



January 24, 2019

<p><b>SUBJECT</b></p> <p><b>QUALITY COUNTS CALIFORNIA/IMPACT EVALUATION UPDATE</b></p> <p><b>Strategic Priority Area 1. Children and Families:</b> Support children prenatal through age 5 and their families by providing culturally and linguistically effective resources, knowledge, and opportunities for them to develop the skills needed to achieve their optimal potential in school and life.</p> <p><b>Goal 1.2. Early Learning:</b> Children birth through age 5 benefit from high quality early education, early intervention, family engagement, and support that prepares all children to reach their optimal potential in school and life.</p>	<p><input type="checkbox"/> Action</p> <p><input checked="" type="checkbox"/> Information</p>
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**SUMMARY OF THE ISSUE**

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This agenda item describes key implementation and evaluation activities for First 5 IMPACT (Improve and Maximize Programs so All Children Thrive) and Quality Counts California (QCC) in Fiscal Year (FY) 2017–18, and future evaluation steps.

**RECOMMENDATION**

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This is an information-only item. First 5 California (F5CA) staff is not requesting action at this time.

**BACKGROUND OF KEY ISSUES**

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First 5 IMPACT, funded by F5CA, includes participation of 58 counties organized within 48 consortia and 11 Hub regions (including the Tribal Child Care Association as Region 11). QCC is a collaborative effort between F5CA, the California Department of Education – Early Learning and Care Division, and local consortia partners working on Quality Rating and Improvement Systems (QRIS). Formerly known as CA-QRIS, QCC was renamed through a collaborative decision process by its partners.

Staff will summarize progress for First 5 IMPACT and QCC, including current evaluation findings for FY 2017–18.

The First 5 IMPACT investment also is supporting an evaluation of QCC by Child Trends to frame California’s progress in implementing a statewide QRIS within the context of progress made by other states, better understand F5CA’s investment, and advance the California ECE policy agenda with appropriate messaging supported by information and data. Child Trends has a history and track record for local, state, and national evaluation with decided influence on policy that improve the lives of children and youth. A member of the Child Trends evaluation team will provide an update on its contracted work to frame an evaluation of California’s early learning and care system and investment in QCC.

Additional information is available at these web pages:

- First 5 IMPACT: <http://www.cafc.ca.gov/partners/qrisc.html#impact>
- QCC: <https://qualitycountscsca.net>

## **SUMMARY OF PREVIOUS COMMISSION DISCUSSION AND ACTION**

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Commissioners approved \$190 million in support of First 5 IMPACT at the April 23, 2015, Commission meeting. On July 2, 2015, F5CA released the First 5 IMPACT Request for Application for eligible county-level partners. Staff provided an update on the status of First 5 IMPACT and QRIS efforts at the July 23, 2015, and October 19, 2017, Commission meetings. Commissioners last received an evaluation update for First 5 IMPACT and QCC during its April 2018 Commission meeting for FY 2016–17.

## **ATTACHMENTS**

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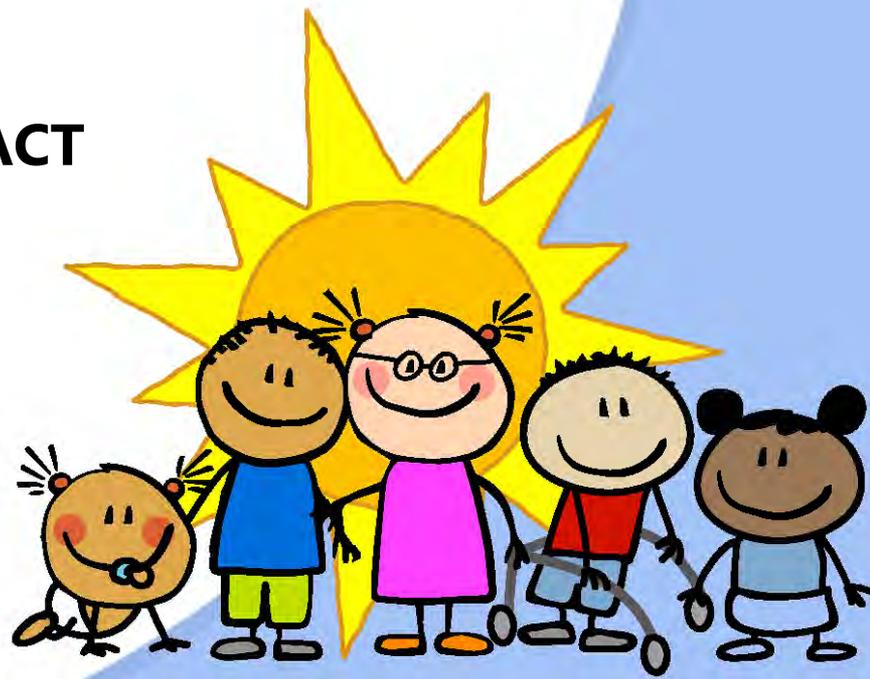
A. PowerPoint Presentation

# Quality Counts California

*Raising the Quality of Early Learning  
and Care*

## **Evaluation Update for First 5 IMPACT and Quality Counts California**

First 5 California Commission Meeting  
January 24, 2019



In partnership  
with:



California Department of  
EDUCATION

# Goals

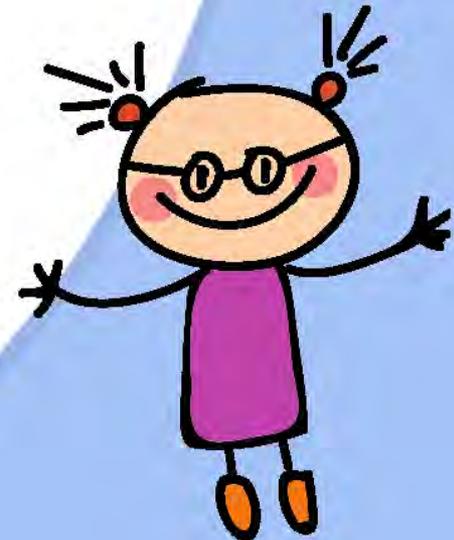
- First 5 IMPACT investment
- 2017–18 data
- Child Trends' evaluation activities



## What We Know

- The first five years of life are critically important.
- Early adult-child interactions have the greatest impact on brain development.
- Children attending high-quality preschool do better in school and in life.
- Dual language learners and children living in poverty benefit most from high-quality preschool.

Source: Getting Down to Facts II, September 2018



## In California...

- A large proportion of children are in care with no quality expectations.
- There are low and uneven teacher training requirements across program types.
- Compared to the rest of the country, California has a disproportionate achievement gap when children enter kindergarten.
- Data about children birth to five years is inconsistent and fragmented.

Source: Getting Down to Facts II, September 2018



*Quality means children have the learning environments, interactions, and activities that support their growth and development, and help prepare them for success in school and life.*

Source: Child Trends draft



# Quality Counts California (QCC) Participation

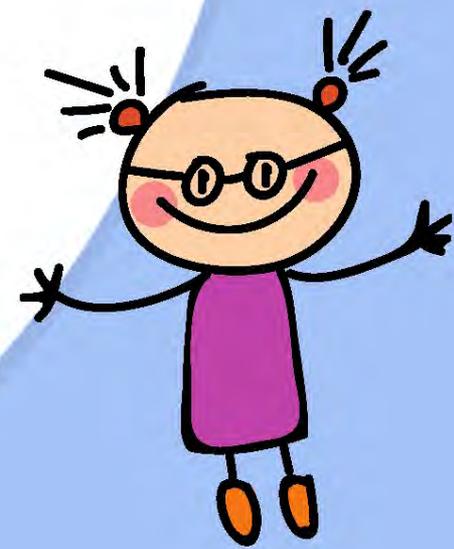
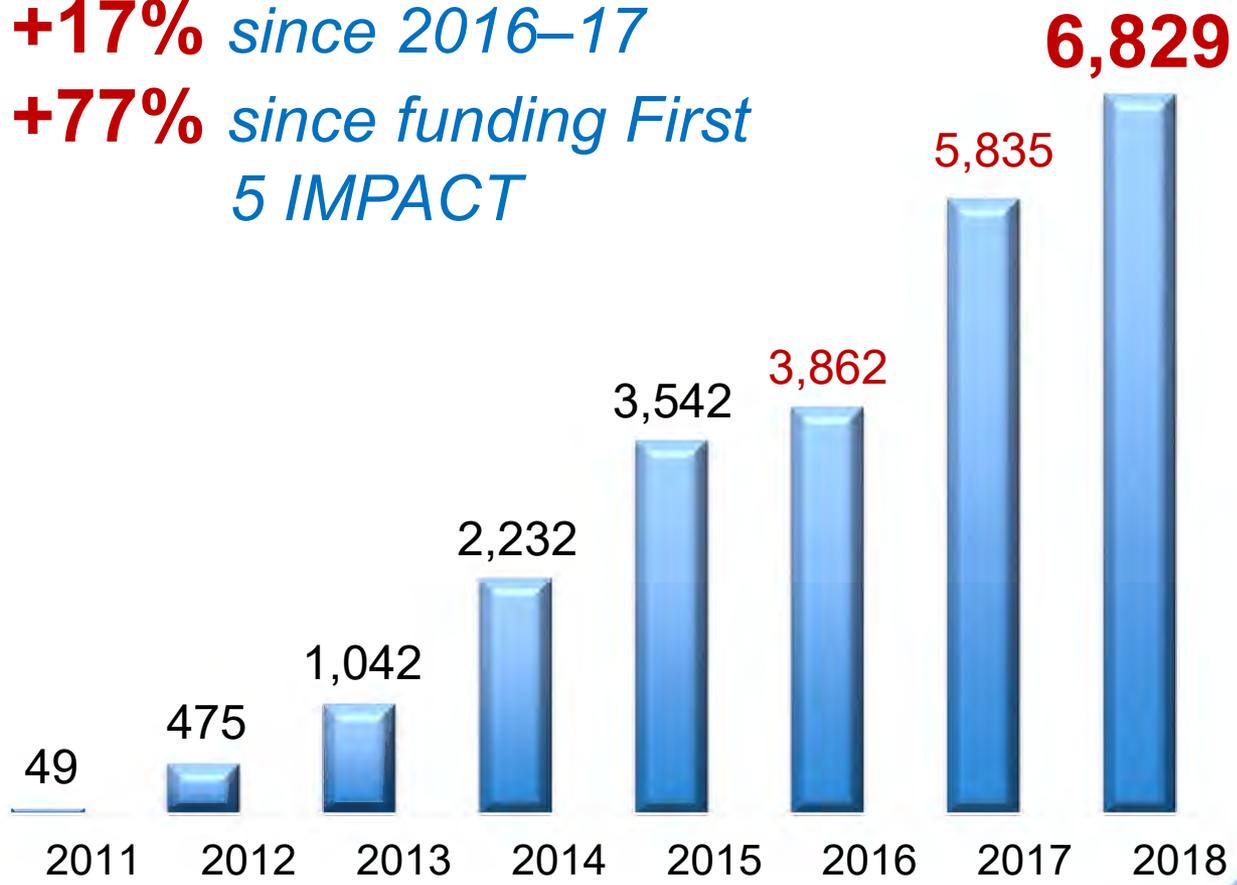
<https://qualitycountscalifornia.net/>



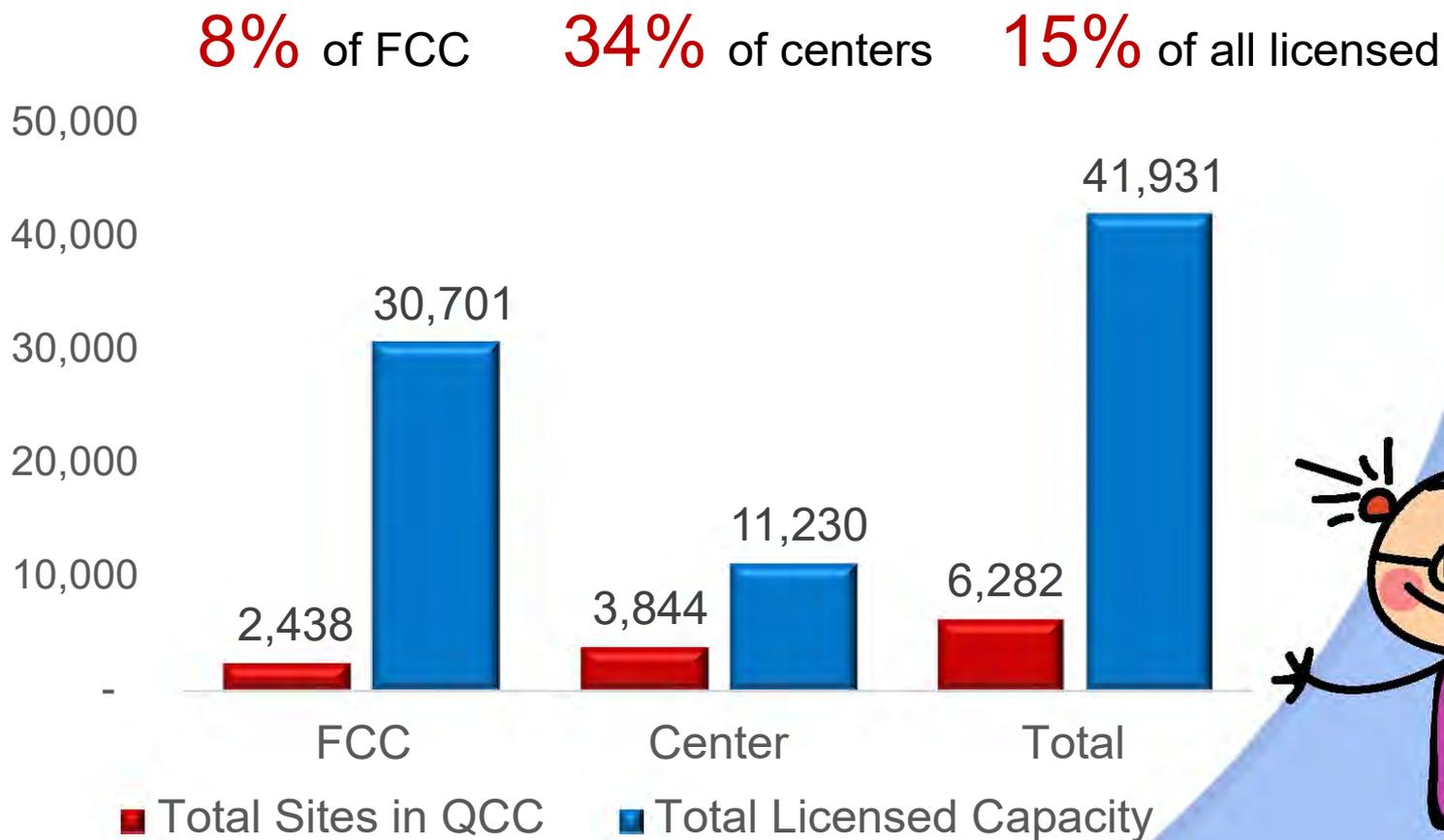
# Participation in QCC is Growing

**+17%** since 2016–17

**+77%** since funding First 5 IMPACT



# Saturation: QCC in Licensed Settings

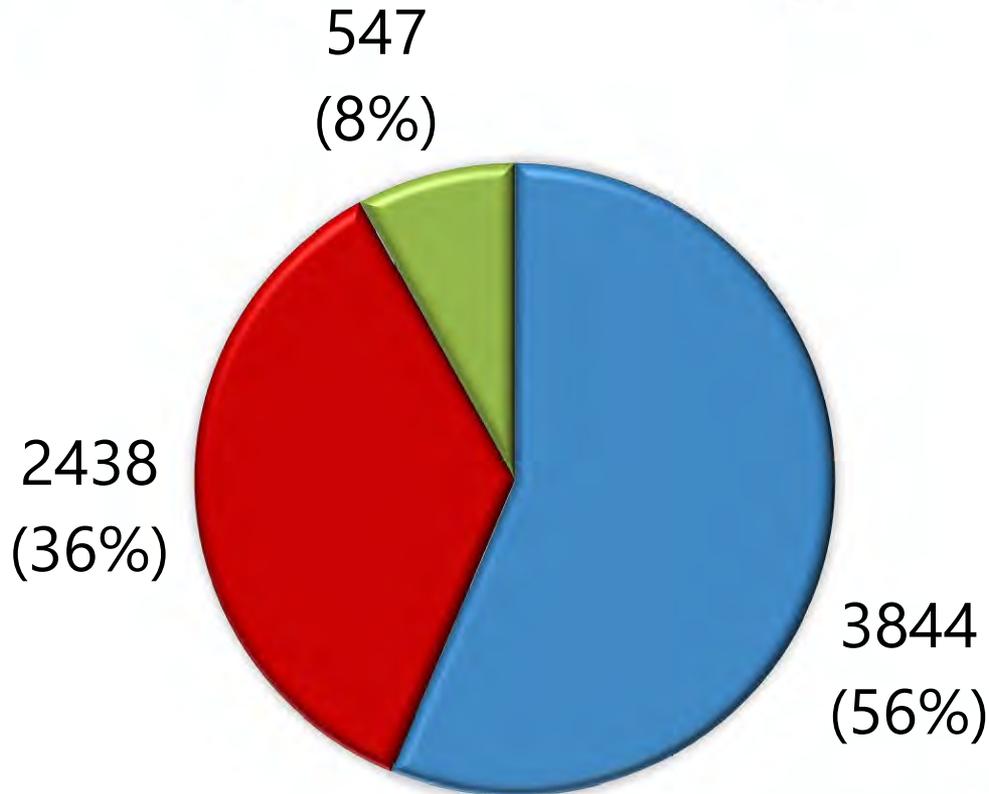


# QCC Setting Types (2017–2018)

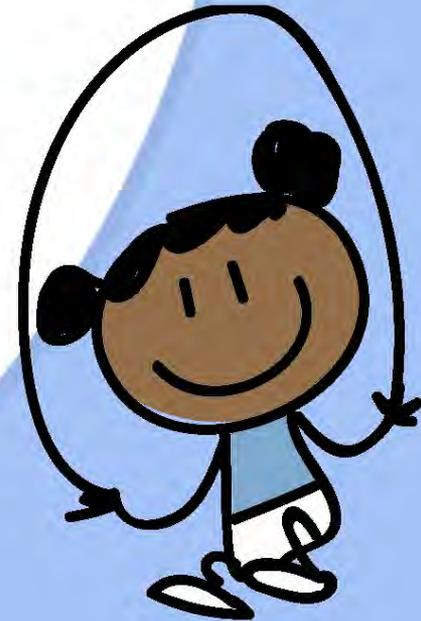
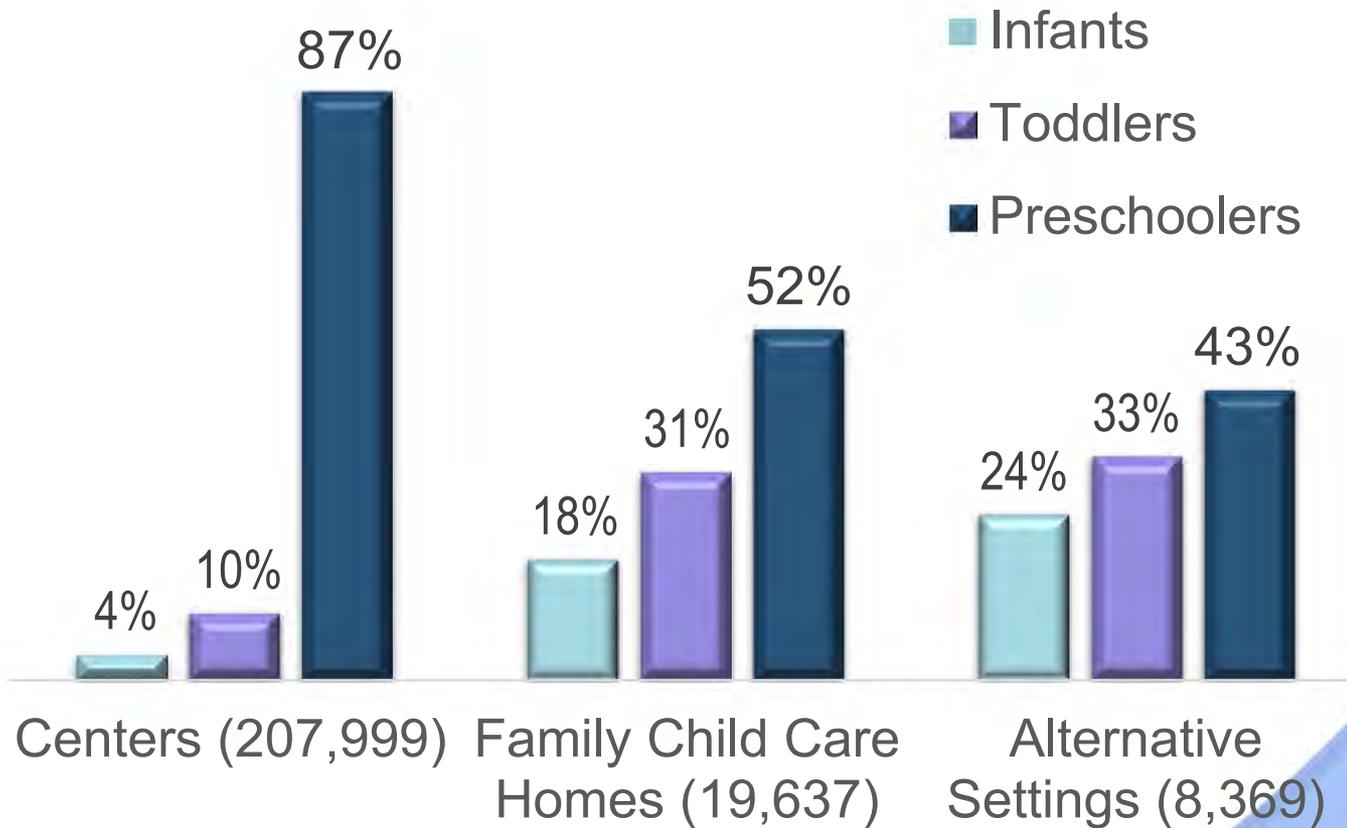
## Participating Settings

## Children in Settings

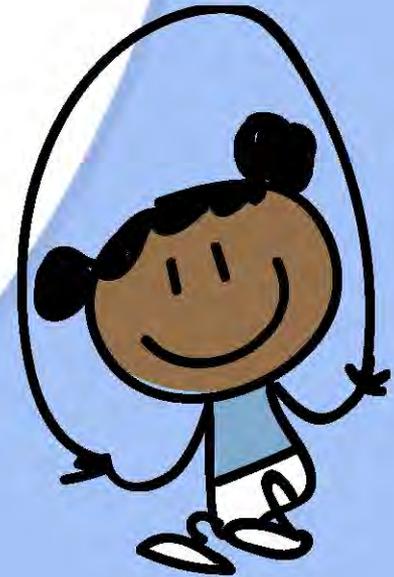
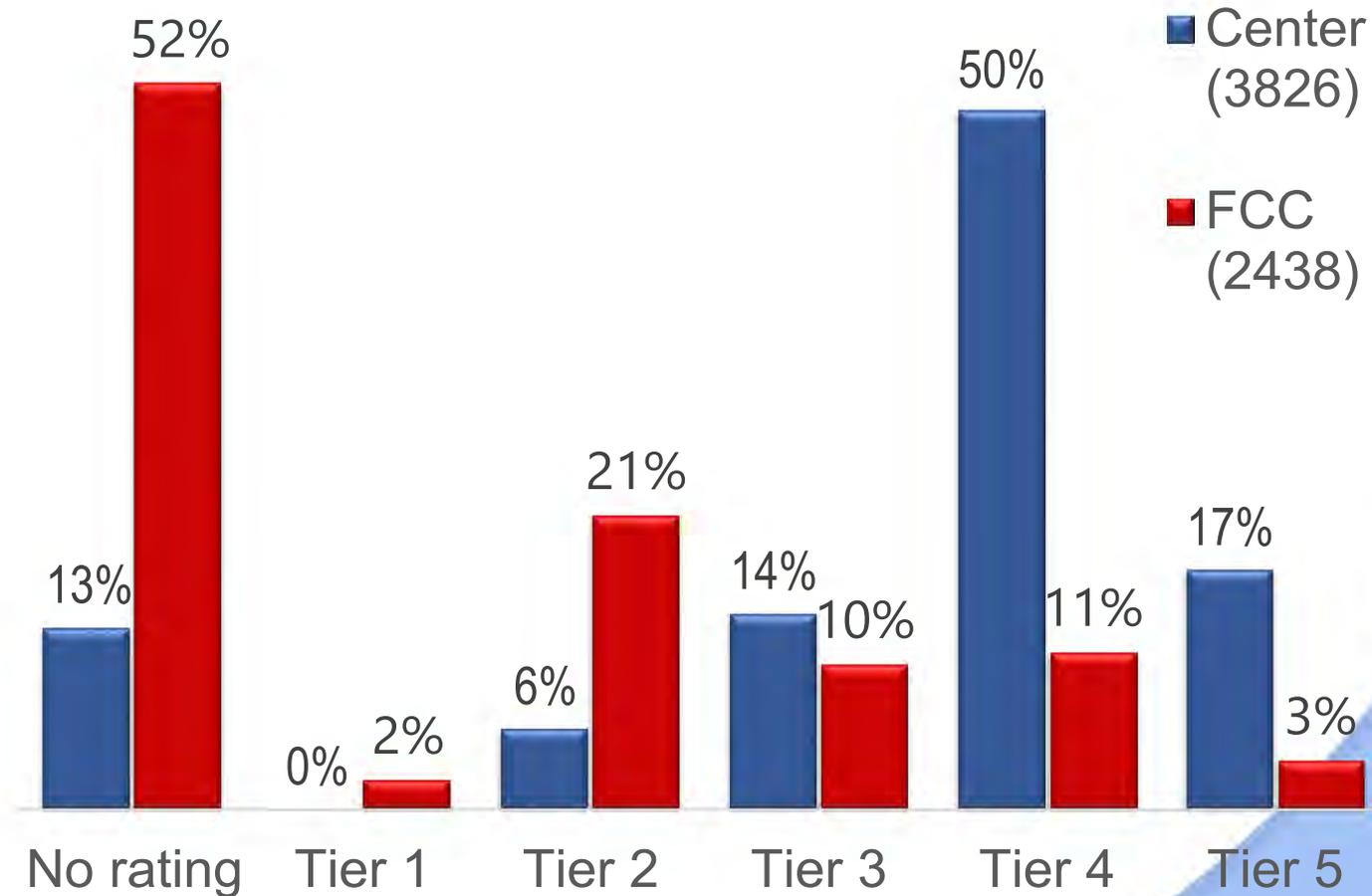
■ Centers    ■ Family Child Care    ■ Alternative Settings



# Children Served by Setting Type (2017-18)



# Ratings by Facility Type



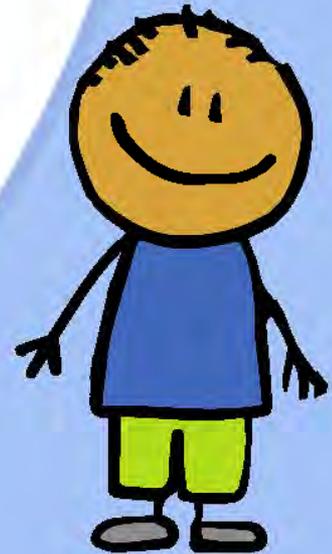
# First 5 IMPACT

What is First 5 California's role in the QCC system?



## First 5 California's Investment

- IMPACT = Improve and Maximize Programs so All Children Thrive
- \$190 million approved April 2015 for five years
- Includes all 58 counties



# First 5 IMPACT Priorities

1

Meet counties and early learning and care settings where they are

2

Promote local collaborations across funding streams

3

Build regional networks of support

4

Support and engage families in the early learning process

5

Improve effective interactions between adults and children

6

Increase access to high-quality, job-embedded, workforce supports

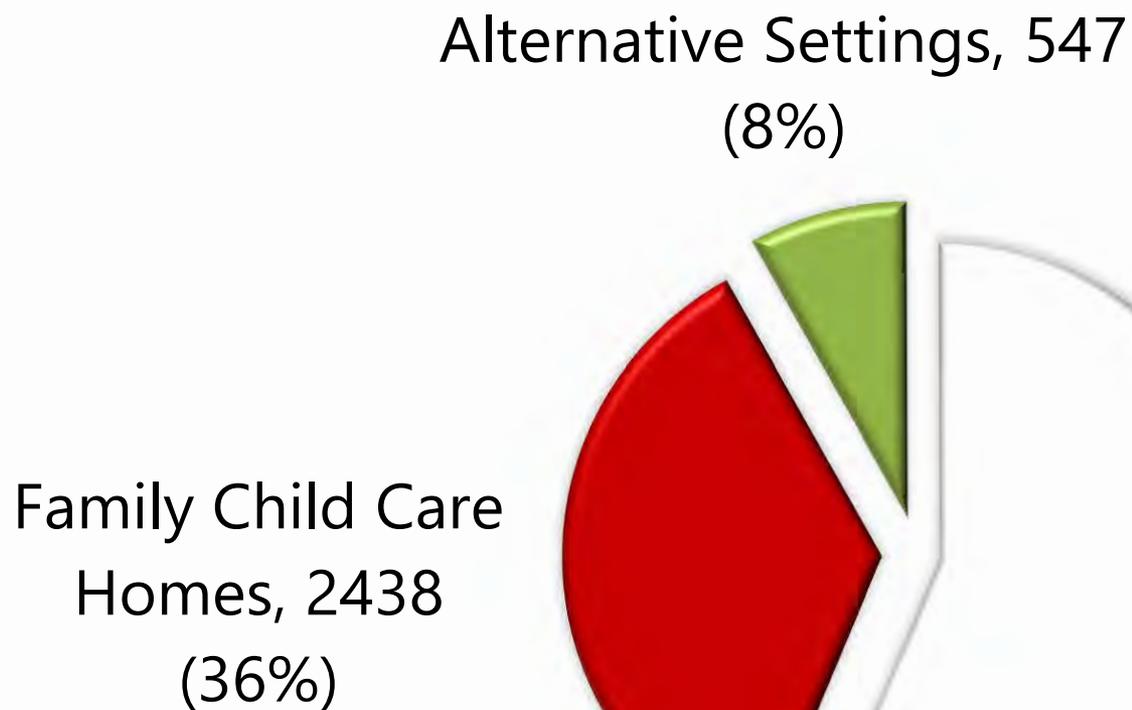
## 1

# Local Priorities

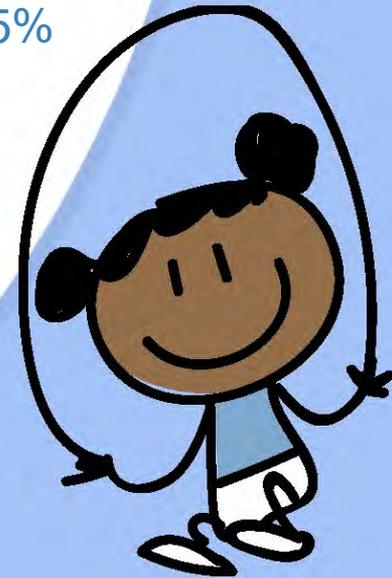
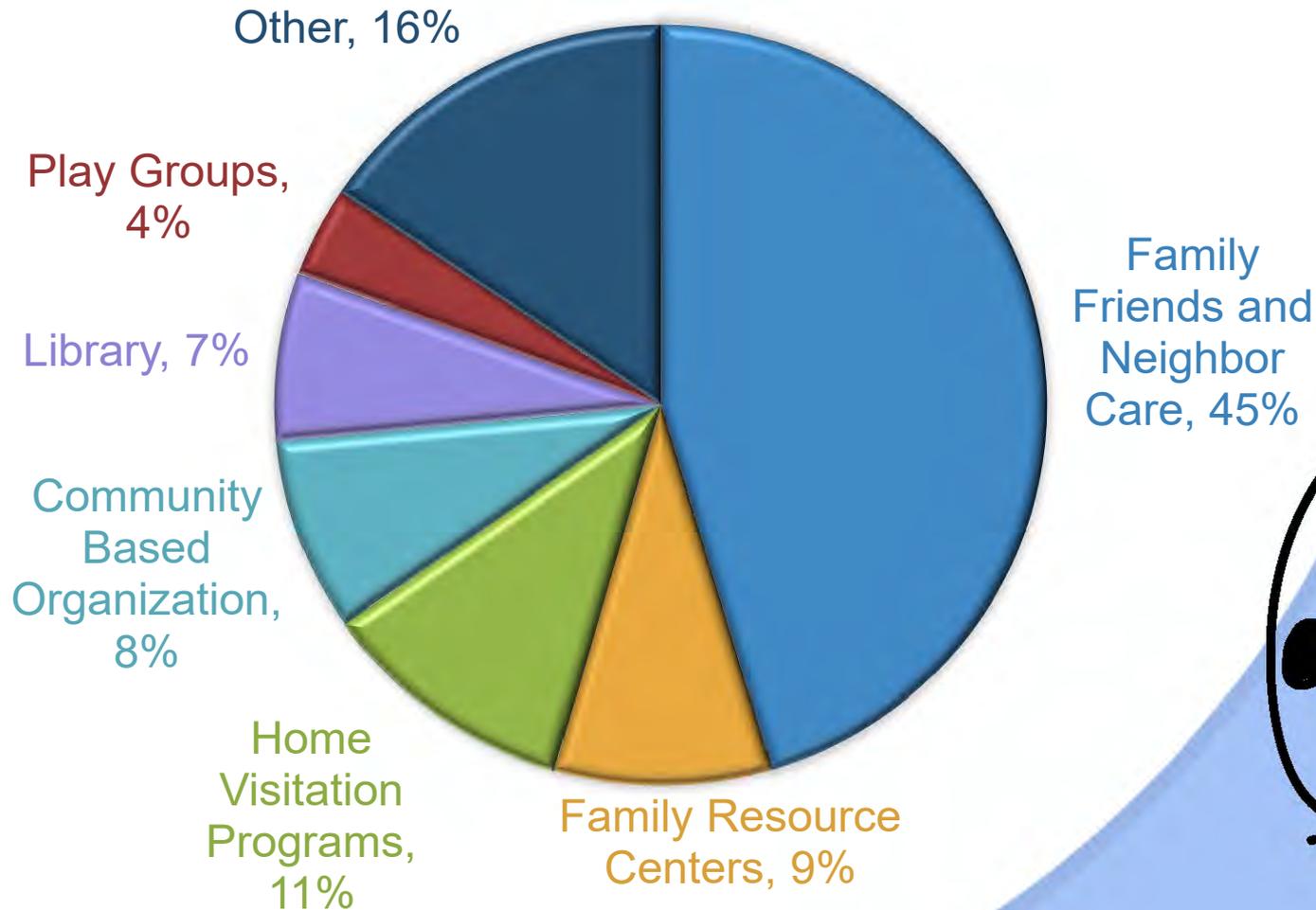
Meet counties and early learning  
and care settings where they are



## First 5 IMPACT Priorities



# First 5 IMPACT Alternative Settings (N=547)



## 2

# Local Collaboration

Promote local collaboration across  
funding streams



# Consortia Partnerships

## Who

- First 5 county commissions
- County offices of education
- Resource and referral agencies

## What

- Provide technical assistance to providers
- Inform families
- Support site recruitment
- Rate sites
- Provide match funding

**85%** satisfied

**80%** - "Participation has improved my agency's services"



# Collaboration and Coordination are Improving

- Shared vision and stake in the outcome
- Compromise
- Trust, flexibility, and communication
- Teamwork and collaboration
- Coordinated system delivery

*"I feel in my role I am able to have a positive impact on my local QRIS. Overall, I believe our consortium has grown and works effectively. We are being more reflective and adjusting our practices to enhance the work."*



## 3

# Regional Hubs

Build regional networks of support



## Role of Regional Hubs

- Providing and coordinating professional development
- Improving assessment and rating processes
- Sharing best practices
- Coordinating resources
- Aligning QRIS strategy and communication

*"Increased coordination and sharing of resources across the Hub region has helped to strengthen systems and leverage resources across the state."*



## 4

# Family Engagement

Support and engage families in the early learning process



# Engaging Families

- Local adoption of the Strengthening Families Protective Factors Framework
- Regional family engagement specialist
- Family Engagement Toolkit
- *Talk. Read. Sing.*<sup>TM</sup>



# 5

# Effective Interactions

Improve effective interactions  
between adults and children



# CLASS-Based Coaching (CBC)

## CBC PROGRAM IMPACT

**66**



*CBC coaches*

**1,677**



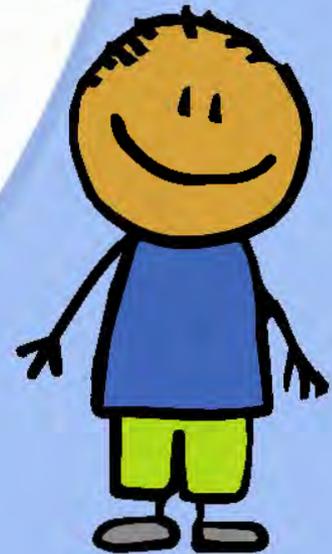
*Early childhood educators supported*

**16,770**



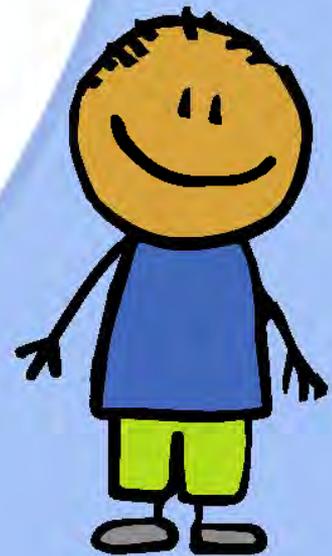
*Children ages 0 - 5 years who benefited*

Increased  
engagement  
in CBC =  
greater  
mastery



## CLASS-Based Coaching

*“CBC has provided me with tools and resources to become more intentional about my coaching approach. It has guided me in planning for my conferences and discussions with my teachers, and has given me strategies to address various coaching challenges.”*



## 6

# Workforce Supports

Increase access to high-quality, job-embedded workforce supports



# Technical Assistance

- Coaching
- Materials
- Financial incentives
- Peer learning communities
- Leadership development opportunities



# Technical Assistance Infrastructure

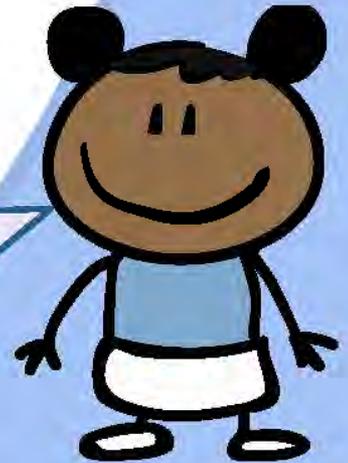
- Coaching certification and support
- Trainer and training quality standards
- Higher education practice-embedded coursework and resources



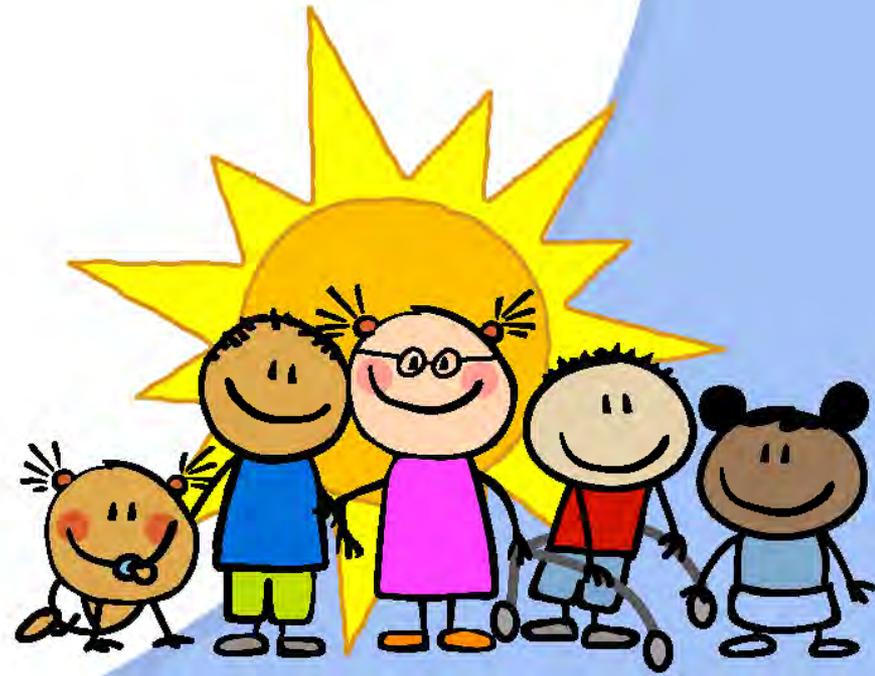
## Legislative Messages about QCC

- Played an important role in defining measuring, and supporting quality
- Helped align systems of quality improvement
- Improved cross-agency collaboration and coordination
- Supported local capacity-building

*"QCC has helped build capacity of individual consortia thereby, strengthening the early care and education system locally and regionally. Ultimately, our involvement in QCC will make a positive change in the lives of our region's children and families."*



# Questions?



# Quality Counts California's Role in Learning Readiness

Presentation to the First Five California Commission  
Kelly Maxwell, Ph.D.  
January 24, 2019



Goal 1 of  
National  
Education  
Goals  
Panel:  
School  
Readiness



All children have access to high-quality early learning programs that support their development



Every parent is a child's first teacher, and they have the supports they need



Children receive the nutrition, physical activity, and health care they need to arrive at school prepared to succeed

# Quality Rating and Improvement Systems



Grew from 3 in 1999 to 44 in 2017



Over time, focus has shifted from  
"R" to "I"

- Supports access to quality early learning and care



Five Common Components

1. Program standards
2. Quality assurance and monitoring
3. Support for programs and providers
4. Financial incentives
5. Consumer education

## What does access mean?

Access to early care and education means that parents, with **reasonable effort** and **affordability** can enroll their child in an arrangement that **supports the child's development** and **meets the parents' needs**.

<https://www.acf.hhs.gov/opre/resource/defining-and-measuring-access-to-high-quality-early-care-and-education-ece-a-guidebook-for-policymakers-and-researchers>



# Quality Counts California supports access by...

- Promoting participation of providers across the state
- Promoting participation of different types of providers
- Supporting quality improvement
  - Technical assistance to support the director as the educational leader and improve program quality
  - One-on-one coaching to improve teacher practices and interactions
  - Scholarships and supports for teachers to continue their education

# Final Thoughts

- QCC is early in its development, yet made significant progress.
- First 5 California has played a key role in QCC while also supporting the larger system (e.g., collaboration across agencies, connections between state, regions, and locals) and maintaining a focus on supporting children's learning.

# Questions?

