



**Agenda Item No. 4
January 5, 2011 Meeting**

DATE: December 20, 2010
TO: Children and Families Commission of Orange County
FROM: Michael M. Ruane, Executive Director 
SUBJECT: Receive Update on the Early Learning Portfolio Implementation Strategies and Investments (Quarterly Update)

SUMMARY:

An overview of the recommendations from the Bridgespan Group Early Learning Strategic Assessment and the implementation plan developed by staff was presented at the July 2010 Commission meeting. The current budget assumes that FY 2010/11 will be a transition year and that implementation of any new or revised programs would be targeted for implementation beginning July 1, 2011. This report provides an overview of progress and planning underway to develop options and recommendations for FY 2011/12 funding.

Bridgespan Early Learning Portfolio

The Bridgespan Group assessment provided a strategy for restructuring the Commission's portfolio of early learning investments to increase focus on evidence and outcomes, make a significant impact with limited resources, and demonstrate the power of a catalytic approach for other areas of the portfolio.

The status report presentation (Attachment 1) summarizes Bridespan's recommendations and identifies progress and analysis that is underway against the four dimensions of the recommended portfolio:

- Pathways: Scale Evidence-based Instructional Tools and Approaches
- Preschool: Change Focus from Quantity to Quality
- Parents: Scale Approaches to Create High-Quality Home-based Early Learning
- Place: Support Community Approaches to Increase Academic Outcomes.

Pathways: Scale Evidence-Based Instructional Tools and Approaches

Pathways recommendations, per the Bridgespan report, "focus on investing in promising instructional approaches and fostering their use across care settings, which have the potential to increase the quality of instruction in preschool and early learning settings." The intent is to increase the use of quality curricula, instruction tools and other evidence-supported approaches.

This status report provides an update on two components:

1. Building new funding sources to promote the increased quality of instruction through the First 5 California Comprehensive Approaches to Raising Educational Standards (CARES) Plus Program.

2. Continued implementation of the Early Developmental Index (EDI).

CARES Plus Program

Funding is available from First 5 California for a planning grant to support expanding preschool quality and classroom evaluation. The program is intended to be a multi-phased program with grants up to \$300,000 annually for program implementation in addition to an initial planning grant of \$150,000. The initial planning grant requires no match. A non-binding letter of intent to apply for the grant funding has been submitted. The program requires a three to one match that can include the investments the Orange County Commission is making in local school readiness programs.

The CARES Plus Program would complement the Commission's investment in the Anaheim Expansion Program, and include the targeted communities of Garden Grove and Santa Ana. Grant funding is available to:

- Increase the number and diversity of participants in the quality improvement program
- Leverage other funding sources to improve classroom quality
- Expand the statewide utilization of CLASS (Classroom Assessment Scoring System) as a measurement tool for evaluating the quality of preschool programs. CLASS integrates concepts and scales from the earlier observational measures, and gauges the pre-k classroom's social-emotional climate, facets of child-teacher interactions, and the management of learning activities, focusing on language and preliteracy skills. This tool records the extent to which teachers offer responsive and encouraging interactions with children, the overall management of classroom activities and engagement levels, and the attention to language and preliteracy skills through well-structured tasks.

Commission staff and consultants are leading the grant application process in partnership with representatives from Children's Home Society, Orange County Department of Education, and Santa Ana Community College. Staff requests approval from the Commission to submit the CARES Plus grant application for Phase I Planning (to be implemented February 16, 2011 through June 30, 2011) and Phase II Program operations (to be implemented July 1, 2011 through June 30, 2013).

Business Plan for the Early Developmental Index (EDI)

The December 2010 Commission meeting included an agenda item that provided an update of the local implementation of Early Development Index (EDI) including examples of the geographic mapping of results. The EDI is a population-based validated measure of school readiness and healthy development on kindergarten children in the spring of the school year. A Business Plan that presents recommended strategies for expansion of the EDI to Orange County school districts, as well as private schools has been developed (Attachment 2). The Business Plan provides options for implementing the EDI in different areas of the county.

Option 2 of the Business Plan is recommended, which provides a three-year implementation strategy (FY 2009/10 through 2011/12) to achieve 100 percent participation of schools in the priority areas, including at least one school in each of the additional school districts at an estimated maximum cost of \$38,100 per year for data analysis, mapping, and reports. For FY 2011/12 implementation, teacher compensation for test administration and data collection would

be addressed through current contracts with school districts. Fund-leveraging options to provide teacher stipends in future years are currently being explored. Implementing the EDI fully in these priority areas would provide the Commission and its partners with baseline data as new investments are made. In addition, having at least one school from each of the other districts participate would help foster greater utilization of the EDI and promote countywide implementation.

Preschool: Change Focus from Quantity to Quality

Preschool recommendations focus on improving the instructional quality of preschools in Orange County by raising awareness and providing incentives to improve instructional quality. The Bridgespan Group recognized the significant investments in Orange County's 25 school districts over the last 10 years to support all children's readiness to learn through the expansion of preschool and wrap-around services to support their healthy development. One component of that investment has been the creation of school readiness coordinators in all of the school districts. Bridgespan recommended that the Commission recast the role of these coordinators to more explicitly focus on improving preschool efforts. The second element of this work effort is improving data collection and analysis to develop a longitudinal evaluation of student success in targeted districts.

Changing Role of School Readiness Coordinators

Commission staff has been working with districts to evaluate strategies to place greater emphasis on the role coordinators can play in school readiness program quality. Examples of strategies implemented in the current fiscal year include:

- Increased literacy focused events and outreach efforts including book drives, book distributions, and similar activities.
- Coordination of more specialty training in an effort to address community-wide needs through early intervention strategies such as training provided by the Center on the Social and Emotional Foundations for Early Learning (CSEFEL). This training is focused on promoting the social emotional development and school readiness of young children birth to age five. CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country. Additionally, training provided through Providence Speech and Hearing Center would enhance the ability of early childhood education staff (monolingual and bilingual) to facilitate language development, train Early Care Educators and staff to teach parents how to facilitate the language development; and provides parents and caregivers language facilitation training.
- Expansion of math literacy programs through the Sesame Street *Math is Everywhere* toolkit. This program integrates and augments math outreach and strategies within the early literacy network and continues support for the pre-kindergarten MIND math curriculum.
- Intensive case management training provided by Newport-Mesa Unified School District was used to understand how lessons learned by the LEAPS model could be applied to other programs.
- Sustainability planning continues to be of critical importance to both ensure program continuity and increase capacity of school districts to pursue and develop new funding sources. Providing targeted technical assistance to assist districts to maximize their resources,

create templates for future funding, and explore and generate private and non-profit funding opportunities continues.

Continued progress is anticipated in FY 2011/12 to increase efforts on improved program quality. Quality enhancements planned for the next fiscal year include:

- Training, resources and technical assistance to define and refine a more consistent utilization of quality measurements throughout current district 0-5 programs.
- Codify the lessons learned and outcomes from the Anaheim Expansion Program (focused on coaching and classroom teacher support) to inform districts interested in similar programs.
- Review of current assessment tools and development of plan to assure that assessments focus on quality such as setting specific requirements that districts will be required to implement tools to guide instruction and provide on-going assessment for quality such as ECERS (Early Childhood Environment Rating Scales), CLASS (Classroom Assessment Scoring System), DRDP+ (Desired Results Developmental Profile), and similar programs.
- Continue comprehensive coordination of EDI efforts with K-12 system.
- Individual and group meetings with district evaluation personnel to integrate current 0-5 data into existing K-12 systems.

Longitudinal Data and Evaluation

Commission staff has been working closely with school districts to improve student data collection and tracking over time. Previously, the staff has worked with five school districts, including Newport Mesa Unified, Anaheim City Elementary, Santa Ana Unified, Magnolia Elementary and Centralia Elementary School Districts, to link Commission data with school district data and to provide a mechanism for determining whether children receiving Commission funded services have better academic performance in school.

More recently, the Commission has been working with two districts, Newport Mesa Unified and Santa Ana Unified to implement a unified, integrated data system to track student academic achievement. This effort is being rolled out in Santa Ana Unified School District (SAUSD) in conjunction with an early literacy pilot program. Through this pilot, the Commission, THINK Together, SAUSD and HABLA partners will track progress of former HABLA students through the school district database. Over the past six years, an estimated 500 current SAUSD students participated in HABLA before entering into kindergarten. By tracking the academic outcomes of former HABLA participants, this pilot will help to assess the long-term impact of strengthening parent skills to foster early learning among their children (see discussion under Parents section of this report).

Additionally, Commission staff are working closely with THINK Together and a number of agencies, including the Orange County Health Care Agency, the city of Santa Ana, SAUSD, and The California Endowment, in planning efforts towards establishing a comprehensive continuum of services in Santa Ana that includes early childhood programs, strong schools and after-school programs, health initiatives, social services, and support before and during college. To help coordinate, monitor and evaluate this system of services, the collaborative has been exploring various data management systems that will track referrals and integrate student information from various agency databases.

Parents: Scale Approaches to Create High-Quality Home-Based Early Learning

Parent recommendations recognize how the behavior of parents is critical to whether a child arrives at school ready to learn or arrives behind his or her role. The Bridgespan Group recommendations in this area address the role of parents as first teachers and are focused on building provider capacity to expand successful models and strengthening evaluation to demonstrate what works.

As presented at the October Commission meeting, a pilot early literacy program with THINK Together and HABLA is testing the feasibility of deploying the HABLA curriculum in a center-based setting. HABLA has repeatedly demonstrated improvements in children's early literacy skills and was recognized by the Bridgespan Group as an example of how the Commission has successfully supported evidenced-based strategies. The pilot will be done at one of the seven schools and test the application of HABLA curriculum in a center-based setting to determine whether comparable gains in early literacy skills can be achieved. HABLA is a home-based model and the potential to implement the program in a center-based setting with comparable results provides an opportunity to bring the program to a broader scale.

The following is the status on the implementation of the HABLA center-based model pilot in the current fiscal year:

- From January 2011 through June 2011, services will be provided at newly designed Santa Ana Unified School District Learning Link classroom utilizing modified home-based HABLA curriculum by THINK Together staff.
- Design of an evaluation strategy including pre and post assessments to evaluate the feasibility and impact of HABLA center-based model.
- Design of longitudinal impact evaluation - THINK Together, Santa Ana Unified School District, Commission and HABLA representatives are working to track progress of former HABLA students through the Santa Ana Unified School District database. It is anticipated over the past six years, 500 children attending Santa Ana Unified District Schools were served by HABLA prior to kindergarten. When completed, HABLA will have tangible test score data.

Place: Support Community Approaches to Increase Academic Outcomes

Place recommendations recognize that intensive efforts are required in high-need communities to address the multiple and significant challenges that disadvantaged children face in high need communities that may inhibit their health and school success. The current fiscal year has focused on continued efforts in the one of the highest need communities, Santa Ana.

Continued Planning for Santa Ana

Although Santa Ana was not selected as one of the 21 federally funded grants under the Department of Education Promised Neighborhood Program, the application was highly competitive receiving an average score of 93, and ranking in the top 35 of the 339 applications submitted. The Commission led the development of the application and program design for birth through kindergarten services.

Despite the lack of federal funding, the Commission in partnership with multiple agencies including THINK Together, Santa Ana Unified School District, KidWorks, Santa Ana College and other community based agencies are working to improve and better coordinate services in this high-need neighborhood. Efforts are focused on three fronts:

- Parent engagement - to encourage parent involvement and commitment to their students' education.
- Service integration - to map current services, number of students and families served in the Santa Ana Promised Neighborhood zone, metrics used and other information that will help prioritize academic, community support and health services in each of the three age segments of the continuum (pre-natal to third grade, fourth grade to ninth grade and tenth grade to career).
- Data integration - to provide a coordinated set of service and outcome data for all children residing within the zone.

Health Service Expansion at Valley High School

A primary focus on the Commission's investment in Santa Ana is reducing the health access disparities for children and families. Recently, a report "Health Matters: The Role of Health and the Health Sector in Place-Based Initiatives for Young Children" prepared for the W. K. Kellogg Foundation studied the role of the health sector in promoting school readiness and school success outcomes through neighborhood based initiatives. One of the eight exemplary early childhood initiatives highlighted was the Children and Families Commission of Orange County including the Commission's investment in School Nurses.

The Santa Ana community has repeatedly identified the need for one-stop health centers at strategic locations, such as schools, offering comprehensive and integrated health and educational services for families as priority. The need and concept was prioritized in the community developed proposals in The California Endowment's Building Health Communities initiative, the Promise Neighborhood grant, and the Full Service Community Schools federal grant application. Although funding has not been awarded, the Commission continues to work with Santa Ana and THINK Together to bring this community need and priority to fruition. Proposed projects have focused on new and expanded school-based health programs at Valley High School to serve the surrounding community to close the educational and health achievement gap for children and families in central Santa Ana.

An application is currently being developed this month to leverage "Affordable Care Act Grants for School-Based Health Centers Capital Program" funds to start providing additional health services in the central Santa Ana area. The Central City Community Health Center (a Federally Qualified Health Center) is proposing to use up to \$500,000 of the federal funds for the purchase of a mobile van to provide health education, primary medical care, mental health screening, and preventive dental services to underserved school-age children and adolescents onsite in the Santa Ana Unified, Anaheim City, and Magnolia School Districts, which serve the cities of Santa Ana and Anaheim.

Central City currently operates four health center sites, three in Orange County (Anaheim, Stanton, and Garden Grove) and one in Los Angeles County (South Los Angeles) – and a

licensed mobile clinic. The proposed mobile clinic would operate on a rotational basis among the three school districts and would provide an opportunity to make clinical care available to the community while plans continue to establish the new school-based health center at Valley High School.

PRIOR COMMISSION ACTIONS:

- December 2010 - Receive Early Development Index Project Update
- October 2010 - Received update on the Early Learning Portfolio Implementation Strategies and Investments
- July 2010 – Received The Bridgespan Group Early Learning Portfolio recommendations
- December 2009 – Authorized expansion of EDI
- December 2008 and April 2009 – Authorized Phase 2 of EDI project
- March 2008 - Authorized Phase 1 of EDI project
- April 2007 - Approved review of the feasibility/approach for implementing EDI locally

STRATEGIC PLAN & FISCAL SUMMARY:

The proposed actions have been specifically reviewed in relation to the Strategic Plan and are consistent with Early Learning and Capacity Building goals, among others. The EDI funding request is for the amount of \$38,100. Project funds are available in the FY 2010/11 Adopted Budget.

RECOMMENDED ACTIONS:

1. Receive status report on Portfolio Implementation Strategies and Investments
2. Approve staff recommendation to submit an application to First 5 California to participate in the CARES Plus program
3. Adopt resolution (Attachment 3) authorizing the Executive Director or designee to prepare and negotiate Agreement PS - 93 with the Regents of the University of California (University of California, Los Angeles, Center for Healthier Children, Families and Communities) [UCLA] in an amount not to exceed \$38,100 for the period January 1, 2011 through December 31, 2011 to implement the Early Developmental Index.

ATTACHMENTS:

1. Bridgespan Review of Early Learning Portfolio – Quarterly Implementation Status Report Presentation
2. Business Plan for the Early Developmental Index (EDI)
3. Resolution with Regents of the University of California (University of California, Los Angeles, Center for Healthier Children, Families, and Communities) for FY 2010/11 implement of the Early Development Index.

Contact: Christina Altmayer

**Bridgespan Review of
Early Learning
Portfolio – Quarterly
Implementation Status
Report**

January 5, 2011

Commission Meeting

Background

As presented at the June retreat, Bridgespan recommends that the goal of the Commission's Early Learning investments be *to reduce the achievement gap* through *investing in evidence-based strategies* and *by focusing on elevating* the achievement for those children at the greatest deficit. Specifically, Bridgespan recommends four areas of investment in the Commission's Early Learning Portfolio:

1. **Pathways:** Investing in instructional approaches with the potential to increase the quality of the interaction between teacher and child *and* fostering their use across settings
2. **Preschool:** Promoting the use of data and assessments in care settings to spur cycles of continuous improvement to improve the quality of interactions between teacher and child
3. **Parents:** Building the capacity of organizations that help disadvantaged parents to become excellent first teachers for their children
4. **Place:** Investing in select geographies in partnership with other funders and community organizations to demonstrate the power of holistic supports for disadvantaged children and families on the early learning outcomes of children

This report provides an overview of implementation efforts.



Pathways: Scale Evidence-based Instructional Tools and Approaches

- **What are the Bridgespan Recommended Investments?**
 - Focus on increasing the use of evidence-based instructional tools and approaches
 - Prioritize preschools that serve the most disadvantaged children
 - Pilot programs, document results and disseminate
 - Provide support to trainers
- **Implementation Status**
 - Completed the three-year EDI pilot and working to develop a plan to bring to scale and engage school districts in ongoing data analysis, including preschool assessment data (Desired Results Developmental Profile - DRDP). Developed three-year Business Plan for EDI expansion.
 - Pursuing First 5 CA CARES funding; \$150,000 for January – June planning grant. Provides funding to improve classroom quality and increase use of classroom-based evaluation tools. Future implementation funding may also be available.

Preschool: Change Focus from Quantity to Quality

- **What are the Bridgespan Recommended Investments?**

- Focus resources on quality improvements in district-operated state funded preschools; Codify lessons learned and outcomes from the Anaheim Expansion project
- Recast the role of the School Readiness Coordinator to focus on improving preschool quality
 - Ensure that school districts are receiving Commission funding collect and use data consistently; provide support on use of data
 - Fund intensive support for teachers to improve practice; support incentives for quality improvement

- **Implementation Status**

- Working with school districts to provide technical assistance and support them in analyzing and incorporating performance data results to improve curriculum, classroom, and instructional materials:
 - Completed Anaheim Expansion Evaluation Project Report and reviewing results for potential application in future program design
 - Utilizing FY2010-11 State School Readiness Annual Evaluation Report for lessons learned, improvements, findings that support data collection across the county
- Continuing to implement and explore strategies to focus School Readiness Coordinators on classroom quality including direct service training in math, speech and language literacy, and early intervention strategies.



Parents: Scale Approaches to Create High-Quality Home-based Early Learning

- What are the Bridgespan Recommended Investments?
 - Provide business planning assistance and funding to build organizational capacity
 - Provide technical assistance support for funding
 - Provide business planning and fund development assistance to support new providers
 - Support convening of providers and knowledge codification
- Implementation Status
 - HABLA Program has been renewed for funding in FY 10/11; Commission is piloting a program with HABLA and THINK Together to adapt the curriculum in a less-intensive center based model. 24 children and families will participate in the program beginning in January 2011.
 - Longitudinal impact evaluation is being designed - THINK Together, SAUSD, CFCOC and HABLA representatives are working to track progress of former HABLA students through SAUSD district database. It is anticipated over the past six years, 500 children attending Santa Ana Unified District Schools were served by HABLA prior to kindergarten. When completed, HABLA will have tangible test score data.

Place: Support Community Approaches to Increase Academic Outcomes

- What are the Bridgespan Recommended Investments?
 - Focus in Santa Ana for the next 3 -5 years
 - Provide technical assistance for strategic planning and coordination
 - Coordinate program delivery of evidenced-based programs
 - Advocate for what works
- Implementation Status
 - Commission was an active participant in The California Endowment project, Santa Ana Building Healthy Communities (SABHC) and led the development of the birth through kindergarten pipeline for the Santa Ana Promised Neighborhood federal grant. Although scored high, Santa Ana was not awarded a planning grant.
 - Continuing to support ongoing local planning efforts with focus on reducing barriers to health access. Pursuing grant opportunities for health service expansion at Valley High School.
 - THINK Together received a grant award from the JPMorgan Chase Global Philanthropy to support the Santa Ana Promised Neighborhood planning initiative.

Implementation Planning

- Implementation and transition may need to be staged based on capacity of agencies, school districts and other partners to transition
 - FY 2010-11 will be planning and transition year with recommended changes in FY 2011-12
 - Opportunities to accelerate implementation through leveraged funding will be aggressively pursued
- Staff is continuing to work with school districts on evaluating capacity and potential changes to role of school readiness coordinator
 - Staff is taking a comprehensive approach to understanding impact of potential role changes
 - Evaluating impact of recently enacted change in kindergarten entry age on programs
 - Continue to work with 13 high-need school districts as they continue to transition from loss of First 5 CA funding



Schedule for Commission Review

- Staff will report at least quarterly on implementation analysis and solicit further Commission direction.
- Proposed timeline for Commission review
 - Early 2011 – Proposed program redesigns
 - No later than April 2011 – Contract renewal actions

December | 2010

Business Plan for the Early Development Index (EDI)

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I. Vision

Orange County's young children need safe, supportive and nurturing environments to be healthy and ready to succeed in life. The Children and Families Commission of Orange County (Commission) supports an ever-growing number of programs and organizations so that: All children are healthy and ready to learn when they enter school.

II. Mission Statement

Provide leadership, funding and support for programs that achieve the vision that all children are healthy and ready to succeed when they enter school.

III. Goal Areas

The following section describes the Commission's goals for Orange County children and further refines and delineates the Commission's desired results over the coming years.

Healthy Children:

Ensure the overall physical, social, emotional and intellectual health of children during the prenatal period through age five.

Strong Families:

Support and strengthen families in ways that promote good parenting for the optimal development of young children.

Early learning:

Provide early care and education opportunities for young children to maximize their potential to succeed in school.

Capacity building:

Promote an effective delivery system for child and family services.

It is necessary to have a reliable data source in order to measure progress on these goals. The Early Development Index (EDI) provides meaningful data that can help the Commission, its providers and community funding partners make more strategic decisions about allocating and prioritizing resources and services.

IV. Overview of the Early Development Index

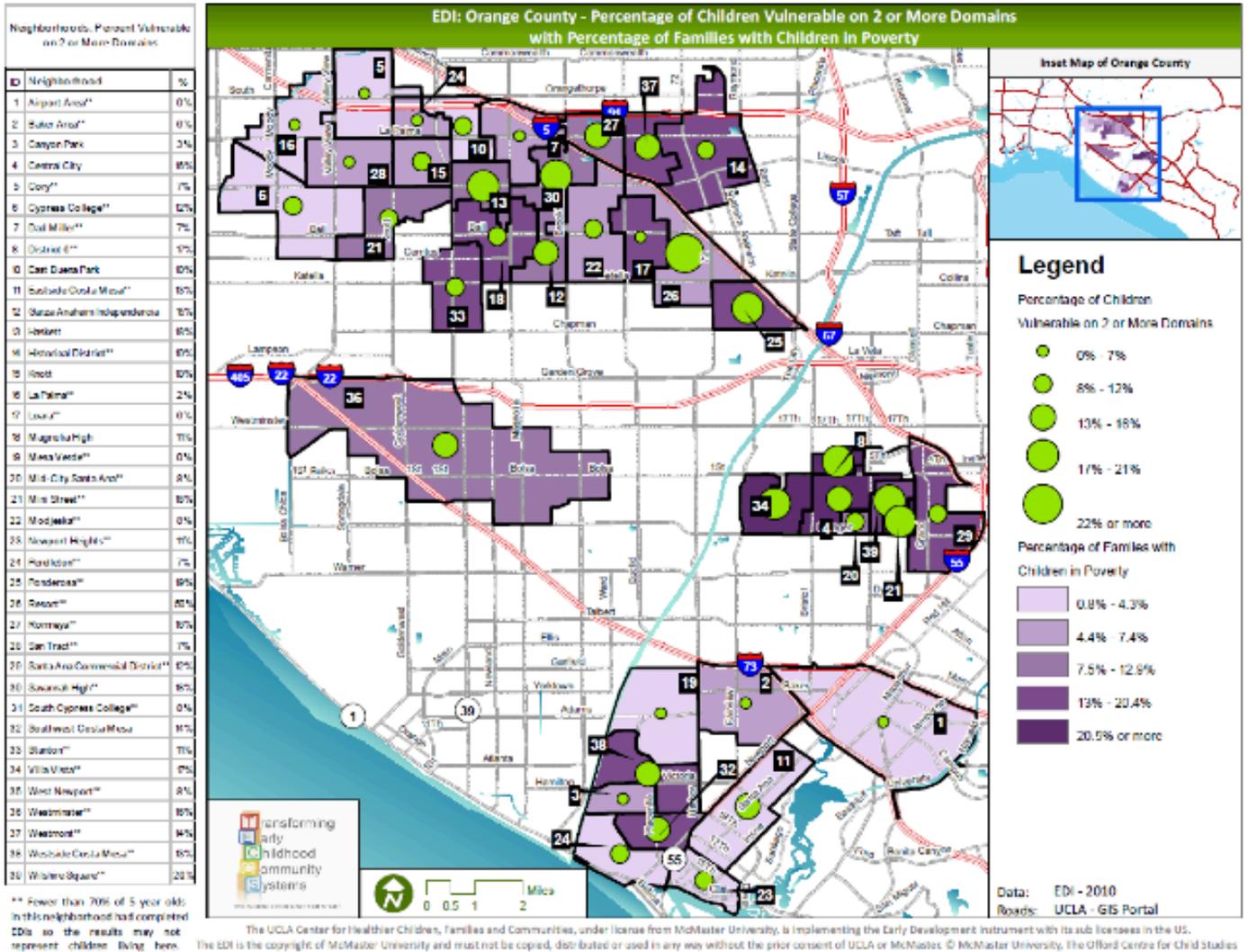
The Early Development Index (EDI) is a 120-item questionnaire filled out by kindergarten teachers on each child in their class in the spring of each school year. The EDI is a well-validated population-based indicator of children's development that can be used to monitor populations of children over time, report on populations of children in different communities, predict how groups of children will do in elementary school and inform systems and policies concerning young children and their families.

The EDI questionnaire asks questions about five areas of children's development: 1) physical health and wellbeing; 2) social knowledge and competence; 3) emotional health and maturity; 4) language and cognitive development; and 5) general knowledge and communication skills. Each child's EDI is geographically coded according to the home address of the child. The maps show:

- The percent of children entering school who are developmentally vulnerable in each developmental domain and by geographic region
- Community services and other assets
- Other population-based indicators: for example, parent education levels, parent-child reading at home, residential mobility

An example map from the Community Profile report is presented on the following page. The map shows the percent of children vulnerable on two or more domains on the EDI with the poverty levels in the different neighborhoods: the larger the circle, the higher the poverty level and the darker the shading, the higher percent of children who are vulnerable in at least two or more EDI domains.

Orange County is the vanguard site for implementing the EDI in the United States. In addition to Orange County, the EDI is being implemented in more than 15 sites across the country, with more sites being added each year. This will allow for comparison of child development data across the country as well as provide a platform to share best practices and approaches.



History of Implementation

In 2007-08 Fiscal Year, the Commission partnered with UCLA Center for Healthier Children, Families, and Communities (UCLA) and the national EDI Technical Advisory Board to translate the EDI into American English as well as add other relevant questions. During this first year, the feasibility of implementing the EDI was piloted in the Newport-Mesa Unified School District. Following this Year 1 implementation, focus groups were held with teachers in order to further refine the process and collateral materials, including the training binder and Power Point presentations. In Year 2 and Year 3, additional districts and schools were added and the EDI transitioned from a paper-based tool to one that is web-based.

The tables below present the participating districts, each year, as well as the number and percent of schools, teachers and kindergarten students involved in each year's efforts.

2007-08 Participation (Pilot Year 1)

| District | Schools | | Teachers | K- Students | |
|------------------|---------|-----|----------|-------------|-----|
| | # | % | # | # | % |
| Newport-Mesa USD | 5 | 23% | 24 | 427 | 28% |

2008-09 Participation (Year 2)

| District | Schools | | Teachers | K- Students | |
|--------------------------|-----------|------------|------------|--------------|------------|
| | # | % | # | # | % |
| Anaheim, Anaheim City SD | 3 | 13% | 8 | 280 | 11% |
| Anaheim, Centralia SD | 7 | 78% | 24 | 465 | 79% |
| Anaheim, Magnolia SD | 3 | 33% | 24 | 348 | 37% |
| Newport-Mesa USD | 10 | 46% | 49 | 775 | 50% |
| Total | 23 | 37% | 105 | 1,868 | 33% |

2009-10 Participation (Year 3)

| District | Schools | | Teachers | Students | |
|--------------------------|-----------|------------|------------|--------------|------------|
| | # | % | # | # | % |
| Anaheim, Anaheim City SD | 6 | 26% | 22 | 627 | 24% |
| Anaheim, Centralia SD | 9 | 100% | 24 | 559 | 95% |
| Anaheim, Magnolia SD | 9 | 100% | 46 | 936 | 99% |
| Newport-Mesa USD | 8 | 36% | 26 | 594 | 39% |
| Santa Ana | 9 | 23% | 40 | 1,129 | 24% |
| Westminster | 4 | 31% | 15 | 323 | 28% |
| Total | 45 | 44% | 173 | 4,168 | 36% |

At the end of the third year of the EDI effort (2009-10), there is a permanent EDI data entry and tracking online portal, the EDI collateral materials have been finalized and fine-tuned, and Orange County has begun the community engagement process. This marks an opportune time to strategically define how to move forward with EDI implementation in Orange County for 2010-11 Fiscal Year and beyond.

V. Using EDI Results

An effort is already underway to ensure the EDI results are used in a meaningful manner and are communicated to a wide audience. This includes:

1) Data collection/ mapping

EDI data collection occurs at the classroom level, with participating kindergarten teachers completing an EDI on every child in their class.¹ Teachers enter the data directly into an EDI online data portal. Once data collection is complete across the sites, UCLA analyzes the data and creates two key documents:

- **School level report.** Each school receives a report on the overall developmental strengths and vulnerabilities of the children in the school. In an effort to ensure confidentiality, school level reports are provided only if there are two or more classrooms in a school. These reports are considered confidential and are not available publicly.
- **Community profile report.** UCLA also creates a larger report, which maps the participating communities and overlays with the EDI and other data. There is one report created for Orange County, broken down by the different developmental areas and indicators.

Reports are provided to the schools and communities in the fall following the EDI implementation. For instance, for Spring 2010 implementation of the EDI, reports are available by Fall 2010.

2) Dissemination

Data provided through the EDI is invaluable in measuring early childhood developmental strengths and vulnerabilities, by geographic community. Beyond making the EDI community mapping report available on related community websites and distributing copies to stakeholders, there are different channels that the EDI data could also be disseminated through. For instance, data could be incorporated into reports that currently lack early childhood development indicators.

In addition the Commission has partnered with local researchers to develop, compile, and disseminate geographic indicators of well-being. EDI data could be included as part of this effort. Other venues include adding links to county data sources, such as “Healthy Cities” or incorporating into community dashboards.

3) EDI and the early learning community

¹ Exceptions include if family has opted out of EDI participation, if the child has been in the classroom for less than 30 days or is no longer in classroom or school.

² See: *Implementation Plan for the Early Development Index (EDI) in Orange County, California*. December

The Commission participates in the national Transforming Early Childhood Community Systems collaborative. This early learning collaborative is comprised of sites across the nation that are implementing the EDI and is designed to help promote accountability and accelerate our national understanding of what is needed to bring children to school healthy and ready to learn. There are regular collaborative meetings and webinars on a variety of subjects, including EDI implementation, data use and communication. The goal of the Commission's participation in the collaborative is to share best practices, lessons learned, as well as meeting challenges. In addition, as the EDI is implemented more broadly in California, a state-wide partnership is anticipated with participating sites.

VI. Operational Plan / Development

One of the advantages of the EDI is its use to promote local planning. Since the beginning of the EDI project, the Commission has taken the lead as local convener. This includes bringing together stakeholders, recruiting school districts, and covering all costs—including teacher compensation and incentives. Moving forward, it is not sustainable for the Commission to continue bearing the full cost of EDI implementation—especially as more districts and schools participate. As such, work needs to be done in order to integrate the EDI with what school districts and other community organizations currently do. In this new role, the Commission can continue to be the lead convener, and cover the basic costs of data analysis, while sharing some of the implementation costs to community partners that could also benefit from the EDI.

UCLA recently completed a report, which lays out a plan for implementing the EDI countywide as well as offers recommendations for moving forward.² Strategies and recommendations include a consideration of the:

- **Resources required.** EDI planning and/or implementation in participating school districts is now a requirement for contract with the Commission. One aspect that has not been completely resolved, however, is who will bear the costs for paying the teachers for their time. Suggestions for schools absorbing costs include:
 - School Readiness Coordinators (SRC) and districts include EDI implementation in future grant applications to cover costs.
 - Districts absorb costs either through paying teachers directly or paying for substitute teacher time, or potentially utilizing Title I funds.
 - Community partners that may benefit from the data generally, or in specific domains, share the cost burden (e.g., hospitals, community collaboratives, place-based partnerships, cities).

² See: *Implementation Plan for the Early Development Index (EDI) in Orange County, California*. December 2010. Submitted by the UCLA Center for Healthier Children, Families and Communities.

- Local business (such as banks, credit unions, real estate) sponsorships or donation of incentives (e.g., classroom supplies, gift certificates for local services).
- Use of school district administrative training days. This would be an in-kind contribution from the district and the teachers are trained and complete the EDIs all on the administrative training day.
- Contributions to the Kindergarten team to support school activities, as opposed to compensation provided directly to the individual teacher.

Recommendation from UCLA: Each district can have very different budgetary demands and compensation policies, so it is recommended to explore these options with each district to find the least costly and most sustainable approach.

→ *Progress to Date:* Currently working with districts and community partners to develop a funding plan for each district.

- **Frequency of implementation.** It is not necessary to have each school participate in the EDI every year, as it is not anticipated the data to change too substantially in any given year. Data can be combined over multiple years to develop a population measure. For instance, where one half of the schools are recruited into the EDI each year for two consecutive years, data from each year can be reported and then for the second year, the data are combined to report the cumulative countywide results.

Once population level data are achieved, EDI activity can be shifted to an on-going, and regular interval for monitoring developmental outcomes over the long term. Options include collecting EDI data every year, every other year, or every three years.

Recommendations from UCLA:

- Combine no more than three years of data, because the more that the data are stretched out over time, the less likely they are to reflect a snapshot at one point in time and the more likely that it is to reflect temporal changes experienced by children due to changes in the environment, changes to the early childhood service system, etc.
- Once population level data are established, an every other year schedule may be most desirable from the standpoint of maintaining teacher familiarity, monitoring trends over time and spreading out teacher compensation costs.

→ *Progress to Date:* The following targets are recommended with an achievement date of 2011-12:

- A funding plan has been developed for 100% of the districts.
- 100% participation of at least one school in each of the county's 25 school districts.
- 100% participation of priority area schools (Santa Ana, Garden Grove and Anaheim).

VII. Summary of Proposed 2010-11 FY Work Plan

Drawing from UCLA's Implementation Plan recommendations, this proposed work plan addresses the major actions to pursue during the current fiscal year.

a) *Develop strategies to expand EDI implementation to additional schools and districts*

In 2009-10, EDI data were collected on 11% of the total public school enrollment in the county, with almost one-quarter of the school districts participating.

EDI Saturation Rates in Orange County

| | # of Cities | # of Elementary School Districts | # of K-Students in public schools (2009-10) |
|---------------------|-------------|----------------------------------|----------------------------------------------------|
| Orange County | 34 | 25 | 36,255 |
| EDI Participants | 5 | 6 | 4,168 |
| % EDI Participation | 15% | 24% | 11% |

FY 2010-11 Goals for Recruiting Schools in Existing EDI Districts

- In 2009-10, due to time constraints, there was limited recruitment in Westminster School District (WSD) and four schools participated. For the 2010-11 school year, implement in additional schools in WSD, with the aim to have the schools be in geographic proximity to each other.
- Nine Santa Ana USD schools participated in 2009-10. For this year, recruit the other 4 schools that make up the Santa Ana Building Healthy Communities schools.
- Newport-Mesa USD has had many of the same schools participate for three years in a row. For 2010-11 implementation, consider only new schools for recruitment.
- Develop a plan for full EDI implementation in districts that are part of the Commission priority areas (Anaheim, Garden Grove, and Santa Ana). This includes potential implementation costs and strategies for funding implementation.

FY 2010-11 Goals for Recruiting New EDI Districts

- In its analysis of the Commission strategies, the Bridgespan group recommended that the Commission make significant investments in three geographic, high need areas of the county: Anaheim, Santa Ana and Garden Grove. It is recommended to develop a plan for the districts in Commission priority areas. This includes Garden Grove USD. With 3,648 kindergarteners, Garden Grove USD has the 3rd highest kindergarten enrollment in the county (following Santa Ana USD and Capistrano USD).

- Recruiting for additional districts has been made easier this year as planning and/or implementation of EDI in school districts is now a requirement for contract with Commission. Work is underway to develop implementation plans with each of the 25 school districts. The goal is to have at least one school from each district participate in the EDI data collection by 2011-12.

b) Continue to expand community planning piece

At the end of Year 2 implementation, stakeholders and community members from around the county were brought together to “map” the geographic communities of Orange County. A series of 8 meetings were held, which drew on the expertise and knowledge of the attendees and the county of Orange was mapped, by Census Block Group. These maps were then used to overlay the EDI data, by defined neighborhoods.

In Year 3, a meeting was held with participating school district stakeholders (e.g., School Readiness Coordinators, early childhood education administrators, School Readiness Nurses, etc) to review the 2008-09 EDI Community Report. The meeting included a discussion of whether the data presented were within expectations and reasons for any differences as well as ways to refine the process of community engagement around the EDI results.

FY 2010-11 Goals for Community Engagement

- Bring together participating stakeholders to review 2009-10 data maps and discuss potential uses.
- Develop a method for the community planning process through a Community Café, a model that actively engages community members in the planning process and encourages leadership and ownership among participants.
- The 6 participating school districts represented 81 separate neighborhoods, as defined by the community-mapping project. Eight of these neighborhoods met or exceeded the 70% saturation rate, which is the threshold at which point the EDI data in that neighborhood are likely to be representative. In 2010-11, meetings will be held in the 8 neighborhoods that reached the 70% saturation rate.
- Conduct additional analysis to understand the implications of the EDI mapping. Only about 10% (8 of 81) of the neighborhoods reached the 70% saturation rate and it is important to understand the reasons why this happened. For instance, there were some areas that had 100% school participation yet failed to reach the threshold. One explanation is that the data used to populate the denominator (the total number of children in the neighborhood) came from the 2000 Census data, which are now 10 years old and may not accurately represent the changing communities. It is thus important to meet with

- representatives of these areas and get a sense of how accurate the data are and strategies for improving the saturation rates.
- Validate accuracy of neighborhood boundaries. Some of the maps still have some gaps that need to be filled in. Meet with representatives of those areas to complete and clean the maps.
 - Develop a plan to market and distribute reports to promote its utility.

c) Explore sustainability opportunities

It is not feasible, nor expected, that the Commission can support the full implementation of the EDI countywide without outside financial support.

FY 2010-11 Goals for Sustainability

- Explore potential funding opportunities (e.g., foundations, grants, local businesses).
- Write in the costs of implementing EDI in specific grant applications.
- The Commission will work with each district to develop an implementation plan.
- UCLA's current cost structure includes a fee of \$2,000/district for EDI mapping. For 2010-11, consider funding UCLA for the mapping piece but also explore contracting options for GIS mapping in the future.

d) Develop strategies to recruit private schools to participate in the EDI

To date, the EDI has been implemented exclusively in public schools. This is mainly because of the relationships the Commission has with the school districts through the SR Coordinators. This recruitment process, however, misses children who are attending private schools.

In the 2009-10 school year, for instance, there were 5,153 kindergarteners in Orange County private schools—representing 12% of total Kindergarten enrollment in the county. Furthermore, there were 1,072 kindergarteners enrolled in private schools that fall within the 2009-10 participating EDI school district boundaries (8% of total district enrollment). The importance of recruiting private schools is especially acute for districts with higher income families, such as NMUSD, where 22% of the district kindergarten enrollment is in private schools.

Potential Challenges with Private School Recruitment:

- One of the advantages of the EDI project is that it maps children's geography to where they physically live, rather than the schools they attend. A drawback with private schools, however, is that unlike public schools, children do not need to live within a certain geographic boundary in order to be enrolled. Thus, while a child may go to a private school in Santa Ana, he/she could live anywhere and the EDI is mapped to the child's address.

- Private schools classroom and enrollment size varies greatly and there are many that enroll fewer than 20 kindergarteners. For instance, in the 6 participating EDI school districts, 30 of the 50 private schools have fewer than 20 kindergarten students enrolled; 15 of these have fewer than 10.
- The operational structure in private schools is much different than that of public schools. For instance, there are privately run preschools or those that are a multi-school enterprise, some are part of a central organization (e.g., the Archdiocese) while others have loose affiliations with other organizations (e.g. Montessori). It is recommended to consider the structure of the private school when developing recruitment strategies.

FY 2010-11 Goals for Private School Recruitment

- Pilot the EDI in at least one private school.
- Hold at least one focus group with private school teachers and administrators (similar to what was done in the initial planning year) in order to assess their perspectives on the EDI as well as ideas for EDI implementation and engagement in private schools.

In addition to the above goals, the recommendations below are offered for use in the development of an implementation strategy for private schools:

- Prioritize private schools that will have the greatest impact on the data. For instance, focus on those that are affiliated with a larger organization and direct contact and coordination goes through that organization.
- Target schools that meet a minimum threshold of kindergarten enrollment. Recruiting a school that may only have 3 kindergarten children (who may or may not live in the school district boundaries) is not a good use of resources. As such, consider for participation those schools that have a minimum of 20 kindergarteners.

VIII. FY 2010-11 Operating Budget

The Commission has already invested in the one-time costs associated with building the infrastructure needed for implementing the EDI on a large scale in Orange County. For instance, EDI software has been developed, neighborhood boundaries and associated GIS shape files have been created, and templates and processes for implementation and reporting have been refined to minimize local workload.

Future annual fees to the Commission for the analysis, report, technical assistance and licensing fees depend on how many districts participate per year. UCLA's current cost structure includes a flat rate of \$1,100/year for EDI training support and licensing; \$2,500/district for analysis—including School

Reports and Community Profile; and \$2,000/district for mapping.³ If all public school districts and their elementary schools participated in the same year (e.g., 2010-2011), fees to UCLA would be approximately \$120,000. If instead, a third of the schools participated each year for three consecutive years, then annual fees would be approximately \$40,000 per year. (This does not include costs associated with teacher compensation or incentives to teachers). The table below lists some options as the Commission considers an implementation strategy and associated costs:

| Option / Strategy | Data Analysis Costs | Teacher Compensation ⁴ |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Option 1 (UCLA recommendation):</u> 3-year implementation to reach 100% of the county: 2009-10: 12% of county 2010-11: 44% of county 2011-12: 44% of county | \$38,100/ year for 3 years | \$119,250 / year for three years |
| <u>Option 2:</u> 3-year implementation (FY 2009-10 through 2011-12) to achieve 100% participation of Priority Area schools (Anaheim, Garden Grove, Santa Ana) plus at least one school in each of the additional districts | \$38,100/ year for 3 years | Average of \$41,663/year for 3 years for all public K-students in the 3 priority areas (Anaheim, Garden Grove, Santa Ana); plus range of \$6,667 (1 school in each of remaining 20 districts) to \$72,520 (all schools in all 20 remaining districts) / yr for 3 years |
| <u>Option 3:</u> Focus on districts that have an interest and can commit to at least 30% of schools participating | \$15,400 / year ⁵ for 3 years | \$23,000 / year for 3 years |

Recommendations:

- Option 2 is recommended because of the Commission's interest in serving the high need areas in the county (Anaheim, Garden Grove, and Santa Ana). Implementing the EDI fully in these areas will provide the Commission and its partners with baseline data as new investments are made. In addition, having at least one school from each of the other districts participate will help foster buy in of the EDI and make full implementation in Orange County more feasible.

³ In addition, approximately \$30,000 / year of currently contracted Commission consultants and other support staff is required.

⁴ Commission staff and consultants will be working with the districts to identify funding partners to help offset the costs of teacher incentives.

⁵ Cost structure based on number of districts that are either already participating or have indicated (through December School Readiness Coordinator survey) that at least 30% of their schools could participate in the EDI (10 districts met or exceeded this threshold).

- Fund EDI implementation in 2010-11 Fiscal Year (including teacher incentives) while developing funding partnerships for full implementation in the future.

IX. 2010-11 FY Implementation Timeline for the EDI

| Month | Implementation Activities |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| December 2010 | Complete and analyze SR Coordinator surveys; hold one-on-one calls with SR Coordinators and determine which districts are moving forward with implementation in 2010-11 |
| January 2011 | Develop a funding plan for districts that are participating in the 2010-11 EDI implementation |
| | Recruit principals and teachers from participating school districts |
| | District uploads student database into EDI software for teachers |
| February | Teachers are trained |
| March | Teachers complete the EDIs online |
| April 1 | Final deadline to complete all EDI data collection |
| July | UCLA shares results |

CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY

RESOLUTION NO. ___-11-C&FC

January 5, 2011

A RESOLUTION OF THE CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY DIRECTING THE EXECUTIVE DIRECTOR TO PREPARE AND NEGOTIATE AGREEMENT NO. PS-93 WITH THE REGENTS OF THE UNIVERSITY OF CALIFORNIA (UNIVERSITY OF CALIFORNIA, LOS ANGELES, CENTER FOR HEALTHIER CHILDREN, FAMILIES AND COMMUNITIES) [UCLA]); AND MAKING CERTAIN FINDINGS IN CONNECTION THEREWITH

WHEREAS, in order to facilitate the creation and implementation of an integrated, comprehensive, and collaborative system of information and services to enhance optimal early childhood development, the legislature adopted legislation set forth in the California Children and Families Act of 1998, Health and Safety Code Section 130100, *et seq.* (as amended, the “Act”) implementing the Children and Families First Initiative passed by the California electorate in November, 1998 and establishing the California Children and Families Commission and County Children and Families Commissions, including this Children and Families Commission of Orange County (“Commission”); and

WHEREAS, Commission adopted its Strategic Plan to define how funds authorized under the Act and allocated to the Commission should best be used to meet the critical needs of Orange County’s children prenatal to five years of age as codified in the Act; and

WHEREAS, the Executive Director and Commission Counsel have prepared a standard Master Agreement for Consultant/Professional Services (“Master Agreement”), which was approved by the Commission; and

WHEREAS, the Commission desires to authorize the Executive Director or designee to prepare and negotiate Agreement No. PS-93 with The Regents of the University of California (University of California, Los Angeles, Center for Healthier Children, Families, and Communities) [UCLA] to implement the Early Developmental Index (EDI) project in an amount not to exceed \$38,100 for the period January 1, 2011 through December 31, 2011 as specified in the January 5, 2011 staff report for this Agenda Item; and

WHEREAS, Commission has reviewed the staff report relating to the Scope of Services to be provided and hereby finds and determines that the proposed Agreement is in furtherance of and consistent with the Commission’s Strategic Plan; and

NOW, THEREFORE BE IT RESOLVED BY THE COMMISSIONERS OF THE CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY AS FOLLOWS:

Section 1 Commission finds and determines the foregoing Recitals are true and correct and are a substantive part of this Resolution.

Section 2 Commission hereby authorizes the Executive Director, or designee, to prepare and negotiate the terms, conditions and final form of Agreement No. PS-93 with The Regents of the University of California (University of California, Los Angeles, Center for Healthier Children, Families, and Communities) [UCLA] to implement the Early Developmental Index (EDI) project, in an amount not to exceed \$38,100 for the period January 1, 2011 through December 31, 2011 as specified in the January 5, 2011 staff report and scope of services referenced therein; and

Section 3 The form of Agreement No. PS-93 with The Regents of the University of California (University of California, Los Angeles, Center for Healthier Children, Families, and Communities) [UCLA] to implement the Early Developmental Index (EDI) project shall be substantially similar to the form of the standard Master Agreement, subject to minor, non-substantive revisions as reviewed and approved by the Executive Director or designee. The approval by the Executive Director of the Agreement No. PS-93 shall be conclusively evidenced by the execution and delivery of the Amendment by the Commission Chair to the Commission Clerk.

Section 4 Commission hereby approves Agreement No. PS-93 with The Regents of the University of California (University of California, Los Angeles, Center for Healthier Children, Families, and Communities) [UCLA] to implement the Early Developmental Index (EDI) project for services related to the Orange County Center for Community Health Research as specified in the January 5, 2011 staff report for this Agenda Item.

Section 5 The Commission Chair and the Clerk of the Commission are hereby authorized to execute and attest, respectively, Agreement No. PS-93 on behalf of the Commission.

Section 6 A copy of the final Agreement No. PS-93 with The Regents of the University of California (University of California, Los Angeles, Center for Healthier Children, Families, and Communities) [UCLA] to implement the Early Developmental Index (EDI) project, when executed by the Commission Chair, or Executive Director, and attested by the Clerk of the Commission shall be appended hereto as a part of Exhibit A to this Resolution. Exhibit A is hereby fully incorporated as a part of this Resolution by this reference and made a part hereof. The final executed Amendment shall be placed on file in the office of the Clerk of the Commission.

Section 7 In addition to the authorization of Section 2 above, the Executive Director (or his designee) is hereby authorized, on behalf of the Commission, (i) to sign all documents necessary and appropriate to carry out and implement the Service Agreement, (ii) to cause the issuance of warrants, (iii) to administer the Commission's obligations, responsibilities, and duties to be performed under such agreement, and (iv) during the term thereof to provide waivers, administrative interpretations, and minor modifications of the provisions of such agreement in the furtherance thereof.

Section 8 The Clerk of the Commission shall certify to the adoption of this Resolution.

The foregoing resolution was passed and adopted by the following vote of the Children and Families Commission of Orange County on January 5, 2011 to wit:

AYES: Commissioners: _____

NOES: Commissioner(s): _____

EXCUSED: Commissioner(s): _____

ABSTAINED: Commissioner(s) _____

CHAIR

STATE OF CALIFORNIA)
)
COUNTY OF ORANGE)

I, DARLENE J. BLOOM, Clerk of the Commission of Orange County, California, hereby certify that a copy of this document has been delivered to the Chair of the Commission and that the above and foregoing Resolution was duly and regularly adopted by the Children and Families Commission of Orange County.

IN WITNESS WHEREOF, I have hereto set my hand and seal.

DARLENE J. BLOOM
Clerk of the Commission, Children and Families Commission of
Orange County, County of Orange, State of California

Resolution No: __-11-C&FC

Agenda Date: January 5, 2011

Item No. ____



I certify that the foregoing is a true and correct copy of the Resolution adopted by the

DARLENE J. BLOOM, Clerk of the Commission

By: _____
Deputy

EXHIBIT A TO RESOLUTION OF COMMISSION

(Attach copy of final executed Agreement No. PS-93 with The Regents of the University of California (University of California, Los Angeles, Center for Healthier Children, Families, and Communities) [UCLA] to implement the Early Developmental Index (EDI) project)