASS scores: Pre-K ▪ Emotional Support – 5.5 ▪ Instructional Support – 3.5 ▪ Classroom Organization – 5.5

¹ 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)

² 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 (Common Tier 1) Licensed In-Good Standing	2 POINTS	3 POINTS	4 POINTS	5 POINTS
				▪ Engaged Support for Learning – 3.5	▪ Engaged Support for Learning – 4
CORE III: PROGRAM AND ENVIRONMENT - Administration and Leadership					
5. Ratios and Group Size (Centers Only beyond licensing regulations)	<input type="checkbox"/> Center: Title 22 Regulations Infant Ratio of 1:4 Toddler Option Ratio of 1:6 Preschool Ratio of 1:12 <input type="checkbox"/> FCCH: Title 22 Regulations (excluded from point values in ratio and group size)	<input type="checkbox"/> Center - Ratio:Group Size Infant/Toddler – 4:16 Toddler – 3:18 Preschool – 3:36	<input type="checkbox"/> Center - Ratio:Group Size Infant/Toddler – 3:12 Toddler – 2:12 Preschool – 2:24	<input type="checkbox"/> Center - Ratio:Group Size Infant/Toddler – 3:12 or 2:8 Toddler – 2:10 Preschool – 3:24 or 2:20	<input type="checkbox"/> Center - Ratio:Group Size Infant/Toddler – 3:9 or better Toddler – 3:12 or better Preschool – 1:8 ratio and group size of no more than 20
6. Program Environment Rating Scale(s) (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
7. Director Qualifications (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 <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 <u>OR</u> Site Supervisor Permit <u>AND</u> <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Bachelor's degree with 24 units ECE/CD +/with 8 units management/ administration <u>OR</u> Program Director Permit <u>AND</u> <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, <u>OR</u> Administrative Credential <u>AND</u> <input type="checkbox"/> 21 hours PD annually
TOTAL POINT RANGES					
Program Type	Common-Tier 1	Local-Tier 2 ³	Common-Tier 3	Common-Tier 4	Local-Tier 5 ⁴
Centers 7 Elements for 35 points	Blocked (No Point Value) – Must Meet All Elements	Point Range 8 to 19	Point Range 20 to 25	Point Range 26 to 31	Point Range 32 and above
Infant-only Centers 6 elements for 30 points	Blocked (No Point Value) – Must Meet All Elements	Point Range 7 to 15	Point Range 16 to 21	Point Range 22 to 26	Point Range 27 and above
FCCHs 5 Elements for 25 points	Blocked (No Point Value) – Must Meet All Elements	Point Range 6 to 13	Point Range 14 to 17	Point Range 18 to 21	Point Range 22 and above
Infant-only FCCHs 4 Elements for 20 points	Blocked (No Point Value) – Must Meet All Elements	Point Range 5 to 10	Point Range 11 to 13	Point Range 14 to 17	Point Range 18 and above

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

⁴Local-Tier 5: Local decision if there are additional elements included

ATTACHMENT C
RTT-ELC Continuous Quality Improvement Pathways

CORE I: CHILD DEVELOPMENT & SCHOOL READINESS	
School Readiness	
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"> • <u>CA Foundations and Frameworks</u> • <u>Preschool English Learner Guide</u> • <u>Desired Results Developmental Profile Assessment (DRDP) Tools</u> • <u>National Data Quality Campaign's Framework</u> • <u>Ages and Stages Questionnaire (ASQ)</u>
Social-Emotional Development	
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"> • <u>CA CSEFEL Teaching Pyramid Overview and Tiers 1-4 (Modules 1-3)</u> • <u>CA Foundations and Frameworks - Social-Emotional Development</u> • <u>Ages and Stages Questionnaire – Social Emotional (ASQ-SE)</u>
Health, Nutrition, and Physical Activity	
Goal (Pathway)	Children receive support for optimal physical development, including health, nutrition, and physical activity.
Related Element(s)	<ul style="list-style-type: none"> • CORE I.1 Child Observation and Assessment and Core 1.2 Developmental and Health Screenings
RTT-ELC Core Tool(s) & Resources	<ul style="list-style-type: none"> • <u>CA Preschool Foundations and Frameworks– Health and Physical Development</u> • <u>Infant/Toddler Program Guidelines</u> • <u>CA Infant/Toddler Foundations and Frameworks-Perceptual/Motor</u> • <u>USDA Child and Adult Care Food Program Guidelines</u>
CORE II: Teachers and Teaching	
Effective Teacher-Child Interactions	
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"> • <u>Classroom Assessment and Scoring System (CLASS) for</u>

Tool(s) & Resources	<ul style="list-style-type: none"> relevant age grouping <u>Program for Infant-Toddler Care (PITC) Program Assessment Rating Scale (PARS)</u>, as applicable and available * No current source Web page for PARS
Professional Development	
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"> <u>Common Core 8²¹</u> <u>Early Childhood Educator (ECE) Competencies</u> <u>ECE Competencies Self-Assessment Tool</u> Professional Growth Plan
CORE III: PROGRAM AND ENVIRONMENT	
Environment	
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 (Harms, Clifford, Cryer):</u> <ul style="list-style-type: none"> Infant-Toddler Environment Rating Scale (ITERS), Early Childhood Environment Rating Scale (ECERS), Family Child Care Environment Rating Scale (FCCERS)
Program Administration	
Goal (Pathway):	<ul style="list-style-type: none"> The program effectively supports children, teachers, and families.
Related Element(s)	<ul style="list-style-type: none"> All
RTT-ELC Core Tool(s) & Resources	<ul style="list-style-type: none"> <u>Business Administration Scale (Family Child Care) – (BAS)</u> <u>Program Administration Scale (Centers) – (PAS)</u> OR <ul style="list-style-type: none"> Self-Assessment using the <u>Office of Head Start (OHS) Monitoring Protocols</u> and continuous improvement through a Program Improvement Plan (PIP)
Family Engagement	
Goal (Pathway):	<ul style="list-style-type: none"> Families receive family-centered, intentional supports framed by the Strengthening Families™ Protective Factors to promote family resilience and optimal development of their children.
Related Element(s)	<ul style="list-style-type: none"> All (III.6 ERS <i>Provision for Parents</i> Indicator)
RTT-ELC Core Tool(s) & Resources	<ul style="list-style-type: none"> <u>Strengthening Families™ Five Protective Factors Framework</u>

²¹ Recommended

ATTACHMENT D
F5 IMPACT QRIS Implementation Step Levels

Counties will apply to participate in F5 IMPACT at one of three Step Levels: 1) Quality Improvement (QI), 2) Quality Improvement System (QIS), or 3) Quality Rating and Improvement System (QRIS). Based on the Implementation Step Level, counties will need to implement a minimum number of elements from the QRIS (see Figure 1 below) as well as a minimum number of the seven system functions: (1) Build Local Consortia, (2) Finance Strategically, (3) Recruit and Engage Participants, (4) Enhance and Align Standards, (5) Create and Support Improvement Strategies, (6) Ensure Accountability, and (7) Public Outreach and Communication. As depicted in Figure 1 below, California’s QRIS (CA-QRIS) includes the Rating Matrix and the Continuous Quality Improvement Pathways (CQI Pathways) – see Attachments B and C for further detail.

Figure 1: CA-QRIS Elements

CA-QRIS (15 elements total)	
Elements in the Rating Matrix (7)	Elements in the CQI Pathways (8)
CORE I: Child Development and School Readiness	
1. Child Observational Assessments 2. Developmental and Health Screenings	1. School Readiness 2. Social-Emotional Development 3. Health, Nutrition, and Physical Activity
CORE II: Teachers and Teaching	
3. Qualifications for Lead Teacher/FCC Home Owner Education and Professional Development 4. Classroom Assessment Scoring System® (CLASS®)	4. Effective Teacher-Child Interactions 5. Professional Development
CORE III: Program and Environment	
5. Ratios and Group Size (Centers only) 6. Environment Rating Scales (ERS) 7. Director Qualifications (Centers only)	6. Environment 7. Program Administration 8. Family Engagement

- Step One – QI:** Requires implementation of a minimum of **ONE** Element on the CA-QRIS.

Counties at Step One are moving toward implementing an early learning and development system by incorporating continuous quality improvement activities with sites in **at least one Element** of the CA-QRIS while developing **a minimum of three of the seven** F5 IMPACT Systems Functions.

The CA-QRIS includes the Rating Matrix and the Continuous Quality Improvement Pathways (CQI Pathways) – see Attachments B and C for further detail.

Step One Requirements:

CA-QRIS (Rating Matrix Elements or the CQI Pathways Elements)	One Element: Local decision
F5 IMPACT Systems Functions	Three required System Functions: Build Local Consortia, Finance Strategically, and Recruit and Engage Participants (County or Region may implement more, if desired)
Continuous Quality Improvement Plans	Not required
QRIS Tiered Rating	Not required

Step One EXAMPLE A: Nutrition Education Program

County funds a nutrition education program delivered onsite at early childhood programs to ensure the health of low-income pregnant, postpartum, and breastfeeding women, infants, and children up to age 5 who are at nutritional risk. The families receive support for optimal nutritious foods to supplement diets, information on healthy eating including breastfeeding promotion and support, and referrals to health care, i.e. referral to a pediatrician for food allergies. The nutrition education program guides parents on how to use foods provided by Women, Infant and Children (WIC) and the Supplemental Nutrition Assistance Program (SNAP) in healthy ethnic meal preparation. The nutrition education program also includes early educator/provider education on healthy meal preparation in early childhood settings that align with the (USDA Child and Adult Food Program). The program coach incorporates nutrition into on-site support for teachers, including how to bring age-appropriate nutrition curriculum into the classroom for use with children.

This example demonstrates the Health, Nutrition, and Physical Activity Element from the CQI Pathways. The F5 IMPACT System Functions include:

Build Local Consortia – leaders from First 5, county health departments, county WIC clinics, hospitals, Indian health service facilities, Family Resource Center(s), and Resource and Referral (R&R) Agencies, local grocers, school districts, community libraries, are identified; leadership team develops roles and responsibilities, goals, objectives, and strategies; team agrees to meet quarterly for check-in and next steps.

Finance Strategically – First 5 finances the training materials and funds one nutrition educator at .5 fulltime equivalent (FTE), and/or an in-kind WIC nutrition educator; local school or community library provides training space, local grocery store provides produce for cooking demonstrations.

Recruit and Engage Participants – Local early education programs and Consortia members identify, refer, and encourage participation of low-income families with children birth to age 5. The early education programs hold an event for families to share lessons learned and favorite recipes.

Step One EXAMPLE B: Strengthening Families

County implements Strengthening Families Protective Factors framework within child care sites. In partnership with the Child Abuse Prevention (CAP) Program, Family Resource Center (FRC), and Child Care Resource and Referral Agency (R&R), child care sites are provided training and resource materials to implement the framework, and understand their role in child abuse prevention. On-site follow-up support is provided to child care sites to ensure implementation success.

This example demonstrates the Family Engagement Element from the CQI Pathways. The F5 IMPACT System Functions include:

Build Local Consortia – leaders from First 5, CAP, FRC, and R&R are identified; leadership team develops roles and responsibilities, goals, objectives, and strategies; team agrees to meet quarterly for check-in and next steps.

Finance Strategically – First 5 finances the training materials and funds one staff from the R&R at .10 FTE to provide outreach and training to providers; CAP provides training space.

Recruit and Engage Participants – R&R works with First 5 to identify early learning sites serving high need children and those willing to participate in an initial training; R&R incorporates Strengthening Families materials into their resource library and on their website, contacts programs to sign up site administrators and lead teachers for workshops.

Step One EXAMPLE C: Desired Results Developmental Profile (DRDP) 2015

County employs Early Education Experts (EEEs) as coaches for classroom and site-level staff to appropriately complete the DRDP 2015 and develop individual and group instructional activities for the children. A schedule of release time for classroom teaching teams is implemented to provide staff time for reflection and planning. Staff is provided DRDP 2015 training and ongoing technical assistance to encourage use of DRDPTech and other technology supports.

This example demonstrates the Child Observation Element from the Rating Matrix. The F5 IMPACT System Functions include:

Build Local Consortia – leaders from state, federal, and privately-funded early education programs meet to determine county challenges and resources to support implementation of the DRDP 2015. The R&R is included in the consortia. The role and responsibility of each consortia member is identified. An action plan is developed with a goal, action steps, persons responsible and due dates. A meeting schedule is determined.

Finance Strategically – First 5 finances the training materials and funds one full time employee as an EEE using F5 IMPACT funds; R&R donates in-kind staff time for recruitment and donates meeting space for training.

Recruit and Engage Participants – local R&R recruits participants and hosts multi-agency DRDP 2015 trainings. Sessions include data analysis, goal setting, and activity plan development. A professional learning community is developed to maintain engagement and ongoing improvement for staff in understanding next steps once the DRDP 2015 assessments are completed.

Enhance and Align Standards – local consortia seek to align requirements for the completion of the DRDP 2015, including assessment data analysis resulting in intentional instruction, professional development, and coaching support. Duplication of effort is minimized and efficiencies maximized.

2. Step Two – QIS: Implementation of a **minimum of FOUR** Elements from the CA-QRIS.

Counties at Step Two are moving toward implementing an early learning and development system by incorporating continuous quality improvement activities with sites in **at least four Elements** of the CA-QRIS. One Element must be Effective Teacher-Child Interactions and one Element must be Family Engagement. Counties must also be developing **at least six of the seven** F5 IMPACT Systems Functions. All participating sites must have a Continuous Quality Improvement Plan.

Step Two Requirements:

<p>CA-QRIS (Rating Matrix Elements and the CQI Pathways Elements)</p>	<p>Required Elements:</p> <ul style="list-style-type: none"> • Effective Teacher-Child Interactions from either the Rating Matrix or CQI Pathways • Family Engagement from the CQI Pathways
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	Two Additional Elements (local decision)
F5 IMPACT Systems Functions	Six System Functions: 1. Build Local Consortia 2. Finance Strategically 3. Recruit and Engage Participants 4. Enhance and Align Standards 5. Create and Support Improvement Strategies 6. Ensure Accountability
Continuous Quality Improvement Plans	All participating sites
QRIS Tiered Rating	Not required

Step Two EXAMPLE: CARES Plus and Family Support Specialist (FSS)

County continues implementation of CARES Plus elements and transitions to site-level participation. Family Support Specialists conduct home visits, assess family needs, and provide resources and referrals. FSSs encourage parent participation in their child’s learning and conduct parent education classes.

This example demonstrates the following Elements from the Rating Matrix: Effective Teacher-Child Interactions, Minimum Qualifications for Lead Teacher/FCCH, and Director Qualifications. The F5 IMPACT System Functions include:

Build Local Consortia – leaders from First 5, Institutions of Higher Education (IHE), Local Child Care Planning Council, Local Education Agencies (LEA), AB212 Administrator, Head Start and Early Head Start (EHS), Family Child Care Network, R&R, Health, Mental Health and Social Services Agencies, are identified; leadership team develops goals, objectives, and strategies to address teacher effectiveness and family engagement; team agrees to meet monthly for check-in and systems development and share resources.

Finance Strategically – First 5 and AB212 fund site-level and teacher stipends, and contract with IHEs to provide coursework and Professional Growth Advisors. R&R provides in-kind meeting space for parent education activities. Site teaching staff attends training sponsored by the county Social Services Agency.

Recruit and Engage Participants – First 5, Local Planning Council, R&R, LEAs, Family Child Care Network, Head Start and EHS identify sites serving high need children, engage administrators, and recruit staff.

Enhance and Align Standards – local consortia continue to engage and support IHE faculty in their work to embed practice-based coaching in early childhood coursework in their efforts overcome barriers such affordable, accessible, relevant, and effective coursework.

Create and Support Improvement Strategies – County reports on increases in number of providers completing degrees, Child Development Permits, and Classroom Assessment Scoring System® (CLASS®)-related training and coaching. Based on reports, participating sites are offered supports such as translation services and information technology training.

Ensure Accountability – Continue data collection on teacher/provider activities and progress of CARES Plus’ required components, including CLASS online or in-person training.

Step Three – QRIS: Implementation of the Rating Matrix **and** the CQI Pathways, and **RATING** of all participating sites.

Counties at Step Three are leveraging funding to operate the full QRIS. Counties must have a fully integrated, comprehensive, and collaborative system represented by **development of all seven** IMPACT System Functions (adding Public Outreach and Communication). All participating sites must have a publically available tiered rating and a CQI Plan.

3. Step Three Requirements:

CA-QRIS – Rating Matrix and CQI Pathways	Full QRIS <i>A focus on strategies that address effective teacher-child interactions and family support and strengthening are required</i>
F5 IMPACT System Functions	All seven Functions
Continuous Quality Improvement Plan	All participating sites
QRIS Tiered Rating	All participating sites

Step Three EXAMPLE:

County is operating a full QRIS which assigns a score for each Rating Matrix Element and an overall tiered rating for all participating sites based on the current Consortia-approved Rating Matrix. County has developed a fully integrated, comprehensive, and collaborative system that addresses all seven F5 IMPACT System Functions.

ATTACHMENT E

Regional T&TA Hub Framework and Description

Regional T&TA Hubs will play two essential roles to support counties and regions:

1. **Basic coordination**, project management, and systems-building activities (e.g. asset mapping) for counties participating in that Hub. For example:
 - Hiring a project coordinator to oversee development of a regional plan and local action plans.
 - Facilitating cross-county conversations, conducting resource mapping, reducing duplication of effort, and leveraging and building county expertise.
2. **Specialized support** for counties in the region and across the state, if needed, for at least one additional activity from the CA-QRIS and/or function of a QIS/QRIS system to increase county capacity or improve system efficiency. For example:
 - Systems-building, including but not limited to:
 - Supporting counties at different steps to build specific system functions to help counties move from QI to QIS or QIS to QRIS.
 - Managing assessment requirements by housing Regional Anchors to support local capacity to rate and monitor sites participating in a QRIS (Step Level 3) for the *Ensure Accountability* systems function.
 - Organizing data collection and housing a regional database to support regional capacity building for the *Ensure Accountability* systems function.
 - Implementing a regional outreach and messaging campaign to support regional capacity-building for the *Public Outreach and Communication* systems function.
 - Improvement strategies, including but not limited to:
 - Hiring a Lead Coach to support local coaches on research-based coaching strategies to support leadership development, teacher-child interactions, and CQI in early childhood, center-based settings and FCCs.
 - Hiring a Master Trainer to build local county capacity on tools in the QRIS and ensure fidelity to those tools.
 - Supporting coaches on practice-based coaching (e.g., using My Teaching Partner™ [MTP™] or Making the Most of Classroom Interactions [MMCI™]) and distributing materials, tracking, and collecting data for coaching cycles.

- Ensuring high quality, interactive training is accessible to early educators and FCC providers and supports the QI, QIS, or QRIS focus in each county.
- Incorporating strategies to develop the early learning program-family partnership as a critical means to support the child based on identified gaps in efforts to support parents as leaders in their own family using family-centered, culturally/linguistically competent strategies.

EXAMPLE of A Hub’s Potential Specialization

In 2016–17, counties in Region XYZ’s Hub prioritized the following three activities:

1. Continue implementing MTP™ one-to-one virtual coaching in their IMPACT quality improvement work after CARES Plus ends. One of the T&TA Hubs hires a full-time, trained MTP™ Coach Specialist to oversee coaches hired by the five counties and maintain the data to ensure MTP™ fidelity.
2. Focus on Strengthening Families training as part of the QI/QIS/QRIS efforts. R&R agencies across California offer training and expertise on Strengthening Families protective factors. As a consortia partner, the R&Rs in the region support training on the protective factors to build local knowledge and develop a learning community to more effectively support and partner with families.
3. Work to “finance strategically” – a core function of an early learning system. The T&TA Hub contracts with an expert in education funding to provide regional T&TA focused on leveraging existing local funding sources, developing a joint application for new federal funding, and developing county-level long term fiscal stability plans.

ATTACHMENT F

Examples of First 5 California State-Level Systems Support and Statewide T&TA

1. Systems Support for Quality Improvement and Rating

- Supporting systems development and coordination
- Developing regional assessment Anchors to support rating and monitoring for counties implementing a QRIS
- Working with regional T&TA Hub and county staff to develop a training infrastructure to help organize, scaffold, develop and disseminate high quality training
- Accessing national experts to work with T&TA Hubs and counties on specific content and systems development needs to support CQI
- Creating a learning community across T&TA Hubs to support one another and the counties within each Hub with training and CQI activities and systems development
- Supporting a QRIS Annual Summit and other QRIS-related resources, workgroups, and/or learning communities
- Supporting data and information, such as a Workforce Registry and QRIS Database(s)
- Connecting to the other systems through developmental screening coordination and family support and strengthening

2. Early Educator Workforce Supports

- Continuing support for higher education institutions to develop and adopt coursework which embeds practice-based coaching into degree programs to better prepare the workforce
- Offering statewide Coaching Institutes to build capacity of coaches to implement high quality, research-based, job-embedded coaching
- Providing statewide evidence-based training for providers, coaches, and administrators on cultural and linguistic competence to promote effective work in cross-cultural situations
- Providing statewide, evidence-based training to promote early educator-family connections that strengthen families and support daily talking, reading and singing with children.

- Providing statewide CLASS® training and certification and negotiating competitive purchasing for counties to access additional products and services

3. Early Education Policy

- Building public will through messaging
- Developing and implementing a research agenda that informs policy
- Supporting counties in public outreach and communication efforts
- Engaging other state agencies in a shared agenda

ATTACHMENT G

Evaluation Framework Phases and Description

The evaluation framework for F5 IMPACT incorporates three evaluation paradigms: formative (exploratory and descriptive), summative²² (descriptive and explanatory), and developmental¹³ (flexible, emergent) evaluation. The three phases of the evaluation framework, including emphasis on formative or summative evaluation paradigms, are described below. The developmental evaluation paradigm will apply throughout each phase of the F5 IMPACT Initiative.

Table 1: F5 IMPACT Evaluation Framework Phases

Phase	FY 2015–16	FY 2016–17	FY 2017–18	FY 2018–19	FY 2019–20
1A	County Contexts (System Assets and Implementation) Continuous Formative and Developmental Evaluation Methods beginning in 2015-16				
1B	Quality Improvement Efforts (System Assets and Implementation) Continuous Formative and Developmental Evaluation Methods beginning in 2015-16				
2		Local and Site Outcomes Summative and Developmental Evaluation Methods beginning in July 2016			
3		Children and Family Outcomes Summative and Developmental Evaluation Methods beginning January 2017			

Phase 1A: County Contexts (July 2015 – June 2020). The emphasis of this phase is formative evaluation, employing styles of inquiry that are exploratory and descriptive. Throughout the F5 IMPACT Initiative, the evaluation will look at the local county context in which IMPACT will be implemented. Context encompasses everything that influences the success or challenges faced by implementing the initiative. This data will be collected over time to understand the ways in which the context is shifting, changing, and adapting to contribute to or hinder the QI/QIS/QRIS efforts.

County context information will be collected through a county annual performance report (APR) and a QI/QIS/QRIS common data elements file. The level of data provided by counties will differ based on the Implementation Step Level chosen by the county. Thus, all counties will report on a core of common data elements (Steps 1, 2, and 3). Counties

²² Brun, Carl F. (2013). *A Practical Guide to Evaluation*, 2nd ed. Chicago, Illinois: Lyceum.

¹³ Quinn Patton, M., & Patrizi, P. A. (2010). Strategy as the focus for evaluation. *New Directions for Evaluation*, 2010 (128), 5-28.

at Step 2 will report on more data elements than those at Step 1 and counties in Step 3 will report on more than those at Step 2 and 1. Examples of County Context questions related to the F5 IMPACT Strategy Map may include but are not limited to:

- Who are members of the IMPACT consortia, how were they recruited, and what are their roles? (*Building Consortia Systems Function*)
- What mechanisms are in place to share data and track progress toward outcomes? (*Ensure Accountability Systems Function*)
- What are the characteristics of early educators working in early care and education program sites participating in F5 IMPACT at different Implementation Step Levels? (*Recruit and Engage Participants Systems Function*)

Phase 1B: Quality Improvement Efforts (July 2015 – June 2020). The emphasis of this phase is formative evaluation, employing styles of inquiry that are exploratory and descriptive. From the onset, the evaluation will also discern the design and implementation of each county's QI/QIS/QRIS work both at the beginning of the F5 IMPACT Initiative and over time. This phase of the evaluation will study the capacity of the system actors (consortia partners, sites, early educators, families, children, and communities), the resources, identified strategies to carry out, and the successes and challenges faced in implementing those strategies. Data will be collected through the county's APR and supplemented methods including surveys or focus groups with parents, early educators, and communities. Examples of Quality Improvement Efforts evaluation questions related to the F5 IMPACT Strategy Map include but are not limited to:

- How do consortia partners hold themselves and others accountable to shared goals? (*Build Consortia Systems Function*)
- What new/existing funding sources are leveraged to support QIS/QRIS coordination? (*Finance Strategically Systems Function*)
- What methods are used to recruit and retain sites to participate in IMPACT? (*Recruit and Engage Participants Systems Function*)
- How do consortia partners implement prioritized continuous quality improvement strategies to reach target sites and early educators? (*Create and Support Continuous Quality Improvement Strategies Systems Function*)
- How do consortia partners use IMPACT as an organizing framework for their efforts? (*Enhance and Align Standards Systems Function*)

- How do consortia work to coordinate site rating and ensure fidelity to assessments, if applicable? (*Ensure Accountability Systems Function*)
- What information do families receive from IMPACT sites about resources to support their child? (*Public Outreach and Communication Systems Function*)
- What methods are used to increase community awareness about the importance of early learning experiences on children's development? (*Public Outreach and Communication Systems Function*)

Phase 2: Local and Site Outcomes (July 2016–June 2020). Emphasis of this phase is summative evaluation, employing styles of inquiry that are descriptive and explanatory. Beginning in year 2, the evaluation will look at Local and Site Outcomes through county APRs and supplementary F5CA evaluation methods. In this phase, the evaluation will look for changes in early educator, site, community, and consortia practices, behaviors as indicated in the F5 IMPACT Strategy Map. For programs at Step Level 3, information about the site's rating will be collected through common data elements. Examples of Local and Site Outcomes evaluation questions related to the F5 IMPACT Strategy Map may include but are not limited to:

- Are families in F5 IMPACT programs better able to access services to support their child's healthy development? What barriers to enrolling children at higher-quality program sites do parents report (e.g., cost, location, and transportation)? (Local and Site Outcome 1)
- Do site improvement priorities lead to site quality improvement as measured by Step Level 3 counties/ Rating Matrix? (Local and Site Outcome 2)
- What are the characteristics of sites and early educators at different F5 IMPACT Implementation Step Levels that increase their level and types of involvement in professional development activities? (Local and Site Outcomes 2 and 3)
- What quality improvement efforts/incentives are most effective in engaging and retaining sites, ensuring early educator access to quality workforce development, and improving early childhood quality at different F5 IMPACT Implementation Step Levels? (Local and Site Outcomes 2 and 3)
- Is there an increase in accessibility and availability of professional development and educational opportunities as a result of F5 IMPACT? (Local and Site Outcome 3)
- To what extent are community members aware of the importance of high quality on child development? (Local and Site Outcome 4)

Importantly, the evaluation also will explore at the interplay among the dynamics of the system/county, design and implementation of both system functions and the

QI/QIS/QRIS program, and outcomes – how the dynamics of systems implementation influences the local and site outcomes. Changes in the way the consortia partners approach their work, designate funding, and interpret policy are vital to realizing the local and site outcomes.

Phase 3: Child and Family Outcomes (January 2017–June 2020). The emphasis of this phase is primarily summative evaluation, employing styles of inquiry that are descriptive and explanatory. Beginning by the middle of year 2, F5CA’s external evaluator (contracted) will carry out an evaluation to understand how F5 IMPACT funding has catalyzed change in counties with special focus on child and family outcomes. The information garnered in the first two years will help F5CA fine-tune the external evaluation of Child and Family Outcomes and how these are shaped by Local and Site Outcomes related to System Functions. For example, questions to be addressed for Family and Child Outcomes related to the F5 IMPACT Strategy Map might include:

- To what extent do children in programs participating in F5 IMPACT demonstrate readiness for school? (Child and Family Outcome 1)
- What effect does F5 IMPACT have on increased coordination of early childhood services among agencies in the county? (Child and Family Outcome 2)
- Are families that are knowledgeable about early childhood quality more likely to have children enrolled at a program site at a higher F5 IMPACT Implementation Step Level or with a QRIS rating than families with no knowledge of early childhood quality? (Child and Family Outcome 3)
- Do community awareness efforts lead to community action about early childhood issues? (Child and Family Outcome 4)

F5 IMPACT Layered Funding Approach

(County/Region Component - \$120 million)



INCENTIVE LAYER

\$9 million

- Infants/Toddlers
- Family Child Care



QRIS STEP LAYER
\$75,000,000

Funding based on county-level participation:

Step 1 – Quality Improvement (QI)

- Minimum of one CA-QRIS element and three system functions

Step 2 – Quality Improvement System (QIS)

- Minimum of four CA-QRIS elements and six system functions

Step 3 – Quality Rating and Improvement System (QRIS)

- Full QRIS and all seven system functions

BASE LAYER
\$36,000,000

Based on number of Children (0-5) in Poverty and Licensed Facilities in each county