



School Readiness Data Study

RESEARCH PARTNER AGREEMENT

Mount Diablo Adult Education (MDAE) and the Contra Costa County Office of Education

I. INTRODUCTION

The California State Preschool Program (CSPP) Quality Rating and Improvement System (QRIS) Block Grant was authorized in fiscal year 2014-15 for the support of local early learning QRIS that will increase the number of low-income children in high-quality state preschool programs and will prepare them for success in school and life. The Contra Costa County Office of Education (CCCOE) is the fiscal agent for the grant and a member of the local QRIS consortium of agencies composed by First 5 Contra Costa, the Contra Costa Child Care Council and the three Community Colleges.

QRIS or “early learning quality rating and improvement system” is defined as a locally determined system for continuous quality improvement based on a tiered rating structure with progressively higher quality standards for each tier that provides supports and incentives for programs, teachers, and administrators to reach higher levels of quality, monitors and evaluates the impacts on child outcomes, and disseminates information to parents and the public about program quality (Education Code Section 8203.1).

The CSPP QRIS Block Grant presents a unique opportunity to build on successful program practices developed through the implementation of QRIS during the past three years. To evaluate the correlation of quality improvement practices with positive child outcomes the CSPP QRIS consortium will engage in a collaborative data study project. The CCCOE will spearhead the data study and will leverage the expertise and resources already in place to evaluate school readiness of CSPP and TK students.

The study will include data currently collected by State Preschool sites through the Desired Results Developmental Profile (DRDP) 2015, in addition to child outcomes data collected by participating elementary school districts for their Transitional Kindergarten (TK) classrooms.

II. STUDY DESIGN

As previously mentioned, the study will use the DRDP 2015 as the primary and common data source used by the state preschool programs invited to participate. The CCCOE envisions this study as a longitudinal effort that will encourage a sustained commitment to ongoing data collection and evaluation of children outcomes from preschool to age eight. This first round of CSPP QRIS grant funds will allow us to gather base-line data across participating sites to inform the development of a common data tracking tool. Currently DRDP – K is used by some school districts to assess TK child outcomes but is not a required assessment. For the purposes of this initial phase of the study, we have identified the Language and Literacy, Social and Emotional Development, and the English Language Development domains as those most closely allied with school readiness. We will also ask for a limited set of demographic identifiers which will not include the names of any children.



As previously mentioned, the data study will focus on the correlation of quality improvement practices with positive child outcomes among preschool and TK classrooms across three school districts. Three school districts have been invited to participate in this study which includes – Mt. Diablo Unified School District (Non-CSPP/QRIS), Oakley Union Elementary School District (CSPP/Non-QRIS) and West Contra Costa Unified School District (QRIS/CSPP). Ultimately, the objective of the longitudinal data study will be to strengthen PreK – 12 communication and alignment within the school districts. An aspiration goal would be to develop a tracking process that would align preschool learning foundation milestones with common core standards from preschool to age eight.

III. METHODOLOGY

CCCOE will provide hard and electronic copies of the required data pieces: child demographic information and DRDP record pages to the identified classroom by November 23, 2015. Teachers are asked to return the completed forms (hard or electronic copies) to CCCOE not later than December 14, 2015. CCCOE will enter this data into a multi-level spread sheet to allow for a variety of analyses.

Initial discussions about the data, trends, questions, and limitations will be held with teachers and district-identified leaders before CCCOE completes a draft document. The draft will be shared with districts not later than January 11, 2016 and opportunities for additions will be available. The final report will be sent as required to CDE on or before the due date of February 1, 2016. Copies of this report will be made available to the participating Districts.

Upon completion of the initial data study CCCOE will compose and submit the required report to the California Department of Education (CDE). We anticipate this data will be useful for each district in future planning and as a baseline.

With the increasing interest in addressing what is described as the “achievement gap” across all elements of our society, this study provides an opportunity at our local level to validate what is generally believed to be important avenues of remediation: namely, high quality rich language experiences and socially and developmentally appropriate attention to the unique capabilities of the birth to eight age group. By providing a base line of very simple data using a common instrument, districts will be able to formulate additional questions for themselves as well as common ground for addressing issues of funding, assessment, public awareness, and reporting.

IV. RESEARCH PARTNER EXPECTATIONS – SCOPE OF WORK

The CCCOE will:

- Provide facilitate and lead the design, development and implementation of the data study
- Select a team of qualified staff with the required research and evaluation background and expertise
- Offer technical assistance to research partners as needed throughout the implementation of the study
- Conduct the data collection, data entry and analysis of the study
- Convene ongoing planning Research Partner Team Meetings to engage in collective discussions about the design and format of the research findings. Meeting objectives and agendas will be

provided to research partners prior to the meeting date to ensure the appropriate district representatives are invited to attend

- Offer research partners additional resources necessary to carry out the study
- Compensate the MDAE for the hours needed to gather the student specific data requested to complete this study, in addition to attending scheduled Research Partner Team meetings. Based on the number of hours projected by the MDAE a flat fee rate of \$1630 will be given
- Incentivize the MDAE PreK Teachers participating in the study by covering the cost of their attendance to the PK-1 Conference in January. Based on the cost estimate by the MDAE for registration fees, conference lodging and mileage for 3 Teachers to attend the conference a flat fee rate of \$2670 will be given. This includes conference registration fees for the Parent Education Program Coordinator and Program Assistant.
- Provide the MDAE with a total \$4300 for their participation in this study

The MDAE will:

- Identify 3 PreK Classrooms
 - a. Each classroom must meet at least three hours per day for a minimum of three days a week
 - b. Three Elementary Schools will participate in the study: Shore Acres, Hidden Valley and Meadow Homes
 - c. Each elementary school will identify a PreK classroom to participate in the study
 - d. The PreK teacher will gather the data specified for the study for each student in the classroom. The projected number of hours necessary to gather student specific data is 1 hour per student. Number of student vary per classroom
 - e. Each PreK teacher will be compensated at an hourly rate of \$27.63
 - f. PreK Teachers will be invited to attend Research Partner Team Meetings. In which case, compensation to cover substitute teacher costs will be provided to the District, as needed
- Provide demographic data for each child including:
 - a. Past educational experience
 - b. Home language
 - c. Gender
 - d. Unique, teacher determined, identifier number
 - e. Date of Birth
- Utilizing the DRDP (PK or K), provide individual child assessments of the following:
 - a. English Language Development
 - b. Language and Literacy Development
 - c. Social and Emotional Development
- Attend Research Partner Team Meetings convened by the CCCOE. Districts will ensure that the appropriate representatives are invited to these meetings based on meeting agendas provided in advance by the CCCOE.
- Communicate with the CCCOE to identify and access necessary resources to carry out the data study.



Consent to Share

Mount Diablo Adult Education and the CCCOE staff may share information, within legal limits, about the identified data elements provided. No individual's names will be collected by CCCOE (teachers or children). Teachers will create unique identifiers to which they alone have the key. Data collected through this study will be used to evaluate the effect of identified high quality early learning environments on school readiness. This process will enhance the quality and relevance of the services provided to children in Contra Costa County.

Dr. Nellie Meyer, Ed.D, Superintendent

Mount Diablo Unified School District

Bill Clark, Associate Superintendent, Business Services

Contra Costa County Office of Education

Date

Date