



April 25, 2019

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| <p>SUBJECT</p> <p>FIRST 5 IMPACT 2.0</p> <p>Strategic Priority Area 1 Children and Families: Support children prenatal through age 5 and their families by providing culturally and linguistically effective resources, knowledge, and opportunities for them to develop the skills needed to achieve their optimal potential in school and life.</p> <p>Strategic Priority Area 2. System and Network: Provide leadership to the First 5 movement and the development of a support system serving children prenatal through age 5, their families, and communities that results in sustainable and collective impact.</p> <p>Goal 1.2. Early Learning: Children birth through age 5 benefit from high quality early education, early intervention, family engagement, and support that prepares all children to reach their optimal potential in school and life.</p> <p>Goal 2.1. Leadership as a Convener and Partner: Work with First 5 county commissions, state agencies, and other stakeholders to convene, align, collaborate on, support, and strengthen statewide efforts and initiatives to facilitate the creation of a seamless system of integrated and comprehensive programs and services to improve the status and outcomes for children prenatal through age 5 and their families.</p> | <p><input type="checkbox"/> Action</p> <p><input checked="" type="checkbox"/> Information</p> |
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SUMMARY OF THE ISSUE

In 2012, California launched a comprehensive, statewide effort to enhance the quality of early learning and care environments, with a focus on improving the quality of adult-child interactions. The First 5 California (F5CA) leadership and funding have been instrumental in building a statewide quality improvement system, Quality Counts California (QCC). QCC is benefitting nearly 320,000 young children in 6,829 settings (a 77% increase in the past two years) and actively working to improve the quality of the early learning and care experiences those settings provide. The challenge of building a

unified statewide system of quality improvement from an inconsistently accessible and supported system cannot be understated.

Under Governor Newsom's Administration and vision, California is at a promising juncture. Other state resources are increasing to support the Governor's dynamic plan for young children and early learning and care. It is critical that F5CA investments strategically complement other state funding. F5CA funding can expedite the realization of the statewide goals and maximize these new investments.

As F5CA's five-year, \$190 million investment in First 5 IMPACT (Improve and Maximize Programs so All Children Thrive) sunsets in June of 2020, staff are recommending the Commission make a catalytic transition investment in IMPACT 2.0 to solidify the leadership role of county First 5 commissions and the State Commission to achieve the following goals:

- **Engage Parents and Families:** Empower parents with information and support to increase interactions that promote their children's healthy brain development.
- **Increase Adult-child Interactions:** A laser focus on high-quality interactions between children and their parents and care providers during the first key years of a child's life.
- **Expand Access to Quality to our Most Vulnerable Children and Providers:** Focus on bringing more family child care home providers and alternative settings into the quality improvement system.
- **Support Workforce and Ensure Data-driven Continuous Quality Improvement:** Prioritize investments to support early learning and care providers with the training and skills needed to implement learning strategies that meet the unique needs of each child.
- **Implement Sustainable Systems at Scale:** Support local, regional, and state systems to achieve a sustainable and scalable infrastructure.
- **Expand Partnerships in Transition:** Meet the commitment of the new Administration and Legislative leadership, while building and strengthening state partnerships to expand high-quality early learning and care experiences.

IMPACT 2.0 is a continuation of the innovative approach of First 5 IMPACT that partners F5CA with First 5 county commissions to increase access to high-quality, early learning and care programs and services for children and families.

RECOMMENDATION

This is an information-only item. F5CA staff is not requesting action at this time, but wishes to present a concept to the Commission for feedback. Staff will be requesting support for an action item in July 2019.

BACKGROUND OF KEY ISSUES

History

F5CA's past investments in the Power of Preschool, Child Signature Program, Comprehensive Approaches to Raising Educational Standards (CARES) Program, and CARES Plus, followed by a successful \$75 million Race to the Top – Early Learning Challenge (RTT–ELC) federal grant in 2012, led to the F5CA's investment in First 5 IMPACT to improve the quality of early learning and care programs and close the achievement gap for young children with high needs

In 2015, the First 5 IMPACT investment took the quality improvement system to scale statewide. The leadership of the State Commission has been essential to move from a patchwork of individual, county-based investments to a statewide system with a shared definition of quality for all children, and unified action among hundreds of stakeholders toward achieving this vision.

Successes of First 5 IMPACT

First 5 IMPACT:

- Increased participation in Quality Rating and Improvement System (QRIS) from 16 counties to all 58 counties and now supports quality in 6,829 early learning and care settings, reaching 319,216 children.
- Expanded supports for high-quality environments beyond traditional early learning and care settings to reach underserved, isolated, and high-need children and families in California.
 - Engaged parents and families in their child's early learning and care through a variety of strategies, including support for 547 alternative settings, benefitting more than 88,000 children and their families, of which 57 percent are infants and toddlers. These settings include family, friend and neighbor care (FFN), family resource centers, community-based organizations, and libraries that are located closest to those families who need services the most.
 - In FY 2017–18, 44 percent of all QCC settings were not center-based, with 36 percent being Family Child Care (FCC) and 8 percent alternative settings. These populations who serve the largest population of infants and toddlers would otherwise not have had the opportunity to participate in quality improvement efforts without First 5 IMPACT funding.
 - Increased levels of workforce education and training, knowledge, confidence, and the ability to provide high-quality experiences and interactions that make a difference for children, and created stronger local partnerships that leverage funding and talent more effectively.

in training or professional development, with 96% of consortia reporting they provided training on developmental screening.

- Required counties to create local QRIS consortia by developing cross-sector partnerships to leverage funding, aligning resources and supports, expanding reach to settings not served by other funding sources, and reducing duplication of services.
- Increased the availability of training and coaching for early learning and care providers and developed learning communities of leaders engaged in reflective coaching and best practices. One hundred percent of consortia reported supporting coaching as a part of their quality improvement efforts. These supports enabled regions and counties to make data-driven decisions about their professional development system.
- Provided substantial support for Regional Coordination and Training and Technical Assistance Hubs (Hubs) that have built the capacity of our local partners, such as train-the-trainer level certification on quality improvement tools, opportunities to network across counties to share best practices and gain efficiencies, and efforts to coordinate data collection.
- Leveraged other funds; in FY 2017–18, over half of consortia reported additional funding sources for local QCC implementation, totaling \$52.4 million in newly leveraged funding.

Goals of IMPACT 2.0

The IMPACT 2.0 investment will address the needs of the whole child, including health, child development, and family strengthening through the early learning and care system. Detailed in the sections below, IMPACT 2.0 funding will address six main goals.

Engage Parents and Families

IMPACT 2.0 will continue to focus on supporting and engaging families by providing the information and resources they need to promote, support, and optimize their child's development and learning readiness. IMPACT 2.0 will provide flexibility for counties to tailor strategies to meet specific family needs unique to each community such as engaging a family support or health specialist to work directly with participating sites to connect families to services.

Increase Adult-Child Interactions

IMPACT 2.0 will continue supporting effective adult-child interactions to promote learning readiness from the moment children are born. IMPACT 2.0 is designed to ensure children not only experience effective adult-child interactions at home through alignment with *Talk.Read.Sing.*®, but also in high-quality early learning and care settings supported through specialized coaching; these two efforts go together hand-in-hand.

Expand Access to Quality for our Most Vulnerable Children and Providers

IMPACT 2.0 will target the most vulnerable children and families by maintaining its focus on local flexibility, partnership with counties, and local and regional capacity building to encourage all 58 counties to continue to participate. Without First 5 IMPACT, many early learning and care settings, and the children cared for within them, would remain unserved. IMPACT 2.0 will build on current capacity and expand access to quality to children and families with the highest need.

Support Workforce and Ensure Data-Driven Continuous Quality Improvement

IMPACT 2.0 will reinforce the standards and competencies for high-quality training and coaching developed through First 5 IMPACT, while continuing the flexibility of allowing consortia to design a local quality improvement menu of support options. These include professional development opportunities, tools, and resources that meet providers where they are and instill a culture of continuous quality improvement.

IMPACT 2.0 will maintain its focus on local and regional capacity building to collect and use data for continuous quality improvement, and continue collecting statewide data to gauge progress toward system improvement goals. Through a data-driven continuous quality improvement approach, informed by the value of equity, IMPACT 2.0 will promote culturally and linguistically effective strategies to engage families and children, including dual language learners.

Implement Sustainable Systems at Scale

IMPACT 2.0 will build on current momentum and leverage a more cost effective and sustainable system, including infrastructure. In continued partnership with the California Department of Education (CDE), F5CA can capitalize on lessons learned and work to streamline QCC by further reducing duplication and refining state, regional, and local roles to create a more cost-effective system. Primarily, this will be achieved through supporting implementation of both a state-managed rating and assessment system, and data system.

IMPACT 2.0 also will expand much-needed support for workforce development to ensure all children have access to early learning and care providers who receive high-quality, practice-embedded, and culturally and linguistically appropriate coaching and training.

Regional Hubs have been an immensely effective strategy and will continue in IMPACT 2.0. Hubs will maintain a focus on supporting local capacity building and regional economies of scale for continuous quality improvement and coordination. To ensure success, IMPACT 2.0 will support Hubs to deliver high-quality training, increase access to CDE Quality Projects, use data to drive continuous quality improvement, and assist all consortia to meet other quality improvement goals.

Expand Partnerships in Transition

On January 10, 2019, Governor Newsom introduced his first proposed budget since taking office, entitled the “California for All” Budget. The FY 2019–20 Budget proposal sets a bold vision and significant down payment for California’s youngest children and their families while providing a road map on how California can create a two-generational approach to raising strong and resilient children. Governor Newsom’s budget proposal invests nearly \$2.4 billion in early childhood programs, including key areas that will improve access to quality early learning and care for California’s working families. The First 5 Network is well-positioned to be a strategic partner in this work to help ensure the Governor’s ambitious vision is realized.

F5CA will hone its investment in early learning and care as CDE expands its investment in publicly funded programs, works to align and improve the impact of its quality improvement projects, and increases its investment in the systems infrastructure.

F5CA’s partnership with CDE has built the foundation for a statewide system of quality early learning and care. In partnership with local First 5 county commissions, county offices of education, and many other partners, the State is implementing a shared vision of quality and quality-improvement supports that set the stage for Governor Newsom’s vision and budget proposal, and take quality to scale across the state.

F5CA will expand with collaboration with other state agencies and partners to support a spectrum of early childhood services, including developmental screening and home visiting.

The Proposed IMPACT 2.0

In summary, IMPACT 2.0 will:

- Support parents and families as their children’s first teachers by providing them with information and resources they need to optimize their children’s development and learning readiness.
- Address the needs of the whole child, including health, child development, and family strengthening through the early learning and care system.
- Ensure culturally and linguistically effective strategies to engage families and children, including dual language learners, informed by the value of equity.
- Focus on systems-level work to sustain and expand investment in settings serving infants and toddlers, family child care homes, FFNs, and alternative settings as a way to serve children who would be otherwise underserved.
- Emphasize local flexibility, partnership with counties, and local and regional capacity building.

- Catalyze and maximize investment and leveraging of non-First 5 dollars to support sustainability.
- Support local capacity building and regional economies of scale for continuous quality improvement and coordination of statewide quality projects.
- Build on prior First 5 IMPACT training and technical assistance infrastructure investments to expand access to high-quality, practice-embedded, and culturally and linguistically appropriate training.
- Support evaluation and collection of data to gauge progress toward system improvement goals.

SUMMARY OF PREVIOUS COMMISSION DISCUSSION AND ACTION

For Fiscal Years (FY) 2016–17 through 2019–20, the F5CA State Commission authorized \$190 million for First 5 IMPACT.

FISCAL ANALYSIS

Proposed funding for IMPACT 2.0 over three years (FY 2020–21 through 2022–23) is \$60–\$75 million.

- County/Regional Allocation \$14–17 Million Annually
 - Simplified funding formula and structure
 - First right of refusal for First 5 county commissions
 - Multi-county consortia incentive opportunity to increase efficiencies, streamline reporting, maximize funding, ensure sufficient local capacity
 - Regional Training and Technical Assistance Coordination Hubs
- State-level Administration and Support \$6–8 Million Annually
 - Statewide Data System (QCC Data System and Registry)
 - Support for Rating and Assessment
 - Evaluation
 - Communications, branding, and messaging infrastructure

ATTACHMENTS

- A. FY 2017–18 QCC Data Brief
- B. First 5 IMPACT Fact Sheet

Effective Partnerships to Improve Efficiencies in Quality Counts California 2017–18 Data Brief

“The most important difference QCC has made in our consortium is by requiring key partners to come together to develop a locally designed model which supports collaboration and creates efficiencies to increase the quality of early learning and care programs in our county.”

Quality Counts California (QCC) is a statewide, locally implemented quality rating and improvement system (QRIS). QCC supports a network of local quality improvement (QI) systems to better coordinate, assess, and improve the quality of early learning settings. The QCC System is funded through First 5 California (F5CA) and the California Department of Education (CDE) Early Learning and Care Division (ELCD)¹. Collectively, these investments provide opportunity to serve a full spectrum of program types, expand the reach of QRIS, and effectively increase quality throughout the state.

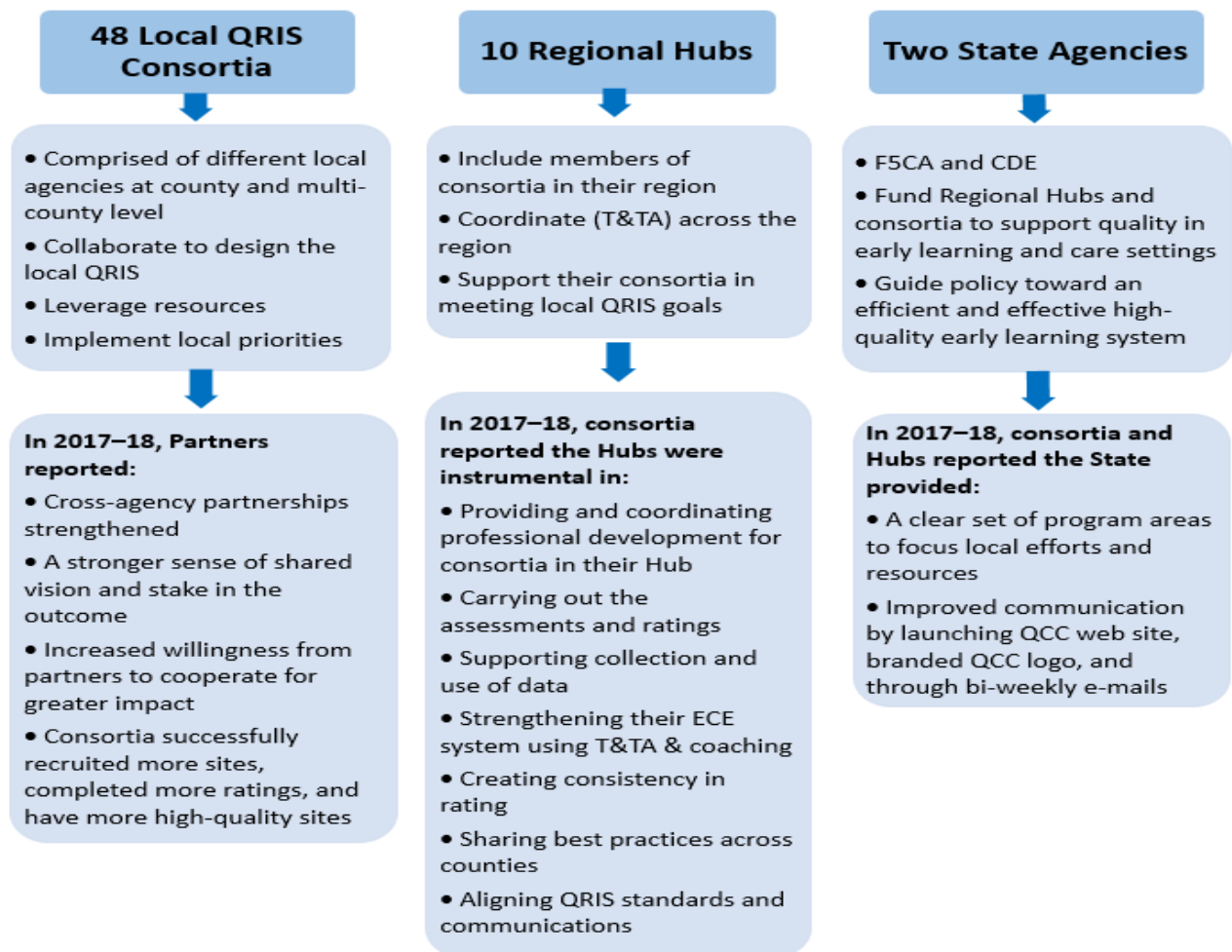


¹ The QCC system is funded by F5CA’s First 5 IMPACT, CDE-ECLD’s California State Preschool Program (CSPP) and QCC Block Grants, the federal Child Care and Development Block Grant (CCDBG) Quality Improvement project, and local quality projects.

The QCC System

The QCC system continues to grow and expand quality early learning services to more children and families. There have been successes, challenges, and lessons learned along the way.

This data brief summarizes information collected from various reports in fiscal year (FY) 2017–18², and is designed to outline the quality, rating, and improvement pieces of the QCC system. The graphic below details the entire system, including local, regional, and state responsibilities within the system, and highlights of evaluation results from the past year (2017–18).



² Data is from the FY 2017–18 QCC Common Data File, which includes demographic and rating data for programs and providers; 2017–18 QCC Consortia and Hubs Annual Performance Reports, which summarize program activities for the prior year; and QCC Consortia Partner survey in which local partners describe their level and types of engagement in the local QRIS work.

Engaging in Quality

“QRIS is creating standardization across early education and child development programs, regardless of funding type. QRIS is providing a standard, basic expectation for defining ‘quality’ for parents, the early education community, and other early education/child development stakeholders.”

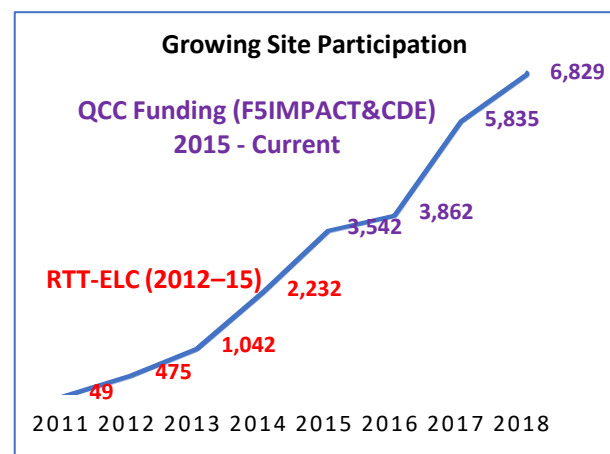
Local consortia reported they are responsible for partnering with local agencies, toward a common goal of improving the quality of early learning sites and promoting the inclusion of all settings across the early learning continuum.

Hubs reported they support consortia to engage early learning settings by providing and coordinating professional development, training and technical assistance (T&TA), and coaching. Hubs ensure the needs in their consortia are met by strategic, equitable, and flexible funding, investing in communities of practice for coaches and assessors, and sharing information and data.

Consortia and Hubs reported the state agencies supported them by creating consistent expectations, monitoring across funding streams, and using streamlined strategies and tools to implement QCC, branding of QCC logo, and communication (QCC web site and streamlined e-mailing system). Some consortia reported challenges with maintaining site participation; however, they learned new strategies for recruiting sites with non-English speaking providers and children, thereby increasing the diversity of types of sites served.

Site Participation in QCC is Growing

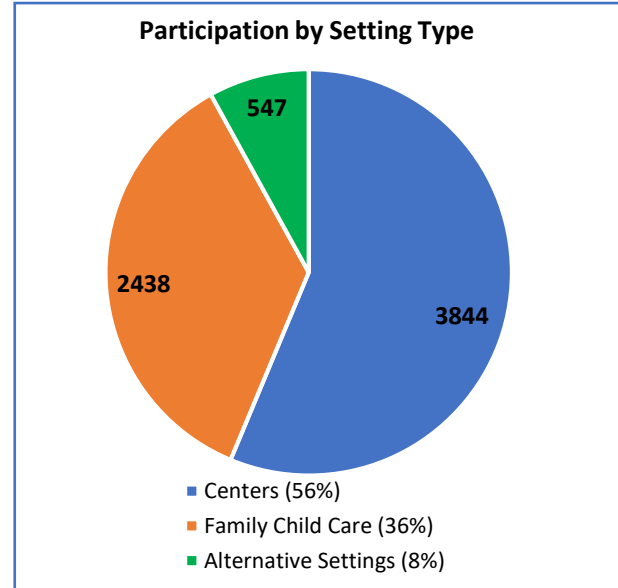
- California’s QRIS efforts launched with the federal Race to the Top–Early Learning Challenge (RTT–ELC) grant (2012–15) with 17 consortia and 49 sites.
- First 5 IMPACT and CDE Block Grant funding expanded QCC to 48 consortia (all 58 counties).
- In 2017–18, 6,828 sites participated in QCC. This is an increase of 17% since 2016–17, and 77% since 2015.



Participation in QCC by Setting Type

Most settings in QCC (92%) are licensed centers and family child care homes (FCC).

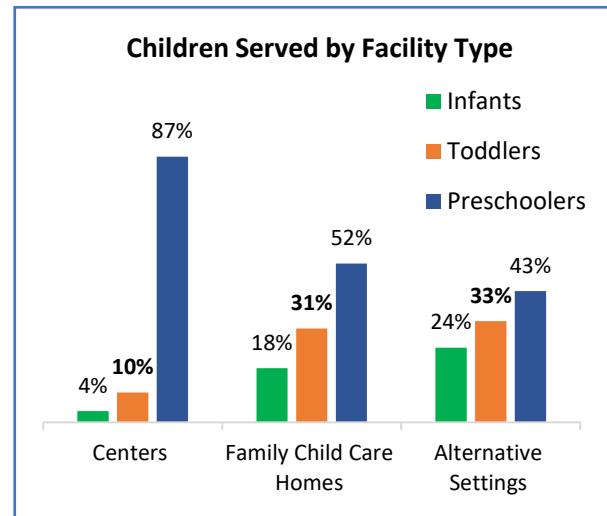
- Alternative settings (8%) include family, friend, and neighbor care, libraries, family resource centers, community-based organizations, and home visiting programs.
- Consortia prioritized FCC providers, settings serving children in specific age ranges, who receive subsidies, and who have high needs.
- Consortia recruited and engaged these sites based on their readiness to participate.



Children Served by Age and Facility Type

In 2017–18, QCC served 317,138 children, 51,000 more than the prior year.

- 87% of the children served in centers are preschoolers.
- FCCs and alternative settings served proportionately more toddlers and infants:
 - In FCCs, 31% are toddlers and 18% are infants.
 - In alternative settings, 33% are toddlers and 24% are infants.



Rating Quality

“Our participating sites have improved greatly in the area of classroom environment and child/teacher interactions. Our county conducts baseline assessments for our participating sites in CLASS and ERS and we have seen a huge growth in these areas, specifically with our family child care providers.”

Local consortia are responsible for conducting site ratings and entering the data in a data system. Consortia communicate ratings to the public through local child care resource and referral agencies, posting at participating sites, and local QRIS web sites.

Regional Hubs support consortia in assessment, rating, and data collection by employing an Environment Rating Scale (ERS) anchor who trains and certifies reliability of local ERS assessors. Hubs also receive funding from F5CA and the CDE’s QCC Certification grant funds to train, certify, and maintain certification of Classroom Assessment Scoring System® (CLASS®) trainers and observers.

The state creates statewide expectations, provides guidance on assessments and ratings, and aligns and coordinates funding and data systems.

Assessment and Rating Data

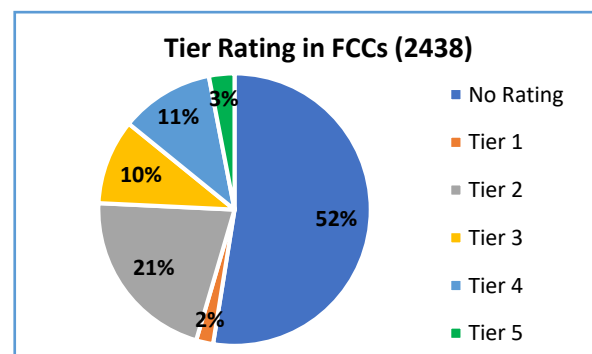
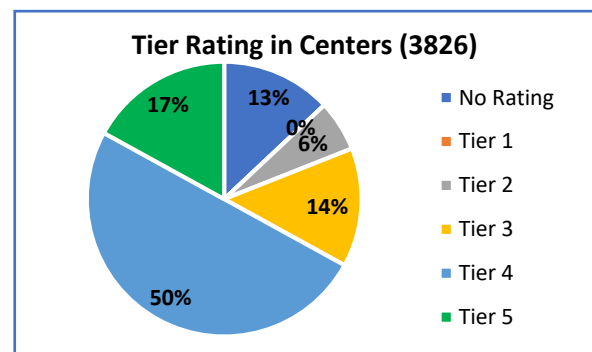
About two-thirds of licensed early learning settings have rating data. The trends include:

- Centers tended to be rated at the upper end of the quality spectrum – 81% were rated at tiers 4 and 5.

Ninety percent of these centers also receive additional funding from CSPP and/or Head Start, whose monitoring standards closely align with tier 4 quality standards.

- FCCs tended not to be rated (52%) or were rated at tiers 1 through 3 (33%).

One explanation for this is FCCs are more likely than centers to be just learning the standards of quality outlined in the quality continuum. Likewise, most are not subject to Head Start or CDE standards.



Improving Quality

“We have been able to remove fragmentation and move closer to a ‘no wrong door’ approach to support for ALL providers who raise their hands to learn more about how to provide high-quality curriculum and support to families.”

Consortia play a key role in improving quality through continuous quality improvement (CQI) efforts. They coordinated partner resources, leveraged funds and opportunities, aligned standards, offered incentives, provided training, and used resources available from F5CA and the CDE. Some consortia reported challenges with thinly stretched resources, and others learned how to make this an opportunity to leverage resources from consortium partners.

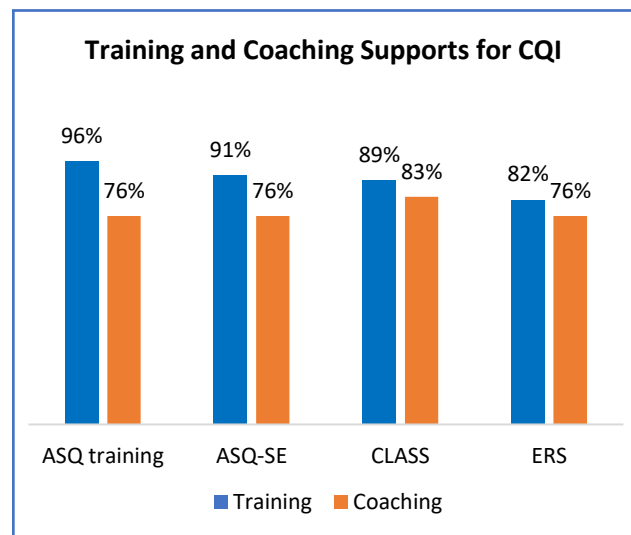
Hubs used CDE’s QCC Certification grants to support CQI. They invested in building trainer capacity to deliver training on a variety of tools, including the Teaching Pyramid, Ages and Stages Questionnaire (ASQ)/ASQ-Social Emotional (ASQ-SE), and Desired Results Development Profile® (DRDP®). First 5 IMPACT supported quality improvement through the CLASS-Based Coaching program and regional allocation of Teachstone funds to support CLASS training and resources.

The state provides funding to consortia and Hubs to assist the early learning and care (ELC) settings to promote and recognize CQI. Hubs used F5CA-funded Teachstone allocations to build capacity in CLASS. They used tools and training developed by CDE, including the California Early Learning and Development Foundations and Frameworks, California Preschool Instructional Network, DRDP®, and Program for Infant/Toddler Care.

Supporting CQI

Consortia used several tools in the rating of early learning and care settings, provided training on the tools, and incorporated them in their coaching.

- Nearly every consortium indicated they provided training on the ASQ (96%) and ASQ-SE (91%). Most also incorporated the tool into their coaching (76%).
- Most consortia offered training on the CLASS tool (89%) and incorporated how to improve effective interactions using the CLASS tool into their coaching (83%).



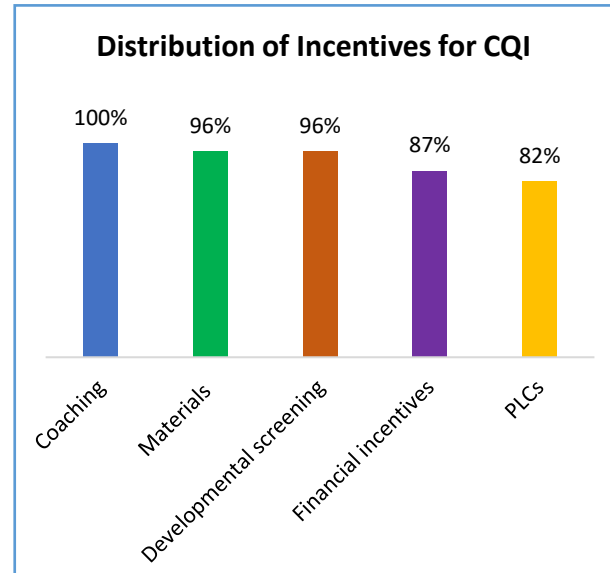
- The majority provided training in ERS (82%) and incorporated the ERS tool into their coaching (76%).

Incentives for CQI

Consortia recognized site- and provider-level quality improvement by distributing incentives for various local CQI efforts.

- All consortia supported coaching.
- Most consortia provided materials to improve quality and developmental screening.
- The majority also provided financial incentives including scholarships, and funded Professional Learning Communities (PLCs).

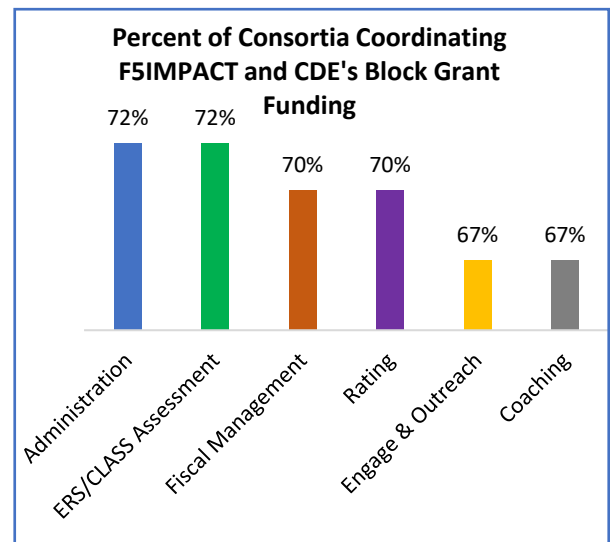
Other areas of support included resources for dual language learners, inclusion, and leadership development.



Distribution of State Funds for an Efficient System of Delivery

Consortia shared resources and funding from First 5 IMPACT and CDE Block Grants by investing in a more cohesive and efficient system of delivery. Most consortia reported coordinating funding in the following areas:

- Administration
- ERS and CLASS® assessments
- Fiscal management
- Rating sites
- Site engagement and outreach
- Coaching





First 5 IMPACT Fact Sheet



OVERVIEW

First 5 California (F5CA) is investing \$190 million in First 5 IMPACT (Improve and Maximize Programs so All Children Thrive) over five years (fiscal years 2015-16 to 2019-20) to support a network of local quality rating and improvement systems (QRIS) statewide. QRIS is a research-based strategy to improve the quality in settings across the entire continuum—from alternative settings and family, friend, and neighbor care to family child care homes, centers, and preschools.

First 5 IMPACT builds on a successful network of local QRIS efforts, forges partnerships with all 58 counties, builds on existing F5CA programs, and aligns with and leverages federal, state, and local investments and direction. Striving toward high-quality, evidence-based standards will ensure more early learning and care settings can support California's children to gain the skills, knowledge, and dispositions necessary to be successful in school and life.

FIRST 5 IMPACT FACTS AT A GLANCE

- Participants include 48 consortia representing all 58 counties
- Reaches 6,829 early learning sites across the state, or 15% of all licensed early learning sites in California
- Serves 319,216 children in participating sites

WHAT IS A QRIS?

Quality early learning and care is a critical piece of early childhood development that has been shown to have long-term benefits for children. A quality rating and improvement system is intended to raise the level of quality of early learning and care programs by developing quality standards, providing quality improvement supports, and aligning disconnected systems. This system is a multi-faceted approach to accomplish the following:

- Establish a set of standards that define quality for centers and home-based early learning programs
- Support early learning educators with increased training, support, and compensation
- Ensure information about quality in early learning settings is available to parents and caregivers
- Support infrastructure to create processes for supporting quality improvement and monitoring progress
- Inform policymakers and the public about the effectiveness of early learning programs

Currently, 39 states have a statewide QRIS. In California, local, state, and federal investments in quality infrastructure fund a system of local

county and/or regional consortia to operate a QRIS. Each funding stream (including Department of Education's California State Preschool Program and the Infant/Toddler QRIS Block Grants, and First 5 IMPACT) supports California's seven distinct QRIS elements that measure quality across the state. Additionally, there is flexibility for consortia to modify the framework to meet local needs and provide related training and technical assistance to sites.

WHY ARE FIRST 5 IMPACT AND QRIS IMPORTANT?

- Because research has shown 90% of brain development occurs by age 5 (with at least 80% completed by age 3), high-quality early learning environments are crucial for young children.
- Parents need access to high-quality environments for their children that foster learning and support social-emotional development.
- Families want clear, easy-to-understand information to help them choose the right care environment for their children.
- Providers need support to keep striving toward providing the healthiest and most caring, quality environments possible for children to thrive.

FIRST 5 IMPACT FUNDING PRIORITIES

Over the five-year term, First 5 IMPACT funds will support four key areas:

- 1. County and Regional Work:** \$122 million for county Lead Agencies to support local QRIS implementation.
- 2. Regional Training and Technical Assistance (T&TA) Coordination Hubs:** \$18 million for First 5 county commissions to support regional coordination of resources and data systems.

- 3. State-Level Systems Support and Statewide T&TA:** \$28 million for state infrastructure and T&TA related to continuous quality improvement statewide.

- 4. Evaluation and Research Projects:** \$22 million for evaluation and research projects (e.g., child outcome research) and to support expansion of local QRIS databases.

CORE PRINCIPLES OF FIRST 5 IMPACT

- **Effective teaching is critical:** Children with warm, supportive early educators in stimulating environments are more resilient and engaged learners.
- **Strong and engaged families:** When families are included as active participants and partners in their child's development, it empowers them as their child's first teacher and positively impacts child development.
- **California's early learning and care system respects the diversity of family care needs and so does First 5 IMPACT:** Children thrive in early care settings that work best for them. Quality is not one size fits all—it looks different across the spectrum of setting types. First 5 IMPACT recognizes those differences and supports all provider types.
- **All types of programs and providers must be high quality for children to be successful:** Early learning centers; family child care; family, friend, and neighbor care; family resource centers; Boys and Girls Clubs; libraries; and home visiting programs are all participating in First 5 IMPACT.