

Attachment B includes the following two sections:

- Section A: Data Collection and Evaluation Requirements for CSP Counties (Pages 1-4)
- Section B: Related Data Collection and Evaluation Requirements Proposed for State Evaluator¹ (Pages 5-6)

- Study Questions – Outcomes
- Study Questions – Process

Section A: Data Collection and Evaluation Requirements for CSP Counties

Study Questions (Outcomes)	Assessment Tools	Who Collects and How?	Timing/Frequency	Reporting Requirements
O.1. Are the classroom environments in CSP sites improving and meeting target quality criteria?	<ul style="list-style-type: none"> • <u>For preschool:</u> <i>Early Childhood Environment Rating Scale-R</i> (ECERS-R) <u>For infant/toddler:</u> <i>Infant Toddler Environment Rating Scale-R</i> (ITERS-R) • <u>For family child care:</u> <i>Family Child Care Environment Rating Scale-R</i> (FCCERS-R) 	The local evaluator or other independent, outside rater ² .	<p>Annual observations of all participating center-based classes. If both ECERS and CLASS are used, these can be collected in alternate years provided an ECERS was completed in 2011-12.</p> <p>Annual FCCERS observations of all participating family child care homes.</p>	<p>Mean subscale and mean total score for each classroom; mean age of children in each classroom; and overall means (subscales and totals) for each center.</p> <p>Mean subscale and mean total score for each FCC home</p>
O.2. Are the preschool and infant/toddler teachers in CSP classrooms using effective teaching and classroom interaction strategies to improve outcomes for young children?	<ul style="list-style-type: none"> • <i>Classroom Assessment Scoring System</i> (CLASS) 	The local evaluator or other independent, outside rater.	Annual observations of all participating classes. If both ECERS and CLASS are used, these can be collected in alternate years.	Mean score on each factor by center and by classrooms within centers.

¹ Proposed requirements for the State Evaluator are not intended to convey the entire scope of work for the statewide evaluator. Rather it describes their proposed scope of work on related outcome and process measures for the CSP

² An “outside rater” is defined as an individual or team that is not a current or former employee (within the past 12 months) of the program/provider being rated. Such individuals should have demonstrated inter-rater reliability.

Study Questions (Outcomes)	Assessment Tools	Who Collects and How?	Timing/Frequency	Reporting Requirements
O.3. Are high risk young children who participate in CSP sites or who receive services through the CSP demonstrating improvement in their readiness to succeed at kindergarten entry?	<i>DRDP 2010-PS</i>	Teachers rate children and enter their data into the CA Department of Education (CDE) DRDP-Tech database	Children are rated at the end of every school year	Participant level subscale (measure) scores for all children by classroom and site Number of children assessed for each DRDP assessment (i.e., Spring).
O.4. Is the developmental status of high risk young children who participate in CSP sites improving over time?	<ul style="list-style-type: none"> • <u>For Preschool:</u> <i>DRDP-PS</i>³ • <u>For Infants/Toddlers:</u> <i>DRDP-IT</i> • <u>For Special Needs Children</u>⁴: <i>DRDP-Access</i> 	For DRDP, teachers rate children and enter their data into the CDE DRDP-Tech database	Children are rated on the DRDP at the beginning and end of every school year	For the DRDP - Participant level subscale (measure) scores for all children by classroom/site, and the number of children assessed for each DRDP assessment (i.e., Fall /Spring).
O.5. Are children with special needs, dual language learners (DLLs), and migrant children who attend CSP programs making developmental gains?	<u>For children with special needs:</u> <i>DRDP-Access</i>	For DRDP, teachers rate children and enter their data into the CDE DRDP-Tech database	Children are rated at the beginning and end of the school year	For the DRDP - Participant level subscale (measure) scores for all children in all CSP sites, and the number of children assessed for each DRDP assessment (i.e., Fall /Spring). Results also to be reported by subgroups (or at least with participant level data on subgroup status): <ul style="list-style-type: none"> • Special needs • DLLs • Ethnicity/race • Gender • Migrant children

³ The use of the DRDP for developmental progress will be validated with other standardized tests conducted on a sample of children

⁴ Special needs children are those identified as special needs at any time during the project year, or children with an Individualized Education Plan (IEP)

Study Questions (Outcomes)	Assessment Tools	Who Collects and How?	Timing/Frequency	Reporting Requirements
O.6. Are parents included in and satisfied with the CSP?	<i>DRDP Parent Survey</i>	Teachers collect from parents their completed survey and enter data into the CDE DRDP-Tech database	Annually (at the end of each year).	Means/frequencies for each question reported by center and overall Number of families by center and overall
Study Questions (Process)	Core Measures	Who Collects and How?	Timing/Frequency	Reporting Requirements
P.1. Are the conditions that lead to and support quality early care and education increasing among programs that participate in the CSP?	<ul style="list-style-type: none"> • <u>Education level</u> and ECE units of master teachers, teachers, and ATs • <u>Highest license/permit level</u> held • Number and type of trainings and professional development opportunities offered • Number and type of staff who participated in the trainings/ professional development 	Local evaluator and/or PoP Coordinator from program collect through administrative data and/or teacher survey	Annually	Education and license level for each type of staff by classroom and for each center overall. Reported annually County-level summary of trainings and attendance; reported annually
P.2. What strategies and services most effectively promote positive outcomes for children? P.3. Are some strategies more effective for DLLs or children with special needs?	<ul style="list-style-type: none"> • <u>School Readiness: DRDP 2010</u> (all subtypes, as appropriate) 	For DRDP, teachers rate children and enter their data into the CA Dept. of Ed. database	For DRDP, children are rated at the beginning and end of the school year.	DRDP and other assessment results and implementation data on trainings, PD opportunities, and EEE coaching will be reported to and analyzed by state evaluator to determine relationship between these strategies and services and children's outcomes.

Study Questions (Process)	Core Measures	Who Collects and How?	Timing/Frequency	Reporting Requirements
P.4. Are children with special needs being identified and receiving services as appropriate?	<ul style="list-style-type: none"> Ages and Stage Questionnaire (ASQ) Ages and Stage Questionnaire – Social-Emotional (ASQ-SE) Referral and follow-up data 	Parents complete the tools in conjunction with teachers	To be completed at 6, 12, 18, 24, 30, 36, 48, 60 months, or a least annually	Report individual scores in each developmental or behavioral area concerns raised by center/classroom staff; follow-up on referrals (evidence of a visit)
P.5. What are the most effective outreach strategies for parents?	<ul style="list-style-type: none"> Number and type of engagement and support opportunities offered for parents (e.g., advisory board participation, parent-teacher conferences, classroom volunteer activities, educational opportunities to support parenting and child development, social support activities, etc.) Number of parents who participate in parent engagement and support opportunities 	Local evaluator and/or PoP Coordinator from program- collected administrative data and/or site survey	Annually	Annually

Section B: Related Data Collection and Evaluation Proposed Requirements for State Evaluator

Study Questions (Outcomes)	Assessment Tools	Who Collects and How?	Timing/Frequency	Reporting Requirements
O.1. Is the language development of high risk young children who participate in CSP sites improving over time?	<i>Peabody Picture Vocabulary Test (PPVT-4)</i> <i>Preschool Language Scales (PLS-4 English and Spanish)</i>	State <i>evaluator</i> will conduct these assessments on a sample of high-risk children from participating programs	Sample of <i>children</i> assessed fall and spring	Per <i>contract</i> with First 5 California
O.2. Are dual language learners (DLLs) who attend CSP programs making developmental gains?	<u>For DLL children: Pre IPT Oral English Test (in English and Spanish)</u>	State <i>evaluator</i> will conduct these assessments on a sample of high-risk children from participating programs	<i>Sample</i> of children assessed fall and spring	Per <i>contract</i> with First 5 California
O.3. Is the development of early math skills in high risk young children who participate in CSP sites improving over time?	<i>Woodcock-Johnson Applied Problems subtest</i>	State <i>evaluator</i> will conduct these assessments on a sample of high-risk children from participating programs	Sample of <i>children</i> assessed fall and spring	Per <i>contract</i> with First 5 California
O.4. Is the social-emotional development of high risk young children who participate in CSP sites improving over time?	<u>For Preschool: Devereux Early Childhood Assessment (DECA)</u> <u>For Infants and Toddler: DECA –IT</u>	State <i>evaluator</i> will collect these assessments from teachers on a sample of high-risk children from participating programs	<i>Sample</i> of children assessed fall and spring	Per <i>contract</i> with First 5 California for the other assessments

Study Questions (Process)	Core Measures	Who Collects and How?	Timing/Frequency	Reporting Requirements
<p>P.1. What strategies and services most effectively promote positive outcomes for children?</p> <p>P.2. Are some strategies more effective for DLLs or children with special needs?</p>	<ul style="list-style-type: none"> • <u>Literacy/language:</u> <i>PPVT-4 and PLS-4</i> (English and Spanish) • <u>Early Math Skills:</u> <i>Woodcock Johnson Applied Problem Subtest</i> • <u>Social emotional development:</u> <i>DECA</i> (all subtypes, as appropriate) 	<p>For other tools, state evaluator will conduct these assessments on a sample of high-risk children from participating programs</p>	<p>For other tools a sample of children assessed annually</p>	<p>DRDP and other assessment results can be reported by:</p> <ul style="list-style-type: none"> • Program setting: <ul style="list-style-type: none"> ○ Head Start ○ State pre-K ○ General child care ○ Private child care center ○ Family child care home • Curriculum • Attendance data • Hours of instruction • Quality of setting (e.g., ECERS-R or FDCRS/ FCCERS scores) • Teacher education/ experience and level of participation in prof. dev. opportunities • Quality of classroom instruction (CLASS scores)