



AGENDA ITEM: 10  
DATE OF MEETING: July 23, 2015  
ACTION: \_\_\_\_\_  
INFORMATION:   X  

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

**SUMMARY**

Staff will provide an update on First 5 IMPACT (Improve and Maximize Programs so All Children Thrive), with a focus on how Commissioner questions and requests were addressed in the Request for Application (RFA).

First 5 IMPACT was authorized at the April 23, 2015, Commission Meeting for \$190 million over five years to support a continuum of quality by building on state and local investments in a Quality Improvement System (QIS)/Quality Rating and Improvement System (QRIS). Open to all First 5 counties, it 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.

**FIRST 5 IMPACT OVERVIEW**

The purpose of First 5 IMPACT is to support a network of local quality improvement systems to better coordinate, assess, and improve the quality of early learning settings. First 5 IMPACT is an innovative approach that forges partnerships between First 5 California (F5CA) and counties to achieve the goal of helping children ages 0 to 5 and their families thrive by increasing the number of high-quality early learning settings, including supporting and engaging families in the early learning process. Supporting more sites to achieve high-quality standards helps ensure more of California's children enter school with the skills, knowledge, and dispositions necessary to be successful. It provides families the information and support they need to promote and optimize their children's development and learning, both inside and outside the home.

**FIRST 5 IMPACT RFA RELEASE**

The First 5 IMPACT RFA was posted to the F5CA website on July 2, 2015. Camille Maben sent an e-mail announcing its release to all First 5 county commissions and community partners. The e-mail provided details about a two-hour informational webinar on July 8, 2015, designed to provide information and accept questions about the RFA. Additionally, a First 5 IMPACT mailbox was set up to receive questions and feedback about the RFA.

First 5 county commissions have priority and first right of refusal to apply for First 5 IMPACT and to serve as the Lead Agency in their respective counties. To establish its designation as the Lead Agency, each First 5 county commission was required to submit a Letter of Intent (LOI) by July 13, 2015.

In the event a First 5 county commission chooses not to act as the Lead Agency, F5CA would accept an LOI from a Local Public Entity (LPE) by Monday July 20, 2015. The RFA stated all Lead Agencies, if other than a First 5 county commission, would be required to provide evidence of existing capacity to carry out and implement similar programs, and to meet the specific program and fiscal requirements of First 5 IMPACT.

A total number of LOIs received from First 5 county commission and LPEs was not available when this agenda item was finalized. This information will be provided at the Commission Meeting on July 23.

### **FIRST 5 IMPACT DESIGN**

First 5 IMPACT addresses key areas raised by counties and Commissioners, which are detailed below:

- Flexibility for a consortium to include sites along a continuum of Implementation Steps
- Stronger focus on family engagement and strengthening
- More inclusive of the range of early learning settings

Additionally, in order to promote a thoughtful process to meet the goals of First 5 IMPACT, the application process is spread over two phases which allows Lead Agencies time to work with local consortium members to develop a shared application.

- **First 5 IMPACT supports a continuum of participation.** First 5 IMPACT will support the implementation, evaluation, and expansion of the CA-QRIS by allowing consortia and their early learning sites to enter at any level of development or implementation along the continuum. Counties or regions will apply to participate in First 5 IMPACT in one or more of the three Implementation Steps: 1) QI; 2) QIS; and/or 3) QRIS. Based on the Implementation Step(s) they choose, counties will need to integrate a minimum number of elements from the CA-QRIS as well as the system functions. Mindful that consortia's local IMPACT model will most likely operate with sites engaged across the Step spectrum, First 5 IMPACT allows for a continuum of participation.
- **First 5 IMPACT emphasizes family engagement and strengthening.** The design of First 5 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 Implementation Steps 2 and 3.

Family engagement and strengthening refers to linguistically and culturally sensitive family support strategies that promote, enhance, and support the parents' awareness of their impact on their children's early learning. It provides parents with information about their children's growth and development, and encourages 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. Strategies include, but are not limited to, Strengthening Families; Touchpoints; Parents as Teachers; The Special Supplemental Nutrition Program for Women, Infants, and Children; Raising a Reader; Triple P; Parent-Child Interaction Therapy; and Child-Parent Psychotherapy.

- **First 5 IMPACT is inclusive of a range of early learning settings.** First 5 IMPACT funding will be used to support local efforts linked to the CA-QRIS to ensure integration and coordination across systems. Local efforts funded by First 5 IMPACT will focus on improving the quality of all early learning sites and be inclusive of all settings across the early learning continuum, including licensed centers and family child care homes; legally license-exempt centers; family, friend, and neighbor care; and alternative settings for children ages 0 to 5.

The RFA defines alternative settings as “community and home-based settings which are not child care or preschool sites and provide early learning and school readiness services to parents and young children. This includes, but is not limited to, Early Head Start Home-Based Services, and family support and school readiness groups held at family resource centers, Boys and Girls Clubs, and libraries.”

## **FIRST 5 IMPACT FRAMEWORK**

A foundation of the First 5 IMPACT work is the California QRIS (CA-QRIS) Framework which stems from the Race to the Top-Early Learning Challenge (RTT-ELC) grant. As depicted in Figure 1 on the following page, the CA-QRIS includes the Rating Matrix and the Continuous Quality Improvement Pathways (CQI Pathways). It encompasses 15 elements of quality, including seven rated elements and eight elements on the CQI Pathways. For purposes of First 5 IMPACT, the CA-QRIS is inclusive of a continuum of quality improvement efforts ranging from quality improvement (QI) efforts with a single focus, such as family engagement, to a quality improvement system (QIS) that covers multiple quality elements, such as CARES Plus, and finally to a full QRIS which includes rating and public outreach.

**FIGURE 1: CA-QRIS FRAMEWORK ELEMENTS**

<b>CA-QRIS Framework (15 total elements)</b>	
<b>Elements in the Rating Matrix (7 elements)</b>	<b>Elements in the CQI Pathways (8 elements)</b>
<b>CORE I: Child Development and School Readiness</b>	
1. Child Observational Assessments 2. Developmental and Health Screenings	1. School Readiness 2. Social-Emotional Development 3. Health, Nutrition, and Physical Activity
<b>CORE II: Teachers and Teaching</b>	
3. Qualifications for Lead Teacher/FCCH Owner (Education and Professional Development) 4. Classroom Assessment Scoring System® (CLASS®)	4. Effective Teacher-Child Interactions 5. Professional Development
<b>CORE III: Program and Environment</b>	
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 (and Family Strengthening)

**FIRST 5 IMPACT FUNDING PRIORITIES**

The funds from First 5 IMPACT will support four key areas:

1. County and regional-level work – Approximately \$120 million over the term of First 5 IMPACT allocated to county partners participating in First 5 IMPACT using a layered funding approach:
  - Base Layer – This layer accounts for approximately 30 percent of County/Region Allocation funds, or \$36 million. Applicants will be funded based on two factors that are equally weighted: 1) the number of children 0 to 5 in poverty<sup>[1]</sup>; and 2) the number of licensed facilities located within the county<sup>[2]</sup>. The funding factors are based on data as of a specific time and will not change for the duration of First 5 IMPACT. Lead Agencies will have access to Base Layer funding and will be authorized for reimbursement of expenditures upon approval of the Phase 1 application.
  - QRIS Implementation Step Layer – This layer accounts for approximately 63 percent of the County/Region Allocation funds, or \$75 million. Lead Agencies will be funded via a formula derived from 1) the number of participating sites; and 2)

<sup>[1]</sup> U.S. Census Bureau, 2009-2013 Five-Year American Community Survey. "POVERTY STATUS IN THE PAST 12 MONTHS OF RELATED CHILDREN UNDER 18 YEARS BY FAMILY TYPE BY AGE OF RELATED CHILDREN UNDER 18 YEARS".

<sup>[2]</sup> California Child Care Resource and Referral Network. (2012). Child care data.

the Implementation Step the majority of the sites (51 percent or more) are participating in (e.g., if 51 percent of sites are in Step 3-QRIS, 40 percent are in Step 2-QIS, and nine percent in Step 1-QI, the county in entirety would be funded at the Step 3-QRIS determination). Implementation Steps have been assigned a multiplier that increases from Step 1 to Step 3, to account for the increased costs associated with increased requirements. If a majority of sites (51 percent or more) does not exist, the consortium's funding will be based on Step 2.

The RFA defines Large Sites and Alternative Settings and how different types and sizes of settings are defined as one or more "sites" in the funding of the Implementation Step Layer.

- Incentive Layer – This layer of funding accounts for approximately eight percent of the County/Region Allocation funds, or \$9 million. Access to Incentive Layer funding will begin in FY 2016–17. The purpose of this funding is to incentivize participants to exceed the target number of sites identified by F5CA, support consortia that rate more than 75 percent of their Step 3 sites as identified in the Annual Performance Report, and provide additional funding for Lead Agencies that exceed the level of quality improvement (Step) identified in their Phase 1 application at some point during the duration of First 5 IMPACT. Beginning in FY 2016–17, once the majority of sites (51 percent or more) are participating in the increased Step, the Lead Agency has the potential to receive the corresponding increased Step funding for all participating sites.
2. Regional Training and Technical Assistance (T&TA) Hubs – Approximately \$18 million over the term of First 5 IMPACT will be provided to First 5 county commissions with existing capacity and the willingness to act as a T&TA Hub.
  3. State-Level Systems Support and Statewide T&TA – Approximately \$28 million over the term of First 5 IMPACT will be used to support state infrastructure and T&TA-related to continuous quality improvement statewide.
  4. Evaluation and Research Projects – Approximately \$24 million over the term of First 5 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.

Funding for First 5 IMPACT is drawn from the following accounts:

First 5 California Account	Amount	Funding %	Related First 5 IMPACT Activities
Education (0634)	\$88,000,000	46%	<ul style="list-style-type: none"> <li>• Consortium IMPACT Work</li> <li>• Regional T&amp;TA Hubs</li> <li>• State-Level Systems Support and Statewide T&amp;TA</li> </ul>
Child Care (0636)	\$61,000,000	32%	<ul style="list-style-type: none"> <li>• Consortium IMPACT Work</li> <li>• Regional T&amp;TA Hubs</li> <li>• State-Level Systems Support and Statewide T&amp;TA</li> </ul>
Research and Development (0637)	\$41,000,000	22%	<p>\$24 million</p> <ul style="list-style-type: none"> <li>• Evaluation and Research Projects and QRIS Database(s)</li> </ul> <p>\$17 million</p> <ul style="list-style-type: none"> <li>• Consortium IMPACT Work, Implementation Step 3</li> <li>• Regional T&amp;TA Hubs</li> </ul>
<b>Total First 5 IMPACT</b>	<b>\$190,000,000</b>	100%	

Additionally, per the First 5 California Strategic Plan, staff have tentatively allocated \$32 million to two pilots. The pilots are meant to build on existing research and best practices and evaluate the effectiveness of the pilot to share and disseminate scalable strategies and resources. These include:

- Strategic Plan Objective 1.2.2. – Support and pilot culturally and linguistically sensitive strategies to effectively engage dual language learners
- Strategic Plan Objective 1.3.1. – Support and pilot evidence-based strategies in community settings to engage families in innovative and culturally sensitive ways in their children’s health development, for example:
  - Identify key issues for affecting systems change in child welfare that will reduce the number of children, birth through age 5 years, who have contact with the child welfare system
  - Develop and fund an evidence-based prevention and early intervention pilot for “at-risk” communities/families

**ATTACHMENT**

- IMPACT PowerPoint



# First 5 IMPACT

## Improve and Maximize Programs so All Children Thrive

“IMPACT is a systemic way of helping improve or advance local and statewide quality.”

July 2015





## What is First 5 IMPACT?

- \$190 million over 5 years authorized by the Commission on April 23, 2015
- Centered around Continuous Quality Improvement
- Builds on and aligns with the Race to the Top – Early Learning Challenge (RTT-ELC) Quality Rating and Improvement System (QRIS) Framework, First 5 California’s (F5CA) past and current program investments, and federal and state direction
- Maximizes investments and leverages non-First 5 dollars
- Creates a shared focus on a common desired result: **thriving children and families**

## **What is the purpose of First 5 IMPACT?**

To support a network of local quality improvement systems to better coordinate, assess, and improve the quality of early learning settings.

## **What is the goal of First 5 IMPACT?**

Through partnerships between F5CA and counties, children ages 0 to 5 and their families thrive by increasing the quality of early learning settings, including supporting and engaging families in the early learning process.

## Request for Application Timeline

Date	Activity
July 2, 2015	Release of First 5 IMPACT Request for Application
July 8, 2015	Informational Webinar (at least 189 attendees)
July 13, 2015	Letter of Intent (LOI) due from First 5 county commissions
July 20, 2015	LOIs due from Local Public Entities (if First 5 county commission chooses not to apply)
<b>August 24, 2015</b>	Phase 1 of application due
September 11, 2015	Intent to Award Base Layer Funds posted on the F5CA website
August 31 – November 19, 2015	First 5 staff provide technical assistance to Lead Agencies and local First 5 IMPACT consortia
<b>November 20, 2015</b>	Phase 2 of application due
December 21, 2015	Intent to Award Step Layer Funds posted on the F5CA website

## How did First 5 IMPACT address county and Commissioner questions?

- Flexibility for a consortium to include sites along a continuum of Implementation Steps
- Stronger focus on family engagement and strengthening
- More inclusive of the range of early learning settings



# First 5 IMPACT – Implementation Steps

Step	CA-QRIS Framework Elements	System Functions	Quality Improvement Plan	Tiered Rating
<b>Step 1 - QI</b>	Minimum of one element: Local decision	Minimum of six system functions, must include: <ul style="list-style-type: none"> <li>• Build Local Consortia</li> <li>• Finance Strategically</li> <li>• Recruit and Engage Participants</li> <li>• Enhance and Align Standards</li> <li>• Create and Support Improvement Strategies</li> <li>• Ensure Accountability</li> </ul>	Not required	Not required
<b>Step 2 - QIS</b>	Minimum of four elements, must include: <ul style="list-style-type: none"> <li>• Teacher-Child Interactions</li> <li>• Family Engagement</li> </ul>	Minimum of six system functions, must include: <ul style="list-style-type: none"> <li>• Build Local Consortia</li> <li>• Finance Strategically</li> <li>• Recruit and Engage Participants</li> <li>• Enhance and Align Standards</li> <li>• Create and Support Improvement Strategies</li> <li>• Ensure Accountability</li> </ul>	Required of all sites	Not required
<b>Step 3 - QRIS</b>	All elements of Rating Matrix  From Pathways, must include: <ul style="list-style-type: none"> <li>• Teacher-Child Interactions</li> <li>• Family Engagement</li> </ul>	All seven system functions	Required of all sites	Required

### **How does First 5 IMPACT define alternative settings?**

Alternative settings are community and home-based settings which are not child care or preschool sites and provide early learning and school readiness services to parents and young children. This includes, but is not limited to, Early Head Start Home-Based Services, and family support and school readiness groups held at family resource centers, Boys and Girls Clubs, and libraries.

## How does First 5 IMPACT address family engagement and strengthening?

Linguistically and culturally sensitive family support strategies that promote, enhance, and support the parents' awareness of their impact on their children's early learning, including:

- Providing parents with information about growth and development
- Encouraging parent involvement in advocacy through school readiness and home visiting strategies
- Assisting parents with access to social supports



# CA-QRIS Framework (formerly RTT-ELC Framework)

Elements in the Rating Matrix (7)	Elements in the CQI Pathways (8)
<b>CORE I: Child Development and School Readiness</b>	
1. Child Observational Assessments 2. Developmental and Health Screenings	1. School Readiness 2. Social-Emotional Development 3. Health, Nutrition, and Physical Activity
<b>CORE II: Teachers and Teaching</b>	
3. Qualifications for Lead Teacher/FCC Home Owner Education and Professional Development 4. Classroom Assessment Scoring System <sup>®</sup> (CLASS <sup>®</sup> )	4. Effective Teacher-Child Interactions 5. Professional Development
<b>CORE III: Program and Environment</b>	
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



# First 5 IMPACT Funding Priorities

F5CA Account	Amount	Percent	Related First 5 IMPACT Activities
Education (0634)	\$88,000,000	46%	<ul style="list-style-type: none"> <li>• Consortium IMPACT Work</li> <li>• Regional T&amp;TA Hubs</li> <li>• State-Level Systems Support and Statewide T&amp;TA</li> </ul>
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<b>Total First 5 IMPACT</b>	<b>\$190,000,000</b>		

## **Strategic Plan Objective 1.2.2.**

Support and pilot culturally and linguistically sensitive strategies to effectively engage dual language learners.

## **Strategic Plan Objective 1.3.1.**

Support and pilot evidence-based strategies in community settings to engage families in innovative and culturally sensitive ways in their children's health development.

- Tentative allocation of \$32 million to two pilots
- Build on existing research and best practices
- Evaluate effectiveness
- Share and disseminate scalable strategies and resources

# Questions?

